



Grade 3 Computer Learning Associate (CLA)

After the Quarter 1/Week 1 lesson for the school year, the first 20-30 minutes of each class will consist of working in Type to Learn 4. Subsequent lessons below are written for a 30-40 minute time frame. Remember to include Brain Breaks as needed to break up screen time. Plan to include one or two alternative keyboarding activities during each quarter, using ABCYa or Tizmos/Keyboarding.

Objective	Lesson – Quarter 1/Week 1	Vocabulary	Resources
<p>Welcome</p> <p>Computer Lab Procedures</p> <p>Class Agreement</p> <p>Passwords</p> <p>Logging In</p> <p>Logging Off</p> <p>Type to Learn 4:</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 and have them sit on the floor near you. ┆ Show them the Welcome PPT and share your guidelines with them. Note: You will add in your own information to the Welcome PPT (shell is on the CLA site) before showing to students. ┆ Topic 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. ┆ Have students sign the classroom agreement or the class poster. ┆ Discuss password creation and your guidelines. Share password suggestions (see Resources column). Alternatively, show students how to use Dinopass (Tizmos/3-5). ┆ Have students decide on a password and write it down. ┆ Demonstrate how to <i>change</i> the password, using Control-Alt-Delete and “Change Password.” ┆ Have students sit at their assigned seats, log in, and change their password to the one they selected earlier. ┆ Introduce Type to Learn 4 (TTL). Demonstrate how to locate TTL, and how to log into the program. ┆ Have students log in to TTL4 and begin using the program. ┆ When class time is nearly up, remind students how to log off and have them do this before they leave. 	<p>Computer Lab Drills</p> <p>Assigned Seats</p> <p>Password</p> <p>Log In</p> <p>Type to Learn</p> <p>Log Off</p>	<p>Brain Breaks:</p> <p>http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Practice drills today so students understand what they need to do. ✓ Practice lining up, entering/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: Set guidelines for a password. Suggestion: Have students pick a color and an animal and use the numeral 1. The number will change each quarter but the color and animal won't (example: bluedog1). See password suggestions sheet on the CLA website.</p>



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Objective	Lesson – Quarter 1/Week 2	Vocabulary	Resources
<p>H Drive:</p> <p>Create a Folder</p> <p>MS Word:</p> <p>Open New Document</p> <p>Save As</p> <p>Retrieve Files</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"> ┌ After TTL work is completed, have students sit on the floor near you. ┌ Review the H Drive, how to create a folder, how to open, create, and save a new document in MS Word; also show them how to retrieve a document. ┌ Have students log in and open their H Drive. Walk them through this process as a class the first time. ┌ Have them create a Computer Lab folder in their H drive. Remind them that this is where they will store the work they complete in your class. ┌ Have them locate and open MS Word and type the writing prompt. ┌ Students should Save As “Username” and store this document in their newly-created Computer Lab folder. ┌ Students should exit MS Word and reenter MS Word. ┌ Students should retrieve the document that they have just saved. If time permits, they should repeat the writing prompt a second time. They should save the completed prompt with a <i>new file name</i> for practice, using Save As. ┌ Log off. 	<p>H Drive</p> <p>Icon</p> <p>MS Word</p> <p>Create a Folder</p> <p>Save</p> <p>Retrieve</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Writing Prompt Suggestion:</p> <p style="padding-left: 40px;">My username is __. My password is ____.</p> <p>✓</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.”



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Objective	Lesson – Quarter 1/Week 3	Vocabulary	Resources
<p>MS Word:</p> <p>Page Layout Tab</p> <p>Header and Footer</p> <p>Save As</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"> ┆ After TTL work is completed, have students sit on the floor near you. ┆ Open up MS Word and project on the screen. ┆ Create a new document and demonstrate the Page Layout Tab and featured vocabulary words for this lesson. ┆ Show the students a writing prompt of your choice and have them complete it using these concepts; alternatively, have the students make a template for their writing assessment using the guidelines that the teachers have given you. In either case, demonstrate what you want students to do once they log in. ┆ Have students log in, locate and open MS Word, and complete their assignment. ┆ Students should use Save As “Writing Prompt” to save their work (storing the file in the Computer Lab folder on their H drive). ┆ Log off. 	<p>Margins</p> <p>Text Alignment</p> <p>Orientation</p> <p>Header & Footer (Insert Tab)</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Optional: Contact teachers to find out what is required for their Writing Assessment.</p> <p>Optional: Create a template for the writing assessment so that teachers will be able to instruct students to locate the template in their H Drives (Computer Lab folder).</p>



