



FOR FAMILIES

# Digital Readiness



Dear Families,

Welcome to the exciting world of digital readiness!

It is important that students have the opportunity to learn about the parts of the computer or iPad® they'll use at school or at home and to spend time getting comfortable using a computer or iPad. We believe taking this time to learn how to use a mouse or a touchpad will greatly increase student enjoyment of the technology that enriches the learning experience in kindergarten and beyond.

### **How You Can Help:**

Use this guide to help teach your student everything they need to know to be successful with the mechanics of computer-based lessons and assessments. You'll find lessons and interactive games to help your student learn these important computer skills.

**Step 1: Preview the Digital Readiness Checklist** on [page 3](#) of this guide.

**Step 2: Choose the resources from the guide** that will best help your student and start working on them.

**Step 3: Talk with your student** about what they're learning in school and why it might be helpful to learn how to use a computer.

**Step 4: Share the experience!** If you happen to be working online, let your student watch and "take a turn"—and use the vocabulary (e.g., touchpad/mouse, screen, keyboard, left click, right click, cursor, button).

Eventually, your student will become so comfortable using these tools that, instead of concentrating on the mechanics, they can focus on the content being delivered in the online environment. That's the goal!

Please reach out to your student's teacher with any questions about how you can best support your student with digital readiness. Let the learning begin!

Sincerely,

The *i-Ready* Team



## DIGITAL READINESS CHECKLIST

# Are They Ready to Take the Diagnostic?

This checklist will help you determine if your student understands how to use a computer or iPad well enough to take the *i-Ready Diagnostic*. If they have not met these criteria of digital readiness, discuss next steps with your school’s administrator.

**Student Name:**

**The student can:**

<input type="checkbox"/> <b>Control the cursor</b> on the device.	<input type="checkbox"/> <b>Click or tap on an answer choice box</b> to select an answer.
<input type="checkbox"/> <b>Click or tap purposefully on an object</b> on the screen.	<input type="checkbox"/> <b>Click or tap on the green arrow or Done button</b> to move to the next screen.
<input type="checkbox"/> <b>Roll over or tap a speaker button</b> to hear answer choices and to repeat audio.	

## Resources for Developing Digital Readiness

### ● For Computers with a Mouse

Lesson 1a Introducing the Parts of a Computer (Mouse) ..... [4](#)

Lesson 2a Using a Mouse ..... [7](#)

### ● For Computers with a Touchpad

Lesson 1b Introducing the Parts of a Computer (Touchpad)..... [12](#)

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### ● Universal Lessons

Lesson 3 Using a Mouse or Touchpad to Control the Cursor..... [19](#)

Lesson 4 Interacting with Buttons and Answer Choices..... [21](#)

## LESSON 1A

# Introducing the Parts of a Computer

**1 Acquaint your student with the computer they will be using.**

- Direct your student's attention to the type of computer they will use to take the *i-Ready Diagnostic*.
- Invite your student to comment on what they notice about this computer.
- Explain that they will learn about the most important parts of the computer so they can use it themselves.

**2 Introduce the screen.**

- Point to the screen, name it, and point out that it looks like a television screen.
- Type on the keyboard so your student sees what happens on the screen.

**3 Introduce the mouse.**

- Show your student a computer mouse and ask why they think it's called a mouse.
- Help your student draw comparisons between the size and shape of a real mouse and the size and shape of a computer mouse.
- If your student will be using a wired mouse, show how the mouse's "tail" (i.e., wire) attaches to the keyboard/computer.
- Explain that the mouse allows you to control what happens on the screen.
- (If applicable) Give your student a chance to touch and explore the mouse.

**4 Introduce the keyboard.**

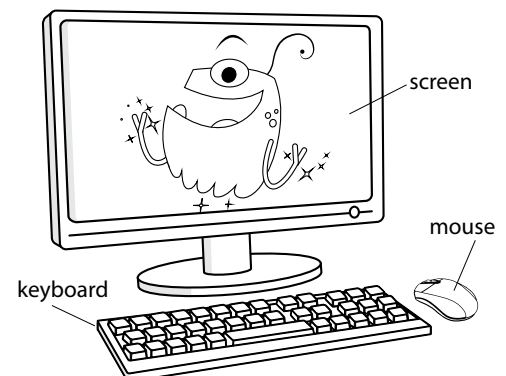
- Show your student the keyboard and name it.
- Explain that all the little buttons on the keyboard are called keys.
- Point out that each key on the keyboard has a letter, number, or symbol on it.
- Type a short word to show your student that the letter on each key you press shows up on the computer screen.
- If you have a separate keyboard, give your student the opportunity to explore the keyboard and ask questions about what they notice.
- **TIP** Consider using Caps Lock so capital letters show on the screen, mirroring the capital letters on the keys.

