



## 1.2 : Using a Computer Mouse (continues at 1.3)

### Prerequisite Skills and Knowledge

- ∞ Students need to know how to connect headphones and place them on their head.

### Time Required

- ∞ Mini-lesson and guided practice: 10-15 minutes today - - Independent practice another 20 minutes or more on another day -

### Materials

- ∞ Open BBC: Computer Tutor through DPS NetTracker access (see link below) onto each student's computer <http://www.bbc.co.uk/computertutor>

### Intended Learning

- ∞ Students manipulate the computer mouse with ease, including navigating the mouse, single clicking, double clicking, and drag and drop, so they can become independent in the use of basic computer skills while playing a 'spooky' game.
- ∞ Students set a bookmark for return to this web site.

### District Technology Standards Uses Technology Effectively

- ∞ Basic Vocabulary
- ∞ Uses appropriate vocabulary to identify: monitor, computer, mouse, cursor, keyboard, and headphones.
- ∞ Internet Browser
- ∞ Opens a link on the computer desktop
- ∞ Single click to select a link within a website.

### Big Ideas from Literacy Guide - Unit 1, Writing

- ∞ Use classroom rituals and routines to work independently and with others.

### Mini-Lesson

#### Connection - preparing students' thinking

Remind students of Lesson 1 using the keyboard to give directions to the computer. Ask them how else people tell the computer what it is to do. This is a good time for a discussion about computers and who controls them, who is actually doing the thinking and decision making when using a computer. Let them know that today they will get a chance to practice their 'mousing' skills.

#### Teaching - Mini Lesson

With students seated on the floor, ask for volunteers to point out the following objects in the room: mouse, computer, monitor, headphones, keyboard. Then direct the students' attention to the demonstration screen and model how to open the link to BBC: Computer Tutor (or you may already have the site open). Explain to students that they will be practicing how to use their mouse today to play a "spooky" game. Demonstrate how to listen to the directions and do what the leader says. (This is a British website, so you might want to discuss the different accent and vocabulary of the person giving the directions. In particular, be sure the students understand what she means when she says 'Have a go') This is also a great opportunity to discuss how the Internet connects us to the World and gives us the opportunity to learn from people who are very far away from us. Model for students how to set a bookmark once they are on the correct web site. (You may want to have folders for each

### Notes

### Connection - preparing students' thinking

Remind students of Lesson 1 using the keyboard to give directions to the computer. Ask them how else people tell the computer what it is to do. This is a good time for a discussion about computers and who controls them, who is actually doing the thinking and decision making when using a computer. Let them know that today they will get a chance to practice their 'mousing' skills.

### Teaching - Mini Lesson

With students seated on the floor, ask for volunteers to point out the following objects in the room: mouse, computer, monitor, headphones, keyboard. Then direct the students' attention to the demonstration screen and model how to open the link to BBC: Computer Tutor (or you may already have the site open). Explain to students that they will be practicing how to use their mouse today to play a "spooky" game. Demonstrate how to listen to the directions and do what the leader says. (This is a British website, so you might want to discuss the different accent and vocabulary of the person giving the directions. In particular, be sure the students understand what she means when she says 'Have a go') This is also a great opportunity to discuss how the Internet connects us to the World and gives us the opportunity to learn from people who are very far away from us. Model for students how to set a bookmark once they are on the correct web site. (You may want to have folders for each

grade's bookmarks to help keep them organized. So whatever your system is for using bookmarks, model that system to the First Graders at this point.)

### Active Engagement - Guided Practice

After modeling following the directions on the website, have students turn and tell a partner what they will do when they first sit down at their computers and begin to work today. Ask them to tell their partner how to set a bookmark so the web page can be easily accessed in the future.

Have students find their desks, and direct them to point to the following items: monitor, keyboard, mouse, headphones, computer before they sit down. Make it fun and quick, calling out names of items randomly and at an increasingly faster pace.

### Link

As students sit down at their seats remind them to open the link to BBC: Computer Tutor. Ask the students to set their bookmark first thing as soon as they have reached the web page selected. Ask them to use each of the items you just named (monitor, keyboard, mouse, headphones, computer) as they work today. Remind students to plug in and wear headphones so as not to disturb others.

### Independent Practice

### Teacher

- ∞ Walk around and monitor student progress, helping individuals as necessary.

### Differentiation:

- ∞ Students who are excelling can continue working rapidly through

