



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 1	Vocabulary	Resources
<p>Computer Lab Procedures</p> <p>Class Agreement</p> <p>Logging In</p> <p>Logging Off</p> <p>2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Show them the Welcome PPT and share your guidelines with them. You will add in your own information to the Welcome PPT (shell is on the CLA site). ┆ Topics covered should include: <ul style="list-style-type: none"> ◆ How to enter and exit the lab ◆ Expectations for how to ask questions ◆ Fire, tornado, and other safety drill locations ┆ Assign seats. ┆ Remind students that using the computers in your lab is a privilege and that they will always be expected to follow the rules. Review Computer Lab procedures. Have them either sign an agreement sheet (by class or grade level) or have a rules poster ready (each student should sign the whole-school poster, which you will always display in class). ┆ Demonstrate how to use headphones/change volume. Establish a routine for using and storing headphones. ┆ Assign seats and hand out login cards. ┆ Review how to log in (CLA website), showing how to press control-alt-delete and fill in the username/password combo; also cover how to log off. Remind students that properly logging off keeps their files from being accessed by others. ┆ Have students sit at their assigned seats. ┆ After students successfully log in, have them locate and open ABCYa (Tizmos/K-2). Other students may need one-on-one help practicing logging in. ┆ Allow students five minutes at the end of class to log off. Depending on their comfort level, have them log off either as a group with your instruction, or individually. 	<p>Computer Lab Drills</p> <p>Assigned Seats</p> <p>Classroom Agreement</p> <p>Logging In</p> <p>Logging Off</p>	<ul style="list-style-type: none"> ✓ Practice drills today so students understand what they need to do. ✓ Practice lining up and coming into and exiting the lab. ✓ Make a special point to remind students to leave their computer areas neat and tidy by modeling pushing in their chairs, placing headphones back where they belong, etc. <p>Helpful Hint: Have login cards completed and ready to hand out.</p> <p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Have a timer handy to provide enough time at the end of class for either group or individual logging off.



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 2	Vocabulary	Resources
<p>MS Word:</p> <p>Review</p> <p>Creating Folders</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Explain the H Drive. Show the students how to access the different drives that are available and how to find their H Drive. ┌ Demonstrate for students how to create a folder in their H Drive, naming it: Computer Lab. Explain that today they will create a Computer Lab folder that they will use for document/file storage. ┌ Review MS Word vocabulary. Demonstrate vocabulary examples. ┌ Show the students a completed alphabet assignment. Explain that they will create a document similar to this and will save it in their H Drive. ┌ Show the students how to Save As “Alphabet,” placing their newly saved document into the Computer Lab folder they will create. ┌ Have the students log in and complete the alphabet assignment. As they finish, have them minimize the assignment and go to Red Fish Soup (Tizmos/Home). ┌ Ten minutes before the end of class, stop everyone and have the students maximize their MS Word document. Walk through the steps of saving together, making sure they save the document correctly into their Computer Lab folder. ┌ Log off. 	<p>Caps Lock Space Bar Num Lock Shift Enter Cursor Backspace H Drive Save As Minimize Maximize Folder</p>	<p>Helpful Hint: Have login cards ready to hand out.</p> <p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hints: Have a premade document with the entire alphabet exercise completed (Aa Bb Cc, etc.).</p> <p>Helpful Hint: Use “Save As” for this lesson. While using “Save” will prompt the typist to create a file name, using “Save As” is a safer way to ensure that the document is correctly saved to a specific location.</p> <p>How to “Save As:”</p> <ol style="list-style-type: none"> 1. Select “Save As” 2. When options come up, select “Browse,” click on “Computer,” then double click on “H Drive.” 3. Point out to students that an automatic file name appears and may be changed. 4. Select “Save.” <p>Helpful Hint: Have a timer handy, or use an online timer so you have 10 minutes available for the “group save” and individually logging off.</p>



