



Grade 5 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 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.

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>Typing Quest:</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). ┆ Have students decide on a password and write it down. ┆ Remind students how to change their 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 Typing Quest (TQ). Explain that students will be using this program throughout the year. Students will always come to class prepared to begin TQ work before other instruction. ┆ Demonstrate how to locate TQ, and how to log into the program. ┆ Have students begin to use 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>Typing Quest</p> <p>Log Off</p>	<p>Brain Breaks: 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 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.</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>	<ul style="list-style-type: none"> ┌ After TQ 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. ┌ 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>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>*5th Grade BOY Assessment</p> <p><i>*Do your best to administer the BOY Assessment early in first quarter.</i></p> <p><i>Optional: You can administer Socrative via the app on the student iPads; note that you would need to borrow enough iPads from the library in order to have a full classroom set so each student has an iPad.</i></p>	<ul style="list-style-type: none"> ┆ After TQ work is completed, have students sit on the floor near you. ┆ Have your Socrative session assessment “started” online, with the classroom code showing on the projection screen. ┆ Explain that students will take a short assessment to see what they know about programs used in the Computer Lab. ┆ Explain that they will take the assessment online, using Socrative. Demonstrate how to visit the Socrative link (Tizmos/Home) and enter the code displayed on the projector screen. ┆ Students should sit at their seats, log in, and locate and open the Socrative link. Tell students to start the assessment and to do their best. ┆ When students are finished taking the assessment, they may visit ABCYA (Tizmos/Home). Go ahead and “Finish” the test session for this class. ┆ Log off. 	<p>Margins Text Alignment Orientation Header & Footer (Insert Tab)</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: If you are unfamiliar with Socrative, take time to explore the program. Log in as a student on one of the computers in the lab and actually take the assessment for practice (make sure you “start” the assessment via your teacher Socrative login).</p> <p>Helpful Hint: Socrative directions are on the CLA website.</p> <ul style="list-style-type: none"> ✓ Socrative results should be sent to Lori. See Socrative directions for information about the preferred test results format.



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Objective	Lesson – Quarter 1/Week 4	Vocabulary	Resources
<p>MS Word:</p> <p>Page Layout</p> <p>Header and Footer</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"> ┆ After TQ 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, creating a new document. ┆ Demonstrate the Page Layout Tab and featured vocabulary words for this lesson. ┆ Point out and explain the visual cues for spell check and grammar check, showing students how to use spell check and grammar check. ┆ Show students how to insert a header/footer (using your name as an example for the header, and the date as an example for the footer). ┆ Have students log in, locate and begin filling out their own Story Starters. After they complete the story and copy and paste the text to MS Word, they should change the page layout to “landscape,” left justify the story, change the font, size and color, and check spelling and grammar – using concepts they have learned in your class. They should also insert a header/footer with their name/date as shown. ┆ 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. 	<p>MS Word</p> <p>Copy and Paste</p> <p>Page Layout</p> <p>Spell Check</p> <p>Grammar Check</p> <p>Save As</p> <p>Computer Lab Folder</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>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.</p> <p>✓ Use the Scrambler version to mix up story genre selections!</p>



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Objective	Lesson – Quarter 1/Week 5	Vocabulary	Resources
<p>Technology Application</p> <p>MS Word:</p> <p>Online Pictures Picture Tools Tab</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 TQ 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 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. 	<p>Online Pictures</p> <p>Picture Tools 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>



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Objective	Lesson – Quarter 1/Week 6	Vocabulary	Resources
<p>MS Word:</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 TQ 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 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 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. 	<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> <ul style="list-style-type: none"> ✓ 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: ✓ Snake taking a bubble bath ✓ Rabbit holding a “Go Slow” sign ✓ Fish using a comb/brush ✓ Dog sitting in a bird’s nest ✓ Horse eating a pizza ✓ Goldfish sunning self on beach



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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>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 TQ work is completed, have students sit on the floor near you. ┆ Open MS Word, 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 MS Word. 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. ┆ Students should add an additional text box that gives a definition for the word <i>oxymoron</i>, and type the definition for the word (see Resource column). They should center the text box below the oxymoron online pictures. ┆ 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. Optional: Students can use the Header/Footer feature to add their name/date. ┆ 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. 	<p>Text Box</p> <p>Border</p> <p>Fill</p> <p>Printing</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Display the definition for oxymoron on the projection screen while students are working on completing this assignment: ✓ Oxymoron definition: An oxymoron is a figure of speech in which opposite or contradictory ideas or terms are combined.



