“Computer Parts... What are their names anyway?”

For further information contact

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PROGRAM OVERVIEW

The students will learn the different parts of a computer as well as the correct terminology. The students will be able to apply the terminology to pictures that they have taken with a digital camera and uploaded to a word document. The students will use the internet and www.learning.com to complete several modules pertaining to computer parts and terminology, which include lesson based tests, with an 80% or higher. Each of these have an impact on how the student will interact with the computer once they know the correct terminology and will enhance their ability to interact with other students and adults regarding computers.

Each of the modules is based on the No Child Left Behind (NCLB) standards, so it will enhance the students' performance on the upcoming technology literacy testing. One of the long range goals of this unit is for the students to be able to effectively use the technology and terminology in their future workplace environment.

OVERALL VALUE – ISTE/NETS OBJECTIVES

TEACHER:

* PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers will:

• design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
• apply current research on teaching and learning with technology when planning learning environments and experiences.
• identify and locate technology resources and evaluate them for accuracy and suitability.
• plan for the management of technology resources within the context of learning activities.
• plan strategies to manage student learning in a technology-enhanced environment.

* ASSESSMENT & EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers will:

• apply technology in assessing student learning of subject matter using a variety of assessment techniques.
• use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
• apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

* SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

TEACHERS:

• model and teach legal and ethical practice related to technology use.
• apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

• identify and use technology resources that affirm diversity promote safe and healthy use of technology resources. o facilitate equitable access to technology resources for all students.

STUDENT:
* Basic operations and concepts:
  • Students demonstrate a sound understanding of the nature and operation of technology systems.
  • Students are proficient in the use of technology.

* Social, ethical, and human issues:
  • Students understand the ethical, cultural, and societal issues related to technology.
  • Students practice responsible use of technology systems, information, and software.

  • Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

* Technology productivity tools:
  • Students use technology tools to enhance learning, increase productivity, and promote creativity.
  • Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

MATERIALS


LA.A.2.2.8: The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research projects.

LA.C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.

LA.C.1.2.4: The student listens attentively to the speaker, including making eye contact and facing the speaker.

LA.D.1.1.2: The student recognizes the differences between language that is used at home and language that is used at school.

LA.D.1.2.2: The student understands that language formality varies according to situations and audiences.

LA.D.2.1.1: The student understands that word choice can shape ideas, feelings, and actions.

LA.D.2.2.1: The student understands that word choices can shape reactions; perceptions, and beliefs.

LA.D.2.2.4: The student selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.

WRITING

LA.B.1.1.3: The student produces final simple documents that have been edited for • correct spelling; • appropriate end punctuation; • correct capitalization of initial words, “I,” and names of people; • correct sentence structure; and • correct usage of age-appropriate verb/subject and noun/pronoun agreement.

SUNSHINE STATE STANDARDS

READING/LANGUAGE ARTS

LA.A.1.1.2: The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

LA.A.1.1.4: The student increases comprehension by rereading, retelling, and discussion.

LA.A.2.1.1: The student determines the main idea or essential message from text and identifies supporting information.

LA.A.2.1.3: The student reads for information to use in performing a task and learning a new task.

LA.A.2.1.5: The student uses simple materials of the reference system to obtain information.

LA.A.2.2.5: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

SUBJECTS COVERED

Reading/Lang. Arts, Writing, Science

GRADERS

Kindergarten - Five
LA.B.1.2.3: The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instruction.

LA.B.2.1.3: The student uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; and accessing and using basic educational software for writing.

LA.B.2.2.4: The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.

SCIENCE
SC.A.1.1.1: The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).

SC.H.1.1.3: The student knows that in doing science, it is often helpful to work with a team and to share findings with others.

SC.H.1.2.3: The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.

SC.H.1.2.5: The student knows that a model of something is different from the real thing, but can be used to learn something about the real thing.

SC.H.3.1.1: The student knows that scientists and technologists use a variety of tools (e.g., thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.

SC.H.3.2.1: The student understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.

ACCOMMODATIONS
ESOL: (1) Using the Spanish version of the www.learning.com modules that are available, you can offer the students the lessons on the internet. This also teaches the ESOL students the Spanish vocabulary alongside with the English vocabulary. (2) The Spanish vocabulary can be paired with the English vocabulary on the handouts and the worksheets so the ESOL student can compare the two words. (3) During the matching memory game, pair the ESOL student with an English speaking partner.