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 3	Vocabulary	Resources
<p>MS Word:</p> <p>Font Color</p> <p>Opening a Saved Document</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Demonstrate how to locate and open the Alphabet document created during the last lesson. ┆ Introduce new vocabulary. ┆ Demonstrate how to locate and open the file that was saved the previous lesson, how to select a group of letters (Aa Bb Cc, etc.), and how to change the font color. Re-demonstrate how to save the document, using Save. ┆ Briefly discuss the difference between Save and Save As. ┆ Have students sit at their assigned seats and log in, locate and open MS Word. ┆ Walk students through opening a previously saved document together. ┆ Have students change each letter group to a different color. ┆ Have students minimize their work and open Red Fish Soup (Tizmos/Home) as they complete the assignment. ┆ The last ten minutes of class, have students maximize their MS Word alphabet document and save together as a class. ┆ Log off. 	<p>Ribbon</p> <p>Tabs</p> <p>Groups</p> <p>Font Color</p> <p>Open</p> <p>H Drive</p> <p>Clicking and Dragging</p> <p>Selecting</p> <p>Save</p> <p>Save As</p> <p>Minimize</p> <p>Maximize</p>	<p>Helpful Hint: Have login cards completed and ready to hand out.</p> <p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Using “Save” is appropriate once a file has already been named during a previous session – the file has already had a name assigned to it. Using “Save As” is the preferred option the first time a student saves any file.</p> <p>Helpful Hint: Have a timer handy, or use an online timer so you are ready for the “group save” and have 10 minutes available for this and individually logging off.</p>



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 4	Vocabulary	Resources
<p>MS Word:</p> <p>Font Size</p> <p>Font Style</p> <p>Opening a Saved Document</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Introduce new vocabulary. ┆ Demonstrate how to locate and open the Alphabet file that was saved the previous lesson, how to select a group of letters (Aa Bb Cc, etc.), and how to change the font size and style. Re-demonstrate how to save the document, using Save. ┆ Have students sit at their assigned seats and log in, locate and open MS Word. ┆ Have students change each letter group to a different font size and style. ┆ Have students minimize their work and go to Red Fish Soup (Tizmos/Home) as they complete the assignment. ┆ The last 10 minutes of class, have students maximize their document and save together as a class. ┆ Log off. 	<p>Ribbon</p> <p>Tabs</p> <p>Groups</p> <p>Font Style</p> <p>Font Size</p> <p>Open</p> <p>H Drive</p> <p>Clicking and Dragging</p> <p>Selecting</p> <p>Save</p> <p>Minimize</p> <p>Maximize</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Have a timer handy, or use an online timer so you are ready for the “group save” and have 10 minutes available for this and individually logging off.</p>



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 5	Vocabulary	Resources
<p>Keyboarding:</p> <p>Recognition</p> <p>Punctuation</p> <p>MS Word:</p> <p>Review</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Project a big keyboard graphic on the screen. Review the layout of the keyboard. Introduce the punctuation keys. ┌ Review how to open MS Word and show the writing prompt. ┌ Review Save As. Take time to question students to gauge understanding of the differences between Save and Save As. ┌ Have students log in, locate and open MS Word and practice writing the prompt. Once their work has been completed and verified by you, have the students individually Save As “Winter” for use next week. ┌ If time permits, students who complete the assignment may go to an ABCYa Keyboarding activity (Tizmos/Home). ┌ Log off. 	<p>Period</p> <p>Exclamation Point</p> <p>Comma</p> <p>Shift</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Use a writing prompt that incorporates the punctuation you want the students to practice. ✓ Create your own prompt or use the one below: ✓ Suggested writing prompt: <p style="padding-left: 20px;">I love winter! The first time it snows, I will build a snowman.</p> <p>Helpful Hint: You will need to explicitly show the students how to use the shift key to make the desired punctuation mark.</p>



