



Unit 1, Lesson 1: What is a Computer?

Northstar Standards	Objectives/SWBAT
Basic Computer Skills: 1. Distinguish between different types of devices (tablets, desktop and laptop computers). 2. Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen).	I can orally and in writing define and describe the purpose for the vocabulary listed in this lesson. I can list (or identify) the four main types of computers.
Seattle Digital Equity Initiative Skills Framework	I can orally name the four core parts of each type of computer.
EF.5 Understand My Computer; Understanding computer and peripheral components; basic troubleshooting; using an OS	I can recall the names for core parts of each computer and verbally explain the purpose of each part and/or when/how to use the part.

Materials to prepare:

- Laptops (or desktop computers) closed and turned off in front of every student [include mice if possible]
- Handout 1: Computer parts/matching activity
- Optional: Hardcopy of [3-2-1 Self-Assessment](#) (one per learner)

Vocabulary to Review Before the Lesson

1. *Information (noun)*: knowledge that you get about someone or something: facts or details about a subject.
2. *Port (noun)*: a town or city where ships stop to load and unload cargo.
3. *Machine (noun)*: a piece of equipment with moving parts that does work when it is given power from electricity, gasoline, etc.

General Notes to the Instructor:

- For Muslim students: when teaching students how to hold the mouse and click, avoid touching hands to demonstrate, especially if they are of the opposite sex.
- During examples/analogies with phones, pair learners without phones to those who do.

Vocabulary & Concepts Introduced in Lesson:

Computer Laptop Desktop Screen	Monitor Key Keyboard Mouse	Touchpad/Trackpad Wheel Left/Right Click Cursor
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Timing Notes:

CASAS: ESL 3 (184) ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 60-90 minutes	Timing Notes: 15-20 minutes

Lesson Plan:

1. Community Building & Warm-up
2. What is a Computer?
3. Types of computers
4. Parts of a Desktop Computer
5. Parts of a Laptop Computer
6. Parts of the Mouse & Touchpad
7. Evaluation

Community Building Activity:

Round Circle Ball Toss:

What's your name? Where did you grow up? What do you want to learn in this class?

Machine Engagement (Warm-up):

Instructor Note: Use engagements as you see fit. Not all classroom environments need these sections, but they can help with lower English level learners.

Ask: What is a machine?

Ask: What machines do you use a lot? (gather responses: car, phone, alarm clock, tv, etc.)

Ask: Why do you use these machines? (to make your life easier)

Say: Computers are just another kind of machine that you can use to make your life easier. Today we're going to learn about different types of computers and their parts.

What is a computer?

Ask: What is a computer? (gather various responses)

Read the definition of a computer and write it on the board.

Computer (n): An electric machine that can store and work with large amounts of information.

(note: For lower English students, this definition may need to be further simplified)

Project or hold up pictures of various types of computers.

Say: These are all computers. They look different but they all have very similar jobs.

Computer Types

Say: There are 4 common types of computers that you'll see and probably use during your day-to-day life.

Project or hold up Image 1

Say: The desktop computer is meant to stay in one place (like on the top of a desk: *desktop*). All the parts are separate and only connected by wires. Desktop computers are usually bulky and can be heavy.

Project or hold up Image 2

Say: Then we have the laptop computer. Everything is combined into one object that can easily be carried around. It's designed so that you can use it on 'top of your lap'.

Project Image 3

Say: Next is the tablet.

Ask: Have any of you used a tablet? (many times, students have) What are some differences between a tablet and a desktop or laptop? (gather various answers)

Say: The tablet shares a lot of things with the smartphone.

Project Image 4

Ask: How many of you have a smartphone? (most folks will but you may have the occasional student with a flip-phone)

Say: You use a computer every day. It does a lot of similar things—it might just look a bit different.

Parts of a Desktop Computer

Say: Let's talk about the different parts of the Desktop computer.

Project Image 1

Point out each part as you name them.

Ask: What do you see here? How many separate parts do you see? What do you think they do?
(gather various responses and make sure you go through all of the following parts & explanations)

1. This is the keyboard. This lets us write on the computer.
2. This is the mouse; we use it to move around and open things.
3. The big wide square here is the monitor. Sometimes people might call this a screen, but the official name is "monitor". The monitor allows us to see what's happening in the computer.
4. The thin box to the side has many names. Some people call it the tower, or the computer case, or the system unit. All three names work. This is the actual 'brain' of the computer. The tower is where all the thinking happens.

Parts of a Laptop Computer

Say: Now, let's talk about the laptop.

Project Image 2

Say: The laptop has all the same parts as the desktop, just all in one machine.

Ask: What parts do you recognize?

(gather various responses and make sure to go through all the parts below)

1. You can see a keyboard on the bottom part to help us write.
2. The screen is on the top half. This lets us see inside the computer and we can see where our mouse is on the screen.
3. The camera is this small circle above the screen. The microphones usually are on either side of the camera. These allow the computer to see and hear you.
4. Below the keyboard is a very important part. It looks like a square with two longer buttons on the top. This is called the Touchpad or Trackpad. It has the same purpose as the mouse – to help you move around – it's just built into the laptop.

Parts of the Mouse & Touchpad

Say: Let's talk a bit more about the mouse and touchpad. For a laptop, you can use both options. It all depends on what you prefer most. Let's explore how to use both so you can see which one you like best.

Say: Let's start with the mouse.

Demonstrate: Hold up a mouse and/or distribute mice to students so they can follow along and practice. For now, keep the mice unplugged while students practice using the mouse.

Say: There are three main parts to a mouse. There's left click, right click, and the wheel.

Say: The mouse we can touch moves the mouse arrow inside the computer. Moving the mouse will move the arrow on the screen. We need the mouse to tell the computer what to do by moving the mouse and clicking.

Ask: What do you think a click is? (pushing on one of the sides of the mouse to make a "click" sound)

Demonstrate each part as you name them.

Say: We use the word "click" as the name since using it makes a clicking sound. The left click is what we use to open and select things. This is what you'll use most often. This is a very important button. Whenever someone tells you to click on something, it means to use the left click.

Say: Right click is the right button on the mouse. Right click opens a special menu for objects on the computer so we want to be very careful when we use it.

Say: The last part is the wheel. The wheel is the circular part in the middle of the mouse. When you turn it, it moves you up or down on the screen. We call this action **scrolling**.

Say: There's a specific way to hold a mouse.

Ask: Have any of you used a mouse before? Can you show us how you usually hold them?

Say: The palm should cup & rest on the rounded back of the mouse. Your pointer finger should lay on the left click and your middle finger should be on the right click. Your thumb and pinky should be used to gently hold on to the sides.

Demonstrate the correct hand placement and have students mimic the action.

Say: Let's look at the touchpad now. What parts seem like the mouse?

Say: There are two buttons on the top (sometimes on the bottom or both) that are left click and right click. The big part of it tracks your finger to move on the laptop.

Say: To scroll up and down (since there's no wheel), we can use two fingers on the trackpad to go up and down.

Demonstrate the two-finger swipe action first on a hard surface and have students copy before attempting on the touchpad.

Say: Let's practice using both. Which do you prefer?

Distribute laptops to students and pull up a website for students to practice on. We recommend using a website like <http://mouseprogram.com/practice.html> for this activity. Ask students to use both the mouse and the touchpad to navigate.

[Optional] Online Matching Activities

For learners comfortable checking email on their cell phone, consider emailing these links for drag & drop as well as vocabulary practice: [WordWall U1.L1 Computer Vocabulary](#) and the [WordWall U1.L1 Computer Vocabulary Anagram](#). If you have an organizational website you can edit, consider embedding the same hyperlink for students to access when they want to practice.

Additional Activity Idea:

Call out the names of computer parts one at a time and ask students to point to the matching part. (Extension: ask students to do this in pairs. Provide a list of parts S's have learners and ask one to be the "teacher" in the pair. "Show me the ____.")

Evaluation:

Handout the computer parts matching activity. Give students a couple minutes to fill it out independently before going through the answers together as a class (this is a great opportunity to practice spelling the words, if needed).

Optional: Pass out the "[3-2-1 Assessment & Reflection](#)" hard copy. Elicit the student responses again. With the document camera, the teacher models writing one sentence together as a class. Then, ask a student to share their example. Last, allow time for learners to complete the prompt. Use this worksheet as an exit ticket. Learn more about the strategy and variations [here](#).



Image 1: Desktop computer parts (Image from iStock)



Image 2: A Lenovo Laptop

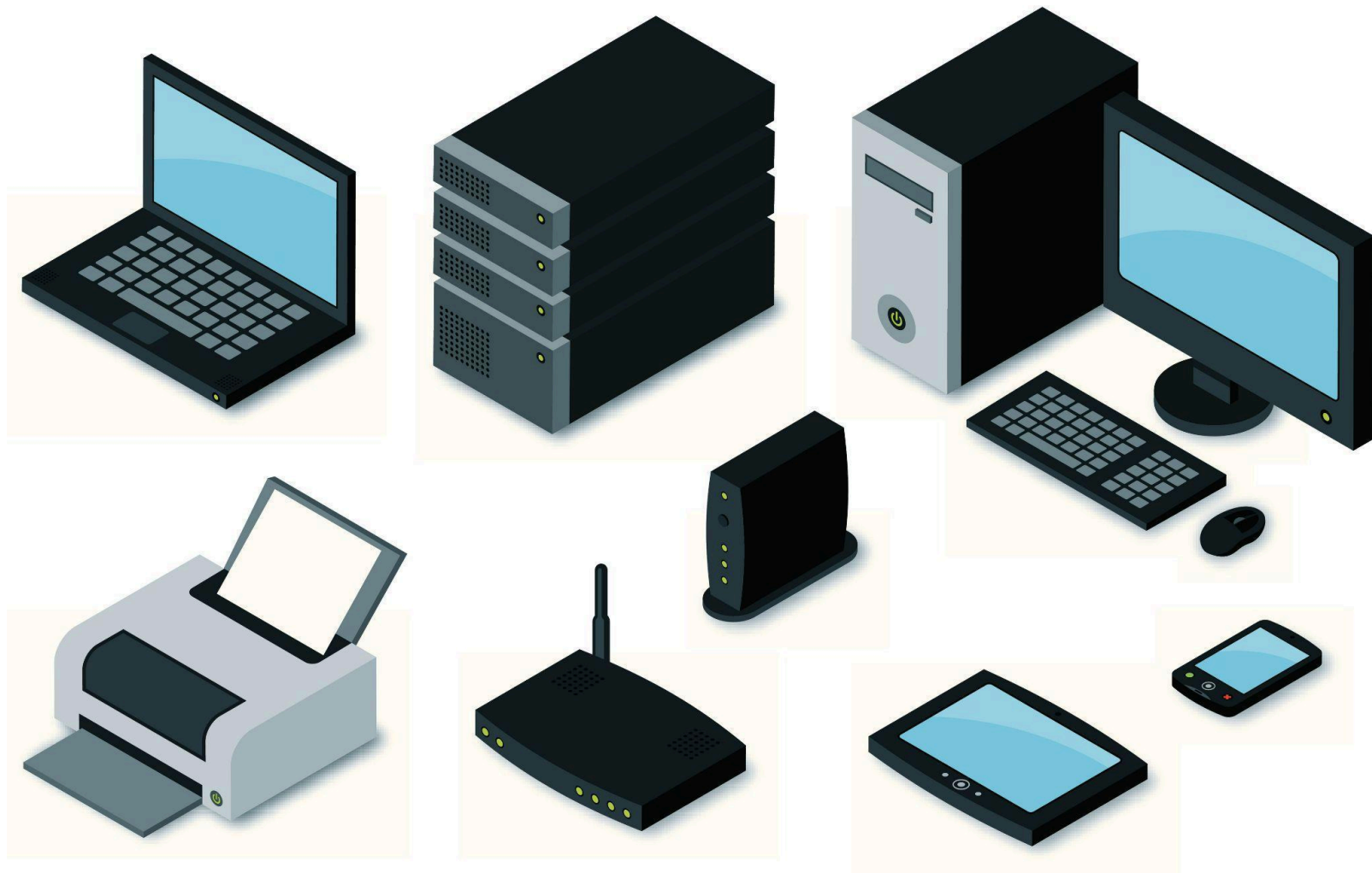


Image 3: Different computers and technology they work with (Image from iStock)

Unit 1 Lesson 1: Parts of a Computer Activity

Directions: Write the name of the part in each box.

A.

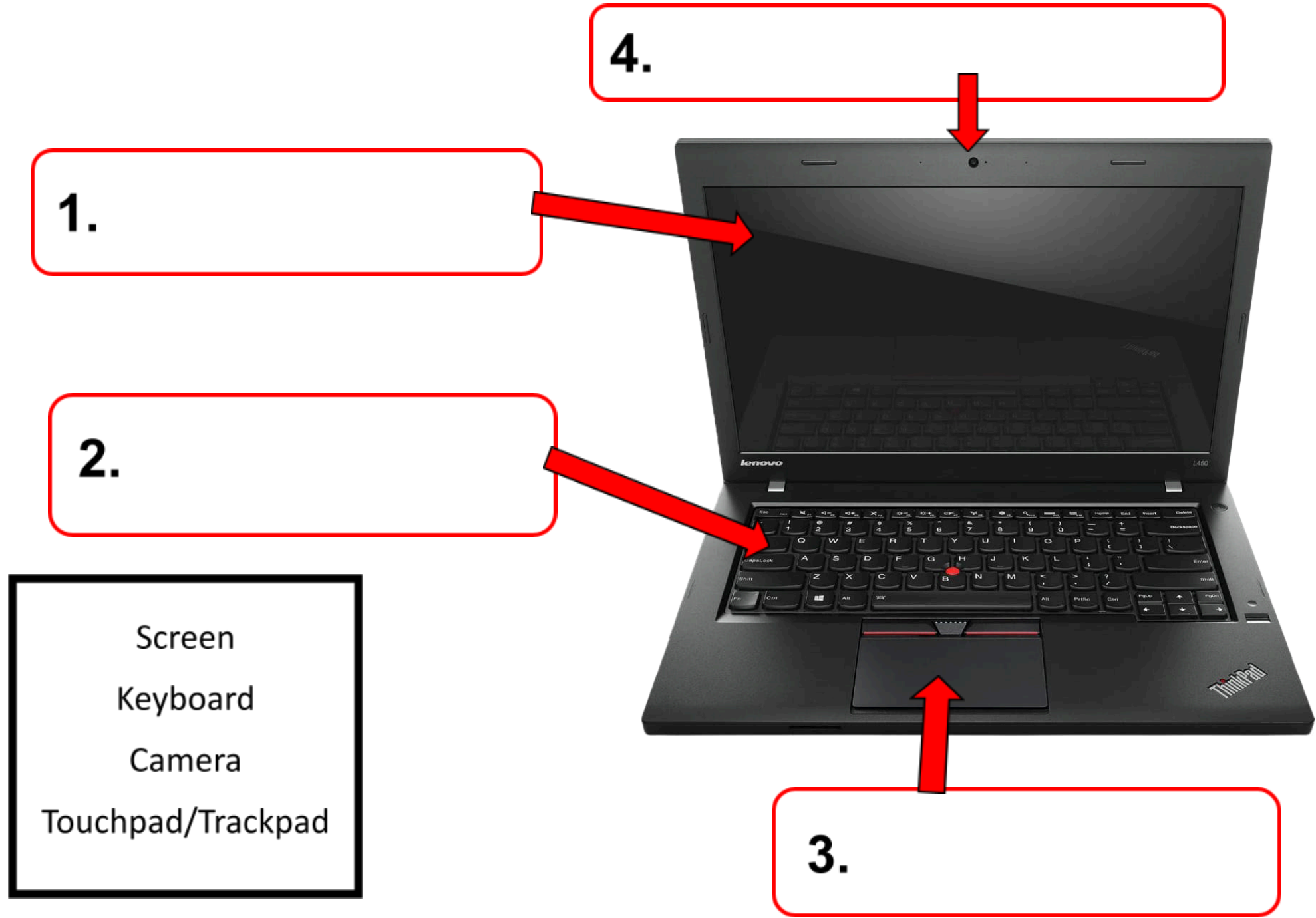
D.

Monitor
Keyboard
System Unit (Tower)
Mouse

B.

C.







Unit 1, Lesson 2: Power & Charging

Northstar Standards	Objectives/SWBAT
<p>Basic Computer Skills</p> <p>#2 Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen).</p> <p>#18 Turn the computer and monitor on and off.</p>	<p>I can turn a laptop on and off using the power button.</p> <p>I can plug in an external mouse via USB port.</p> <p>I can charge a laptop.</p>
<p>Seattle Digital Equity Initiative Skills Framework</p>	
<p>EF.5 Understand My Computer; Understanding computer and peripheral components; basic troubleshooting; using an OS</p> <p>EF.4 Use the Mouse; Basic mouse functionality</p>	

Materials to prepare:

- Laptops for each student, chargers, and mice
- Prepare examples of different types of cords to show students.
- Individual white boards and markers for students during the warm-up.

Vocabulary to Review Before the Lesson

1. *Power (noun)*: the electricity that people use.
2. *Battery (noun)*: a device that is placed inside a machine (such as a clock, toy, or car) to supply it with electricity.

General Notes to the Instructor:

- For Muslim students: when teaching students how to hold the mouse and click, avoid touching hands to demonstrate, especially if they are of the opposite sex.
- During examples/analogies with phones, pair learners without phones to those who do.

Vocabulary & Concepts Introduced in Lesson

Port cord	USB Port/Cord Charger	icon (power/charger icon)
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Timing Notes

CASAS: ESL 3 (184)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 30 min	Timing Notes: 15 min

Lesson Plan Outline:

1. Review
2. Engagement – how does this relate to everyday life?
3. Power Icon & Buttons
4. Cords & Ports
5. Connecting a Mouse
6. Charging Laptops
7. Evaluation

Review & Warm-up:

Community Building: Circle up. Ask and answer: What's your name? Where did you grow up? What do you want to learn in this class? Alternative question(s): What did we do in class last session? What predictions can you make about the next steps in using a computer?

Distribute white boards and markers to students. Project or hold up photos of a desktop computer and a laptop. Ask students to write down the name of the parts on the white boards as you point them out.

