



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 1	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Welcome</b>  <b>Computer Lab Procedures</b>  <b>Classroom Agreement</b>   <b>2.b.</b> <b>Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Show them the <b>Welcome PPT</b> and share your guidelines with them. You will add in your own information to the <b>Welcome PPT</b> (shell is on the CLA site).</li> <li>┌ Explain to students that using the computers in your lab is a privilege and that they will always be expected to follow the rules. Review Computer Lab rules. Have them either sign an agreement sheet (by class or grade level) or have a rules poster ready, and have each student sign a whole-school poster (which you will always display in class). <b>Note: if you run out of time for this activity, please complete it during the first 30 minutes of Week 2.</b></li> <li>┌ Explain that sometimes they will use headphones in your class. Demo how to use headphones/change volume. Establish a routine for using headphones (use and storage). See Resource column for <b>Helpful Hint</b>.</li> <li>┌ Topics covered should include: <ul style="list-style-type: none"> <li>◆ How to enter and exit the lab</li> <li>◆ How to line up in ABC order</li> <li>◆ Expectations for how to ask questions</li> <li>◆ Fire, tornado, and other safety drill locations</li> </ul> </li> <li>┌ Assign seats.</li> </ul>	Computer Lab Drills Assigned Seats	<ul style="list-style-type: none"> <li>✓ Practice drills today so students understand what they need to do.</li> <li>✓ Practice lining up and coming into and exiting the lab.</li> <li>✓ 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.</li> </ul> <p><b>Helpful Hint:</b> Teach students this behavioral cue: <b>When I flip the light switch, headphones come off and all eyes are on me!</b> Remind them where to store the headphones.</p>



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 1	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Welcome</b>  <b>Computer Lab Procedures</b>         <b>2.b.</b> <b>Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is scheduled for a 60-minute session, consider doing a <b>brain break</b> at this time, and then re-gather students around you on the floor. See Resource column.</li> <li>┌ Tell students you are going to see how well they learned the topics you taught them about entering and leaving the Computer Lab, lining up in ABC order, the right way to ask questions, and safety drills. Have them practice these motions, including how to stand in front of their assigned seats and be seated on your command.</li> <li>┌ Remind students that using the Computer Lab is a privilege and that they should always follow the rules.</li> <li>┌ Share the <b><i>Powtoon CLA Rules video</i></b>, or create one of your own.</li> </ul>	Computer Lab Drills Assigned Seats	<ul style="list-style-type: none"> <li>✓ Practice drills today so students understand what they need to do.</li> <li>✓ Practice lining up and coming into and exiting the lab.</li> <li>✓ 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.</li> <li>✓ <b><i>Powtoon CLA Lab Rules video:</i></b>  <a href="http://bit.ly/clalabrules">http://bit.ly/clalabrules</a> </li> <li>✓ Want to make your own Powtoon video? Visit: <a href="http://powtoon.com">http://powtoon.com</a></li> </ul> <p><b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a></p>

\* For half-day Kindergarten, always use the first 30 minute lesson plan and skip the second 30 minute lesson plan.



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 2	Vocabulary	Notes
<b>First 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you. <b><i>Tell them you are talking about one of the computer parts today: the mouse.</i></b></li> <li>┌ Show them the computer mouse graphic (CLA website) and the real mouse. Explain that there are two buttons and that we touch the button on the left side – show them this. Show them how to hold the mouse.</li> <li>┌ Explain that they will place a sticker on the left mouse button to help them learn which button they will be using. Hand out stickers; supervise them placing the stickers on the left button. Have them practice pressing the left mouse (stickered) button. Explain that this is called “clicking.”</li> <li>┌ Make mouse vocabulary relevant by referring to touch screens on devices: clicking/pressing, scrolling/swiping; dragging/moving.</li> <li>┌ Have them practice scrolling, dragging, and clicking. Have students remove the stickers and place them on their hand or shirt.</li> <li>┌ If you were unable to complete the Computer Lab use agreement sheets or poster last week, complete this activity this week.</li> <li>┌ If time permits and if you deem this necessary, reteach:               <ul style="list-style-type: none"> <li>◆ How to enter and exit the lab</li> <li>◆ How to line up in ABC order</li> <li>◆ Expectations for how to ask questions</li> <li>◆ Fire, tornado, and other safety drill locations</li> </ul> </li> </ul>	Mouse Clicking Scrolling Dragging	<ul style="list-style-type: none"> <li>✓ Review Week 1 Computer Lab procedures as needed.</li> <li>✓ If you have an extra set of discarded mice (cut the cable to make them easier to manage), use these for the mouse sticker activity.</li> </ul>