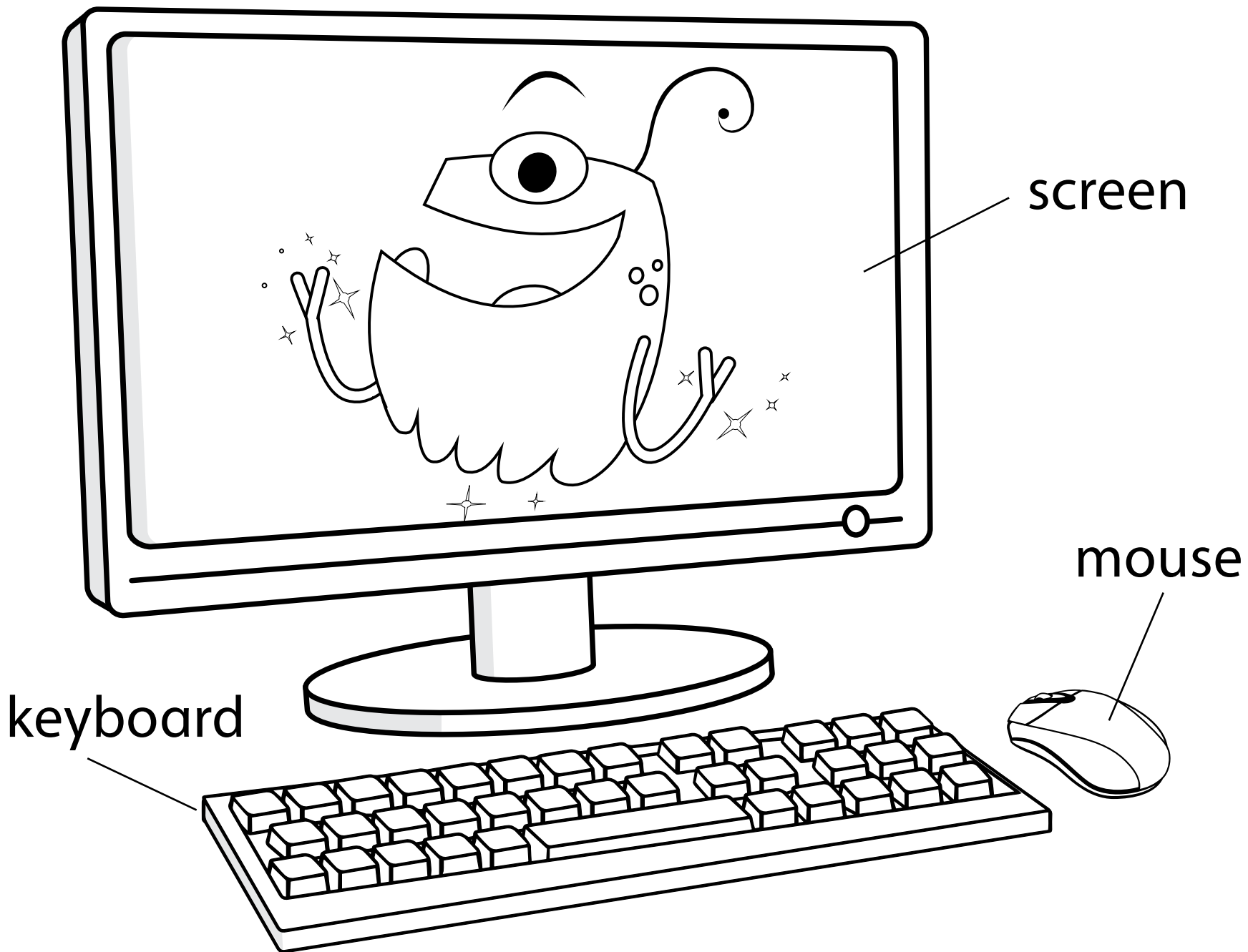
**5 Remind your student to be careful around computers.**

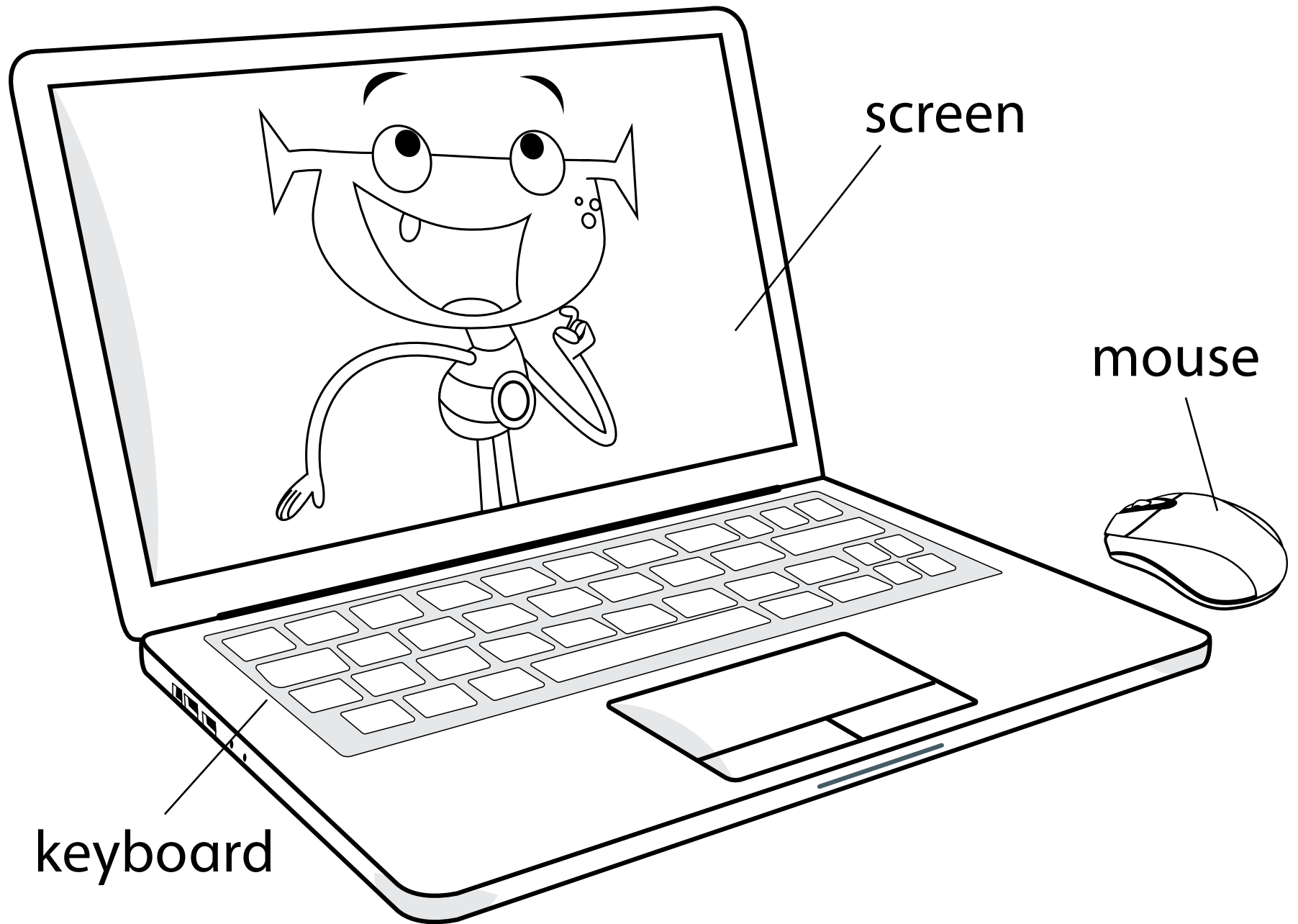
Explain that:

- Some parts of the computer are fragile and can be easily broken.
- Having clean hands will help keep the parts of the computer clean.
- Drinks and food should be kept away from the computer area.