Optional Power Engagement:

(Note: Use engagements as necessary)

Ask: What's the first thing you need to do to use a phone? (turn it on/plug it in/give it power)

Ask: When you want to use your phone, what's the first thing you have to do before you can use it? (push the power button or wake it up with other gestures—depends on the phone model)

Ask: What happens when your phone runs out of power? (It won't start/work) What do you do when that happens? (Plug it in to a charger)

Say: Computers are the same—we need to give it power and turn it on. Some computers, like desktop computers, need to have a constant source of power so it will always be plugged into an outlet. Others, like a laptop or your phone, have a battery that needs to be refilled when it runs low. Additional option: Ask students to create their own metaphors for powering computers.

Power Icons & Buttons

Say: Let's start by talking about icons. An **icon** is a small, important picture on the computer. Icons can tell you all sorts of things so it's important to pay attention to them!

Draw this icon or print it out:



Say: This is the icon for **power**. Wherever we see this picture, it's telling us that this thing has something to do with the computer's power.

Say: All computers have a power button to turn it on and off.

Ask: Where is the power button on your phone? (have students show you/point it out)

Say: On a laptop, the power button is usually right above the keyboard but it won't always have this icon on it. This is because most people are familiar enough with computers to find and recognize power buttons so some companies decide to remove the picture.

Ask: Can you find a button with the power icon on it on the laptops in front of you? (make sure each student is able to find the power button)

(Optional)

Say: For desktop computers, the screen and the "brain" are separate pieces, so they have two separate power buttons. One on the monitor and one for the actual computer inside.

(if you have access to a desktop computer, demonstrate where to find these/point them out)

Cords & Ports Engagement:

Say: How many of us have driven a car before? What happens when you run out of gas? Let's go back to our car example. When we run out of gas, we need to fill the gas tank back up.

Ask: How do we refill it? (Go to the gas station)

Ask: At the gas station what do we use to put gas into our car? (a hose with a nozzle)

Ask: Where do we put the nozzle into the car? (a hole in the side with a cap on it.)

Say: The filler hole is made to match the shape of the nozzle so that we know what's supposed to go there.

Say: Computers are very similar. They have cords and ports that fit them. Let's talk about what those are and how to match them.

Cords & Ports

Say: Let's first talk about cords.

Read the definition then write it out on the board for students to copy.

- o *Cord (n):* Wire that connects a machine (usually) to a power source or to another machine.

Bring out the cord examples including USB mice and various chargers. Point out to students how cords can look different and have different shapes on the end.

Say: Each end of a cord has a special shape to match the hole in the computer it goes into. This hole is called a **port**.

Write the following definition on the board for students to copy.

- o *Port (n):* a hole/place where you can connect a piece of equipment (i.e., a mouse or printer) to a computer with a cord.

Say: Most ports are on the sides or back of a laptop.

Demonstrate location of ports on class laptop and have students point them out on the laptops in front of them.

Ask: How many ports do you have on your laptop? (Answers will vary)

Ask: Are they all the same shape? (No, they may have duplicate USB ports or ones with similar shapes, but for the most part, they should vary in shape)

Say: It's very unlikely that you will need to use all these ports, but there are two important ones that you will use frequently. Let's talk about them!

Connecting a Mouse

Say: Grab a mouse and look at the end of the cord.

Ask: What shape is it? What does it look like? (a rectangle with half of the inside filled)

Draw the shape on the board.

Say: This is called a USB cord. USBs are very common, and you will see a lot of computer cords that have this shape.

Say: Because USBs are so common, many laptops have more than one USB port.

Ask: Can you find one (or more) USB ports on your laptop?

Say: Plug in the mouse cord to the USB port.

Instructor Note: Make sure to go to each student to verify they've placed it in the correct port.

Charging Laptops

Say: Just like phones, we need to use a special kind of cord to recharge laptops. But these cords can be very different depending on the company and kind of laptop you use. So, we need to be prepared to use lots of different kinds!

Say: Your laptop will always come with a charger that fits into the charging port. A **charger** is the name of **the cord that gives your laptop battery more power**. But the location and shape of the charging port might be different, so let's explore!

Say: Charging ports are usually in the left or right corner of the side of the laptop. (Sometimes it might even be on the back!)

Say: The best way to find the correct port is to look for the **charger icon** next to the port.

Draw the following icon on the board and label it. Give students time to copy.



Activity (option 1):

Gather a variety of laptops with their matching chargers and place them randomly together on a table. Ask students to first find the charging port on a laptop and then find the charger that matches. Continue until all laptops have been matched with their correct charger.

Or

Activity (option 2 – if you do not have a variety of laptops available):

Have students find the charging port on the laptop in front of them and plug in the corresponding charger. Then show examples via projector or print out of various chargers and their ports.

Evaluation:

In front of each student, place a laptop, a charger (that matches), and a mouse. Make sure they are all separated from each other. Then, on the board, write the following instructions:

1. Open the computer in front of you and push the power button.
2. Connect the mouse to the computer.
3. Connect the charger to the computer.

Use this time to observe students' grasp of these skills and provide assistance as needed.

Use the [U1.L2 Formative Checklist](#) to track student progress.



Unit 1, Lesson 3: Logging in

Note to Teacher: If the classroom computers do not have a login step, adapt this lesson for logging into email. Additionally, consider preparing a screenshot of the login page for the classroom computers. This will be unique to your classroom context.

Northstar Standards	Objectives/SWBAT
Basic Computer Skills: #3 Log on to and shut down a computer.	I can login to a computer using a password. I can logout of a computer. I can verbally explain to their elbow partner how to login to the classroom computers.
Seattle Digital Equity Initiative Skills Framework	
IS.4 Self-assess Your Skills; Identify information needs and competence/knowledge gaps EF.5 Understand My Computer; Understanding computer and peripheral components; basic troubleshooting; using an OS	

Materials to prepare:

- (Recommended) Projector
- Instructor made handout to display class computers' login screens
- Printed [Self-Evaluation Emoji Set](#) (one per learner)

Vocabulary & Concepts Introduced in Lesson

Login (n) Log in/out (v)	Sign in/out (v) Log on/off (v)	Password Username
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Lesson Plan:

1. Review & Warm-up
2. Keeping your computer safe
3. Logging into your computers
4. Evaluation

Review & Warm-up:

Community Building: Circle up. Quiz learner's on each other's name. **Ask:** What did we do in class last session? Can you show me what each port on the laptop is for?

Self Assessment: Instructor introduces the collection of printed emojis and asks learners to describe the different emotions. Each learner should have their own set of emojis. **Ask:** What does each emoji communicate? After the class agrees on the meaning of each emoji, the teacher reviews the lesson objectives with the learners:

I can login to a computer using a password.

I can logout of a computer.

I can verbally explain to their elbow partner how to login to the classroom computers.

Learners each choose an emoji from their set to either place at their desk to communicate their level of comfort with the objective, or learners stand up and post their emoji on the board next to the corresponding objective. At the end of the lesson, the instructor should reference back to this assessment and check to see how student confidence levels changed.

Keeping Your Computer Safe

Ask: What are some things you do to keep safe?

Say: When we leave our homes, we need to lock the door behind us so that no one else can get inside and take any of our belongings.

Say: We need to keep our computers locked just like we keep our doors locked to keep everything inside safe.

Say: Computers use a special kind of lock to keep our information safe. This lock is called a **login**. A Login has two parts: a username and a password.

Project an example login on the board for students.

Say: A username is the name of the account. This could be your name or your email or something else.

User (n): A person or thing that uses something.

Username (n): The name of the person using the computer or service. The name of the account. (Similar to a bank account number)

Say: When you're trying to go home and you want to unlock your door, you always need to know if you're at the correct door. What door do you want to unlock?

Say: Your password is like your PIN--The key we use to unlock the door.

Logging in to Your Computer

Say: Login (noun) is a place to enter your key to unlock a place on your computer.

Ask: So, what do you think "to login" (verb/action) means?

Say: To login (v) is to enter that information and unlock the door.

Say: We have different ways of saying **login**. (write on the board--) Login = log on = sign in. All three of these mean the same thing.

Ask: If **to login** means to unlock, what do you think **log out** means? (to lock)

(write on the board) Log out = sign out = log off

Say: Let's go through all the steps to log in to your computers.

First **demonstrate** via projector. Then write the steps on the board. Go through all the steps one by one with the students. Steps can be adjusted for different login processes as needed.

1. Open your laptop (if the screen doesn't turn on, make sure to push the power button)
 - The first thing you will see is the lock screen (make sure to point out the important features of the lock screen: large picture background, time, date, etc.)
2. Push any key (usually a letter key or the spacebar works best)
 - **Door Analogy:** This is to see the lock.
3. Type the password. (Make sure to write and say the classroom computers' password)
 - **Door analogy:** This is like putting the key into the lock.
4. To turn the key and go into the computer, we can do 2 different things:
 1. Push the Enter key **or**
 2. Click on the arrow button right next to the password.
 - **Door Analogy:** This is like turning the key and opening the door.

Instructor Note: Have students repeat these steps until they get the hang of it. Use the lock shortcut (windows key + L as necessary to help students repeat logging in). This can be made into a game to help students get used to the flow. i.e. see who can login to their computer the fastest or ask the students to order the steps correctly.

Evaluation:

Place powered off laptops/computers in front of each student. Ask students to work in pairs to login. Assist those as needed, if applicable by using the door analogy steps.

Students self-assess. The teacher returns to the objectives and asks learners to find an emoji on their device or in their laminated set to describe how they feel on their learning in regard to each objective.

Challenge: For students that move through this evaluation quickly, ask them to write down the steps and the equivalent for logging in to their phone.



Unit 2, Lesson 1: Desktop Names and Places

Northstar Standards	Objectives/SWBAT
<p>Basic Computer Skills</p> <p>11. Identify icons on the desktop. Windows 10</p> <p>2. Identify the parts of the Windows 10 interface (desktop, taskbar, etc.).</p> <p>3. Demonstrate knowledge of the Windows Start Menu, including Get Help.</p>	<p>I can name the main parts of the desktop.</p> <p>I can identify apps on the taskbar and work area.</p>
<p>Seattle Digital Equity Initiative Skills Framework</p>	
<p>EF.5 Understand My Computer; Understanding computer and peripheral components; basic troubleshooting; using an OS</p>	

Materials to Prepare:

- Projector (Doc camera recommended)
- Student class computers (recommended)
- Unit 2 Lesson 1. Additional Lesson Images (Print 1 copy in color to project)
- Unit 2 Lesson 1 Activity. Computer Places and Names (print 1 copy for each student) (color recommended)
- Optional: Hardcopy of [3-2-1 Self-Assessment](#) (one per learner)

Vocabulary to Review before the Lesson:

1. *Icon (n)*: A small picture on a computer that tells you information or helps you do an action.
2. *Log in (v)*: To put in a username and/or password to unlock access to an account.
3. *Work (v)*: to do things as part of a job.
4. *Area (n)*: a part in a larger place. (i.e. in the *area* next to the park)

Vocabulary & Concepts Introduced in Lesson:

Hint Hover	Task Bar	Taskbar Desktop
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Timing Notes

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 1 - 1.5 hours	Timing Notes: 20 minutes

Lesson Plan:

1. Review & Warm-up activity
2. Engagement
3. Computer Desktop
4. Vs. Desktop computer
5. Parts of the Desktop (Activity)
6. Places to Find Important Icons

Review & Warm up:**Directions:**

Look at the computer in front of you to finish the sentences. Write each sentence in your notebook.

1. Today is __ / __ / _____.
2. The power button to turn the computer on and off is on the _____.
(left/right/front/back)
3. The charging port is on the _____. (left/right/front/back)

When students are done, review the steps to log in to the computer. Encourage students to copy the steps down in their notebooks as you review.

Engagement:

Ask: Do you have a desk at home?

Ask: Is it clean or do you have a lot of things on it? What sorts of things are on top of the desk?

Ask: Why is it clean/cluttered?

Say: The top of a desk can be tidy or messy because we use it a lot or put important things on the top of desks. That's what they're created for—for us to use them to get things done. Computers are like that too.

Ask: On your phone, after you unlock it, how many apps and notifications do you have? Are there a lot of things on the screen or only a couple?

Say: This is called the Home Screen. It's the place for us to keep everything we need to use. It makes it easy to access important things. Desktop computers and laptops have the same thing.

Ask: In what ways are the home screen and the desktop similar? How are they different?

The Computer Desktop

Say: Open the computer in front of you and login.

Ask: What do you see?

Say: This is the “Home screen” of a bigger computer.

Project Image 1 or a class computer desktop.

Say: This place is called the computer **desktop**. This is where we keep important papers, apps, and where we can find important information about how our computer is doing.

Computer Desktop vs. Desktop Computer

Say: A lot of people get confused over the difference between a desktop computer and a computer desktop so let’s talk about it.

Say: When we’re talking about the computer itself, most of the time we’ll say the words “desktop computer” together. It’s rare to hear anyone talk about this type of computer without saying these words.

Say: On the other hand, when we’re talking about the place **inside** a computer, we skip the word “computer” and just say “the desktop”.

Say: When you hear “**Desktop Computer**”: they’re talking about the kind of computer. When you hear “The Desktop”, they’re talking about this place inside the computer.

Parts of the Desktop

Say: There can be a lot to see on the desktop, so let’s talk about the different parts and what they’re for.

Project Image 1 or a class computer desktop.

Say: The desktop is split into 2 main parts. Most of the space has a big picture or maybe just one color in the back. This entire space is called the **work area**.

Ask: From the name, what do you think it’s for? (if students are unfamiliar with *work* and *area* this is a great time to review.)

Ask: When you’re using a desk at home or at work, what part do you use to get work done? (the top)

Ask: What kinds of things do you keep on the top of your desk? (pens, papers, computer, phone)

Say: These are all things you need to be able to get to easily to get things done.

Say: The **Work Area** on the desktop is the same. It's a big place inside your computer where you can put and keep important papers, folders, and applications so that they're easy to get to. You **do not** need to be on the internet to open and use these things.

Ask: Besides the work area, what else do you see on the desktop? (a long, thin rectangle across the bottom of the screen)

Say: The work area takes up most of the space on the desktop, but there's also a thin rectangle across the bottom of the screen. This part is called the **Taskbar**.

Say: Let's take a minute to talk about these words: **Task** and **Bar**.

Ask: What is a bar?

Bar (n): a long thin rectangle.

Ask: What is a task?

Task (n): a job or action someone needs to do.

Say: It's called the taskbar because it's in the shape of the bar and it helps you complete tasks. The taskbar is a very important place on the computer and one you'll use a lot.

Activity

Unit 2 Lesson 1 Activity: Desktop Places and Names

Places to find Important Icons

Ask: What do you see on the taskbar? (pictures/icons, date, time)

Say: We can see there are a lot of very small pictures.

Ask: Do you remember the special name for small important pictures on a computer? (icons)

Say: Most of the colorful icons you see on the taskbar and work area are apps. Apps are things we use to do an action on the computer. Don't worry, we'll talk more about apps later.

Ask: Look at the icons on the work area. Do they tell you their names? (yes)

Ask: What about the taskbar? Can you see any of the names of the icons? (no)

Say: The taskbar is much smaller than the work area, so there's only room to show the icon, but not the name. To see what the icon is, we have to move our mouse over the icon and leave it there for a moment. The computer will then show you a "hint"—meaning a small little box will show up with the name of the icon.

Say: Look at the bottom right corner of the screen. The icons in this corner are only one color. These are very important icons. They tell you information about your computer. Different shapes mean different things. We'll talk about what each icon means in the next class.

Say: Remember—if you forget what an icon is, you can always hold your mouse over the icon and your computer will remind you.

Evaluation:

Instruct students to open/turn on their computers and login.

Project an image of a commonly used app on the classroom computer (e.g. Word, Chrome, etc.)

Directions:

Find the icon on the desktop then write what we've learned to finish these sentences.

1. This icon is the app called _____.
2. It is on the _____ on the desktop. (work area/taskbar)

Optional: Pass out the "[3-2-1 Assessment & Reflection](#)" hard copy. Elicit the student responses again. With the document camera, the teacher models writing one sentence together as a class. Then, ask a student to share their example. Last, allow time for learners to complete the prompt. Use this worksheet as an exit ticket. Learn more about the strategy and variations [here](#).

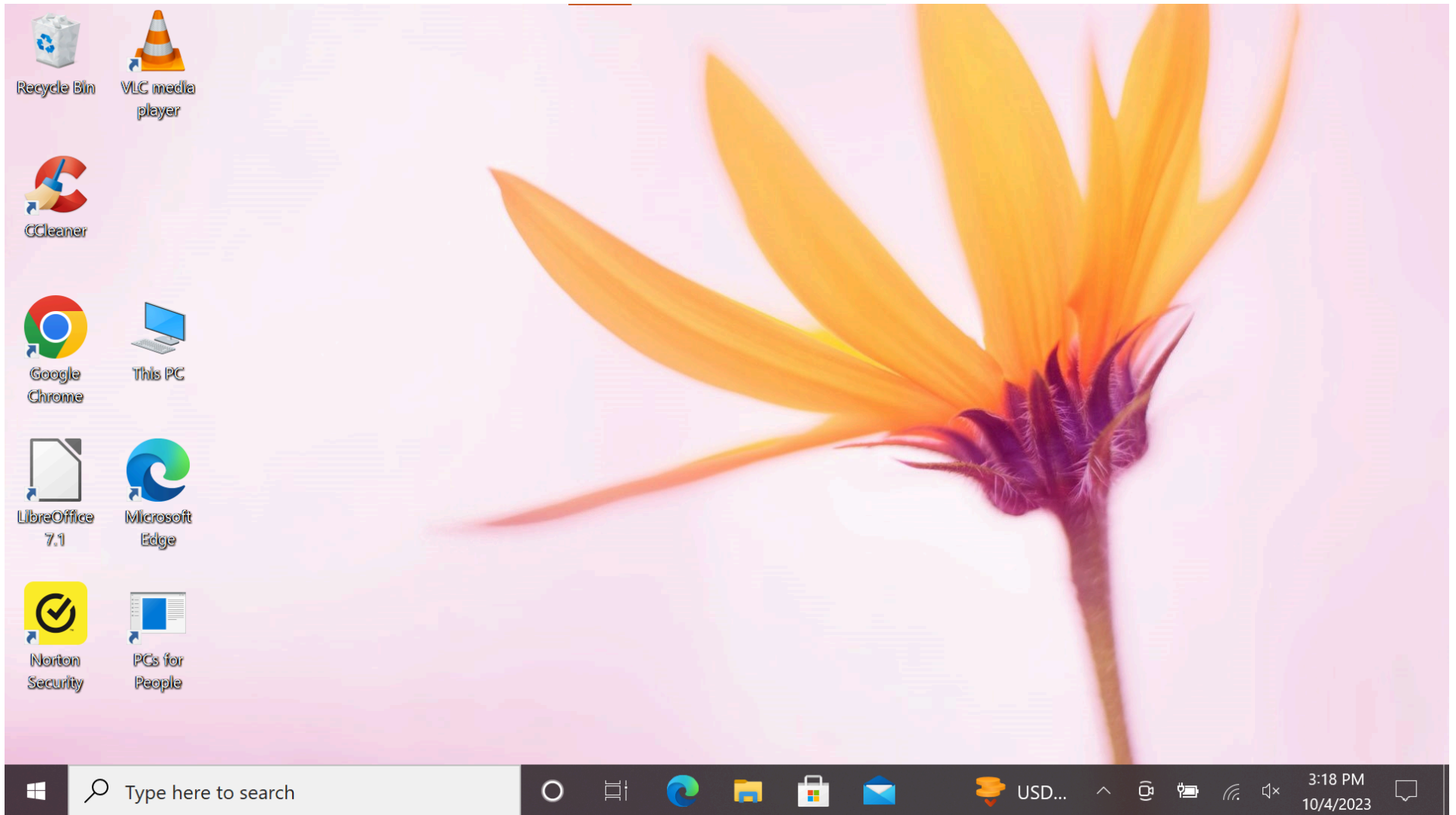


Image 1: An example of a windows desktop.



