

Basic Computer Skills, Lesson 1: Devices and Computer Log On

Northstar Digital Literacy Standards <i>This lesson aligns with the following standard/s.</i>	Vocabulary <i>This lesson focuses on the following digital literacy terms.</i>
1. Distinguish between different types of devices. 2. Identify specific computer hardware. 3. Log on to and shut down a computer. 5. Identify types of mice: mouse and touchpad. 18. Turn computer monitor on and off.	desktop computer laptop monitor mouse system unit tablet

Technology Concepts

Important lesson background and teaching tips for instructors

In this lesson, learners will be introduced to different types of computers and their parts. They will practice how to turn on and log on to a computer, as well as log off and shut off a computer properly. At the end of the lesson, learners should be able to recognize common computer parts and their purpose, and identify specific computer parts on different devices.

Teaching Tips:

- Be sure to teach the difference between shutting down a computer and putting it to sleep.

Teacher Prep Guide <i>Follow these steps to prepare for teaching this lesson</i>	
General Prep	<input type="checkbox"/> Confirm steps to log on to a computer in your lab. <input type="checkbox"/> Prepare to project the Reference A for Warm-up. <input type="checkbox"/> Prepare to project Reference B for Model & Explain 1/2. <input type="checkbox"/> Prepare to project Reference C for Pair Explore.
Model & Explain 2	<input type="checkbox"/> Copy Handout A for each learner (half sheet).
Task	<input type="checkbox"/> Copy Handout B (3 pages) for each learner.
Vocabulary Work	<input type="checkbox"/> Copy Handout C for each learner.

Warm Up

Find out what learners know and prime them for the work ahead.

Pair/Small Group Work:

- Ask learners to take out their cell phones.
- As a class, have learners identify different parts of their phones and their purpose.
- Write the following questions on the board:
 - ◆ How do you turn on the power to your phone? (side button)
 - ◆ How do you get into your phone? (password?, touch ID?)
 - ◆ How do you tell your phone what to do? (touch the screen)
 - ◆ How do you make your battery full again? (charging port)
 - ◆ How do you go back to your home screen? (home button)
- Have learners turn and talk and then share out answers.

Pair/Small Group Work:

- List three devices on board (**desktop, laptop, tablet.**)
- Project [Reference A](#).
- Write the sentence frames below on the board:
 - ◆ I have used a _____.
 - ◆ I have never used a _____.
- Give learners time to state the sentences to a partner regarding prior device use.

We will Learn...

Sharing learner friendly objectives helps set goals for today's learning.

List objectives on board or project. Read through them together to set goals for today's learning.

We will learn to:

- log on and shut off a computer using the correct buttons and process.
- see differences between different types of computers/devices.
- recognize common parts of different computers and their purposes.
- become more familiar with the computer on which we are working.

MODEL & EXPLAIN 1

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, learners should not work on their own computers at this time.

Getting On and Off a Computer

- Project and model for learners how to turn on and log on to a computer.
- Say to learners:
- “When I want to turn on my computer. The first thing I need to do is press the power button.”
 - ◆ Project [Reference B](#) to show a large image of a ‘power button’.
- Model and explain additional steps needed in your computer lab to log on to the computers using lesson vocabulary. These steps will vary for each unique lab.
 - ◆ power button
 - ◆ monitor
 - ◆ mouse/touchpad
 - ◆ log on
 - ◆ username
 - ◆ keyboard
- Show learners how to log out and shut down the computer (not to sleep!) using the following vocabulary.
 - ◆ mouse/touchpad
 - ◆ log out
 - ◆ power button

DO IT TOGETHER 1

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- Begin with your computer off.
- Ask learners the following questions, and follow their directions to turn on, log on, and shut down your computer:
 - ◆ “How do I turn on my computer? What do I do first, next, then, last?”
 - ◆ “On your phone, do you have a security step? Does my computer have a security step or log on required?”
 - ◆ “How do you shut down a computer when you are finished?”

MODEL & EXPLAIN 2

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, learners should not work on their own computers at this time.

