Grade 4 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
Welcome **Computer Lab Procedures** **Class Agreement** **Passwords** **Logging In** **Logging Off** **Type to Learn 4:** **Introduction** **2.b.** **Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.**	⌐ 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: ◆ 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 *change* 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 (TTL4)**. Demonstrate how to locate **TTL**, and how to log into the program. ⌐ Have students log in to TTL 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.	Computer Lab Drills Assigned Seats Password Log In Type to Learn Log Off	**Brain Breaks:** http://bit.ly/kq11 ✓ 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. **Helpful Hint:** Set guidelines for a password. **Suggestion:** Have students pick an animal and a color and use the number 1. The number will change each quarter but the color and animal won't. (bluedog1). See password suggestions sheet on the CLA website.

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Objective	Lesson – Quarter 1/Week 2	Vocabulary	Resources
H Drive: **Create a Folder** **MS Word:** **Open** **New Document** **Save As** **Retrieve Files** **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.**	⌐ 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, using an example you have already created. ⌐ 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. They will have done this last year if they were in the district; however, H drives may have been cleared out over summer. ⌐ 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. Remind them that they will be changing their passwords three additional times this school year (every 90 days). When they change their password in the future, they should retrieve today's password document and modify it to reflect the password change. ⌐ 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 *new file name* for practice. ⌐ Log off.	H Drive Icon MS Word Create a Folder Save Retrieve	**Brain Breaks:** http://bit.ly/kq11 ✓ **Writing Prompt Suggestion:** My username is _. My password is _. **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. **How to "Save As:"** 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
MS Word: **Page Layout Tab** **Header and Footer** **Save As** **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.**	⌋ After ***TTL*** work is completed, have students sit on the floor near you. ⌋ Open up ***MS Word*** and project it 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** to save their work (storing the file in the Computer Lab folder on their H drive). ⌋ Log off.	Margins Text Alignment Orientation Header & Footer (Insert Tab)	**Brain Breaks:** http://bit.ly/kq11 **Helpful Hint:** Contact teachers and find out what is required for their Writing Assessment. Create a template for the writing assessment so that teachers will be able to instruct the student to locate the template in their H Drive (Computer Lab folder). **Helpful Hint:** You may want to make copies of the writing prompt and pass one out to each student to facilitate typing the assignment.

Objective	Lesson – Quarter 1/Week 4	Vocabulary	Resources
MS Word: **Copy** **Paste** **Spell Check** **Grammar Check** **Save As** **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.**	⌐ After **TTL** work is completed, have students sit on the floor near you. ⌐ Demonstrate how to locate and use **Story Starters** (Tizmos/3-5) short story generator. ⌐ Demonstrate how to fill in their name, and then spin the different wheels until they arrive at a story concept they like and will be interested in writing. Then they should select their appropriate grade level. Next, show them how to select the "Notebook" option. They should deselect "Include a Drawing" (they will add art to this project next week). Show them that when you begin writing the story the screen switches to a writing format. Write a brief story to show them how to complete the assignment. ⌐ After completing the story, demonstrate how to copy and paste the text to **MS Word**. ⌐ Show and explain the visual cues for spell check and grammar check. ⌐ Have students log in, locate, and begin filling out their own **Story Starters**. Their story should include a minimum of five sentences. After they complete the story and copy and paste the text to **MS Word**, they should left justify the story, change the font, size and color, and check spelling and grammar – using concepts they have learned in your class. ⌐ Students should **Save As** "My Story" to their Computer Lab folder (H drive). ⌐ When students have finished, they may complete a keyboarding activity of their choice (Tizmos/Keyboarding). Optional: they may create a new story using **Story Starters**, and they may incorporate creating a drawing into this practice exercise. ⌐ Log off.	MS Word Copy and Paste Spell Check Grammar Check Save As Computer Lab Folder	**Brain Breaks:** http://bit.ly/kq11 **Helpful Hint:** If you are not familiar with using **Story Starters** (Tizmos/3-5), take some time to work this activity so you can show the features to students.

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Objective	Lesson – Quarter 1/Week 5	Vocabulary	Resources
Technology Application **MS Word:** **Online Pictures Picture Tools Tab** **2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.** **4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.**	⌋ After **TTL** 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. ⌋ Open **MS Word**. Retrieve your saved **Story Starters** (Tizmos/3-5) story example and 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 **Story Starters** story (created last session). Have them practice the concepts they learned this lesson to add an Online Picture (either a photograph or clip art) to their project. Remind them to Wrap Text to make the photo align with their story 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 Story document they may now save it again by simply using **Save**). ⌋ Log off.	Online Pictures Picture Tools Tab Creative Commons Wrap Text Resize Remove Background Add Frame Add Text	**Brain Breaks:** http://bit.ly/kq11 ✓ *Enrichment Activities sheet* (CLA website). ✓ Create video concepts discussion prompts ahead of time if desired. **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.

