1st-2nd Grade Computers

1. Students should log onto computers. Harley’s password hasn’t been working, so ask Jaxon if he would log on with his username and password for her.
2. This is brand new for this year, so they will need help getting into Word. Explain what word processing software is and what we will use it for here at school. 2nd graders will probably know how to do it. Tell them that Microsoft Word is a word processing software.
3. Talk to students about proper seating position for the computer and have them adjust their bodies, chairs and keyboards to the proper position. Wrists should be straight, hands over home row, fingers curved, elbows bent comfortably, scoot chairs in or out the right distance from table, feet should be under the table, keyboard should be close to the edge of the table and straight in front of them.
4. Have them go to Start and find Word. It might be listed right there, or they might have to go to All Programs🡪Microsoft Office🡪 Microsoft Office Word. Some will need help with this.
5. First discuss with the students what they are seeing on the screen – menu bars, shortcut buttons, ruler, workspace, etc.
6. Before beginning any **document** (new vocabulary word), students will **format** (vocabulary word) the

document. For this practice portion they will need to change the **font size to 72**.

1. Ask the students to type some letters. For example key the word **bat**. Use the space bar for spaces between letters and or words. Tell them to use the Backspace key to erase the letters. Use the key with the Enter key to move to a new line.
2. Ask for five volunteers to come up and hold the signs. Have them stand in the following order: **D O L G cursor (New vocab word)**. Ask the rest of the class to type the same letters on their screen. Ask “What letter should we delete to make this a real word?” Describe the two ways to move their cursor to the correct spot (arrow keys and clicking the mouse) and have the students holding the signs rearrange themselves to delete the “L”. **D O cursor G (L sits down).** Now have the other students do this on their documents. Finally, have the student holding the cursor sign move to the right past the G. **D O G cursor**
3. Have all the students sit down. Ask them to type **C L A T.** They should figure out what letter to remove and use the technique just practiced to fix the word independently. If time, you could continue with other words: RPAT (rat), SMAT (sat), etc.
4. Have the students close Word without saving.
5. Have students log off and stand by their chairs until you dismiss them to line up.

**D**

**O**

**L**

**G**

**cursor**