Parts of the Computer

- Give learners [Handout A](#).
- Project [Reference B](#) to show different computer parts and/or point out parts authentically in lab.
- Point to the different parts of a **desktop computer** or **tablet** in the lab, name the parts and their purpose.
- Learners will fill out [Handout A](#) as the parts are named and explained.
- Here is the list of computer parts ([Reference B](#)) and their purposes:
 1. The power button turns on a computer.
 2. The mouse/touchpad moves the cursor.

3. The home button brings you to the home screen of a **tablet** or phone.
4. The keyboard is a place to type on the computer.
5. The monitor/screen shows information from a **desktop** or **laptop**.
6. The system unit is the brain of the computer.
7. The touch screen is a place to see and click on a **tablet** or phone.
8. The charging port plugs in to charge the battery of the computer.

DO IT TOGETHER 2

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- Write these sentence frames on the board:
 - ◆ *That is a _____. It's part of a _____ (desktop, laptop, tablet). I use it to _____.*
- Project one computer part at a time from [Reference B](#), and ask learners to complete the sentence frames:
 - ◆ "What is the name of this part?"
 - ◆ "What does it do?"
 - Lead the class in one of two ways listed below:
 - One learner at a time stands up and completes the sentence frame with the correct information.
 - (Or) Divide the class in half. One learner from each team stands at the same time. Whoever can correctly complete the sentence frame first, gets a team point.

PAIR EXPLORE

Teacher has modeled the skills, and skills have been practiced together. Now, allow learners time to explore these skills with a partner **without step-by-step guidance from the teacher**. *Refer to the "How to Facilitate Pair Explore" for teacher support.

- Project [Reference C](#).
- Have pairs turn on, log on, log off, and shut down their computers.

Task

Learners practice skills by completing an authentic task/s.

- Give learners [Handout B](#) (all three pages) .
- Learners label each computer part for all three devices.
- When finished, learners check answers with a partner.
- Check answers together as a class.

Vocabulary Work

Learners practice vocabulary presented within the lesson.

- Give pairs [Handout C](#).
- Learners match computer parts with their picture, and match the pictures to their definitions.
- Check answers together as a class.

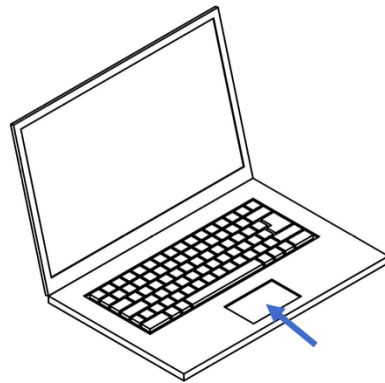
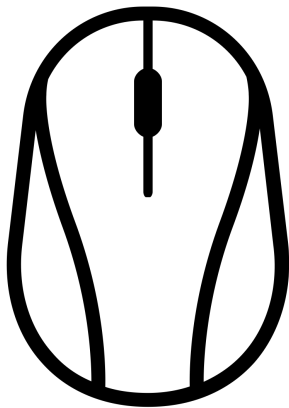
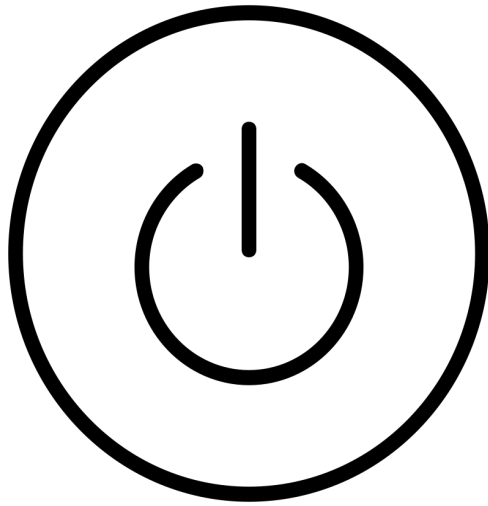
Wrap-Up

A final check in with learners. An opportunity to review, reflect, or check for understanding.