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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 TQ 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 (Tizmos/Home), pointing out the PIN displayed on your screen. Remind students how to answer a Kahoot question (selecting the corresponding color). ┌ 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 Fifth 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. 		<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ 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 Fifth Grade MS Word Kahoot review on the CLA website.



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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 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 Year in School 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. Tell students they need to plan what details they will share about their favorite year in school (what made that year special, who was their teacher, was there a special event, field trip or party, did friends play a role in making it a memorable year, 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>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"> ✓ Fifth 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 Favorite Year in School PPT example ahead of time.</p>



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Objective	Lesson – Quarter 2/Week 2	Vocabulary	Resources
<p>H Drive:</p> <p>Create a 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 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 Year in School 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 “Favorite Year” and store this document in their existing Computer Lab folder. ┆ Students should exit MS PPT and reenter MS PPT. ┆ Students 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. 	<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: Have students use Save for the <i>second part</i> of this lesson because they 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 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 Favorite Year 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, and complete their assignment, handing back the rubric checklist 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 MS PPT, based on project requirements. Once they have completed the My Favorite Year in School 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 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 Year in School slide show projects. ┌ Open MS PPT, retrieve your My Favorite Year in School 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 file from the Computer Lab folder. Pass out the checklist rubric they have been using the past few weeks. ┌ Students should their completed projects using Save to 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 Favorite Year in School 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 My Favorite Year in School 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 any 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>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 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 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 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 and rubrics for next week’s lesson. ┌ If time permits, show a Technology Application video from choices provided on the Enrichment Activities sheet. ┌ Discuss the concepts described in the video. 	<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 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 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. ┌ 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 – <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 MS PPT. ┌ 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>



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Objective	Lesson – Quarter 2/Week 7	Vocabulary	Resources
<p>MS PPT</p> <p>Research</p> <p>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 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. ┆ 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. ┆ Remind students that they will copy and paste the citation from the article(s) they use and they will include these on the final PPT (see project rubric). ┆ Log off. 	<p>Citations</p> <p>PebbleGo Animals</p> <p>World Book Online</p> <p>Copy</p> <p>Paste</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ A checklist rubric for this project is located on the CLA website.</p>



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Objective	Lesson – Quarter 2/Week 8	Vocabulary	Resources
<p>MS PPT:</p> <p>Working on 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 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. 		<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: If your students need more time for this project, you may skip the TQ keyboarding time this week.</p>



Grade 5 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 9	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 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 <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. ┆ Remind students to save their work. ┆ 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 use MS PPT in middle and high school. ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p>



Grade 5 Computer Learning Associate (CLA)

After the 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.

Once a quarter, provide an alternative keyboarding activity (see Enrichment Activities sheet) of your choice.

***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>TQ</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 <i>Snoring</i> or <i>Wheely</i> (Tizmos/Coding). ┆ Have students log in, locate and open any of the <i>Snoring</i> or <i>Wheely</i> 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 <i>Snoring</i> or <i>Wheely</i> activity to solve. 	<p>Coding Trial and Error Keep Trying</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Make sure you practice using the <i>Snoring</i> or <i>Wheely</i> game before class so you understand how the program works!</p>



Grade 5 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>TQ</i> work is completed, have students sit on the floor near you. ┆ Introduce the concept of “<i>Hour of Code.</i>” ┆ Show 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. ┆ Show students how to locate <i>Minecraft</i> (Tizmos/Coding). Demonstrate <i>Minecraft</i>. ┆ Have the students log in and complete the Hour of Code <i>Minecraft</i> program. ┆ If students finish early, they may select a <i>Snoring</i> or <i>Wheely</i> activity (Tizmos/Coding) or redo any favorite level in <i>Minecraft</i>, <i>Star Wars</i>, <i>Flappy Bird</i>, or <i>Angry Birds</i> (Tizmos/Coding). ┆ Log off. 	<p>Hour of Code</p> <p>Coding</p> <p>Sequencing</p> <p>Coding</p> <p>Trial and Error</p> <p>Keep Trying</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Make sure you familiarize yourself with <i>Minecraft</i> before class so you understand how the program works!</p> <p>✓ 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.</p> <p>✓ Hour of Code “How To” for instructors: https://hourofcode.com/us/how-to</p>