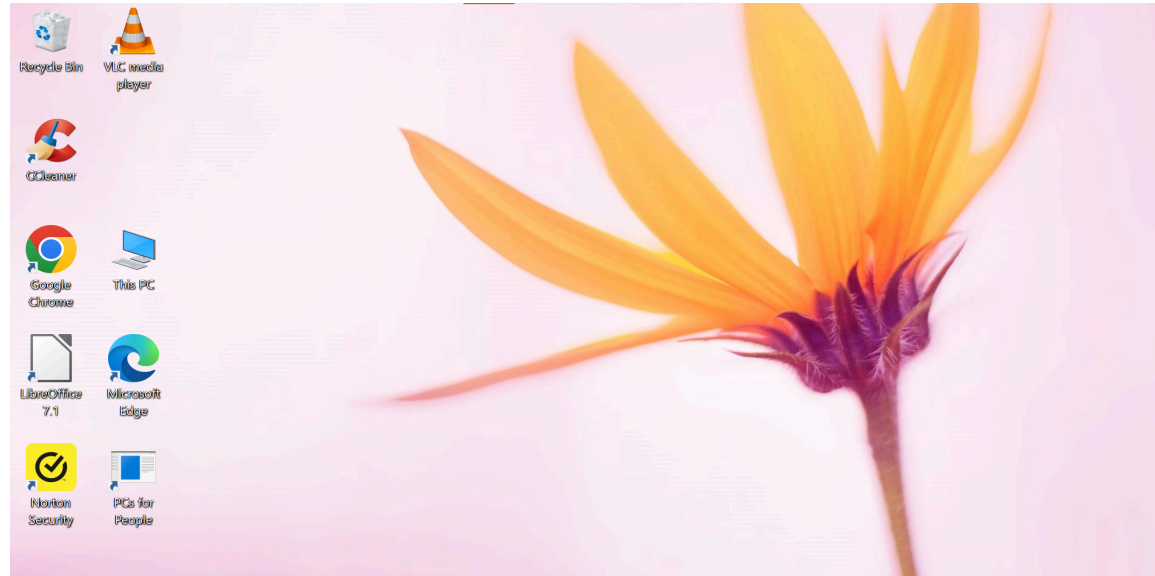
Image 2: Example App Icon for Evaluation Activity.

Unit 2 Lesson 1 Activity: Computer Places and Names

Directions: Use what you've learned in today's lesson to finish the sentences about each picture.



1. This place is called the _____. It has ____ parts.



2. The top and biggest part is called the _____ .
3. We can use it just like the _____ part of a desk. We put and keep important things here so they're easy to get to.



4. The long thin rectangle at the bottom is called the _____ .
5. We use this part to help us _____ .



Unit 2, Lesson Plan 2: Functions of the Taskbar

Northstar Standards	Objectives/SWBAT
<p>Basic Computer Skills</p> <p>7. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click).</p> <p>11. Identify icons on the desktop.</p> <p>Windows 10</p> <p>2. Identify the parts of the Windows 10 interface (desktop, taskbar, etc.).</p> <p>3. Demonstrate knowledge of the Windows Start Menu, including Get Help.</p>	<p>I can recognize and name each part of the Taskbar.</p> <p>I can use the mouse “hints” to find the name of an app.</p> <p>I can identify an app icon on the computer.</p>
<p>Seattle Digital Equity Initiative Skills Framework</p>	
<p>EF.4 Use the Mouse; Basic mouse functionality</p> <p>EF.5 Understand My Computer; Understanding computer and peripheral components; basic troubleshooting; using an OS</p>	

Materials to Prepare:

- Class Computer to project (recommended)
- Projector
- Document Camera (if not projecting a class computer)
- Student Computers
- Unit 2 Lesson 2.Additional Lesson Images (color recommended) **(1 copy to project for the class)**
- Unit 2 Lesson 2.Activity.Naming Parts of the Taskbar (color recommended) **(1 copy per student)**
- Taskbar Puzzle (optional) **(1 copy per student)**
- Printed [Self-Evaluation Emoji Set](#) **(one per student)**
- Unit 2 Lesson 2.Student Lesson Guide (one per student)

Vocabulary to Review before the Lesson:

1. *Menu (n)*: A list of things to choose from.
2. *Search (v)*: To try to find something.
3. *Start (v)*: To begin to work on, create, or give attention to something.
4. *Tile (n)*: a usually flat square made of hard clay, stone, or other material. These are usually used for covering walls and floors.

Vocabulary & Concepts Introduced in Lesson:

Settings Documents Pin	App Pinned Apps Notify	Notification Center
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Timing Notes:

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 2 - 2.5 hours	Timing Notes: 20 minutes

Lesson Plan:

1. Review & Warm-up
2. Parts of the taskbar Overview
3. Start menu
4. Search bar
5. Pinned apps
6. Notification Center
7. Evaluation

Review & Warm-up:

Distribute classroom computers and ask students to login.

Say: Look at the Work Area on the desktop. Write down the names of 3 different things you see on the work area.

Once students have completed the warm-up and instructors/volunteers have checked answers, ask students to close/turn off the computer in front of them until instructed otherwise.

Review the class objectives (*I can* statements), encourage learners to reflect on their current comfort level with the statements. Ensure they know at the end of the lesson they will self-assess.

Parts of the Taskbar Overview:

Say: Last class we talked all about the parts of the desktop.

Project Image 1: Example desktop (or **Project** class computer desktop)

Ask: What were the two main parts of the desktop? (the work area & taskbar)

Ask: What is the Taskbar? Where is it? (on the bottom of the screen)

Point out the taskbar on the projection

Ask: What kinds of things do you see on the taskbar? (icons)

Say: Today we're going to talk about what some of these icons mean and how to use them.

Project Image 2: Isolated picture of example taskbar

Say: There are 4 main parts of a taskbar.

1. The Start Menu
2. The Search Bar
3. Pinned Applications
4. The Notification Center

Start Menu:

Ask: What do you see on the very left corner of the taskbar? (four small square together/a window)

Say: This is the **Start Menu**.

Ask: Just thinking about those two words together: “**start**” and “**menu**”, what do you think this might be? (a menu/list of options to help you start something)

Say: To open something like a menu on the computer, we need to click on the icon.

Say: When we click on it, it opens a big box like this.

Project Image 3: Opened Start Menu (or **Project** a class computer)

Note to teacher: Depending on the type of computer and OS, the Start Menu might look different. Make sure to adjust it to your classroom computers.

Say: The Start menu actually has three parts:

1. The Tiles area
2. All Apps list
3. The Menu itself

Say: The Tiles Area is on the right half of the open window. Like actual tiles, these are flat squares you can group together so you can see and access them easily.

Note to teacher: Consider printing out examples and asking students to use them as tiles.

Say: In the middle, there's the All Apps list. This is a full list in alphabetical order (A at the top and Z at the bottom) of all the apps on your computer.

Ask: What's another name for an **app**? (application/computer program)

Say: **Apps** are a very important part of using computers. **Apps** help us do actions that computers are made to do by themselves.

Say: Apps let us do things like write on "paper", use the internet, call people, watch movies, play music, and much more.

Say: We'll talk all about apps and how to use them in Unit 5.

Say: On the App list, each app shows their icon and next to the name.

Say: On the left is our actual menu, but it's hidden! Right now, we can only see 5 white icons stacking on top of each other.

Say: To see more information, we need to move our mouse so that it sits on top of this menu.

Say: Once we move our mouse, we see a bit more information about each icon.

Project Image 4: Open sidebar on Start Menu (or open it on projected computer)

Say: On the top you'll see your computer's account name. The example computer's account name is EDU57. (substitute for projected computer name, if needed)

Say: The account name also has a hidden menu! When we hover our mouse over the name, three options show up.

Guided Notes Activity:

Directions: Open start menu and finish the following sentences.

1. The name of my computer is _____.
2. When I click on the name of my computer, I see 3 new buttons: _____, _____, and _____.

Project Image 5: Open Account Menu

Say: The only option we need to talk about today is the last one: Sign out.

Say: Using this menu, we can **change account settings** (like the name), **Lock** our computer, or **sign out**.

Say: **Lock** and **sign out** are very similar with only one difference: **Lock** keeps all apps on while **Sign out** turns them off.

Project Image 4: Open sidebar on Start Menu

Ask: What do you see under the name? (documents)

Ask: What are **documents**?

Say: On the computer, **documents**(n) are papers you've written or put on your computer.

Say: If you click on documents, the computer will open a list of all the documents on your computer.

Ask: What's under Documents? (Pictures)

Say: Same as Documents, Pictures will open a list of all the pictures on your computer.

Say: Next we have **Settings**.

Say: We can use **Settings** to change the way your computer looks and acts.

Say: When you click on this icon, a window will open showing you all the things you can change.

Guided Notes Activity:

Directions: Click on Settings. What are 3 things you can change?

1. In Settings I can change _____, _____, and _____.

Say: Lastly, we have the **Power** icon. This is like the power button on the outside of your computer, but it gives you a couple more options.

Say: To see these options, we need to move our mouse to hover over the word **Power** or the icon.

Project Image 6: Open Power Menu (or open the menu on projected computer)

Say: When you do, you'll see three options: Sleep, Shut down, and Restart.

Ask: What do you think **Sleep** does?

Say: Just like humans, we can put our computers to sleep too. We can use this option to save power when we don't need to use it, but it doesn't turn everything off. When you wake it up, nothing will have changed.

Say: What does **shut down** do? (turns your computer all the way off)

Ask: And **restart**? (Turns your computer off and then on again)

Guided Notes Activity

Directions: Open and use the start menu to finish and write these sentences.

1. The top app on my App List is _____.

Challenge: The last app on the app list is _____.

When done, students should either shut laptops or put their computer to sleep.

Search Bar:

Project Image 2: Isolated Example Taskbar

Ask: Next to the start Menu, what do you see? (a white rectangle/a place to search/search bar)

Say: It's in the shape of a bar and it lets you search for things on your computer, so we call it the **search bar**.

Say: The **search bar** is what you can use if you've lost something on your computer or if you don't remember where you put it.

Say: To search for something, you first need to click on the inside the white search bar.

Project Image 7: Search Bar Window open

Say: When you click on the Search Bar, this window will open. It will show you apps you use a lot in case that's what you're looking for. These are called **Top Apps**.

Ask: What are some of the apps used a lot on this computer?

Say: In this case, I'm looking for an app called **Wordpad**.

Say: I don't see it in the **Top Apps** so I'm going to use the keyboard to type it into the search bar.

Say: The computer will use the name I typed to search the computer for a match.

Project Image 8: Wordpad Search Results

Say: The window will change to show you what it found. You can see it found the app I'm looking for. I can click on the word **Open** to start using the app.

Say: Let's practice using the search bar!

Guided Notes Activity

Directions: Open and login to your computer. Click on the search bar and use the keyboard to type the name **Edge**. When complete, close your computer.

Instructor note: Students may need a review on logging in to class computers.

1. What shape is the icon for **Edge**?
2. What colors does the icon for **Edge** have?

Challenge: **Edge** has another word in its name. What is it?

1. What shape is the icon for **Microsoft Store**?
2. What colors does the icon for **Microsoft Store** have?
3. What shape is the icon for **Mail**?
4. What colors does the icon for **Mail** have?

Pinned Apps:

Project Image 2: Isolated Example Taskbar

Ask: What do you see after the search bar? (colorful icons)

Say: These are important (or useful) apps on your computer.

Say: We talked a little about apps earlier.

Ask: Do you remember what apps are?

Say: **Apps** help us do actions that computers are made to do by themselves.

Say: These specific apps on the taskbar have a special name. We call them **pinned** apps.

Ask: What does it mean to **pin** something?

Pin (v): to fasten or attach (something) with a pin.

What is a pin (n)? (show a picture of a pin and/or corkboard, if possible)

When do you use pins? (in sewing to keep pieces of cloth together/in place before you sew them)

Say: We can keep apps permanently on the taskbar by “**pinning**” them there. And we can take them off by removing the pin.

Say: This is the long way of saying you can put apps on the taskbar and take them away so that the apps you use the most are easy to get to.

Say: We’ll talk about *how* to **pin** apps a little later.

Say: Because the taskbar is so small, the computer can only show the app icon, but not the name.

Ask: Do you remember how to find the name of these apps?

Say: Rest your mouse on top of the icon and a “hint” will open with the name.

Activity

Directions: Open your computer and login. Write the names of at least 2 pinned apps on your taskbar. What colors/shapes do the icons have?

Challenge: Write down the names of **all** the pinned apps and what the icons look like (shapes/colors).

Notification Center:

Project Image 1 or 2

Say: Let's talk about the last part of the taskbar.

Ask: What do you see in the far right corner of the taskbar? (white/black icons, date, time)

Say: This is called the **Notification Center**.

Say: Let's take a moment to talk about these words.

Say: **Notification** comes from the word **notify**.

Ask: What does **notify** mean?

Notify (v): to tell (someone) officially about something. Notify is the action of telling someone something important.

Say: **Notification** is the thing you receive when someone **notifies** you of important information.

Notification (n): Something that gives official information to someone. The act of notifying someone.

Say: When someone sends you a text or a message, your phone sends you a **notification** to tell you about it.

Ask: What about the second word? When we talk about a center as a place, what is it?

Center (n): A place where a special activity happens.

Ask: So, putting these two meanings together, what do you think the notification center is for? (A place for notifications and important information)

Say: The Notification Center keeps all your notifications and important information about how your computer is doing—like the black and white icons we'll talk about in the next lesson.

Say: To see a list of these notifications, we can click on the white square icon to the right.

Ask: What else do you see on the notification center? (date/time)

Guided Notes Activity

Directions: Open your computer and login. Use the notification center to answer these questions.

1. What date and time does your computer say?
2. Is this the correct time and date?

Challenge: What was the most recent notification your computer received?

Evaluation:

Naming Parts of the Taskbar Activity

This can be completed individually or together as a class. Make sure to go over the answers together.

Students self-assess. The teacher returns to the objectives (“I can” statements) and asks learners to find an emoji on their device or in their laminated set to describe how they feel on their learning in regard to each objective. The teacher records their responses to inform the review activity for the following lesson.