## Kindergarten Computer Learning Associate (CLA)

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Objective	Lesson – Quarter 1/Week 2	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Before your class arrives: Log Kindergartners in using Vision. Open Tizmos. See Resource column for <b>Helpful Hint</b>.</li> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, re-gather students around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Tell students you are going practice using the mouse. Demo <b>Mr. Pickle</b> and <b>When Pigs Fly</b> (Tizmos/K-2/MiniMouse), displaying the programs on the projector screen.</li> <li>┌ Have students sit at their assigned seats; unfreeze their screens.</li> <li>┌ Tell them to practice Mousing Skills with either <b>Mr. Pickle</b> or <b>When Pigs Fly</b>.</li> <li>┌ Review procedures for leaving the lab in a neat and orderly manner.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Mouse Clicking Scrolling Dragging	<ul style="list-style-type: none"> <li>✓ Review Week 1 classroom routines</li> <li>✓ Open Tizmos/K-2/<b>MiniMouse</b>, load <b>MiniMouse</b> and freeze their screens using Vision.</li> </ul> <p><b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time.</p> <p><b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a></p>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 3	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>Before your class arrives: Log Kindergartners in using Vision. See Resource column for <b>Helpful Hint</b>.</li> <li>Gather the students around you.</li> <li>Tell students you are going continue practicing using the mouse. Explain what a double click is. Using the projector screen, show them how to double click on an icon on the desktop. Show them <b>Tizmos</b> on the desktop. Demonstrate how to double click to open the <b>MiniMouse</b> site on Tizmos/K-2. Once there, demo <b>two games of your choice in MiniMouse</b>. Demonstrate how to close Tizmos (exiting out), then re-demonstrate.</li> <li>Have them sit at their assigned seats; open Tizmos/K-2/MiniMouse and open <b>MiniMouse</b>. Demo their screens through Vision; show them how to minimize and maximize <b>MiniMouse</b> screens.</li> <li>Tell them to practice playing the four games that were demoed.</li> <li>When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Desktop Icon Mouse Clicking Double clicking Scrolling Dragging Minimize Maximize Tizmos Exit out	<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 4	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>」 Welcome students to the Computer Lab. Have them sit on the floor near you. Explain that they will continue working on mousing practice.</li> <li>」 Open and demo <b>Make a Pizza</b> (Tizmos/K-2/ABCYa/K/Skills then scroll down and select: <b>Make a Pizza</b>). Discuss clicking and dragging.</li> <li>」 Have them sit at their assigned seats; unfreeze their screens. Students should locate and work on <b>Make a Pizza</b> for the rest of class time.</li> <li>」 When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Desktop Icon Double clicking Scrolling Dragging Tizmos	<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 4	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, re-gather students around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Tell students you are going continue practicing using the mouse. Demo <b>ABCYa</b> (Tizmos/K-2/ABCYa/K/Skills then scroll down and select: <b>Make a Pizza</b>).</li> <li>┌ Have them sit at their assigned seats; unfreeze their screens. Have them open Tizmos, open <b>ABCYa</b> and select and play a game from the K/Skills section.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Desktop Icon Double clicking Scrolling Dragging Tizmos	<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).  <b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 5	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you. Explain that they will continue working on mousing practice.</li> <li>┌ Open and demo <b>Fuzz Bugs ABCYa</b> (Tizmos/K-2/ABCYa/K/Skills then scroll down and select: <b>Patterns</b>).</li> <li>┌ Discuss clicking and dragging, and listening for directions.</li> <li>┌ Have students sit at their assigned seats; unfreeze their computers, and have them work on <b>Fuzz Bugs</b> for the rest of class time.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Scrolling Dragging Listening	<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 5	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, re-gather students around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Tell students you are going continue practicing using the mouse.</li> <li>┌ Have students sit at their assigned seats; unfreeze their computers. Students should open <b>ABCYa</b> (Tizmos/K-2/ABCYa/Skills) and choose a game from within <b>Skills</b>.</li> <li>┌ Remind students that if they want to change games, they should exit out and re-enter the program (via Tizmos) from the beginning.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Desktop Icon Exit Enter	<p><b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).</p> <p><b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a></p>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/ Week 6	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Gather students around you on the floor.</li> <li>┌ Tell students you are going continue practicing using the mouse.</li> <li>┌ Have students sit at their assigned seats; unfreeze their computers. Students should open Tizmos/K-2. They may select a <b>MiniMouse</b> game or select: <b>ABCYa</b> (K/Skills). Allow students to choose a game from within Skills.</li> <li>┌ Remind students that if they want to change games, they should exit out and re-enter the program (via Tizmos) from the beginning.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Desktop Icon Exit Enter	<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 6	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, re-gather students around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Tell students you are going continue practicing using the mouse.</li> <li>┌ Have students sit at their assigned seats, open Tizmos/K-2. They may select a <b>MiniMouse</b> game or select: <b>ABCYa</b> (K/Skills). Allow students to choose a game from within Skills.</li> <li>┌ Remind students that if they want to change games, they should exit out and re-enter the program (via Tizmos) from the beginning.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Desktop Icon Exit Enter	<p><b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).</p> <p><b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a></p>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 7	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Gather students around you on the floor.</li> <li>┌ Tell students you are going continue practicing using the mouse. Refresh vocabulary if necessary.</li> <li>┌ Have students sit at their assigned seats, open Tizmos/K-2. They may select a <b>MiniMouse</b> game or select: <b>ABCYa</b> (K/Skills). Allow students to choose a game from within Skills.</li> <li>┌ Remind students that if they want to change games, they should exit out and re-enter the program (via Tizmos) from the beginning.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Desktop Icon Exit Enter	✓ This week provides you with a great opportunity for teaching and practicing any mouse skills that students need.  <b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 7	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, re-gather students around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Tell students you are going continue practicing using the mouse.</li> <li>┌ Have students sit at their assigned seats, open Tizmos/K-2. They may select a <b>MiniMouse</b> game or select: <b>ABCYa</b> (K/Skills). Allow students to choose a game from within Skills.</li> <li>┌ Remind students that if they want to change games, they should exit out and re-enter the program (via Tizmos) from the beginning.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>		<p><b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).</p> <p><b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a></p>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 8	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Computer Parts</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Before your class arrives: Log Kindergartners in using Vision. See Resource column for <b>Helpful Hint.</b></li> <li>┌ Gather students around you on the floor.</li> <li>┌ Tell students they will learn about the different parts of the computers they use. There are some PPT options available on the CLA website.</li> <li>┌ Choose an activity to follow up your instruction: <ul style="list-style-type: none"> <li>- <b>Computer Detective PPT</b> (has question prompts) – CLA website</li> <li>- <b>Find the Technology</b> game (Tizmos/K-2/ABCYa/K/Skills)</li> <li>- <b>Color Pages</b> - CLA website</li> </ul> </li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Mouse CPU Monitor Keyboard USB port Volume control Headphones Printer	<ul style="list-style-type: none"> <li>✓ This week provides you with a great opportunity for teaching and practicing any mouse skills that students need.</li> </ul> <p><b>Helpful Hint:</b> Have the last class stay logged (or use Vision to log students in) in so you can maximize instructional time <b>if</b> you are using the ABCYa <b>Find the Technology</b> game</p>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 1/Week 8	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Computer Parts</b>  <b>Technology Application</b>  <b>1.a.</b> <b>Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, re-gather students around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Verbally review the concepts that students have learned this quarter. While students are seated in a group, ask them questions about Computer Lab procedures, mousing and mousing vocabulary, exiting programs, and parts of the computer.</li> <li>┌ Tell students that technology will be with them throughout their lives.</li> <li>┌ Show a Technology Application video from choices provided on the <b>Enrichment Activities sheet</b>. Have them stay seated on the floor while you watch the technology application video.</li> <li>┌ If time permits, discuss video concepts.</li> </ul>		<p><b>Helpful Hint:</b> Before your class arrives, make sure you have chosen which video you will share.</p> <p>✓ <b>Enrichment Activities sheet</b> (CLA binder or website).</p> <p><b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a></p>





## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 1	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>MS Word:</b>  <b>Application</b>  <b>Letter Recognition</b>  <b>Keyboarding:</b>  <b>Introduction</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Show them the keyboard on the screen (or on the wall if you have a display). Familiarize them with the layout of the keyboard.</li> <li>┌ Demonstrate how to locate and open <b>MS Word</b> and type your name five times (using enter after each time you type your name). Make some mistakes so you can show them how to use the backspace key to fix your mistakes. Show them the blinking cursor and explain what this is. Exit out of the program and re-enter it to model this for students.</li> <li>┌ Have students sit at their assigned seats and open <b>MS Word</b> and practice typing their names on the keyboard five times. Make sure to tell them they will press enter after each time they type their name. Have them show you their completed work.</li> <li>┌ If time permits, they may visit an activity of their choice in <b>ABCYa</b> (Tizmos/K-2/ABCYa).</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Keyboard MS Word Backspace Enter Spacebar Blinking cursor	<p><b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).</p> <p><b>Helpful Hint:</b> have the <b>MS Word</b> icon loaded on student desktops before this lesson.</p>



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 1	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Letter Recognition</b>  <b>Keyboarding:</b>  <b>Introduction</b>  <b>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.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, re-gather students around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Demonstrate how to locate and complete <b>Keyboard Climber</b> (Tizmos/Keyboarding).</li> <li>┌ Have students work in <b>Keyboard Climber</b> for the remainder of class.</li> <li>┌ Optional: students may also play <b>Keyboard Climber 2</b>.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Keyboard Backspace Enter Spacebar Blinking cursor	<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).  <b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 2	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>MS Word:</b>  <b>Application</b>  <b>Keyboarding:</b>  <b>Recognition</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Review the layout of the keyboard.</li> <li>┌ Re-demonstrate how to locate and open <b>MS Word</b> and type a writing prompt. Review the vocabulary list and check for understanding. Exit out of the program and re-enter it to model this for students.</li> <li>┌ Have students sit at their assigned seats, locate and open <b>MS Word</b> and practice writing the prompt. Once the assignment is completed and verified by you, have them choose an <b>ABCYa</b> (Tizmos/K-2) activity.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Keyboard Backspace Enter Spacebar Blinking cursor Period Shift	<p><b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).</p> <p><b>Helpful Hint:</b> have the <b>MS Word</b> icon loaded on student desktops before this lesson.</p> <p>✓ <b>Writing prompt suggestion:</b></p> <p style="padding-left: 40px;">My name is _____. My teacher is _____.</p> <p>✓ Remind students to sound the words out.</p> <p><b>Helpful Hint:</b> Make individual copies of the writing prompt so students will have their own copy in front of them as they work.</p>