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Objective	Lesson – Quarter 1/Week 6	Vocabulary	Resources
MS Word: **Application** **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.**	⌋ 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. Some suggestions are provided in the Resources column; encourage students to use their own creativity to come up with oxymorons that can be illustrated using online pictures. They need to locate online pictures that illustrate their oxymoron. Once they have inserted 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 buddy. ⌋ Students should close out of **MS Word**. Remind them that they will be retrieving this document during their next lesson with you. ⌋ Log off.	Oxymoron Online Pictures Insert Picture Tools Tab Remove Background	**Brain Breaks:** http://bit.ly/kq11 ✓ Remember to create an oxymoron picture project of your own before class ✓ **Oxymoron definition:** a figure of speech where two seemingly contradictory elements appear together in one phrase. ✓ **Oxymoron Picture Suggestions:** ✓ Cow drinking orange juice ✓ Horse wearing boots ✓ Cheetah using escalator ✓ Turtle in a racecar ✓ Bee taking a nap ✓ Dragon selling mouthwash

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Objective	Lesson – Quarter 1/Week 7	Vocabulary	Resources
MS Word: **Text Box** **Border** **Fill** **Printing** **4.b.** **Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.**	⌡ After ***TTL*** work is completed, have students sit on the floor near you. ⌡ Demonstrate how to retrieve your Oxymoron Picture file from last week. Next, show students how to add a text box to the document. Take time to show them how to drag the box around to a desired location, 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 ***MS Word***. They should retrieve their Oxymoron Picture 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. ⌡ Students should add one more text box and type their name into it, moving the text box to the upper right side of the page. ⌡ Have students **Save** their file, keeping it open after saving. ⌡ Instruct students to print. Give the printed projects to their teacher to hand out during upcoming Parent Teacher Conferences. ⌡ Log off.	Text box Border Fill Printing	**Brain Breaks:** http://bit.ly/kq11

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Objective	Lesson – Quarter 1/Week 8	Vocabulary	Resources
MS Word: **Review** **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.**	⌐ 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 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 **Fourth Grade MS Word Kahoot** review, 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.		**Brain Breaks:** http://bit.ly/kq11 ✓ If you have not used Kahoot before, take time to familiarize yourself with this program and how it works. https://getkahoot.com/ ✓ You can find the **Fourth Grade MS Word Kahoot** review on the CLA website.

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Objective	Lesson – Quarter 2/Week 1	Vocabulary	Resources
MS PowerPoint: **Introduction** **Mapping PPT Presentations** **6.a.** **Students create original works or responsible repurpose or remix digital resources into new creations.**	⌐ After **TQ** work is completed, have students sit on the floor near you. ⌐ Introduce the **MS PowerPoint** (PPT) software to the class. Remind students that creating slide shows is a fun and attractive way to share information with others. ⌐ Show a **My Favorite Sports/Hobby** PPT that you've created about yourself and discuss the different features of PPT that you have placed in your presentation. ⌐ Optional: You may plan a collaborative project with your school librarian or classroom teacher instead for a different PPT topic. ⌐ Pass out the PPT map handout and have the students map out the PPT they will be creating about their favorite sports or hobby. Tell them they will need to take time to plan out what details they will share (type of sport or hobby, when they became interested in it, how they learned more about it, who they enjoy it with, how they will enjoy the sport or hobby in the future, 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.	*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail.* 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	**Brain Breaks:** http://bit.ly/kq11 ✓ Fourth grade PPT map handout is located on the CLA website. ✓ A checklist rubric for this project is located on the CLA website. **Helpful Hint:** Create your **My Favorite Sports/ Hobby** PPT example ahead of time.

