

PRIMARY AND LOWER SECONDARY

# DIGITAL LITERACY and Computing



## Marshall Cavendish Education Digital Literacy and Computing

is an easy-to-use digital solution adhering to international standards, offering globally recognised certification that develops essential digital competencies to prepare students for future learning.

### Primary



#### Stage 1

WorkText and Enhanced eBook eBundle 9789815260021

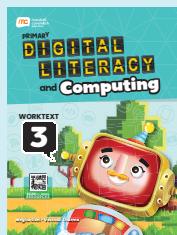
Teacher's Guide and Resources (digital) 9789815217049



#### Stage 2

WorkText and Enhanced eBook eBundle 9789815260038

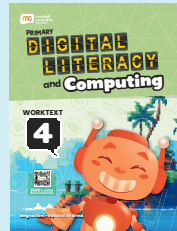
Teacher's Guide and Resources (digital) 9789815217056



#### Stage 3

WorkText and Enhanced eBook eBundle 9789815260045

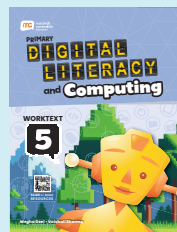
Teacher's Guide and Resources (digital) 9789815217063



#### Stage 4

WorkText and Enhanced eBook eBundle 9789815260052

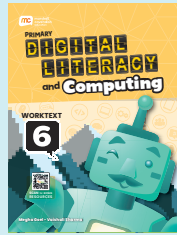
Teacher's Guide and Resources (digital) 9789815217070



#### Stage 5

WorkText and Enhanced eBook eBundle 9789815260069

Teacher's Guide and Resources (digital) 9789815217087



#### Stage 6

WorkText and Enhanced eBook eBundle 9789815260076

Teacher's Guide and Resources (digital) 9789815217094

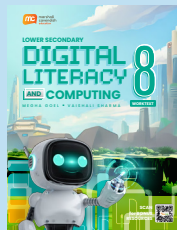
### Lower Secondary



#### Stage 7

WorkText and Enhanced eBook eBundle 9789815357912

Teacher's Guide and Resources (digital) 978MCE0000137



#### Stage 8

WorkText and Enhanced eBook eBundle 9789815357929

Teacher's Guide and Resources (digital) 978MCE0000138



#### Stage 9

WorkText and Enhanced eBook eBundle 9789815357936

Teacher's Guide and Resources (digital) 978MCE0000139

This series is designed for schools seeking a non-core, non-examinable and easy-to-implement programme to build the essential digital skills, preparing students for the future. It is developed for teachers who are not trained specifically to teach this subject, and it is designed especially for non-native speakers of English.

