



MODULE 1 - LESSON 2 - How Do We Use Technology?

OVERVIEW

In this lesson we introduce the vocabulary term **device** and students practice identifying technology devices in their environment and classify each as a tool for Learning New Things, Sharing Ideas, Having Fun, or Making Life Easier.

STANDARDS ADDRESSED

Maryland K-12 CS Standards

- PK/ K. CS.D.01-Select and operate the appropriate computing device to perform a variety of different tasks
- PK/K.IC.C.01 Use grade-level appropriate language to identify and describe how people use a variety of technologies and applications in their daily work and personal lives.

CRITICAL QUESTION

What are different uses for technology?

OBJECTIVES

At the conclusion of this lesson, students will be able to:

- Define the vocabulary term **device**
- Identify technology devices found in the classroom
- Categorize technology devices by how they are used
- Reflect on how they use technology in their daily lives

LESSON AT A GLANCE

	ACTIVITIES	ESTIMATED DURATION
1.2.1	Warm-Up: Classroom Technology Hunt	5 minutes

1.2.2	Discussion: How Do We Use Technology at School?	15 minutes
1.2.3	Journal Entry: Draw one way you use technology most days	5 minutes

MATERIALS NEEDED

- Vocabulary Poster: Technology
- Vocabulary Poster: Device
 - [Digital Posters](#)
 - [Printable Posters](#)
- [Technology Purpose Category Labels](#)
- Die-Cut Shapes (2 per student), prepared with tape on the back
 - You could also use post-its with student initials written on each one
- Student Journals

ACTIVITY 1.2.1 - Classroom Technology Hunt

In this activity, students will practice identifying technology in the real world (their classroom).

1. Begin by revisiting the definition of **technology** from yesterday's lesson.
2. Tell students they are going to practice finding technology in the classroom.
3. Provide each student with two die-cut shapes with tape on the back and instruct them to search the classroom for objects they think are technology and label it using one of their shapes.
 - a. Each student should expect to label two different objects and use both of their shapes.
 - b. It is okay if multiple students label the same objects.
4. Once they have used their two labels, they should return to their seat.

ACTIVITY 1.2.2 - Discussion: How Do We Use Technology at School?

In this activity, we will discuss how technology devices are used and classify them by a purpose.

1. Introduce the vocabulary term **device** by posting the vocabulary poster and reading the definition to students.
 - a. **A device is an object, machine, or piece of equipment that has been made for a special purpose**
 - b. Provide some examples:
 - i. A phone was made to talk to people who are far away
 - ii. A microwave was meant to heat up food quickly

- iii. A computer was made to solve big, difficult problems
 - iv. A TV was made to show entertainment
2. Let students know that now you are going to check out what they found on their Technology Hunt.
 - a. ***"For each item we are going to figure out what it is, how it is used, and what its purpose is."***
 - b. ***"Then we are going to put each one in a category according to its purpose."***
3. Introduce the following categories by creating a chart using the [Technology Purpose Category Labels](#):
 - a. Learning New Things
 - b. Sharing Ideas
 - c. Having Fun
 - d. Making Life Easier
4. Review each piece of technology that students identified in the previous activity.
5. Lead a discussion about how each **device** is used and what the purpose of each one is.
6. Classify each device into one of the above categories and write the name of each device under its category label.
7. When all objects have been categorized, review each list and check for agreement from students.

ACTIVITY 1.2.3 - Journal Entry

In this activity, students will identify one way that they use technology most days and draw this in their journals.

1. Ask students the following question:
 - a. ***"What is one way that YOU use technology most days?"***
2. Give them a minute to think about their response, then ask them to share with a neighbor.
3. Inform students that they are now going to draw their answer in their journals.
4. As students finish, have them explain their drawing to you and you can dictate their response in their journal if desired.

EXTENSION ACTIVITIES

- [Technology Then and Now worksheet](#)