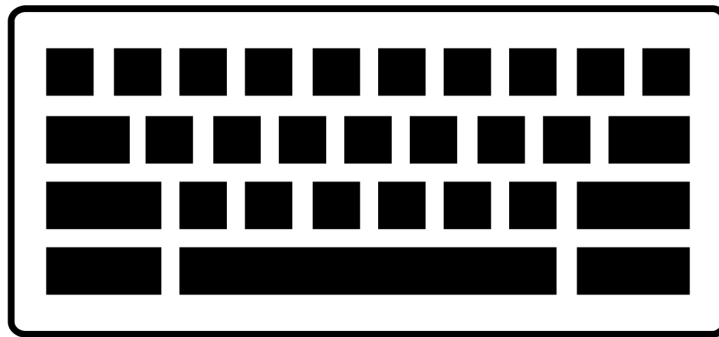
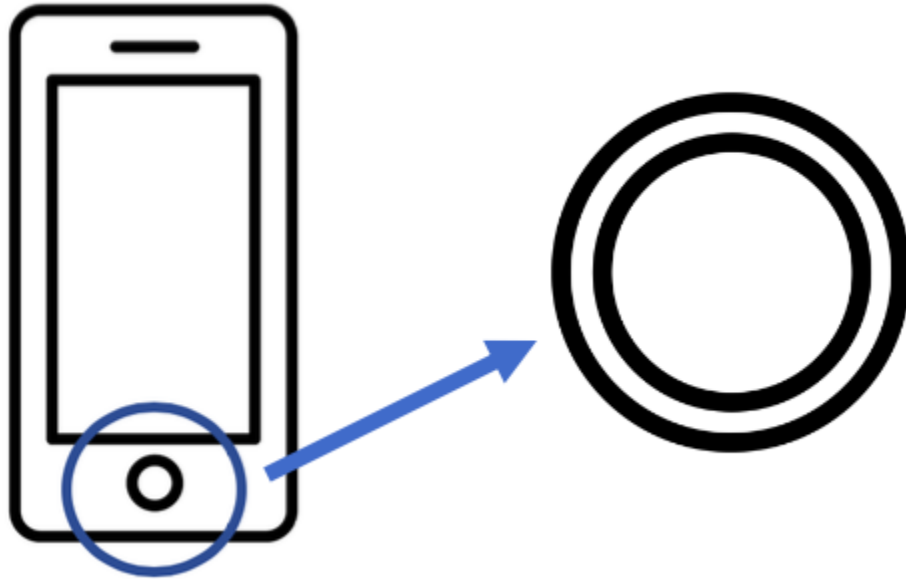
- Copy the statements on the board, and have learners state to class or partner which computers they prefer to use and why.
 - ◆ I use a _____ at school. (**desktop, laptop, tablet**)
 - ◆ I like to use a _____ because _____.
 - ◆ I do not like to use a _____ because _____.

