A CURRICULUM RESOURCE FOR TEACHERS OF LOW-LEVEL ADULT

ENGLISH LEARNERS:

INCORPORATING DIGITAL LITERACY SKILLS

by

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A capstone submitted in partial fulfillment of the requirements for the degree of
Master of Arts in English as a Second Language.

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Summary of the Project

Digital literacy is not something that most associate with a program to learn English. Students register for classes with the intent that their goals of learning to listen, converse, read, and write in English will be met with the teacher using strategies to help them best learn. Adults have various motivating factors for enrolling in an Adult Basic Education program. For example, there is integrative motivation, which is the willingness to learn a new language to become part of a particular speaking community (Oxford & Shearin, 1994; Eyring, 2014). Students want to be able to be independent enough in their language skills to go to the store and be able to convey what they need, go to the doctor and describe their ailments, or even make an appointment. One area where some learners need more practice at becoming independent is that of digital literacy especially amongst beginning English learners (ELs).

Adult Basic Education (ABE) has a set of standards for digital literacy. They are called Northstar Digital Literacy Standards. These focus on skills that are deemed necessary to make the transition to employment, post-secondary education, or training of the like (Minnesota Department of Education, 2019). If these standards are to be implemented into the beginning level EL classes, I used the following question to guide my project: *how can teachers of beginning-level EL adults help their learners become digitally literature?*

Technology is very much a part of many people's lives either in work, personal, or both. It is also becoming increasingly used in the educational sector and not just K-12 or higher education, but also community adult education programs. In adult ed, just like K-12 education, there are competency standards. There is a specific set for technology. These need to be implemented into the adult ed classroom no matter the level. It can be difficult to embed these standards when many students have never used a technological device. A device

learners may have or have not used would be their cell phone, most are specifically a smartphone.

When it comes to planning for technology in the classroom, teachers need to keep in mind the following strategies for their adult learners. Teachers could pair students up with those that have more technology skills so that they could help their peers. They could also have students walk around the room helping those who need help. Teachers should always model the activity for the class and then have the students demonstrate their understanding by doing the same activity (Jenkins, 2015).

This project is an eleven week curriculum that introduces students at the beginning levels of English to computers. What does this mean? This level is similar to the K-2 levels in a K-12 education system. The difference is that the learners are adults and even though they are at a K-2 level academically, the material needs to be presented in an age-appropriate manner.

The learners will be provided with weekly vocabulary that will be repeated throughout the week via various activities. Learners will also have an opportunity to practice on a device and teach their peers the hands-on activity after teacher modeling. Each lesson is intended to take three days. However, they may be extended if needed depending on the learners. The unit ends with students being able to take an online assessment to measure their progress.

COMPUTERS WEEK #1
Topic: Which one is Which?

Lesson Objectives:	SWBAT name and label technological devices. SWBAT read sentences using the vocabulary words
CCR Standards:	**Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1) **Reading CCR Anchor 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● Determine the meaning of general academic and domain specific words and phrases in a text or image relevant to a topic or subject area. (RI.3.4) **Speaking and Listening CCR Anchor 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. ● Produce complete sentences when appropriate to task and situation. (SL.1.6)
Vocabulary:	● tablet ● desktop computers ● laptop computers ● Chrome book ● smartphone
Week 1 Materials:	Vocabulary word cards Vocabulary pictures Small vocabulary words Small vocabulary pictures medium -sized vocabulary pictures - hold up when word is said Fill in the blank worksheet

	Day 1:
Introduction: **I do**	● Show the students the large picture of vocabulary word for the lesson. Talk about what they see in the picture using vocabulary they already know. Ask students if they have used what is in the picture as well as if they have such a thing in their home. ● Say the word and have students repeat it. ● Students say the word in their own language. ● Have students say the words again. ● Sound out the word while having students count out the syllables.
Activity 2: **We do**	● Write the first letter of the word on the board. Ask the students the letter name and the sound. ● Show students a vocabulary picture and have them tell you the first letter of that word. Put it on the board under the picture. Do this until all words have been placed.
Activity 3: **You do**	● Vocabulary Matching Worksheet: ● Students will write the vocabulary word next to the picture. Check students' work.

	Day 2:
Activity 1: **I do**	● Ask the student the following questions and have them answer: Do you have one of these in your home? Have you used one of these before?

Activity 2:
We do
	● Have students practice the question with someone sitting next to them or do a question mingle asking two or three other students substituting the different vocabulary words each time the question is asked. Switch roles.
	Student A: Do you have a _____ at home?
	Student B: Yes, I do.
	         No, I don't.
	Student A: Have you used a _____ before?
	Student B: Yes, I have.
	         No, I haven't.

Activity 3:	● Students write sentences using vocabulary words with the following sentence prompt:

You do	I use/don't use a _____.

	Day 3:
Activity 1: We do	● Review devices with students by having them give the name
Activity 2: You do	● As a review, students will complete a matching worksheet to review the vocabulary words used in this week's lesson.

tablet

desktop computer

laptop computer

smartphone

What is this?

This is a computer.

This is a laptop.

This is a tablet.

This is a Chromebook.

This is a smartphone.

Vocabulary pictures - fill in word in the right hand column

	Word

	computer
	laptop
	tablet
	Chromebook
	smartphone

This is a _____.

This is a _____.

This is a _____.

This is a _____.

This is a _____.

COMPUTERS WEEK #2 **Topic:** Parts of a Device	

Lesson Objectives:	SWBAT name and label major parts of a computer. SWBAT read sentences using vocabulary from the lesson to help them better understand.