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Objective	Lesson – Quarter 1/Week 4	Vocabulary	Resources
<p>MS Word:</p> <p>Spell Check</p> <p>Grammar Check</p> <p>Save As</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 do some creative writing and review copy and paste, and also learn about spell check and grammar check. ┆ Show the students how to access the online poem generator, My Monster (Tizmos/All). ┆ 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 a review. ┆ 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 1/Week 5	Vocabulary	Resources
<p>Technology Application</p> <p>MS Word:</p> <p>Online Pictures</p> <p>Picture Tools</p> <p>Tab</p> <p>Save</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"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Show a Technology Application video from choices provided on the Enrichment Activities sheet. ┆ Discuss the concepts described in the video. ┆ Tell students they will continue working on their My Monster project. Explain that you will pass out a rubric (if desired) to help them keep track of steps in the project. ┆ Demonstrate locating and opening MS Word and review how to add an online picture. ┆ 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. ┆ Demonstrate how to locate and use the Picture Tools Tab and introduce the vocabulary for this lesson. ┆ Have students log in, locate and open MS Word and retrieve their My Monster poem (created last session). Have them practice the concepts they learned this lesson to add either an online picture or their photo. Remind them to Wrap Text to make the photo align with their poem text. They should use the Picture Tools Tab to make changes to the art they inserted. ┆ When this assignment is completed, students should use Save to save their document (you may want to remind them at this point that because they have already used Save As when creating the My Monster document they may now save it again by simply using Save). ┆ Log off. 	<p>Online Pictures</p> <p>Picture Tools</p> <p>Tab</p> <p>Creative Commons</p> <p>Wrap Text</p> <p>Resize</p> <p>Remove Background</p> <p>Add Frame</p> <p>Add Text</p>	<p>Brain Breaks:</p> <p>http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Enrichment Activities sheet (CLA binder or website). ✓ Create video concepts discussion prompts ahead of time if desired. <p>Helpful Hint: If you aren’t familiar with image searching with Bing via MS Word, take a few moments to use this feature so you’ll be comfortable with locating results and teaching this to students.</p> <ul style="list-style-type: none"> ✓ Create a checklist rubric to help guide students to complete the specific steps in this assignment. Make copies so each student has one for reference.



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Objective	Lesson – Quarter 1/Week 6	Vocabulary	Resources
<p>MS Word:</p> <p>Online Pictures</p> <p>Picture Tools Tab</p> <p>Save As</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"> ┌ After TTL work is completed, have students sit on the floor near you. ┌ Show the students an Oxymoron Picture that you have previously created. Ask them to tell you what an oxymoron is before sharing the definition with them (see Resources column) if necessary. Provide some specific examples of oxymorons for them, and/or ask them to come up with some examples for you. ┌ Have the students log in, locate, and open MS Word and create their own oxymoron document. They need to locate online pictures that illustrate their oxymoron. Once they have inserted at least two images (photos or clip art), they should use the Remove Background tool. ┌ Have students Save As “Oxymoron Picture.” Ask them to keep their document open after saving. ┌ If time permits, have students share their oxymoron projects either with you, as you circulate around the lab, or with a shoulder partner. ┌ Students should close out of MS Word. Remind them that they will be retrieving this document during their next lesson with you. ┌ Log off. 	<p>Oxymoron</p> <p>Online Pictures</p> <p>Insert</p> <p>Picture Tools Tab</p> <p>Remove Background</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Oxymoron definition: a figure of speech where two seemingly contradictory elements appear together in one phrase.</p> <p>Oxymoron Picture Suggestions:</p> <ul style="list-style-type: none"> ✓ Penguin in desert ✓ Eskimo eating ice cream ✓ Lion eating a carrot ✓ Skunk using perfume ✓ Fish drinking a glass of water



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Objective	Lesson – Quarter 1/Week 7	Vocabulary	Resources
<p>MS Word:</p> <p>Text Box</p> <p>Border</p> <p>Fill</p> <p>Printing</p> <p>Save</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"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Remind them how to locate and open <i>MS Word</i> (if necessary), and retrieve your own Oxymoron Picture file from last week. Next, demonstrate how to add a text box to the document. Take time to show them how to drag the box around and how to write words within the text box. Demonstrate how to remove the text box border and fill the box with color, if desired. ┆ Tell them that today they will be printing their completed projects. Explain printing procedures for your lab (be explicit about whether or not they will be printing in color). ┆ Demonstrate the printing process as a refresher. ┆ Have students log in, locate, and open <i>MS Word</i>. They should retrieve their oxymoron project file. ┆ Students should add a text box to describe and explain what is in the oxymoron image(s) and the process that they used to create their project. ┆ Have students Save their file, keeping it open after saving. You may need to remind students that this time they will Save their document (instead of Save As) because it was previously named and saved. ┆ Instruct students to print. Give the printed projects to their teacher to hand out during upcoming Parent/Teacher Conferences. ┆ Log off. 	<p>Text box</p> <p>Border</p> <p>Fill</p> <p>Printing</p>	<p>Brain Breaks: http://bit.ly/kq11</p>



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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"> ┆ After TTL work is completed, have students sit on the floor near you. ┆ Explain that today’s lesson is a review of concepts. Tell them they will play a game and compete against their peers as teams. ┆ Display the Kahoot PIN on your projector screen. ┆ Review how to locate join a Kahoot quiz (Tizmos/Home), pointing out the PIN displayed on your screen. ┆ Assign teams. Give students a few moments to come up with a team name (use a timer if desired). ┆ Have students log in as teams (only one student needs to log in) and join the Third Grade MS Word Kahoot review (CLA website), entering the displayed PIN and their group name. ┆ Play the Kahoot quiz. ┆ If time permits, students may all log in at their assigned computers and complete a computer activity (Tizmos/3-5). ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ If you have not used Kahoot before, take time to familiarize yourself with this program and how it works. https://getkahoot.com/</p>



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In the second half of this quarter, administer a timed typing test to check WPM proficiency.