Reference A

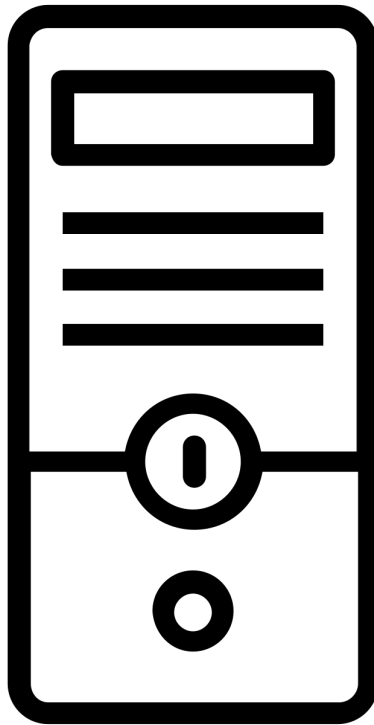
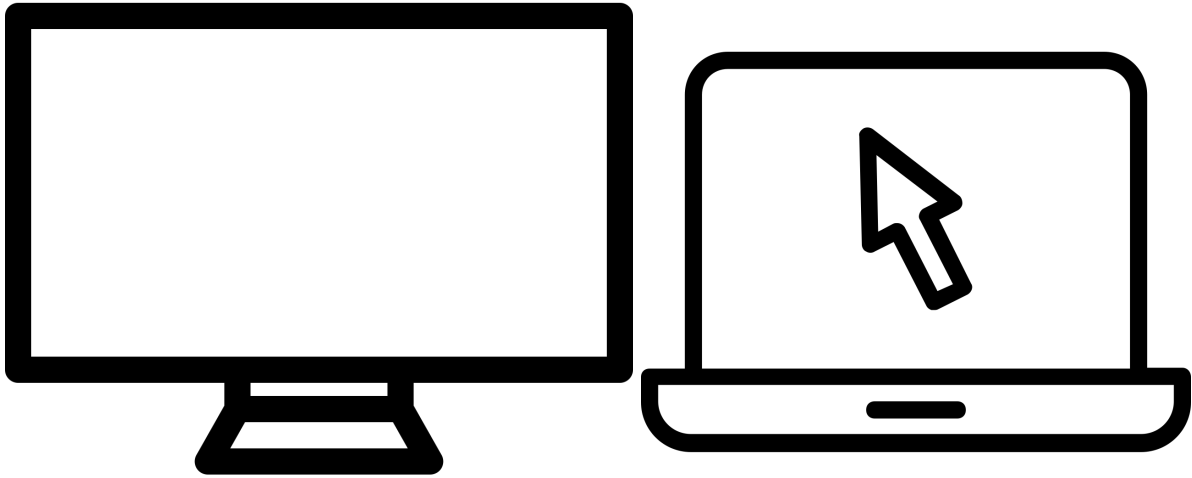


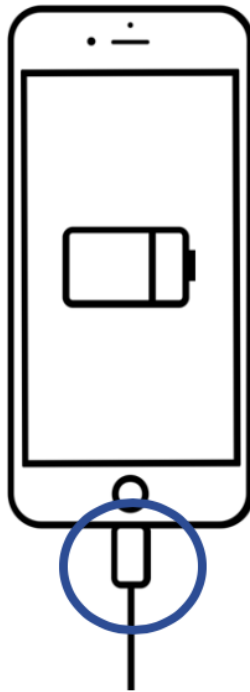


Reference B (page 2)



Reference B (page 3)







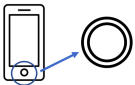





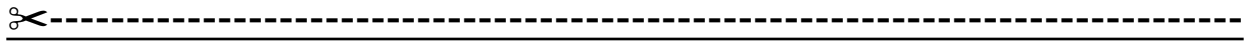
Directions: Complete the steps with a partner.

1. Turn on computer.
2. Log on to computer (if necessary).
3. Log out of computer (if necessary).
4. Shut down computer.





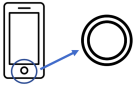



Handout A

Directions: Write the name of the computer part next to the picture.





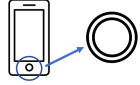



<u>Computer Part</u>	<u>Name</u>		<u>Computer Part</u>	<u>Name</u>
				
				
				
				



Directions: Write the name of the computer part next to the picture.

<u>Computer Part</u>	<u>Name</u>		<u>Computer Part</u>	<u>Name</u>
				
				
				
				