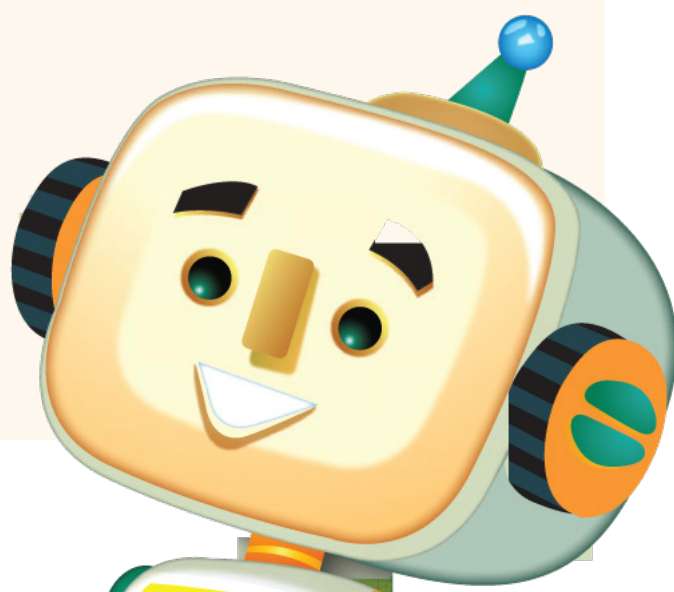


## What is in this programme?

For Students Stages 1 - 9	For Teachers
<ul style="list-style-type: none"> <li>- Printed WorkText</li> <li>- Annotable eWorkText (via MCEduHub)               <ul style="list-style-type: none"> <li>• Embedded Instructional Videos to teach digital skills</li> <li>• Automarked quizzes and practices</li> <li>• Instructions of assignment submission</li> </ul> </li> <li>- ICDL Certifications (Available for Stages 4 to 6 and Stages 7 to 9)*</li> </ul>	<ul style="list-style-type: none"> <li>- Printed WorkText</li> <li>- Teacher's Digital Channel (via MCEduHub)               <ul style="list-style-type: none"> <li>• Annotable eWorkText (Teacher's Edition)                   <ul style="list-style-type: none"> <li>▫ Embedded Instructional Videos to Teach Digital Skills</li> <li>▫ Extra Practices</li> <li>▫ Teacher's Dashboard to view student's auto marked practices</li> </ul> </li> </ul> </li> <li>- Teacher's Resources               <ul style="list-style-type: none"> <li>• Editable Scheme of Work</li> <li>• Editable Lesson Plans</li> <li>• Editable Extra Practice Worksheets</li> <li>• Curriculum Alignment Document</li> <li>• Posters</li> <li>• MCE Endorsed Certificates for Students</li> </ul> </li> <li>- Portfolio Report to access students' assignments and provide feedback</li> <li>- ICDL Professional Development**</li> </ul>

\*Students must pay a premium for ICDL certification, please check with our education specialist to see if the certification is available in your country.

\*\*Teachers must pay a premium for ICDL Professional Development courses



## Why Choose Marshall Cavendish Education Primary Digital Literacy and Computing?

### 1. Designed Based on Key International Standards for Students' Future Success

The MCE Primary and Lower Secondary Digital Literacy and Computing series is a comprehensive curriculum aligned with international standards, including ISTE, CSTA, and the **Cambridge Primary and Lower Secondary Digital Literacy and Computing frameworks**. This series is designed to furnish students with the essential digital skills required for academic and professional success in the 21st century.

<b>CSTA Standards</b> <i>Computer Science Teachers Association</i> (Alignment 80%)	<b>Level 1A</b> <ul style="list-style-type: none"> <li>• Computing Systems</li> <li>• Network and the Internet Data and Analysis</li> <li>• Algorithms and Programming</li> <li>• Impacts of Computing</li> </ul> <b>Level 1B</b> <ul style="list-style-type: none"> <li>• Computing Systems</li> <li>• Networks and the Internet</li> <li>• Algorithms and Programming</li> <li>• Impacts of Computing</li> </ul>
<b>ICDL Syllabus</b> <i>International Certification of Digital Literacy</i> (Alignment 80%)	<ul style="list-style-type: none"> <li>• Application Essentials</li> <li>• Computer Online Essentials</li> <li>• Computing</li> </ul>
<b>ISTE Standards</b> <i>International Society for Teaching in Education</i> (Alignment 60%)	<ul style="list-style-type: none"> <li>• 1.1 Empowering Learners</li> <li>• 1.2 Digital Citizen</li> <li>• 1.3 Knowledge Constructor</li> <li>• 1.5 Computational Thinker</li> <li>• 1.6 Creative Communicator</li> <li>• 1.7 Global Collaborator</li> </ul>
<b>Cambridge Primary &amp; Lower Secondary Computing</b> (Alignment 60%)	<ul style="list-style-type: none"> <li>• Computational Thinking</li> <li>• programming</li> <li>• Network and Digital Communications</li> <li>• Computer Systems</li> </ul>
<b>Cambridge Primary &amp; Lower Secondary Digital Literacy</b> (Alignment 100%)	<ul style="list-style-type: none"> <li>• Tools and Content Creation</li> <li>• Safety and Wellbeing</li> <li>• The Digital World</li> </ul>



## 2. Unique Programme that Offers Globally Recognised Certification for Students to Build an Academic Portfolio

In partnership with ICDL, we offer digital certification (optional) for students. At the end of Stages 4 to 6 and Stages 7 to 9, students can take a test to earn an ICDL certificate.

Additionally, we provide teachers the option to award their students with an MCE certificate for completion at the end of each stage, helping students build their academic portfolios for further education.

The programme also includes pre-curated professional development courses for teachers, enabling them to upskill and gain the knowledge needed to effectively deliver lessons.

These courses, conducted in partnership with ICDL, allow teachers to enhance their professional portfolios.



1. For Students (Stages 4 to 6)	<ul style="list-style-type: none"> <li>• ICDL Digital Student APPLICATION ESSENTIALS</li> <li>• ICDL Digital Student COMPUTER &amp; ONLINE ESSENTIALS</li> <li>• ICDL Digital Student COMPUTING</li> </ul>
2. For Students (Stages 7 to 9)	<ul style="list-style-type: none"> <li>• ICDL Insights ARTIFICIAL INTELLIGENCE</li> <li>• ICDL Professional INTERNET OF THINGS</li> <li>• ICDL Professional CODING PRINCIPLES</li> </ul>
3. For Teachers	<ul style="list-style-type: none"> <li>• ICDL Professional ICT IN EDUCATION</li> </ul>

\*Please check with our education specialist to see if the certification is available in your country.

