

# THE COMPUTER

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 Set 1 – 22 words

## Building Anticipation – Setting the Context

Discuss computers and how they are used. Name the components of a computer — monitor, CD, mouse, keyboard, etc. — and list these on the reproducible master.



If the children have computers at home, ask them what they do on the computer.

List their responses (e.g., I play games on the computer. I write stories on the computer).

Introduce the book and guide the children through a book-walk. Before they start reading, focus the children's attention on strategies they can use when they come to an unknown word.

## Discussion – Book Talk

What reading strategy did you use when you came to a difficult word?

The child in the story used a computer to draw. Do you like to draw on the computer?

Find out how many children have computers at home. Tell the children about the computers at school and the things they will be learning about computers during the year.

## Creative Response – Independent Practice

Children can:

- use a computer to draw a picture. Under the picture, write a sentence using the sentence starter “This is my computer picture of \_\_\_\_\_.”
- use the names provided on the reproducible master to label the computer parts.
- write a story about a child who likes to play on the computer.
- create a class graph comparing the children's favorite computer activities.

## Learning About Language - Focused Teaching

High Frequency Words	This, is, the, my	Write one or more of these words several times on an erasable board. Try to write them without looking at the word.
Letters and Letter Clusters	<i>p</i> — pointer, picture, printer <i>m</i> — monitor, mouse	
Rhymes and Word Families	mouse, house	Print these words and the high-frequency words from this book on cards. Manipulate the word cards to form sentences.
Compound Words	keyboard	

# Computers

Write the names to match the computer parts.

**monitor    keyboard    printer    mouse    CDs**

