



DO YOU KNOW?

Lesson Plan
Level 2

MAKING COMPUTERS

CEFR A1 Level

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Computer types: calculator, desktop, laptop, mobile phone, supercomputer, tablet
- Computer parts: camera, keyboard, memory (card), microphone, monitor, motherboard, mouse, printer, processor, speaker
- Adjectives: difficult, electronic, expensive, important, personal
- Verbs: call (be called), recycle
- General: abacus, binary, information, instruction, landfill, machine, maths, other, pixel, really, scientist, square, traffic light, washing (machine)
- Shapes: square

Grammar

- Wh-question words: *What? Who? Which? Where? When? Why?*

Skills

- Reading: for specific information, vocabulary development
- Writing: Wh-questions, simple sentences about a type of computer and its parts
- Listening: for gist, for specific information
- Speaking: talking about computers, asking and answering questions about computers, explaining

Resources

- Do You Know? Making Computers book
- Visit www.ladybirdeducation.co.uk for
 - Reading Activities
 - Video Activities
 - Audiobooks
 - Video clips

LESSON PLAN

Timing: 40–60 minutes

Before reading: 10 minutes

During reading: 20 minutes

After reading: 10 minutes.

Before reading

- Show pupils the cover picture. Ask: *What is this?* and establish that it is part of a machine. Explain that it is a computer processor, an important part of a computer. Read out the title.
- Ask: *What do you know about computers? What kinds of computers are there? What can they do?*
- Show some computers in the book and ask: *Which computer looks interesting? What do you want to know about it?*
- Show pupils the Contents page and explain its purpose, using L1 if necessary. Choose some headings, and ask pupils to find the pages they relate to. Have a race to see who can find them first.
- Show pupils the pictures on pages 4–5 and go over the vocabulary. Ask pupils to close their books. Mime or draw some of the items and ask pupils to guess the meanings. Award points for correct answers.

During reading

- Read out or play the audio recording up to page 17 and ask pupils to follow the text in their books. Ask questions to practise Wh-question words. For example: *Who was Charles Babbage? Why were old computers very big? Pause to complete the Think! and Look! activities.*
- Continue with the audio recording to the end of the book. Encourage pupils to ask each other questions about the machines, for example: *What can supercomputers do?*



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- Divide pupils into pairs. Hand out the video worksheets. Check that pupils understand the tasks. Play the videos, pausing after each one to give pupils time to answer. Check their answers.

After reading

- Ask pupils to do the quiz on pages 30–31 individually. Check their answers.
- Talk more about computers with pupils.
Ask: How many computers do you have? What do you use a computer for? When do you use it?
- Divide pupils into Teams A and B. Each team writes down five questions for the other team to answer. Each question should begin with a different question word – *Who? What? When? Which? Why?* Award points for correct questions and answers.
- Work through some or all of the activities on the reading worksheets.
- Choose one or more of the *Find Out!* activities, or the projects, and set as homework.

DIFFERENTIATION

Extra support

Draw columns and write a different heading at the top of each one, for example, the first computers; computer parts; supercomputers. Ask pupils to find key facts about each topic to help you write notes under the headings.

Extension

Fast finishers can choose one or more types of computer, for example, a tablet, and draw and label a diagram of it. They can write sentences about the function of each part, and present their information to the class.