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Objective	Lesson – Quarter 2/Week 2	Vocabulary	Resources
H Drive: **Create a Folder** **MS PPT:** **Open** **New Document** **Save As** **Save** **Retrieve Files** **6.a.** **Students create original works or responsible repurpose or remix digital resources into new creations.**	⌋ After **TQ** work is completed, have students sit on the floor near you. ⌋ Review the **H Drive**, creating a folder, how to open, create, and save a new slide show in **MS PPT**; 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 **MS PPT** 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 **My Favorite Sports/Hobby** presentations. At this time, hand out the project checklist rubric to aide them in completing work. You should not expect students to complete this assignment today. 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 Favorite" and store this document in their existing Computer Lab folder. Check for understanding about **Save As** v. **Save**. ⌋ Students should exit **MS PPT** and reenter **MS PPT.** ⌋ Students should retrieve the slide show 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.	H Drive Icon MS PPT Computer Lab Folder Template New Slide Font Background Save As Retrieve	**Brain Breaks:** http://bit.ly/kq11 **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. **How to "Save As:"** 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."** **Helpful Hint:** Have students use **Save** for the second part of this lesson because they are saving a slide show they already named upon their first **Save As**.

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Objective	Lesson – Quarter 2/Week 3	Vocabulary	Resources
MS PPT: **Application** **6.a.** **Students create original works or responsible repurpose or remix digital resources into new creations.**	⌉ After **TQ** work is completed, have students sit on the floor near you. ⌉ Open up **MS PPT** and project on the screen. ⌉ Open your previously created **My Favorite Sports/Hobby** slide show and demonstrate how to build a presentation using featured vocabulary words for this lesson. ⌉ Have students log in, locate, and open **MS PPT**, then locate and open their previously saved My Favorite file and work on completing their assignment. ⌉ Hand back the rubric checklist for each student. Remind students that they will have one more week to work on and complete this assignment before they move into a new **MS PPT** assignment. ⌉ Students should use **Save** to save their work (storing the file in the Computer Lab folder on their H drive). ⌉ Log off.	*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail.* 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	**Brain Breaks:** http://bit.ly/kq11 **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 **MS PPT**, based on project requirements. Once they have completed the **My Favorite Sports/Hobby** project they will move into the collaborative library/classroom research project.

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Objective	Lesson – Quarter 2/Week 4	Vocabulary	Resources
MS PPT: **Application** **6.a.** **Students create original works or responsible repurpose or remix digital resources into new creations.** **6.d.** **Students publish or present content that customizes the message and medium for their intended audiences.**	⌡ After **TQ** work is completed, have students sit on the floor near you. ⌡ Explain to students that today they will finish working on their **My Favorite Sports/Hobby** slide show projects. ⌡ Open **MS PPT**, retrieve your **My Favorite Sports/Hobby** slide show and demonstrate how to build a presentation using featured vocabulary words for this lesson. ⌡ Have students log in, locate, and begin using **MS PPT**. They will need to retrieve their My Favorite 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 to their Computer Lab folder using **Save**. ⌡ 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.	*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail.* 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	**Brain Breaks:** http://bit.ly/kq11 ✓ If students are presenting their **My Favorite Sports/Hobby** 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. ✓ Students may fill out **peer review rubrics** 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
MS PPT: **Online Pictures** **Technology Application** **2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.** **4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.**	⌋ After *TQ* 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 checklist 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 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 an Enrichment Video from choices provided on the **CLA website/Resources/Videos**. ⌋ Discuss the concepts described in the video.	Online Pictures Picture Tools Tab Creative Commons Wrap Text Resize Remove Background Add Frame Add Text PebbleGo Animals World Book Online	**Brain Breaks:** http://bit.ly/kq11 ✓ 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!** **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. ✓ *Enrichment Videos* (CLA website). ✓ Create video concepts discussion prompts ahead of time if desired.

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Objective	Lesson – Quarter 2/Week 6	Vocabulary	Resources
MS PPT: **Application** **3.a.** **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.** **4.b.** **Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.**	⌒ After **TQ** 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. ⌒ Demonstrate how to build a presentation using featured vocabulary words for this lesson. ⌒ Pass out the PPT maps. 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 to them last week. ⌒ Have students log in, locate, and open **MS PPT**. ⌒ Students will begin work on creating a new slide show, using one of the provided templates in **MS PPT**. Using the checklist rubric and their PPT map as guides, they will begin to fill out information – *in their own words* – 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 **MS PPT**. ⌒ Log off.	*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail.* 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 PebbleGo Animals World Book Online	**Brain Breaks:** http://bit.ly/kq11 ✓ A checklist rubric for this project is located on the CLA website.

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Objective	Lesson – Quarter 2/Week 7	Vocabulary	Resources
Research and Citing Sources **2.c.** **Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.** **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.**	⌋ After *TQ* 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. ⌋ Demonstrate as needed how to build a presentation using featured vocabulary words for this lesson. ⌋ 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). ⌋ Remind students that they will be using the information they are viewing when they work on their presentations the following week. ⌋ Log off.	Citations PebbleGo Animals World Book Online	**Brain Breaks:** http://bit.ly/kq11 ✓ A checklist rubric for this project is located on the CLA website.