**TIP** Have your student wash their hands before using computers when possible.







## LESSON 2A

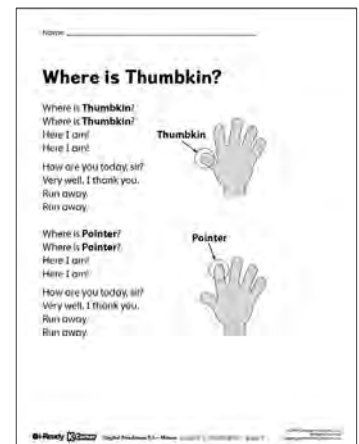
# Using a Mouse

## 1 Introduce the left and right buttons (i.e., clickable areas) on a mouse.

- Explain to your student that most mice have two buttons: a left button and a right button.
- Using your demonstration mouse, point out the colored sticker on the left button, or clickable area.
- Explain that the colored sticker shows where on the mouse to press down to click.
- **TIP** Although an Apple Magic Mouse® doesn't have distinct left and right buttons, users click on the left side of the mouse to control the cursor. A sticker placed on the left side of an Apple Magic Mouse will help your student know where on the mouse to click.

## 2 Introduce “Where is Thumbkin?”

- Tell your student to watch you carefully as you recite “Where is Thumbkin?” from *Activity Sheet 1* and model the hand motions described below.
  - (Hide hands behind back.) Where is **Thumbkin**? Where is **Thumbkin**?
  - (Bring left thumb to the front.) Here I am!  
(Then bring right thumb to the front.) Here I am!
  - (Wiggle left thumb toward right thumb.) How are you today, sir?  
(Wiggle right thumb toward left thumb.) Very well, I thank you.
  - (Hide left hand behind back.) Run away.  
(Then hide right hand behind back.) Run away.
- Other verses:
  - Where is **Pointer**? (Repeat all hand motions, using pointer fingers instead of thumbs.)
  - Where is **Tall Man**? (Repeat all hand motions, using middle fingers instead of thumbs.)
  - Where is **Ring Man**? (Repeat all hand motions, using ring fingers instead of thumbs.)
  - Where is **Pinky**? (Repeat all hand motions, using pinky fingers instead of thumbs.)
- Give your student a copy of page 3 of *Activity Sheet 1*. Holding up a copy of the page, point to each finger in the hand outline and identify each finger, using the “Thumbkin” names.
- Ask your student to place their right hand inside the hand outline on their copy and to tap each finger as you name it.



*Continued on the next page.*

Magic Mouse® is a registered trademark of Apple, Inc.

### 3 Demonstrate and teach the correct hand position for holding a mouse.

- Tell your student that each finger has a special job when they use a mouse.
- Hold up your right hand as you tell your student that you hold the mouse with your right hand.
- With the mouse on a table where your student can see it, hold up each finger and describe its position on the mouse as you place it on the mouse.
  - **SAY:** “- Your pointer finger goes on the left button.
    - Your tall man finger goes on the right button.
    - Your thumb lightly holds the left side of the mouse.
    - Your ring and pinky fingers lightly hold the right side of mouse.”
- Model the correct hand position for holding the mouse once more.
- Pass the mouse around so your student can practice the correct hand position.
- Provide feedback and one-on-one help as needed. If your student has difficulty holding the mouse correctly, adjust the child’s fingers on the mouse as you repeat the description of the finger positions above.
- **TIP** If your student is left-handed, here are some things to consider when teaching them to use a mouse:
  - Most left-handers have better fine motor control with their left hand. Many will prefer to use their left hand to hold and control the mouse.
  - It may be possible to set up the mouse on the left of the computer and switch the primary mouse button from left to right.
  - Some lefties put the mouse on the left and leave the buttons set at their default, with the left button remaining as the primary mouse button. They use their middle finger to click.



### 4 Demonstrate clicking a mouse and provide practice.

- Model clicking the left button with your pointer finger as you explain that, to click, you just press the button with your pointer finger and then quickly let go of the button.
- Pass the mouse to your student so they can practice clicking as you say, “Click.”

### 5 Demonstrate moving a mouse and provide practice.

- Give your student a mouse or paper mouse.
- Model how to move the mouse up, down, left, and right.
- Invite your student to move their mice up, down, left, and right with you.

Name \_\_\_\_\_

# Where is Thumbkin?

Where is **Thumbkin**?

Where is **Thumbkin**?

Here I am!

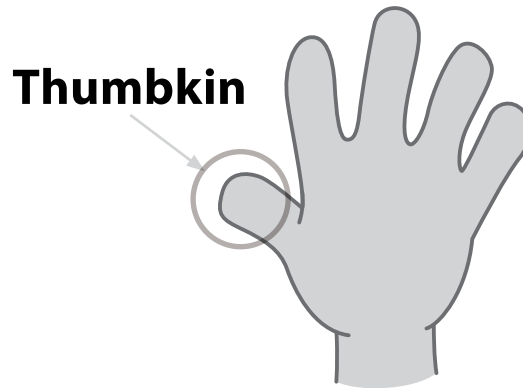
Here I am!

