

Connections to Literacy Guide: Units 1 and 2	Computer Vocabulary, Mouse Skills, Using the Internet	Grade K
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## K.3: Mouse Skills, Using the Internet

<p style="text-align: center;"><b>Prerequisite Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>∞ A basic understanding of using a mouse</li> </ul> <p style="text-align: center;"><b>Time Required</b></p> <ul style="list-style-type: none"> <li>∞ 10 minutes for the lesson - Independent Practice could be sustained for 20 minutes or more.</li> <li>∞ This lesson can be repeated several times over the course of the school year.</li> </ul> <p style="text-align: center;"><b>Materials</b></p> <ul style="list-style-type: none"> <li>∞ Computers with a link to “Computerlab.net” on the desktop - url: <a href="http://www.computerlab.kids.new.net/what_to_do.htm">http://www.computerlab.kids.new.net/what_to_do.htm</a> (or other appropriate site for Kindergarten students)</li> </ul> <p style="text-align: center;"><b>Intended Learning</b></p> <ul style="list-style-type: none"> <li>∞ Students will double click on a WWW link on the desktop so they can practice math skills on the computer.</li> </ul>	<p style="text-align: center;"><b>District Technology Standards</b></p> <p style="text-align: center;"><b>Uses Technology Effectively</b></p> <ul style="list-style-type: none"> <li>▪ Basic Vocabulary <ul style="list-style-type: none"> <li>○ Uses appropriate vocabulary to identify: headphones, monitor, mouse, keyboard, quit, click, double-click, icon.</li> </ul> </li> <li>∞ Mouse Skills <ul style="list-style-type: none"> <li>○ Uses correct hand position on mouse.</li> <li>○ Uses correct mouse position on table (e.g. cord at correct end.)</li> </ul> </li> <li>▪ Internet browser <ul style="list-style-type: none"> <li>○ Double clicks on links on desktop to open a web page</li> <li>○ Single clicks on links on web pages.</li> </ul> </li> <li>▪ Internet Safety <ul style="list-style-type: none"> <li>○ Consults parents or teachers before using the Internet.</li> </ul> </li> </ul> <p style="text-align: center;"><b>Big Ideas from Literacy guide - Units 1 and 2</b></p> <ul style="list-style-type: none"> <li>∞ Use rituals, routines, and tools that are respectful of diverse cultures to work independently and with others</li> <li>∞ Build oral language and vocabulary</li> </ul>
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<p style="text-align: center;"><b>Mini-Lesson</b></p> <p><b>Connection - preparing students’ thinking</b></p> <p>Remind students that their computer mouse is an extremely helpful tool for communicating with the computer. They will be using their mouse today to navigate the Internet.</p> <p><b>Teaching - Mini Lesson</b></p> <p>With the students gathered in a group meeting space, begin by discussing Internet safety. Do not go into tremendous detail with these young students. Simply tell them that the Internet is a very large group of computers and there are many many people working those computers. Just like in a large crowd at</p>	<p style="text-align: center;"><b>Notes</b></p> <p>There are many age appropriate sites on the Internet for practicing a variety of Kindergarten skills. This lesson is an example of using one of these sites to practice shapes skills as well practice technology skills. It can be adapted to be used for a variety of skills and with a variety of web sites. A couple more are listed below. Always preview the site on a DPS computer before attempting to use in a lesson.</p>
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the shopping mall or amusement park, they don't want to get lost in a group of strangers. So they should only go on the Internet with a trusted adult like parents or teachers. Today we will go on the Internet to a place that the teacher knows is safe and fun and good for kids. Demonstrate using the mouse to double click to open the link on the desktop. - Be sure to use proper vocabulary as you demonstrate i.e. "monitor" "keyboard" "icon" "click" or "double click" and "mouse" -

- Begin by reading the text under the table: "This is a terrific opportunity to discuss how to tell what is or isn't a link - something that's "clickable". . .
- Show students how to move their mouse over the pictures and see that it turns into a hand, then move over the text and it is an arrow. Demonstrate how to change it to a hand and click on the one that shows "shapes."
- Demonstrate how to single click on number 1 "Buzzing with Shapes" - this is a partner game and good way for them to practice with a partner, before they try an activity on their own. - Demo - the game

[http://internet4classrooms.com/kindergarten\\_links.htm](http://internet4classrooms.com/kindergarten_links.htm)

<http://www.little-g.com/shockwave/games.html>

### Active Engagement - Guided Practice

Ask students to tell a friend one thing about being safe on the Internet. Then ask them to discuss with a friend how to navigate to "Buzzing with Shapes" on their computer.

### Link

Students will go to their computers as pairs to use the information from the mini-lesson to play the "Buzzing with Shapes" activity.

## Independent Practice

### Teacher

- ∞ Circulate through the lab, monitoring students' independent work, checking for understanding about using the mouse. Check for proper position of the mouse and remind students to watch the monitor as they maneuver the mouse.
- ∞ Take anecdotal notes or mark on a class list the proficiency of the students at this task.

### Students

- ∞ As partners students open the link, select the appropriate link and navigate to "Buzzing with Shapes." They play this game at least twice as partners. If time allows, they can work independently on other activities from the "shapes" link.

## Sharing/Closure

- ∞ Ask students to remind their partner how to be safe on the Internet.

### Assessment

- ∞ This lesson can be used for the Body Of Evidence of "Uses Technology

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Effectively” for the Kdg. Progress Report. Record a “3” if the student is able to use the mouse to navigate to the activity and play it with a partner appropriately.

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