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Objective	Lesson – Quarter 2/Week 8	Vocabulary	Resources
MS PPT: **Working on research projects** **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.**	⌋ After **TQ** 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. ⌋ Explain to students that today they will continue working on their Research Project slide shows. ⌋ Circulate around the lab to assist students as needed as they work their way through the checklist rubric you provided. ⌋ Each student should have a copy of their PPT map and the project checklist rubric to aide them in completing this assignment. ⌋ When class time is almost up, remind students to **Save** their work. ⌋ Log off.	*As you introduce different aspects of your sample PPT, explain that you will teach each vocabulary item in detail.* 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 PebbleGo Animals World Book Online	**Brain Breaks:** http://bit.ly/kq11

Objective	Lesson – Quarter 2/Week 9	Vocabulary	Resources
MS PPT: **Finalizing research projects** **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.**	⌋ After *TQ* 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 *completing* 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 *MS PPT*. This is a program they will use throughout school. Tell them they will continue to build their skills in *MS PPT* in fifth grade. ⌋ Log off.		**Brain Breaks:** http://bit.ly/kq11 **Helpful Hint:** If your students need more time for this project, you may skip the TQ keyboarding time this week.

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After the Quarter 1/Week 1 lesson for the school year, the first 20-30 minutes of each class will consist of working in Typing Quest. 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
Computer Lab Procedures Review **Pre-Coding Logic Activities** **4.d.** **Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.**	⌐ After **TQ** 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** or **Wheely** (Tizmos/Coding). ⌐ Have students log in, locate, and open any of the **Snoring** or **Wheely** 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 or Wheely** activity to solve.	Coding Trial and Error Keep Trying	**Brain Breaks:** http://bit.ly/kq11 **Helpful Hint:** Make sure you practice using the **Snoring** or **Wheely** activities before class so you understand how the program works!

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Objective	Lesson – Quarter 3/Week 2	Vocabulary	Resources
Coding: **Hour of Code** **4.c.** **Students develop, test, and refine prototypes as part of a cyclical design process.** **4.d.** **Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.**	⌡ After *TQ* work is completed, have students sit on the floor near you. ⌡ Introduce the concept of *"Hour of Code."* ⌡ Show an introduction video from the *Hour of Code* 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. ⌡ Show students how to locate *Minecraft* (Tizmos/Coding). Demonstrate *Minecraft.* ⌡ Have the students log in and complete the Hour of Code *Minecraft* program. ⌡ If students finish early, they may select a *Snoring* activity (Tizmos/Coding) or redo a favorite level in *Minecraft* (Tizmos/Coding). ⌡ Log off.	Hour of Code Coding Sequencing Coding Trial and Error Keep Trying	**Brain Breaks:** http://bit.ly/kq11 **Helpful Hint:** Make sure you familiarize yourself with *Minecraft* before class so you understand how the program works! ✓ **Hour of Code Minecraft introductory video for students:** http://bit.ly/mc5q42 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 4 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Week 3	Vocabulary	Resources
Coding: **Team Exploration** **4.c. Students develop, test, and refine prototypes as part of a cyclical design process.** **4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.**	⌋ After **TQ** 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 **Disney Infinity Play Lab** activities to interpret how coding activities translate into fun puzzles to solve. ⌋ Demonstrate how to locate **Disney Infinity Play Lab** (Tizmos/Coding) and use coding to make the characters complete the required actions. ⌋ 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 partner will log in. Students will work as equal partners to solve the coding activities. Student pairs should switch out "drivers" as necessary to keep teamwork going strong. ⌋ Students should work on **Disney Infinity Play Lab** problem solving for the rest of class. ⌋ Log off.	Coding Sequencing Coding Puzzles Trial and Error Keep Trying	**Brain Breaks:** http://bit.ly/kq11 **Helpful Hint:** Familiarize yourself with how **Disney Infinity Play Lab** works before teaching this lesson. You can explain to students how you had to use trial and error to make the puzzle work properly.

