Grade Band: Middle School  
Unit Target: Physical Science  
Unit Topic: Technology in Our Lives  

Lesson 5

### Instructional Targets

**Reading Standards for Literature**
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.
- **Key Ideas and Details:** Answer questions to explain the main ideas, details and inferences of a story.

Which of your state standards are aligned to these instructional targets?

### Classroom Activities/Lesson Plan

**Chapter 2: Computers for Communication**

The title of the chapter book is *Computers! Computers! Computers!* The second chapter, Computers for Communication, focuses on the different ways that Bart uses a computer and the Internet to communicate with friends.

- Chapter books present a “reading to learn” experience. Therefore, students may read independently or in a shared reading experience or books may be read to them. Present students with one chapter at a time for reading and comprehension instruction.
- After each page is read, ask the discussion question that appears in italics at the bottom of the page. Focus on pictures to reinforce understanding. Repeated readings are encouraged.
- Suggested Reading Levels for this chapter include: Levels J/K, presented in a text format, and E, presented in both text and symbol-supported formats.

**Read and Answer**

Comprehension activities extend beyond “checking” what students remember from reading. During instruction, students learn to refer to the book, using both illustrations and text, to locate answers to questions. Students recognize types of responses appropriate to who, what and where formats. Question responses may also provide students with a foundation for story retell. Activities should be repeated throughout the unit to increase students’ skills in multiple areas of comprehension.

- Select the level of comprehension questions appropriate to each student. Comprehension questions are also in three formats. Level 3 is text only, Level 2 is symbol-supported, and Level 1 is written in sentence strip format, allowing students to select from multiple choices or one errorless picture choice.
- Build comprehension and vocabulary through discussions.

**Standards Connection**

- These two standards connection lessons are designed to build summarizing skills and are applicable to all chapters. Based on the content of the chapter, determine whether this book is a work of fiction or nonfiction. Select the first lesson if the chapter is based on fictional formats that have a story line, and the second lesson if the chapter is based on informational text that includes facts and historical events.
- The first two sets of comprehension questions are derived from the lower levels of text. An advanced level of mixed questions is provided in text-only format.

*Pre- and post-assessments are available through Monthly Checkpoints.*

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tr>
<td>• Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.</td>
<td>• Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.</td>
<td>• Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.</td>
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<td>• Students will independently read questions about a story and write, speak or select an answer.</td>
<td>• Students will point to or select a picture from a choice of three in response to a question about a story.</td>
<td>• Students will respond to a question by choosing a single option or errorless picture.</td>
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### Resources and Materials

- Chapter 2: Computers for Communication
- Communication board
- Comprehension worksheets and sentence strips (multiple-choice and fill-in items);
- Advanced questions
- Standards Connection Lessons 3, 5, 7, 9, 11, 13

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Lesson 5, Chapter 2: Answer Key

### Fill-in

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<tr>
<td>friends</td>
<td>email</td>
<td>Meg</td>
<td>quick</td>
<td>letters</td>
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1. Bart writes ____ to his grandmother. (letters)
2. An ____ is a computer message. (email)
3. Bart sends emails to _____. (friends)
4. Bart gets an email from _____. (Meg)
5. Bart thinks email is ____ and easy. (quick)

### Multiple-choice

1. What is this chapter about?
   - pizza, letters, communication
2. What are messages on the computer?
   - emails, letters, notes
3. Who does Bart send emails to?
   - dad, sister, friends
4. Who does Bart receive an email from?
   - Brent, Meg, his teacher
5. What is important to know about this chapter?
   - Bart gets an email from Meg. We can use a computer to send messages. Email is easy.

### Advanced

Use the chapter book to help you fill-in the blank.

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1. Bart wants to send emails to his _____. (grandmother)
2. People send ____ on the computer. (emails)
3. Bart checks for new email in his _____. (inbox)
4. Bart responds to email by clicking the ____ button. (reply)
5. Bart clicks ____ to makes room for new email messages. (delete)

These questions may have more than one correct answer.

6. What are ways that people communicate?
   - telephone, letters, talking
7. Who writes emails to Bart’s mother?
   - Bart, teacher, principal
8. What do you need to be able to write an email?
   - home address, email address, computer
9. Why do people send emails?
   - emailing is quicker than writing a letter
   - to share ideas and information
   - to call each other on the phone
10. What is important to know about this chapter?
    - Bart deletes old email.
    - We can communicate with people using a computer.
    - We talk to people on the telephone.
Chapter 2: Computers for Communication
There are many ways that people can communicate. Bart communicates when he talks to his friends at lunch. Bart communicates when he calls his friends on the telephone. Bart communicates when he writes a letter. Bart writes letters to his grandmother in California. He mails the letters at the post office. Bart wishes his grandmother would get a computer so he could send her email messages.

Discuss various ways to communicate.
Many people use a computer to communicate. An email is a computer message. In a computer message, people share ideas and information. Bart sees his teacher checking her email. Sometimes she sends emails to Bart’s mother about what is going on in school. Bart likes when his teacher writes good things about him.

