

Teacher's Name: Michele C.

REEP Levels: 100-150

Lifeskills Unit: Getting Started

Lesson Objectives: Identify the parts of the computer, vocabulary for communicating in the lab with lab assistant

Language Skills: Speaking, listening, reading, writing

Non-language Skills: work together, express opinions, reflect on learning

Estimated Time: 2 hours

Resources and Materials: (included) 3 computer cartoon graphics (large) on individual sheets, computer graphic on transparency (or via an LCD projector), flashcards with vocabulary words from the worksheet in large type, vocabulary worksheet

Teacher's Notes: This lesson plan is meant to provide beginners with a slow and steady introduction to using the computer, experiencing how it connects to the classroom and practicing vocabulary and expressions that empower them to understand support they're given in the lab and to ask for help if they need it. It is also important to have students experience productive routines with class management, effective language program use, understanding support and asking for help. The concrete experience provides an important reference when in later classes, students are taught some of the vocabulary of the computer interface.

Pre-class pre: Select a beginner-friendly language software program or website to use after the TPR activity in the lab described below. See www.reepworld.org Student Links page for a list.

Motivation/Building Background: The purpose of this activity is to get students in the frame of mind to using computers, to find their comfort level for initial assessment, and to help motivate them.

Instructions: Print out graphics (large) and tape to the board about 12 inches apart. You are creating a continuum, so have the "scared" graphic on the far left, the "happy" graphic in the middle, and the "in love" graphic on the far right.

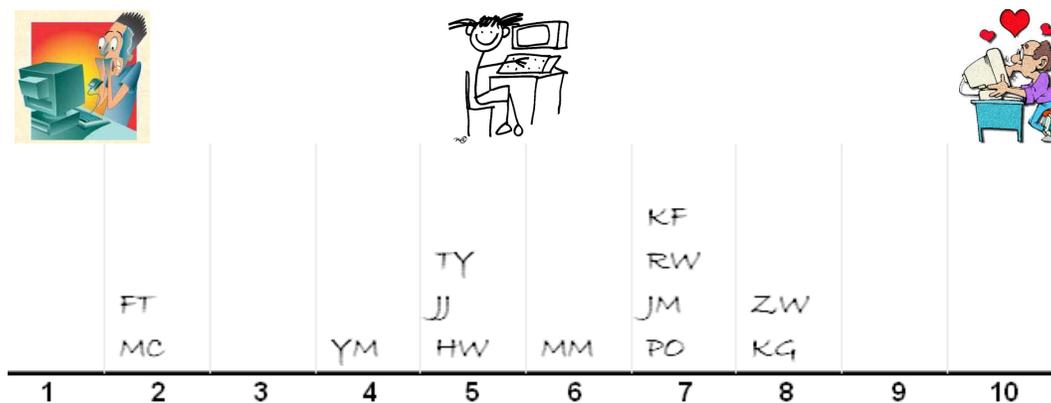


Draw a horizontal line underneath. Under that, write a scale of 1-10, 1 placed under "scared" and 10 under "in love." (This is helpful if you later have students line up by their numbers and then you can more easily pair up stronger students with students new to computers.)

Explain the pictures. Elicit some vocabulary. Ask: What technology do you use everyday? (cell phone, microwave oven, DVD player, iPod, computers, etcetera. Ask: Is this you? (Pointing to the different graphics.) Ask: How do you feel about computers?

- You could have students come to the board and draw a large dot where their personal comfort level is on the continuum.
- Appropriate to the instructional level, have students explain/discuss their choice. Try to make a list on the side called “want to learn” to gauge the technology needs of the students. Use this for future lab classes.

Sample:



Explain that today's the 1st day of computer lab. The whole class will learn the basic vocabulary of computers.

Presentation: The purpose is to build vocabulary and apply it to use in the computer lab.

Instructions: Project the computer graphic as large as possible on the front whiteboard/screen. Speaking only, elicit prior knowledge of computer parts. Do not write anything yet. Randomly distribute the flashcards. Point to the monitor. Have students repeat, “monitor.” Ask: Who has the word “monitor?” Student holding the flashcard is told to “**Come and point to** the monitor, please.” Have the student stand to the side and display the flashcard to the class. Continue with the other parts of the computer.

