



Typing Jungle

One Year Syllabus

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36 Week Syllabus



Week	Lesson Content	Lessons	Keys
1	Introduction and Home Row	1-11	fjkdsf
2	Home Row	12-23	a;gh
3	Top Row	24-38	rueiwo
4	Top Row	39-51	qypt
5	Bottom Row	52-68	vmc,
6	Bottom Row	69-88	z/bn

Week	Lesson Content	Lessons	Keys
7	Review and Basic Level 1	89-105	Practice
8	Basic Level 1	106-126	Practice
9	Tricky Words 1 & Shift key	127-144	Practice & FJDK
10	Shift key	145-158	SLA:GHTY
11	Shift key	159-172	RUEIWOQP
12	Shift key	173-191	VMC?ZNXB
13	Common Patterns 1 & Basic Level 2	192-207	Practice
14	Review and Basic Level 2	208-233	Practice

Week	Lesson Content	Lessons	Keys
15	Tricky Words 2 & Numbers	234-247	Practice & 47
16	Numbers	248-259	38291056
17	Numbers	260-274	Practice
18	Review & Common Patterns 2	275-285	Practice
19	Basic Level 3	286-300	Practice
20	Basic Level 3	301-316	Practice
21	Symbols	317-331	\$&#*@(!)%^
22	Symbols	332-346	Practice

Week	Lesson Content	Lessons	Keys
23	Review and Common Patterns 3	347-357	Practice
24	Advanced Level 1	358-373	Practice
25	Advanced Level 1	374-388	Practice
26	More Symbols	389-403	~ ` ' " - = _ + []
27	More Symbols	404-418	{ } \ < >
28	Tricky Words 3 & Advanced Level 2	419-440	Practice
29-35	Advanced Levels 2-9	441-684	Practice
36	Review/Final Assessment		

Introduction and Home Row

Grade/Level	3rd - 5th/Beginner
Objective	Students will learn about touch typing, be able to find the bumps on the f and j keys, and learn proper hand placement on the home row.
Time	2 weeks/2 hours
Resources	Blank Keyboard Grid handout and Typing Jungle Lesson Plan Progress Tracker
Videos	<i>Introduction to Typing</i> and <i>Home Sweet Home</i>

Introduction

Week 1: Play the Introduction to Typing video for the class. Discuss the goals for this course and what students will be able to do by the end.

Week 2: Play the Home, Sweet Home video for the class and discuss which keys make up the home row and why it is important.

Direct Instruction

- Project a keyboard. Ask students if they notice anything about the pattern of letters on the keyboard (i.e. not in ABC order) and what keys make up the home row. Brainstorm words that can be spelled using only the home row letters.
- Game: Talk to students about right vs. left. Call out left or right and hand/elbow/foot/leg/etc. Students must react as quickly as they can.
- Discuss how each hand has its own zone on the keyboard. Model which finger should type each letter on the home row.

Guided Practice

- Hand out the Blank Keyboard Grids. Have students fill in the home row of the keyboard and practice pressing the “keys” on their paper keyboard with the correct fingers.
- Home Row Game: call out keys and have students respond with which hand/finger should strike that key. Have them follow along on their paper keyboards.
- Finger Warm-up: guide students through finger and hand dexterity activities.
- Set guidelines for how to become touch typing masters: never look down at the keyboard, sit up straight, two feet on the floor, fingers on the home row, and have fun and trust your fingers!

Pre-assessment

Create and assign a test from the Typing Tests tab before your first class. Learn more from the Typing Tests tutorial.

Independent Practice

Set expectations for how many stars students should earn and how much time they should spend per class/day/week. Allow students to practice for the allotted time while checking their form. The recommended practice time is 45 - 60 mins a week.

Closing

- Ask students how typing well can be helpful in their everyday lives.
- Hand out the Typing Jungle Lesson Plan Progress Trackers so students can track progress.

Top Row

Grade/Level	3rd - 5th/Beginner
Objective	Students will learn the motion required for each finger to travel from the home row to the top row.
Time	2 weeks/2 hours
Resources	Blank Keyboard Grid handout and Typing Jungle Lesson Plan Progress Tracker
Videos	<i>Sit Straight, Be Healthy; Think Ideas, Not Fingers</i>

Introduction

Week 1: Play the *Sit Straight, Be Healthy* video and discuss good posture. Practice together.

Week 2: Play the *Think Ideas, Not Fingers* video and discuss how being able to type without thinking about where the keys are can help you be more creative.

Direct Instruction

- Project or draw a keyboard on the board. Ask students what keys they see on the top row.
- Brainstorm words that can be written using only the home and top row.
- Discuss and show which hand and finger should type each letter on the top row.