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 2	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Keyboarding:</b>  <b>Recognition</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, re-gather students around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Have students sit in their assigned seats; they should locate and work on <b>Keyboard Climber</b> or <b>Keyboard Climber 2</b> (Tizmos/Keyboarding) for the remainder of class.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Keyboard Backspace Enter Spacebar Blinking cursor Period Shift	<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).  <b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a>

\* For half-day Kindergarten, always use the first 30 minute lesson plan and skip the second 30 minute lesson plan.



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 3	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>MS Word:</b>  <b>Application</b>  <b>Keyboarding:</b>  <b>Recognition</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Using the projection screen, open <b>MS Word</b> and type a writing prompt (placing a period after each sentence, and using the enter key after each sentence). Review vocabulary and check for understanding.</li> <li>┌ Have them sit at their assigned seats; students should locate and open <b>MS Word</b> and complete the writing prompt.</li> <li>┌ Once students complete this assignment, have them play a keyboarding game of <b>your</b> choice (Tizmos/Keyboarding).</li> <li>┌ Optional: have students complete the <b>Make a Pumpkin</b> or <b>Carve a Pumpkin</b> (Tizmos/K-2/ABCYa/K/Holidays) activity.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Keyboard Backspace Enter Spacebar Blinking cursor Period Shift	<p><b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).</p> <p><b>Helpful Hint:</b> have the <b>MS Word</b> icon loaded on the desktop before this lesson.</p> <p>✓ <b>Writing prompt suggestion:</b></p> <p style="padding-left: 40px;">I love fall. My favorite costume is_____.</p> <p>✓ Remind students to sound the words out.</p> <p><b>Helpful Hint:</b> Make individual copies of the writing prompt so students will have their own copy in front of them as they work. You can make several copies of the prompt on one page and cut out prompt strips.</p>



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 3	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Keyboarding:</b>  <b>Recognition</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, re-gather students around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Have students play a keyboarding game of <i>your choice</i>. If necessary, demo the game beforehand.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Keyboard Backspace Enter Spacebar Blinking cursor Period Shift	<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).  <b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 4	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>MS Word:</b>  <b>Application</b>  <b>Keyboarding:</b>  <b>Recognition</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Open <b>MS Word</b> and demonstrate typing a writing prompt. Review vocabulary and check for understanding.</li> <li>┌ Have students sit at their assigned seats, locate and open <b>MS Word</b>, and complete the writing prompt.</li> <li>┌ Once students complete this assignment, have them play a keyboarding game of <i>your choice</i> (Tizmos/Keyboarding).</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Keyboard Backspace Enter Spacebar Blinking cursor Period Shift	<p><b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).</p> <p><b>Helpful Hint:</b> have the <b>MS Word</b> icon loaded on the desktop before this lesson.</p> <p>✓ <b>Writing prompt suggestion:</b></p> <p>My favorite animal is _____. It is very_____.</p> <p>✓ Remind students to sound the words out.</p> <p><b>Helpful Hint:</b> Make individual copies of the writing prompt so students will have their own copy in front of them as they work.</p>



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 4	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Keyboarding:</b>  <b>Recognition</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, re-gather students around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Demonstrate how to play <b>Keyboard Challenge</b> (Tizmos/Keyboarding).</li> <li>┌ Have students sit at their assigned seats and explore <b>Keyboard Challenge</b>. Once students can demonstrate that they have earned the activity trophy, they may select another keyboarding game for practice as time permits.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Keyboard Backspace Enter Spacebar Blinking cursor Period Shift	<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).  <b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 5	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Keyboarding:</b>  <b>Application</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Tell students that they will continue in their learning and practicing to use the keyboard. Demonstrate playing <b>Keyboard Challenge</b> (Tizmos/Keyboarding).</li> <li>┌ Have students sit at their assigned seats and explore <b>Keyboard Challenge</b>. Once students can demonstrate that they have earned the trophy, they may select another keyboarding activity for practice as time permits.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>		<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).





## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 6	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Keyboarding:</b>  <b>Application</b>          <b>6.a. Students choose appropriate platforms and tools for meeting the desired objectives of their creation or communication.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Re-demonstrate how to locate and use <b>ABCYa Story Maker</b> (Tizmos/K-2/scroll down to bottom of page for <b>Story Maker</b>). Show them how to use the paint and typing icons. Review how to use the print icon in the program.</li> <li>┌ <b>Discuss printing procedures in your lab.</b></li> <li>┌ Have them sit at their assigned seats, open <b>Story Maker</b> from Tizmos, and use the program to create their own art and text project.</li> <li>┌ Tell them that today they will be printing their projects in black and white <b>IF</b> they did not do this the previous week.</li> <li>┌ They may take their creations home to share with family, or you may give their completed projects to their classroom teacher to send home.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Printing Icon Tools	<p><b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).</p> <p><b>Helpful Hint:</b> If this is their <b>first time printing</b> this project, use a timer to help remind students when 10 minutes of class are left so they have time to print their projects.</p> <p>✓ You may opt to have a story already written, and distribute copies of it to students. Or, have students type their name and teacher's name for the text portion of this assignment.</p>



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 6	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, have them gather around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Using the projection screen, briefly demonstrate how to locate the <b>Red Fish Soup</b> program (Tizmos/Home). Show them how to find an activity by selecting an icon, and how to exit out of the game (closing a tab).</li> <li>┌ Give each student a highlighted handout (CLA website) with a screenshot of the <b>Red Fish Soup</b> homepage. Have students sit at their assigned seats.</li> <li>┌ After sitting at their seats, each student will locate and open <b>Red Fish Soup</b>. They will use their handout to locate the assigned activity and will complete it. Have them raise their hand to show or teach you (or a peer) how it works. They can then choose another assignment handout for further exploration.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Mouse Click Tizmos Icon Exit Tab	<p><b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).</p> <p><b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a></p> <p><b>Helpful Hint:</b> Print and highlight enough copies of the Red Fish Soup homepage (CLA website) so you have enough for each student. There are 40 different activities you may highlight before handing copies out to students. See the CLA website for the master copy. You will use these copies for additional lessons, so make sure you collect them at the end of class!</p>

\* For half-day Kindergarten, always use the first 30 minute lesson plan and skip the second 30 minute lesson plan.



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 7	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Briefly re-demonstrate how to locate the <b>Red Fish Soup</b> program (Tizmos/Home).</li> <li>┌ Give each student a different highlighted handout (same handouts as last week).</li> <li>┌ After sitting at their assigned seats, each student will locate and open <b>Red Fish Soup</b>. They will use their handout to locate the assigned activity and will complete it. Have them raise their hand to show or teach you (or a peer) how it works. They can then choose another assignment handout for further exploration.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Mouse Click Tizmos Icon Exit Tab	<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 7	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Technology Application</b>  <b>Mousing Skills</b>   <b>1.a.</b> <b>Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, have them gather around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Tell students that technology will be with them throughout their lives.</li> <li>┌ Show a Technology Application video from choices provided on the <b>Enrichment Activities sheet</b>. Have them stay seated on the floor while you watch the technology application video.</li> <li>┌ If time permits, discuss video concepts.</li> <li>┌ If you have additional time, briefly re-demonstrate how to find the <b>Red Fish Soup</b> program (Tizmos/Home), select icons, and exit activities.</li> <li>┌ Optional: if time permits, have student volunteers show the whole class how some of the activities work.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Mouse Click Tizmos Icon Exit Tab	<b>Helpful Hint:</b> Before your class arrives, make sure you have chosen which video you will share.  ✓ <b>Enrichment Activities sheet</b> (CLA binder or website).  <b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 8	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Demonstrate one of these activities:               <ul style="list-style-type: none"> <li>- <b><i>Make a Flake</i></b> (Tizmos/Home) <b>challenging</b></li> <li>- <b><i>ABCYa Make a Snowman</i></b> (Tizmos/K-2/ABCYa/K/Skills)</li> <li>- <b><i>ABCYa Build a Gingerbread House</i></b> (Tizmos/K-2/ABCYa/K/Holidays)</li> </ul> </li> <li>┌ Have students sit at their assigned seats, and locate and open one of the above programs (your choice). They will spend the rest of class time working on the project.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Mouse Click Tizmos	<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 8	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, have them gather around you on the floor.</li> <li>┌ Consider doing a <b>brain break</b> at this time.</li> <li>┌ If needed, re-demonstrate one of these activities:</li> </ul> <ul style="list-style-type: none"> <li>- <b><i>Make a Flake</i></b> (Tizmos/Home) <b>challenging</b></li> <li>- <b><i>ABCYa Make a Snowman</i></b> (Tizmos/K-2/ABCYa/K/Skills)</li> <li>- <b><i>ABCYa Build a Gingerbread House</i></b> (Tizmos/K-2/ABCYa/K/Holidays)</li> </ul> <ul style="list-style-type: none"> <li>┌ Have students sit at their assigned seats, locate and open one of the assigned programs (your choice). Students should complete one of the activities you demonstrated.</li> <li>┌ Optional: students may select other holiday options from Tizmos/K-2/ABCYa/K/Holidays.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Mouse Click Tizmos	<b>Helpful Hint:</b> Have the last class stay logged in so you can maximize instructional time (or log them in yourself using Vision).  <b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 2/Week 9	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Mousing Skills</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, have them gather around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Using the projection screen, demonstrate the multiple sections in <b>ABCYa</b> (Tizmos/K-2). Re-demonstrate how to enter and exit programs within <b>ABCYa</b>.</li> <li>┌ Have the students sit at their assigned seats, locate and open <b>ABCYa</b>. Students will use the rest of class time to explore activities on this site.</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Enter Exit	<b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Weeks 1-4	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Logging In</b>  <b>2.a.</b> <b>Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Revisit Computer Lab procedures. You may modify the PPT used during Quarter 1. Alternatively, you may choose to use the <b><i>Powtoon Computer Lab Rules video</i></b>.</li> <li>┌ Tell students it is time for them to begin logging into the computers themselves. Show them the <b><i>Log In</i></b> PPT (CLA website). Be explicit!</li> <li>┌ Optional: create your own <b><i>Log In</i></b> PPT if desired.</li> <li>┌ During instruction, make sure you explain to students that a password is a like a secret code that you do not share.</li> <li>┌ Display a <b><i>control-alt-delete slide</i></b> on the projector.</li> <li>┌ Have students practice logging in. Once they have successfully completed this task, allow them to locate and explore <b><i>ABCYa</i></b> (Tizmos/K-2).</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Logging in Password Username Control-alt-delete Backspace	<p><b>Helpful Hint:</b> make arrangements ahead of time to have a few students from an older class come in to assist you. Alternatively, use the buddy class for assistance.</p> <p><b>Helpful Hint:</b> For students who have an hour-long class, log them off with Vision before this half begins.</p> <p>✓ <b><i>Powtoon CLA Lab Rules video:</i></b>  <a href="http://bit.ly/clalabrules">http://bit.ly/clalabrules</a></p> <p>✓ Want to make your own Powtoon video? Visit:  <a href="http://powtoon.com">http://powtoon.com</a></p> <p><b>Helpful Hint:</b> Use the toothbrush in your digital citizenship kit to demonstrate that we do not share passwords!</p>



