



marshall
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education

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



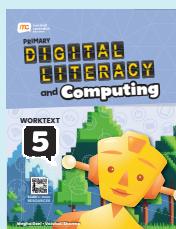
Stage 4

WorkText and Enhanced eBook eBundle	9789815260052
Teacher's Guide and Resources (digital)	9789815217070



Stage 2

WorkText and Enhanced eBook eBundle	9789815260038
Teacher's Guide and Resources (digital)	9789815217056



Stage 5

WorkText and Enhanced eBook eBundle	9789815260069
Teacher's Guide and Resources (digital)	9789815217087



Stage 3

WorkText and Enhanced eBook eBundle	9789815260045
Teacher's Guide and Resources (digital)	9789815217063



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 9

WorkText and Enhanced eBook eBundle	9789815357936
Teacher's Guide and Resources (digital)	978MCE0000139



Stage 8

WorkText and Enhanced eBook eBundle	9789815357929
Teacher's Guide and Resources (digital)	978MCE0000138

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

*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.

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

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

*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.



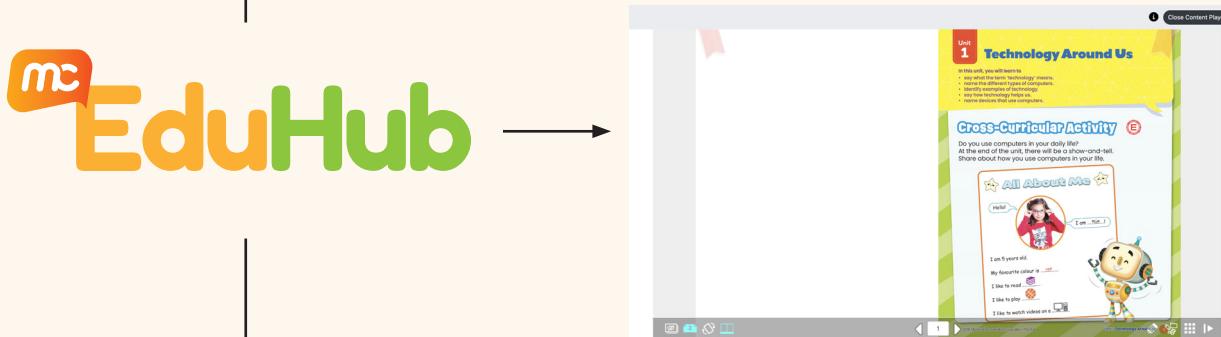
Walkthrough of WorkText

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

Student WorkTexts



Student eWorkText



Teacher's Channel

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%

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 school. 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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Unit 1 Storage on My Computer 1

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 AR 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. If you are a tech journalist – someone who analyzes news, sports, 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. You may 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 aforementioned 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.

Digital Resources

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Unit 2 ML, AR and Autonomous Programming

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

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**.

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

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

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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Unit 1 Technology Around Us 3

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

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

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 3

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.

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

Choose the correct option.

- 6 What is an application of machine learning in healthcare?
A. Predicting weather patterns
B. Detecting diseases through medical scans
C. Designing games
D. Translating languages
- 7 How do self-driving cars use machine learning?
A. To charge batteries
B. To detect objects and make driving decisions
C. To navigate using only maps
D. To connect with other cars
- 8 Which of the following uses machine learning for speech recognition?
A. Nette
B. Siri
C. Canva
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 complex. For example, in a video game, you might want to augment a character's abilities to make them more effective. You can do this by adding to it a shield or special powers.

Augmented reality (AR) is a technology that **augments** the real world with real-world objects. It makes the objects more interactive through devices such as smartphones, tablets, and glasses. Some objects have AR markers, which will trigger the AR content when you scan them. For example, a children's 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.

Explore

Follow these steps to experience AR.

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

KEYWORD
Overlay: placing digital images, text or graphics 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?

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

Read each colour the picture to how you see it.

open Paint

identify windows

use different colours

change a brush

draw different colours

use a colour palette

use a colour picker

Check

Record Class performance Individual performance

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

No. of pupils submitted: 2 / 3

% of pupils answered correctly for the first attempt

% of pupils answered correctly for the latest attempt

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

50.00% 50.00% 50.00% 50.00% 50.00% 50.00%

Part of the picture?

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

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.

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. Review the drafts you have uploaded earlier.
2. From the technologies you have learnt in this unit, choose the ones you would like to include in your 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**

Digital Resources

checklist

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

I can...	Smiley	Neutral	Unsmiley
define the term 'machine learning'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
describe how machine learning works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
give real-world applications of machine learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify the use of augmented reality in learning contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
describe how machine learning and augmented reality can be used together using examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
describe how autonomous programming and AI are used in robotics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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 Practice consist of questions to consolidate learning. Using the eWorkText on MCE-duHub, all questions are auto marked with a single click.

Unit Practice

Choose the correct option.

1. 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?

- AI
- Machine learning
- Cloud computing
- Virtual reality

2. You are designing an AI lesson for a history class. Which of the following would not be a good use of the classroom?

- displays 3D models of historical structures
- showing historical figures as interactive holograms
- allowing students to type in their own questions and receive answers
- replacing textbooks with digital versions that only show text

3. What role do sensors play in autonomous robots?

- They allow robots to recharge their batteries.
- They collect data from the environment.
- They teach robots to program themselves.
- They collect data from the environment.