Guided Practice

- Hand out the paper keyboards to each student and have them label the top row keys.
- Have students practice moving their fingers from the home row to each key on the top row.
- Finger warm-up: guide students through finger and hand dexterity activities.
- Top Row Game: call out keys and have students respond with which hand/finger should strike that key. Have them follow along on their paper keyboards.
- Remind students of the correct typing form and posture.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have earned all 5 stars on the Top Row lessons should improve their skills using the Dynamic Lessons.

Closing

- Why is it important to learn to touch type instead of hunting and pecking?
- Have students record their progress on their Typing Jungle Progress Trackers.

Bottom Row

Grade/Level	3rd - 5th/Beginner
Objective	Students will learn the motion required for each finger to travel from the home row to the bottom row.
Time	2 weeks/2 hours
Resources	Blank Keyboard Grid handout and Typing Jungle Lesson Plan Progress Tracker
Videos	<i>History of QWERTY; Take a Break, Get Active; and One Small Space, One Giant Tab</i>

Introduction

Week 1: Play the *History of QWERTY* video for the class and discuss how the layout came to be.

Week 2: Play the One Small Space, One Giant Tab video and discuss how spacing helps us read more easily. Review when to use the tab key vs. the space bar.

Direct Instruction

- Project or draw a keyboard on the board. Ask students what keys they see on the bottom row.
- Brainstorm words that can be written using only the home and bottom row.
- Discuss which hand and finger should type each letter on the bottom row.

Guided Practice

- Hand out the paper keyboards to each student and have them label the bottom row keys. Have students practice moving their fingers from the home row to each key on the bottom row.
- Finger warm-up: guide students through finger and hand dexterity activities.
- Bottom Row Game: call out keys and have students respond with which hand/finger should strike that key. Have them follow along on their paper keyboards.
- Remind students of the correct typing form and posture.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while monitoring their form.
- Students who have earned all 5 stars on the Bottom Row lessons should improve their skills using the Dynamic Lessons.

Closing

- Discuss QWERTY and ask students if another layout would make more sense with modern technology. What might they suggest?
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Basic Level 1

Grade/Level	3rd - 5th/Beginner
Objective	Students will practice the entire lowercase alphabet and build accuracy, endurance, and speed.
Time	2 weeks/2 hours
Resources	Pros and Cons handout and Typing Jungle Lesson Plan Progress Tracker
Videos	<i>Take a Break, Get Active</i>

Introduction

Play the *Take a Break, Get Active* video and discuss using technology responsibly and taking care of our health while using technology. Brainstorm ideas of both positive and negative effects of technology on our day-to-day lives.

Direct Instruction

Work together to list all of the ways we use technology throughout the day. Discuss alternatives to using technology for some of the tasks on the list. Brainstorm ways to remember to take active breaks while using technology. Play a quick game of Simon Says or do stretches as a class.

Guided Practice

- Pass out the Technology Pros and Cons handout and have students work in groups to complete the chart. Share answers as a class.
- Finger warm-up: guide students through hand and finger dexterity activities.
- Remind students of your expectations and how to become touch typing masters.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have earned all 5 stars on the Basic Level 1 lessons should improve their skills using the Dynamic Lessons.

Closing

- Ask students if they remembered to take active breaks and look away from the screen while typing. If they forgot, ask them what they can do differently next time.
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Tricky Words 1

Grade/Level	3rd - 5th/Beginner
Objective	Students will practice commonly misused and misspelled words while using all lowercase characters.
Time	2 weeks/2 hours
Resources	Homophones handout and Typing Jungle Lesson Plan Progress Tracker
Videos	<i>Fastest Typist in the World</i>

Introduction

Play the *Fastest Typist in the World* video and discuss what it would take to achieve the speeds of the record holders. Talk about accuracy vs. speed and building endurance to type longer passages.

Direct Instruction

Write the following sentence on the board: After you buy the pizza, you should say bye to your friends and meet me by the car. Ask students which words sound the same. Talk about homophones and their sound, spelling, and definitions.

Guided Practice

- Hand out the Homophones worksheet and have students work in groups. Check answers as a class and allow students to share their drawings.
- Full alphabet quiz: call out keys and have students respond with which hand/finger should strike that key.
- Finger warm-up: guide the students through hand and finger dexterity activities.
- Remind students of the correct typing form and posture.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have achieved all of the stars for this section should focus on the Dynamic Lessons to improve their skills.