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 6	Vocabulary	Resources
<p>MS Word:</p> <p>(Bing) Online Photos and Clip Art</p> <p>Creative Commons</p> <p>2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Demonstrate how to locate and open the Winter document in <i>MS Word</i> (saved the previous session). ┆ Show the students the Insert Tab. ┆ Demonstrate how to locate and insert online photos or clip art [Online Pictures], using the <i>MS Word</i> automatic Bing Creative Commons results. ┆ Explain Creative Commons: the online photos and clip art that appear using the Bing search are copyright free and available for anyone to use. Other photos and clip art that appear in a Google search, for example, may have special “rights” attached to them and require that students tell who made them. With the Bing Creative Commons images, they may use them without needing any type of permission. ┆ Show students how to search for, locate, and insert a picture of a something that represents “winter” – snowman, evergreen, sled, snow, bare tree branches, mittens, etc. ┆ Demonstrate how to wrap text using the Picture Tools Tab and the Floater Menu. ┆ Demonstrate how to click and drag the mouse in order to move the picture. ┆ Demonstrate how to resize a picture using the resize handles. ┆ Re-demonstrate how to Save. ┆ Have students log in, locate and open their <i>MS Word</i> Winter document, and insert an online picture. Students need to wrap and resize their images. ┆ If time permits, students may add additional sentences to the writing prompt, or add more online pictures. ┆ At the end of class, students should individually Save. ┆ Log off. 	<p>Online Pictures</p> <p>Wrap Text</p> <p>Insert Tab</p> <p>Creative Commons</p> <p>Picture Tools Tab</p> <p>Clicking and Dragging</p> <p>Resize Handles</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: If you aren’t familiar with Bing online pictures image searching via <i>MS Word</i>, take a few moments to use this feature so you’ll be comfortable with locating results and teaching this concept to students.</p> <p>✓ You may wish to provide students with a simple checklist rubric stating project requirements: type name, change font size and color, insert online pictures, save as, etc.</p>



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 7	Vocabulary	Resources
<p>MS Word:</p> <p>Page Layout Tab</p> <p>Insert Tab</p> <p>Home Tab</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Re-demonstrate how to open a new document in MS Word. ┆ Demonstrate how to locate and use the Page Layout Tab to change layout orientation from portrait to landscape. ┆ Type your name, showing how you can use tools to change the font, size and color. Demonstrate how to insert online pictures of things that you like, building on the concepts taught the previous session. Remind students that you need to wrap text to be able to move pictures. Change sizes of desired images or clip art to fit on one page. ┆ Tell students they will do the same procedures with a new document they create. ┆ Have students log in, locate and open a new MS Word document, and create their own fancy name. ┆ Students should save their document using Save As “Fancy Name.” ┆ If time permits, they may explore activities in ABCYa (Tizmos/Home). ┆ Log off. 	<p>Page Layout Tab</p> <p>Portrait</p> <p>Landscape</p> <p>Insert Tab</p> <p>Online Pictures</p> <p>Home Tab</p> <p>Font Size</p> <p>Font Style</p> <p>Font Color</p> <p>Save As</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Have a completed “Fancy Name” to show the students after you have demonstrated the skills they will need to use to make their own Fancy Name.</p>



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 8	Vocabulary	Resources
<p>MS Word:</p> <p>Review</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Explain that today you are going to review MS Word concepts they have learned this past quarter. Open up the MS Word Wheel of Fortune game on the large screen (CLA website). Divide your class into teams. ┌ Have each team member send up one student to spin the wheel. Ask the teams to discuss an answer and give a “team answer” within a certain time frame. If the answer is correct, give the team two points. If the answer is not correct, allow another team to “steal” for a point. ┌ If additional time permits after this lesson, allow students to explore MS Word or to complete any projects they need to finish. ┌ Alternatively, students may work on keyboarding practice (Tizmos/Keyboarding). ┌ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: The PPT needs to be running for the Wheel of Fortune feature to work (F5). Click on the S in spin to <i>randomize</i> the spin. Consider using a die to determine which team can steal.</p> <p>Optional: Play the Second Grade Word Review Kahoot instead of the Wheel of Fortune game (CLA website).</p>



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 1	Vocabulary	Resources
<p>MS PPT:</p> <p>Introduction</p> <p>Mapping PPT Presentations</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Introduce the MS PowerPoint (PPT) software to the class. Explain that this is a program in the Microsoft Office suite (they have already used MS Word). This program will help them to make attractive presentations that help them share information with others. ┆ Show an About Me PPT that you have created about yourself and discuss the different features of PPT that you have placed in your presentation. ┆ Pass out the PPT map handout, and explain to students that their presentations will be more organized if they first take the time to map out a plan. ┆ Display and explain a project rubric (which you will pass out next week). Explain that this checklist will help them to know exactly what is required for this project. ┆ Have the students map out the PPT they will be creating about themselves. Tell them they will need to take time to plan out what they want to share about themselves. Creating these maps ahead of time is a smart way to make the very best PPT they can. ┆ Collect the PPT maps as they are completed. ┆ If time remains, allow the students to explore activities in ABCYa (Tizmos/Home). ┆ Log off. 	<p>MS PowerPoint Slides</p> <p><i>*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail (see weeks 2-5).</i></p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Second grade PPT map and rubric handouts are located on the CLA website.</p> <p>Helpful Hint: Create your About Me PPT example ahead of time.</p>