How are you today, sir?

Very well, I thank you.

Run away.

Run away.



Where is **Pointer**?

Where is **Pointer**?

Here I am!

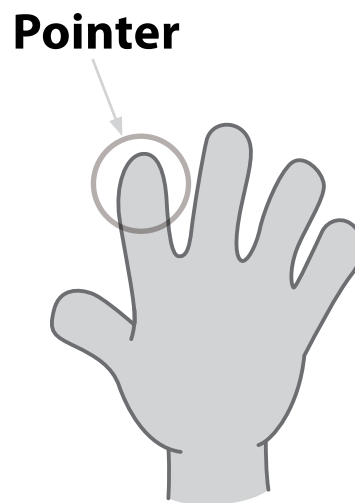
Here I am!

How are you today, sir?

Very well, I thank you.

Run away.

Run away.



Name \_\_\_\_\_

Where is **Tall Man**?

Where is **Tall Man**?

Here I am!

Here I am!

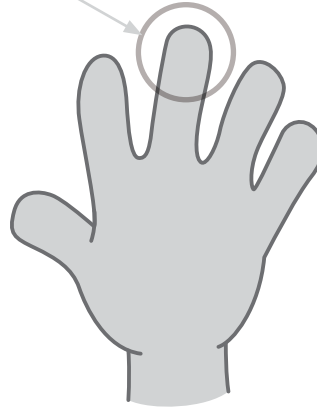
How are you today, sir?

Very well, I thank you.

Run away.

Run away.

**Tall Man**



Where is **Ring Man**?

Where is **Ring Man**?

Here I am!

Here I am!

How are you today, sir?

Very well, I thank you.

Run away.

Run away.

**Ring Man**



Where is **Pinky**?

Where is **Pinky**?

Here I am!

Here I am!

How are you today, sir?

Very well, I thank you.

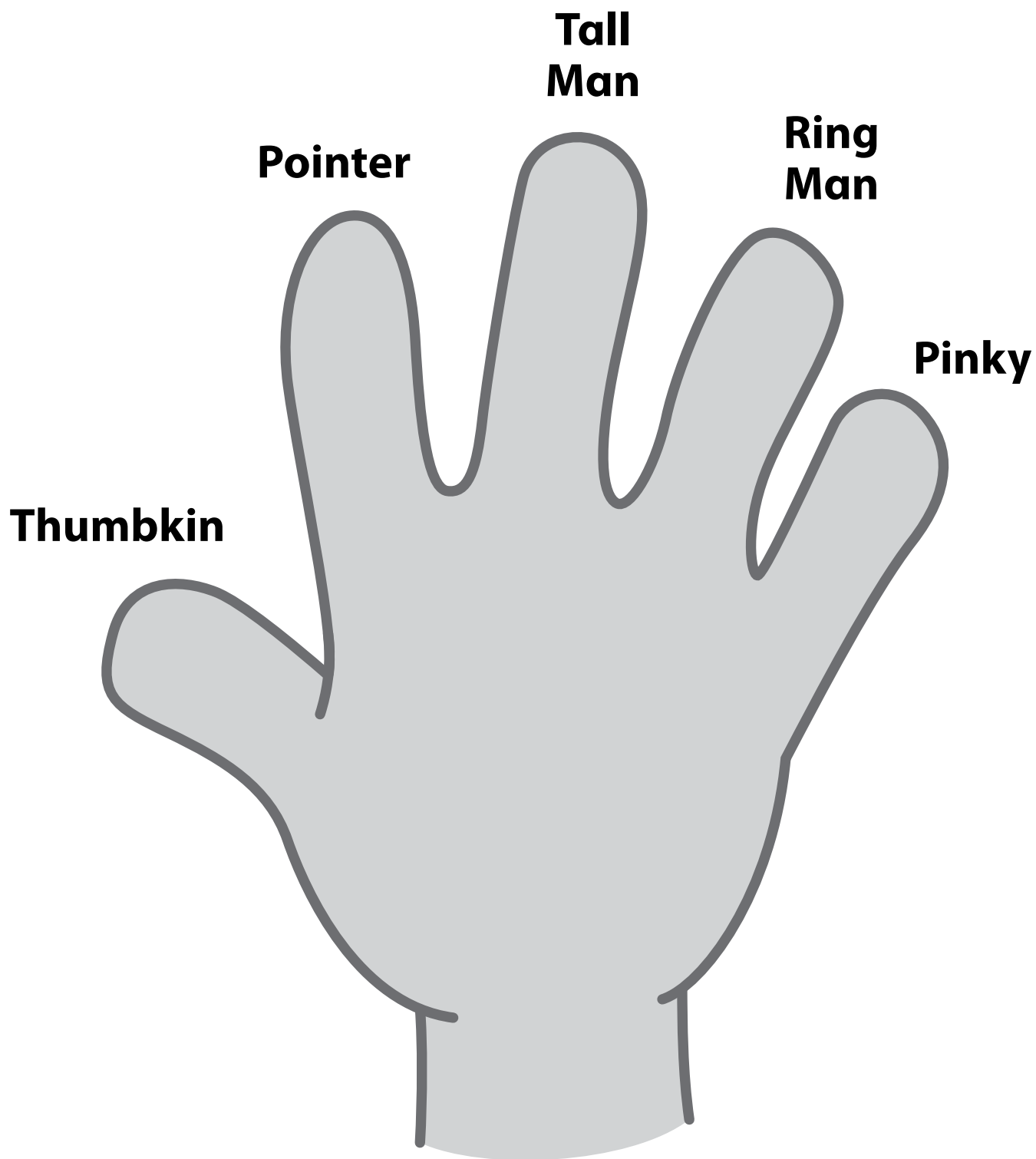
Run away.

Run away.