4. Which device is commonly used to experience augmented reality?

- Self-driving cars
- Television
- Smartphone
- Cloud computer

5. What is autonomous programming?

- Machine performing tasks only with human input
- Machine making decisions and acting without human help
- Machine learning to make sense of sensory input
- A computer solving maths problems automatically

6. Self-driving cars use machine learning to recognise objects and make driving decisions.

7. Machine learning cannot be used to detect fraudulent transactions in finance.

8. Social media platforms do not use machine learning for content recommendations.

9. Machine learning is only applicable in technology fields and not in everyday life.

10. Drones use autonomous programming to deliver packages or survey land.

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Step Ahead provides challenging questions to stretch students' understanding.

Step Ahead

4 Grandpa, what were phones like when you were young?

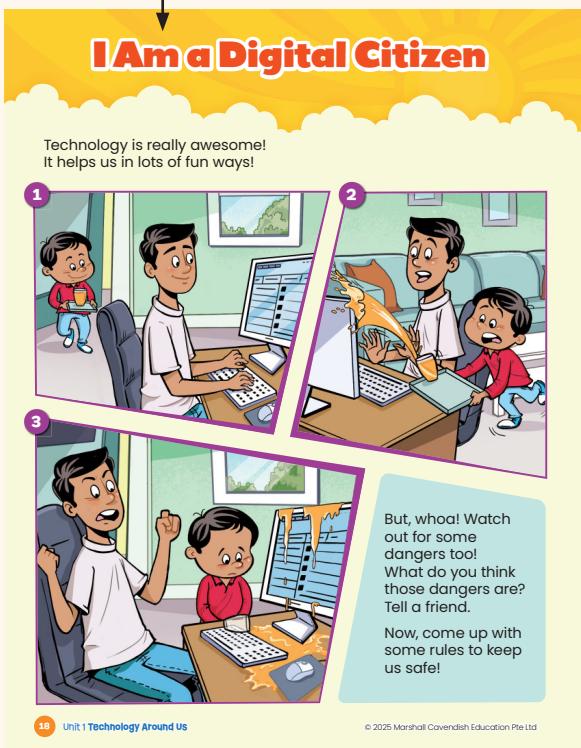
1 Technology changes very fast.

3 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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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.

Primary Digital Literacy & Computing 6 Teacher's Channel

Worktext (TE)	Teacher's Resources
Teacher's Resources	DLC Student Onboarding User Guide.pdf DLC Teacher Onboarding User Guide.pdf
Portfolio Report	DLC TG6 U1.zip DLC TG6 U2.zip DLC TG6 U3.zip DLC TG6 U4.zip DLC TG6 U5.zip DLC TG6 U6.zip DLC TG6 U7.zip
Unit 1	01 DLC TG6 U1 SOW.docx 02 DLC TG6 U1 Lesson Plans.docx 03 DLC TG6 U1 Extra Practices.zip
Unit 2	01 DLC TG6 U2 SOW.docx 02 DLC TG6 U2 Lesson Plans.docx 03 DLC TG6 U2 Extra Practices.zip
Unit 3	01 DLC TG6 U3 SOW.docx 02 DLC TG6 U3 Lesson Plans.docx 03 DLC TG6 U3 Extra Practices.zip
Unit 4	01 DLC TG6 U4 SOW.docx 02 DLC TG6 U4 Lesson Plans.docx 03 DLC TG6 U4 Extra Practices.zip
Unit 5	01 DLC TG6 U5 SOW.docx 02 DLC TG6 U5 Lesson Plans.docx 03 DLC TG6 U5 Extra Practices.zip

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Close Content Player

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
1.1 What is Technology	1		WorkText, p 1 WorkText eBook	PPT 1 - Examples of Machines
		• Explain the term 'technology'. • Identify different types of computers.	WorkText, pp. 2 WorkText eBook	PPT 2 -
1.2 Technology Around Us	1	• Locate and identify examples of technology. • Explain the different ways of how technology helps us.	Worktext Stage 1, Pages XX-XX Worktext Stage 1 eBook	Video link
1.3 Things Using Computers	1	• Name devices that use computers.		
Wrap Up: All About Me	2	• Reflect on the use of technology at home and school.	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
1DW.02 Know there are a range of devices that are all computers, including: personal computers, laptops, tablets and mobile telephones.	ICS.01 Know that there are a range of computer systems with different functions, including communication, entertainment, creativity, research and for controlling other technology.	1A-CS-01 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.	
1DW.04 Identify the tasks that devices are used for at home.	ICS.05 Know that there are many everyday devices that use computers to control what they do.		
	ICS.06 Identify what robots are and where they may be found in the real world.		

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

Support Pause at appropriate places, explain to students where and how computers and technology is used in the video.
Challenge 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.

Direct students to pages 9 and 10.
Go through and explain the different uses of computers.

Ask: *What are things that require a computer to move or turn it on?* [Answers vary. Example: a self-driving car. A smart TV.]
Inform students that many devices can be controlled by computers. E.g. appliances in a smart home

Carry out this activity with the class.

- Group students into pairs or small groups.
- Provide students with old or broken electronic devices (e.g., remote controls, calculators) that are disassembled.
- Guide students as they explore the insides of these devices, pointing out any computer components.
- Talk about how computers are used in various products to make them work better.

If there are not enough resources to go around or not enough time, demonstrate to students the insides of the device. Show and point out any computer components.

Track Your Progress 2 (p.11)
Have students complete the *Track Your Progress* on their own. You may want to go through the answers to check students understanding and consolidate the lesson.
As an option, you may refer students to the online *Track Your Progress* questions. These online questions will be auto-graded.

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 learning more about computers in this unit.

Main Lesson Content

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

Use [ppt1](#) or [flashcards \(T01\)](#) to show students different machines around them.

Ask: *Do you know what is a machine?* [Answer: A machine is something that helps us 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 use 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 the 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 use 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.