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Weeks 2-5	Vocabulary	Resources
<p>MS PPT:</p> <p>Application</p> <p>4.a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Remind students how to locate and open MS PowerPoint. Explain that you will spend the next few weeks exploring and learning how to create presentation slide shows using this software. ┌ You will teach the following concepts. Before this quarter, decide in what order and time frame you need to teach the following concepts, keeping in mind that you have three weeks to cover this material: <ul style="list-style-type: none"> ◆Multimedia ◆Slide Show ◆Placeholders within Premade Slides ◆Backgrounds ◆New Slide ◆Title Slide ◆Add Design ◆Text Boxes ◆Online Pictures ◆Transitions ◆Animations ◆F5 Shortcut ◆Escape to Exit ◆Moving and Deleting Slides in Slide Sorter ┌ Have students log in, locate and open MS PowerPoint, and begin initial work on their About Me PPT. Consider projecting a checklist of things students must include. ┌ When class is almost over, have students Save As "About Me." You may want to walk them through this initial process Save As as a group if necessary. ┌ Log off. 	<p>MS PowerPoint Slides Slide Show Multimedia Placeholders Backgrounds New Slide Title Slide Add Design Text Boxes Online Pictures Transitions F5 Shortcut Escape to Exit Moving/Deleting Slide Sorter</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Second grade PPT map and rubric handouts are located on the CLA website. ✓ Their final PPT presentation should be completed by the end of Week 5! <p>Helpful Hint: Download student Lifetouch photos to a folder on the O drive. Demonstrate how to insert individual pictures from the O drive to each student's title slide.</p>



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 6	Vocabulary	Resources
<p>MS PPT:</p> <p>Peer Review</p> <p>4.a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Review the process of locating, opening, and playing a MS PowerPoint slideshow. ┌ Have students log in, locate and open their PPT About Me slideshow. ┌ Students will share their slideshow with the entire class or at their desk with their neighboring students. Decide which option you prefer ahead of time. 	<p>F5</p> <p>Escape</p> <p>Ribbon</p> <p>Start Slideshow</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Optional: Students may use a checklist rubric to peer review each other’s PPT presentations. See CLA website for checklist rubric, or create one of your own. You may opt to use the checklist rubric as an exit slip.</p>



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 7	Vocabulary	Resources
<p>Pre-Coding Logic Activities</p> <p>4.c. Students develop, test, and refine prototypes as part of a cyclical design process.</p> <p>4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Tell students that today they will be learning how to be animators. Check for understanding of what animation is. ┌ Show students how to locate Animate in ABCYa (Tizmos/K-2). ┌ Demonstrate the program, showing the background options, paint/drawing tools and illustration options. Show the students how to copy the frame. Demonstrate how to run the animation when they are finished. Show how to loop and show different speeds for viewing. ┌ Have students log in, locate and open Animate and work individually to create their own short video. If they finish the assignment, allow them to create another video. They may show the videos to their classmates if you choose. ┌ Log off. 	<p>Animation</p> <p>Loop</p> <p>Viewing Speed</p> <p>Illustrations</p> <p>Background</p> <p>Copy Frame</p> <p>Frame</p> <p>Paint Tools</p> <p>Drawing Tools</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Preview the ABCYa Animate (Tizmos/K-2) activity before you use it with students.</p> <ul style="list-style-type: none"> ✓ As you are demonstrating how to use the program, create a short animation so that students can see an example of a finished product.