### 3. Provides a One-Stop Solution for Unparalleled Ease of Use and Convenience to Users

This programme offers pre-designed 50–60 minutes lessons making it easy for teachers with no prior knowledge to deliver. The simple design of each pre-curated lesson aims to save the teacher's time and effort in lesson preparation.

Apart from the print WorkText, the programme also provides a wide range of digital resources to support teaching and learning:

- Instructional videos in the eWorkText guide students step-by-step through digital tasks for mastery.
- Auto-marked practices and quizzes offer immediate feedback, reducing the time teachers spend on grading
- Students upload their project work directly to a digital portfolio, eliminating the need for email submissions.
- Teachers access editable lesson plans, answer keys, source files and other resources via MCEduHub Teacher's Channel
- The Portfolio Report allows teachers to review submission and provide feedback seamlessly.

This programme enables non-native English-speaking students to understand and master digital concepts and skills through simplified language and visuals that present content in a scaffolded manner.





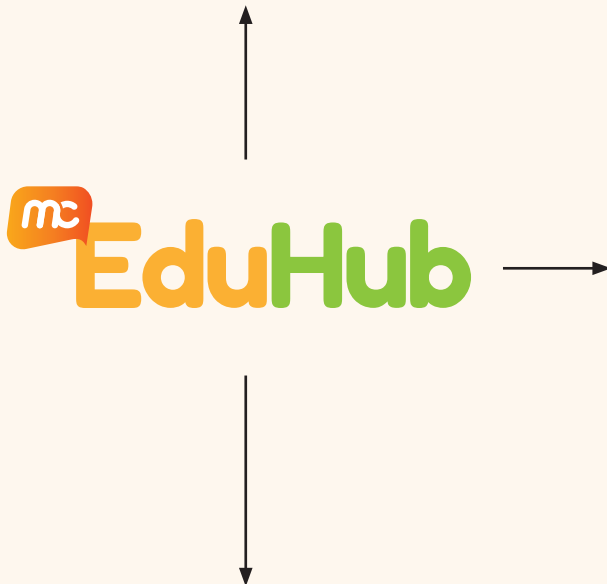
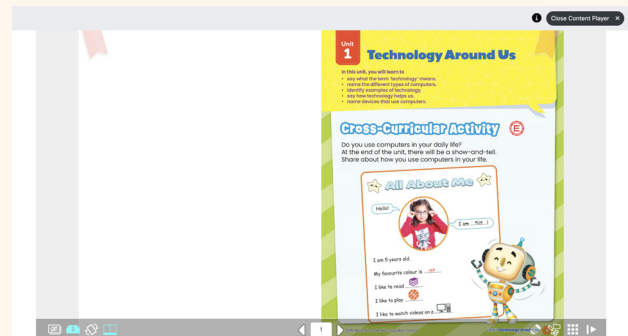
## Walkthrough of WorkText

Student and teachers access learning materials from the WorkText or eWorkText on MCEduHub

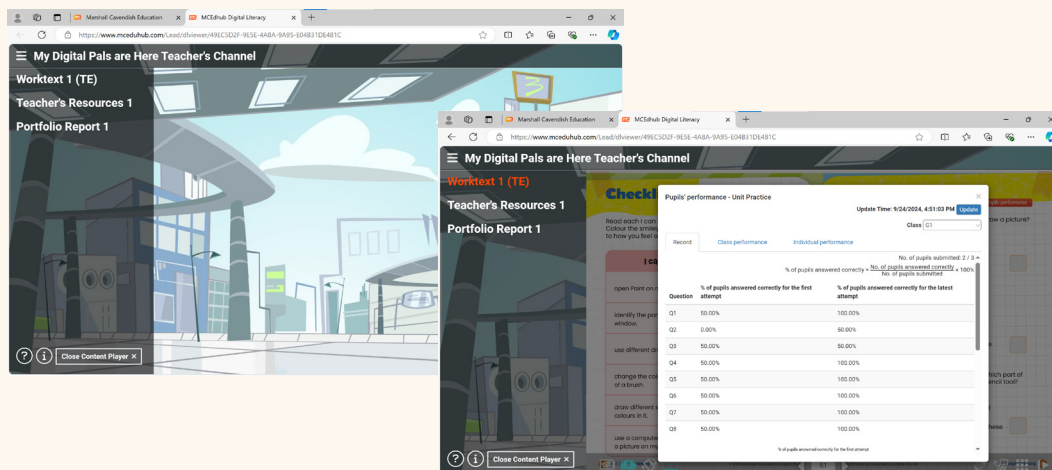
### Student WorkTexts



### Student eWorkText



### Teacher's Channel



Each unit begins with an outline of the lesson objectives to inform and focus students' learning

**Unit 1 Storage on My Computer**

In this unit, you will learn to:

- describe how different devices are connected to the internet to collect information or act as actuators.
- describe the input-process-output (IPO) model.
- identify different types of storage devices in computers.
- transfer data across devices.
- understand that computers represent data in binary (0, 1).
- understand how data stored is measured.