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Weeks 1-4	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Logging In</b>  <b>2.a.</b> <b>Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, have them gather around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Display a <b>control-alt-delete slide</b> on the projector. Re-demonstrate how to use the three keys to make a log in box appear. Show students how to log in.</li> <li>┌ Have students sit at their assigned seats, and practice logging in. Once they have successfully completed this task, allow them to locate and explore <b>Red Fish Soup</b> (Tizmos/K-2).</li> <li>┌ When class time is up, use Vision to log all students off, or keep them logged in if another Kindergarten class is arriving.</li> </ul>	Logging in Password Username Control-alt-delete Backspace	<p><b>Helpful Hint:</b> For students who have an hour-long class, log them off with Vision before this half begins.</p> <p><b>Helpful Hint:</b> Make sure to create a <b>control-alt-delete</b> slide in PowerPoint before this lesson.</p> <p><b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a></p>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Weeks 5-7	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Logging In</b>  <b>Logging Off</b>   <b>2.a.</b> <b>Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Tell students it is time for students to continue logging in practice, and to also learn how to log off of computers themselves. Show them the <b>Log Off PPT</b>.</li> <li>┌ Optional: create your own Log Off PPT if desired.</li> <li>┌ During instruction, make sure you explain to students that logging off is important because it keeps the next class from using their login.</li> <li>┌ Display the last log off slide from the PPT on the projector.</li> <li>┌ Have students practice logging in and logging off. Once they have successfully completed this task, have them log in again and locate and explore <b>Tizmos/K-2</b>.</li> <li>┌ At the end of class, have students log off for the first time! You may choose to do this as a whole-group exercise.</li> </ul>	Logging in Logging off	<ul style="list-style-type: none"> <li>✓ <b>Log Off PPT</b> is located on the CLA website.</li> <li>✓ If you opt to have the entire class log off at the same time, set a timer so you will have enough time at the end of class to accomplish this. A timer will be useful also if you have students log off individually.</li> </ul>



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/ Weeks 5-7	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<p><b>Logging In</b></p> <p><b>Logging Off</b></p> <p><b>2.a.</b> Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.</p> <p><b>1.a.</b> Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.</p>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, have them gather around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Tell students they will practice logging in and logging off computers. Show them the <b>Log Off PPT</b> (CLA website) again.</li> <li>┌ Optional: create your own Log Off PPT if desired. Alternatively, you could create a Powtoon Log Off presentation.</li> <li>┌ During instruction, remind students that logging off is important because it keeps the next class from using their login.</li> <li>┌ Display the last logoff slide from the PPT on the projector.</li> <li>┌ Have students practice logging in and logging off. Once they have successfully completed this task, have them log in again and locate and explore <b>Tizmos/K-2</b>.</li> <li>┌ At the end of class, have student logoff.</li> <li>┌ <b>Week 7</b> - Optional: Tell students that technology will be with them throughout their lives.</li> <li>┌ Show a Technology Application video from choices provided on the <b>Enrichment Activities sheet</b>. Have them stay seated on the floor while you watch the technology application video.</li> <li>┌ If time permits, discuss video concepts.</li> </ul>	<p>Logging in Logging off</p>	<p><b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a></p> <p>✓ Want to make your own Powtoon video? Visit: <a href="http://powtoon.com">http://powtoon.com</a></p> <p><b>Week 7 Helpful Hint:</b> Before your class arrives, make sure you have chosen which video you will share.</p> <p>✓ <b>Enrichment Activities</b> sheet (CLA binder or website).</p>

