AACPS Digital Citizenship

Lesson Title: Input Devices

Grade K

Time: 30 minutes

Overview: Students will learn about input computer devices and their functions.

Objectives: Students will match pictures of computer devices with their name. Students will identify the function of the computer device.

Materials:

Computer and LCD projector

SmartBoard Notebook Software or PowerPoint

Web Resources > Tech Connections> Digital Citizenship> Kindergarten > Input Devices (If the SmartBoard Notebook software is available select the SmartBoard Lesson. If it is not available select the PowerPoint version)

Activity Sheet: *Input Devices*

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 1.0 – Technology Systems: Foundation in the use and understanding of technology

Activities:

Introduce:

Teacher -Go to Web Resources/Tech Connections> Digital Citizenship and find this lesson. Click on the SmartBoard Notebook Lesson or the PowerPoint Version: *Input Devices.*

Tell students that today they will be learning about the input devices of a computer. They will also learn about their functions or what they do.

Click on the third notebook page/slide. Discuss the **Input Devices: microphone, camera, keyboard, and mouse.** Ask students to describe what each of these devices do. For example, the microphone helps to record a sound; the camera takes pictures; the keyboard helps us type letters, numbers and special keys; and the mouse is used to open and close files by pointing and clicking.

The next few notebook pages/PowerPoint slides will review Input Devices and their functions. If a SmartBoard is available, students may come to the board to complete the activities. If a SmartBoard is not available, students may come to the computer and use the mouse to complete the activities. **(Please note that the SmartBoard Notebook will work with just the notebook software, you do not have to have a SmartBoard)**

Close

Distribute the Activity Sheets, *Input Devices*. Ask students to cut out the pictures and words on page 1. Then have the students match the pictures with the word on page 2 by pasting in the boxes.

Extend

Students may trace the word with a pencil or crayon. Write one sentence about one of the input devices.

Input Devices

Cut out the pictures and the words. Match the pictures and words. Paste them on the blank Input Devices sheet.

microphone

camera

keyboard

mouse

Input Devices

AACPS Digital Citizenship

Lesson Title: Output Devices   **Grade K**

Time: 30 minutes

Overview: Students will learn about output computer devices and their functions.

Objectives: Students will match pictures of computer devices with their name. Students will identify the function of the computer device.

Materials:

Computer and LCD projector

SmartBoard Notebook Software or PowerPoint

Web Resources > Tech Connections> Digital Citizenship> Kindergarten > Output Devices (If the SmartBoard Notebook software is available select the SmartBoard Lesson. If it is not available select the PowerPoint version)

Activity Sheet: *Output Devices*

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 1.0 – Technology Systems: Foundation in the use and understanding of technology

Activities:

Introduce:

Teacher -Go to Web Resources/Tech Connections> Digital Citizenship and find this lesson. Click on the SmartBoard Notebook Lesson or the PowerPoint Version: *Output Devices.*

Tell students that today they will be learning about the output devices of a computer. They will also learn about their functions or what they do.

Click on the third notebook page/slide. Discuss the **Output Devices: headphones, monitor, printer, cd-compact disc, and speakers.** Ask students to describe what each of these devices do. For example, the headphones help to hear a sound on the computer; the monitor is a screen on which words, numbers, and graphcis can be seen takes pictures; the cd may have a program that we can use or it may help us save our work; speakers allow the sound to be heard from the computer.

The next few notebook pages/PowerPoint slides will review Output Devices and their functions. If a SmartBoard is available, students may come to the board to complete the activities. If a SmartBoard is not available, students may come to the computer and use the mouse to complete the activities. **(Please note that the SmartBoard Notebook will work with just the notebook software, you do not have to have a SmartBoard)**

Close

Distribute the Activity Sheets, *Output Devices*. Ask students to cut out the pictures and words on page 1. Then have the students match the pictures with the word on page 2 by pasting in the boxes.

Extend

Students may trace the word with a pencil or crayon. Write one sentence about one of the output devices. Ask students to create a T-chart and label the columns **Input and Output** . Ask them to draw a picture of the devices in the appropriate column. If a computer is available, students could use Kidpix to draw the T-chart and to draw the pictures.

Output Devices

Cut out the pictures and the words. Match the pictures and words. Paste them on the blank Output Devices sheet.
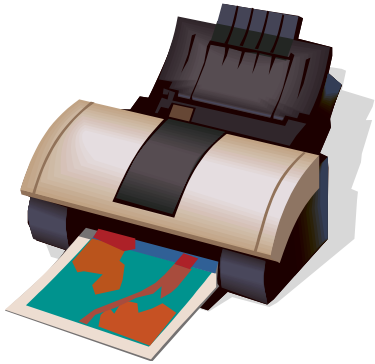
headphones	monitor	printer
		Output Devices
speakers	cd-compact disk	

Output
Devices

AACPS Digital Citizenship

Lesson Title: Logging On/Off /Saving/Printing   **Grade K**

Time: 30 minutes

Overview: Students will learn to logon/off. Student will learn to save and print a document.