**Cross-Curricular Activity**

Your school plans to become a smart campus. A smart campus uses technology to create a connected environment to improve learning experiences and operations.

Think about the devices that make your school a smart campus.

Consider how Internet of Things (IoT) devices can help.

Write an article on three IoT devices. Your article should include:

- A brief description of what these devices can do.
- How these devices can help to turn your school into a smart campus.

Let us learn about these devices, and how they store and exchange data!

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**Cross-Curricular Activity** links content to other subjects (English, Maths or Science). It helps students see how digital skills can be applied to other subjects.

**Unit 7 Machine Learning, Augmented Reality and Autonomous Programming**

In this unit, you will learn to:

- define machine learning.
- describe how machine learning works.
- give real-world applications of machine learning.
- identify the use of augmented reality in familiar contexts.
- list the applications of AI with AI.
- describe how autonomous programming and AI are used in robotics.

**Cross-Curricular Activity**

Artificial Intelligence is changing our world, from voice assistants to self-driving cars. Imagine you are a tech journalist – someone who analyses and reports technology news. In your next podcast, you will be talking about technologies such as machine learning (ML), augmented reality (AR) or autonomous programming.

In this unit, you will learn about the technologies related to AI, such as machine learning (ML), augmented reality (AR) and autonomous programming. As you go through this chapter, gather information for your podcast. Use any recording software like Voice Recorder or Audacity to create the podcast.

Your podcast should include:

- a brief introduction on artificial intelligence (AI).
- a detailed explanation of one of the above-mentioned technologies. Talk about how these technologies are making machines smarter, more interactive and capable of performing complex tasks.
- real-life examples of the chosen technology.
- explanation of how the chosen technology improves different industries, such as education, healthcare and entertainment.

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**Simple language** makes content easy to understand by non-native English-speaking students.

New vocabularies are explained in **Keyword** to help non-native English-speaking students understand them easily.

**Lesson 1.1 What is Technology?**

Let's meet Ria's family. Look at how they use **technology** in exciting ways!

**KEYWORD**  
**technology:** Tools or machines people use for tasks

Grandpa is reading the news on a **tablet**.

Dad is working on a **laptop**.

Grandma is watching her favourite television show. She moves around the house in a **wheelchair**.

Sam is drawing and listening to music on the **music player**.

I am playing games on my **desktop**. I share my desktop with Sam.

Mum is video calling her best friend on her **smartphone**.

Name the different types of computers you see. What can you say about them?

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**Captivating visuals** connects concepts to daily life without lengthy description to make learning relatable for non-native English-speaking students.

**Thinking questions** promote critical thinking and develop problem-solving skills.



### Track Your Progress 3

1. Number the steps in a correct sequence.

2. Aisha forgot her password. It is the first letter of each picture. Can you help her crack the code?

The two letters in the middle of the password are capital letters.

Aisha's password is \_\_\_\_\_

**DIGITAL EXERCISE 1**

### Unit Practice

Choose the correct option.

1. Which part of the computer looks like a TV?

A mouse      B screen  
C printer      D keyboard

2. Which of the following is not a part of a computer system?

A keyboard      B CPU  
C mouse      D wheels

3. Ron has a computer system with a monitor, CPU and a mouse. He is unable to type. Which part is missing?

A printer      B speakers  
C keyboard      D microphone

4. Which of the following is not a part of a computer system?

A CPU      B printer  
C mouse      D speakers

Complete the Track Your Progress and Unit Practice either in the print WorkText or in the eWorkText. Click the 'Submit' button for the students' answers to be auto-marked and for the results to be sent to teachers.

### Track Your Progress 1

Write true or false.

- Machine learning is used only in high-tech industries.
- Machine learning can process data and make decisions without much human help.
- Machine learning can only make predictions based on text data.
- Machine-learning models in healthcare can predict diseases and analyse medical images.
- Voice recognition systems like Siri and Alexa use machine learning to understand spoken commands.

Choose the correct option.