When all flashcard-holding students are standing in a line, go down the list and say/repeat words with class, the student holding up the correct flashcard. Then have the students sit down one by one by saying and pointing to their ‘part of the computer.’

Practice and Comprehension Check: Keep the image projected and distribute the worksheet. Do a few examples with the students and write the correct answers on the board, spelling aloud. Then encourage them to work together to finish. Assess together and write the words on the board. Then say words randomly and have the students give the corresponding number.

- Spelling Practice, “Can you spell ‘monitor?’”

- Relay Game – Two students stand by the image and they have to be the first to “point to” (or “touch”, for more practice!) the correct part of the computer.

2nd side of worksheet: Make sure that “point to” “touch” and “press” are understood through example. Have volunteers call out commands for you to do at the projected image.

Application: This portion will be in the computer lab. However, refer back to the instructions on lining students up by their number to pair stronger students with those new to using computers. Students now go to the lab and carry out the TPR activity.

Lab Management tips:

1. As you arrive, tell students, “Please come in. Sit down. Do *not* touch the computer. Thank you.” (Repeat often.)
2. With more body language than words get ‘all eyes’ on you. Turn on/turn off lights slowly. Hold palms up and wait for their silent attention. Motion for them to turn around if necessary to look at you. Do *not* begin until you have complete attention of students. It’s important to associate the light switching on/off with getting their attention. Lightly tapping the top of arms also works.
 - a. Avoid touching anyone’s head or headset. This can be offensive.
 - b. You can also tap twice on the desk by the mouse, or create a signal of your own. Just be consistent.
3. Introduce the lab assistant. Review “Raise your hand’ when you need help.”
4. Model the TPR activity with the worksheet. Circulate to make sure the students are on track and both participating and taking turns speaking and listening. Get students attention again with turning lights on/off. Assess learning. Be sure to emphasize “Do *not* touch the power button on the CPU.”
5. Get the class’ attention and check comprehension as a class using the TPR methods.

For the next activity, bring together students who have NO prior computer experience so that you can provide separate mousing practice before they use the language resource.

Also, try to offer the same initial literacy (alphabet) type activity as an assessment for all students, and move the higher students on to a different activity once they’ve successfully completed it.

Computer activity modeling and practice:

Explain that you will show the students how to use a language program (or website). Slowly, step-by-step, show the navigation to the program as you explain each step:

“First, open the program called “_____.” Watch me double click. Now, you doubleclick on the program and stop!” (Wait until they finish, have students help tech newbies.)

“Very good! Now, left click one time on “_____” and stop!

“Nice! In this program, we will practice vocabulary. Watch me practice....listen...repeat the word...click...repeat...What’s the word? ... Yes, it’s ...!” and so on...

Remind them to ‘raise their hand’ if they don’t understand what to do.

Reflection: Flicker the lights or ring a bell and get students attention 5 minutes before lab class is over. Ask students about their experience in the lab. Ask if their comfort “number” has changed.

Extension: You can follow up with learning the verbs “want to” and “need to” to clarify students’ goals for technology as a needs assessment.

Name: _____

Basic Computer Vocabulary

Label the parts of the computer.