CCR Standards:	**Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	    ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)
	Reading CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	    ● Determine the meaning of general academic and domain specific words and phrases in a text or image relevant to a topic or subject area. (RI.3.4)
	Speaking and Listening CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	    ● Produce complete sentences when appropriate to task and situation. (SL.1.6)

Vocabulary:	● system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen
Week 2 Materials:	Vocabulary cards Vocabulary pictures Small vocabulary words Small vocabulary pictures medium -sized vocabulary pictures - hold up when word is said Vocabulary worksheet Sentence completion worksheet

	Day 1:
Introduction: **I do**	● Show the students the large picture of vocabulary word for the lesson. Talk about what they see in the picture using vocabulary they already know. Ask students if they have used what is in the picture as well as if they have such a thing in their home. ● Say the word and have students repeat it. ● Students say the word in their own language. ● Have students say the words again. ● Sound out the word while having students count out the syllables.
Activity 2: **We do**	● Write the first letter of the word on the board. Ask the students the letter name and the sound. ● Show students a vocabulary picture and have them tell you the first letter of that word. Put it on the board under the picture. Do this until all words have been placed.
Activity 3: **You do**	● Vocabulary Matching Worksheet: ● Students will write the vocabulary word next to the picture. Check students' work.

	Day 2:
Activity 1: **I do**	● Ask the student the following questions and have them answer: What is this? How do you use it?
Activity 2: **We do**	● Have students practice the question with someone sitting next to them or do a question mingle asking two or three other students substituting the different vocabulary words each time the question is asked.
Activity 3: **You do**	● Students practice reading the words with a partner and matching words to the pictures.

	Day 3:
Activity 1: **I do**	● Hold up picture of vocabulary word and students name the word.
Activity 2: **We do**	● Students practice reading their vocabulary words with a partner.
Activity 3: **You do**	● Students complete a fill-in-the-blank worksheet using the vocabulary words from the week.

system unit

monitor

printer

keyboard

mouse

touchpad

ports

touchscreen?

	Word

Vocabulary pictures and words - cut apart for matching activity

	mouse
	keyboard
	monitor
	printer
	USB port
	system unit
	touch pad

This is a _____.

This is a _____.

This is a _____.
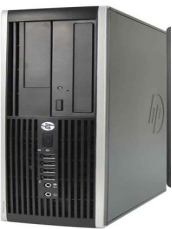
This is a _____.

This is a _____.

This is a _____.

This is a _____.

COMPUTERS WEEK #3
Topic: Do you want to log-on or shut down?

Lesson Objectives:	SWBAT turn the monitor and system unit on and off SWBAT log on to their device

CCR Standards:	**Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	    ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)
	Reading CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	    ● Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)
	Reading CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	    ● Determine the meaning of general academic and domain specific words and phrases in a text or image relevant to a topic or subject area. (RI.3.4)
	Speaking and Listening CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	    ● Produce complete sentences when appropriate to task and situation. (SL.1.6)

Vocabulary:	● log on, shut down, turn on, turn off, monitor
Week 3 Materials:	Vocabulary cards Vocabulary pictures Small vocabulary words Small vocabulary pictures medium -sized vocabulary pictures - hold up when word is said Vocabulary worksheet Sentence completion worksheet

	Day 1:
Introduction: **I do**	● Show the students the large picture of vocabulary word for the lesson. Talk about what they see in the picture using vocabulary they already know. Ask students if they know how to shut down, log on, turn off a computer or monitor. ● Say the word and have students repeat it. ● Students say the word in their own language. ● Have students say the words again. ● Sound out the word while having students count out the syllables.
Activity 2: **We do**	● Write the first letter of the word on the board. Ask the students the letter name and the sound. ● Show students a vocabulary picture and have them tell you the first letter of that word. Put it on the board under the picture. Do this until all words have been placed.
Activity 3: **You do**	● Vocabulary Matching Worksheet: ● Students will write the vocabulary word next to the picture. Check students' work.

	Day 2:
Activity 1: **I do**	● Ask the student the following questions and have them answer: What is this? How do you logon? How do you shut down? How do you turn on the computer? How do you turn on the monitor? ● Model for the students how to log on, shut down, turn on the computer and monitor.
Activity 2: **We do**	● Have students practice the question with someone sitting next to them or do a question mingle asking two or three other students substituting the different vocabulary words each time the question is asked as well as teaching a peer how to log on, shut down until all vocabulary words have been used.
Activity 3: **You do**	● Students practice reading the words with a partner and matching words to the pictures.

	Day 3:
Activity 1: **I do**	● Hold up picture of vocabulary word and students name the word.
Activity 2: **We do**	● Students practice reading their vocabulary words with a partner.
Activity 3: **You do**	● Students complete a fill-in-the-blank worksheet using the vocabulary words from the week.