Why is sending emails an easy way to communicate?
Bart likes to send email messages to his friends. Bart has a special email address. Bart’s email address is different than his home address. He only gives his email address to people he knows well. Today, Bart is sending an email to his friend Brent. He wants to ask Brent to go to the school play with him next week.

Discuss the difference between an email and a home address.
Bart can get new email messages from his friends. Bart checks for new email messages in his **INBOX**. He has one new message. The new message is from Meg. Meg wants to know if he will go to a school dance with her. Bart clicks the **REPLY** button to respond to her message. He says, “yes!”

**What is an inbox? How does Bart answer his messages?**
Bart is finished reading his email. He clicks **DELETE**. The old messages are gone! Deleting old messages will make room on his computer for new messages. Bart will check his computer later for new messages. He hopes Meg sends another email message.

*What does delete mean? Why does Bart delete the old messages?*
Bart likes to talk with his friends at lunch. He likes to call his friends on the telephone too. But the computer is also a good way to communicate with your friends. Email is quick. Bart thinks email is easy. It is fun to hear from friends on the computer.
Chapter 2:
Computers for Communication
Bart talks to his friends. Bart writes letters to his grandmother.
Bart also sends email messages. An email is a computer message.
Bart likes to send emails to his friends. He sends an email to his friend Brent.
Bart gets messages from his friends. Today, he got a message from Meg.
Bart is done reading his email. He hopes to get more email messages.
Bart likes email. Email is quick. Email is easy.
Chapter 2: Computers for Communication

www.flickr.com/photos/b-may/2740889462
Bart writes letters to his grandmother.

Bart talks to his friends.

www.flickr.com/photos/cote/328629538/in/photostream
An email is a computer message.

Bart also sends email messages.
He sends an email to his friend Brent.

Bart likes to send emails to his friends.
Today, he got a message from Meg.

Bart gets messages from his friends.
Bart is done reading his email.

He hopes to get more email messages.
Email is easy.

Email is quick.

Bart likes email.

www.flickr.com/photos/philandpam/2190067385
“Computers for Communication”

talk  write  also  from  Bart
send  like  done  more  grandmother
get  read  quick  easy  computer
hope  friend  letter  email  message

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MIDDLE, Unit 14, Physical Science, Technology in Our Lives
Lesson 5, Chapter 2, “Computers for Communication”
1. Bart writes ___________ to his grandmother.

2. An ___________ is a computer message.

3. Bart sends emails to ___________.

4. Bart gets an email from ____________.

5. Bart thinks email is ____________ and easy.

friends  email  Meg  quick  letters
1. Bart writes ___________ to his grandmother.

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1. Bart writes ___________ to his grandmother.
Chapter 2: "Computers for Communication"

2. An __________ is a computer message.

3. Bart sends emails to ___________.

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MIDDLE, Unit 14, Physical Science, Technology in Our Lives
Lesson 5, Chapter 2, "Computers for Communication", Fill-In Level 1
4. Bart gets an email from ___________.

5. Bart thinks email is ___________ and easy.
1. **What is this chapter about?**
   a. pizza  
   b. letters  
   c. communication

2. **What are messages on the computer?**
   a. emails  
   b. letters  
   c. notes

3. **Who does Bart send emails to?**
   a. dad  
   b. sister  
   c. friends

4. **Who does Bart receive an email from?**
   a. Brent  
   b. Meg  
   c. his teacher

5. **What is important to know about this chapter?**
   - a. Bart gets an email from Meg.
   - b. We can use a computer to send messages.
   - c. Email is easy.
Chapter 2: “Computers for Communication” Name: _________________________

1. What is this chapter about?
   a. pizza  b. letters  c. communication

2. What are messages on the computer?
   a. emails  b. letters  c. notes

3. Who does Bart send emails to?
   a. dad  b. sister  c. friends

4. Who does Bart receive an email from?
   a. Brent  b. Meg  c. his teacher

5. What is important to know about this chapter?
   ○ a. Bart gets an email from Meg.
   ○ b. We can use a computer to send messages.
   ○ c. Email is easy.
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Bart gets an email from Meg. We can use a computer to send messages. Email is easy.
Chapter 2: “Computers for Communication”

1. What is this chapter about?

2. What are messages on the computer?
3. Who does Bart send emails to?

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5. What is important to know about this chapter?
1. Bart wants to send emails to his _________.

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5. Bart clicks _________ to make room for new email messages.
6. What are ways that people communicate?
   - a. telephone
   - b. letters
   - c. talking

7. Who writes emails to Bart’s mother?
   - a. Bart
   - b. teacher
   - c. principal

8. What do you need to be able to write an email?
   - a. home address
   - b. email address
   - c. computer

9. Why do people send emails?
   - a. emailing is quicker than writing a letter
   - b. to share ideas and information
   - c. to call each other on the phone

10. What is important to know about this chapter?
    - a. Bart deletes old email.
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