ESE: (1) The different learning modules on www.learning.com offer the lessons with each learning mode addressed, such as auditorally, visually, and through the movements and actions of an animated character. (2) The student can repeat each lesson in order to gain the expected 80% or higher score for the lesson. (3) During games and group activities an ESE student can be paired with a non-ESE student.

DIRECTIONS/PROCEDURE
Motivational Activity: Have students get into groups of three and give them an old computer tower. Give the groups three minutes to figure out how to take the cover off the tower without using any regular tools. Than give each group a screwdriver to undo the screws that remain on the top of the tower.

Day 1: Have the students draw the different parts of the inside of the computer with an arrow extending out from each part. Explain that later we will fill in the blanks on the arrows with the proper terminology for each of the parts they have drawn.

Day 2-3: (Prior to this day, have each student registered and have username and password cards ready for the students.) Have each student sign on to www.learning.com to complete the first few lessons of Easy Tech regarding computer basics. These will include: Working Online, Following Computer Rules, Lab Rules Sign, Processor and I/O Devices, Data Storage, Computer Parts Memory, Data Storage Bingo, Symbols of Technology, Printer, and Scanner.

Day 5-6: Review: Have each student refer back to the drawings that they created on day one and label any of the parts from the inside of the tower with terminology that they know. Real World: With a digital camera, each group is to take a picture of all the computer basic parts (mouse, keyboard, tower, monitor, speaker/headphone, printer, floppy disk, and cd-rom) to be uploaded to a word document and labeled with the proper terminology. (If no camera is available, they could insert different computer parts clip-art from Microsoft Word).

Day 7-8: Continue with the Easy Tech learning lessons regarding computer basics. (See Day 2-3 for more details.)

Day 9: (Prior to this day, prepare different bingo cards by copying the pictures and gluing them in different patterns on a 3 x 3 grid.) Review: Have the students continue to fill in the terminology for the inside of the computer tower drawings from Day 1. Reinforce: Each student will receive a ‘bingo’ card and chips to play Computer Parts Bingo. The teacher will read the description of the computer parts while the students place chips onto what they believe is the appropriate computer parts that is described. The first student to accurately get three in a row wins each round. Play as many as needed for the students to learn and/or review the terminology.
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**Day 10-11:** Continue to work on the word document from day 5-6.

**Day 12:** (Prior to this day, prepare the matching memory cards by copying onto either stock paper or construction paper, laminating, and cutting out each set.) Each group of three students will receive a set of 'memory' cards so they can play Computer Parts Memory. To play memory, they flip the cards, upside down, and try to match the words to the pictures. Whoever gets the most matches wins each round. (The teacher monitors the progress and periodically checks orally for comprehension of the computer parts terminology.)

**Day 13-14:** Final Projects Day Allow the students the last two days to finish up whatever the student has not finished (either the word document or the Easy Tech Lessons). If they have accomplished both and could give random answers to Computer Parts terminology, allow them to have access to free-play on the computer.

**TECHNOLOGY TRAINING MODULES USED**

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Title</th>
<th>How the Module will be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH0108</td>
<td><em>Introduction to Online Services</em></td>
<td>Introducing the students to the internet and how to use the schools network.</td>
</tr>
<tr>
<td>TH0083/TH0084</td>
<td><em>Elegrade for Teachers/ Grade2/Pinnacle for Teachers</em></td>
<td>Completing grades in an electronic gradebook for those students that it applies to.</td>
</tr>
<tr>
<td>TH0097</td>
<td><em>Using Scanners in Education</em></td>
<td>Scanning any student completed worksheets or additional projects onto disks for creating the techno-folios.</td>
</tr>
<tr>
<td>TH0049/TH0111/TH0112/TH0113/TH0117</td>
<td><em>Integrating Literature, Math, Science and Technology in the K-5 Classroom</em></td>
<td>A reading book is used to introduce a new concept to the students.</td>
</tr>
<tr>
<td>TH0039/TH0040</td>
<td><em>Windows Desktop 2000/XP</em></td>
<td>Windows is the Operating Systems on all the working computers in the lab.</td>
</tr>
<tr>
<td>TH0089/TH0092</td>
<td><em>Word 2000/XP Basic</em></td>
<td>Students will create documents expressing reading, writing, and keyboarding skills.</td>
</tr>
<tr>
<td>TH0036</td>
<td><em>Using a Digital Camera in Teaching</em></td>
<td>Students will take pictures of the different parts of the computer.</td>
</tr>
<tr>
<td>TH0088</td>
<td><em>Copyright Issues for Educators</em></td>
<td>Using the Easy Tech lessons as needed and adjusting to fit the needs of the students.</td>
</tr>
<tr>
<td>TH0095</td>
<td><em>Techno-Folio Electronic Portfolios</em></td>
<td>Scanning and/or saving the students completed work in a file on the schools server.</td>
</tr>
</tbody>
</table>