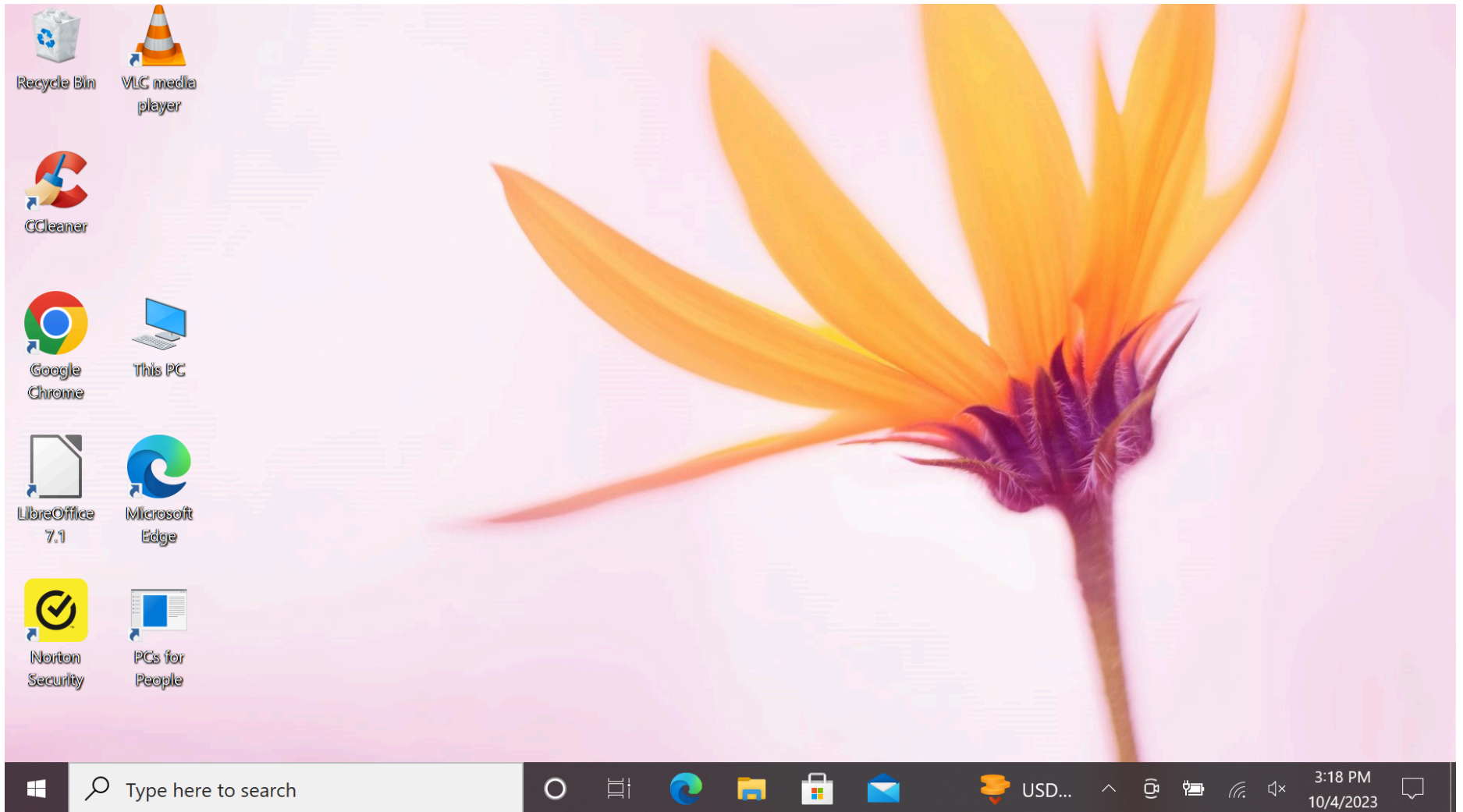


Image 1: Example desktop



Image 2: Isolated Example Taskbar

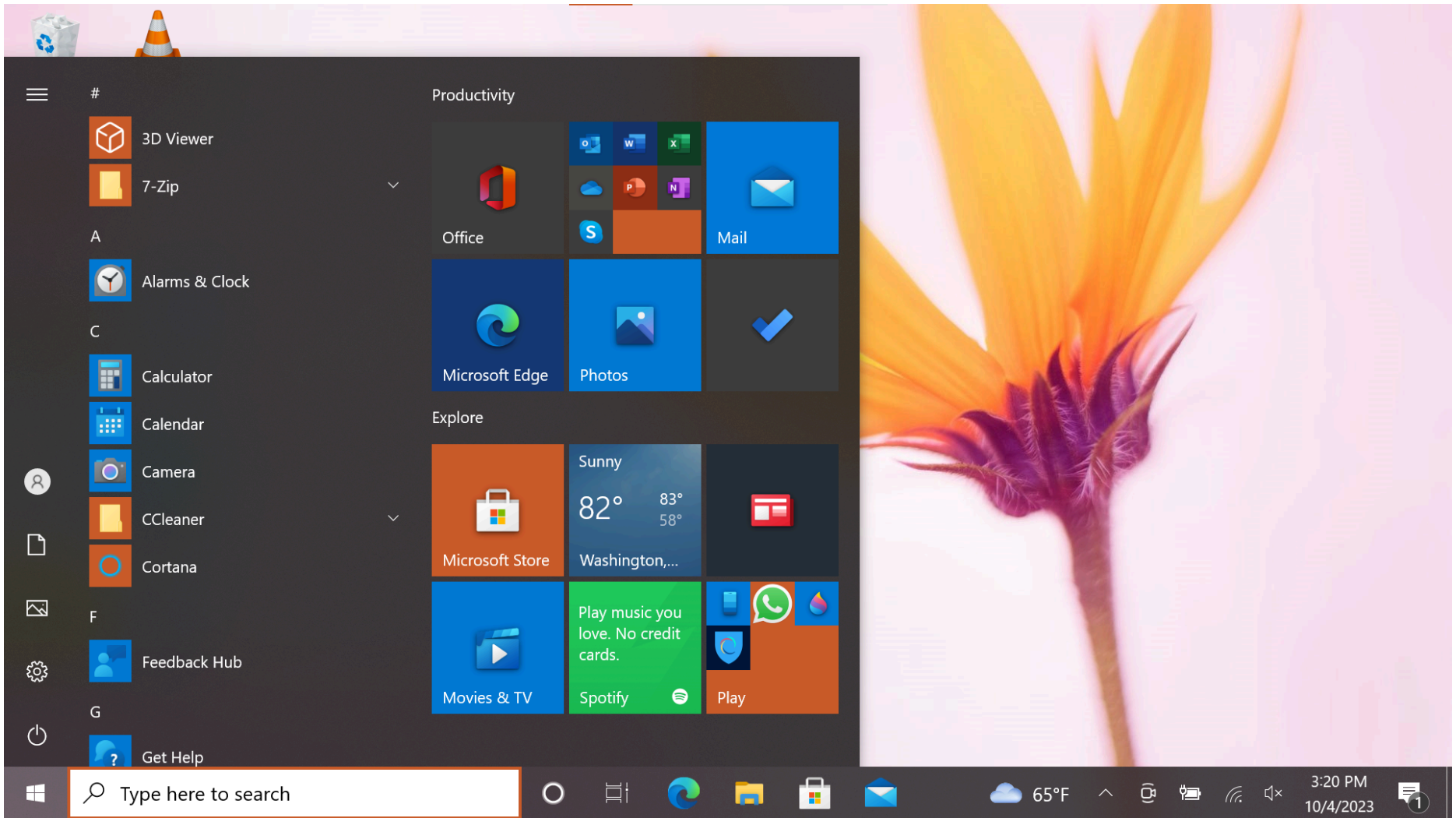


Image 3: Opened Start Menu

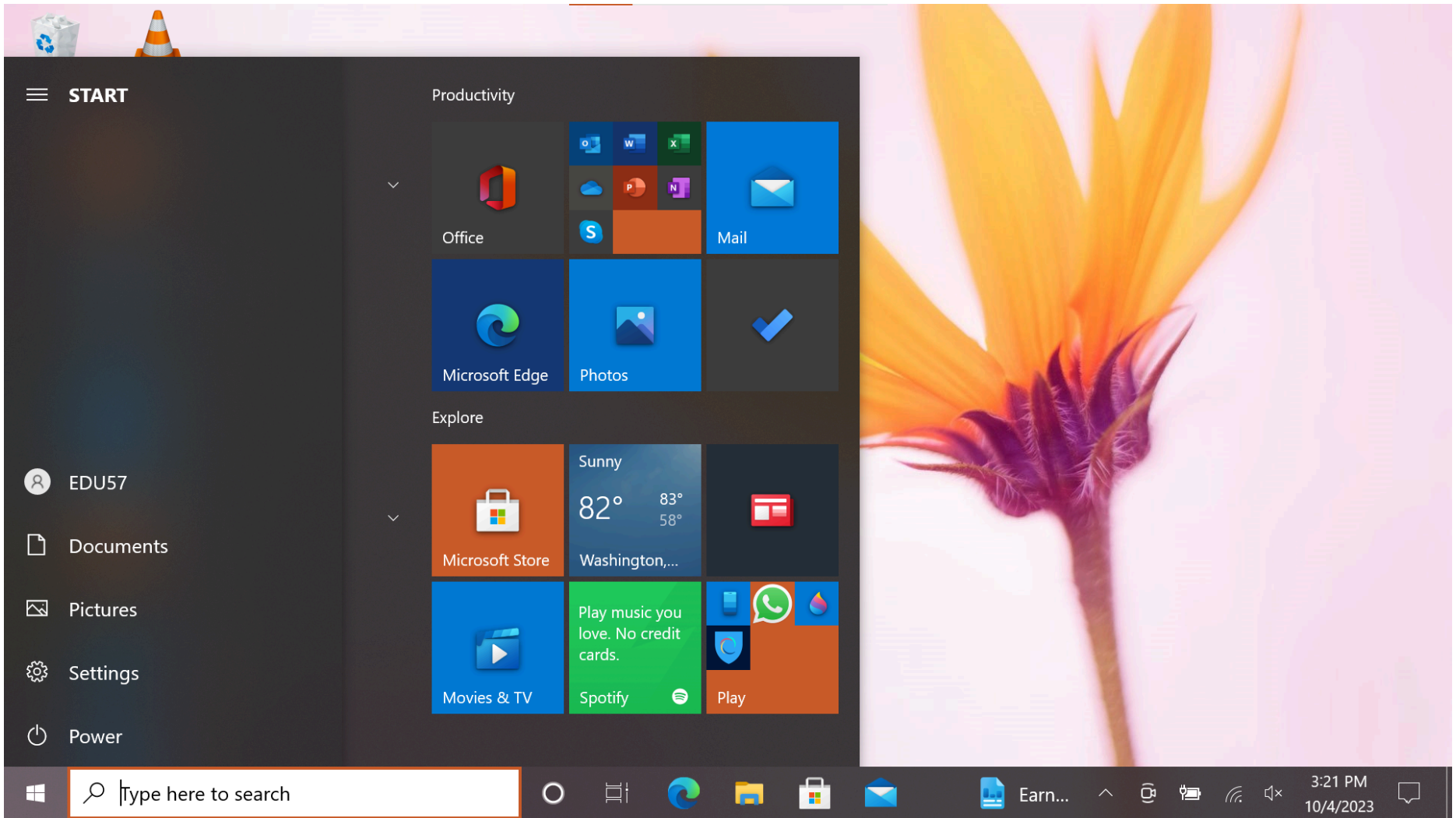


Image 4: Open sidebar on Start Menu

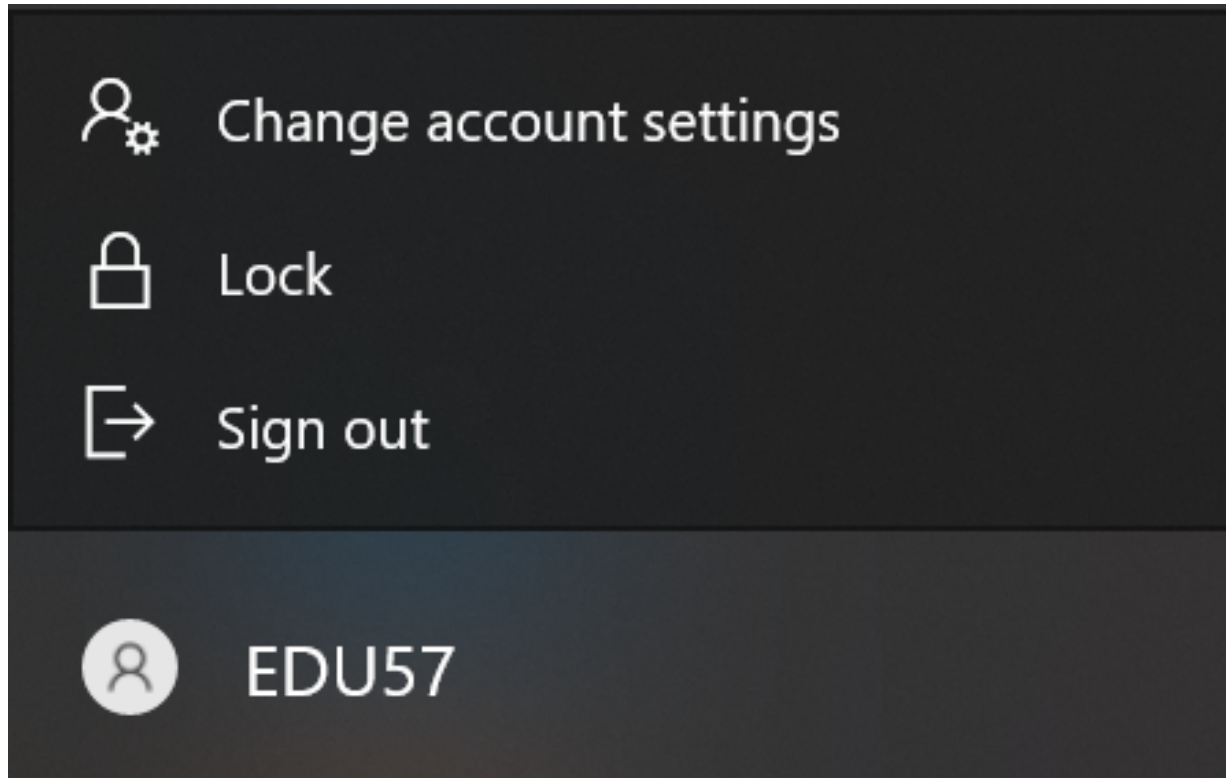


Image 5: Open Account Menu

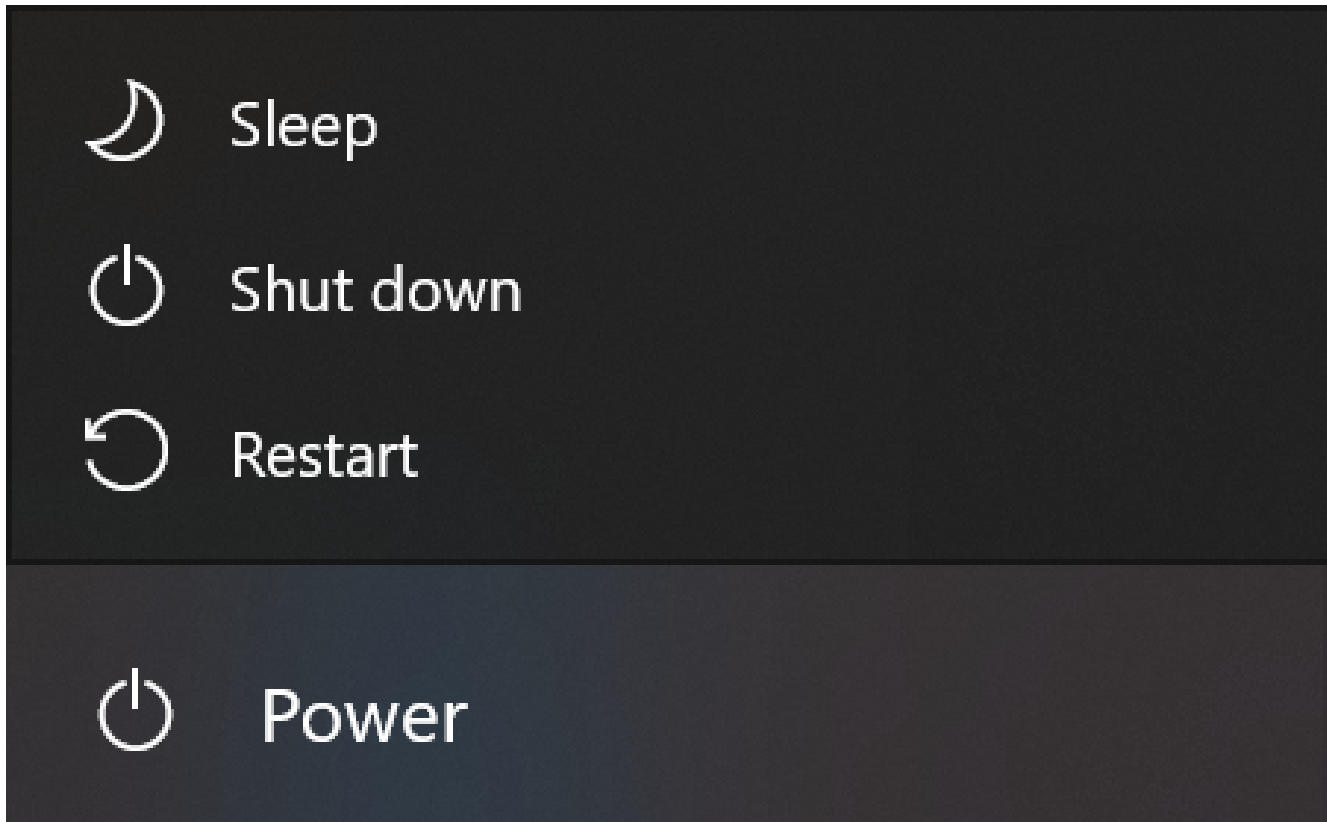


Image 6: Open Power Menu

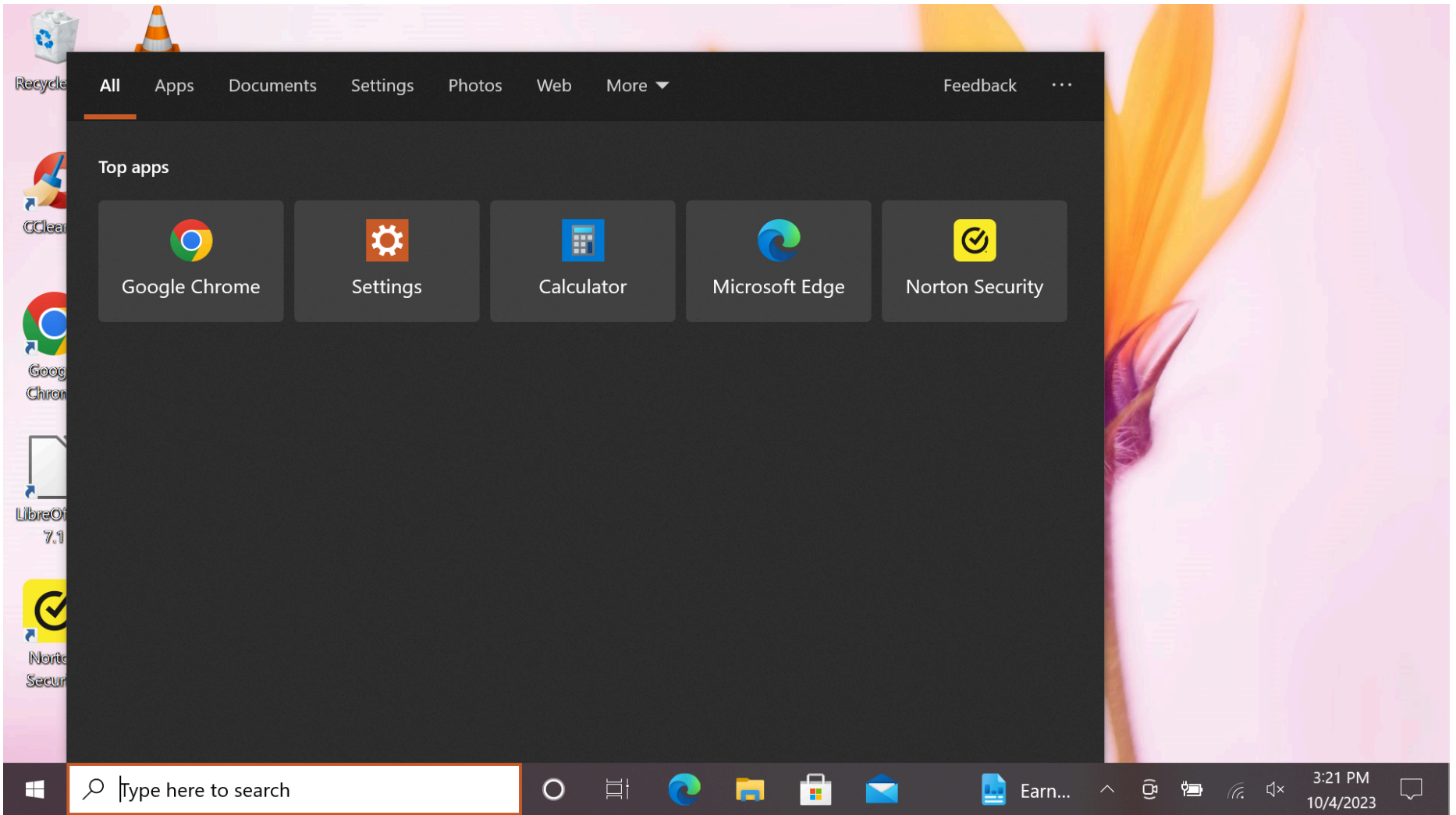


Image 7: Search Bar Window Open

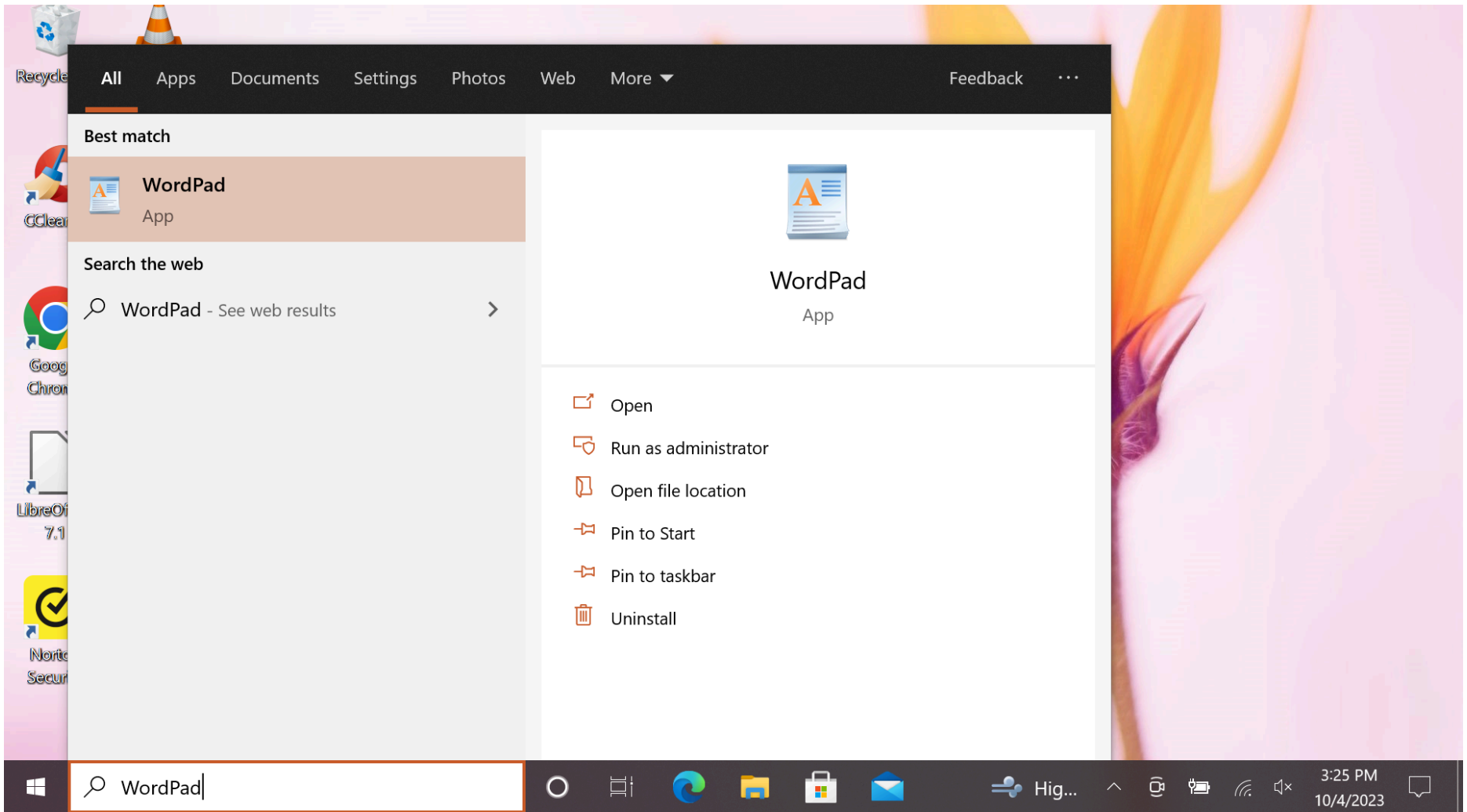


Image 8: Wordpad Search Results



Unit 2 Lesson 2: Student Lesson Guide

Start Menu

Directions: Open the start menu and finish the following sentences.

1. The name of my computer is _____.
2. When I click on the name of my computer, I see 3 new buttons: _____, _____, and _____.

Documents & Settings

Directions: Click on Settings. What are 3 things you can change?

3. In Settings I can change _____, _____, and _____.

Sleep, Restart, & Shut Down

Directions: Open and use the start menu to finish and write these sentences.

4. The top app on my App List is _____.

Challenge: The last app on the app list is _____.

When done, shut laptops or put the computer to sleep.

Search Bar

Directions: Open and login to your computer. Click on the search bar and use the keyboard to type the name **Edge**. When complete, close your computer.

5. What shape is the icon for **Edge**?

Search Bar Continued...

6. What colors does the icon for **Edge** have?

Challenge: **Edge** has another word in its name. What is it?

7. What shape is the icon for **Microsoft Store**?

8. What colors does the icon for **Microsoft Store** have?

9. What shape is the icon for **Mail**?

10. What colors does the icon for **Mail** have?

Pinned Apps

Directions: Open your computer and login.

11. Write the names of at least 2 pinned apps on your taskbar.

12. What colors/shapes do the icons have?

Challenge: Write down the names of **all** the pinned apps and what the icons look like (shapes/colors).

Notification Center

Directions: Open your computer and login. Use the notification center to answer these questions.

13. What date and time does your computer say?

14. Is this the correct time and date?

Challenge: What was the most recent notification your computer received?

Unit 2 Lesson 2 Activity: Naming Parts of the Taskbar

Directions: Write in the names of each part of the Taskbar below.

Pinned Apps	Notification Center	Start Menu	Search Bar
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A.

D.



B.

C.



Unit 2, Lesson Plan 3: Notification Center Icons

Northstar Standards	Objectives/SWBAT
Basic Computer Skills 7. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click). Windows 10 11. Identify icons on desktop.	I can find and name important key icons in the notification center and what they mean. I can click on an icon to see more information or change its status.
Seattle Digital Equity Initiative Skills Framework	I can hover the mouse to find “hints”.
EF.4 Use the Mouse; Basic mouse functionality EF.5 Understand My Computer; Understanding computer and peripheral components; basic troubleshooting; using an OS	

Materials to Prepare:

- Projector (Doc camera recommended)
- Student class computers (recommended)
- Unit 2 Lesson 3.Additional Lesson Materials– Print out the Icon Images file to project or hold up for the class as you teach. **(1 copy)**
- Unit 2 Lesson 3.Activity.Matching Icons (2 pages) – Print out **(one-sided) 1 copy for each student**. You can cut them out before class or have the students do it during class.
- (optional) Clear tape – If desired, students can tape the matching pairs together to make flashcards to study at home.
- Unit 2 Lesson 3.Student Lesson Guide (one per student)

Vocabulary to Review before the Lesson:

1. *Icon (n)*: A small picture on a computer that tells you information or helps you do an action.
2. *Battery (n)*: A device inside a machine that provides it with power.
3. *Charge (v)*: To refill a battery with power.
4. *Alert (n)*: A message that tells people there is some danger or problem.
5. *Percent (n)*: A part of a whole.

Vocabulary & Concepts Introduced in Lesson:

Volume Audio Speaker	Mute Internet Status	Connection Control Mode
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Timing Notes:

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 2 hours	Timing Notes: 20 minutes

Lesson Plan:

1. Review & Warm-up
2. Important Icons in the Notification Center overview
3. Battery Icons
4. Volume Icons
5. Internet Icons
6. Hidden Menu & Hints
7. Evaluation

Review & Warm-up:

Community Building: Circle up. Quiz learner’s on each other’s name. **Ask:** What did we do in class last session?

Guided Notes Activity: Students set up their laptops and login.

Directions: Open the Start Menu. Find the Calendar app. Complete the sentences.

1. Today is _____ day, _____ (month) __ th, _____(year).
2. The icon for the Calendar App looks like a _____.

Challenge: Open the Start Menu and look for the Clock app.

3. The icon for the Clock looks like a _____. It has the colors _____, _____, and _____.

Overview of Important Icons in the Notification Center:

Say: There are 3 kinds of icons that you’ll see in the notification center.

Ask: Where is the notification center?

(Review location of notification center if necessary)

Say: These 3 kinds of icons tell you important information about the computer's battery, volume, and internet.

Say: There will always be 1 icon showing for each of these groups, but it won't always be the same. The shapes change to tell us different things.

Say: Because the icons change shape so often, we need to memorize each icon and what they mean.

Say: Let's start with the **battery** icons.

Battery Status:

Say: There's a special word we use for talking about batteries. We say battery **status**.

Ask: What does **status** mean?

Status (n): The current state of someone or something. (e.g. What is their health status? = How is their health doing right now?)




Battery Status (n): How your battery is doing right now.

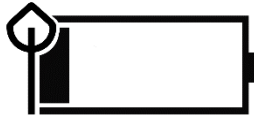
Say: Take out your phones and look for your battery icon.

Ask: What is the status of your phone's battery? (gather various responses then **Ask** students to put their phones away again)

Say: Computers use very similar icons as smartphones to tell you its battery status. All of the battery icons will have the outline in the shape of an actual battery, but there will be small changes to the picture that mean different things. Let's go through them!

(**Project** each image as you discuss)

	<p>Ask: What does this first icon look like to you? Does it look empty or full?</p> <p>Say: This is the icon for a full battery. The inside of the battery icon is completely filled with color.</p>
	<p>Ask: What happened to the color inside the icon? (it went down)</p> <p>Say: The color fills about half of the battery icon. This means your battery is half full.</p>
	<p>Ask: And when there's only a little bit of color, what does it mean? (low battery)</p> <p>Say: When we see this icon, it means our battery is running low.</p> <p>Ask: What should you do when your battery is low? (charge it)</p> <p>Say: If you don't plug in your computer and start charging it, you'll see the next icon.</p>



Say: When your battery gets too low (20%), your computer will send you an alert that it's going into **battery saver mode**.

mode (n): A particular way of doing something; the state in which a machine does a particular action/function.

Say: Battery saver mode is when your computer turns off parts of itself to help save energy. This is so you're able to use your computer longer.

Say: Battery Saver Mode will automatically turn off when your computer starts charging and it will go back to normal.



Say: This icon has a new part that we haven't seen yet. Look at the left part of the icon.

Ask: What does this look like to you? (a Charger)

Say: This shape represents a charger. This means that your computer recognizes the battery is plugged in and charging.