**Pinky**



Name \_\_\_\_\_



## LESSON 1B

# Introducing the Parts of a Computer

## 1 Acquaint your student with the computer they will be using.

- Direct your student's attention to the type of computer they will use to take the *i-Ready Diagnostic*.
- Invite your student to comment on what they notice about this computer.
- Explain that they will learn about the most important parts of the computer so they can use it themselves.

## 2 Introduce the screen.

- Point to the screen, name it, and point out that it looks like a television screen.
- Type on the keyboard so your student sees what happens on the screen.

## 3 Introduce the keyboard.

- Show your student the keyboard and name it.
- Explain that all the little buttons on the keyboard are called keys.
- Point out that each key on the keyboard has a letter, number, or symbol on it.
- Type a short word to show your student that the letter on each key you press shows up on the computer screen.
- **TIP** You may want to use Caps Lock so capital letters show on the screen, mirroring the capital letters on the keys.

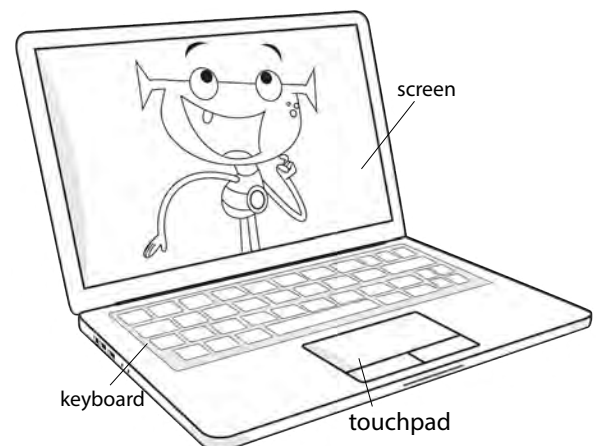
## 4 Introduce the touchpad.

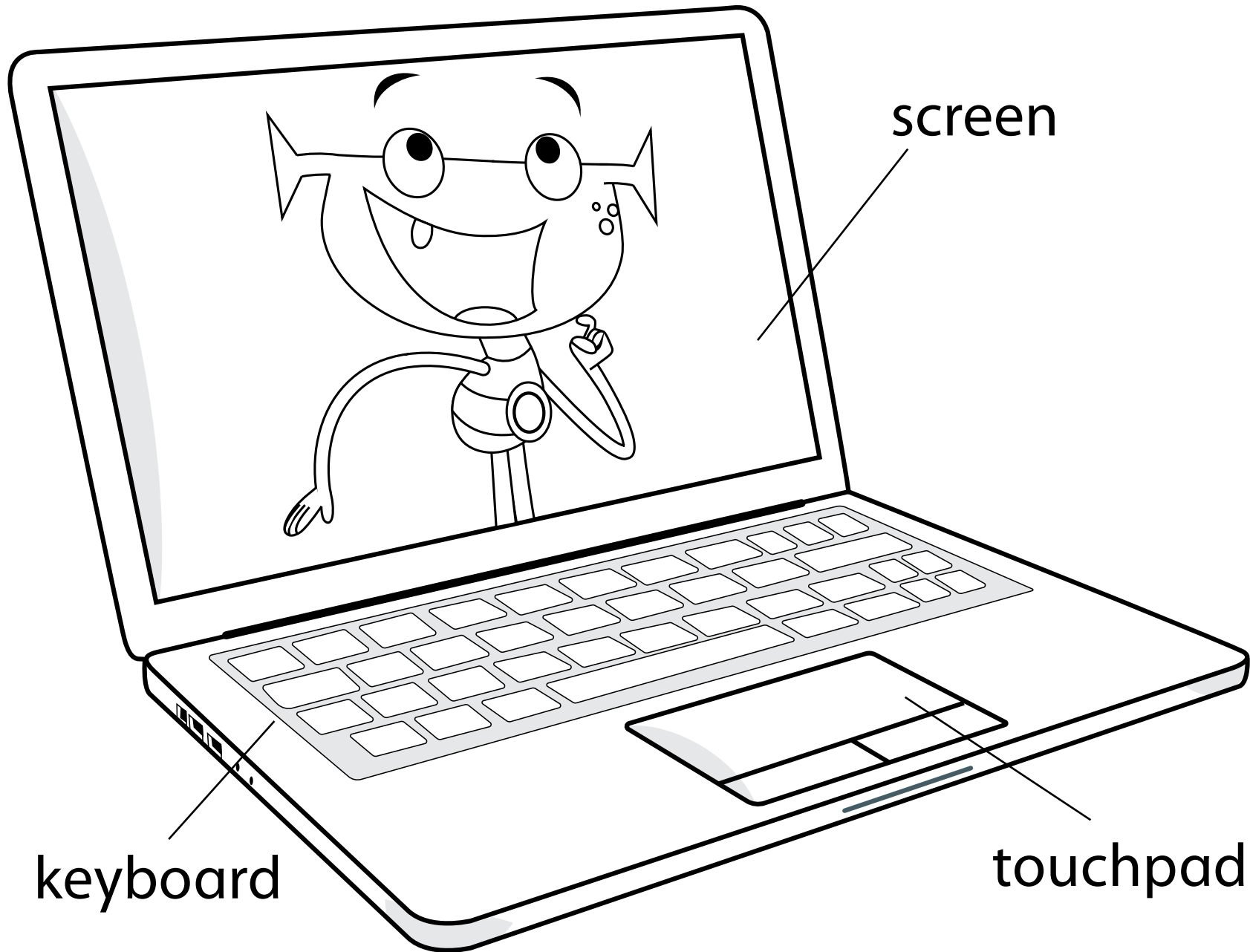
- Point to the touchpad on the keyboard. Ask your student why they think it's called a touchpad.
- Explain that the touchpad allows you to control what happens on the screen.
- Invite your student to touch the touchpad and gently explore the keyboard.

## 5 Remind your student to be careful around computers.

Explain that:

- Some parts of the computer are fragile and can be easily broken.
- Having clean hands will help keep the parts of the computer clean.
- Drinks and food should be kept away from the computer area.
- **TIP** Have your student wash their hands before using computers when possible.