Objectives:

- Students will logon to the computer using their Student Id number.

- Students will practice mouse skills using a Kidpix template. Students will save to their H Drive (which is MY Documents).

- Student will learn the school's printing procedures.

- Students will logoff.

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 1.0 – Technology Systems: Foundation in the use and understanding of technology

Standard 2.0–Digital Citizenship: Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Standard 3.0 – Technology for learning and Collaboration: Students will use a variety of technologies for learning and collaboration.

Activities:

Introduce:

- Ask students what they do to show that something belongs to them. (Put their name on it.) Say, we can also do this with our computer work. The school has a computer called a Server. On this computer we can save our work. Before we can do this, we need to logon to use the computers in our school. When we logon we use our student ID number. This number is just for you. No one else may use this number. You also have a password. (Teachers: use the current recommended password.)

- Ask students to practice Logging On and Logging Off. Say, Good Digital Citizens always leave the computer station ready for the next person to use. That is why it is important to logoff.
- Teacher Demonstration: Open Kidpix. Show students the color palette. Change colors of the pencil. Use the medium size pencil and demonstrate drawing the lines. Have volunteers practice drawing lines.

- Ask students to go to Logon again. Direct them to the *Web Resources > Digital Citizenship >Logging On/Off/Save and Print.* Ask them to select *Mouse Practice.*
- Ask students to draw their name or initials in the name slot. Then have students practice using their mouse to draw over the lines and to change colors when necessary.
- Students may not get to finish this activity. Explain to students, *that sometimes we may not get to finish our computer work. We can save it so that we can work on it on another day.* Ask students to save. Show them how to click on File at the top of the page > Save As. It should come up with the students My Documents, (which is the H drive). Click Save.
- Discuss with your students your school's printing procedures. If students are able to print, go ahead and allow them to do so but only after they have saved the document.

Close

Ask students to describe what they would do to use a computer in school. (Login) Ask them, what happens if we do not finish our work? (Save) Ask, when we finish using the computer, what do good digital citizens do? (Logoff)

Extend

Ask students to use the drawing tools to design their own mouse practice template for other students to use.

AACPS Digital Citizenship

Lesson Title: Spread the News

Grade K

Time: 30 minutes

Overview: Children learn what it means to communicate, recognize the computer as a communication invention, and plan their own way to communicate a message.

Objectives:

- Define "communicate"
- Describe communications inventions
- Recognize the computer as a device used to communicate

Materials:

Crayons

Activity Sheet:
Spread the News

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 1.0 – Technology Systems: **Foundation in the use and understanding of technology**

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Standard 3.0 – Technology for learning and Collaboration: Students will use a variety of technologies for learning and collaboration.

Activities:

Introduce:

- Pose the following to children: *Our school's principal has some very exciting news to tell. How will he communicate the news to children? To teachers? To parents? To the neighborhood?* List children's ideas about which communications methods to use, encouraging them to consider the best method for each audience.
- Have children reflect on the story about the principal's news and tell what the word "communicate" means. Summarize responses that reflect the conveying of information (for example: to tell, to announce, to speak, to write).

- **Ask:** *How do we communicate in our classroom?* (by speaking; by writing; by drawing; by raising our hands; by smiling or other facial expressions)

- Have children plan a way to communicate something exciting to the whole school. (Children might enjoy creating a "pretend" event such as a horse visiting the school.) Tell children they must communicate the news without speaking, but can use their faces, hands, other parts of their body, or special tools.

- As a class, plan how they will communicate their message. Have them consider how they will deliver their message around the school.

  - Distribute the activity sheet, *Spreading the News*
  - For each picture, **ask:** *What is this invention called? How is it used to communicate?* Many children think of the computer as primarily a device for playing games. Encourage them to think of it as a communication device, like a telephone.
  - Invite children to color the picture of the child using the computer. As they do, explain that computers can be used to send messages from one person to another. Invite children to share their knowledge of E-mail.

Close

- **Ask:** *What does "communicate" mean?*
- **Ask:** *What kinds of inventions are used to communicate?*
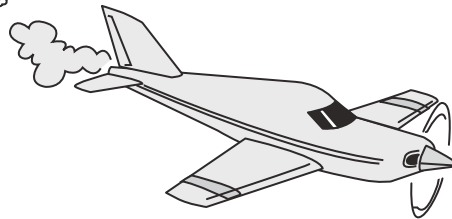- **Ask:** *How is a computer used to communicate?*

Extend

- Have children draw or cut out pictures and use them to make a collage showing a variety of inventions used to communicate (for example, telephones, computers, cell phones, beepers, letters, radios, televisions, and posters).