Say: This is an important icon to look for when we plug in our charger to the computer. Sometimes there's an issue when you plug in your charger and your computer's battery doesn't actually charge. Always make sure you see this icon when you plug in your charger.

Say: Sometimes we need a little more information about our battery **status**. There are two ways we can get more info.

1. *Click on the icon.* This will open up a small box that tells you how much battery you have left. It will tell you the battery percent and sometimes how much time your battery will last without charging it.
2. Instead of clicking on the icon, we can also just keep our mouse still on top of the icon. This action is called *hovering* the mouse. A very small "hint" will show up that tells you how much battery you have left.

Guided Notes Activity:

Open and login to the class computer. Look for the battery icon in the notification center.

Complete the sentences.

1. My computer's battery is _____. (full/half full/low/charging)
2. *Challenge:* The battery is at ____ percent.
3. My cell phone battery is _____.

When students are done, ask them to close their computers.

Volume:

Ask: What is volume?

Volume (n): The amount of sound made by a machine.

Ask: What kinds of things use volume? (TV's, computers, phones, etc.)

Ask: How do you change the volume on your TV? (buttons on the remote)

Ask: How do you change the volume on your phone? (buttons on the side)

Say: When we change how loud or quiet the sound is, that is **volume control**.

Ask: What does **control** mean?

Control (v): To set or change the amount, degree, or rate of something.

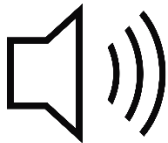
Say: We can control how much sound our computer makes.

Say: But before we talk about **how** to change the volume, we need to talk about how to tell how loud our computer is right now.

Say: We always want to make sure we check our volume before we tell the computer to play a sound or video.

Ask: Why do you think that is? (If it's at the highest volume, we could hurt our ears and/or scare the people around us)

(**Project** the following images as you talk)



Say: Let's look at what the **high volume** icon looks like.

Ask: What shapes do you see? (three curved lines and a shape that's a cross between a square and a triangle)

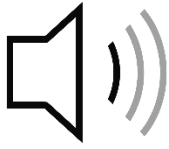
Ask: What do you think the strange shape on the left half is meant to be? Where (or what part of the computer/phone) does sound come from? (a speaker)

Speaker (n): The part of a machine that turns electricity into sound.

[Note to Teacher: if students are unfamiliar with speakers and/or the volume icon—I recommend pulling up a photo of an old circular speaker that the icon resembles]

Ask: If the left shape is a speaker, what do you think the curved lines are? (amount of sound)

Say: The lines show the amount of sound the speakers make. The more lines you see—the louder the sound. Three lines is the highest most computers will show.



Say: The next volume icon looks almost the same.

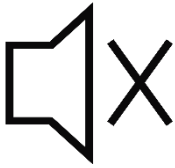
Ask: What's different? (Two of the curved lines are a gray color)

Say: The light color is there to show you how much volume the computer can create while the bold color shows you what it's set to.

Say: Less bold lines mean less volume and lower/less sound.

Ask: How many bold lines do you see? (one)

Ask: Is this icon high, middle, or low volume? (Low volume)



Say: The last volume icon you'll see is this. Again, the left shape is the same but the right is different.

Ask: Instead of curved lines, what do you see? (a big X)

Ask: What does an X usually mean when we see it on signs? (x=no)

Ask: If the X means no, what do you think the entire icon means? (no volume)

Say: Instead of saying "no volume" or "no sound", we use the word **mute**.

mute (v): to make something silent.

Ask: What things can you mute? (computer, phone, TV, radio)

Say: When we're in class, unless the instructor tells you something different, we want to make sure our class computers and personal phones are muted.

Project a class computer.

Say: Now let's talk about how to change the volume on your computer.

Say: To start, we first have to click on the volume icon that we see. A little box will show up that will allow us to change the volume.

Say: The numbers tell us the volume level. Volume goes from 0-100 on most computers. When your volume is at 0, it's on mute. When it's at 100, that's the loudest your computer can go.

Say: Most of the time, we want our volume to be somewhere in the middle.

Say: To change our volume, we're going to use the long line that goes across the box. If you click the line closer to the left, your volume will go down. If you click to the right side, your volume will go up.

Say: We call this kind of control a **slider** because we can **slide** it from one side to the other.

Project and **demonstrate** changing volume on the computer.

Say: To mute (completely turn off sound), click on the volume icon next to the slider.

Demonstrate

Say: Notice that the icon changed to the mute icon. Now your computer won't make any sound at all.

Ask: How do you think we turn volume back on? (click the mute icon next to the slider)

Say: Like many things on the computer, one click turns mute on and another turns it off.

American Etiquette Tip– When you're around other people and you'd like to play music or a video on your phone or computer, make sure to keep your volume low or use headphones. This is so you don't distract or bother other people.

Guided Notes Activity:

Open computer and login. Look for the volume icon in the notification center. Complete the sentence.

1. The volume on my computer is _____. (high/low/on mute)

Challenge: Click on the volume icon and change it to volume 50. Make sure you can hear the sound. If you can't, change it to volume 70.

Challenge: Take out your cell phone. Show your elbow partner how to adjust the volume on your phone. Show them how to mute the sound.

When students are done, instruct them to close their computers.

Internet:

Ask: Do you use the internet on your phone or on computers at all? What are some things you can use the internet for? (watch videos, emails, social media, banking, look up answers to questions, etc.)

Say: Without the internet, we can't do any of these things. We have to make sure we have **access** to the internet on the device we're using.

Ask: What does **access** mean?

Access (v): To be able to use, enter, or get near something.

Say: Our computer will tell us if it has access to the internet (= it will tell us if we can use the internet).

Say: People also use the word **connection** to talk about internet **access** instead.

Ask: What does **connection** mean?

Connection (n): something that allows you to become connected to a system, network, etc., through a telephone, computer, or other device. (e.g. Internet connection or “I can’t hear you. We must have a bad connection. = There must be a problem with the way our phones are connected.)

Say: When we talk about our internet connection, we can use words like *good* or *bad* to describe it, but there’s also another pair of words you’ll often hear instead: Weak (bad) and Strong (good).

Say: Here are some examples of how to use these new words in sentences to talk about internet access. (Read aloud and write the following on the board)

(Alternatively: elicit sentence examples from students instead or dictate sentences to students)

1. My internet is connected.
2. The computer is not connected to the internet.
3. My internet connection is very weak (bad). It takes a long time for my computer to play a video on the internet.
4. I have a strong internet connection. I don’t have to wait for my computer to play a video or post a picture on social media.

Say: Fortunately, our computer tells us the **status** of our internet **access** (**Ask** students to tell you what status means here). Let’s talk about each internet access icon you’ll see in the notification center.

Project each image as you talk about it.



Ask: What shapes do you see? (circles, a globe, lines, a circle with a line through it.)