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 8	Vocabulary	Resources
<p>Coding:</p> <p>Hour of Code</p> <p>4.c. Students develop, test, and refine prototypes as part of a cyclical design process.</p> <p>4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Introduce the concept of “Hour of Code.” ┌ Show the introduction videos from the Hour of Code website to introduce concepts. ┌ Explain that coding is brain work – students will be solving puzzles in order to create coding. Coding is hard work and requires persistence, going through trial and error, and students need to keep trying in order to learn and create code. ┌ Show students how to locate Angry Birds (Tizmos/Coding). Demonstrate Angry Birds. ┌ Have the students log in and complete the Hour of Code Angry Birds program. ┌ If students finish early, they may select a Snoring activity (Tizmos/Coding) or redo a favorite level in Angry Birds (Tizmos/Coding). ┌ Log off. 	<p>Hour of Code</p> <p>Coding</p> <p>Sequencing</p> <p>Coding</p> <p>Trial and Error</p> <p>Keep Trying</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Hour of Code introductory video for students: https://hourofcode.com/us Select: Watch the Video</p> <p>✓ Hour of Code “How To” for instructors: https://hourofcode.com/us/how-to</p>



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Objective	Lesson – Quarter 2/Week 9	Vocabulary	Resources
<p>Coding:</p> <p>Hour of Code</p> <p>4.c. Students develop, test, and refine prototypes as part of a cyclical design process.</p> <p>4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Explain that you are going to do some coding today! Remind them that they will need to use trial and error and persistence in order to complete today’s assignment. Tell them that is it is okay to make mistakes and that they will learn more from this process when they “fail” from time to time. Failure is not a bad activity! ┆ Demonstrate how to locate and open Flappy Bird. Show students how coding works for this activity. Allow them to see you make mistakes and correct them. ┆ Have the students log in, locate and open the Hour of Code Flappy Bird coding work. ┆ If students complete this activity early, they may redo the last level in Flappy Bird. ┆ Optional: Allow students to share their custom Flappy Bird game coding with their shoulder buddy. ┆ Log off. 	<p>Hour of Code</p> <p>Coding</p> <p>Sequencing</p> <p>Trial and Error</p> <p>Keep Trying</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: You may opt students to work in pairs for this assignment. Coding lends itself to teamwork.</p>



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Week 1	Vocabulary	Resources
<p>Computer Lab Procedures Review</p> <p>Keyboarding:</p> <p>Introduction</p> <p>2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Review Computer Lab rules and classroom agreements. ┆ Tell students that they will be working frequently this quarter on their keyboarding skills. Successful keyboarding happens when you practice often – it is like playing a sport: you get better when you practice frequently. ┆ Show students how to locate and open Dance Mat Typing (Tizmos/Home), and demonstrate how to use this program. ┆ Introduce the concepts of keyboarding, touch typing, and home row. ┆ Have students login, locate and open Dance Mat Typing, and begin working in Level 1, Stage 1. ┆ Students who finish early may complete a keyboarding activity in Tizmos (Tizmos/Keyboarding) or complete a writing prompt you create in MS Word. ┆ Log off. 	<p>Keyboarding</p> <p>Touch Typing</p> <p>Home Row</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Revisit the same procedures and routines that you established during the first week of school. ✓ If students are coming back to school after a quarterly password change, you may wish to have new login cards available for them for this initial log in. ✓ If using the writing prompt option, have the prompt created and copies made ahead of time. Pass out a copy for each student to facilitate typing practice.



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Weeks 2-8	Vocabulary	Resources
<p>Keyboarding:</p> <p>Application</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Have students log in, locate, and open <i>Dance Mat Typing</i>. ┆ Have students complete Level Two, Stage Four, unless your student did not do <i>Dance Mat Typing</i> in first grade. Then continue to the next level and adjust assignments below as needed. ┆ If they finish early, they move on to the next level. <p>Week 3: All students should complete Level 2, Stage 5, even if they completed it the week before.</p> <p>Week 4: All students should complete Level 2, Stage 6, even if they completed it the week before.</p> <p>Week 5: All students should complete Level 3, Stage 7, even if they completed it the week before.</p> <p>Week 6: All students should complete Level 3, Stage 8, even if they completed it the week before.</p> <p>Week 7: All students should complete Level 3, Stage 9, even if they completed it the week before.</p>	<p>Home Row Touch Typing</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ If the students complete the assigned level early, they may move on to the next level, work on a writing prompt or complete a keyboarding activity in Tizmos. ✓ If you want to use the writing prompt option after the assigned Dance Mat Typing activity, make sure you have created a writing prompt ahead of time. Make copies for students to facilitate typing practice. ✓ Working ahead is fine; students need to know that they will still start on the assigned level each week, even if they worked ahead the previous week – remind them that practicing a skill takes time and repetition!