log on

shut down

turn on

turn off

monitor
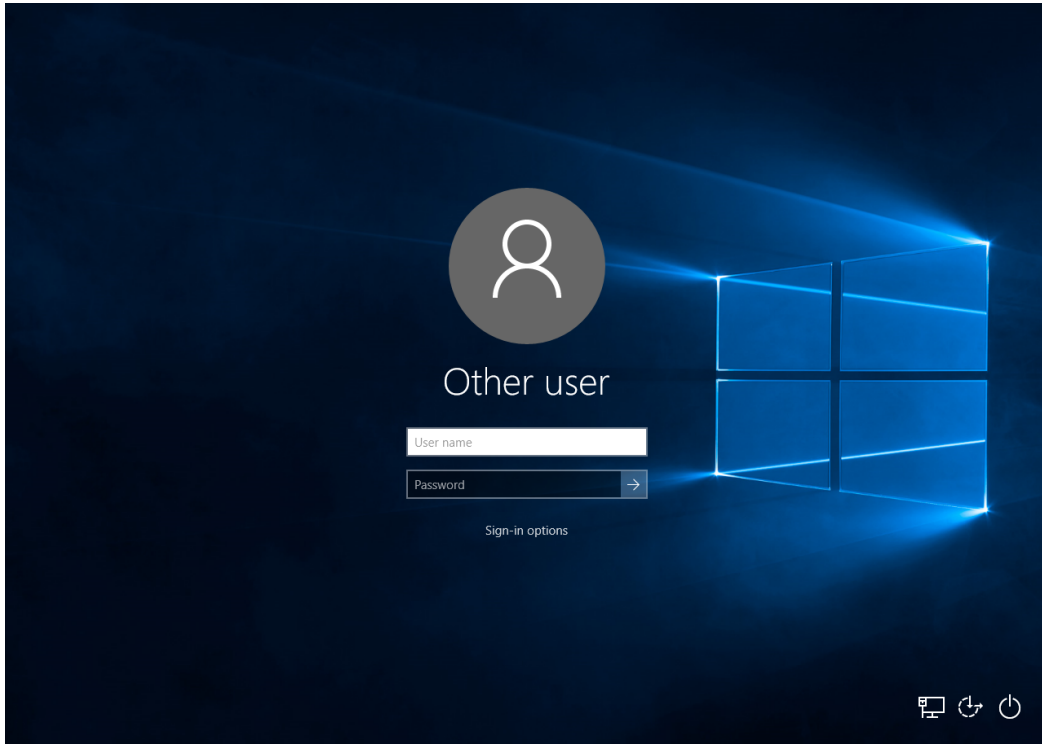
	Vocabulary pictures and words - cut apart for matching activity
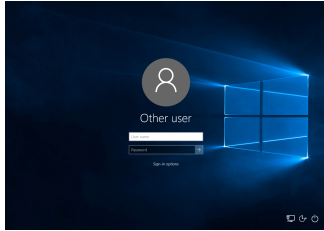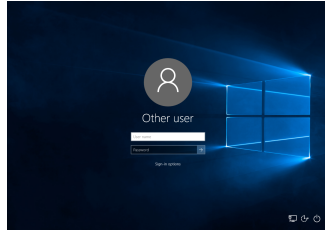
	log on
	log off
	shut down
	turn on
	turn off

	Word

This is the _____ button.

This is the _____ button.

This is the _____ button.

This is the _____ button.

This is the _____ button.

COMPUTERS WEEK #4
Topic: It's Not Nice to Point!
Identifying mouse pointers

Lesson Objectives:	SWBAT identify and write the names of the different mouse pointers
CCR Standards:	**Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1) **Reading CCR Anchor 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● Determine the meaning of general academic and domain specific words and phrases in a text or image relevant to a topic or subject area. (RI.3.4)
Vocabulary:	● mouse, touchpad, spinning wheel, iBeam, arrow, hand pointer
Week 4 Materials:	Vocabulary cards Vocabulary pictures Small vocabulary words Small vocabulary pictures medium -sized vocabulary pictures - hold up when word is said Vocabulary worksheet Sentence completion worksheet

	Day 1:
Introduction: **I do**	● Show the students the large picture of vocabulary word for the lesson. Talk about what they see in the picture using vocabulary they already know. Say the word and have students repeat it. ● Students say the word in their own language. ● Have students say the words again. ● Sound out the word while having students count out the syllables.
Activity 2: **We do**	● Write the first letter of the word on the board. Ask the students the letter name and the sound. ● Show students a vocabulary picture and have them tell you the first letter of that word. Put it on the board under the picture. Do this until all words have been placed.
Activity 3: **You do**	● Vocabulary Matching Worksheet: ● Students will write the vocabulary word next to the picture. Check students' work.

	Day 2:
Activity 1: **I do**	● Ask the student the following questions and have them answer: What is this? What is this for? ● Model different mouse pointers and their use
Activity 2: **We do**	● Have students practice the question with someone sitting next to them or do a question mingle asking two or three other students substituting the different vocabulary words each time the question is asked. ● Students identify when they would use a particular mouse pointer.
Activity 3: **You do**	● Students practice reading the words with a partner and matching words to the pictures.

	Day 3:

|	
Activity 1: **I do**	● Hold up picture of vocabulary word and students name the word.
Activity 2: **We do**	● Students practice reading their vocabulary words with a partner. ● Review mouse pointers and their use.
Activity 3: **You do**	● Students complete a fill-in-the-blank worksheet using the vocabulary words from the week.

mouse

touchpad

spinning wheel

i-beam

arrow

handpointer

Vocabulary Pictures
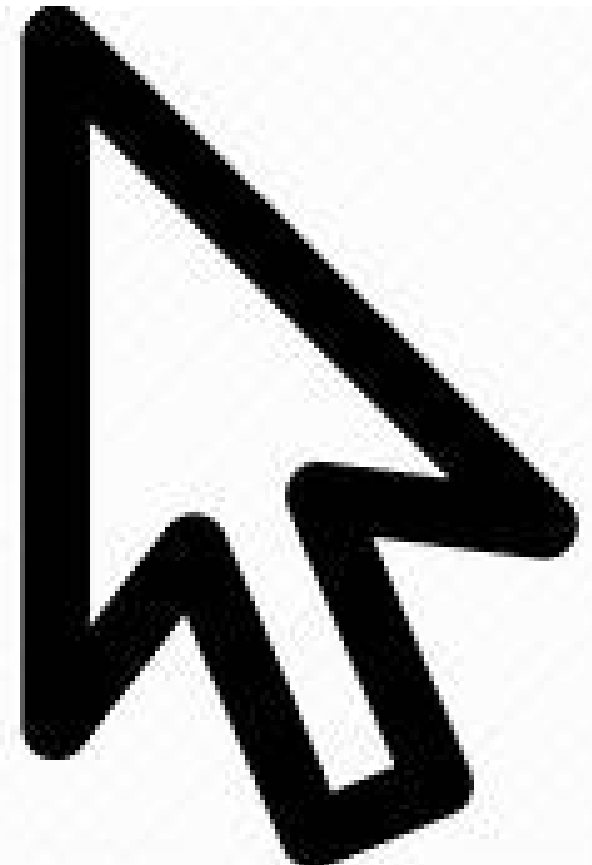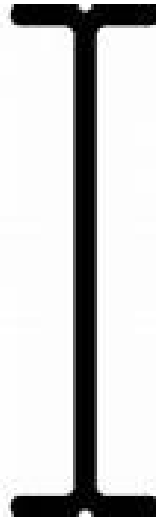
Vocabulary pictures and words - cut apart for matching activity

	mouse
	spinning wheel
	i-beam
	arrow
	handpointer

	Word

This is the _____.

