Do You Know?

CODING AND AI

CEFR A1+ Level

YLE Movers

LESSON OBJECTIVES

Vocabulary
- Coding: algorithm, binary, bug, byte, code, file, program, virus, kilobyte, artificial intelligence
- People: mathematician, programmer
- Verbs: build, feel (emotions), follow (instructions)
- General: change (n), chess, information, light switch, list, Mars, Moon, rock, rocket, rover, thousand

Grammar
- Past simple

Skills
- Reading: for specific information, vocabulary development, linking ideas
- Writing: statements about coding and AI, simple biographical information
- Listening: for gist, for specific information
- Speaking: asking and answering questions about coding and AI, describing, presenting information

Resources
- Do You Know? Coding and AI 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 and read out the title. Explain that *coding* or *code* is the language that tells a computer how to function. AI (Artificial Intelligence) in computers helps them to learn tasks that normally humans would perform. Check pupils' understanding.
- Choose some pages in the book, for example, the chess game on page 25. Encourage pupils to ask questions about the picture. Make a list, for example: *What game is this? Who is playing 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, for example: *Which pictures show jobs?* Ask pupils to find any pictures that can be grouped together, for example, *programmer* and *programming*.

During reading
- Read out or play the audio recording up to page 17 and ask pupils to follow the text in their books. After each section, ask questions to check understanding. Pause to complete the *Think!* activity on page 7.
- Continue with the audio recording to the end of the book. Ask questions to elicit answers in the past simple tense. For example: *What did Ada Lovelace write? Who is Garry Kasparov?*

- 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.
- Refer to the pupils' questions you listed in the Before Reading section. Ask: *Did you find the answers?*
- Divide pupils into Teams A and B. Make statements and ask them to tell you if they are true or false. For example: *Ada Lovelace wrote computer code (true). Binary code uses three numbers (false).* Award points for correct answers, and extra points if pupils can correct the false statements.
- Play a game of *Hangman* using some of the new vocabulary in the book.
- Work through some or all of the activities on the reading worksheets.
- Choose one or more of the *Find Out!* activities, or projects, and set as homework.

DIFFERENTIATION

Extra support
Go through the question headings on the Contents page with pupils. Help them to find the information, and write sentences to answer the questions, for example: *There are thousands of programming languages.*

Extension
Fast finishers can choose one of the people mentioned in the book and look online to find out more information about his/her life and work. They can write sentences and present their information to the class.