- What is an application of machine learning in healthcare?
  - A. Predicting weather patterns
  - B. Detecting diseases through medical scans
  - C. Designing cars
  - D. Translating languages
- How do self-driving cars use machine learning?
  - A. To charge batteries
  - B. To recognise objects and make driving decisions
  - C. To navigate using only maps
  - D. To connect with other cars
- Which of the following uses machine learning for speech recognition?
  - A. Netflix
  - B. Siri
  - C. Camera
  - D. Google Maps

**Extra Practice 1**

### 7.3 Augmented Reality

The word 'augment' means to enhance something by making it even better, bigger or more effective. For example, in a video game, you might want to augment a character's abilities to make it more effective. You can do this by adding to it a shield or special powers.

**Augmented reality (AR)** is a technology that **overlays** digital information onto real-world objects. It makes the objects more interactive through devices such as smartphones, tablets or AR glasses. These real-world objects have AR markers, which will trigger the AR content when you scan the object with your device. For example, a science book has added digital information onto the pictures. You can scan the picture of a heart with your smartphone and see the 3D model of the heart and how blood moves in and out of the heart.

**KEYWORD**

**Overlay:** placing digital images, text or animation on top of the real world when viewed through a screen.

**How do you think the app uses AR to create these effects? What other applications of AR can you think of?**

**Explore**

Follow these steps to experience AR.

- Go to [TechHub](https://www.mceducation.com) ([www.mceducation.com](https://www.mceducation.com)) under the supervision of a teacher.
- Open your Digital Literacy Stage 8 eBook.
- Turn to this page.
- Click here:
- Accept the use of camera if prompted.
- Ensure you point your camera to this page to explore the AR.
- You can add and remove cubes, and rotate the figure to see it from different views.

### Pupils' performance - Unit Practice

Update Time: 11/09/2024, 08:52:32

Class: 01

No. of pupils submitted: 2 / 3

Question	% of pupils answered correctly for the first attempt	% of pupils answered correctly for the latest attempt
Q1	50.00%	100.00%
Q2	0.00%	50.00%
Q3	50.00%	50.00%
Q4	50.00%	100.00%
Q5	50.00%	100.00%
Q6	50.00%	100.00%
Q7	50.00%	100.00%
Q8	50.00%	100.00%

% of pupils answered correctly for the first attempt

Teachers view **students' performance** through the eWorkText. They can see the performance data either by class or for individual students.

**Extra Practice** are accessible at a click of a button via the eWorkText on MCEduHub. They can be digitised quizzes or printable worksheets.

**How Technology Helps Us**

Match the tasks with the devices by drawing a line starting from the dot on the left to the dot on the right.

**Page 1 / 1**  
**Attempts 0 / 2**

**Total Matching Pairs 5 / 5**

**LESSON 3.1 Creating Art Using Paint**

Drawing on the computer is as easy as ABC!

Just like using pencils, erasers, brushes and colours on paper, you can draw and paint with lots of tools and shapes in Paint.

Let us have fun drawing and colouring on the computer!

Follow these steps to open Paint:

1. Click Start.
2. Click Windows Accessories.
3. Click Paint.

**EXPLORE**

Can you open **Paint** using the Search Bar? Type **Paint** and see.

**Tech Help**

To save a drawing, press **Ctrl + S**.

**Instructional videos** provide step-by-step guide that can be used for teaching or to help students to recall what was taught in class. By accessing the eWorktext, learners can click on the button to launch the instructional videos.

**Unit 3**

**Creating Art Using Paint**

**LESSON 3.4 Saving a Picture**

Draw some sea creatures on Paint. Now, save your work to use it again! Follow these steps:

1. Click File.
2. Click Save As. Then click **PNG picture**. A box pops up.
3. Type the name of your file in the **File name** text box.
4. Click **Save**.
5. Click on **X** to close the file. Then upload it onto **EduHub**.

**Tech Help**

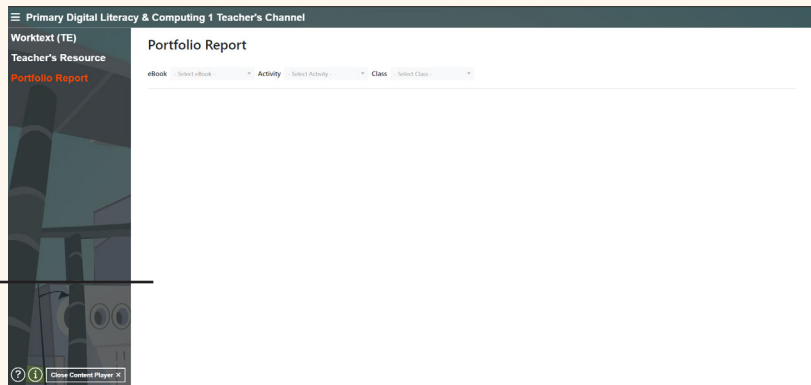
To save a drawing, press **Ctrl + S**.