**OUTCOMES OR PRODUCTS PRODUCED**

The Students will do the following:

1. Create a Word Document with digital photos of the computer parts using a computer word processor titled 'Microsoft Word' and digital camera software titled 'Adobe Photoshop'. See Rubric.

2. Complete Easy Tech lesson modules about computer parts with an 80% or higher using the website www.learning.com. See Easy Tech Reports.

3. Play ‘Computer Parts Bingo’ with 25% of the spaces (3 in a row) covered with the correct answers. Visually Check Comprehension.

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## ASSESSMENT / EVALUATION OF THE LESSON

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pictures</strong></td>
<td>No Pictures are shown</td>
<td>1-3 pictures are shown</td>
<td>4-6 pictures are shown</td>
<td>All 7 pictures are shown</td>
<td></td>
</tr>
<tr>
<td><strong>Terminology</strong></td>
<td>No pictures are labeled correctly</td>
<td>1-3 pictures are labeled correctly</td>
<td>4-6 pictures are labeled correctly</td>
<td>All 7 pictures are labeled correctly</td>
<td></td>
</tr>
<tr>
<td><strong>Photoshop</strong></td>
<td>No picture has been enhanced.</td>
<td>1-3 pictures have been enhanced.</td>
<td>4-6 pictures have been enhanced.</td>
<td>All pictures have been enhanced.</td>
<td></td>
</tr>
<tr>
<td><strong>Font</strong></td>
<td>The original word font is still used.</td>
<td>1-3 changes in font color or size has been made.</td>
<td>4-6 changes in font color or size has been made.</td>
<td>All font size and colors have been changed.</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td>No computer parts are recognized and named.</td>
<td>1-3 computer parts are recognized and named.</td>
<td>4-6 computer parts are recognized and named.</td>
<td>All computer parts are recognized and named.</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Comments:** (Mouse, Keyboard, CPU Tower, Monitor, Speakers, Floppy Disk, CD-Rom)

TOTAL
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EETT Model Technology Certification Project

Worksheets and handouts

Computer Parts Memory Activity Page
(Pictures)

Cut and play.

<table>
<thead>
<tr>
<th>![Computer Part 1]</th>
<th>![Computer Part 2]</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Computer Part 3]</td>
<td>![Computer Part 4]</td>
</tr>
<tr>
<td>![Computer Part 5]</td>
<td>![Computer Part 6]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>![Computer Part 7]</th>
<th>![Computer Part 8]</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Computer Part 9]</td>
<td>![Computer Part 10]</td>
</tr>
<tr>
<td>![Computer Part 11]</td>
<td>![Computer Part 12]</td>
</tr>
</tbody>
</table>
EETT Model Technology Certification Project

Computer Parts Memory Activity Page
(Vocabulary)

<table>
<thead>
<tr>
<th>mouse</th>
<th>CPU tower</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(the computer's brain)</td>
</tr>
<tr>
<td>keyboard</td>
<td>speakers</td>
</tr>
<tr>
<td>monitor</td>
<td>printer</td>
</tr>
<tr>
<td>floppy disk</td>
<td>CD</td>
</tr>
</tbody>
</table>
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EETT Model Technology Certification Project

Data Storage Bingo Activity Page

Cut
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Data Storage Bingo Activity Page
(Teacher)

Read the following statements in a random order:

<table>
<thead>
<tr>
<th>Information is stored on this soft disk that is covered with hard plastic.</th>
<th>This is a CD-ROM or CD, that stores information.</th>
<th>The arrow is pointing to the floppy disk drive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The arrow is pointing to the CD-ROM drive.</td>
<td>This is a picture of the hard drive.</td>
<td>This is the CPU, or the box where the hard drive and the processor are usually located.</td>
</tr>
<tr>
<td>The arrow is pointing to the hard plastic case that protects the floppy disk.</td>
<td>The arrow is pointing to the window the computer looks through to read information on a floppy disk.</td>
<td>If this happens, it will destroy a CD.</td>
</tr>
</tbody>
</table>