



1.3: Using a Computer Mouse (continued from 1.2)

Prerequisite Skills and Knowledge

- ∞ The students should have completed Lesson 2 before using this lesson.

Time Required

- ∞ Mini-lesson and guided practice: 5minutes - Independent practice 20 minutes or more as available.

Materials

- ∞ BBCComputer Tutor <http://www.bbc.co.uk/computertutor> should be a bookmark the students set on the computers in Lesson 2
- ∞ Individual cards with the words: monitor, computer, mouse, cursor, keyboard, and headphones - enough so that each student can have a one of the cards (probably 5 of each word will suffice.)

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 open a web site using a bookmark.
- ∞ Students use appropriate vocabulary to identify monitor, computer, mouse, cursor, keyboard and headphones.

District Technology Standards Uses Technology Effectively

- ∞ Basic Vocabulary

Uses appropriate vocabulary to identify: monitor, computer, mouse, cursor, keyboard, and headphones.

- ∞ Internet Browser

Clicks on bookmarks

Single clicks 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 2. Remind them that they set a bookmark so they could easily return to that website to practice their "mousing" skills.

Teaching - Mini Lesson

With students seated on the floor, do a quick vocabulary review, using riddles i.e. - I am thinking of something that we look at to help to find out what the computer is doing, it starts with the /m/ sound. Students who have the monitor cards should popcorn up quickly and say "monitor." Then they sit down and you do another riddle for a different word. . . . I am thinking of something that could be a rodent, but in computers is a sensitive electronic device that I use to give information to the computer. It starts with the /m/

Notes

Connection - preparing students' thinking

Remind students of Lesson 2. Remind them that they set a bookmark so they could easily return to that website to practice their “mousing” skills.

Teaching - Mini Lesson

With students seated on the floor, do a quick vocabulary review, using riddles i.e. - I am thinking of something that we look at to help to find out what the computer is doing, it starts with the /m/ sound. Students who have the monitor cards should popcorn up quickly and say “monitor.” Then they sit down and you do another riddle for a different word. . . . I am thinking of something that could be a rodent, but in computers is a sensitive electronic device that I use to give information to the computer. It starts with the /m/

sound. Students with “mouse” popcorn up and say “mouse” and sit down. Continue until you have gone through every word at least once.

Active Engagement - Guided Practice

At the end of the vocabulary practice, students should turn to their elbow partner, tell them what their special word is and what it is in the tech lab.

Link

Before students go to their seats, model for them how to open the web site through the bookmark they set in the last lesson. As students sit down at their seats ask them to tell the person next to them how to open the website using the bookmark to BBC: Computer Tutor.

Independent Practice

Teacher

- ∞ Walk around and monitor student progress, helping individuals as necessary.
- ∞ Use a class list or spreadsheet (can be found on Infinite Campus) to progress monitor the standards for future progress reports and intervention needs.

Students

- ∞ Work their way through the BBC: Computer Tutor at their own pace.

Differentiation:

- ∞ Students who are excelling can continue working rapidly through the program. Students who are struggling should focus on taking their time, and perhaps repeating directions or adding the subtitles at the bottom of the screen(option at beginning of program).