***You may flip Quarter 2 with Quarter 3 if this works better for planning collaborative projects with either your school librarian or the classroom teacher!**

Objective	Lesson – Quarter 2/Week 1	Vocabulary	Resources
<p>MS PPT:</p> <p>Introduction</p> <p>Mapping PPT Presentations</p> <p>6.a. Students create original works or responsible repurpose or remix digital resources into new creations.</p>	<ul style="list-style-type: none"> ┌ After <i>TTL</i> work is completed, have students sit on the floor near you. ┌ Tell students they will be working with a slideshow program that will help them to make attractive and informative presentations for others. Introduce the MS PowerPoint (PPT) software. PPT is part of the Microsoft Office Suite – they have already used MS Word. ┌ Optional: You may plan a collaborative project with your school librarian or classroom teacher instead for a different PPT topic. ┌ Show a My Family PPT that you’ve created about your family and discuss the different features of PPT that you have used. ┌ Pass out the PPT map handout and have the students map out the PPT they will be creating about their family. Tell them they will need to take time to plan out what details they will share (family names, siblings, birth order, nicknames, funny habits, jobs, schools, etc.). Creating these maps ahead of time is a smart way to make the very best PPT they can and they will use their time more efficiently. ┌ Share the project rubric with students, showing project requirements on the projector screen. ┌ Collect the PPT maps as they are completed. ┌ If time remains, allow the students to explore activities in ABCYa (Tizmos/Home). ┌ Log off. 	<p><i>*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail.</i></p> <p>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/kg11</p> <ul style="list-style-type: none"> ✓ Third grade PPT map handout is located on the CLA website. ✓ A checklist rubric for this project is located on the CLA website. <p>Helpful Hint: Create your My Family PPT example ahead of time.</p>



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Objective	Lesson – Quarter 2/Week 2	Vocabulary	Resources
<p>H Drive:</p> <p>Computer Lab folder</p> <p>MS PPT:</p> <p>Open</p> <p>New Document</p> <p>Save As</p> <p>Retrieve Files</p> <p>6.a. Students create original works or responsible repurpose or remix digital resources into new creations.</p>	<ul style="list-style-type: none"> ┌ After <i>TTL</i> work is completed, have students sit on the floor near you. ┌ Review the <i>H Drive</i>, creating a folder, how to open, create, and save a new slide show in <i>MS PPT</i>; also remind them that they learned how to retrieve documents last quarter. They will do this again later this quarter. ┌ Explain that a template is a type of guide for helping them to build their presentation. This guide helps them remember to add in content such as titles and text. Templates also have pre-made backgrounds and font selections (which they can later change if desired). ┌ Have students log in, locate and open <i>MS PPT</i> and create a new slide show. They may select one of the templates that appear once the program is opened. ┌ Using their PPT maps from the last lesson, students may begin filling the PPT template to make their individual <i>My Family</i> presentations. At this time, hand out the project checklist rubric to aide them in completing work. Let them take their time exploring the program and filling out the initial title slide (and perhaps a few additional slides). ┌ Students should Save As “My Family” and store this document in their H drive in the existing Computer Lab folder (created Quarter 1). Remind them of Save As v. Save. ┌ Students should exit <i>MS PPT</i> and reenter <i>MS PPT</i>. ┌ Students retrieve the slideshow that they have just saved. If time permits, they can either do this individually or you may walk them through the process as a group. Have them Save the second time they save the slide show. Collect project rubric sheets for later use. ┌ Log off. 	<p><i>*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail.</i></p> <p>H Drive Icon MS PPT Computer Lab Folder Template New Slide Font Background Save As Retrieve</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Use “Save As” for the first part of 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: Use Save for the <i>second</i> part of this lesson because students are saving a slide show they already named upon their first Save As.</p>



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Objective	Lesson – Quarter 2/Week 3	Vocabulary	Resources
<p>MS PPT:</p> <p>Application</p> <p>6.a. Students create original works or responsible repurpose or remix digital resources into new creations.</p>	<ul style="list-style-type: none"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Open up <i>MS PPT</i> and project on the screen. ┆ Open your previously created <i>My Family</i> slide show and demonstrate how to build a presentation, using the concepts in the featured vocabulary words for this lesson. ┆ Have students log in, locate, and open <i>MS PPT</i>, and complete their assignment, handing back the rubric checklist and PPT maps for each student. Remind students that they will have one more week to work on this assignment before they move into a new PPT assignment. ┆ Students should use Save to save their work (storing the file in the Computer Lab folder on their H drive). ┆ Log off. 	<p><i>*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail.</i></p> <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> <p>Helpful Hint: If this is the semester that you are working with the school librarian or classroom teacher to collaborate on a research project, spend time working with the teacher to find out what they would like for students to be able to produce in <i>MS PPT</i>, based on project requirements. Once they have completed the <i>My Family</i> project they will move into the collaborative library/classroom research project.</p>



