

# LESSON 1

pages 2–4

## REVIEW LETTER KEYS

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### Objectives

To review proper arrangement of the work area and proper keying position; to review control of the home keys, Space Bar, and Enter keys with the correct technique and by touch.

### Competencies

1a, 1b, 1c, 5a, 5b, 5c, 5d

### Focus

Have students complete 1A and 1B. Walk students through the steps listed and illustrated on page 2.

### Instruction/Guided Practice

Demonstrate proper body position at the keyboard. Guide students as follows:

1. Guide students through 1C. Review the location of the home keys. Have students look at their keyboards to visually instill the location. Model correct positioning of fingers on the home keys. Demonstrate correct techniques for striking them.
2. Guide students through 1D. Demonstrate the correct technique for striking the Space Bar. Dictate/key the drill line as students read/key from the textbook with you. Have students key the line again at individual speeds. Observe keying, spacing, and returning techniques. Praise (**confirm**) what you see that is being done well; **correct** by suggesting what is not being done as well as it should be.
3. Guide students as they begin 1F. Dictate/key line 1 as students read/key from the textbook with you. Have students key the remaining lines at individual speeds. Observe techniques and confirm/correct.

### Independent Practice

Have students finish 1F and do 1G and 1H on their own. Observe techniques and confirm/correct.

### Reteaching

By demonstration, dictation/keying, and corrective comment, emphasize the techniques reviewed.

An Activity Pak is provided on the Instructor's Web Site, which contains activities suitable for use with many of the lessons in *Century 21*. Please refer to the Activity Pak when you need additional material for Reteaching and Enrichment activities.

### Enrichment

Have students list the proper steps for getting ready to key and the essential features of proper body and hand position at the computer.

## **Closure**

Go over and/or demonstrate the proper techniques for keys reviewed in Lesson 1, referring to the technique illustrations on page 3. Instruct students on end-of-lesson procedures. (An end-of-lesson routine appears in 1I on page R5 in the Resources section of the text.)

## LESSON 2

pages 5–6

### REVIEW LETTER KEYS (h, e, i, AND r)

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#### Objectives

To review operation of the h, e, i, and r keys with the correct technique and by touch; to combine smoothly h, e, i, and r with the home keys.

#### Competencies

1a, 1b, 1c, 2a, 2c, 4d, 5a, 5b, 5c, 5d

#### Focus

Have students repeat 1G on page 4.

#### Instruction/Guided Practice

1. Guide students as they begin each activity. Key review begins in 2A. Follow these standard procedures for reviewing keys:
  - a. Review the location of h (to the left of j). Have students look at their keyboards to visually instill the location.
  - b. Remind students of the finger to use to strike h. Demonstrate the correct technique for reaching to h and back to j a few times as you say the letters.
  - c. Have students join you in keying as you say and key **j hj hj jhj jhj hj hj**.
  - d. Dictate/key line 1 of 2A as students read/key from the textbook with you.
  - e. Have students key the line again at individual speeds and then key the next two lines twice (or as many times as possible before you give further instructions) at their own rates. Observe techniques and confirm/correct.
2. Review/guide practice of e in a similar way.
3. In 2B, dictate/key lines 1, 3, and 5 as students read/key from copy in the textbook.
4. In 2C, review/guide practice of i and r using the same procedures as you did for h and e.
5. In 2D, dictate/key lines 1, 2, 3, 5, and 7 as students read/key from copy in the textbook.
6. In 2E, dictate/key lines 1 and 2, calling “Sem-Return” at the end of each line.

#### Independent Practice

Have students finish all activities. Observe techniques and confirm/correct.

### **Reteaching**

Use the appropriate keyboard wall chart to review the h, e, i, and r keys.

### **Enrichment**

Have students compose at the keyboard a list of words containing only the letters reviewed in Lessons 1 and 2.

### **Closure**

Go over and/or demonstrate the proper techniques for keys reviewed in Lesson 2. Reiterate the end-of-lesson routine established in Lesson 1.

## LESSON 3

pages 7–8

### REVIEW LETTER KEYS (o, t, n, AND g)

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#### Objectives

To review operation of the o, t, n, and g keys with the correct technique and by touch; to combine smoothly o, t, n, and g with all other reviewed keys.

#### Competencies

1a, 1b, 1c, 2a, 2c, 2d, 5a, 5b, 5c, 5d

#### Focus

Have students complete Conditioning Practice 3A.