Say: There are two parts to this icon. In the background, this shape is meant to be a globe—like a ball or the earth. The internet connects all over the world, so you’ll often see a globe-like shape to represent it.

Say: The second part is a small circle with a line through it.

Ask: Have you seen this kind of shape before? Where? What does it mean?

Say: Usually this shape is red in color—it usually means “no” or “not allowed”.

Say: Putting these two pieces of information together, what do you think this icon means? (**no** internet connection)



Say: This next icon is very different.

Ask: What do you see? (a dot and three curved lines)

Ask: What do you think this icon is telling us?

Say: This icon means our computer has **access** to the internet. It tells us we have a **strong connection**.

Say: The more curved lines you see, the stronger the connection. Three curved lines mean you have the strongest connection possible.



Ask: If more curved lines mean a stronger internet connection, what do you think **less** lines mean? (a weak connection)

Say: If you see a dot and only one curved line, your internet connection is very weak. This means your internet **access** will be slow.

Say: Remember, you will only see **one** of these internet connection icons at a time. You will never see them together in the notification center.

Say: Sometimes, we need a bit more information or we need to change the status of our internet connection.

Note to teacher: Consider introducing the idea of "trouble shooting" at this point.

Say: If we are **not** connected to the internet (and we want to be), the first thing you'll do is click on the internet icon.

Say: Clicking on the internet icon will open a list of different internet names that you can connect to. We'll talk more about these and steps to connect to the internet in a later lesson.

Guided Notes Activity:

Open and login to the class computer. Look for the internet icon in the notification center.

Complete the sentence:

1. My computer has _____ to the internet. (No connection/a strong connection/a weak connection)

When students are done, instruct them to close their computers.

Challenge: Take out your cell phone. Show your elbow partner where to look for the internet icon on your phone. Show them how to connect to the school WiFi. Describe the strength of the internet connection on your phone to your partner.

(Optional) Hidden Menu:

Say: If you can't see three black and white icons in the notification center, don't panic—they're not gone, just hiding.

Say: To the left of the icons, there's a small little ^ up arrow (or pointer). You'll see this shape frequently on the computer. This icon means a hidden menu will open if you click on it.

(**Demonstrate** as needed)

Say: To move an icon from the hidden menu, click and hold down the click as you move it where you want it and then let go. This action is called "Click and Drag". We'll explore this more in the next unit when we learn all about the different ways to use the mouse.

(**Demonstrate** as needed)

Evaluation: Icon Matching Activity

Directions:

Ask students to cut out the papers or do so before class. Ask students to match the icon to the name. Feel free to go through the answers after students are done matching. Use clear tape to attach matches to the backs of the papers. This creates flashcards students can take home to study.

Challenge: Use these papers to play the memory game. Have students turn all the papers over so that the blank sides are facing up. Have students turn over two at a time to find matches.

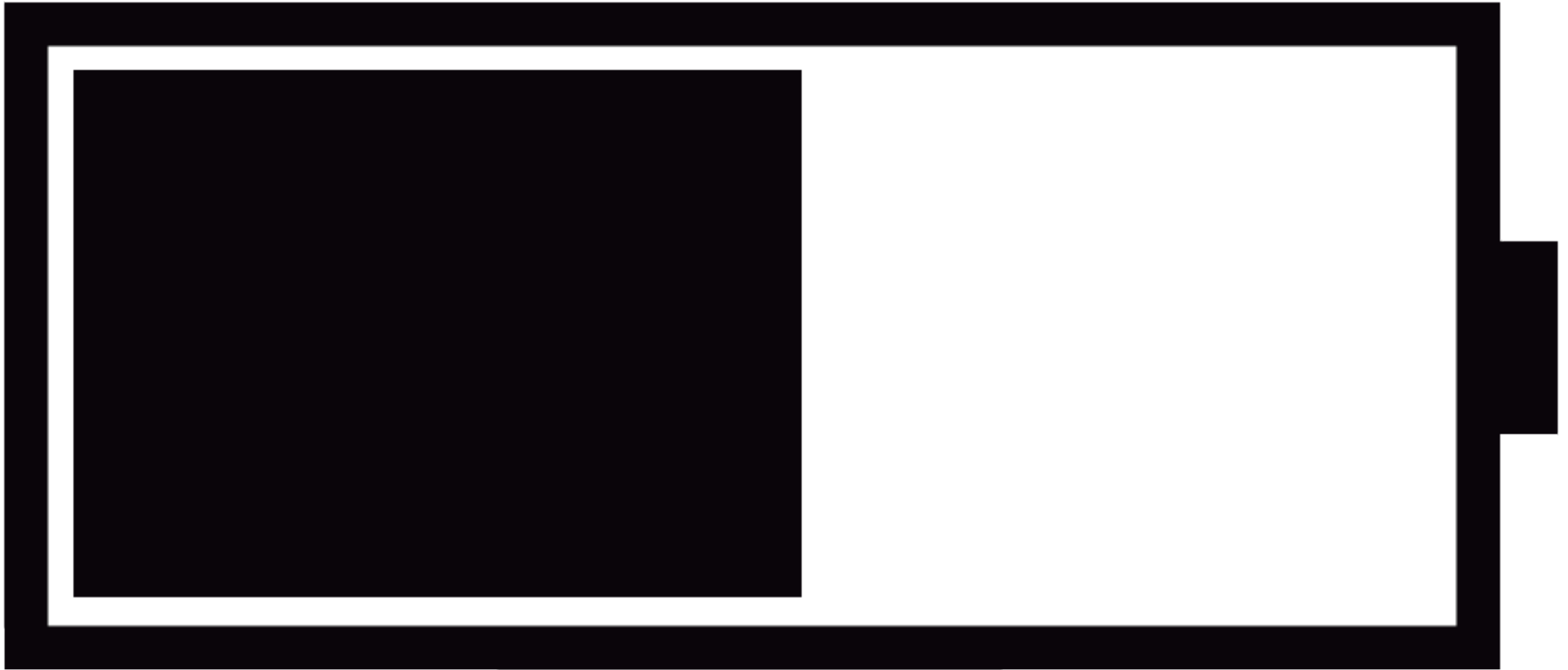
And

Challenge Two: Using the flashcards, pairs of students can quiz each other.

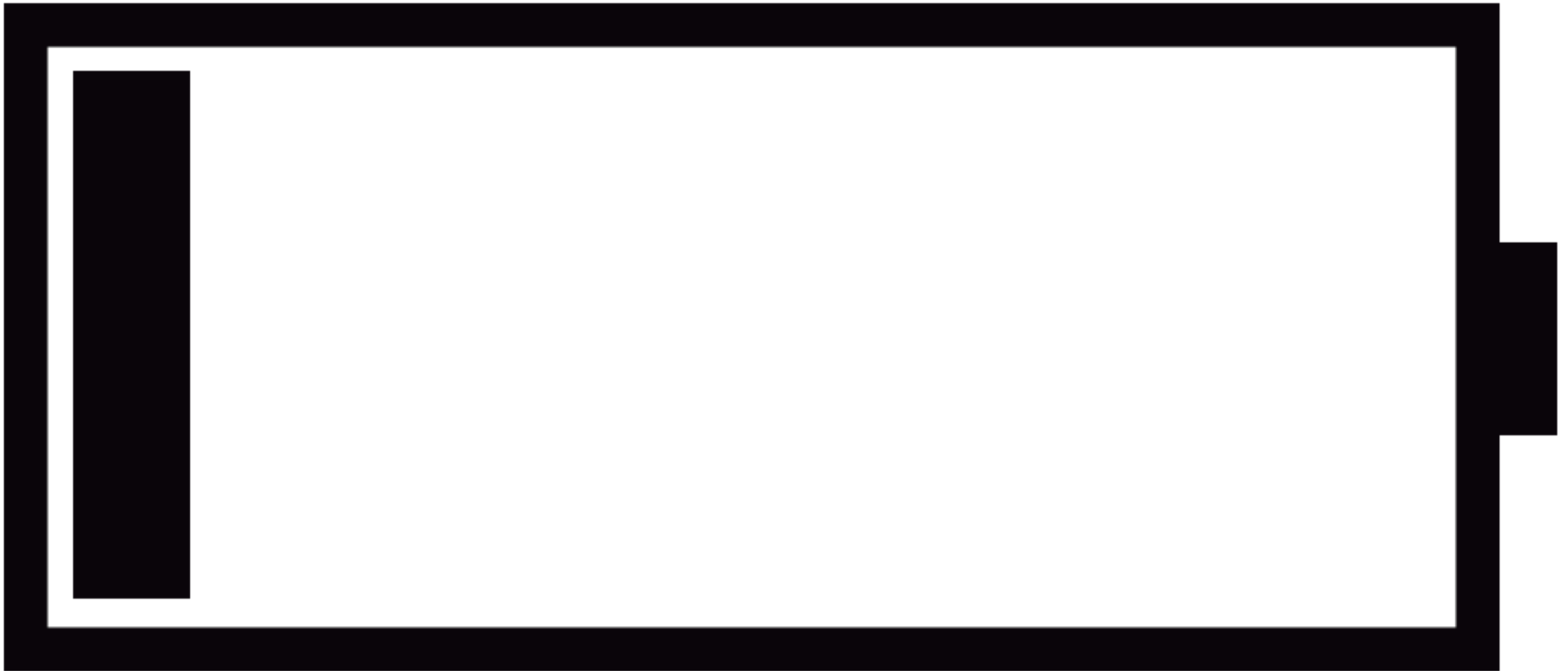
Optional: Continue the routine of self-assessment with the [3-2-1 Assessment & Reflection](#) and/or the [Self-Evaluation Emoji](#) reflection paired with the lesson objectives.