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Objective	Lesson – Quarter 2/Week 4	Vocabulary	Resources
<p>MS PPT:</p> <p>Application</p> <p>6.a. Students create original works or responsible repurpose or remix digital resources into new creations.</p> <p>6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p>	<ul style="list-style-type: none"> ┌ After <i>TTL</i> work is completed, have students sit on the floor near you. ┌ Explain to students that today they will finish working on their <i>My Family</i> slide show projects. ┌ Open <i>MS PPT</i>, retrieve your <i>My Family</i> slide show and continue to demonstrate how to build a presentation, using the concepts in the featured vocabulary words for this lesson. ┌ Have students log in, locate, and begin using <i>MS PPT</i>. They will need to retrieve their file from the Computer Lab folder. Pass out the checklist rubric they have been using the past few weeks. ┌ Students should save their completed projects using Save to store their work in their Computer Lab folder. ┌ For the remainder of class time, students will share their completed presentations with a shoulder buddy; alternatively, students may present their My Family slide shows to the entire class. ┌ Log off. 	<p><i>*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail.</i></p> <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"> ✓ If students are presenting their <i>My Family</i> projects to the entire class, make sure you have a flash drive handy so you can help them Save As to the drive. This will facilitate you being able to pull up their presentations one by one without needing to log yourself out. ✓ If time permits, students may fill out <i>peer review sheets</i> for either their shoulder buddy's or an individual classmate's (presenting to entire class) presentation. See CLA website.



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Objective	Lesson – Quarter 2/Week 5	Vocabulary	Resources
<p>MS PPT:</p> <p>Online Pictures</p> <p>Mapping PPT</p> <p>Technology Application</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"> ┌ After TTL work is completed, have students sit on the floor near you. ┌ Tell students they are going to complete research project work by creating a presentation that shares the information they have been discovering in either the classroom or the library (or both). Share a project rubric with them (CLA website) to help them understand what you expect to see in their finished presentation. ┌ Explain Creative Commons: the online photos and clip art that appear using the Bing search within MS PPT 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. ┌ Demonstrate how to locate and use the Picture Tools Tab to insert images into their PPT and introduce the vocabulary for this lesson. ┌ Pass out a new PPT map to students, while they are seated at their computers, and have them work on the maps to strategize how they will lay out their research findings. They will also use the maps for writing notes. ┌ Check each student’s map and consult with them as time permits. Collect the maps for next week’s lesson. ┌ It time permits, show a Technology Application video from choices provided on the Enrichment Activities sheet. ┌ Discuss the concepts described in the video. 	<p><i>*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail.</i></p> <p>Online Pictures Picture Tools Tab Creative Commons Wrap Text Resize Remove Background Add Frame Add Text PebbleGo Animals World Book Online</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ If you are absolutely unable to collaborate with the school librarian or classroom teacher, you may ask students to use either PebbleGo Animals and/or World Book Online to explore informational topics that you choose (or let them select topics individually). You can find both databases at: Tizmos/Home. *Keep track of topics you assign! <p>Helpful Hint: If you choose the above option, make sure you familiarize yourself with PebbleGo Animals and/or World Book Online (Tizmos/Home) before beginning this lesson. Note that article citations are easily found for each database.</p> <ul style="list-style-type: none"> ✓ Enrichment Activities sheet (CLA binder or website). ✓ Create video concepts discussion prompts ahead of time if desired.



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Objective	Lesson – Quarter 2/Week 6	Vocabulary	Resources
<p>MS PPT:</p> <p>Application</p> <p>3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</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"> ┌ After <i>TTL</i> work is completed, have students sit on the floor near you. ┌ Tell students they are going to continue research project work this week. Revisit the Creative Commons information you taught last week; and remind them how to insert photos or clip art. ┌ Students will demonstrate how to build a presentation using the concepts learned this quarter. ┌ Pass out the PPT maps students used last week. If students are completing research in their library or with their classroom teacher, have them write down their topic. If you are teaching this lesson independently, have them write down the topics you assigned last week. ┌ Have students log in, locate, and open <i>MS PPT</i>. ┌ Students will begin work on creating a new slide show, using one of the provided templates in <i>MS PPT</i>. Using the checklist rubric and their PPT map as guides, they will begin to fill out information – <i>in their own words</i> – showing what they have learned about their research topic. For today’s lesson, they should be able to complete a title slide, including their name and grade, add new slides, insert an image on the title slide (online photo or clip art), and perhaps provide slide titles listing the different rubric requirements. ┌ Have students Save As “Research Project” and exit out of <i>MS PPT</i>. ┌ Log off. 	<p><i>*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail.</i></p> <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> <p>✓ A checklist rubric for this project is located on the CLA website.</p> <p>Helpful Hint: Have students use the back of their PPT map to record notes about their research findings.</p>



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Objective	Lesson – Quarter 2/Week 7	Vocabulary	Resources
<p>Research and Citing Sources</p> <p>2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p>	<ul style="list-style-type: none"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Tell students they are going to continue research project work this week. Ask them if they are familiar with citations. If not, explain that a citation is a way to tell who originally created the information they found when they were completing research. ┆ Pass out the PPT maps. ┆ Have students log in, locate, and visit PebbleGo and/or World Book Online (Tizmos/Home). ┆ Class time should be devoted to exploration of articles in the databases. ┆ As you circulate around the lab, ask them to show you where the article citation is located (they should know this from both your instruction and from library media instruction). ┆ Students should be writing notes on the back of their PPT maps. ┆ Remind students that they will be using the information they are viewing when they work on their presentations the following week. ┆ Log off. 	<p><i>*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail.</i></p> <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 Citing Sources PebbleGo Animals World Book Online</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ A checklist rubric for this project is located on the CLA website. ✓ Have a brief chat with your librarian to see how he or she teaches citing sources. Build on what the librarian has already taught, aligning your instruction with the same way the librarian has taught students.



