

# Computer Science Lesson Plan

- Target Audience:** Kindergarten
- Time Required:** 2–30-minute sessions with ongoing review.
- Activity:** These two short activities will be completed on two separate days. Both make great introductory lessons for the beginning of the school year with kindergarten students.
- Needed Links: (Make your own copies to edit.)  
“CS Kindergarten Standards” Slideshow: <https://tinyurl.com/4ztekzpu>  
Checklist for Computer Parts template: <https://tinyurl.com/yckkf6z>
- Day One (Purple slides only—Slides 2-9)**
- Have the students join you on the rug or the regular meeting place.
  - Display the slideshow titled, “CS Kindergarten Standards”.
  - Display slide 2 and read the standard out loud and explain to the students that they will be learning about and demonstrating what it means to make good decisions online.
  - Go to slide 3 and read through that slide. This slide explains the four things that students can do to make good decisions when they are online. If students want to initiate any kind of discussion regarding making good decisions online, let them. (It might be necessary to explain what it means to be “online” too.)
  - Tell the students that now that you have discussed as a class what it means to make good decisions online, you are going to play a little game with the students. Each slide from 4-9 will display 2 different pictures. It is up to the students to decide which picture on each slide is a *better* decision. (The slides are not displaying bad decisions, they just have one picture that is displaying a better decision than the other, based on the four bullet points found on slide 3.) You can play this however you would like. In the past, I have picked sticks out of a cup, had students raise their hands and I call on someone, and I’ve even had the students stand if the photo I’m pointing to is a better decision. It really depends on the makeup of your class.
  - After going through and discussing each photo, tell the students that from now on, you will be observing them while they are working online. You will be watching and making notes of who is making good decisions when they are online and possibly who is not.
- Day Two (Blue slides only—Slides 10-17)**
- Have the students join you on the rug or the regular meeting place. Prepare the slideshow for the second half, the link is: <https://tinyurl.com/4ztekzpu>
  - Display slide 10 and read the standard out loud. Discuss the importance of knowing the names of the parts and buttons that they will use the most on their Chromebook. (The students can work independently and solve their own problems.)
  - Go to slide 11. Hold an actual Chromebook up as well as show the slides. (I found and used pictures of the specific type of Chromebook we have in our district, you can personalize the pictures in the slideshow to match your students’ Chromebooks/devices if you would like.) If you feel that students can sit with their own Chromebook and find or see the parts on their own while you do this activity, make sure students have their Chromebooks. But this is not a requirement.
  - Talk about the computer parts that are displayed on slides 11 and 12, and the keyboard buttons that students will most likely need to know how to use on slide 13. Point to these parts on an actual Chromebook to also show the students.
  - Just like you did on the previous lesson, decide how you will call on students to complete slides 14-17. Talk about the names of the parts on these slides after someone has shared the name.
  - After going through and discussing each computer part on slides 14-17, tell the students that you will be randomly asking them what the names of those computer parts are at different times during class. They need to be able to say the name of the computer part. Also, it is important for you as the teacher to use those computer part names when talking to

the students individually or as a class. A checklist can be used to assess student knowledge after ample time has been given to practice the computer part names over the course of the quarter, semester, or school year.

- The link for the template for a checklist for grading is found at the top of this page under 'Needed Links'. If you would like to use that, please feel free to do so. You do not have to. You can make your own with the computer parts you feel are the most important for students to learn.
- A score of 4, for me, would be naming the parts of the computer on the checklist AND any additional parts the students might know. A score of 3 would be naming 4-5 of the computer parts on the list. I will let you decide what constitutes a 2 and/or 1. (You can decide how any of the scores are tabulated.)

## Standards

- **2.IC.SI.01:** Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. (Kid-friendly language: I make good decisions when I am online.)
- **2.CS.HS.01:** Demonstrate and describe the function of common components of computing systems (hardware and software) (e.g., use a browser, search engine). (Kid-friendly language: I can name the parts of my Chromebook and can use it to complete and print my work.)

## Learning Outcomes:

Students will learn how to make good choices online and students will be able to name the important parts of their Chromebook after appropriate practice with both concepts has been provided.

## Engage

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Begin Day 1 and Day 2 by asking a question to engage students.

- “Do you know what it means to be online or make good decisions online?” OR  
“Do you know what these parts are called on your Chromebook?” Share time.

## Explore

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Explore with the students what good decisions are when online and what the parts of the Chromebook are.

- Use slide 3 to explore good decisions. Use slides 11-13 to explore the parts and buttons on a Chromebook that the students will use the most. Use the slides in between to discuss (or play a game on) making good decisions online and/or what parts of the Chromebook are displayed on each slide (14-17).

## Explain

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Explain the importance of making good decisions online and why it is important to know the parts of a Chromebook.

- “Making good decisions online will help to keep you safe and keep others around you safe.” “It is important to know what the parts of a Chromebook are because there might be a time that an adult is not able to help you right away and you need to learn to help yourself.” “For example, if your Chromebook doesn’t appear to be turned on, before raising your hand you can look at the power button and see if it is lit up or not.”

## Elaborate

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Ask if anyone can think of any other ways to make good decisions online or if anyone has a Chromebook at home or knows any other part names.

- “What are some other ways we can make good decisions online?” Share.  
“Does anyone have a Chromebook at home or know other computer part names?” Share.