This is the _____.

This is the _____.

This is the _____.

This is the _____.

COMPUTERS WEEK #5
Topic: Is it one click or two?

Lesson Objectives:	SWBAT differentiate between left, right, and double-clicking

CCR Standards:	**Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	    ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)
	Reading CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	    ● Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)
	Reading CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	    ● Determine the meaning of general academic and domain specific words and phrases in a text or image relevant to a topic or subject area. (RI.3.4)

Vocabulary:	● right-click, left-click, and double click
Week 5 Materials:	Vocabulary cards Vocabulary pictures Small vocabulary words Small vocabulary pictures medium -sized vocabulary pictures - hold up when word is said Vocabulary worksheet Sentence completion worksheet

	Day 1:
Introduction: I do	• Show the students the large picture of vocabulary word for the lesson. Talk about what they see in the picture using vocabulary they already know. • Say the word and have students repeat it. • Students say the word in their own language. • Have students say the words again. • Sound out the word while having students count out the syllables.
Activity 2: We do	• Write the first letter of the word on the board. Ask the students the letter name and the sound. • Show students a vocabulary picture and have them tell you the first letter of that word. Put it on the board under the picture. Do this until all words have been placed.
Activity 3: You do	• Vocabulary Matching Worksheet: • Students will write the vocabulary word next to the picture. Check students' work.

	Day 2:
Activity 1: I do	• Ask the student the following questions and have them answer: What is this? When do you left click? When do you double click? When do you right click? • Model left, right, and double click with activities to show the different uses
Activity 2: We do	• Have students practice the question with someone sitting next to them or do a question mingle asking two or three other students substituting the different vocabulary words each time the question is asked.
Activity 3: You do	• Students practice reading the words with a partner and matching words to the pictures.

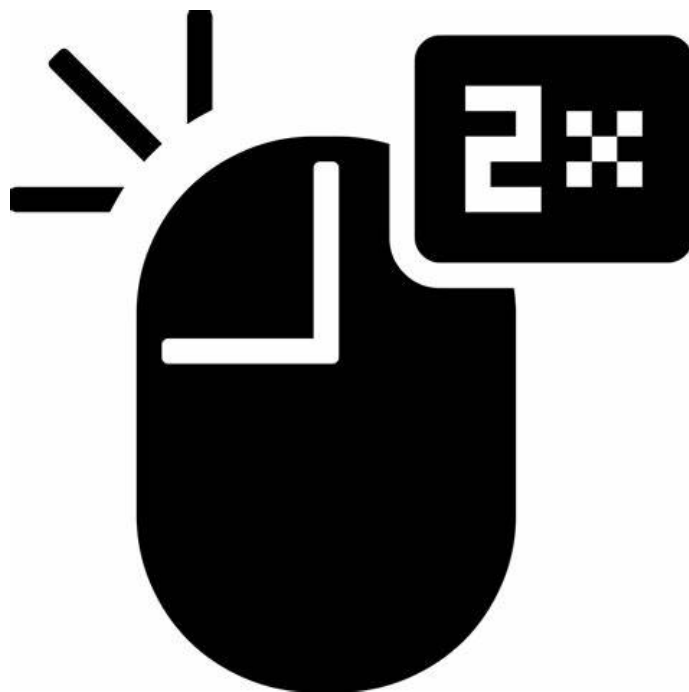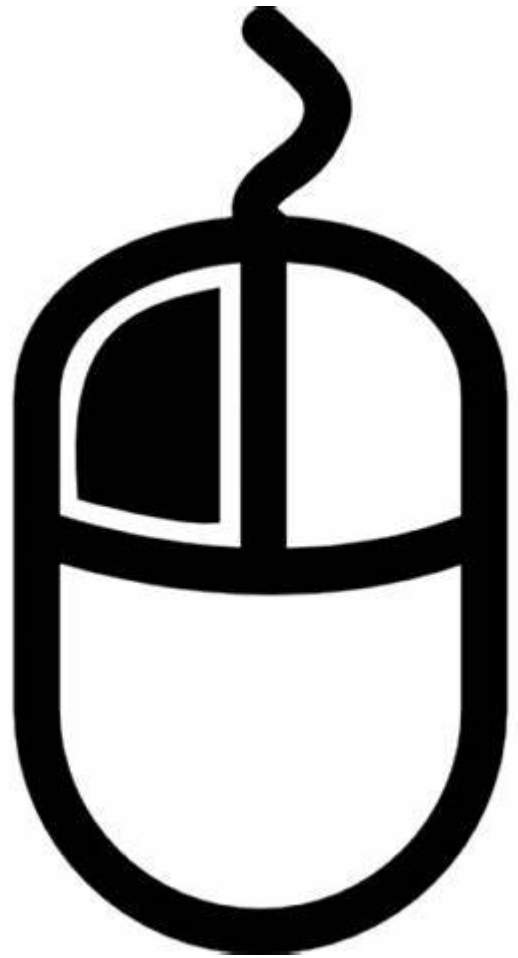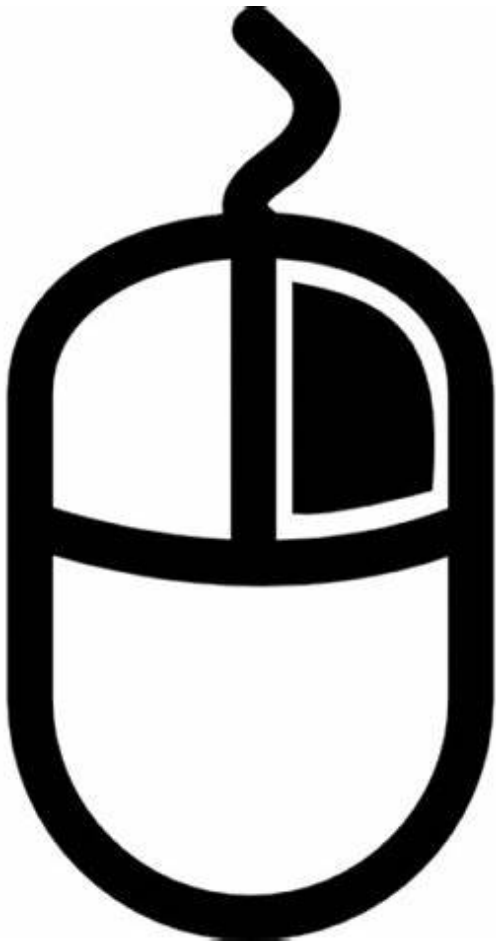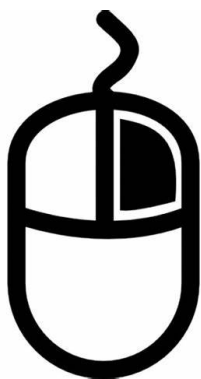|	**Day 3:**
Activity 1: **I do**	● Hold up picture of vocabulary word and students name the word.
Activity 2: **We do**	● Students practice reading their vocabulary words with a partner. ● Quiz partner when to use right click, left click, double click
Activity 3: **You do**	● Students complete a fill-in-the-blank worksheet using the vocabulary words from the week.
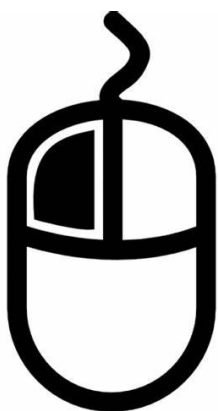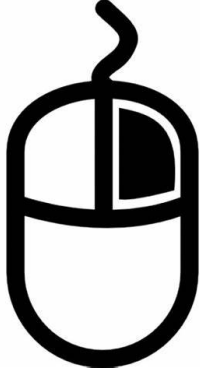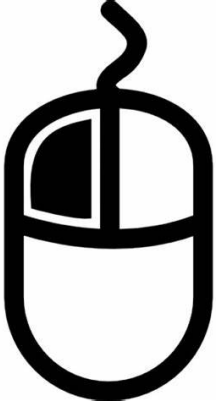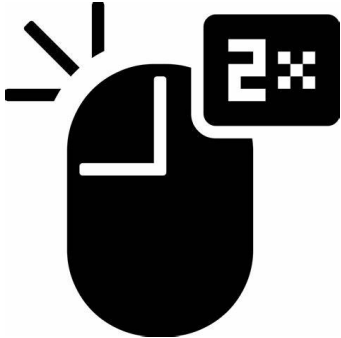
right-click