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Week 9	Vocabulary	Resources
<p>Technology Application</p> <p>Pre-coding Logic Activities</p> <p>1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Show a Technology Application video from choices provided on the Enrichment. ┆ Discuss the application. Create discussion prompts ahead of time if desired. ┆ Demonstrate locating and completing a Snoring (Tizmos/Coding) activity of your choice. ┆ Have students log in, locate, and open Snoring (Tizmos/Coding), and work to navigate and solve the logic problems. ┆ Students may explore other Snoring games. ┆ You may choose to have students work individually or in pairs. ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Enrichment Activities sheet (CLA binder or website).</p>



Grade 2 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 4/Week 1	Vocabulary	Resources
<p>Internet Safety</p> <p>2.a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Explain that they will be viewing a video about Internet safety. ┌ Show <i>Router’s Birthday Surprise</i> [25 min.]. (CLA website or Netsmartz site). ┌ Using the provided discussion prompts (see Resources column), discuss <i>Router’s Birthday Surprise</i>. ┌ If time permits, have students log in, locate and explore the <i>Clicky</i> Internet Safety activities on the Netsmartz website (Tizmos/Internet Safety/Matching and Puzzles). ┌ Log off. 	<p>Internet</p> <p>Trusted Adult</p> <p>Outlaws</p> <p>Netiquette</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: See CLA website for video discussion prompts for <i>Router’s Birthday Surprise</i>.</p>



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Objective	Lesson – Quarter 4/Week 2	Vocabulary	Resources
<p>Internet Safety</p> <p>2.a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Explain that they will be viewing a video about Internet safety. ┆ Show the <i>It's Okay to Tell</i> [8 min.] and <i>Bad Netiquette Stinks</i> [7 min.] videos. (CLA website or Netsmartz site). ┆ Compare and contrast the video themes; use the provided question prompts or create your own. ┆ Make sure you discuss the Netsmartz <i>Internet Safety Rules</i> (CLA website). ┆ Optional: give a copy of the rules to teachers to send home. ┆ Optional: If time permits, have students log in and explore the Internet safety program: <i>Cyber Five</i> (Tizmos/K-2). ┆ Log off. 	<p>Netiquette</p> <p>Trusted Adult</p> <p>Outlaws</p> <p>Cyberbullying</p> <p>Internet</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Suggested video discussion prompts:</p> <ol style="list-style-type: none"> 1. What is an example of bad netiquette? 2. How would it make you feel if you were a receiver of bad netiquette use? 3. What should you do if you see bad netiquette being used?



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Objective	Lesson – Quarter 4/Week 3	Vocabulary	Resources
<p>MS Word:</p> <p>Review</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Tell them that today you will work on remembering MS Word concepts they learned during Quarter 1. ┌ Review Saving: when to use Save As v. Save. ┌ Review how to print (reminding them of your specific school’s printing procedures). ┌ Have students log in, locate, and open MS Word, start a new document, and create a short thank you note for either parents or one parent (or a guardian), or a teacher. ┌ Have students Save As “Thank You Letter” and then print their thank you letter. ┌ Collect, review letters, and place in staff mailboxes. Or, deliver letters to the classroom teacher to send home. ┌ Log off. 	<p>MS Word</p> <p>Icon</p> <p>New Document</p> <p>Save As</p> <p>Save</p> <p>Printing</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Create a thank-you note writing prompt ahead of time if you believe this will facilitate lesson concepts. The prompt(s) should be open-ended.</p>