monitor

screen

speaker

CPU

CD ROM

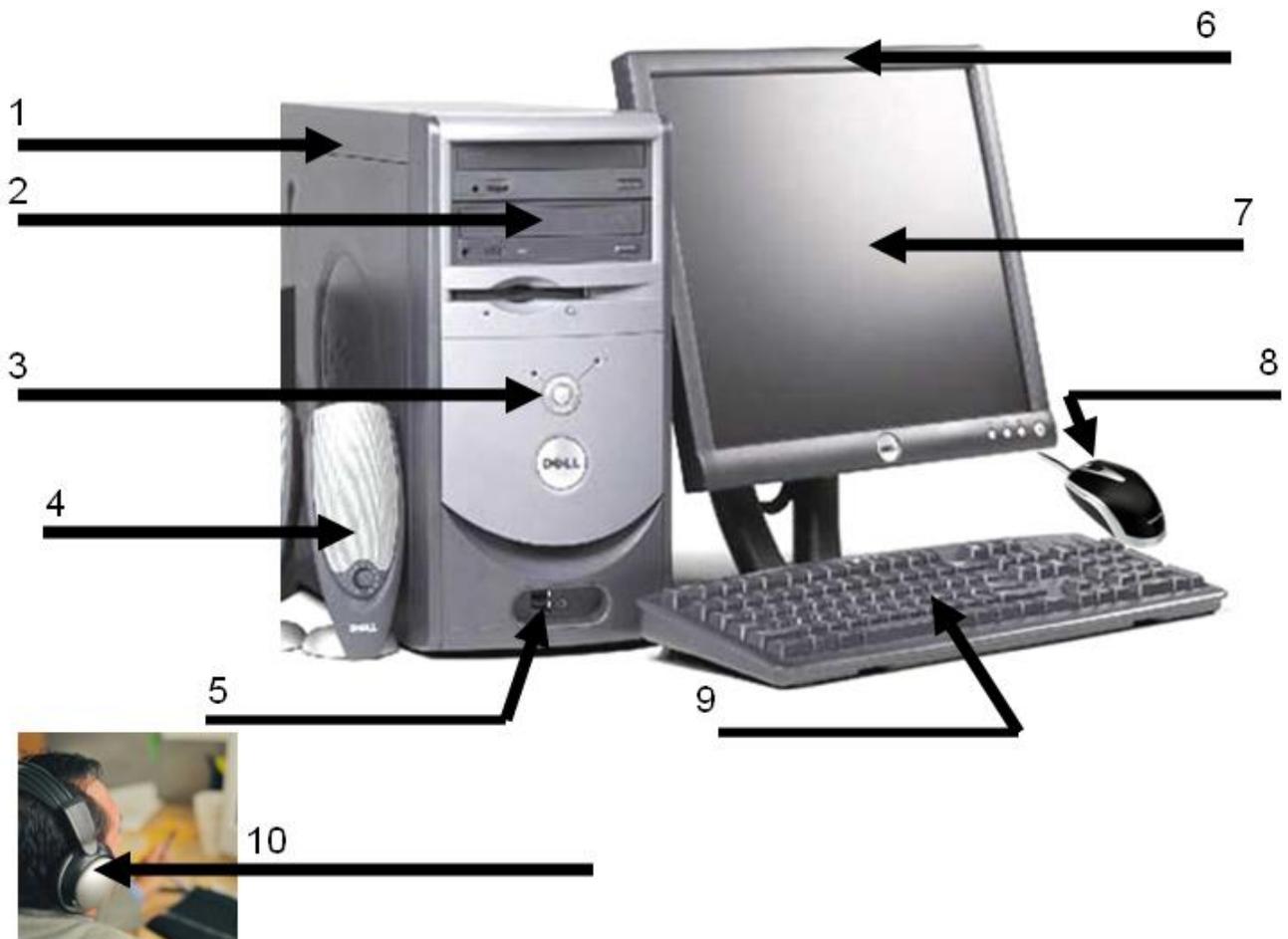
mouse

keyboard

power button

headphones

USB port



Basic Computer Vocabulary

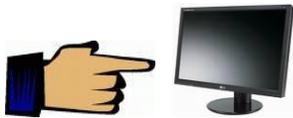
Name: _____



Hello! I'm the **lab assistant**.

Please **raise your hand** when you need help.

You can say, "**Can you help me?**"



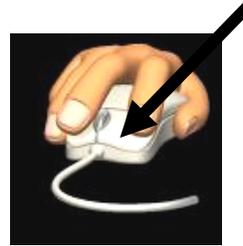
point to



touch



press



left click



raise your hand

Complete the activity with a partner. Take turns.

- ___ 1. Say "**Hello!**" to the lab assistant.
- ___ 2. Write the lab assistant's name. _____
- ___ 3. **Point to** the monitor.
- ___ 4. **Point to** the CPU.
- ___ 5. **Point to** the keyboard.
- ___ 6. **Point to** the headset.
- ___ 7. **Touch** the speakers.
- ___ 8. **Touch** the CD ROM.
- ___ 9. **Raise** your hand.
- ___ 10. **Point to** the screen.
- ___ 11. **Left click** on the mouse.
- ___ 12. **Point to** the power button on the monitor
- ___ 13. **Press** the power button on the monitor.