## LESSON 2B

# Using a Touchpad

## 1 Introduce the touchpad on a keyboard.

- Using your demonstration keyboard, point out the colored sticker on the left side of the touchpad.
- Explain that the colored sticker shows where on the touchpad to press down to click.

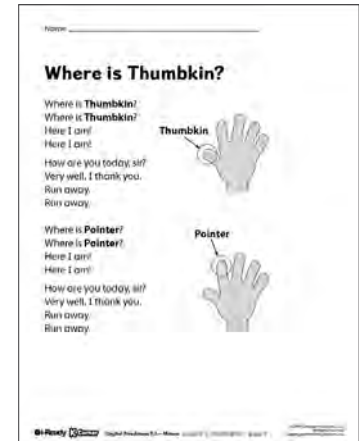
## 2 Introduce “Where is Thumbkin?”

Tell your student to watch you carefully as you recite “Where is Thumbkin?” from *Activity Sheet 1* and model the hand motions described below.

- (Hide hands behind back.) Where is **Thumbkin**? Where is **Thumbkin**?
- (Bring left thumb to the front.) Here I am!  
(Then bring right thumb to the front.) Here I am!
- (Wiggle left thumb toward right thumb.) How are you today, sir?  
(Wiggle right thumb toward left thumb.) Very well, I thank you.
- (Hide left hand behind back.) Run away.  
(Then hide right hand behind back.) Run away.

Other verses:

- Where is **Pointer**? (Repeat all hand motions, using pointer fingers instead of thumbs.)
  - Where is **Tall Man**? (Repeat all hand motions, using middle fingers instead of thumbs.)
  - Where is **Ring Man**? (Repeat all hand motions, using ring fingers instead of thumbs.)
  - Where is **Pinky**? (Repeat all hand motions, using pinky fingers instead of thumbs.)
- Give your student a copy of page 3 of *Activity Sheet 1*. Holding up a copy of the page, point to each finger in the hand outline and identify each finger, using the “Thumbkin” names.
  - Ask your student to place their right hand inside the hand outline on their copy and to tap each finger as you name it.



## 3 Demonstrate how the touchpad controls what happens on the screen.

- Have your student watch as you move your pointer finger all over both areas of the touchpad.
- Point out that the arrow on the screen moves as you move your finger around the touchpad.
- Invite your student to describe how the direction of your finger movements affects what happens on the screen.

*Continued on the next page.*

**3** *Demonstrate how the touchpad controls what happens on the screen, continued*

- Model once more, using the touchpad to move the arrow around on the screen.
- Invite your student to practice moving their pointer finger on the touchpad.
- **TIP** If your student is left-handed, consider that most left-handers have better fine motor control with their left hand. Many will prefer to use their left hand on the touchpad to control the arrow.



**4** **Demonstrate clicking a touchpad and provide practice.**

- Model clicking the left side of the touchpad with your pointer finger as you explain that to click, you just press the button with your pointer finger and then quickly let go.
- Invite your student to take turns clicking the touchpad.

Name \_\_\_\_\_

# Where is Thumbkin?

Where is **Thumbkin**?

Where is **Thumbkin**?

Here I am!

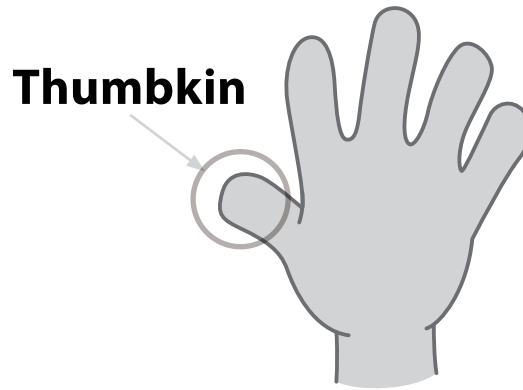
Here I am!

How are you today, sir?

Very well, I thank you.

Run away.

Run away.



Where is **Pointer**?

Where is **Pointer**?

Here I am!

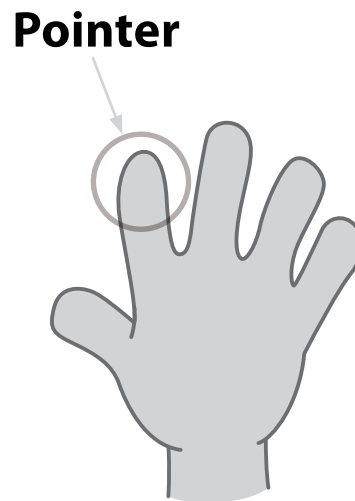
Here I am!

How are you today, sir?

Very well, I thank you.

Run away.

Run away.



Name \_\_\_\_\_

Where is **Tall Man**?

Where is **Tall Man**?

Here I am!

Here I am!

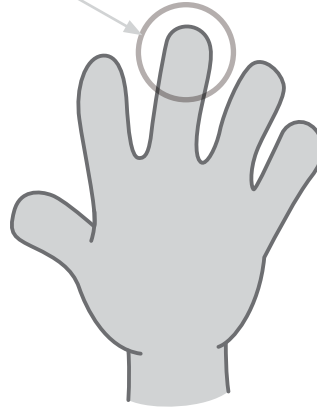
How are you today, sir?

Very well, I thank you.

Run away.

Run away.

**Tall Man**



Where is **Ring Man**?

Where is **Ring Man**?

Here I am!

Here I am!

How are you today, sir?

Very well, I thank you.

Run away.

Run away.

**Ring Man**



Where is **Pinky**?

Where is **Pinky**?

Here I am!

Here I am!

How are you today, sir?

Very well, I thank you.