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## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Weeks 8-9	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Paint</b>  <b>Logging In</b>  <b>Logging Off</b>  <b>2.a.</b> <b>Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Tell students that they will learn how to use an online art program today called <b>Paint</b>.</li> <li>┌ Demonstrate how to locate and open <b>Paint</b>. Show students how the color palette, shape tools, brush tools, and fill bucket work.</li> <li>┌ Have students log in and practice these tools, creating art work.</li> <li>┌ Have the students log off.</li> </ul>	Paint Canvas Color palette Brush tool Fill bucket Shapes	



## Kindergarten Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Weeks 8-9	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Paint</b>  <b>Logging In</b>  <b>Logging Off</b>  <b>2.a.</b> <b>Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, have them gather around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Re-demonstrate how to locate and open <b>Paint</b>. If needed, remind students how the color palette, shape tools, brush tools, and fill bucket work. Depending on progress, introduce additional tools.</li> <li>┌ Have students log in and practice these tools, creating art work.</li> <li>┌ Optional: if desired, have students print their Paint creations. <b>Make sure you know your school's printing policy!</b></li> <li>┌ Have the students log off.</li> </ul>	Paint Canvas Color palette Brush tool Fill bucket Shapes	<b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a>

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Objective	Lesson – Quarter 4/Week 1	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Internet Safety</b>  <b>2.a.</b> <b>Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</b>  <b>2.b.</b> <b>Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Revisit Computer Lab procedures if necessary, but be brief. Today's lesson will take up most of the allotted time.</li> <li>┌ Show students <i><b>Router's Birthday Surprise</b></i> [25 min.] (CLA website).</li> </ul>		<ul style="list-style-type: none"> <li>✓ No logging in this session.</li> </ul>

Objective	Lesson – Quarter 4/Week 1	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Internet Safety</b>  <b>2.a.</b> <b>Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</b>  <b>2.b.</b> <b>Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, have them gather around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Discuss what they learned while viewing <b><i>Router's Birthday Surprise</i></b>.</li> <li>┌ For the remainder of time, have students explore <b><i>Clicky</i></b> Internet Safety activities on the Netsmartz website (Tizmos/Internet Safety/Matching and Puzzles).</li> <li>┌ Log off.</li> </ul>	Internet Trusted adult Outlaws Netiquette	<b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a>  <b>Helpful Hint:</b> See CLA website for a list of video discussion prompts for <b>Router's Birthday Surprise</b> .

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Objective	Lesson – Quarter 4/Week 2	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Internet Safety</b>  <b>2.a.</b> <b>Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</b>  <b>2.b.</b> <b>Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Tell students that they are continuing to learn about Internet Safety. Watch <i>It's OK to Tell</i> [8 min.](CLA website).</li> <li>┌ Discuss and compare <i>Router's Birthday Surprise</i> and <i>It's OK to Tell</i>. Make sure you discuss the Netsmartz <i>Internet Safety Rules</i> (CLA website). Optional: give a copy of the rules to teachers to send home.</li> <li>┌ Optional: If time permits, have students log in and explore <i>Cyber Five</i> (Tizmos/K-2) to continue practicing Internet Safety skills.</li> <li>┌ Log off.</li> </ul>	Internet Trusted adult Outlaws	✓ Make sure to view, download, and print the Internet Safety Rules before this class session. Make enough copies of the rules to send home to parents, if desired.

Objective	Lesson – Quarter 4/Week 2	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>Internet Safety</b>  <b>2.a.</b> <b>Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</b>  <b>2.b.</b> <b>Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, have them gather around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Tell students that they are continuing to learn more about Internet Safety. Watch <b><i>Bad Netiquette Stinks</i></b> [7 min.](CLA website).</li> <li>┌ Compare the videos watched. Talk through the four Webville Outlaws and what they do. What do students know about people who are like the Webville Outlaws in real life?</li> <li>┌ If desired, use question prompts you develop for this lesson.</li> </ul>	Internet Trusted adult Outlaws Netiquette	<b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a>  ✓ Make sure you create discussion prompts ahead of time (if using this option).