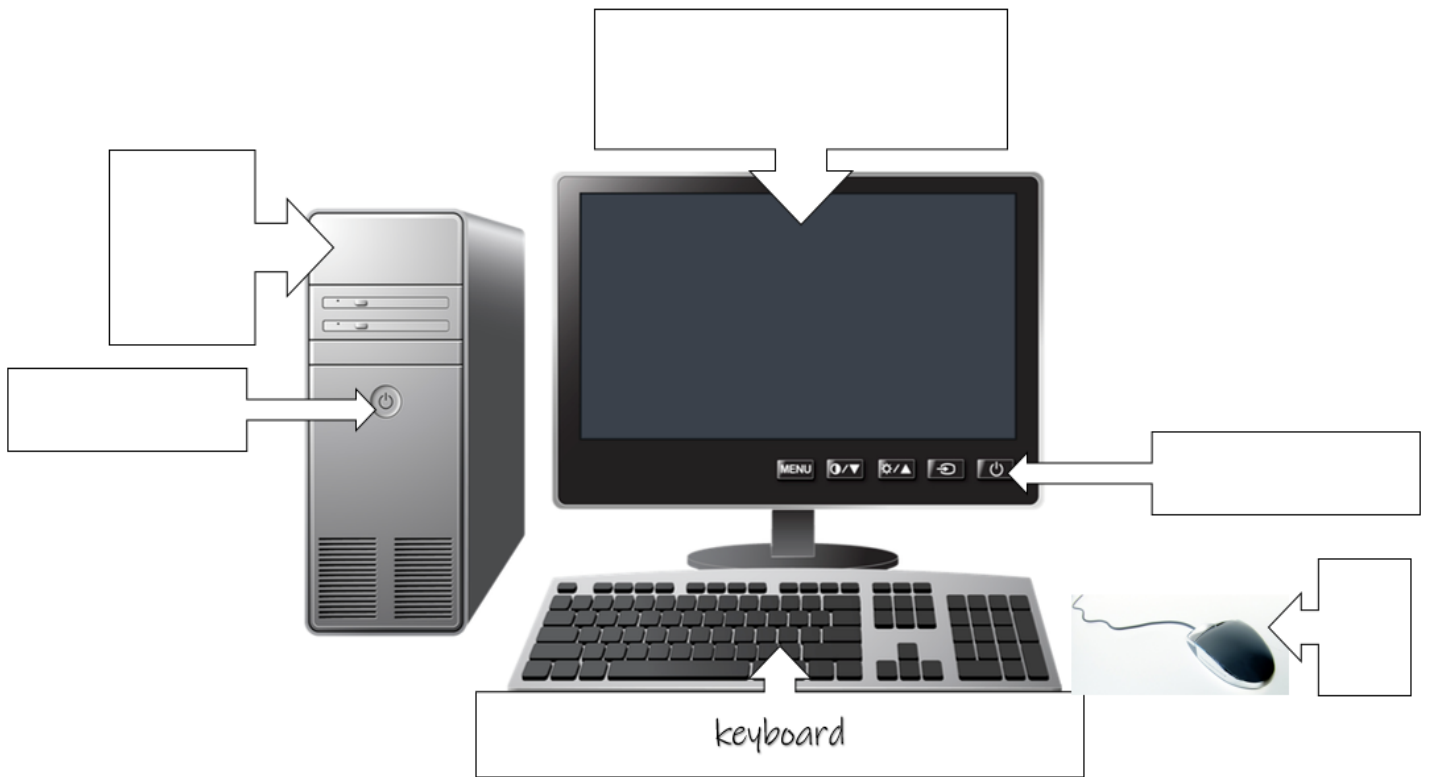
Handout A (ANSWERS)

<u>Computer Part</u>	<u>Name</u>		<u>Computer Part</u>	<u>Name</u>
	power button			monitor
	mouse			system unit
	home button			touch screen
	keyboard			charging port

Desktop Computer

Directions: Label the desktop computer's parts with the vocabulary from the box below.
 Definitions are also given to help you.