left-click

double-click

	right click
	left click
	double click
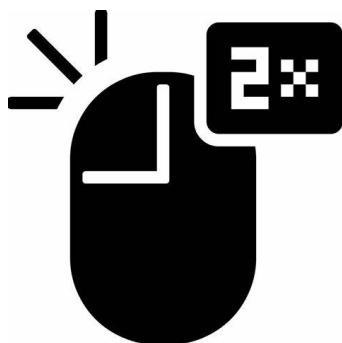
	word

This is the _____ button.

This is the _____ button.

Click two times is the same as _____.

COMPUTERS WEEK #6
Topic: What? Turn up the volume!

Lesson Objectives:	SWBAT use the volume to control sound. SWBAT use the mute button SWBAT connec the headphones

CCR Standards:	**Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	    ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)
	Reading CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	    ● Determine the meaning of general academic and domain specific words and phrases in a text or image relevant to a topic or subject area. (RI.3.4)

Vocabulary:	● volume, mute, speakers and headphones
Week 6 Materials:	Vocabulary cards Vocabulary pictures Small vocabulary words Small vocabulary pictures medium -sized vocabulary pictures - hold up when word is said Vocabulary worksheet Sentence completion worksheet

	Day 1:
Introduction: **I do**	• Show the students the large picture of vocabulary word for the lesson. Talk about what they see in the picture using vocabulary they already know. • Say the word and have students repeat it. • Students say the word in their own language. • Have students say the words again. • Sound out the word while having students count out the syllables.
Activity 2: **We do**	• Write the first letter of the word on the board. Ask the students the letter name and the sound. • Show students a vocabulary picture and have them tell you the first letter of that word. Put it on the board under the picture. Do this until all words have been placed.
Activity 3: **You do**	• Vocabulary Matching Worksheet: • Students will write the vocabulary word next to the picture. Check students' work.

	Day 2:
Activity 1: **I do**	• Ask the student the following questions and have them answer: What is this? How do I turn up the noise? What do speakers do? Why do we use headphones?
Activity 2: **We do**	• Have students quiz eachother how they plug in headphones on their device; how they use mute; how they control the volume, and identify the speakers.
Activity 3: **You do**	• Students practice reading the words with a partner and matching words to the pictures.

