

Description: This activity is a follow up to the Comfort Continuum warm-up. This worksheet will help level 100 and 150 students acquire the basic vocabulary and action verbs needed to function in lab class.

Time: 45 minutes

Materials: computer graphic (and headset graphic) large on a transparency (or via an LCD projector), flashcards with vocabulary words from the worksheet in large type, copies of the worksheet (back to back)

Warm-up: (See Comfort Continuum activity.)

Presentation: Project the computer graphic as large as possible on the front whiteboard/screen. Speaking only, elicit prior knowledge of computer parts. Do not write anything yet. Randomly distribute the flashcards. Point to the monitor. Have students repeat, "monitor." Ask: Who has the word "monitor?" Student holding the flashcard is told to "**Come** and **point to** the monitor, please." Have the student stand to the side and display the flashcard to the class. Continue with the other parts of the computer.

When all flashcard-holding students are standing in a line, go down the list and say/repeat words with class, the student holding up the correct flashcard. Then have the students sit down one by one by saying and pointing to their 'part of the computer.'

Practice: Keep the image projected and distribute the worksheet. Do a few examples with the students and write the correct answers on the board, spelling aloud. Then encourage them to work together to finish. Assess together and write the words on the board. Then say words randomly and have the students give the corresponding number.

- Spelling Practice, "Can you spell 'monitor'?"
- Relay Game – Two students stand by the image and they have to be the first to "point to" (or "touch", for more practice!) the correct part of the computer.

2nd side of worksheet: Make sure that "point to" "touch" and "press" are understood through example. Have volunteers call out commands for you to do at the projected image.

Application: Students are well-prepped to now go to the lab and carry out the TPR activity. Be sure to tell them this.

Some tips for application, assessment, and general lab class management:

1. As you arrive, tell students – while smiling! – "Please come in. Sit down. Do *not* touch the computer. Thank you." (Repeat often.)
2. With more body language than words get 'all eyes' on you. Turn on/turn off lights slowly. Hold palms up and wait for their silent attention. Motion for them to turn around if necessary to look at you. Do *not* begin until you have complete attention of students. It's important to associate the light switching on/off with getting their attention. Lightly tapping the top of arms also works.
 - a. ***Do not touch anyone's head or headset. This is very offensive in some cultures!***

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