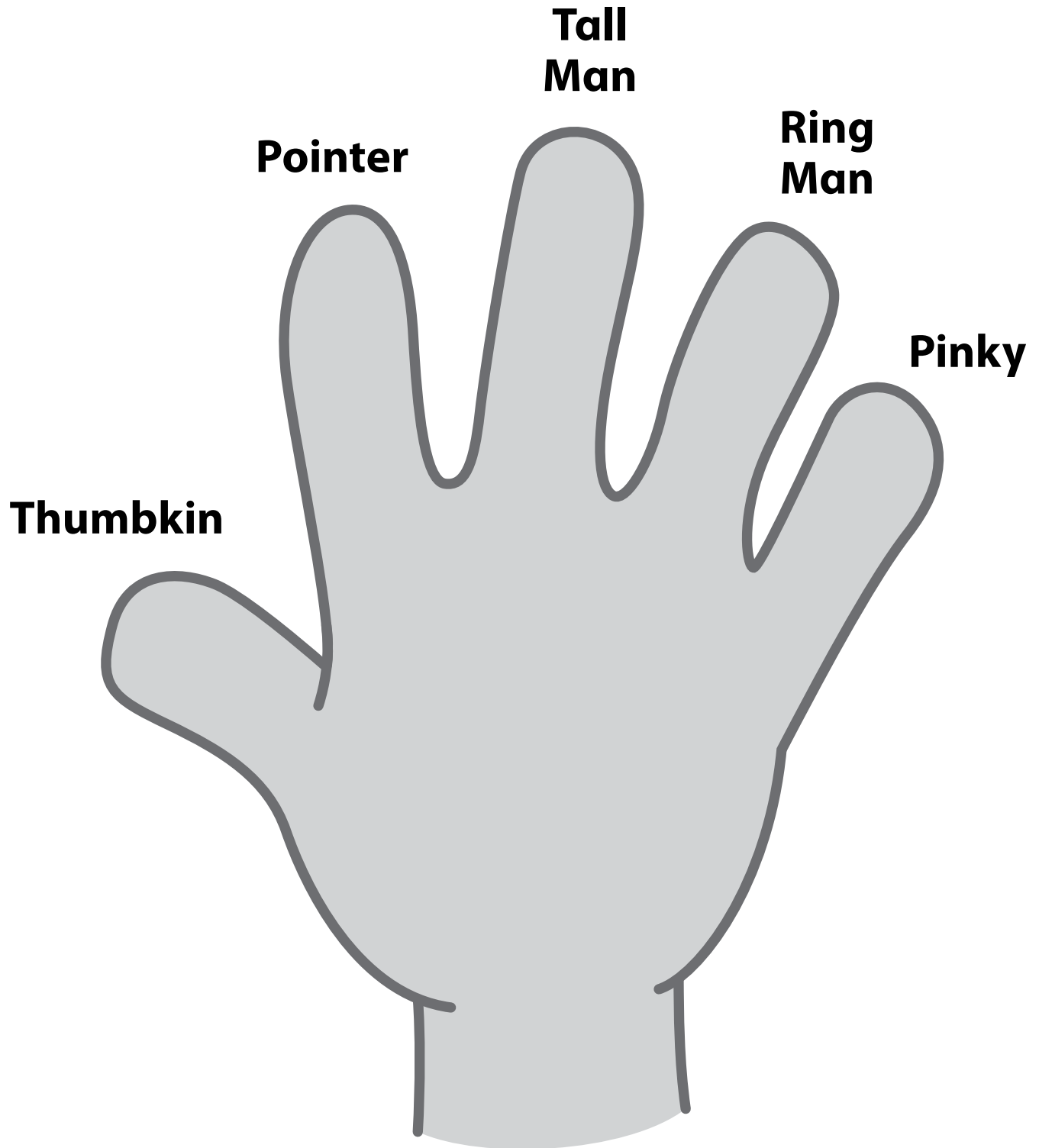
Run away.

Run away.

**Pinky**



Name \_\_\_\_\_



## LESSON 3

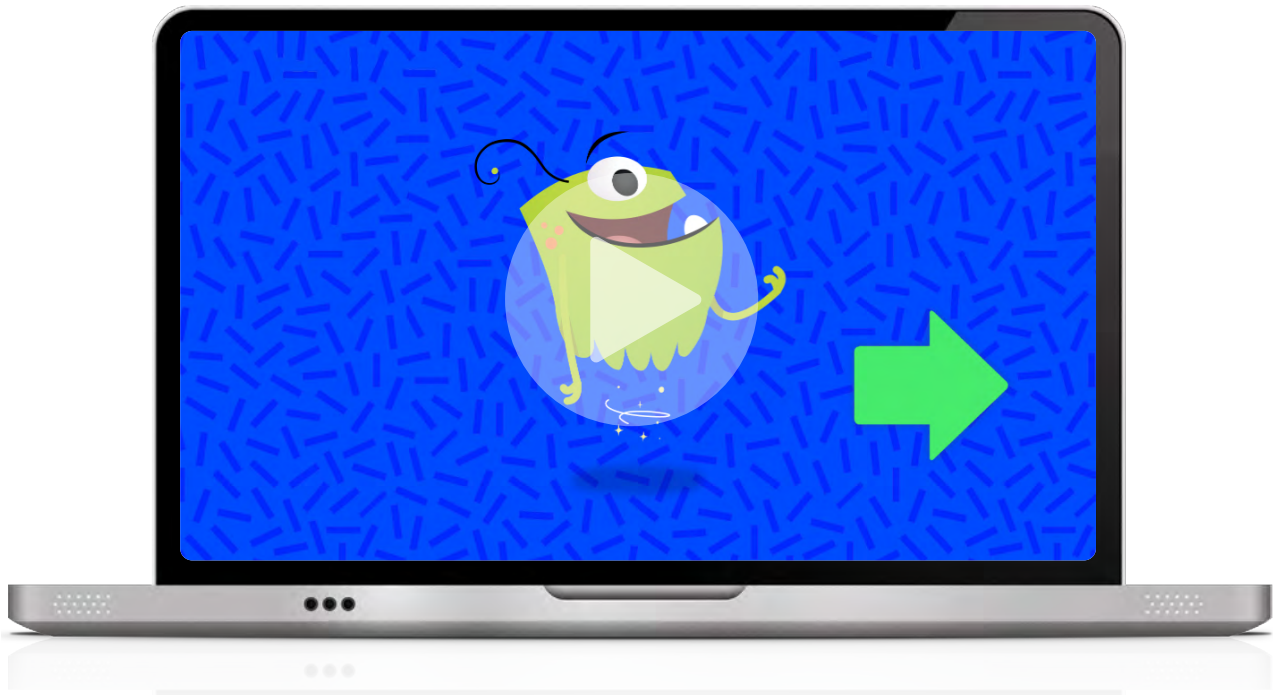
# Using a Mouse or Touchpad to Control the Cursor