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Objective	Lesson – Quarter 4/Weeks 3-4	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>MS Word:</b>  <b>Save As</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Remind students how to locate and open <b>MS Word</b>. Explain that you need to create and save a document. Type your name. Walk students through the process of saving, using <b>“Save As”</b> the first time you save a document. See Resources column for instructions.</li> <li>┌ Have them sit at their assigned seats, log in, locate, and open <b>MS Word</b>, and type their names. When all students have done this, walk the entire class through saving their documents, using <b>“Save As”</b> “My Name” to name and save their file.</li> <li>┌ <b>Remember, the way you teach students to initially save new documents should be the same K-5!</b></li> <li>┌ If time permits, let students practice typing in <b>MS Word</b>.</li> <li>┌ Log off.</li> </ul>	Open Document File Save Save As	<p><b>Helpful Hint:</b> 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><b>How to “Save As:”</b></p> <ol style="list-style-type: none"> <li>1. Select <b>“Save As”</b></li> <li>2. When options come up, select <b>“Browse,”</b> click on <b>“Computer,”</b> then double click on <b>“H Drive.”</b></li> <li>3. Point out to students that an automatic file name appears and may be changed.</li> <li>4. Select <b>“Save.”</b></li> </ol>

Objective	Lesson – Quarter 4/Weeks 3-4	Vocabulary	Resources
<b>*Second 30 Minutes</b>			
<b>MS Word:</b>  <b>Save As</b>  <b>1.d.</b> <b>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.</b>	<ul style="list-style-type: none"> <li>┌ If this is your second time seeing students in the A-E rotation, welcome them back to the Computer Lab and gather them around you.</li> <li>┌ If this group is part of a 60-minute session, have them gather around you on the floor. Consider doing a <b>brain break</b> at this time.</li> <li>┌ Reteach students how to locate and open <b>MS Word</b>. Review how to create and save a document. Type a short prompt. Review using <b>“Save As.”</b></li> <li>┌ Have them log in, locate and open <b>MS Word</b>, and type the prompt. When all students have done this, walk the entire class through saving their documents, using <b>Save As</b> “Write.”</li> <li>┌ <b>Remember, the way you teach students to initially save new documents should be the same K-5!</b></li> <li>┌ If time permits, let students practice typing words in the same <b>MS Word</b> document, or choose a keyboarding game from Tizmos/Keyboarding.</li> <li>┌ Log off.</li> </ul>	Open Document File Save Save As	<b>Brain Breaks:</b> <a href="http://bit.ly/kq11">http://bit.ly/kq11</a>  <b>Helpful Hint:</b> create a short writing prompt for this lesson ahead of time.  <b>How to “Save As:”</b> 1. Select <b>“Save As”</b> 2. When options come up, select <b>“Browse,”</b> click on <b>“Computer,”</b> then double click on <b>“H Drive.”</b> 3. Point out to students that an automatic file name appears and may be changed. 4. Select <b>“Save.”</b>

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Objective	Lesson – Quarter 4/ Weeks 5-6	Vocabulary	Resources
<b>First 30 Minutes</b>			
<b>Pre-Coding Logic Activities</b>  <b>4.c.</b> <b>Students develop, test, and refine prototypes as part of a cyclical design process.</b>  <b>4.d.</b> <b>Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ Tell students that today they will begin learning how to code. Coding is a way of making your brain solve puzzles. Some people do coding as a profession! Coding means that humans write directions for what they want computer programs to do.</li> <li>┌ 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.</li> </ul> <p><b>Week 5:</b> Demonstrate how to locate and work <b>Snoring</b> (Tizmos/Coding). Explain to students that the actions in the game happen because someone created the game and figured out ahead of time how to make certain events happen. Tell students that the next time you meet they will be completing the <b>Snoring</b> puzzles themselves.</p> <p><b>Week 6:</b> Remind students that they are learning how to code. Re-demonstrate Snoring. Have students sit at their seats, and select any of the <b>Snoring</b> games (Tizmos/Coding). At this point you may choose to have them work with partners or individually.</p> <ul style="list-style-type: none"> <li>┌ Partner students up and have each group log in to one computer. Have students locate and open <b>Snoring</b> (Tizmos/Coding), and work as a team to navigate and solve the logic problems.</li> <li>┌ Log off.</li> </ul>	<p>Coding</p> <p>Trial and error</p> <p>Keep trying</p>	<p><b>Helpful Hint:</b> Make sure you practice using the <b>Snoring</b> game before class so you understand how the program works!</p>

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Objective	Lesson – Quarter 4/ Weeks 7-9	Vocabulary	Resources
<b>First 30 Minutes/Second 30 Minutes</b>			
<b>Refocus and Review</b>	<ul style="list-style-type: none"> <li>┌ Welcome students to the Computer Lab. Have them sit on the floor near you.</li> <li>┌ The last three sessions for this quarter are often interrupted by end-of-year activities.</li> <li>┌ Use your discretion to choose from these options for refocusing and reviewing:                             <ul style="list-style-type: none"> <li>○ <b>Online Field Trips</b> (Tizmos/Online Field Trips)</li> <li>○ <b>Re-teach</b> a favorite activity</li> <li>○ <b>Review</b> a needed concept</li> <li>○ Choose something from the <b>Enrichment Activities sheet</b></li> </ul> </li> </ul>		<p><b>Helpful Hint:</b> Have a plan in place and enjoy the flexibility of these last few weeks of school!</p> <p>✓ <b>Enrichment Activities sheet</b> (CLA binder or website).</p>