



## Lesson Plan 9: Parts of the Computer

**Lesson Overview:** Students will identify the parts of the computer.

**Lesson Objectives:** Students will identify the parts of the computer and what they should and should not do with their computers.

### Materials and Setup

#### Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen.
- Student devices (laptops, tablets, Chromebooks, desktop computers, iPads, etc.).
- (Optional) External Windows keyboard and external mouse.

#### Supplies/Equipment/Teacher Materials

- Whiteboard and markers

#### Student Handouts

- Handout 1: Features of the Surface Go (*The teacher will need to create a similar document for other devices if the Surface Go is not used.*)
- Handout 2: Computer Do's and Don'ts
- Handout 3: Features of the Surface Go Quiz (*The teacher will need to create a similar quiz if the Surface Go is not used.*)
- Handout 4: Exit Tickets

#### Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language. Lesson 9 introduces several technical words, so you may need more than one lesson to teach and reinforce this lesson's key vocabulary.
- **Keyboarding Practice:** When appropriate in your lesson ask students to text to your Google Voice number or to themselves at least 7 parts of the computer they learn in class.

### Standards

#### Adult English Language Proficiency Content Standard(s)

- 7.1. Recognize the meaning of some words learned through conversations, reading, and being read to.
- 7.2. Begin to use some frequently occurring general academic and content-specific words.

#### CASAS Content Standard(s) Addressed

- R4.9: Interpret maps, diagrams, and graphs
- W1.2: Combine letters to make words and words to make sentences
- L5.4: Comprehend simple single-step instructions, explanations, and directions
- L3.4: Recognize imperative constructions

# Lesson 9: Parts of the Computer

- L3.5: Recognize negative constructions
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- S2.9: Use specialized vocabulary (e.g., technical, academic)

## Seattle Digital Equity Initiative Skill(s) Addressed

- EF.5: Understand My Computer
- DO.3: Keep Devices Safe and Secure
- WO.2: Follow Workplace Rules and Policies

## Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Basic Computer Skills 2: Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen)
- Basic Computer Skills 17: Identify and locate camera and mic on laptops, tablets

## Key Vocabulary

- |                            |                              |
|----------------------------|------------------------------|
| • keyboard                 | • charging cart              |
| • mouse                    | • charging port / power port |
| • touchpad / trackpad      | • actions consequences       |
| • touchscreen / screen     | • volume up /down            |
| • kickstand / stand        | • camera                     |
| • log in / log off         | • microphone / mic           |
| • power button             | • headphone jack             |
| • turn on / turn off       | • USB-C port                 |
| • close                    | • protective case            |
| • go to sleep / sleep mode |                              |

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## ENGAGEMENT

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- **Say:** Today we will learn more about our computers. We will also talk about how to use the computers, what to do and what NOT to do with them.

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## EXPLORATION

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- Pass out **Handout 1: Features of the Surface Go**. For classes with mostly beginners, you can use only the first page of the handout.
- Have computers charging. Model taking out a computer, opening the computer, and using the kickstand (if applicable).
- Point out the features the computer and have students repeat the pronunciation of each word. Have them find the feature you are pointing to on their **Handout 1**.
- Call out a feature and ask students to point to the part on their computers.
- In pairs, have students pick features at random for their partners to identify on the computer.

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## EXPLANATION

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- **Say:** Soon we will be using the computer to practice English. Let’s talk about what to do and NOT to do with the computers.”

NOTES

## Lesson 9: Parts of the Computer

- Pass out **Handout 2: Computer Do's and Don'ts**. Display the handout on the document camera as you review them.
- Go through the list of Do's and Don'ts slowly to ensure that students understand. If interpreters are available, this is a good place to bring one in.

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### ELABORATION

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- On the whiteboard, draw a T-Chart. On one side, write "Actions." On the other side, write "Consequences."

Actions	Consequences
Work hard	Get a raise (more money)
Don't call in when I stay home sick	Get points / get written up / get fired

- Explain that actions have consequences, good or bad. Give examples.
- Put students in groups of 3 to 4. Ask them to copy the T-Chart onto their own paper.
- Ask groups to choose 3 to 5 Do's or Don'ts on their **Handout 2: Computer Do's and Don'ts**
- Tell students to write down the "Do" or "Don't" actions in their T-Chart and discuss the consequences. After they discuss these, they write them in their T-Chart.
- Have students share some of their actions and consequences to the whole group.

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### EVALUATION

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- Students complete **Handout 3: Features of the Surface Go Quiz**. Beginning students can complete the first page only.
- Pass out **Handout 4: Exit Tickets** (*Exit Tickets are review activities typically completed at the end of a class session.*)
  - Students write their names and the date.
  - Students mark their feelings about the lesson.
  - Students write one Do and one Don't. They may copy from the Do's and Don'ts handout if they need to.

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### Differentiation Resources to Meet Diverse Learner Needs

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- This lesson plan includes handouts that are differentiated by literacy level.
- If students are struggling with the content in this lesson, the teacher can break down the content into 2 or 3 class sessions.
- Students may struggle with Action/Consequences. Provide additional examples from real life as necessary (e.g., touch the hot stove / burn your hand; run a red light / get a ticket).

## Lesson 9: Parts of the Computer

- For classes with more beginning students, complete the T-Chart together as a class. Ask the class to choose 3 of the Do's or Don'ts to use for the T-Chart. Then write the actions on the T-Chart you have displayed on the board or screen. Ask students for consequences to the actions and fill in your T-Chart with their responses and have them copy the consequences on their T-Charts.
- If students are not yet writing at a literacy level, use oral exit tickets. If students are more proficient, require that the exit tickets be complete sentences and peer-reviewed for capitalization and punctuation before you accept them.
- Additional resources to teach computer parts and practice computer parts vocabulary are available at [Skillblox](#) Introduction to Computers—Code LFJ4NO.