Grade 3 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 8	Vocabulary	Resources
<p>MS PPT:</p> <p>Finalizing research projects</p> <p>3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p>	<ul style="list-style-type: none"> ┆ After 20 minutes of <i>TTL</i> work is completed, have students stay seated at their computers. If you desire, have them do a Brain Break to refresh them for the work they are about to do. ┆ Today is devoted to <i>completing</i> their Research Project slide shows. ┆ Circulate around the lab to assist students as needed as they add in the final elements to their presentations. ┆ Each student should have a copy of their PPT map and the project checklist rubric to aide them in completing this assignment. ┆ Congratulate students for finishing up a quarter of hard work in <i>MS PPT</i>. This is a program they will use throughout school. Tell them they will continue to build their skills in <i>MS PPT</i> in fourth and fifth grade. ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: If your students need more time for this project, you may skip the TTL4 keyboarding time this week.</p> <p>✓ If time permits, students may fill out peer review sheets for either their shoulder buddy’s or an individual classmate’s (presenting to entire class) presentation. See CLA website.</p>



Grade 3 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 9	Vocabulary	Resources
<p>MS PPT:</p> <p>Review</p> <p>1.d. Students understand the 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"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Explain that today’s lesson is a review of concepts. Tell them they will play a game and compete against their peers as teams. ┆ Display the Kahoot PIN on your projector screen. ┆ Review how to join a Kahoot (Tizmos/Home), pointing out the PIN displayed on your screen. ┆ Assign teams. Give students a few moments to come up with a team name (use a timer if desired). ┆ Have students log in as teams (only one student needs to log in) and join the <i>Third Grade MS PPT Kahoot</i> review, entering the displayed PIN and their group name. ┆ Play the <i>Kahoot</i> quiz. ┆ If time permits, students may all log in at their assigned computers and complete a computer activity (Tizmos/K-2). ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Kahoot: https://getkahoot.com/ ✓ You can find the <i>Third Grade MS PPT Kahoot</i> review on the CLA website.



Grade 3 Computer Learning Associate (CLA)

After the Quarter 1/Week 1 lesson for the school year, the first 20-30 minutes of each class will consist of working in Type to Learn 4. Subsequent lessons below are written for a 30-40 minute time frame. Remember to include Brain Breaks as needed to break up screen time. Plan to include one or two alternative keyboarding activities during each quarter, using ABCYa or Tizmos/Keyboarding.

***You may flip Quarter 2 with Quarter 3 if this works better for planning collaborative projects with either your school librarian or the classroom teacher!**

Objective	Lesson – Quarter 3/Week 1	Vocabulary	Resources
<p>Computer Lab Procedures Review</p> <p>Pre-Coding Logic Activities</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"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Revisit Computer Lab rules and procedures. ┆ Tell students that today they will continue learning how to code. They may remember coding exercises from their previous grades, or this concept may be entirely new to them. Explain that coding is a way of making your brain work to solve problems. Some people do coding as a profession, creating games they might know such as Angry Birds and Flappy Bird. ┆ Solving puzzles is both fun and hard work. Sometimes we make mistakes. Sometimes the programs do not work right the first time. It is okay to make mistakes and to have to start over! Keep trying. ┆ Demo Snoring (Tizmos/Coding). ┆ Have students log in, locate, and open any of the Snoring activities from Tizmos. ┆ If desired, you may elect to have students work in pairs or individually. If working in pairs, the student who logs in will be the typist; the student not logging in will select which Snoring activity to solve. ┆ Log off. 	<p>Coding</p> <p>Trial and Error</p> <p>Keep Trying</p>	<p>Brain Breaks:</p> <p>http://bit.ly/kq11</p> <p>✓ 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.</p> <p>Helpful Hint: Make sure you practice using the Snoring game before class so you understand how the program works!</p>



Grade 3 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Week 2	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"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Introduce the concept of “<i>Hour of Code.</i>” ┆ Show one of the introduction videos from the <i>Hour of Code</i> website to introduce concepts. ┆ Discuss vocabulary. Remind students that they will need to use trial and error, and keep trying solutions in order to learn and create code. Explain that some people do coding for a living – they create games and programs that students and adults like to use and play. ┆ Show students how to locate <i>Star Wars</i> (Tizmos/Coding). Demonstrate <i>Star Wars</i>. ┆ Have the students log in, locate, and begin working on the Hour of Code <i>Star Wars</i> program. ┆ If students finish early, they may select a <i>Snoring</i> activity (Tizmos/Coding) or redo a favorite level in <i>Star Wars</i> (Tizmos/Coding). ┆ 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> <ul style="list-style-type: none"> ✓ Hour of Code introductory video for students: https://hourofcode.com/us Watch this video or other video selections provided on the Hour of Code site. ✓ Hour of Code “How To” for instructors: https://hourofcode.com/us/how-to



