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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Touch Systems Data Entry |
| **Lesson/Unit Title** | Developing Speed (Alpha, Numeric, and Keypad) |
| **TEKS Student Expectations** | **130.133. (c) Knowledge and Skills**  (3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy:  (A) The student is expected to demonstrate improvement in speed and accuracy. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will work toward developing their touch systems data entry skills in speed.  Student will be able to   * Engage in speed building drills * Determine areas of difficulty and strengths * Determine a plan of action on how to improve their individual speed * Chart progression * Analyze end of unit results |
| **Rationale** | Speed and accuracy are important elements for individuals working with data entry. This lesson will enable students to work on both of these elements as well as determine areas of difficulty and strength, determine a plan of action on how to improve individual speed, chart progression, and analyze end results. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Plan of action-a plan for actively doing something * Progression-the act of progressing; forward or onward movement * Chart-a graphic representation of a dependent variable * Analyze-to examine carefully and in detail to identify causes, key factors, possible results, etc. * Skill-a craft, trade, or job requiring manual dexterity or special training in which a person has competence and experience * Aptitude-capability; ability; innate or acquired capacity for something * WPM-Words Per Minute - a number associated with how fast a person types that does not consider the amount of errors within the typed copy. * GWAM-Gross Words a Minute - a number associated with how fast a person types that also considers the amount of errors within the typed copy. * TW-Timed Writing - a specific amount of time in which a person types. Usually used in determining a person’s GWAM/WPM. |
| **Materials/Specialized Equipment Needed** | * Textbook and/or Software Program * Instructor Computer/Projection Unit * Online Websites |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | The main purposes of this lesson are to help students:   * Provide information on how a student can work on improving their keying speed * Develop and improve their keying speed * Determine individualized areas of improvement * Determine a plan of action to improve speed * Analyze their end of unit (5 days) progress   **Ask** students if they understand touch systems data entry (keying) is a skill that can be developed.  **Ask** students to brainstorm with you on a variety of skills that people learn and develop.  **Ask** students about any personal skills they have in those areas.  **Ask** students how developing and improving speed can help them.  To test a student’s starting point, you can a variety of methods to get a basis from which to start. If you’re using a textbook, there are 1- min, 2-min, 3- min, and so on drills. There are also a lot of websites that offer free online timed writings, such as [www.typingtest.com](http://www.typingtest.com/). |
| **Direct Instruction \*** | Please see outline following this lesson plan. |
| **Guided Practice \*** | * Day 1-Help students develop their personal charts. * Day 2-Use a method to capture a student’s initial keying speed. You could do this along with them. * Model for students proper keyboarding techniques. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Have students do individualized speed building drills * Have students chart their progress (daily, if possible) |
| **Lesson Closure** | Have students take a final 3-minute TW (Timed Writing) and record their speed on their chart. Once they’ve recorded their final speed, they need to then analyze their results from them week.  **Informal Assessment:**   * Check for participation * Check for daily progress recordings * Take sporadic ‘pop tests’ during the class period to check for improvement in speed |
| **Summative / End of Lesson Assessment \*** | Final 3-Minute Timed Writing (best of 3).  **Accommodations for Learning Differences:** It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. |
| **References/Resources/**  **Teacher Preparation** | * [www.dictionary.com](http://www.dictionary.com/) * School adopted textbook or software program. * <http://www.typingweb.com/tutor/courses/>(mostly free drills on improving speed/accuracy as well as individualized problem areas). * <http://ababasoft.com/typing/typing_links.html>(links to a variety of online speed building sites) * Review and familiarize yourself with the terminology, website links, and proper keyboarding techniques. * Have materials and websites ready to go prior to the start of the lesson. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Have students create their own electronic ‘how to’ guide for proper keyboarding technique. They can use whatever mode they would like to use (Power Point, Photostory, Flash, Movie Maker, poster board, infomercial, written/typed report, blog post, etc.) and need to email you their final product. * Have students research and report different types of jobs/careers in the world of ergonomics. They can use whatever mode (Power Point, Photostory, Flash, Movie Maker, poster board, infomercial, written/typed report, blog post, etc.) and need to email you their final product. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |
| **Interdisciplinary Correlations: English – English I** | * 110.31(b) (1). Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. * 110.3(b) (11). Reading/Comprehension of informational text/procedural texts. Students understand how to glean and use information in procedural texts and documents. * 110.31(b) (17). Oral and Written Conventions/Conventions. Students understand the function of and use of the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. * 110.31(b) (18). Oral and Written Conventions/Handwriting. Capitalization and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. * 110.31(b) (19). Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check spellings.   **Social Studies-World Geography**   * 113.34(c) (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. * 113.34(c) (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)