Icon name: Full Battery



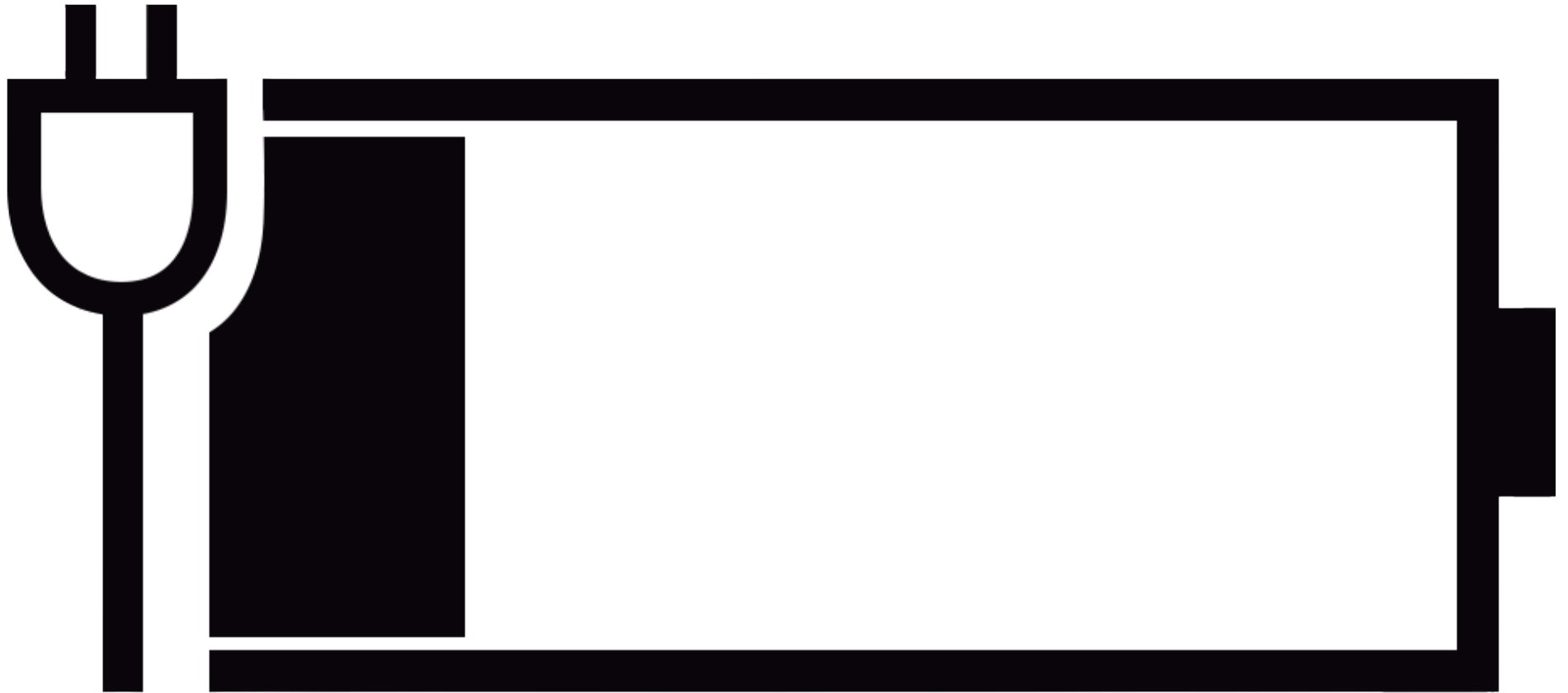
Icon name: Half Battery



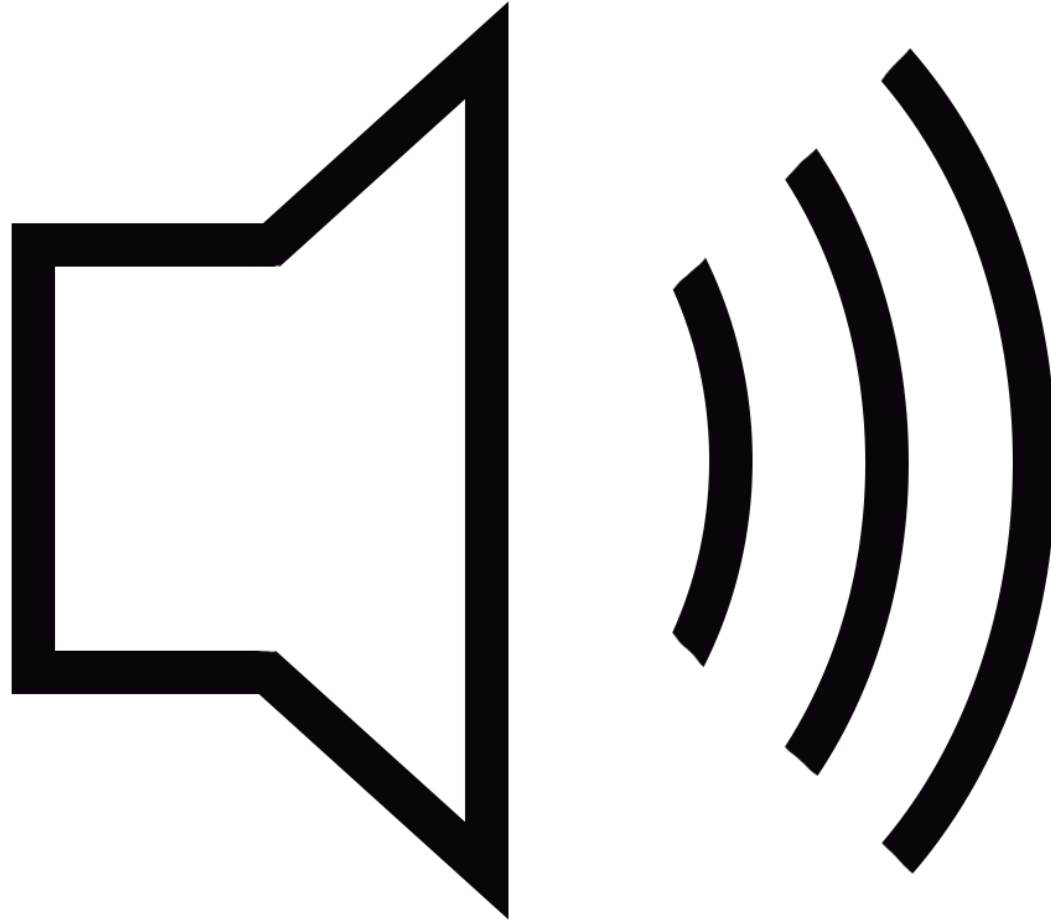
Icon name: Low Battery



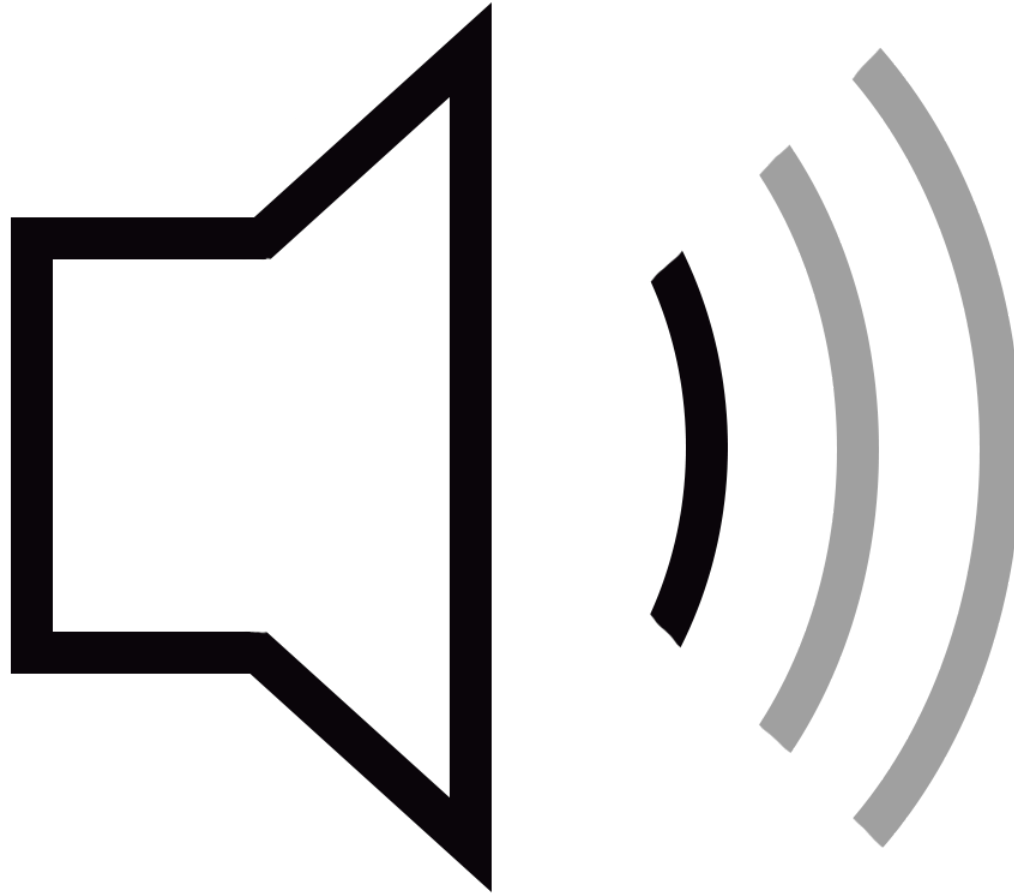
Icon name: Battery Saver Mode



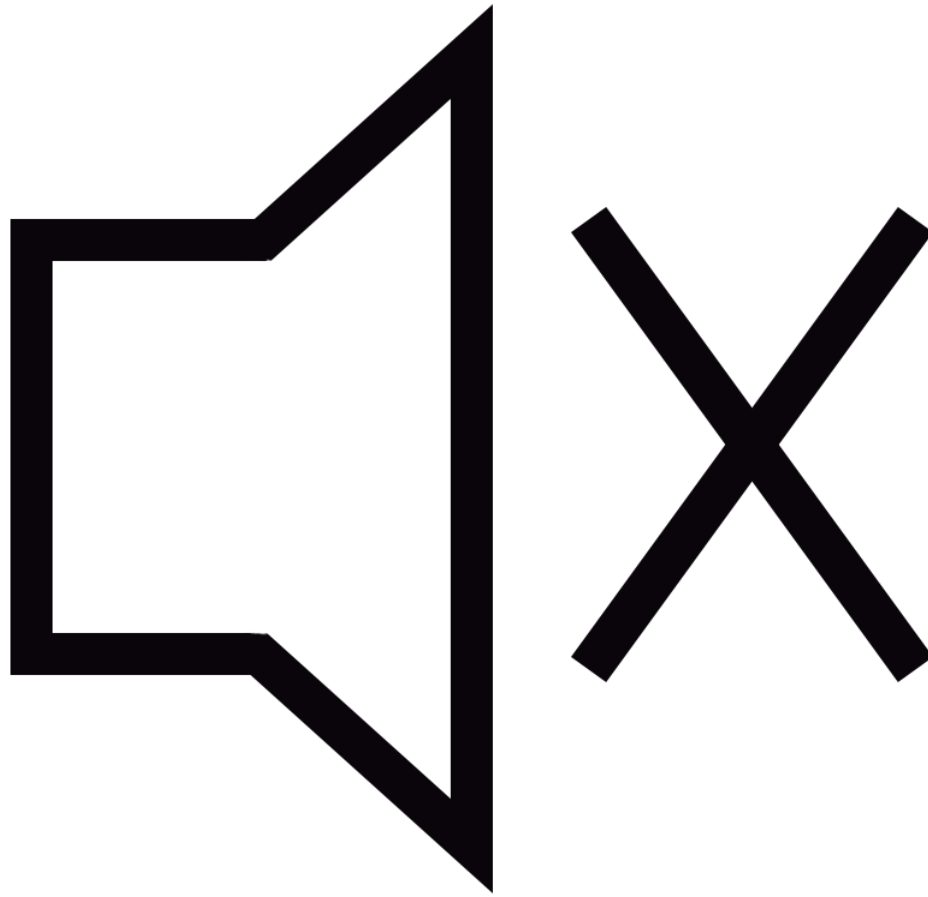
Icon name: Battery Charging



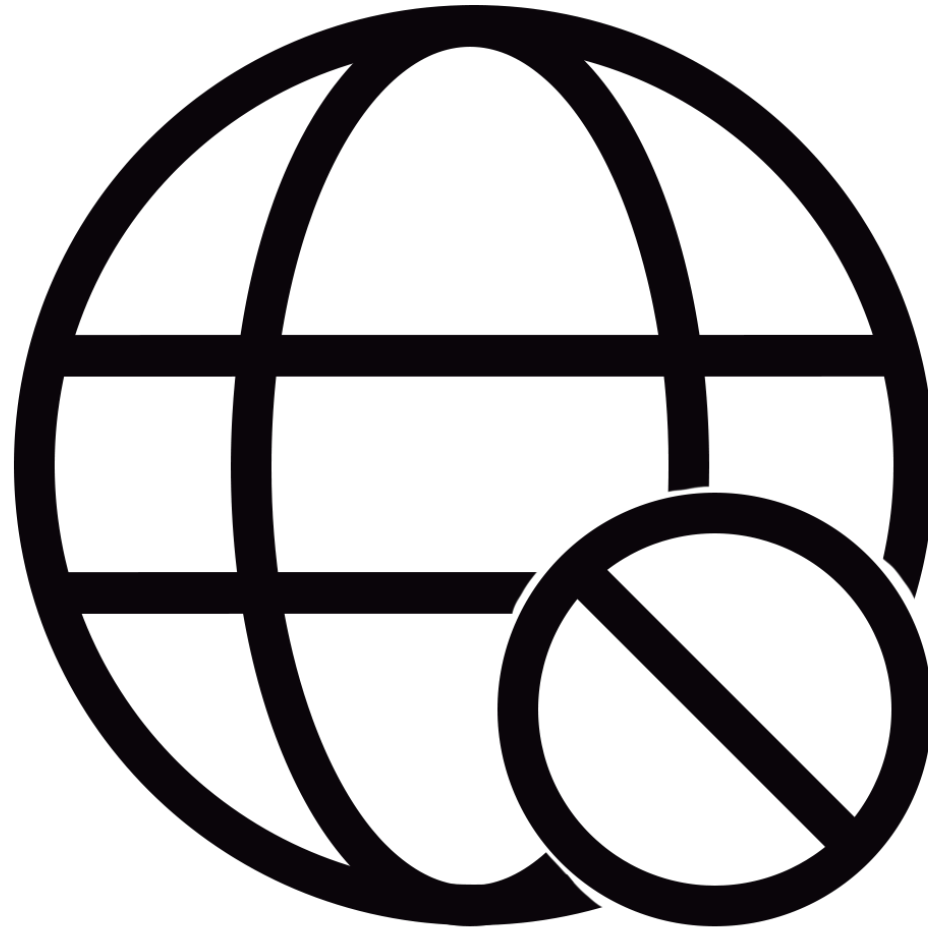
Icon name: High Volume



Icon name: Low Volume



Icon name: Mute



Icon name: No Internet Connection



Icon name: Strong Internet Connection



Icon name: Weak Internet Connection



Unit 2 Lesson 3: Student Lesson Guide

Lesson Review

Directions: Set up the laptop and login. Open the Start Menu. Find the Calendar app.

1. Today is _____(day), _____ (month) ____ __ , _____(year).
2. The icon for the Calendar App looks like a _____.

Challenge: Open the Start Menu and look for the Clock app.

The icon for the Clock looks like a _____. It has the colors _____, _____, and _____.

Battery Status

Directions: Open and login to the class computer. Look for the battery icon in the notification center. Complete the sentences:

3. My computer's battery is _____. (full/half full/low/charging)

Challenge: The battery is at ____ percent.

4. My cell phone battery is _____.

Close the computers when you finish.

Volume

Directions: Open computer and login. Look for the volume icon in the notification center. Complete the sentence.

5. The volume on my computer is _____. (high/low/on mute)

Challenge: Click on the volume icon and change it to volume 50. Make sure you can hear the sound. If you can't, change it to volume 70.

Challenge 2: Take out your cell phone. Show your elbow partner how to adjust the volume on your phone. Show them how to mute the sound.

Internet

Directions: Open and login to the class computer. Look for the internet icon in the notification center. Complete the sentence:

6. My computer has _____ to the internet.

(No connection/a strong connection/a weak connection)






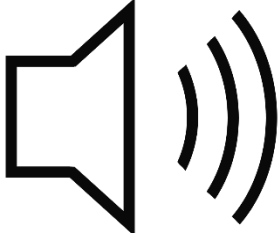
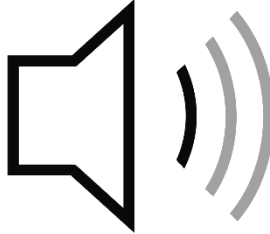
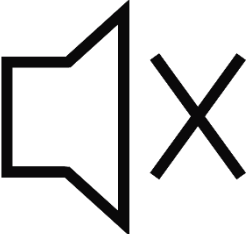



Challenge: Take out your cell phone. Show your elbow partner where to look for the internet icon on your phone. Show them how to connect to the school WiFi. Describe the strength of the internet connection on your phone to your partner.



Name: _____

Unit 2 Lesson 3 Activity: Matching Icons

Directions: Cut out the icons and their names. Match the icon to the name.

No Internet Connection	Weak Internet Connection
Strong Internet Connection	Mute
High Volume	Low Volume
Low Battery	Full Battery
Charging Battery	Battery Saver Mode
Half Full Battery	



Unit 3, Lesson 1: The Cursor

Northstar Standards	Objectives/SWBAT
<p>Computer Basic Skills</p> <p>6: Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), I-beam (text), arrow (basic clicking), hand pointer (clickable links)).</p> <p>7: Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click).</p>	<p>I can point out my cursor on the screen.</p> <p>I can hover the mouse.</p> <p>I can name each cursor shape and what they mean.</p>
Seattle Digital Equity Initiative Skills Framework	
EF.4 Use the Mouse: Basic mouse functionality	

Materials to prepare:

- Unit 3 Lesson 1. Additional Lesson Materials (Print 1 copy to present or **Project**)
- Unit 3 Lesson 1. Exit Ticket (Print 1 copy for each student)
- Unit 3 Lesson 1. Partner Discussion Guided Notes (Print one copy for each student)
- Notebook and something to write with for each learner

Vocabulary to Review Before the Lesson

1. *Point (v)*: to show someone where to look by moving your finger or an object held in your hand in a specific direction.

Vocabulary & Concepts Introduced in Lesson

Cursor Hover Communicate	Arrow Cursor Default I-beam Cursor	Hand Cursor Automatic Loading Cursor
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Timing Notes

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 1.5-2 hours	Timing Notes: 30 minutes

Lesson Plan:

1. Review & Warm-up
2. The Cursor
3. Hovering
4. Changing Shapes
5. Evaluation

Review & Warm-up:

Ask: What did we learn last class? What questions do you still have from last class?

Say: Last class we learned all about important icons in the notification center. There are a lot of icons that we need to memorize so let's practice them before we get started on the next lesson.

Say: Open your computers and log in. Look at the icons in the notification center to answer the warm-up questions.

Directions: Use the notification center icons of your computer to finish the sentences then copy them into your notebook.

1. My computer battery is _____. (full/half full/low/charging)
2. My volume is _____. (high/low/on mute)
3. My computer _____ (is/is not) connected to the internet.

Consider: Add conversation about bakery experiences in their home countries (for a later analogy).

The Cursor:

Say: Today we're going to talk about something called the **cursor**.

Say: The **cursor** is the name of the mouse on the screen. When you move the mouse or touchpad, the cursor does the same thing inside the computer.

Note to teacher: Some curriculums differentiate between these terms, while others use them interchangeably

Say: When you move the mouse to the right, the cursor moves to the right inside the screen.

Ask: What happens when you move the mouse to the left? What about if you move the mouse down?

(*optional:* cut out the pointer on paper, use the physical mouse with the paper pointer and move them together to showcase the way it works inside the computer)

Say: Most of the time, your cursor will look like this.

Project Image 1

Say: The cursor and mouse are often thought of as the same thing. A lot of times you'll hear someone call the cursor, the mouse. Both are okay to use.

Ask: Why do you think we need a cursor? (gather various responses)

Say: Without the cursor (or ways to move it), we'd have no way to "talk" to a computer.

Ask: Do you go to a bakery?

Say: Most of the time in bakeries, the pastries are behind a wall of glass. We often need to point at the pastry behind the glass to tell the baker what we want. The baker then can grab the correct pastry and check you out.

Say: We use the cursor in the same way to tell the computer what we want.

Note to instructor: Depending on your student demographic, consider asking about bakery experiences in their home countries and/or walk through the typical american bakery experience.

Say: There are many ways to use the cursor, but for now, let's think of it like pointing.

Say: We point all the time to help people understand or see what we want them to. It helps us talk with and understand each other.

Say: We can use the cursor the same way. Since we can't really "talk" to computers the way we talk to other people, the cursor is the best way to 'point' at something you want to explore or do something with. The computer will be able to tell you something about it or help you do an action once it knows what you're interested in.

Hovering:

Say: In the last unit, when we learned about the desktop, we talked about something called **hovering**.

Ask: What is **hovering**?

Say: Hovering is when we move the cursor over an object or icon on the screen and hold it still for a moment or two.

Ask: What does **hovering** do? How can it help us?

Say: Hovering can give us helpful information about the object or icon the cursor is on top of.

Say: The computer will often give you a "hint"—a small box that has the name of an icon or what you can do with it.

Say: Other times the cursor will even change its shape—different shapes mean different things.

Say: Let's explore some of the common shapes your cursor will change to and what that means.

Changing Shapes:

Say: When we're driving a car, there are a lot of stop lights that we need to pay attention to. The colors change to tell you different things. There are three colors on a stoplight: red, yellow, and green.

Ask: What does each color tell you? (red = stop the car here; yellow = slow the car down; green = keep the car going)

Say: Machines can't talk to us the way we do with other people, so they need to find other ways to communicate important information.

Ask: What does **communicate** mean?

- **Communicate** (v): to give information about something to someone by speaking, writing, body language, etc.

Say: There are many ways machines can communicate important information to us. We just need to know how to recognize and understand them.

Say: Let's talk about the most common shapes the cursor will change into and what the computer is trying to communicate to us.

Pass out the Partner Discussion Guided Notes hard copy. Present one cursor shape at a time. Pause for partner discussion and completion of [the handout](#) after each new shape. Instructors should model having a discussion with a partner to set expectations for pair work.




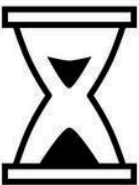

Shape to Project	Script
 Image 1	<p>Say: This shape is called the arrow or pointer. It's the one you'll see most often. This is the default shape.</p> <p>Ask: What is default?</p> <ul style="list-style-type: none">- Default (n): an option chosen until something changes it.- What is another word for default? (predefined, standard) <p>Say: The arrow is the shape you will see until the computer changes it so it can tell you something.</p>
	<p>Ask: What shape does this cursor look like? (the letter I)</p> <p>Say: The name of this shape has that letter in the name. It's called an I-Beam.</p> <p>Say: When the cursor changes from an arrow to an I-Beam, it's the computer's way of telling you, "This is a place you can write."</p>

Image 2	<p>Say: The computer won't let you write most places, so it's important to tell you where you can.</p>
 <p>Image 3</p>	<p>Ask: Here is our next shape. What does this look like to you? (a hand/pointer finger)</p> <p>Say: This cursor is called the hand. It tells you something important.</p> <p>Say: When the cursor changes from the arrow to the hand, the computer is telling you that it will automatically send you to a new place if you push down on the mouse [if you click].</p> <p>Ask: What does automatic mean?</p> <ul style="list-style-type: none"> - Automatic (adj.): something that happens without you needing to do anything. <p>Say: For example, there are automatic doors—in grocery stores, airports, libraries, etc.. When you use an automatic door, you don't need to pull/push it open. It automatically opens when you push a button or start to walk through it.</p> <p>Automatic vs. Default: These are very similar words. If something happens 'by default', this action will happen if nothing else changes. But if something is 'automatic', it works or happens by itself.</p>
  <p>Image 4</p>	<p>Say: The last cursor we'll talk about today has a couple different shapes you might see, but they all mean the same thing.</p> <p>Project Image 4</p> <p>Say: These are different cursor shapes you might see when something is loading.</p> <p>Ask: What does loading mean?</p> <ul style="list-style-type: none"> - Loading (v): The action of something on the computer opening or getting ready to be used. <p>Say: We sometimes have to wait for something to load on our computers when there's a problem or it's running slowly.</p> <p>Say: Today, we can do a lot more with computers and they're much faster so loading usually takes only a couple seconds.</p> <p>Say: When you see any of these shapes, the best thing to do is wait for the computer to finish loading.</p> <p>Ask: What do you think will happen if we don't wait and keep giving the computer directions? (It will take longer to load)</p>

	<p>Say: If we keep giving the computers more directions when it's still focused on one thing can confuse it and often slow it down even more.</p>
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Say: These are the most common shapes you'll see but there are several more. Don't worry, we'll talk all about them in another lesson.

Evaluation:

Unit 3 Lesson 1.Exit Ticket



Image 1: The Arrow Cursor

Source: <https://dryicons.com/icon/outlined-arrow-pointer-icon-9878> Icon by Dryicons

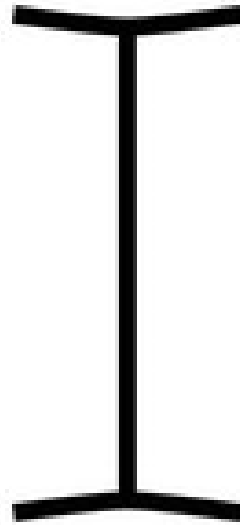


Image 2: I-Beam Cursor



Image 3: Hand Cursor



Image 3: Loading Cursor







Unit 3, Lesson 1: Partner Discussion Guided Notes

These are all the four different types of cursors, or where our mouse is pointing on the computer.

A cursor is where your mouse is pointing on the computer. A cursor is the name of the mouse on the screen.

Ask your partner, “What is the name of this cursor?”

“What does this cursor allow you to do?”

Name: _____

Name: _____






ELDES
English Learner
Digital Essential Skills

Unit 3, Lesson 1: Partner Discussion

These are all the four different types of cursors, or where our mouse is pointing on the computer.

Ask your partner, “What is the name of this cursor?”

“What does this cursor allow you to do?”

	<p>This is the _____.</p> <p>The _____ allows me to _____.</p>
	<p>This is the _____.</p> <p>The _____ allows me to _____.</p>
	<p>This is the _____.</p> <p>The _____ allows me to _____.</p>

Name: _____



This is the _____.