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Objective	Lesson – Quarter 3/Week 4	Vocabulary	Resources
Coding: **Tynker Exploration** **6.c.** **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.** **6.d.** **Students publish or present content that customizes the message and medium for their intended audiences.**	⌐ After ***TQ*** work is completed, and sit on the floor near you. ⌐ Tell students that they will continue coding work today by revisiting the process of creating code. ⌐ Show the ***Tynker Valentine's Card*** 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 some 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 ***Tynker Valentine Card coding*** 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.		**Brain Breaks:** http://bit.ly/kq11 ✓ You will need to have parent e-mail addresses gathered before this activity. Work with the classroom teacher or school secretary for this information.

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Objective	Lesson – Quarter 3/Week 5	Vocabulary	Resources
MS Excel: **Introduction** **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.**	⌡ After **TQ** 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 Candy 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** "Candy Project," storing it in their Computer Lab folder. ⌡ Log off.	*As you introduce different aspects of your sample Microsoft Excel, explain that you will teach each vocabulary item in detail.* Microsoft Excel Cell Cell size Column Column Labels Row Row Labels Data Cell Address Formula Graph/Chart Sheet Tabs Click and Select Merge Cells	**Brain Breaks:** http://bit.ly/kq11 ✓ The **MS Excel** Candy Project rubric is available on the CLA website. **Helpful Hint:** The first lesson in the Excel series requires colored candy (Skittles, jelly beans or Smarties work well, but do not use M&Ms or Peanut M&Ms because of peanut allergies!). You can usually find miniature bag of these candies on sale after Halloween or other holidays. See if your administrator will help you to purchase the candy (for graphing). It is possible your PTO/PTA may also help with this. Another option is to seek parent donations.

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Objective	Lesson – Quarter 3/Week 6	Vocabulary	Resources
MS Excel: **Application** **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.**	⌡ After *TQ* work is completed, have students sit on the floor near you. ⌡ Tell students that today they will continue working on their Candy Project in **MS Excel**, a program that is useful for working with numbers. ⌡ As a review, show them how to locate the program and open up your saved Candy Project file. ⌡ Demonstrate the Candy 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.	*As you introduce different aspects of your sample Microsoft Excel, explain that you will teach each vocabulary item in detail.* Microsoft Excel Cell Cell Size Column Column Labels Row Row Labels Data Cell Address Formula Graph/Chart Sheet Tabs Click and Select Merge Cells	**Brain Breaks:** http://bit.ly/kq11

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Objective	Lesson Quarter 3/Week 7	Vocabulary	Resources
MS Excel: **Application** **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.**	⌡ After **TQ** work is completed, have students sit on the floor near you. ⌡ Tell students that today they will continue working on their Candy Project in **MS Excel**, a program that is useful for working with numbers. ⌡ As a review, show them how to locate the program and open up your saved Candy Project file. ⌡ Demonstrate the Candy 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.	*As you introduce different aspects of your sample Microsoft Excel, explain that you will teach each vocabulary item in detail.* Microsoft Excel Cell Cell Size Column Column Labels Row Row Labels Data Cell Address Formula Graph/Chart Sheet Tabs Click and Select Merge Cells	**Brain Breaks:** http://bit.ly/kq11 **Helpful Hint:** If your students need more time for this project, you may skip the TQ keyboarding time this week.

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Objective	Lesson – Quarter 3/Week 8	Vocabulary	Resources
MS Word: **Review** **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.**	⌡ After **TQ** work is completed, have students sit on the floor near you. ⌡ Tell students that they will practice their **MS Word** 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 should include an online picture (photo or clip art). Pass out the checklist, if using this option. ⌡ Have students sit at their assigned seats, locate and open **MS Word**, and complete this assignment. They should **Save As** "Thank You Letter," storing the file in their Computer Lab folder on the H drive. ⌡ Have students print their finished assignment, following your lab procedures for printing. ⌡ Collect the letters and review. Distribute to staff mailboxes.		**Brain Breaks:** http://bit.ly/kq11 ✓ 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.

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Objective	Lesson – Quarter 3/Week 9	Vocabulary	Resources
Review: **MS Word** **Keyboarding** **Coding** **MS Excel** **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.**	⌉ After ***TQ*** 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 ***Fourth Grade Kahoot Review*** quiz (CLA site). ⌉ Log off.		**Brain Breaks:** http://bit.ly/kq11 **Helpful Hint:** Re-familiarize yourself with ***Kahoot.*** https://getkahoot.com/ ✓ You may choose to give a prize to the top winners of each class.