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Objective	Lesson – Quarter 4/Week 4	Vocabulary	Resources
<p>MS Word:</p> <p>Application</p> <p>Computer Lab folder</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Tell students that today they will create a Computer Lab folder in their H drive. This should be review from last year. Show the students how to access the online poem generator, My Monster (Tizmos/Home). ┆ Explain that they will put on their creative thinking caps to fill in the blanks to generate their own poems! This is not a process that they should rush through – they need to carefully choose just the right words to make their poetry creations unique. ┆ Show them how to fill in the blanks and generate a poem as an example. ┆ Demonstrate how to copy the poem (highlighting the poem text, and using “copy”). ┆ Locate and open MS Word and demonstrate how to paste the poem into MS Word. ┆ Explain and show them the visual prompts for Spell Check and Grammar Check. ┆ Demonstrate how to correct spelling errors. ┆ Optional: Change font, size and color. Add online pictures. ┆ Remind them how to Save As, placing the document in the Computer Lab folder – this should be review from Quarter 1. ┆ Have students log in, locate and begin filling out My Monster, following the directions you just provided. ┆ When they have completed the assignment, prompt them to Save As “My Monster.” ┆ Log off. 	<p>Computer Lab folder</p> <p>Cut</p> <p>Copy</p> <p>Paste</p> <p>Spell Check</p>	<p>Brain Breaks: http://bit.ly/kq11</p>



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Objective	Lesson – Quarter 4/Week 5	Vocabulary	Resources
<p>Technology Application</p> <p>MS Word:</p> <p>Copy</p> <p>Paste</p> <p>Review</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Show a Technology Application video from choices provided on the Enrichment Activities sheet. ┌ Discuss the application. Create discussion prompts ahead of time if desired. ┌ Demonstrate the Acrostic Poem Generator (Tizmos/K-2). ┌ Show the students how they can click the “Generate” button to create a new poem. They may select “Generate” as often as they like until they have an acrostic poem of their name that they prefer. Explain that they will use Copy and Paste to paste the poem contents into MS Word. ┌ Have students log in, locate and create an acrostic poem using Acrostic Poem Generator. When they are satisfied with the generated acrostic, they should copy and paste it into MS Word. ┌ Students should change the font, size and color of the poem. They should illustrate it by inserting online pictures. ┌ Optional: Students could change any words that they do not like at this point, typing in preferred adjectives or descriptors. ┌ Students should Save As “Name Poem.” ┌ If time permits, students may work individually or in pairs on a coding Snoring activity (Tizmos/Coding). ┌ Log off. 	<p>Acrostic Poem</p> <p>Copy</p> <p>Paste</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Enrichment Activities sheet (CLA website).</p>



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Objective	Lesson – Quarter 4/Week 6	Vocabulary	Resources
<p>MS Word:</p> <p>Review</p> <p>Keyboarding:</p> <p>Review</p> <p>Password Generators</p> <p>2.d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Explain that today they will play a Kahoot game to see how well they have learned concepts taught this past year. ┌ Remind students how to locate, open, and join a Kahoot (Tizmos/Home) game in session, using the game PIN projected on the screen. ┌ Have students log in and join the Kahoot Second Grade EOY Kahoot review (CLA website). You may need to refresh them on how to answer questions (by selecting the color that corresponds to the right answer). ┌ Play the game. ┌ After the review quiz is completed, discuss that they will create a unique password in third grade and discuss how to choose a safe password. ┌ Show the Netsmartz Password Rap video [2 min.]. (CLA Website). ┌ Have students log in, and explore a safe password generator of your choice (Dinopass is located on Tizmos/K-2). ┌ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: The Second Grade EOY Kahoot is located on the CLA website.</p> <p style="margin-left: 40px;">✓ You may choose to provide prizes for individuals or teams.</p> <p>Helpful Hint: The Password Rap video is located on the CLA website.</p>



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Objective	Lesson – Quarter 4/Weeks 7-9	Vocabulary	Resources
<p>Refocus and Review</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ The last three sessions for this quarter are often interrupted by end-of-year activities. ┌ Use your discretion to choose from these options for refocusing and reviewing: <ul style="list-style-type: none"> ○ Online Field Trips (Tizmos/Online Field Trips) ○ Re-teach a favorite activity ○ Review a needed concept ○ Choose something from the Enrichment Activities sheet 		<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Have a plan in place and enjoy the flexibility of these last few weeks of school!</p> <p>✓ Enrichment Activities sheet (CLA website).</p>