Grade 3 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Week 3	Vocabulary	Resources
<p>Coding:</p> <p>Team Exploration</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"> ┌ After <i>TTL</i> work is completed, have students sit on the floor near you. ┌ Tell them they will continue with coding practice. Just like keyboarding practice, coding practice will make them smarter, more efficient coders – solving problems with fewer steps. Today they will use <i>Wheely</i> activities to interpret how coding activities translate into fun puzzles to solve. ┌ Demonstrate how to locate <i>Wheely</i> (Tizmos/Coding) and make the car and other objects work properly to successfully navigate the screen. ┌ Remind students that puzzles such as this require teamwork, trial and error, and persistence. ┌ Have students return to their seats, and sit next to their shoulder buddy at one computer screen. One student will be the “driver” and the other will get to select which <i>Wheely</i> activity to explore (there are five). Students might start with <i>Wheely</i> to learn the basic concepts of how to problem solve to make the puzzle work (before moving into <i>Wheely 2-5</i> activities). ┌ Students should work on <i>Wheely</i> problem solving for the rest of class. ┌ Log off. 	<p>Coding</p> <p>Sequencing</p> <p>Puzzles</p> <p>Trial and Error</p> <p>Keep Trying</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Familiarize yourself with how <i>Wheely</i> works before teaching this lesson. You can explain to students how you had to use trial and error to make the puzzle work properly.</p>



Grade 3 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Week 4	Vocabulary	Resources
<p>Coding:</p> <p>Tynker Exploration</p> <p>6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p>	<ul style="list-style-type: none"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Tell students that they will continue coding work today by revisiting the process of creating code. ┆ Show the <i>Tynker Valentine’s Card</i> program (Tizmos/Coding) on the projector screen and explain that students will need to create code in order to create an animated Valentine’s card for this class assignment. ┆ Demonstrate the beginning steps of the process. You do not need to create an entire, completed card. Students need to explore the code options in order to learn. Remind them of the trial and error and persistence concepts you have discussed earlier this quarter! ┆ Have students sit at their computers, and locate the <i>Tynker Valentine Card coding</i> site. ┆ Students will work individually unless you determine that paired teams might work best for this project. Keep in mind that if they work in pairs they will need to create two Valentine’s cards. ┆ Students will use code to manipulate the card character, giving it animations, and to change shapes and add text. ┆ Each student will complete a Valentine’s card for someone in their family. When done, have the students send the cards to your school e-mail address. ┆ You will forward their card creations onto their families through e-mail. ┆ Log off. 	<p>Coding</p> <p>Sequencing</p> <p>Trial and Error</p> <p>Keep Trying</p>	<p>Brain Breaks: http://bit.ly/kg11</p> <ul style="list-style-type: none"> ✓ You will need to have parent e-mail addresses gathered before this activity. Work with the classroom teacher or school secretary for this information.



Grade 3 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Week 5	Vocabulary	Resources
<p>MS Excel:</p> <p>Introduction</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"> ┆ After TTL work is completed, have students sit on the floor near you. ┆ Tell students that today they will learn a new tool in the MS Office Suite, reminding them that they have now used MS Word and MS PPT (depending on when you introduced these programs this year). Today they will begin learning how to use MS Excel, a program that is useful for working with numbers. This software can help people save a lot of steps when tabulating data and doing math problems. ┆ Demonstrate the Pets Project lesson (see CLA website), using vocabulary. Take students step-by-step through the directions. ┆ Share the project rubric (CLA website) with students, sharing your expectation for what the finished project should look like. ┆ Have students sit at their seats, locate, and open MS Excel. ┆ Students will follow the rubric to complete the project. ┆ Before class is over, students should Save As “Pets Project,” storing it in their Computer Lab folder. ┆ Log off. 	<p><i>*As you introduce different aspects of your sample Microsoft Excel, explain that you will teach each vocabulary item in detail.</i></p> <p>Microsoft Excel Cell Cell Size Column Column Labels Row Row Labels Data Cell Address Formula Graph/Chart Sheet Tabs Click and Select Merge Cells</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ The MS Excel Pets Project lesson and rubric are available on the CLA website.</p>



Grade 3 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Week 6	Vocabulary	Resources
<p>MS Excel:</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"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Tell students that today they will continue working on their Pets Project in <i>MS Excel</i>, a program that is useful for working with numbers. ┆ As a review, show them how to locate the program and open up your saved Pets Project file. ┆ Demonstrate the Pets Project concepts for this lesson, using vocabulary. ┆ Have students sit at their seats, locate and open MS Excel, and continue working on the project, using the rubric as a guide. ┆ Before class is over, students should Save their projects. ┆ Log off. 	<p><i>*As you introduce different aspects of your sample Microsoft Excel, explain that you will teach each vocabulary item in detail.</i></p> <p>Microsoft Excel Cell Cell Size Column Column Labels Row Row Labels Data Cell Address Formula Graph/Chart Sheet Tabs Click and Select Merge Cells</p>	<p>Brain Breaks: http://bit.ly/kq11</p>