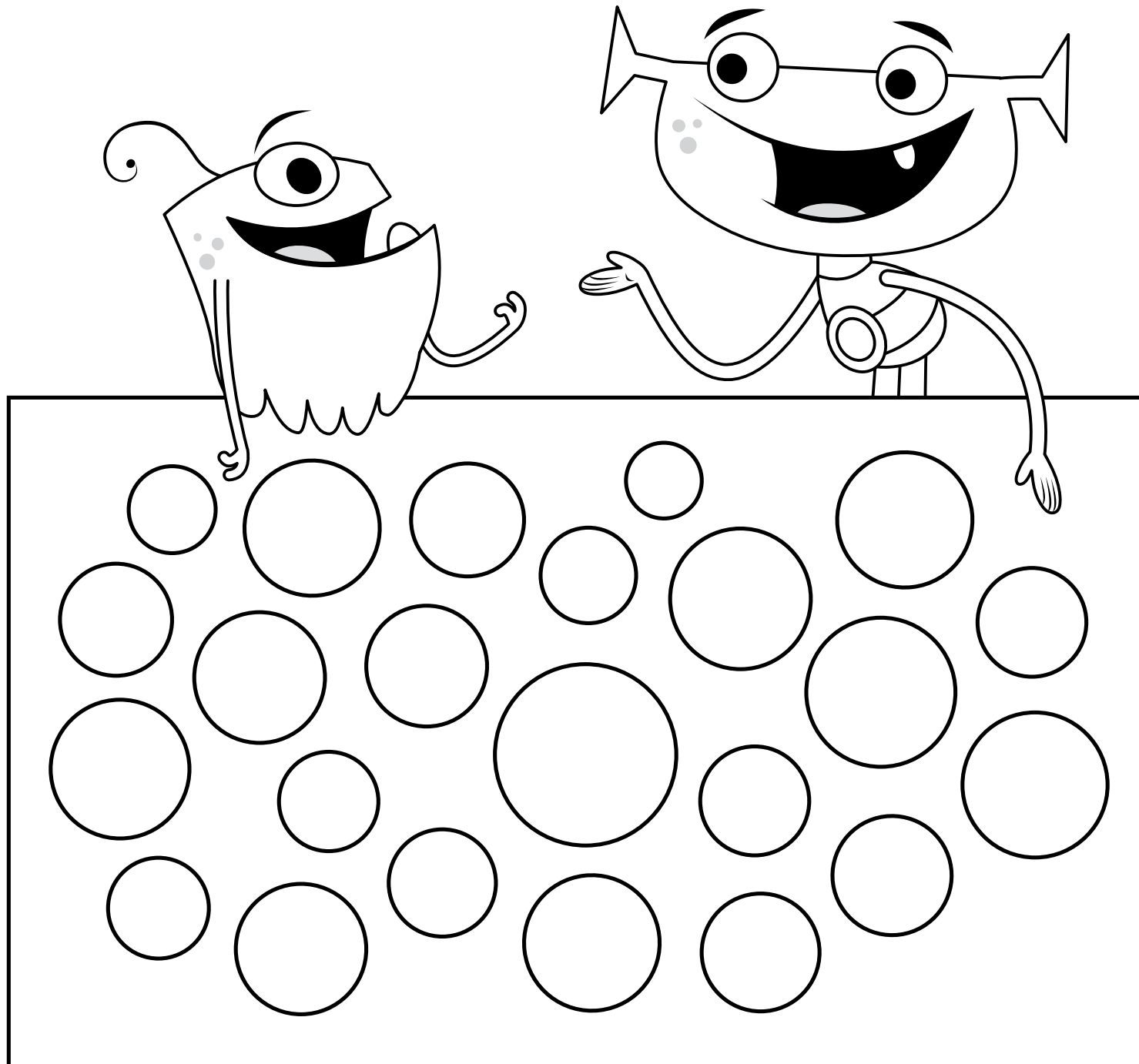
Launch the Student Practice Activity

[i-Ready.com/KCorner3-Child](https://i-Ready.com/KCorner3-Child)

**Technical notes about this online practice activity:**

- The audio directions for Screen 2 play automatically when your student arrives on the screen. There are no audio directions for Screens 3–6, however, because the Screen 2 directions apply to Screens 3–6 as well.
- Your student can move only forward through the activity (using the green arrow), not backward.





## LESSON 4

# Interacting with Buttons and Answer Choices

Launch the Student Practice Activity

[i-Ready.com/KCorner4-Child](https://i-Ready.com/KCorner4-Child)

**Technical notes about this activity:**

- The audio directions for a screen play when your student arrives on each screen.
- While the audio directions are playing, the speaker buttons are gray, indicating that they are disabled. Your student must wait for the audio directions to finish before rolling over a speaker button.
- Your student can move only forward through the activity (using the Done button), not backward.
- For Screens 2–8, there is a speaker button in the upper right corner that can be used if your student doesn't hear or remember the audio directions provided at screen load.
- For Screens 9–15, your student can replay the audio directions provided at screen load by rolling over the speaker button that appears in front of the text directions.



Name \_\_\_\_\_



Name \_\_\_\_\_