	Day 3:

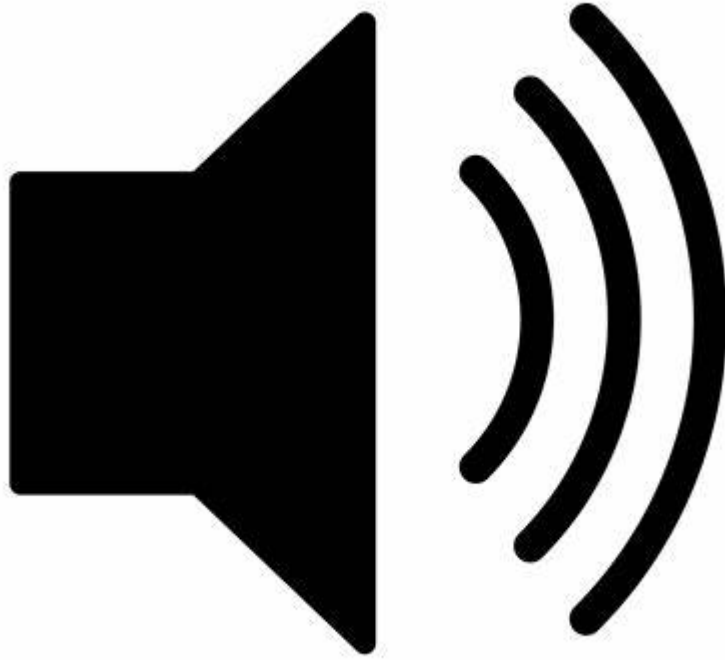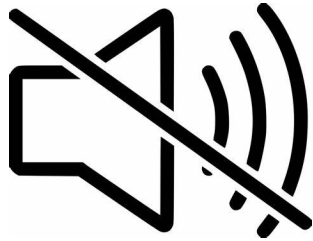| Activity 1: I do	● Hold up picture of vocabulary word and students name the word.
Activity 2: We do	● Students practice reading their vocabulary words with a partner. ● Students review headphone use, speaker use, and volume.
Activity 3: You do	● Students complete a fill-in-the-blank worksheet using the vocabulary words from the week.

volume

mute

speakers

headphones

Vocabulary pictures and words - cut apart for matching activity

	volume
	mute
	speakers
	headphones

	word

Vocabulary pictures - fill in word in the right hand column
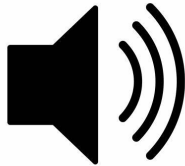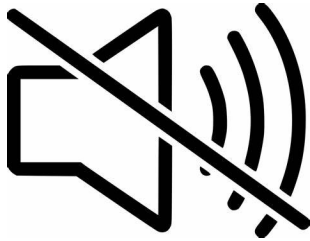
This is _____.

This is _____.

These are_____.

These are _____.

COMPUTERS WEEK #7
Topic: I-con find icons

Lesson Objectives:	SWBAT identify icons on a desktop.

CCR Standards:	**Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	      ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)
	Reading CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	      ● Determine the meaning of general academic and domain specific words and phrases in a text or image relevant to a topic or subject area. (RI.3.4)

Vocabulary:	● icon, desktop
Week 7 Materials:	Vocabulary cards Vocabulary pictures Small vocabulary words Small vocabulary pictures medium -sized vocabulary pictures - hold up when word is said Vocabulary worksheet Sentence completion worksheet

	Day 1:
Introduction: **I do**	• Show the students the large picture of vocabulary word for the lesson. Talk about what they see in the picture using vocabulary they already know. • Say the word and have students repeat it. • Students say the word in their own language. • Have students say the words again. • Sound out the word while having students count out the syllables.
Activity 2: **We do**	• Write the first letter of the word on the board. Ask the students the letter name and the sound. • Show students a vocabulary picture and have them tell you the first letter of that word. Put it on the board under the picture. Do this until all words have been placed.
Activity 3: **You do**	• Vocabulary Matching Worksheet: • Students will write the vocabulary word next to the picture. Check students' work.

	Day 2:
Activity 1: **I do**	• Ask the student the following questions and have them answer: What is a desktop? What is an icon? • Show various pictures of desktops and identify icons. Talk about the different icons that the students see. Have they seen those icons before?
Activity 2: **We do**	• Have students practice the question with someone sitting next to them or do a question mingle asking two or three other students substituting the different vocabulary words each time the question is asked.
Activity 3: **You do**	• Students practice reading the words with a partner and matching words to the pictures.

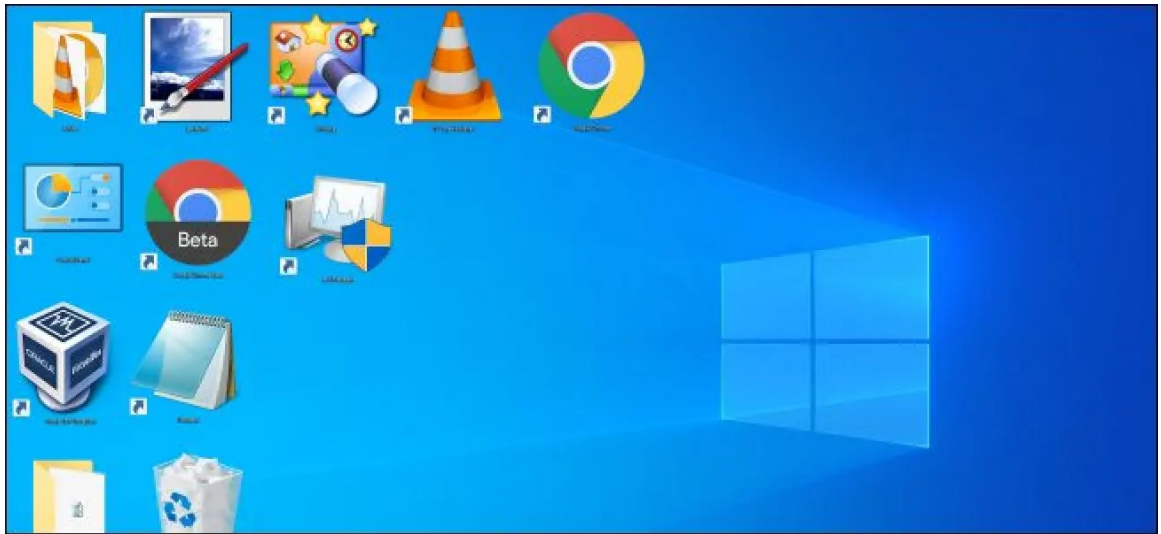|	**Day 3:**
Activity 1: **I do**	● Hold up picture of vocabulary word and students name the word.
Activity 2: **We do**	● Students practice reading their vocabulary words with a partner. ● Students identity icons on the desktop with their partner.
Activity 3: **You do**	● Students complete a fill-in-the-blank worksheet using the vocabulary words from the week.