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Objective	Lesson – Quarter 3/Week 7	Vocabulary	Resources
<p>MS Excel:</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"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Tell students that today they will continue working on their Pets Project in <i>MS Excel</i>, a program that is useful for working with numbers. ┆ As a review, show them how to locate the program and open up your saved Pets Project file. ┆ Demonstrate the Pets Project concepts for this lesson, using vocabulary. ┆ Have students sit at their seats, locate and open MS Excel, and complete working on the project, using the rubric as a guide. ┆ Before class is over, students should Save their projects. ┆ Log off. 	<p><i>*As you introduce different aspects of your sample Microsoft Excel, explain that you will teach each vocabulary item in detail.</i></p> <p>Microsoft Excel Cell Cell Size Column Column Labels Row Row Labels Data Cell Address Formula Graph/Chart Sheet Tabs Click and Select Merge Cells</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: If your students need more time for this project, you may skip the TTL4 keyboarding time this week.</p>



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Objective	Lesson – Quarter 3/Week 8	Vocabulary	Resources
<p>Technology Application</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"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Show a Technology Application video from choices provided on the Enrichment Activities sheet. ┆ Discuss the concepts described in the video. If desired, create discussion prompts before you teach this class. ┆ Next share with students how the concepts and skills they have learned in the Computer Lab can translate into a job or hobby. ┆ Show them the Zach King Vines video (See Enrichment Activities sheet) or a similar selection. ┆ If time permits, students may explore Tizmos. ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Enrichment Activities sheet (CLA binder or website).</p>



Grade 3 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Week 9	Vocabulary	Resources
<p>Review:</p> <p>MS Word</p> <p>Keyboarding</p> <p>Coding</p> <p>MS Excel</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"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Explain to them that today they are going to play an online game quiz to see how well they remember what they have learned this year. ┆ Re-demonstrate how to open a Kahoot login screen (Tizmos/Home). Demonstrate how to use the displayed PIN, inputting this into their Kahoot screens, and then entering a first name. ┆ Have students log in, open the Kahoot login page from Tizmos, and type in the displayed PIN and their first name. ┆ When all students are logged in, explain how to answer a question (by selecting the color that corresponds to the correct answer). ┆ Optional: you may have students assigned to teams and have them work together; students could also work in pairs. ┆ Run the Third Grade Kahoot Review quiz (CLA site). ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Re-familiarize yourself with Kahoot. https://getkahoot.com/</p> <ul style="list-style-type: none"> ✓ You may choose to give a prize to the top winners of each class.



Grade 3 Computer Learning Associate (CLA)

After the Quarter 1/Week 1 lesson for the school year, the first 20-30 minutes of each class will consist of working in Type to Learn 4. Subsequent lessons below are written for a 30-40 minute time frame. Remember to include Brain Breaks as needed to break up screen time. Plan to include one or two alternative keyboarding activities during each quarter, using ABCYa or Tizmos/Keyboarding.

In the second half of this quarter, administer a timed typing test to check WPM proficiency. Compare results with Quarter 2 scores.

Objective	Lesson – Quarter 4/Week 1	Vocabulary	Resources
<p>Cyberbullying</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"> ┆ After <i>TTL</i> work is completed, have students log off, and sit on the floor near you. ┆ Tell them that today they will focus on learning about Internet Safety, with an emphasis on cyberbullying. Ask them to brainstorm what the term cyberbullying means. Show the <i>Internet Safety PPT</i>, slides 1-11 (CLA website). ┆ Discuss the concepts. Use provided discussion prompts if desired. 	<p>Cyberbullying Bystander Victim Trusted Adult</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ The <i>Internet Safety PPT</i> is on the CLA website. ✓ Discussion prompts are embedded in the presentation.



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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"> ┆ After <i>TTL</i> work is completed, have students log off, and sit on the floor near you. ┆ Show the <i>Internet Safety PPT</i>, slides 12-26. ┆ Allow discussion and questions to occur throughout the PPT presentation. ┆ Optional: if time permits, ask students to especially discuss what the word <i>privacy</i> means. Can they provide you with examples of when you should keep information private? 	<p>Internet Safety Personal Information Private Information Privacy Settings</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ <i>Internet Safety PPT</i> is on the CLA website ✓ You may need to continue this lesson into the next week if you are not able to cover all of the concepts with the time available. ✓ This is a great time to use objects from the digital citizenship kit to help students understand concepts discussed.