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> After the Quarter 1/Week 1 lesson for the school year, the first 20-30 minutes of each class will consist of working in Typing Quest. 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
Internet Safety **Cyberbullying** **2.a.** **Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.** **2.b.** **Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.**	⌡ After *TQ* 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. While they should have heard this terminology during previous years' lessons, ask them to brainstorm what the term cyberbullying means. See if they can come up with specific examples. Show the *Internet Safety PPT*, slides 1-11. ⌡ Discuss the concepts. Use provided discussion prompts if desired.	Cyberbullying Bystander Victim Trusted Adult	**Brain Breaks:** http://bit.ly/kq11 ✓ *Internet Safety PPT* is on the CLA website. ✓ Discussion prompts are provided on the CLA website.

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Objective	Lesson – Quarter 4/Week 2	Vocabulary	Resources
Internet Safety **Privacy** **2.a.** **Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.** **2.b.** **Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.**	⌋ After **TQ** work is completed, have students log off, and sit on the floor near you. ⌋ Show the **Internet Safety PPT**, 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 **privacy** means. Can they provide you with examples of when you should keep information private?	Internet Safety Personal Information Private Information Privacy Settings	**Brain Breaks:** http://bit.ly/kq11 ✓ **Internet Safety PPT** 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. ✓ You can use the toothbrush in the Digital Citizenship kit to show students that passwords are meant to be private and should never be shared with anyone (except parents), using a toothbrush to impart this information (you wouldn't share your toothbrush with anyone; don't share your password with anyone.)

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Objective	Lesson – Quarter 4/Week 3	Vocabulary	Resources
Website Evaluation **3.b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**	⌋ After **TQ** work is completed, have students log off and sit on the floor near you. ⌋ Note: this lesson is a repeat of what they learned in third and fourth grade. Because it is only taught once a year, it bears repeating to help students understand the importance of evaluating websites they encounter when going online. ⌋ 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 **How to Read a Web Address PPT.** ⌋ Discuss concepts explained in the PowerPoint. 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 time permits, show them an additional hoax site.	Hoax Reliable Source Validity Website Evaluation .com .org .edu .gov .mil .net	**Brain Breaks:** http://bit.ly/kq11 ✓ **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. ✓ The **How to Read a Web Address PPT** is available on the CLA website.

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Objective	Lesson – Quarter 4/Week 4	Vocabulary	Resources
Internet Safety: **Application** **2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.** **3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**	⌐ After *TQ* 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: ➢ **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. 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 *MS Publisher* or *MS PPT*. 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.		**Brain Breaks:** http://bit.ly/kq11 ✓ Storyboard maps, and all project option (iMovie, Poster or PPT) rubrics are available on the CLA website. ✓ *MS Publisher* 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: http://www.powtoon.com

Objective	Lesson – Quarter 4/Week 5	Vocabulary	Resources
Internet Safety: **Application** **2.b.** **Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.** **3.a.** **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**	⌡ After *TQ* 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 project maps and rubrics. ⌡ Have the students work in their teams to complete their projects during class time. This work should take up the rest of instructional time.		**Brain Breaks:** http://bit.ly/kq11

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Objective	Lesson – Quarter 4/Week 6	Vocabulary	Resources
Internet Safety: **Application** **MS Word:** **Review** **2.b.** **Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.** **3.a.** **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**	⌐ After **TQ** work is completed, have students sit on the floor near you. ⌐ If students did not complete the creative **Internet Safety project**, 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 **MS Word** skills by writing a Thank You letter to a grandparent, an aunt or uncle, a cousin, or a neighbor. 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 sent home for the family to share with recipients. ⌐ Remind the students that their finished letter should be attractive and should include an online picture (photo or clip art). Pass out the checklist, if using this option. ⌐ Have students sit at their assigned seats, locate and open **MS Word**, and complete this assignment. They should **Save As** "Thank You Letter," storing the file inside of their online Computer Lab folder. ⌐ Have students print their finished assignment, following your lab procedures for printing. ⌐ Collect the letters and review. Distribute to teachers to send home to parents. ⌐ Log off.		**Brain Breaks:** http://bit.ly/kq11 ✓ Consider projecting a checklist of what the letter needs to include, or project a sample letter. See a suggested list on the CLA website.

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Objective	Lesson – Quarter 4/Weeks 7-9	Vocabulary	Resources
Refocus and Review	⏏ 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: 　o **Online Field Trips** (Tizmos/Online Field Trips) 　o **Re-teach** a favorite activity 　　o **Review** a needed concept 　o Choose an ***Enrichment Video.***		**Brain Breaks:** http://bit.ly/kq11 **Helpful Hint:** Have a plan in place and enjoy the flexibility of these last few weeks of school! 　✓ ***Enrichment Videos*** (CLA website/Resources/Videos).