**Tech Help** provide tips and guidance on using computer applications.

The upload icon indicates when students should access their eWorkText to upload their completed work to MCEduHub.



Teacher access **Portfolio Report** in the **Teacher's Channel** to easily download and leave comments on **students' uploaded work**. The files can then be uploaded back to the same portal.



### Wrap Up: The Future of Learning and Innovation

It is time now to record your podcast. Follow these steps:  
1. Revisit the drafts you have uploaded earlier.  
2. From the technologies you have learnt in this unit, choose the most interesting one to focus on for the podcast.  
3. Use Audacity to record the podcast. Click on the video to review how to use Audacity.

Present your podcast to your classmates. Discuss with your classmates and teacher how AI, AR and autonomous programming will shape the education in the future. Gather feedback from your classmates and teacher. Make changes to improve your podcast.

Save this file and upload it on EduHub

Remember to thank the audience at the end of your presentation.

#### Checklist

Read each sentence. Tick the box that is closer to how you feel about each sentence.

I can...	😊	😐	😞
define the term 'machine learning'.			
describe how machine learning works.			
give real-world applications of machine learning.			
identify the use of augmented reality in familiar contexts.			
describe how AI and augmented reality can be used together using examples.			
describe how autonomous programming and AI are used in robotics.			

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Unit 1: AI, AR and Autonomous Programming

The Cross-Curricular Activity is completed in the **Wrap Up**, allowing students to consolidate and show their learning.

**Checklist** in the form of "I Can" statements help students monitor and reflect on their learning

**Unit Practice** consist of questions to consolidate learning. Using the eWorkText on MCEduHub, all questions are auto marked with a single click.

### Checklist

Read each **I can** sentence. Colour the smiley that is closest to how you feel about each sentence.

I can...	Smiley
say what the term 'technology' means.	😊 😐 😞
name the different types of computers.	😊 😐 😞
identify examples of technology.	😊 😐 😞
say how technology helps us.	😊 😐 😞
name devices that use computers.	😊 😐 😞

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Unit 1: Technology Around Us

### Unit Practice

Choose the correct option.

- You are using an AI-powered app to help you learn a new language. Every time you make a mistake, the app learns from it and adjusts future lessons to focus on your weaknesses. Which technology is this an example of?
  - A. augmented reality
  - B. machine learning
  - C. autonomous programming
  - D. virtual reality
- You are designing an AR lesson for a history class. Which of the following would not be a good use of AR in the classroom?
  - A. displaying a 3D model of a historical structure
  - B. showing historical figures as interactive holograms
  - C. creating a digital map overlay of ancient trade routes
  - D. replacing textbooks with digital versions that only show text
- What role do sensors play in autonomous robots?
  - A. They allow robots to recharge their batteries.
  - B. They connect robots to Wi-Fi.
  - C. They teach robots to program themselves.
  - D. They collect data from the environment.
- Which device is commonly used to experience augmented reality?
  - A. laptop
  - B. television
  - C. smartphone
  - D. desktop computer
- What is autonomous programming?
  - A. a machine performing tasks only with human input
  - B. a machine making decisions and acting without human help
  - C. a machine controlled entirely by remote control
  - D. a computer solving maths problems automatically

State true or false.

- Self-driving cars use machine learning to recognise objects and make driving decisions. ☐
- Machine learning cannot be used to detect fraudulent transactions in finance. ☐
- Social media platforms do not use machine learning for content recommendations. ☐
- Machine learning is only applicable in technology fields and not in everyday life. ☐
- Drones use autonomous programming to deliver packages or survey land. ☐

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Unit 1: AI, AR and Autonomous Programming

**Step Ahead** provides challenging questions to stretch students' understanding.

### Step Ahead

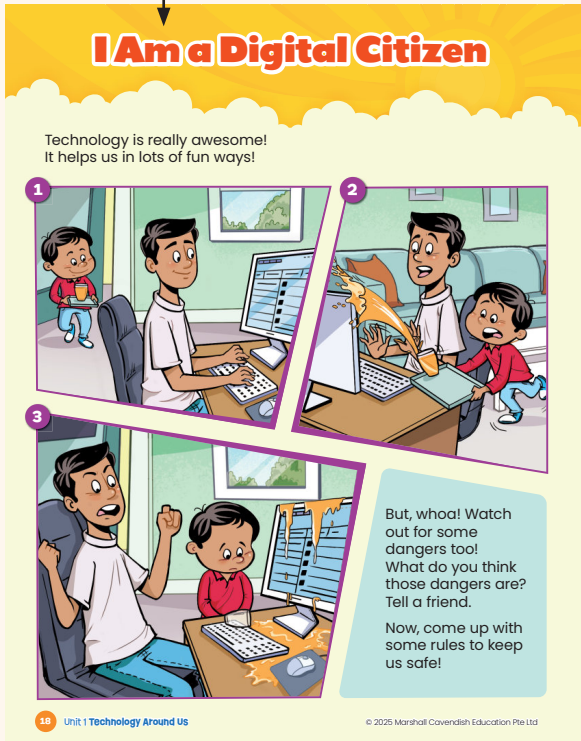
- Grandpa, what were phones like, when you were young?
- Technology changes very fast.
- Grandpa, I found this old camera. It is big and heavy.