Name _____ Date _____

Spread the news!
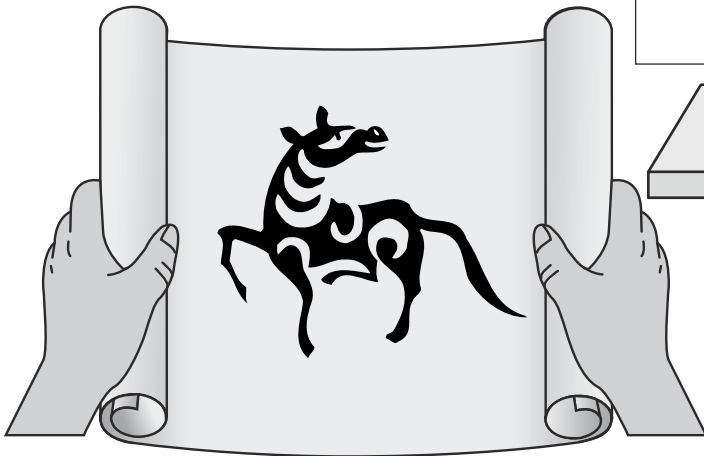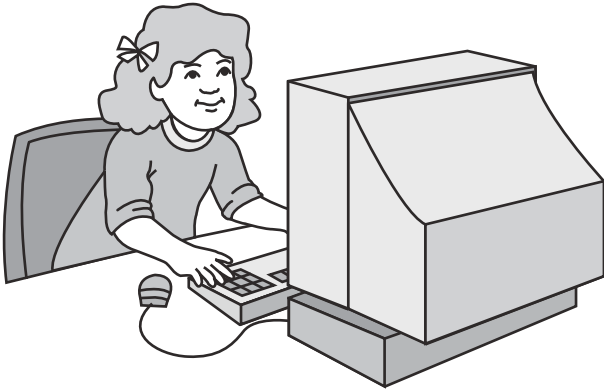
Big News!

Note to Families: Today your children learned what it means to communicate, identified computers as a communication invention, and planned their own way to communicate without speaking. Ask them to tell you how people communicate in each picture.

AACPS Digital Citizenship

Lesson Title: Cyberspace at School

Grade K

Time: 30 minutes

Overview: Children explore the concept of cyberspace as a means of communicating with *real* people within their school.

Objectives:

- Explain that cyberspace is a means of communicating with *real* people
- Draw pictures to show cyberspace connections between real people

Materials:

- School E-mail computer network for teacher demonstration
- **Activity sheet:** *Cyberspace at School*
- Crayons; markers

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 1.0 – Technology Systems: Foundation in the use and understanding of technology

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

Introduce: Have children list all the ways they can send and receive messages (write, draw, telephone, fax, mail, etc.) Record information for students to refer to later.

- Present the following to children: *I'd like to tell Ms. (a teacher in a distant classroom) some important news. I can't go and tell her now, because I am teaching in this room.* **Ask:** *How will I get the message to her?* Students may suggest using an intercom or sending a student with a written note.
- Explain that there is another way to deliver the news without anyone needing to leave the room - by sending the message through cyberspace using the computer.
- Invite children to watch you type a brief E-mail message, fill in the header information, and click the button to send it. OPTIONAL: Alert the recipient to watch for the E-mail and to reply as soon as it is received.
- **Ask:** *Where did my message go? How did it happen?* Guide children to use the word "cyberspace" in their responses.

- **Ask:** *How could you send a message to another teacher in our school? To our principal? To the nurse?* Guide children to recognize that messages can be sent through cyberspace to reach all of these people.
- Distribute the activity sheet, *Cyberspace at School.* Have children think of the message you sent to another teacher and all the other real people they might send a message to through cyberspace and then draw a picture of the cyberspace connections between them. Encourage them to think imaginatively and show how people communicate by using computers.

- Invite volunteers to share their drawings and to explain how people in their school communicate through cyberspace. **While there is no right or wrong way to draw cyberspace, children's pictures should show their understanding that cyberspace is a way for real people to communicate by using computers.**

Close

- **Ask:** *What can you do in cyberspace?* (send messages to real people)
- **Ask:** *What did your pictures show?*

Extend

- Help children make a list of people beyond their school with whom they might communicate through cyberspace (for example, a friend in another town or an uncle very far away). Then have them draw the cyberspace connections between all these people, introducing the idea that cyberspace extends beyond their school to people using computers anywhere in the world.

Name _____ Date _____

Cyberspace at School

Note to Families: Today your children drew this picture to show that real people communicate through cyberspace by using computers. In doing so, they are beginning to understand how people use the Internet.

AACPS Digital Citizenship

Lesson Title: UYN: The NetSmartz Chat Abbreviation   Grade **K**

Time: 30 minutes

Overview: Students discuss what abbreviations are. They watch "UYN: The NetSmartz Chat Abbreviation" and discuss the abbreviation UYN. Next they clap while chanting "UYN" and then shout "UYN" in response to Internet scenarios. They complete a worksheet reminding them to "Use Your NetSmartz."

