TEACHER GUIDE

Teacher Guide and Pacing

The lesson takes three 45-minute periods. The timings are what the lesson was written to. If you run short, protect the hands-on part in the middle.

Day 1 — Four Jobs Every Computer Does

Min	What happens	Print / open
5	Bell ringer: In and out	Day 1 bell ringer
12	Slides with the guided notes, Day 1 section	Deck, guided notes packet
22	Activity: Which Job Is It? Students sort eight actions into the four jobs, then name the jobs in a device they use.	Day 1 activity sheet
6	Exit ticket	Day 1 exit ticket

Deck: start at slide 1, the lesson cover, then the Day 1 slide.

Day 2 — Inside the Case

Min	What happens	Print / open
5	Bell ringer: Is the box the CPU?	Day 2 bell ringer
12	Slides with the guided notes, Day 2 section	Deck, guided notes packet
22	Activity: Power-On Reports. Students find where four computers stopped, name each missing part and say its job.	Day 2 activity sheet
6	Exit ticket	Day 2 exit ticket

Deck: start at slide 12, the Day 2 slide.

Extra practice, if there's time: Play Open It Up. Students play Tech Shop's Open It Up level on a computer or tablet. They put each part in the slot for its job and watch each computer start. **Game link:** madlyproductivepathways.com/play/tech-shop?level=1.1

Day 3 — Follow the Path

Min	What happens	Print / open
5	Bell ringer: Put the startup in order	Day 3 bell ringer
7	Slides with the guided notes, Day 3 section	Deck, guided notes packet
12	Applied task: Explain the Path, a new action on paper	Day 3 activity sheet
15	Lesson quiz	Lesson quiz
6	Exit ticket	Day 3 exit ticket

Deck: start at slide 22, the Day 3 slide.

The lesson quiz: 10 multiple-choice questions and 2 written answers, 14 points, about 15 minutes. Give it after Explain the Path. Collect that sheet first. The key is 06 Answer Keys/1.1_Lesson_Quiz_Answer_Key.pdf.

What to print, and how many

Page	Copies	Note
Guided notes packet (all three days)	1 per student	Print it once, for Day 1
Vocab slip	1 per student	Day 1. Students keep it in their notebook.
Bell ringers, Days 1-3	1 per student per day	Or project it and have students answer on paper
Which Job Is It? (Day 1)	1 per student	Students write on it.
Power-On Reports (Day 2)	1 per student	Students write on it.
Explain the Path (Day 3)	1 per student	Collect it before the quiz.
Exit tickets, Days 1-3	1 per student per day	At the end of each day
Lesson quiz	1 per student	Day 3

Grading at a glance

Every written answer in this lesson states its own length. The keys give what to look for, a model answer and what to accept or reject. You aren't being asked to invent a standard while grading 30 papers.

Piece	Points	How to grade it fast
Bell ringer	2 a day (6 in all)	1 per question. Each day's key says when to give the point.
Guided notes	4-7 a day (17 in all)	1 per blank. The word bank is on the page.
Activity or lab	6-12	Each sheet prints its own points. The criteria are in 06 Answer Keys/Activity_and_Lab_Keys.pdf.
Exit ticket	3-4 a day (10 in all)	1 per multiple-choice item, plus the written answer's points
Lesson quiz	14	10 multiple choice, 2 written at 2 points each

What students usually get wrong

Students often believe these two things. Name them out loud before students meet them.

Students think...	Actually...
The computer's case is the CPU.	The CPU is one chip inside the case. The case holds all the parts.
The monitor is the computer.	The monitor is an output device. The parts that do the processing are inside the case or the laptop.