



Lesson Plan

Identification of Computer Components
for
All Language Learners
in
Kindergarten

Lesson Overview

Grade Level:	Kindergarten
Language Level:	Beginner and Advanced
Content Category:	Reading
Content Subcategory:	Vocabulary Development
Materials Needed:	Computer connected to the Internet
Technology Tool:	See the Lesson Tools section for this lesson in the Teacher Management Area of the K to 8 technology curriculum
Lesson Summary:	This lesson teaches students the names and functions of the keyboard, mouse, printer, monitor and CPU.
Lesson Objectives:	At the end of the lesson, the student will be able to: <ul style="list-style-type: none">• identify five parts of a computer• tell the function of the five parts
Academic Content:	This lesson covers: <ul style="list-style-type: none">• technology vocabulary• colors
Technology Skills:	See the following sections of the lesson plan for a detailed list of skills covered in this lesson: <ul style="list-style-type: none">• Standards: NETS - Performance Indicators• Activity Instructions & Rubric

Lesson Plan

Lesson and Student Activity Details:

1. Explain to students that computers are made up of different parts. Today they are going to learn about five parts of a computer and what those parts do.
2. The web lesson begins by identifying the mouse and explaining its function. Students then work a puzzle of a mouse.
3. The next part of a computer is the monitor. Students work a puzzle of a monitor.
4. The keyboard and CPU are discussed. The final part is the printer. Students work a puzzle of a printer.
5. Interactive game 1 lets students match words to the computer parts.
6. Interactive game 2 is the Paint game. It uses mouse and basic skills to color five pictures of computers. Students can also add stickers to the picture.

Lesson Plan

Extension Activities:

1. Students can print a copy of the parts of the computer to take back to the classroom to color.
2. Describe the functions of each computer component and ask students to guess the part.
3. Let students play with the mouse to find out what it can do.

Multiple Intelligences

- Bodily/Kinesthetic
- Intrapersonal
- Verbal/Linguistic
- Visual/Spatial

Standards

English Language Arts Standards

(From the National Council of Teachers of English)

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standards

NETS - Technology Foundation Standards for Students

(From the International Society for Technology in Education)

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

3. Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

Standards

NETS - Performance Indicators

(From the International Society for Technology in Education)

Pre-Kindergarten to Grade 2

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)