Materials:
- computer connected to an LCD projector "UYN: The NetSmartz Chat Abbreviation" video
- UYN rap lyrics
- UYN Color page

Objectives:

- Enhance the ability of students to know the dangers of the Internet.

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:
1. *What are your initials in your name? Initials are similar to abbreviations. Abbreviations are shorter ways to say something. One kind of abbreviation is when you say the first letter of each word, just like the initials of your name.*

2. List some examples on the board: **BLT**=Bacon, Lettuce, and Tomato sandwich, **UCLA**=University of California, Los Angeles, **IM**=Instant Messaging, WWW=World Wide Web. List any others you can think of, circling the first letter of each word as you write them on the board.

3. *Clicky has a special abbreviation he wants to teach Nettie, Webster, and you today. Watch closely to see what it is.*

4. Watch "UYN: The NetSmartz Chat Abbreviation."

5. Discuss video. *What is the abbreviation Clicky taught us?* **UYN**. *What does it mean?* **Use Your NetSmartz.**

6. Read part of Clicky's **UYN** rap. Use a document camera to show the rap so that students may read along. Have students clap to the beat as you read it.

7. *I'm going to read about some things that could happen while using the Internet. After I finish each question, if you think you should use your NetSmartz in that situation, shout* **"UYN!"**

    • *Someone online wants you to give out your name and phone number.* **What should you do?**
    • *Someone is being mean and using all caps when typing to you on the Internet.* **What will you do?**
    • *You get an E-mail from someone you don't know.* **What should you do?**
    • *Someone you don't know wants to meet you offline.* **What will you do?**
    • *Something on the Internet makes you feel confused or scared.* **What should you do?**

Closure: Review what UYN means. Ask students for an example of how they can use their NetSmartz.

Extension: (Optional) Give each student a copy of the UYN page. Have them color in the letters UYN, trace

Use your NetSmartz, **UYN**.

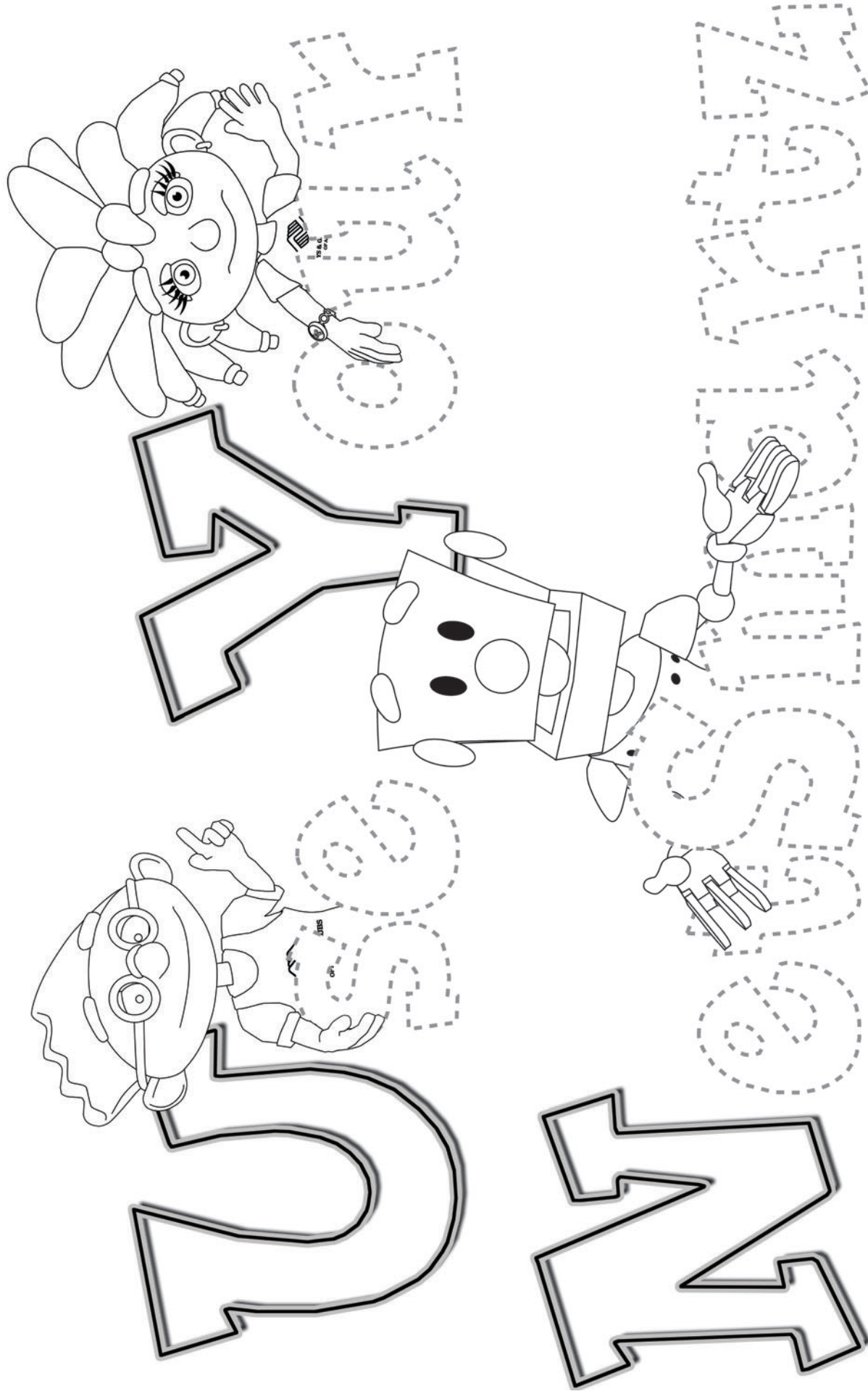Use your NetSmartz when you're on IM.