Closing

- Discuss the students' ideas for becoming the fastest typist in the world. What are the best methods to achieve this goal (i.e. accuracy vs. speed)?
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Shift Key

Grade/Level	3rd - 5th/Beginner
Objective	Students will begin to use the shift key to type capital letters.
Time	3.5 weeks/3.5 hours
Resources	Capitalization handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

Write a sentence on the board without any capitals or punctuation, for example: we celebrate america's independence day in july. Ask students to point out the mistakes. Talk about why capitals and punctuation are important.

Direct Instruction

- Discuss when we capitalize words. Provide guidelines and then ask students for examples.
- Talk about the shift keys: where they are located and how they are used. Talk about how to press and hold the shift key to make a capital.
- Explain the difference between the shift keys and the caps lock key.

Guided Practice

- Ask students to work on the Capitalization handout. Check answers as a class.
- Finger warm-up: guide students through hand and finger dexterity activities.
- Remind students of the correct typing form and posture.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have achieved all of the stars for this section should focus on the Dynamic Lessons to improve their skills.

Closing

- Discuss how capitalization can help us understand written text.
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Common Patterns 1

Grade/Level	3rd - 5th/Beginner
Objective	Students will practice typing some of the most common patterns in the English language.
Time	1 week/1 hour
Resources	Common Patterns handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

Write the following sentences with common letter patterns on the board. Ask students to point out any patterns they notice: It's best to rest before taking a test. Great friendships can help us get through life's hardships. The bear arrived early to the tea party. They left their house and then got into the car before traveling there.

Direct Instruction

- Make a grid on the board with some of the common patterns that students will practice in this section: the, ing, tion, est, and, int, ship, nth, ear, ore. Ask students to think of words that use these patterns.
- Explain that the most effective way to become a fast typist is to practice common patterns of letters.

Guided Practice

- Ask students to work on the Common Patterns handout. Check answers as a class.
- Finger warm-up: guide students through hand and finger dexterity activities.
- Remind students of the correct typing form and posture.

Independent Practice

- Remind students how many stars they should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have achieved all of the stars for this section should focus on the Dynamic Lessons to improve their skills.

Closing

- Discuss how common patterns can help us with spelling, reading, writing, and typing.
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Basic Level 2

Grade/Level	3rd - 5th/Beginner
Objective	Students will improve their speed & accuracy while typing a variety of topics.
Time	1 week/1 hour
Resources	Topic Exploration handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

In this section, students will type lessons on a variety of topics. Look through the lesson titles together. Ask students to share what they know about any of the topics they recognize.

Direct Instruction

- Choose one topic and expand upon it. Demonstrate for the students how to effectively search on the Internet using keywords to find additional facts. Keep a list of sources.

Guided Practice

- Pass out the Topic Exploration handout and have students choose a topic to explore. Have students share what they've found.
- Finger warm-up: guide students through hand and finger dexterity activities.
- Remind students of your expectations and how to become touch typing masters.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have earned all 5 stars should improve their skills using the Dynamic Lessons.

Closing

- Ask students what other topics from today's lessons they would like to learn more about.
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Tricky Words 2

Grade/Level	3rd - 5th/Beginner
Objective	Students will type sets of tricky words used in sentences to help comprehension while honing their typing skills.
Time	1 week/1 hour
Resources	Commonly Confused Words handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

Ask students to define homophone and give examples. Now, give them an example of another type of tricky word: commonly confused words such as except/accept, effect/affect, and lose/loose/loss.

Direct Instruction

Write the following sentence on the board: She took a deep breathe and reminded herself it is important to breath. Ask students to read the sentence aloud and identify the mistakes. Next, ask students if they can think of any similar examples.

Guided Practice

- Hand out the Commonly Confused Words worksheet and have students work in groups. Check answers as a class.
- Finger warm-up: guide the students through hand and finger dexterity activities.
- Remind students of the correct typing form and posture.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have achieved all of the stars for this section should focus on the Dynamic Lessons to improve their skills.

Closing

- What advice would students give for not mixing up commonly confused words?
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Numbers

Grade/Level	3rd - 5th/Beginner
Objective	Students learn the correct motion to type numbers using the number keys (not the number pad).
Time	2 weeks/2 hours
Resources	Blank Keyboard Grid handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

Write the sentence on the board: On average, Earth is one hundred forty-nine million, six hundred thousand kilometers (km) or ninety-two million, nine hundred thousand miles away from the Sun. Talk about writing out the name of a number versus using the numeral.

Direct Instruction

- Project or draw a keyboard on the board.
- Discuss and show which hand and finger should type each number.