#### Instruction/Guided Practice

1. Guide students as they begin the remaining activities. For 3B and 3D, follow the standard procedures for reviewing keys:
  - a. Review the location of the key. Have students look at their keyboards to visually instill the location.
  - b. Remind students of the finger to use to strike the key. Demonstrate the correct technique for reaching to the key and back a few times as you say the letters.
  - c. Have students join you in keying as you say and key the reviewed letter and the home-key letter from which students reach (e.g., **l ol ol lol lol ol ol**).
  - d. Dictate/key the first line of the drill as students read/key from the textbook with you.
  - e. Have students key the line again at individual speeds and then key the next two lines twice (or as many times as possible before you give further instructions) at their own rates. Observe techniques and confirm/correct.
2. For 3C, dictate/key lines 1, 2, 3, 5, and 7 as students read/key from copy in the textbook. For 3E, do the same for lines 1, 2, 3, and 5.
3. In 3F, dictate/key lines 1 and 2, calling “Sem-Return” at the end of each line.

#### Independent Practice

Have students finish the activities on their own. Observe techniques and confirm/correct.

#### Reteaching

Use the appropriate keyboard wall chart to review the o, t, n, and g keys. Have students key repeatedly lines 3–4 in 3E.

**Enrichment**

Have students key lines 1–8 in 3C and lines 5–10 in 3E at a brisk pace; encourage faster keystroking and spacing motions.

**Closure**

Go over and/or demonstrate the proper techniques for keys reviewed in Lesson 3.

**LESSON 4**

pages 9–10

**REVIEW LETTER KEYS (left shift, . , u, AND c)**

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**Objectives**

To review operation of the left shift, . (period), u, and c keys with the correct technique and by touch; to combine smoothly left shift, . (period), u, and c with all other reviewed keys.

**Competencies**

1a, 1b, 1c, 2a, 2c, 2d, 5a, 5b, 5c, 5d

**Focus**

Have students complete Conditioning Practice 4A.

**Instruction/Guided Practice**

1. Guide students as they begin 4B, 4D, 4E, and 4F. For 4B and 4D, follow the standard procedures for reviewing keys:
  - a. Review the location of the key. Have students look at their keyboards to visually instill the location.
  - b. Remind students of the finger to use to strike the key. Demonstrate the correct technique for reaching to the key and back a few times as you say the letters.
  - c. Have students join you in keying as you say and key the reviewed letter and the home-key letter from which students reach a few times in various combinations.
  - d. Dictate/key the first line of the drill as students read/key from the textbook with you.
  - e. Have students key the line again at individual speeds and then key the next two lines twice (or as many times as possible before you give further instructions) at their own rates. Observe techniques and confirm/correct.
  - f. For 4B, go over the Spacing Cue.
2. For 4E, dictate/key lines 5 and 7 as students read/key from copy in the textbook.
3. In 4F, dictate/key lines 1 and 2, calling “Sem-Return” at the end of each line.

**Independent Practice**

Have students finish 4B, 4D, 4E, and 4F and do 4C on their own. Observe techniques and confirm/correct.

**Reteaching**

Use the appropriate keyboard wall chart to review the left shift, . (period), u, and c keys. Have students key repeatedly lines 9–10 in 4C and lines 1–2 in 4E.

**Enrichment**

Have students key each line in 4E at a brisk pace; encourage faster keystroking, spacing, and shifting motions.

**Closure**

Go over and/or demonstrate the proper techniques for keys reviewed in Lesson 4.



**LESSON 5**

pages 11–12

**REVIEW LETTER KEYS (w, right shift, b, AND y)**

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**Objectives**

To review operation of the w, right shift, b, and y keys with the correct technique and by touch; to combine smoothly w, right shift, b, and y with all other reviewed keys.

**Competencies**

1a, 1b, 1c, 2a, 2c, 2d, 5a, 5b, 5c, 5d

**Focus**

Have students complete Conditioning Practice 5A.

**Instruction/Guided Practice**

1. Guide students as they begin 5B–5E. For 5B and 5D, follow the standard procedures for reviewing keys:
  - a. Review the location of the key. Have students look at their keyboards to visually instill the location.
  - b. Remind students of the finger to use to strike the key. Demonstrate the correct technique for reaching to the key and back a few times as you say the letters.
  - c. Have students join you in keying as you say and key the reviewed letter and the home-key letter from which students reach a few times in various combinations.
  - d. Dictate/key the first line of the drill as students read/key from the textbook with you.
  - e. Have students key the line again at individual speeds and then key the next two lines twice (or as many times as possible before you give further instructions) at their own rates. Observe techniques and confirm/correct.
2. For 5C, dictate/key lines 5–8 as students read/key from copy in the textbook. For 5E, do the same for lines 1–2 and 5–8. Review *gwam* and how to calculate it.

**Independent Practice**

Have students complete 5B–5E and do 5F. Observe techniques and confirm/correct. In 5F, time students for 30 seconds on the last line; have students find their 30-second *gwam* and 1-minute *gwam*.

**Reteaching**

Use the appropriate keyboard wall chart to review the w, right shift, b, and y keys. In 5A, dictate/key line 1 letter by letter and line 2 word by word. Have students key line 3; observe techniques.

**Enrichment**

Dictate/key—or have students key independently—at a brisk pace lines 5–8 in 5E; encourage faster keystroking and spacing motions.