Grade 5 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 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. 	<p>Coding</p> <p>Sequencing</p> <p>Coding</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 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.</p>



Grade 5 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Week 4	Vocabulary	Resources
<p>Coding:</p> <p>Scratch 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>	<ul style="list-style-type: none"> ┆ After TQ 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 Scratch coding site (Tizmos/Coding) on the projector screen and explain that students will need to create code in order to make the cat perform actions. This is more challenging than it looks. ┆ Demonstrate some of the process. You do not need to create an entire, completed set. 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! ┆ Show students the tutorial located on the right side of the screen. Watching this will help them to understand the steps necessary to make the cat perform actions. ┆ Students should work in groups of two or three on this project. ┆ Have students sit at a computer with their group. Only one student will log in. ┆ Student groups should locate the Scratch coding site. ┆ Students will use code to manipulate the character, giving it animations, and to change the background, add sounds, add text, and change colors. Remind them of the tutorial on the right side of the screen! ┆ Students will work on coding in Scratch for the rest of class. ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kg11</p>



Grade 5 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 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 (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. 	<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 Candy Project rubric is available on the CLA website.</p> <p>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!).</p> <p>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.</p>



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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 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. 	<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 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. 	<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 TQ keyboarding time this week.</p>



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Objective	Lesson – Quarter 3/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 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 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 MS Word, and complete this assignment. They should Save As “Thank You Letter,” storing the file in their 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"> ✓ Optional: students may write a letter to any member of their family. ✓ 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
<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>TQ</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 Fifth 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.



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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
<p>Internet Safety</p> <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>TQ</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. While they should have heard this terminology during previous years' lessons, ask them to brainstorm what the term cyberbullying means. Show the <i>Internet Safety PPT</i>, slides 1-23 (CLA website). 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>Cyberbullying Bystander Victim Trusted Adult</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. ✓ Discussion prompts are provided on the CLA website.



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Objective	Lesson – Quarter 4/Week 2	Vocabulary	Resources
<p>*5th Grade EOY Assessment</p> <p><i>*Do your best to administer the BOY assessment early this quarter so you can do this in the Computer Lab.</i></p> <p>Optional: You can administer Socrative via the app on the student iPads; note that you would need to borrow enough iPads from the library in order to have a full classroom set so each student has an iPad.</p>	<ul style="list-style-type: none"> ┆ After 20 minutes of TQ work is completed, have students sit on the floor near you. ┆ Log in to your Socrative account online, and “start” the assessment. Your class code will appear on the projection screen. ┆ Explain that students will take a short assessment to see what they know about programs used in the Computer Lab. ┆ Explain that they will take the assessment online, using Socrative. Demonstrate how to visit the Socrative link (Tizmos/Home) and enter the code displayed on the projector screen. ┆ Students should sit at their seats, log in, and locate and open the Socrative link. Tell students to start the assessment and to do their best. ┆ When students are finished taking the assessment, they may visit ABCYA (Tizmos/Home). ┆ Go ahead and “finish” the test session for this class. ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p>



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Objective	Lesson – Quarter 4/Week 4	Vocabulary	Resources
<p>Internet Safety</p> <p>Cyberbullying</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 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. ➤ 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. 		<p>Brain Breaks: http://bit.ly/kg11</p> <ul style="list-style-type: none"> ✓ Storyboard plan sheets, 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.



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Objective	Lesson – Quarter 4/Week 5	Vocabulary	Resources
<p>Internet Safety</p> <p>Cyberbullying 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 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. 		<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Remember to have copies of the project maps and rubrics as needed.</p>



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Objective	Lesson – Quarter 4/Week 6	Vocabulary	Resources
<p>Internet Safety</p> <p>Cyberbullying 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 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 Welcome to School letter to a future Kindergartner. Their letter will include a date at the top, a greeting, some sentences helpfully describing what school will be like for a future Kindergartner, and a sign-off (their name) at the end. Tell them that their letters will be used for next year’s Kindergarten Round Up for families to share with future students. ┆ 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 MS Word, and complete this assignment. They should Save As “Future Student,” storing the file in their Computer Lab folder. ┆ Have students print their finished assignment, following your lab procedures for printing. ┆ Collect the letters and review. Save them for distribution during next year’s Kindergarten Round Up. ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ 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
<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>