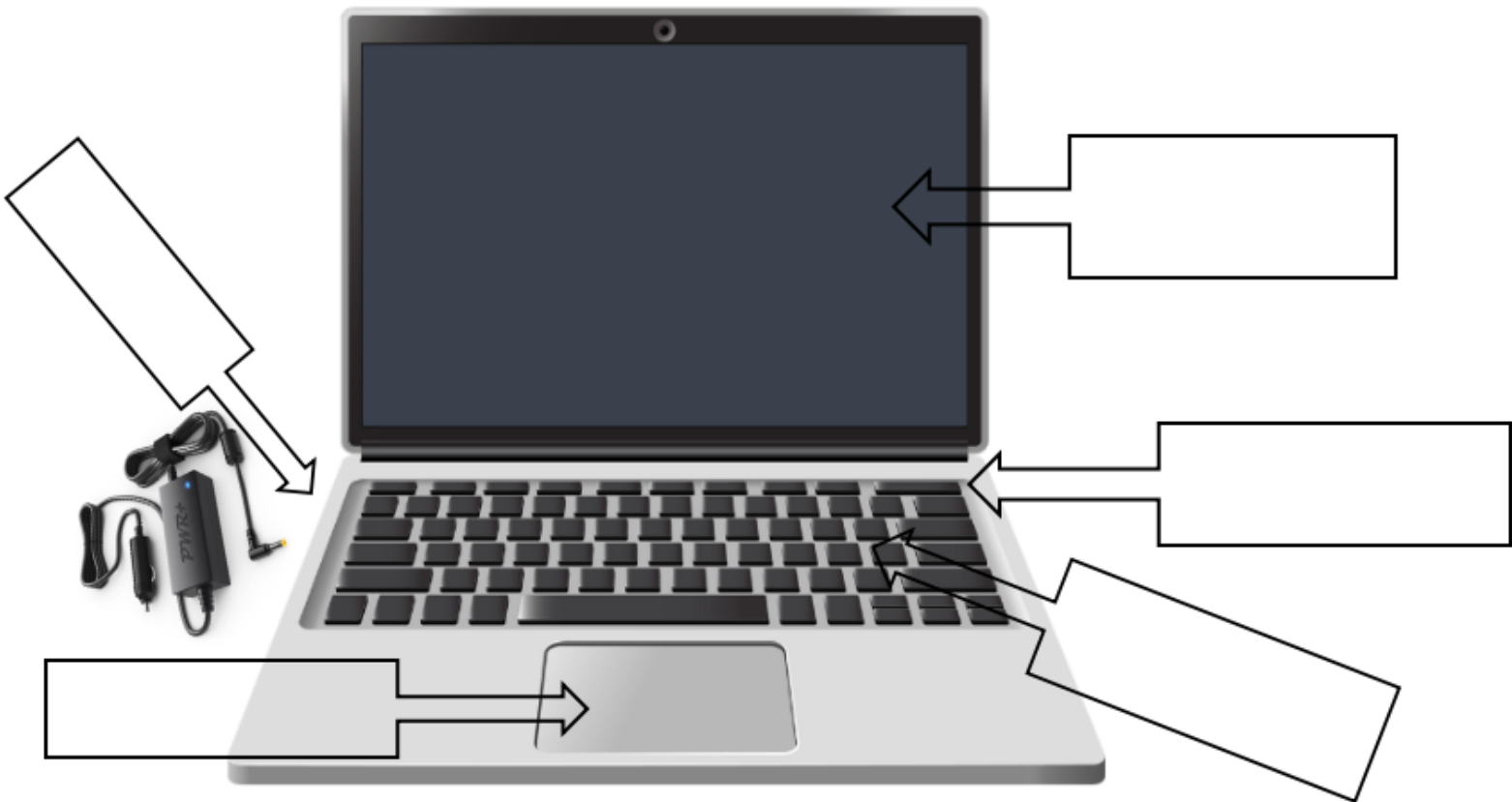
Computer Part	Definition
monitor	shows information from the computer
keyboard	a place to type on a computer
mouse	moves the cursor
power button	turns on a computer
system unit	the brain of the computer
monitor power button	turns on and off the monitor



Laptop Computer

Directions: Label the desktop computer's parts with the vocabulary from the box below.
Definitions are also given to help you.