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Objective	Lesson – Quarter 4/Week 3	Vocabulary	Resources
<p>Website Evaluation</p> <p>3.b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.</p>	<ul style="list-style-type: none"> ┌ After <i>TTL</i> work is completed, have students log off and sit on the floor near you. ┌ Choose a hoax site from the link in the resource column. ┌ Show the site, telling students that you recently stumbled across it, and see what they think about it. Two particularly fun sites for this lesson are the Tree Octopus and Dog Island sites. Ask students questions about the site and the facts stated online. Don't tell them that this is a hoax site...yet. ┌ Show the <i>How to Read a Web Address PPT</i> (CLA website). ┌ Discuss concepts explained in the PPT. Revisit the hoax site you showed earlier and apply some of the concepts taught. See if students can explain to you why the site you show them is not a valid source but is instead a hoax site. Explain to students that they need to be good website evaluators to determine if information they find online is reliable and valid. ┌ If you finish this lesson with time to spare, finish teaching the <i>Internet Safety PPT</i> (CLA website) if you were unable to complete this work last week, or show another hoax website and have the students help you pinpoint why the site is not a valid source of information. 	<p>Hoax Reliable Source Validity Website Evaluation .com .org .edu .gov .mil .net</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ List of Hoax Sites: https://teachbytes.com/2012/11/01/test-website-evaluation-with-10-hilarious-hoax-sites/ ✓ Preview the hoax site you decide to use so you are familiar with it, and to make sure it's appropriate for this lesson. Your comfort level with the different elements of the site will make the lesson more powerful for students.



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Objective	Lesson – Quarter 4/Week 4	Vocabulary	Resources
<p>Internet Safety:</p> <p>Application</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> <p>3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p>	<ul style="list-style-type: none"> ┆ After <i>TTL</i> work is completed, have students log off, and sit on the floor near you. ┆ Explain that the class will now work on creative projects that showcase what they have learned about Internet Safety. Working collaboratively in small teams, students will apply the concepts that they learned. Make sure you select teams ahead of time and assign teams before describing project options: <ul style="list-style-type: none"> ➤ iMovie – Using their class iPads, students will create a one-two minute informational video explaining concepts learned about Internet Safety, focusing on one or two elements of information. See CLA website for iMovie project rubric (make copies ahead of time). Share the rubric with students before they get started so they will know exactly what design elements/information is expected. You may ask them to storyboard their movie before they begin filming. See CLA website for storyboard plan sheets if desired. Optional: Students could use Powtoon to create a movie. ➤ Poster – Students will create a colorful and informative one-page poster using <i>MS Publisher</i> or <i>MS PPT</i>. The poster should contain specific elements (see CLA website for poster rubric) in order to complete the assignment. ➤ PPT – Students will create a short informational PPT presentation that covers two aspects of the Internet Safety concepts (cyberbullying and privacy, for example). Share the project rubric and explain that students will need to cover assigned elements of design in order to complete the assignment. ┆ Hand out project maps, have students break up into teams, and discuss plans for how they will complete this assignment. They may begin mapping out their plans for next week. Collect maps before they leave. 		<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Storyboard maps, and all project option (iMovie, Poster or PPT) rubrics are available on the CLA website. ✓ <i>MS Publisher</i> has not been introduced yet. You will need to provide basic instruction if you want to use this poster option. The students will also need to work as a team to discover design aspects that will make their poster colorful and attractive. ✓ Before teaching this lesson, create a checklist of concepts or vocabulary words the students should include in their project. ✓ Posters could be displayed in the younger student pod areas. The completed iMovie projects could also be shared with younger students during fourth quarter. ✓ Powtoon option: http://www.powtoon.com



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Objective	Lesson – Quarter 4/Week 5	Vocabulary	Resources
<p>Internet Safety:</p> <p>Application</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> <p>3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p>	<ul style="list-style-type: none"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ Remind them of the assigned project work discussed last week; review team assignments. ┆ Hand out the project maps and rubrics used last week. ┆ Have the students work in their teams to complete their projects during class time. This work should take up the rest of instructional time. 		<p>Brain Breaks: http://bit.ly/kq11</p>



Grade 3 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 4/Week 6	Vocabulary	Resources
<p>Internet Safety:</p> <p>Application</p> <p>MS Word:</p> <p>Review</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> <p>3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p>	<ul style="list-style-type: none"> ┆ After <i>TTL</i> work is completed, have students sit on the floor near you. ┆ If students did not complete the creative <i>Internet Safety project</i>, allow them time during this lesson to finish their assignments. ┆ If time permits, they may share their completed assignments with other teams or as a whole class. ┆ Alternatively, if they completed this assignment last week and you choose to skip the sharing option, use this lesson: ┆ Tell students that they will practice their <i>MS Word</i> skills by writing a Thank You letter to any staff member in the school. Their letter will include a date at the top, a greeting, some sentences expressing thanks, and a sign-off (their name) at the end. Tell them that these letters will be delivered to the recipients. ┆ Remind the students that their finished letter should be attractive and may include an online picture (photo or clip art) if desired. Pass out the checklist, if using this option. ┆ Have students sit at their assigned seats, locate and open <i>MS Word</i>, and complete this assignment. They should Save As “Thank You Letter,” storing the file in the H Drive Computer Lab folder. ┆ Have students print their finished assignment, following your lab procedures for printing. ┆ Collect the letters and review. Distribute to staff mailboxes. 		<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ If using the <i>Thank You Letter</i> option, consider projecting a checklist of what the letter needs to include, or project a sample letter. See a suggested list on the CLA website. ✓ Optional: have a student helper deliver the letters to staff members after you’ve reviewed them.



Grade 3 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 4/Week 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 binder or website).</p>