UYN, tell all your friends.

Be safer online, kids, **UYN**.

UYN, UYN,

the NetSmartz chat abbreviation.

UYN, UYN,

all the NetSmartz kids type UYN.

UYN, UYN,

the NetSmartz chat abbreviation.

UYN, UYN,

all the kids in the world say UYN.

UYN: The NetSmartz Chat Abbreviation 1

NetSmartz

AACPS Digital Citizenship

Lesson Title: Take a Friend

Grade K

Time: 30 minutes

Overview: Students watch the "Know the Rules" rap video and discuss the importance of taking a friend with them when going places or playing outside. They make booklets to remind them of situations when bringing a friend will keep them safer.

Objectives: Students will be reminded to take a friend with them when going places or playing outside.

Materials:

▪ Computer lab or computer connected to an LCD projector

▪ "Know the Rules" rap video

▪ "I Will Take a Friend" booklets for each student, cut and stapled ahead of time(attachment 1)

▪ Crayons or markers

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:
Ask students: *What kinds of activities do you like to do with your friends? Did you know that having a friend with you when you go places can help keep you safer? Today Clicky will teach us that being with a friend can help us to stay safer. Even when you take a friend, you need to always check first with your parents, guardian, or trusted adult.*

Watch the "Know the Rules" rap video.

The safety message we are going to focus on today is: I will take a friend with me when going places or playing outside.
Why is it smart to have a friend with you when you go places or play outside? It is always safer in public places to have a friend or trusted adult with you because you can look out for each other, help each other if one of you is hurt or in danger, and people are less likely to bother you.
When should you take a friend with you to help you stay safer? When walking to and from school or in your neighborhood, when you go to the movies or to stores, when playing at the park or

playground, when using public restrooms.

Sometimes it is nice to have some time by yourself. Where is it safer to have some time alone? In your bedroom or in your house with a parent or guardian nearby, or in a special area of your classroom like a reading corner.

Pass out the "I Will Take a Friend" booklet to each student (attachment 1). Practice reading the words on each page together (children who are not reading yet will need extra guidance from their teacher).

Closure: After reading the text, have each child draw a picture on each page to correspond with the words.

Extension: For students who can write, have them explain their pictures with a caption.

Optional: When finished, students may read their books to a partner if there is time.

Cut

NetSmartz®

Staple

I will take a friend...

Name:

Grade:

Cut

Staple

Know the Rules

www.NetSmartz.org

Cut

www.NetSmartz.org

Cut

Staple

Cut

① I will take a friend to the park.

Staple

② I will take a friend to the store bathroom.

Cut

Cut

Staple

③ **I will take a friend to play outside my house.**

Cut

Staple

④ **I will take a friend on a walk.**

Cut

Cut

Staple

⑤ I will take a friend to a movie.

Cut

Staple

⑥ I will take a friend to be safer!

Cut

www.NetSmartz.org

Lesson Title: Is This Yours

Grade K

Time: 30 minutes

Overview: In this lesson students learn that computers, like other objects, are property and should be respected.

Objectives:

- Recognize that objects, including computer equipment, have owners
- Identify the school as the owner of its computers and related equipment
- Demonstrate respect for the property of other people and the school

Materials:

Activity Sheet: *Is this yours?*

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 1.0 – Technology Systems: Foundation in the use and understanding of technology

Standard 2.0–Digital Citizenship: Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

- Before class, have five children each remove one shoe. Place the shoes in a large bag or box. Have children sit in a circle. Reach into the bag and pull out one shoe. **Ask:** *Whose shoe is this?* Allow children to guess before the owner raises his or her hand.
- As you return each shoe, **ask:** *Does this shoe belong to you?* (Yes, that shoe belongs to me.) Have children put their shoes back on.

- Walk around the room, pointing to objects (for example: backpacks, lunch boxes, items on the teacher's desk, furniture, toys, and computer equipment). Have children identify each object and its owner.
- Explain that everyone must show respect for the belongings of others, including things that belong to the school. Discuss ways to show respect, including asking permission to use them and being gentle when handling them.