icon

desktop
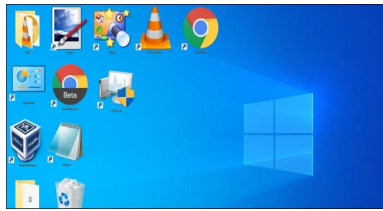
Vocabulary Pictures

	icon
	desktop

	word

Sentence completion - fill in the blank with a vocabulary word from this week's lesson
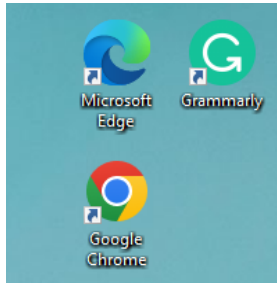
These are _____.
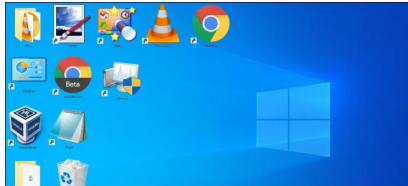
This is a _____.

COMPUTERS WEEK #8
Topic: Trash-it

Lesson Objectives:	SWBAT manicuplate a document into the trash/recycle bin as well as retreive it.
CCR Standards:	**Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1) **Reading CCR Anchor 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3) **Reading CCR Anchor 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● Determine the meaning of general academic and domain specific words and phrases in a text or image relevant to a topic or subject area. (RI.3.4)
Vocabulary:	● trash, retrieve items, recycle bin
Week 8 Materials:	Vocabulary cards Vocabulary pictures Small vocabulary words Small vocabulary pictures medium -sized vocabulary pictures - hold up when word is said Vocabulary worksheet Sentence completion worksheet

	Day 1:
Introduction: **I do**	● Show the students the large picture of vocabulary word for the lesson. Talk about what they see in the picture using vocabulary they already know. ● Say the word and have students repeat it. ● Students say the word in their own language. ● Have students say the words again. ● Sound out the word while having students count out the syllables.
Activity 2: **We do**	● Write the first letter of the word on the board. Ask the students the letter name and the sound. ● Show students a vocabulary picture and have them tell you the first letter of that word. Put it on the board under the picture. Do this until all words have been placed.
Activity 3: **You do**	● Vocabulary Matching Worksheet: ● Students will write the vocabulary word next to the picture. Check students' work.

	Day 2:
Activity 1: **I do**	● Ask the student the following questions and have them answer: Do you recycle? What does it mean? What is trash? What does retrieve mean? ● Model how to recycle/trash an item. ● Model how to retrieve an item.
Activity 2: **We do**	● Students practice recycling/trashing items they no longer want on their device. ● Students practice retrieving items from the recycle/trash bin that they want to save. ● Have students show someone sitting next to them how to retrieve an item from the trash as well as put on in there.
Activity 3: **You do**	● Students practice reading the words with a partner and matching words to the pictures.

	Day 3:
Activity 1: **I do**	● Hold up picture of vocabulary word and students name the word.
Activity 2: **We do**	● Students practice reading their vocabulary words with a partner. ● Students review putting an item in the trash and taking it out.
Activity 3: **You do**	● Students complete a fill-in-the-blank worksheet using the vocabulary words from the week.

trash

retrieve items

recycle bin

recycle-empty

recycle-full

	recycle
	trash
recycle-full	retrieve items

	word
 recycle-full	

Vocabulary pictures - fill in word in the right hand column

Sentence completion - fill in the blank with a vocabulary word from this week's lesson

This is a _____.

This is a _____.

recycle-full

This a _____.

COMPUTERS WEEK #9
Topic: Where should I store it?

Lesson Objectives:	SWBAT identify common ways to store computer documents.

CCR Standards:	**Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	    ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)
	Reading CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	    ● Determine the meaning of general academic and domain specific words and phrases in a text or image relevant to a topic or subject area. (RI.3.4)

Vocabulary:	● flash drives, hard drives, cloud-based storage
Week 9 Materials:	Vocabulary cards Vocabulary pictures Small vocabulary words Small vocabulary pictures medium -sized vocabulary pictures - hold up when word is said Vocabulary worksheet Sentence completion worksheet

	Day 1:
Introduction: **I do**	● Show the students the large picture of vocabulary word for the lesson. Talk about what they see in the picture using vocabulary they already know. ● Say the word and have students repeat it. ● Students say the word in their own language. ● Have students say the words again. ● Sound out the word while having students count out the syllables.
Activity 2: **We do**	● Write the first letter of the word on the board. Ask the students the letter name and the sound. ● Show students a vocabulary picture and have them tell you the first letter of that word. Put it on the board under the picture. Do this until all words have been placed.
Activity 3: **You do**	● Vocabulary Matching Worksheet: ● Students will write the vocabulary word next to the picture. Check students' work.

	Day 2:
Activity 1: **I do**	● Ask the student the following questions and have them answer: What is this? What do we do with it?
Activity 2: **We do**	● Students will discuss what can be stored on each device and which one they would prefer to use. ● Have students practice the question with someone sitting next to them or do a question mingle asking two or three other students substituting the different vocabulary words each time the question is asked.
Activity 3: **You do**	● Students practice reading the words with a partner and matching words to the pictures.

	Day 3:
Activity 1: **I do**	● Hold up picture of vocabulary word and students name the word.
Activity 2: **We do**	● Students practice reading their vocabulary words with a partner. ● Students review types of storage with their partner.
Activity 3: **You do**	● Students complete a fill-in-the-blank worksheet using the vocabulary words from the week.

flash drives

hard drives

cloud-based storage

	flash drive
	cloud drive
	hard drive

	word

Vocabulary pictures - fill in word in the right hand column

Sentence completion - fill in the blank with a vocabulary word from this week's lesson	

This is a _____.