Computer Part	Definition
screen	shows information from the computer
keyboard	a place to type on a computer
touchpad	a place to move the cursor
power button	turns on a computer
charging port	a place to plug in the computer to charge the battery

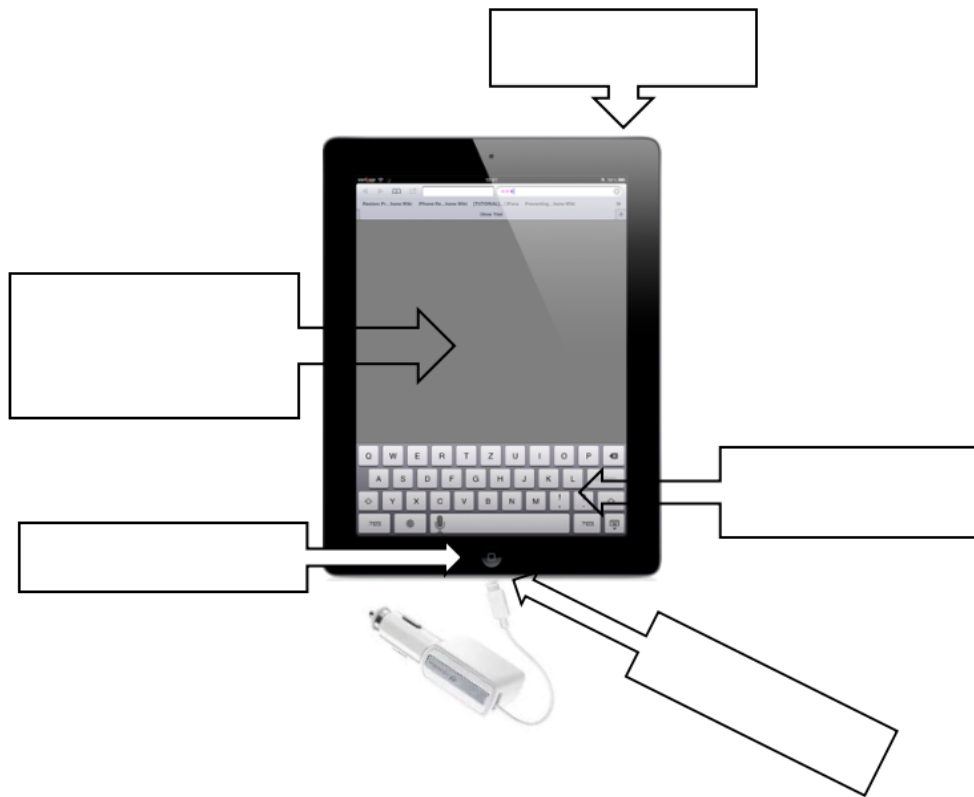


Tablet or Smart Phone

Directions: Label the desktop computer's parts with the vocabulary from the box below.



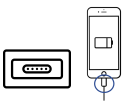


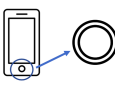

Definitions are also given to help you.

Computer Part	Definition
touchscreen	a place to see and click
keyboard	a place to type on a computer
home button	goes to home screen
power button	turns on a tablet or a phone
charging port	a place to plug in the charger





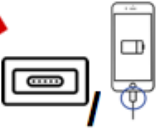




Handout C

Directions: Draw a line from the computer part to the matching picture. Then, draw a line from the picture to the description.

Charging Port/ Power Port		the brain of the computer
Monitor/Screen/ Touch Screen		a place to plug in computer/ a place to plug in laptop to charge
System Unit		brings user to home screen
Mouse/Touchpad		shows information from desktop or laptop/ a place to move cursor on tablet
Home Button		allows movement of cursor/ a place to move cursor on laptop
Keyboard		allows computer to turn on
Power Button		a place to type on computer

Handout C (ANSWERS)

Directions: Draw a line from the computer part to the corresponding picture and then from the picture to the corresponding description.

Charging Port/ Power Port		the brain of the computer
Monitor/Screen/ Touch Screen		a place to plug in computer/ a place to plug in laptop to charge
System Unit		brings user to home screen
Mouse/Touchpad		shows information from desktop or laptop/ a place to move cursor on tablet
Home Button		allows movement of cursor/ a place to move cursor on laptop
Keyboard		allows computer to turn on
Power Button		a place to type on computer