- Distribute the activity sheet, *Is this yours?*
- Discuss the situation pictured. Have children guess the objects to which the boy is referring (desk, chair, computer, backpack, scarf, toy, book, ball, or crayon). For each object, have children suggest the girl's reply.

- Read the text to the children and invite them to give examples of how they wish people to respect the things they own and how they respect those that others own.
- **Ask**: How do we take care of the computer? Write ideas on the white board or use a document camera to display ideas. Post the ideas near the classroom computer.

Closure

- **Ask:** *Name some things that belong to people.*
- **Ask:** *Whose computer is that (point to one in the room)?*
- **Ask:** *How do you show respect for things that belong to other people? Review how we show respect to the computer*

Extension:

Make a "Respect Tree" from colored paper and hang it on a wall. Have children cut out green leaves and allow them to add a leaf to the tree each time one of them shows respect for the school's computers.

Name _____ Date _____

Is this yours?

You take care of things that belong to you.
Take care of things that belong to others, too.

Note to Families: Today your children discussed the ownership of objects and learned that computers in school are the property of the school. In doing so, they have begun to use computer technology ethically.

AACPS Digital Citizenship

Lesson Title: A-B-C Searching

Grade K

Time: 30 minutes

Overview: Children search for animal pictures online by clicking letters of the alphabet. They then print the pictures and, in an offline activity, color them and arrange a display.

Objectives:

- Find the link for a specified letter of the alphabet on a children's Web site
- Explain how to search online for animal pictures by using the alphabet

Materials:

Web Resources: Tech Connections

Activity Sheet: *A-B-C Searching*

Picture Dictionary; crayons; stapler

Printer Access

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

- Show children a picture dictionary. Explain that pictures of things that begin with A are first, followed by pictures of things that begin with B, and so on.
- **Ask:** *Where in this book will you find words that begin with Z?* (On the last page.)
- Tell children that they can also use letters to find pictures online.

- Use Web Resources: Tech Connections >*Enchanted Learning,* http:www.enchantedlearning.com. Have children find the alphabet display across the top of the page called "Animal Printouts."
- Click on the letter A to find pictures of animals whose names begin with that letter.
- Demonstrate how to scroll along the A page, allowing the class to choose an animal and click on its name or picture.
- Print two copies of the page for the selected animal.

- Allow each child to click on a letter, choose an animal, click its link, and print two copies.
- Ask children to color the pictures on their two animal printouts.

- Distribute the activity sheet, *A-B-C Searching.*
- Have children color the alphabet and then write the letter they used to search online.
- Help them staple one copy of their animal printout to the activity sheet.

Closure:

Collect the remaining animal printout from each child. As they hand them to you, **ask:** *What letter did you use to search for animals?* Assemble an "Animal Alphabet" display or booklet by posting or binding the animal printouts in order, each labeled with the letter of the alphabet used to find it.

Extension: Have children suggest the names of animals, identify their first letter, and search for that animal in the "Animal Printouts" site.

Name _____ Date _____

A-B-C Searching

I clicked on the letter _____ to search.