Find out from your elders about some old technologies they have used. Share your findings with your classmates.

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Unit 1: Technology Around Us

**I Am a Digital Citizen** is presented as a comic to inform students on the **safety, moral and ethical aspects** of device usage in a fun and engaging way. Discussion questions encourage students to think critically and explore the issues depicted.

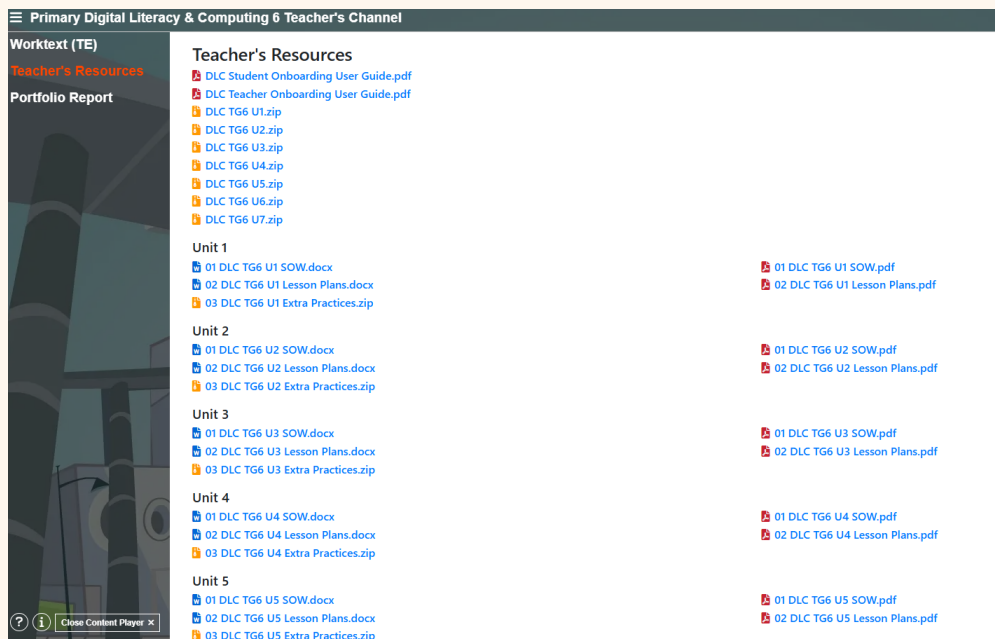


## Walkthrough of Teacher's Guide and Teacher's Channel

The Teacher's Guide is part of the suite of resources, designed and created to support teachers as they teach the Marshall Cavendish Education Primary Digital Literacy and Computing series.



Lesson plans in the Teacher's Guide are made available in editable word format for teachers to customise according to their classroom needs. Answer keys to the practice questions are also available, appended at the end of each unit's lesson plan.



Teachers can view all the available resources on MCEduHub by clicking on the Teacher's Channel. These are some of the additional resources.

- **Scheme of Work (SOW) and Alignment to International Standards table** – in editable Word format
- **Lesson Plans and Answer Keys** – in editable Word format for easy editing and customisation
- **Extra Practice Worksheets** – printable additional practices to check students' understanding and monitor students' progress for teachers to plan timely intervention, if necessary.
- **Posters** – printable A3 posters to show case the future of technology, use of robots and AI in society
- **Certification of Completion** – printable and editable certificates for students upon completing each stage.