Guided Practice

- Hand out the paper keyboards to each student and have them label the number row keys.
- Have students practice moving their fingers from the home row to each key on the number row.
- Finger warm-up: guide students through finger and hand dexterity activities.
- Number Row Game: call out numbers and have students respond with which hand/finger should strike that key. Have them follow along on their paper keyboards.
- Remind students of the correct typing form and posture.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have achieved all of the stars for this section should focus on the Dynamic Lessons to improve their skills.

Closing

- Typing numbers can be a struggle, but with practice we can get better! Reassure students that dips in speed & accuracy when first learning to type numbers is normal.
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Common Patterns 2

Grade/Level	3rd - 5th/Beginner
Objective	Students will practice typing some of the most common patterns in the English language.
Time	1 week/1 hour
Resources	Common Patterns 2 handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

Write the following sentences with common letter patterns on the board. Ask students to point out any patterns they notice: If you eat your meal with zeal, you're the real deal. A loud sound will often rebound and easily astound everyone around. It takes courage to walk the creepy passage through the forest that leads to the village. It's the same game with a different name.

Direct Instruction

- Make a grid on the board with some of the common patterns that students will practice in this section: eal, ate, ted, one, ame, tor, ine, ave, ound, age. Ask students to think of words that use these patterns.
- Remind students that the most effective way to become a fast typist is to practice common patterns of letters.

Guided Practice

- Ask students to work on the Common Patterns 2 handout. Check answers as a class.
- Finger warm-up: guide students through hand and finger dexterity activities.
- Remind students of the correct typing form and posture.

Independent Practice

- Remind students how many stars they should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have achieved all of the stars for this section should focus on the Dynamic Lessons to improve their skills.

Closing

- Discuss how common patterns can help us with spelling, reading, writing, and typing.
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Basic Level 3

Grade/Level	3rd - 5th/Beginner
Objective	Students will improve their speed & accuracy while typing a variety of topics.
Time	2 weeks/2 hours
Resources	Topic Exploration handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

In this section, students will type lessons on a variety of topics. Look through the lesson titles together. Ask students to share what they know about any of the topics they recognize.

Direct Instruction

Choose one topic and expand upon it. Demonstrate for the students how to effectively search on the Internet using keywords to find additional facts. Keep a list of sources.

Guided Practice

- Pass out the Topic Exploration handout and have students work choose a topic to explore. Have students share what they've found.
- Finger warm-up: guide students through hand and finger dexterity activities.
- Remind students of your expectations and how to become touch typing masters.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have earned all 5 stars should improve their skills using the Dynamic Lessons.

Closing

- Ask students what other topics from today's lessons they would like to learn more about.
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Symbols

Grade/Level	3rd - 5th/Beginner
Objective	Students learn the correct motion to type symbols using number keys with shift.
Time	2 weeks/2 hours
Resources	Blank Keyboard Grid handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

Write the following sentence on the board and ask students how we could rewrite it using symbols: She spent eighteen dollars on lunch or about sixty percent of her weekly allowance. Ask students if they can name which symbols are on each number key. Write their answers on the board. Compare with a real keyboard.

Direct Instruction

- Project or draw a keyboard on the board.
- Ask students how they would type an exclamation point or a dollar sign.
- Talk about how the shift key is not only used for capitals, it also allows us to type a whole second set of characters.
- Discuss and show which hand and finger should type each symbol as well as which shift key should be used for each symbol (right shift vs. left shift).

Guided Practice

- Hand out the paper keyboards to each student and have them label the symbols on the number row keys.
- Have students practice moving their fingers from the home row to each symbol on the number row.
- Finger warm-up: guide students through finger and hand dexterity activities.
- Symbols Game: call out symbols and have students respond with which hand/finger should strike that key. Have them follow along on their paper keyboards.
- Remind students of the correct typing form and posture.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have achieved all of the stars for this section should focus on the Dynamic Lessons to improve their skills.

Closing

- How is it different to write text without the symbols practiced today?
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Common Patterns 3

Grade/Level	3rd - 5th/Beginner
Objective	Students will practice typing some of the most common patterns in the English language.
Time	1 week/1 hour
Resources	Common Patterns 3 handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

Write the following sentences with common letter patterns on the board. Ask students to point out any patterns they notice: She owned a gown which she wore when she went downtown. The area near the rear of the realm is really dreary. The queen decreed that she did indeed need a trusty steed.

Direct Instruction

- Make a grid on the board with some of the common patterns that students will practice in this section: own, ill, son, ink, rea, eed, ast, you, utt, ity. Ask students to think of words that use these patterns.
- Remind students that the most effective way to become a fast typist is to practice common patterns of letters.

Guided Practice

- Ask students to work on the Common Patterns 3 handout. Check answers as a class.
- Finger warm-up: guide students through hand and finger dexterity activities.
- Remind students of the correct typing form and posture.