A	B	C	D	E	F	G
H	I	J	K	L	M	
N	O	P	Q	R	S	T
U	V	W	X	Y	Z	
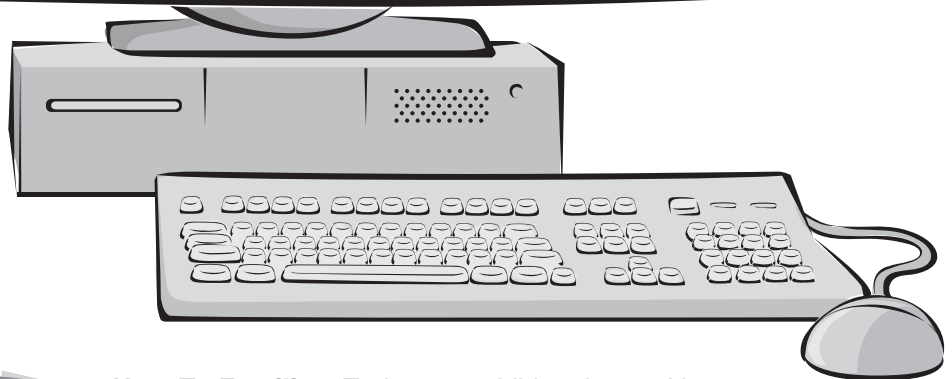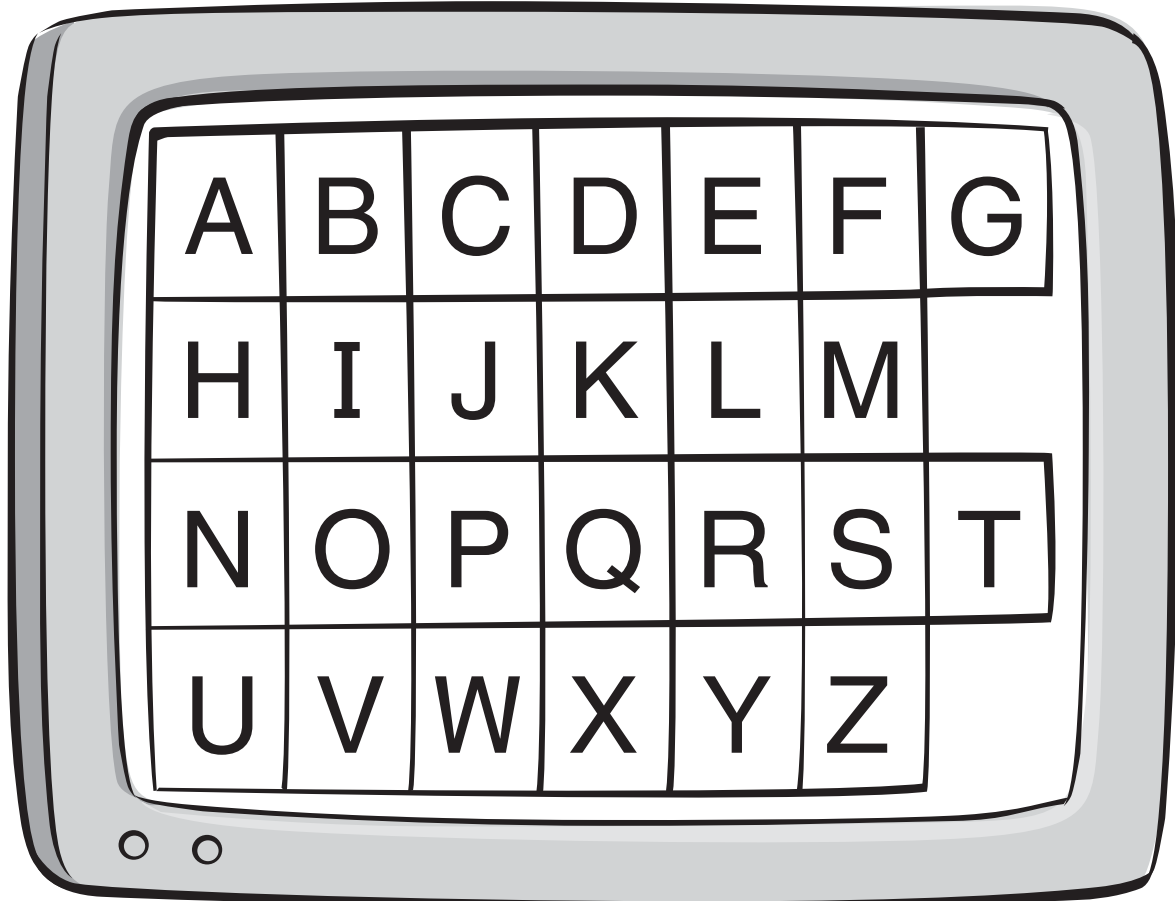
Be CyberSmart!®

Get a grown-up to help you when you go online!

Note To Families: Today your children learned how to use the alphabet for Internet searches. Ask them what letter they used to search for and find the attached animal printout.

AACPS Digital Citizenship

Lesson Title: Research: The Library   **Grade: K**

Time: 30 minutes

Materials:
Activity sheet:
The Library (2 pages)
- Scissors; paste; crayons

Overview:

Children learn that the library houses many forms of media for both research and leisure activities. They also learn that an important resource in the library is the librarian.

Objectives:

- Identify several activities offered at the library

- Explain that the librarian can help find information in the library

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 1.0 – Technology Systems:

Foundation in the use and understanding of technology

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

Introduce

- **Ask:** *Have you ever visited a library? What did you do there?*
- Tell children that today they will pretend they are at the library and learn some things to do there.

- **Distribute** Activity Sheet: The Library.
- Tell children that the picture shows a library and have them describe everything they see.
- **Ask:** *What seems to be missing from this picture?* Encourage children to predict what kinds of pictures will fill in the blank spaces.

- **Distribute** Activity Sheet: page 2.
- Have children cut out, match, and paste each rectangle to the corresponding rectangle on Activity Sheet 1. They can then color their completed activity sheet.
- Discuss the activities represented by the items in the rectangles as children assemble their sheets, pointing out all the resources and different media available at the library besides books. (listen to tapes, watch videos, use the computer, go into cyberspace)
- Have children imagine that they want to learn about the moon. **Ask:** *Who in the library can help you find what you want?* Discuss how the librarian's job is to help them find the information they need.

Closure:

- **Ask:** *What can you do at the library?*
- **Ask:** *What is the librarian's job?* (to help children find books and tapes, to show them how to use the computer, and to take them online)

Extension:

- Review the contents of the lesson and then take children to their school or community library. Ask the librarian to help them explore a favorite Web site and/or the Online Databases.