**Closure**

Go over and/or demonstrate the proper techniques for keys reviewed in Lesson 5.

**LESSON 6**

pages 13–14

**REVIEW LETTER KEYS (m, x, p, AND v)**

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**Objectives**

To review operation of the m, x, p, and v keys with the correct technique and by touch; to combine smoothly m, x, p, and v with all other reviewed keys.

**Competencies**

1a, 1b, 1c, 2a, 2c, 2d, 4a, 5a, 5b, 5c, 5d

**Focus**

Have students complete Conditioning Practice 6A.

**Instruction/Guided Practice**

Guide students as they begin 6B–6E. For 6B and 6D, follow the standard procedures for reviewing keys given in Lessons 1–5. In 6C, dictate/key lines 5–8 as students read/key from copy in the textbook. For 6E, do the same for lines 1–2 and 5–8. Go over the Spacing Cue in 6F with students.

**Independent Practice**

Have students finish 6B–6E and do 6F on their own. Observe techniques and confirm/correct.

**Reteaching**

Use the appropriate keyboard wall chart to review the m, x, p, and v keys. Have students rekey any lines in 6F in which they made errors in spacing.

**Enrichment**

Assign students to read “Repetitive Stress Injury” on pages R34–R36.

**Closure**

Go over and/or demonstrate the proper techniques for keys reviewed in Lesson 6.

**LESSON 7**

pages 15–16

**REVIEW LETTER KEYS (q, , z, AND :)**

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**Objectives**

To review operation of the q, , (comma), z, and : (colon) keys with the correct technique and by touch; to combine smoothly q, , (comma), z, and : (colon) with all other reviewed keys.

**Competencies**

1a, 1b, 1c, 2a, 2c, 5a, 5b, 5c, 5d, 5g

**Focus**

Have students complete Conditioning Practice 7A.

**Instruction/Guided Practice**

Guide students as they begin 7B–7D. For 7B and 7D, follow the standard procedures for reviewing keys given in Lessons 1–5. In 7C, dictate/key lines 1–2 and 5–8 as students read/key from copy in the textbook. Go over the Language Skill Cue in 7D.

Define repetitive stress injury (RSI) and review the precautions listed on pages R34–R35. Have student volunteers demonstrate the exercises described and illustrated on page R36.

**Independent Practice**

Have students finish 7B–7D and do 7E–7F (including Step 3 of 7F) on their own. Observe techniques and confirm/correct. Record their timing in 7F and use it as the base from which to measure skill growth over the next few weeks.

**Reteaching**

Use the appropriate keyboard wall chart to review the q, , (comma), z, and : (colon) keys. In 7A, dictate/key lines 1 and 2. Have students key line 3, while you observe techniques.

**Enrichment**

Have students bring in copies of articles on RSI. Start a file for class reference.

**Critical Thinking/Decisions**

Divide the class into small groups. Assign each group to research and prepare a one-minute presentation with a visual aid on RSI to be delivered in Lesson 9.

**Closure**

Go over and/or demonstrate the proper techniques for keys reviewed in Lesson 7. Encourage students to practice the precautions and exercises on pages R34–R36 to prevent RSI.

**LESSON 8**

pages 17–18

**REVIEW LETTER KEYS (Caps Lock, ?, TAB, ', -, AND “)**

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**Objectives**

To review operation of the Caps Lock, ? (question mark), Tab, ' (apostrophe), - (hyphen), and “ (quotation mark) keys with the correct technique and by touch; to combine smoothly Caps Lock, ? (question mark), Tab, ' (apostrophe), - (hyphen), and “ (quotation mark) with all other reviewed keys.

**Competencies**

1a, 1b, 1c, 2a, 2c, 2d, 4c, 5a, 5b, 5c, 5d

**Focus**

Have students complete Conditioning Practice 8A.

**Instruction/Guided Practice**

Guide students as they begin the remaining activities. For 8B–8D, follow the standard procedures for reviewing keys given in Lessons 1–5. For 8B, explain and demonstrate how to activate and deactivate Caps Lock, and go over the Spacing Cue. In 8D, point out how apostrophes and quotation marks appear on students' equipment. For 8E, dictate/key lines 1–3 as students read/key from copy in the textbook.

**Independent Practice**

Have students finish the activities on their own. Observe techniques and confirm/correct.

**Reteaching**

Use the appropriate keyboard wall chart to review the Caps Lock, ? (question mark), Tab, ' (apostrophe), - (hyphen), and “ (quotation mark) keys. Demonstrate proper reach-strokes for the z and colon keys in 8A, line 2, as students observe. Have students key lines 1 and 2 while you observe techniques. Administer additional 1-minute writings on line 3.

**Enrichment**

Have students complete Activity 1 in Communication Skills 1 on page 27.

**Closure**

Go over and/or demonstrate the proper techniques for keys reviewed in Lesson 8. Encourage students to practice the precautions and exercises on pages R34–R36 to prevent RSI.