My Digital Pals are Here! Teacher's Guide Stage 1

### Unit 1: Technology Around Us

Scheme of Work (1 period is a 45 to 50 min lesson)

Section	Period(s)	Learning Objectives	Resources	Additional Resources
Cross-Curricular Activity	1		WorkText, p 1 WorkText eBook	PPT 1 - Examples of Machines
1.1 What is Technology		<ul style="list-style-type: none"> <li>Explain the term 'technology'.</li> <li>Identify different types of computers.</li> </ul>	WorkText, pp. 2 WorkText eBook	PPT 2 -
1.2 Technology Around Us	1	<ul style="list-style-type: none"> <li>Locate and identify examples of technology.</li> <li>Explain the different ways of how technology helps us.</li> </ul>	Worktext Stage 1, Pages XX-XX Worktext Stage 1 eBook	Video link
1.3 Things Using Computers	1	<ul style="list-style-type: none"> <li>Name devices that use computers.</li> </ul>		
Wrap Up: All About Me	2	<ul style="list-style-type: none"> <li>Reflect on the use of use of technology at home and school.</li> </ul>	Worktext Stage 1, Pages XX-XX Worktext Stage 1 eBook	
Checklist Unit Practice			Worktext Stage 1, Pages XX-XX Worktext Stage 1 eBook	
I am a Digital Citizen				

### Scheme of Work

Help teachers in lesson preparation by outlining all the learning requirements, resources required and the suggested teaching periods/ lessons.



#### Alignment to International Standards

Cambridge Digital Literacy	Cambridge Computing	CSTA	ISTE
<p><b>1DW.02</b> Know there are a range of devices that are all computers, including: personal computers, laptops, tablets and mobile telephones.</p> <p><b>1DW.04</b> Identify the tasks that devices are used for at home.</p>	<p><b>1CS.01</b> Know that there are a range of computer systems with different functions, including communication, entertainment, creativity, research and for controlling other technology.</p> <p><b>1CS.05</b> Know that there are many everyday devices that use computers to control what they do.</p> <p><b>1CS.06</b> Identify what robots are and where they may be found in the real world.</p>	<p><b>1A-CS-01</b> Select and operate appropriate software to perform a variety of tasks, and recognise that users have different needs and preferences for the technology they use.</p>	

### Standards Alignment Table

Gives teachers an overview of the standards covered for the unit.

Teachers can use this section to begin their lesson by setting the objectives of the unit. This helps to inform and prepare students for what to expect in the later lessons.

Introduce key concepts with instructional strategies, lessons suggestions and ideas, to help teachers deliver lessons effectively and efficiently.

**Support** – This provides teachers with ideas to facilitate students in understanding the concepts to be learnt

<p><b>Support</b> Pause at appropriate places, explain to students where and how computers and technology is used in the video.</p>
<p><b>Challenge</b> Pause at appropriate places, invite students to explain where and how computers and technology is used in the video and how the technology show helps people.</p>

#### My Digital Pals are Here! Teacher's Guide Stage 1

##### Lesson 1 (1 period)

###### Background

Begin the unit by informing students that by the end of the unit, they will be able to

- Say what the term "technology" means
- Name the different types of computers
- Share examples of how technology helps us
- Name devices that use computers

Ask: *Have you used a computer before?* [Answers vary.] *What do you think you can do on a computer?* [Answers vary. Example: I can play games on a computer.]

###### Warm-Up

###### Cross-Curricular Activity (English and ART Integration) (p. 1)

Inform students that the activity links English and art to digital literacy. Let the students know that by the end of the unit, they can express their ideas about using technology through drawing.

Invite students to look at Ria's poster.

Ask: *What do you know about Ria from the poster?* [Answer: She is 5 years old. Her favourite colour is red. She likes to read books. She likes to play basketball. She likes to play games on the computer.]

Now, think about yourself. *What do you like to do?* [Answers vary. Example: I like playing games, reading books, drawing, etc.] *Do you use a computer in your daily life? What do you use a computer for?* [Answers vary. Example: No, I do not have a computer at home. Yes, I play games or watch videos using a computer.]

Inform students that they will be learn more about computers in this unit.

###### Main Lesson Content

###### Lesson 1.1 What is Technology? (pp. 2-3)

Use ppt1 or flashcards (TR01) to show students different machines around them.

Ask: *Do you know what is a machine?* [Answer: A machine is something helps us to do work.]

What can machines do? [Answer: They use electricity to move or do things for us, like a fan or a washing machine.]

Ask students to name the machines they see.

Show students the picture on pages 2 and 3. Tell students that this picture shows a family using technology in different ways.

###### Keyword

Direct students' attention to the word **Technology**.

Explain that the machines they named earlier in the lesson uses technology to work. Technology are tools or machines that people use to do specific tasks.

Read the sentences on pages 2 and 3 with students.

Point out that all the machines they see in picture use technology. Explain that technology are the tools or machines people use to help do tasks like working, watching TV or calling a friend

Ask: *What are the things you use daily that make us of technology?* [Answers vary. Examples: computer, TV, fan, washing machine]

**Challenge** – This provides teachers with ideas to challenge students and stretch their ability, fostering deeper understanding of the digital skills and concepts

### Links to Digital Platform

Corresponding digital practices and exercises are being referenced and incorporated as part of the lesson plans for teachers to administer.