Name _____ Date _____

The Library

see videos

use computers

hear tapes

read books
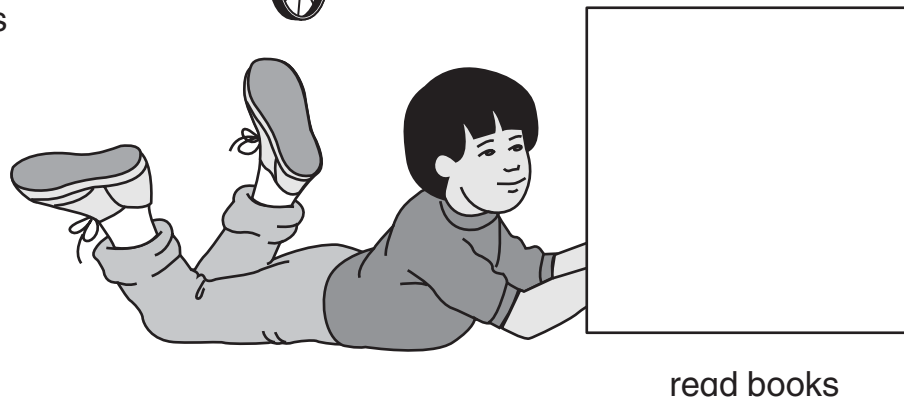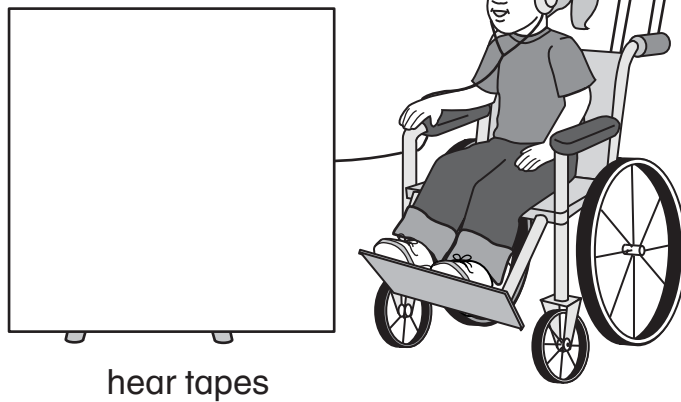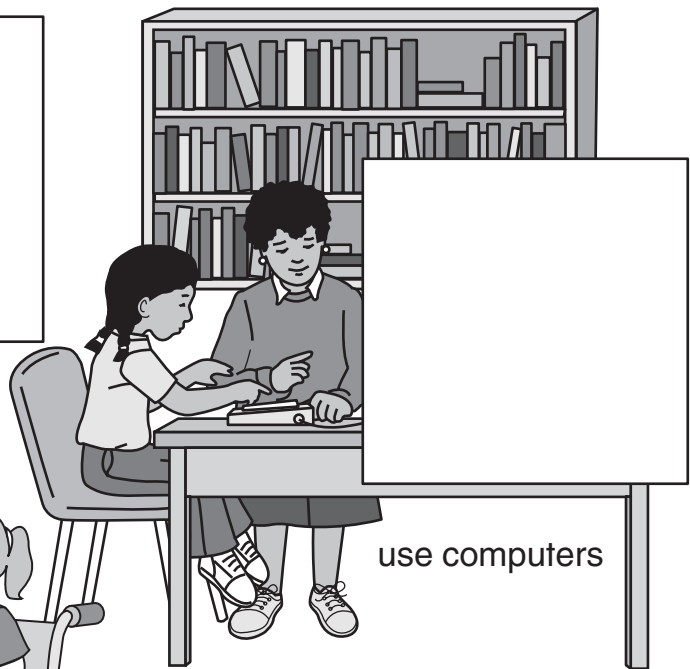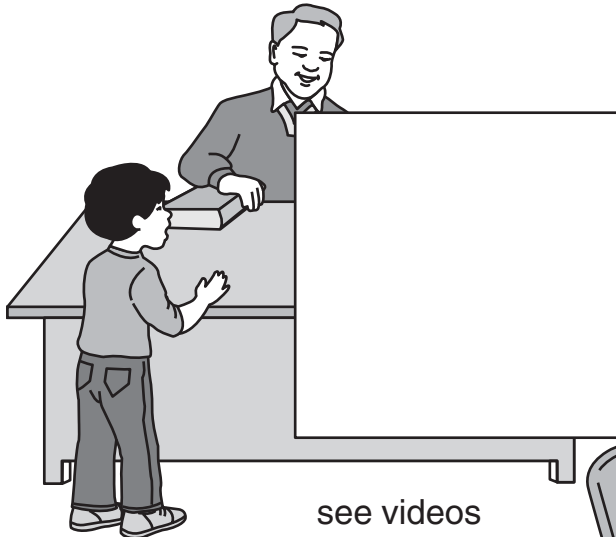
Note to Families: Today your children learned that libraries offer many activities and forms of information. They also learned that the librarian can help them use these resources.