

How Can You Use a Computer?



Level: D3 Word Count: 91

Little Books of Answers

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| Curriculum Connection | Economics |
| Content Vocabulary | banker, computer, design, discover, doctor, engineer, farmer, food, man, money, operate, operation, order, people, police officer, read, research, safe, scan, scientist, students, teach, teacher, things, woman |
| Visual Literacy Element | relationship chart |
| Critical Thinking | further research |
| Comprehension Strategy | extracting information |
| High-Frequency Words | a, am, an, and, can, do for, help, how, I, lots, me, my, of, to, use, you |

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss computers. Invite volunteers to talk about the places they have been where they have seen people using computers? What do teachers use computers for? If necessary bring a computer into your classroom and show the students what you use it for. What do they use computers for?

- Give each student a copy of the book *How Can You Use a Computer?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find how different people use computers. Tell them that one of the purposes for reading this book is to remember information.
- Discuss the cover photo. Ask questions such as – *Where is this person? What do you think she is using her computer for?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo. You may need to explain that these computers are used to watch people and places to keep them safe.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Tell the students that the words in the labels are the names of different people using a computer. Invite the students to read the labels with you. Discuss where these people are working
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions to the students and then invite the students to read them with you. Point out that the captions provide further information about what the people use their computers for.
- To extend understanding and vocabulary say things such as – *You may think that farmers raise animals and grow crops, but many farmers use computers to help order things they need on the farm. This scientist has a computer attached to her microscope. She uses the computer to record what she sees through her microscope. Doctors often use computers these days to help them when they operate on patients.*
- Discuss the relationship chart on page 15. Read the chart with the students. Explain the relationship between the two columns on the chart.

Read the Book

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
 - What does a banker use a computer for?*
 - Who uses a computer to keep people safe?*
 - What does a scientist use a computer for?*
 - Who teaches students how to use computers?*
- Check inferential comprehension by asking these questions:
 - How does the police officer use computers to keep people safe?*
 - Does having a computer make a farmer's job easier? Why or why not?*
 - How do computers help doctors with operations?*
 - What else do teachers use computers for?*
- Have the students recall all the information they learnt from reading the text. Discuss how the photos and captions helped them remember information.
- Invite volunteers to choose one person using a computer and ask another question about it, for example, *Where might the farmer keep his computer?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Tell the students that their task is to find out who these people are and how they use computers.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw a themselves using a computer. Have them write a sentence saying what they are using the computer for. Have them start their sentence with, *I use a computer for...* Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Complete the sentence.
Draw the picture.

I use a computer

Use these words to complete the sentence.
people keep safe to

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Read and Draw

I use a computer to help me discover things.

I teach my students how to use a computer.

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