

Curriculum objectives

- To recognise common uses of information technology beyond school.

Lesson objectives

- To learn that a screen is an output device that displays information for the user.
- To be able to explain what they can usually expect to see on a screen.

Expected outcomes

- Can explain that a screen is an output device.
- Can recognise the common features of different types of computer screens.

Resources

- Media resource 'Different displays' on the CD-ROM; photocopiable page 52 'What can you see on the screen?'

Learning about computer screens

In this lesson, the children will be developing their understanding around what a computer screen is and what it does. Building on their understanding of input devices in the previous two lessons, they now learn that a screen is an output device and recognise the common features of different types of screen.

Introduction

- Show the children the media resource 'Different displays' on the CD-ROM and ask them what these displays all have in common (they are all different types of computer screen).
- Explain to the children that in today's lesson they are going to be learning about computer screens in the same way as they have already learned about mice and keyboards.
- Recap what they remember about mice and keyboards (prompting them with, *What kind of device are mice and keyboards, input or output devices?* as necessary).

Whole-class work

- Ask the children to look at their computer screens (or you could do this on the whiteboard projecting the start screen) and ask them to tell you what they can see. They can see images, text and icons ('icons' may be a new word for them). They can also see the on/off button on the monitor – explain that this doesn't turn the computer on/off, it just turns the screen on/off.
- Explain that icons are the picture labels that tell us which programs we can use by clicking on them. The children can explore clicking on different icons at this point if you wish.
- Explain that a screen is an output device as the instructions that are given by the mouse and keyboard come 'out' on the screen.

Independent work

- Children work through photocopiable page 52 'What can you see on the screen?' in which they match up the names of the different parts of the screen to images showing these parts.

Differentiation

- Support: Less confident learners may need further support in the individual activity and mixed-ability pairings may help with this, or adult support may be required if working in a small group.
- Challenge: More confident learners will be able to explain to others what they have learned about screens and be able to discuss the functions of a screen. Ask them to make a list of all the screens they have in their house or that they see everyday.

Review

- Think-pair-share: Ask the children to think of one thing they now know about screens and share this with a partner. Then ask pairs to share back to the class.
- You will hopefully get a good variety of facts about screens from this. However, you may need to prompt children with questions such as;
 - *Where would you find a screen in your home?*
 - *Why is a screen an output rather than input device?*
 - *How do you turn on and off the screen on your computer?*
- Assess the children's progress by their response to the individual activity and their responses to the think-pair-share review at the end of the lesson.