Independent Practice

- Remind students how many stars they should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have achieved all of the stars for this section should focus on the Dynamic Lessons to improve their skills.

Closing

- Discuss how common patterns can help us with spelling, reading, writing, and typing.
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Advanced Level 1

Grade/Level	3rd - 5th/Beginner
Objective	Students will improve their speed & accuracy while typing a variety of topics.
Time	2 weeks/2 hours
Resources	Topic Exploration handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

In this section, students will type lessons on a variety of topics. Look through the lesson titles together. Ask students to share what they know about any of the topics they recognize.

Direct Instruction

Choose one topic and expand upon it. Demonstrate for the students how to effectively search on the Internet using keywords to find additional facts. Keep a list of sources.

Guided Practice

- Pass out the Topic Exploration handout and have students choose a topic to explore. Have students share what they've found.
- Finger warm-up: guide students through hand and finger dexterity activities.
- Remind students of your expectations and how to become touch typing masters.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have earned all 5 stars should improve their skills using the Dynamic Lessons.

Closing

- Ask students what other topics from today's lessons they would like to learn more about.
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

More Symbols

Grade/Level	3rd - 5th/Beginner
Objective	Students learn the correct motion to type symbols using number keys with shift.
Time	2 weeks/2 hours
Resources	Blank Keyboard Grid handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

Have students consider which keys they haven't learned yet. What are the more commonly used keys? Ask students if they know the names of all of the remaining symbols.

Direct Instruction

- Project or draw a keyboard on the board.
- Ask students how they would type a quotation mark or a plus sign.
- Talk about how the shift key is not only used for capitals, it also allows us to type a whole second set of characters.
- Discuss and show which hand and finger should type each symbol. Also discuss which shift key should be used for each symbol (right shift vs. left shift).

Guided Practice

- Hand out the paper keyboards to each student and have them label the symbols on the number row keys.
- Have students practice moving their fingers from the home row to each symbol on the number row.
- Finger warm-up: guide students through finger and hand dexterity activities.
- Symbols Game: call out symbols and have students respond with which hand/finger should strike that key. Have them follow along on their paper keyboards.
- Remind students of the correct typing form and posture.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have achieved all of the stars for this section should focus on the Dynamic Lessons to improve their skills.

Closing

- What are the most common uses for the symbols practiced today? What professions might use them?
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Tricky Words 3

Grade/Level	3rd - 5th/Beginner
Objective	Students will type sets of tricky words used in sentences to help comprehension while honing their typing skills.
Time	1 week/1 hour
Resources	Commonly Confused Words handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

Ask students to recall the tricky words they've studied so far. Ask if they can provide examples with sentences demonstrating correct usage. This week's set of Tricky Words will expand upon homophones, hard-to-spell words, and commonly confused words.

Direct Instruction

Write though, through, thorough, and thought on the board. Ask students to consider how they would write these words phonetically. Discuss how English pronunciation and spelling often do not match. How does this make learning to read, spell, and pronounce words more difficult? How would students change spelling rules, if they could?

Guided Practice

- Hand out the Commonly Confused Words worksheet and have students work in groups. Check answers as a class.
- Finger warm-up: guide the students through hand and finger dexterity activities.
- Remind students of the correct typing form and posture.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have achieved all of the stars for this section should focus on the Dynamic Lessons to improve their skills.

Closing

- What advice would students give for not mixing up commonly confused words?
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.

Advanced Levels 2 - 9

Grade/Level	3rd - 5th/Beginner
Objective	Students will improve their speed & accuracy while typing a variety of topics.
Time	7 weeks/7 hours
Resources	Topic Exploration handout and Typing Jungle Lesson Plan Progress Tracker

Introduction

In this section, students will type lessons on a variety of topics. Look through the lesson titles together. Ask students to share what they know about any of the topics they recognize.

Direct Instruction

Choose one topic and expand upon it. Demonstrate for the students how to effectively search on the Internet using keywords to find additional facts. Keep a list of sources.

Guided Practice

- Pass out the Topic Exploration handout and have students choose a topic to explore. Have students share what they've found.
- Finger warm-up: guide students through hand and finger dexterity activities.
- Remind students of your expectations and how to become touch typing masters.

Independent Practice

- Set expectations for how many stars students should earn per lesson and how much time they should spend typing.
- Allow students to practice for the allotted time while checking their form.
- Students who have earned all 5 stars should improve their skills using the Dynamic Lessons.

Closing

- Ask students what other topics from today's lessons they would like to learn more about.
- Have students record their progress on their Typing Jungle Lesson Plan Progress Trackers.