This is a _____.

This is a _____.

COMPUTERS WEEK #10
Topic: Are you Connected?
- Connecting to the internet -

Lesson Objectives:	SWBAT identify if their device is connect or not to the internet.
CCR Standards:	**Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1) **Reading CCR Anchor 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● Determine the meaning of general academic and domain specific words and phrases in a text or image relevant to a topic or subject area. (RI.3.4)
Vocabulary:	● Internet, connected, not connected
Week 10 Materials:	Vocabulary cards Vocabulary pictures Small vocabulary words Small vocabulary pictures medium -sized vocabulary pictures - hold up when word is said Vocabulary worksheet Sentence completion worksheet

	Day 1:
Introduction: **I do**	● Show the students the large picture of vocabulary word for the lesson. Talk about what they see in the picture using vocabulary they already know. ● Say the word and have students repeat it. ● Students say the word in their own language. ● Have students say the words again. ● Sound out the word while having students count out the syllables.
Activity 2: **We do**	● Write the first letter of the word on the board. Ask the students the letter name and the sound. ● Show students a vocabulary picture and have them tell you the first letter of that word. Put it on the board under the picture. Do this until all words have been placed.
Activity 3: **You do**	● Vocabulary Matching Worksheet: ● Students will write the vocabulary word next to the picture. Check students' work.

	Day 2:
Activity 1: **I do**	● Ask the student the following questions and have them answer: Do you have one of these in your home? Have you used one of these before?
Activity 2: **We do**	● Have students practice the question with someone sitting next to them or do a question mingle asking two or three other students substituting the different vocabulary words each time the question is asked.
Activity 3: **You do**	● Students practice reading the words with a partner and matching words to the pictures.

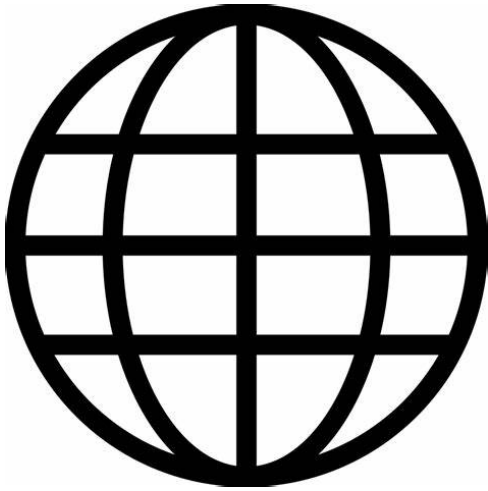|	**Day 3:**
Activity 1: **I do**	● Hold up picture of vocabulary word and students name the word.
Activity 2: **We do**	● Students review vocaulary words from the week by showing partner where connected/not connected is located.
Activity 3: **You do**	● Students complete a fill-in-the-blank worksheet using the vocabulary words from the week.

internet

connected

not connected

	internet
	connected
	not connected
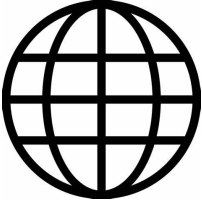
	word

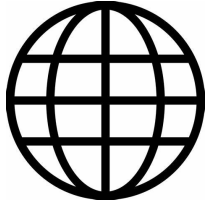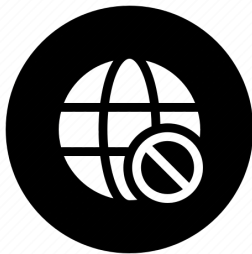**Vocabulary pictures - fill in word in the right hand column**

Sentence completion - fill in the blank with a vocabulary word from this week's lesson

This is the _____.

This is _____.

This is _____.

COMPUTERS WEEK #11
Topic: Test…1…2

Lesson Objectives:	SWBAT use the identify and use both the microphone and the camera.

CCR Standards:	**Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	     ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)
	Reading CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	     ● Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)
	Reading CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	     ● Determine the meaning of general academic and domain specific words and phrases in a text or image relevant to a topic or subject area. (RI.3.4)

Vocabulary:	● camera, mic
Week 11 Materials:	Vocabulary cards Vocabulary pictures Small vocabulary words Small vocabulary pictures medium -sized vocabulary pictures - hold up when word is said Vocabulary worksheet Sentence completion worksheet

Day 1:	
Introduction: I do	● Show the students the large picture of vocabulary word for the lesson. Talk about what they see in the picture using vocabulary they already know. ● Say the word and have students repeat it. ● Students say the word in their own language. ● Have students say the words again. ● Sound out the word while having students count out the syllables.
Activity 2: We do	● Write the first letter of the word on the board. Ask the students the letter name and the sound. ● Show students a vocabulary picture and have them tell you the first letter of that word. Put it on the board under the picture. Do this until all words have been placed.
Activity 3: You do	● Vocabulary Matching Worksheet: ● Students will write the vocabulary word next to the picture. Check students' work.

Day 2:	
Activity 1: I do	● Ask the student the following questions and have them answer: What is this? What is it for? ● Model how to use the camera and mic on the device they are using.
Activity 2: We do	● Students practice using the camera and mic on the device they are using. ● Have students practice the question with someone sitting next to them or do a question mingle asking two or three other students substituting the different vocabulary words each time the question is asked.
Activity 3: You do	● Students practice reading the words with a partner and matching words to the pictures.

	Day 3:
Activity 1: **I do**	● Hold up picture of vocabulary word and students name the word. ● Model how to use the camera and mic on their smartphone or review camera and mic use from the previous day.
Activity 2: **We do**	● Students practice reading their vocabulary words with a partner. ● Students review how to use the camera and mic by teaching their partner about it.
Activity 3: **You do**	● Students complete a fill-in-the-blank worksheet using the vocabulary words from the week.

camera

mic

	camera
	mic

Vocabulary pictures - fill in word in the right hand column

	word

This is a _____.

This is a _____.

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