The _____ means I must




_____.

Unit 3 Lesson 1: Exit Ticket

1. What is the name of the **default** cursor shape? Draw it below.

Name:	Shape:
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/>	

2. If you see the cursor change to this icon, what should you do?

What do you do?	Shape:
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/>	 or  

Open your computer and log in. **Hover** your mouse over the Search bar. Look at the **cursor**.

3. What is the name of this cursor shape?

4. What is the computer trying to **communicate**?



Unit 3, Lesson 2: The Mouse & Touchpad

Northstar Standards	Objectives/SWBAT
Basic Computer Skills 5: Identify types of mice: mouse and touchpad.	I can plug in a mouse to a computer. I can name the parts of the mouse and touchpad and what they do. I can left click, right click, and scroll.
Seattle Digital Equity Initiative Skills Framework	
EF.4 Use the Mouse: Basic mouse functionality	

Materials to prepare:

- Student computers with a disconnected mouse
- A class computer to project (recommended)
- Printed [Self-Evaluation Emoji Set](#) (one per student)
- Notebook and something to write with for each learner

Vocabulary to Review Before the Lesson

1. *Menu (n)*: A list of things you can choose from.

Vocabulary & Concepts Introduced in Lesson

Left Click Right Click Right Click Menu	Specialize Mouse wheel Scroll	Gesture Touchpad Gesture
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Timing Notes:

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 1.5 hours	Timing Notes: 30 minutes

Lesson Plan:

1. Review & Warm-up
2. Mouse & Touchpad Review
3. Left Click
4. Right Click
5. Scrolling
6. Evaluation

Review & Warm-up:

Ask: What did we learn last class? What questions do you still have from last class?

Say: Use your notes and what we learned from the last lesson to copy and complete these sentences.

Word bank:

Pointer (or Arrow)	Type	Loading	Link
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1. The default cursor shape is called the _____.
2. The I-beam is the computer telling you that you can _____.
3. You should wait when you see the _____ cursor.

Challenge:

4. The hand cursor is the computer telling you this is a _____.

Self Assessment: Instructor introduces the collection of printed emojis and asks learners to describe the different emotions. Each learner should have their own set of emojis. Ask: What does each emoji communicate? After the class agrees on the meaning of each emoji, the teacher reviews the lesson objectives with the learners:

I can plug in a mouse to a computer.

I can name the parts of the mouse and touchpad and what they do.

I can left click, right click, and scroll.

Learners each choose an emoji from their set to either place at their desk to communicate their level of comfort with the objective, or learners stand up and post their emoji on the board next to the corresponding objective. At the end of the lesson, the instructor should reference back to this assessment and check to see how student confidence levels changed.

Mouse & Touchpad Review:

Say: Before we start today's lesson, we need to review a bit of what we learned in the first unit when we talked about parts of the computer.

Say: Today's lesson will be mouse and touchpad.

Ask: What is the mouse?

Ask: What are the parts of the mouse? (Left click, Right click, & Wheel)

Ask: How do we connect the mouse to the computer?

Say: We need to plug the mouse's **cord** into the matching **port** on the computer. The cord and the port always need to match in shape for the connection to work.

Say: The mouse has a special shape on the end. This is called a **USB** cord.

Say: Find the matching **USB** port on the computer in front of you and plug in the mouse.

Say: We also need to review the touchpad. Point to the touchpad on your computers.

Ask: What are the different parts of the touchpad? (left click, right click, and touch sensitive pad)

Say: How do you move the mouse using the touchpad? (move your finger pad over touchpad)

Say: The mouse and the touchpad have all the same jobs, just different ways to do them.

Left Click:

Say: The most important button on the mouse (or touchpad) is the **left click**.

Ask: Where is the left click button on the mouse?

Ask: What about the touchpad?

Say: Left click is the most useful button you have and will use.

Say: Left click is our way of telling the computer we want to look at or open something on the screen.

Say: First, we need to hover the mouse on top of what we're interested in, then we push down on and let go of the **left click** button.

Say: This action is called **click**. You will often hear someone say, "Click on the icon" and "Click here". This is the action they're talking about.

Say: Let's practice this.

Activity:

Open your computers and login. Use the notification center on the taskbar and the **left click** button to answer the questions.

1. Using the **mouse**, click on the battery icon in the notification center. How much battery do you have left?
2. Using the **touchpad**, click on the volume icon. How high or low is your volume?

Challenge:

3. Using the **mouse**, click on the internet icon. Are you connected to the internet? If so, which network are you connected to?
4. Using the **touchpad**, click on the Start Menu and then Power. What option is above Shut Down?

Right Click:

Say: On the other side of the mouse (or touchpad), we have a special option called **Right Click**.

Ask: Where is the right click button on the mouse?

Ask: What about the touchpad?

Say: Sometimes a touchpad doesn't have a button for right click. Instead, you can tap or push down on the bottom right corner.

Say: We won't need to use right click very often because it's a more advanced tool. However, since it's so close to **left click**, it's very easy to accidentally push it.

Say: We need to talk a little bit about **right click** so that when it comes up, you know what to do.

Say: When you hover over something on the computer and push the **right click** button, it opens a box with a list of options and actions for that thing. This is called the **right click menu**.

Say: The menu options will change depending on what you click on. It's a **specialized** menu.

Ask: What does **specialized** mean?

- Specialized (adj.): made or used for one particular purpose or job.

Say: Now that we know what right click is, let's see what it looks like on the computer.

Project a class computer desktop for the class.

Say: I'm going to show you how to open a right click menu on a computer, what it looks like, and how to close it.

Say: The first thing I'm going to do is move my mouse to **hover** over the start menu.

Say: With my middle finger, I'm going to push down on right click on my mouse or push the right click button on the touchpad.

Say: This will open a large box on the screen with many options to choose from.

Ask: Can you see the **right click menu**? (make sure students can point it out on the projected screen)

Ask: Most of these are advanced options that we're not ready to explore yet, but do you see any you recognize or might be able to use?

Say: Now we need to close the right click menu because we don't need it anymore.

Say: To close any right click menu, move the mouse so it's no longer inside the box and click. Click away from the box. It will automatically close the menu.

Activity

Directions: Open your computer and log in.

1. Using the mouse, right click on the Recycling bin. What are two options on this menu?

When you're done writing these two things down, close the right click menu.

2. Using the touchpad, right click on desktop background (the big picture or color). Hover your mouse over the option "View". What are the 3 size options for icons on the work area?

Close the right click menu when you're done.

Scrolling:

Say: The last part of the mouse to talk about is the wheel.

Ask: Where is the wheel on the mouse?

Ask: Which way does it turn? (forwards & backwards)

Ask: What does the wheel help us do? (scroll)

Say: We use the wheel to **scroll** up and down on the screen.

Ask: What does **scroll** mean?

- Scroll (v): to move words or pictures on a computer screen up or down so that you can see all of it.

Say: We turn the wheel forward (away from you) to scroll up; backwards (towards you) to scroll down.

Say: We can also use the touchpad to scroll, but it doesn't have a wheel, so we need to use a different way to communicate what we want to the computer.

Say: To scroll using a touchpad, we use something called a touchpad gesture.

Ask: What is a gesture?

- Gesture (v): to move your hands, arms, etc., to help you communicate.

Say: To scroll, we use two fingers: the 1st and 2nd. Take those two fingers and move them from the bottom of the touchpad all the way to the top. This will scroll up. Moving the opposite way, top to bottom, will scroll down.

Say: Let's practice this!

Activity

Directions: Open your computer and log in. Click on the start menu. Use the wheel or touchpad gesture to answer the questions.

(Note: Depending on the Windows version, the Start Menu might not open with a list of apps. Look for the **All Apps** button)

1. What is an app on your computer that starts with the letter **W**?
2. List 2 apps that start with the letter **C**.
3. List 3 apps that start with the letter **M**.

Evaluation:

Directions: Use what we've learned to answer these questions in your notebook.

1. What does the left click do?
2. How do you open a specialized menu?
3. How do you close it when you're done?
4. What are the two ways to scroll up or down on the computer?

Students self-assess. The teacher returns to the objectives ("I can" statements) and asks learners to find an emoji on their device or in their laminated set to describe how they feel on their learning in regard to each objective. The teacher records their responses to inform the review activity for the following lesson.







Unit 3, Lesson 3: Other Ways to Click

Northstar Standards	Objectives/SWBAT
<p>Computer Basic Skills 7: Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click). 8: Drag and drop.</p>	<p>I can drag and drop to move programs on the desktop.</p> <p>I can double click to open an item in the work area.</p>
<p>Seattle Digital Equity Initiative Skills Framework</p>	
<p>EF.4 Use the Mouse: Basic mouse functionality</p>	

Note for Instructors: A great resource for students to practice drag and drop and scrolling is <http://mouseprogram.com/drag-game.html>. We recommend making sure class computers have an adblocker installed on the web browser you're using to make it easier for students to use.

Extra Practice:

mousepractice.org

mouseprogram.com/practice

Materials to prepare:

- Class computer to project
- Projector
- Student computers
- Mice
- Optional: Hardcopy of [3-2-1 Self-Assessment](#) (one per learner)

Vocabulary to Review Before the Lesson

1. *Drag (v)*: to move something by pulling it.
2. *Drop (v)*: to let something fall.
3. *Double (n)*: something that is two times the usual size, strength, or amount.

Note for Instructors: Consider asking students to act out drag and drop in class.

Vocabulary & Concepts Introduced in Lesson

Drag & Drop	Double Click	Timing
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Timing Notes

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 1.5 hours	Timing Notes: 30 minutes

Lesson Plan:

1. Review & warm up
2. Drag & Drop
3. Double Click
4. Evaluation

Review & Warm-up:

Ask: What did we learn last class? What questions do you still have from last class?

Think-Pair-Share: First students take a few minutes to think about the questions on the board. In pairs, students brainstorm their answers to the questions posed.

1. We use Left click the most. What does it do?
2. Right click does a special action. What does it do?

Challenge: What are the two ways you can scroll using the mouse or touchpad?

Whole Class Share-Out: Teacher asks learners to write their answers on the board or types in the answers in the slides to create collective response.

Drag & drop:

Say: Last class we talked about the different buttons on the mouse and touchpad and what they do.

Say: Today we're going to talk a bit more about different things you can do with left click.

Say: Let's start with Drag and Drop.

Ask: From the name, what do you think this action does? (moves something)

Say: We use Drag and Drop to move things around on the computer. We can use the mouse to drag something to a new place and drop it there.

Say: There are 3 steps to using Drag & Drop:

1. Hover your mouse on top of what you want to move.
2. Push down and hold the left click button.
3. Use the mouse to 'drag' (move) it where you want to.
4. Lift your finger from the left click button.

Demonstrate actions using a projector and class computer.

Activity

Ask students to pair up with their elbow partner. Use one computer per pair. One student gives these directions, while the other student does the action. The instructor should model how to work in a pair.

After students switch roles, ask them to try to do the task again, independently (or with a new partner).

Directions:

1. Look at the desktop and find the icon named “Microsoft Edge”.
2. Use drag and drop to move Microsoft Edge to the top right corner of the screen.
3. Look at the desktop and find the icon called “Google Chrome”.
4. Use Drag & Drop to move Google Chrome to the middle of the screen.

Double click:

Say: Now that we know how to use Drag & Drop, let’s explore Double Click.

Ask: From these two words “double” & “click” what do you think this is? (2 left clicks)

Say: Double Click (or clicking two times instead of one) is the action we use to open anything on the computer.

Say: Things on the Taskbar and in the Start Menu only need one click to open them, but everywhere else on the computer, you will need to use Double Click.

Say: Timing is very important when using Double Click.

Ask: What is **Timing**?

- Timing (n): the time when something happens or is done.

Say: When you double click, make sure you’re quick and that you don’t move the mouse at all.

Say: If you’re too slow with the second click or move the mouse, the computer won’t understand and it won’t open anything.

Say: If you try to double click and nothing happens, try it faster.

Say: If you see a small circle with a line through it, it means the mouse was moved. Try again!

Demonstrate on a projected class computer.

Activity

Ask students to pair up with their elbow partner. Use one computer per pair. One student gives these directions, while the other student does the action. The instructor should model how to work in a pair.

After students switch roles, ask them to try to do the task again, independently (or with a new partner).

Directions:

1. Double click to open the Recycle Bin on the desktop. A box will open on the screen to show you what is inside the Bin. How many things are in the box?
2. When you’re done, click the X in the top right corner of the box. This will close the box until we need it again.

Evaluation:

Directions:

1. Click on the battery icon on the taskbar. How much battery do you have left?
2. Use Drag & Drop to move the Recycle Bin from the left, top corner of the desktop to the bottom, right corner near the notification center.
3. Use double click to open Google Chrome. What do you see?

Optional: Pass out the “[3-2-1 Assessment & Reflection](#)” hard copy. Elicit the student responses. With the document camera, the teacher models writing one sentence together as a class. Then, ask a student to share their example. Last, allow time for learners to complete the prompt. Use this worksheet as an exit ticket. Learn more about the strategy and variations [here](#).

theteachertoolkit

Name _____

Date _____

3 - 2 - 1

Three things you learned:

1. _____

2. _____

3. _____

Two things that interest you and you'd like to learn more about:

1. _____

2. _____

One question you still have:

1. _____



Unit 4, Lesson 1: Keyboard Introduction

Note to Teacher: To ensure learners have a positive keyboarding experience, consider raising laptops on large textbooks and using external keyboards when available. Explicitly teach posture while practicing keyboarding. This can prevent lower back pain, eye strain, and neck pain. Consider a foot rest (or a rolled towel) under the toes for foot support as well.

Northstar Standards	Objectives/SWBAT
<p>Computer Basic Skills</p> <p>2. Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen).</p> <p>4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).</p>	<p>I can verbally identify the keyboard and its function.</p> <p>I can label the different rows of the keyboard: Function, Number, Top, Home, Bottom, and Command.</p> <p>I can place my fingers correctly on the home row for typing.</p>
<p>Seattle Digital Equity Initiative Skills Framework</p>	
<p>EF.5. Understand My Computer: Understanding computer and peripheral components; basic troubleshooting; using an OS</p>	

Materials to prepare:

- Unit 4 Lesson 1.Fingers and Keys(1 copy per student)
- Unit 4 All Lessons.Activity.Coloring the Keyboard (1 copy per student)
- Unit 4 Lesson 1.Student Lesson Guide
- Unit 4 Lesson 1.Example Keyboard, or laptops turned off so learners can practice typing, or corded keyboards that are not plugged in (on per student)
- Crayons, colored pencils, or markers for each student

Vocabulary & Concepts Introduced in Lesson

Key Type	Row Column	Function Notch
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Timing Notes

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 2.5 hrs	Timing Notes: 40 minutes

Lesson Plan:

1. Warm-up & Review
2. Keyboard Overview
3. Keyboard rows
4. Finger Placement
5. Evaluation

Review & Warm-up:

Instructor writes or projects these directions for students.

1. Find MS Word (or Wordpad) on your desktop.
2. Click and drag the app to the **top right corner** of the screen.
3. Click and drag the app to the **bottom right corner** of the screen.
4. Double click on the icon to open.
5. If on Word, click on “***new document***”.

Instructor floats to assist students.

Say: For our unit on the keyboard, we will be using this same word document to work on a project.

Instructor note: Students will not be able to save their documents at this time so make sure you go through and save each document at the end of class.

Keyboard Overview:

Say: Today we’ll start talking about the keyboard and all the different kinds of keys.

Ask: What does the keyboard look like?

Ask: What is the difference between the keyboard and a key? (the keyboard is the name for all the keys together)

Distribute [keyboard example handout](#) or provide physical keyboards for students to reference. If using computers, ask students not to turn them on yet.

Say: Look at the keyboard in front of you.

Ask: What are some things you see? (gather various responses)

Ask: What is the keyboard for? Why do we need it?

Say: The keyboard is a very important tool for communicating with a computer.

Say: Its main purpose is to help us write inside the keyboard. There is a special name for this action—Type.

- Type (v): to write with a computer keyboard.
- *Type* your name here. How fast can you *type*?

Say: To type and correctly talk to the computer, we need a lot of different keys.

Say: For the next several lessons, we'll be learning all about the different kinds of keys and how to use them.

Keyboard Rows:

Ask: What is a row?

- Row (n): a straight line of people or things that are next to each other. (across/horizontal)
- The teacher put the desks in rows.
- The bookstore has rows of books.

Ask: How many rows of keys does your keyboard have? (usually, 5 or 6 rows depending on brand & type)

Say: Each row on the keyboard has a name and a special job. Let's talk about them!

(Optional: Function Row on PCs)

Context: If the students are more **advanced** Digital Literacy learners, consider including this. There is the possibility of two actions per function row key based on the icon and the F number. These can be programmed in your setting to do a specific action.

Say: Let's start with the Function row.

Say: Look at the row at the top of your keyboard. This is the 1st row of keys.

Ask: Do you see anything that repeats on these keys? (F & numbers)

Say: On this row, there are a lot of keys that have the letter F and a number. F stands for Function.

Ask: What does Function mean?

- Function (n): the special purpose or activity for which a thing exists or is used for.

Say: These keys are advanced, so we won't be focusing on them. However, it's still important to know what they are and where they are so you can use them when that time comes.

—

Say: Under the **Function row**, we have the 2nd (or 1st if your keyboard doesn't have a Function row) row of keys.

Ask: Do you see anything in common with the keys on this row? (numbers & symbols & punctuation)

Say: This row is called the **Number row** because it's the only row that has number keys. Label the number row on your Types of Keys worksheet.

Ask: What numbers does this row have? (1-9 and 0)

Ask: Why do they only have the numbers 0-9? (because you can make any number by putting them together)

Say: The next 3 rows all have some very important keys.

Ask: What do most of these keys have? (letters)

Say: These are the letter keys! Each key has only one capital letter.

Say: Since there are three different rows that have letter keys, we need a way to tell them apart.

Say: The 1st row of letter keys is called the **Top Letter Row**. Label this row on your worksheet.

Say: The 3rd is the **Bottom Letter Row**. Label this row on your worksheet.

Say: The middle row, however, is a bit special. We call the middle, the **home row**. Label this row on your worksheet.

Ask: Why do you think we call it home instead of middle?

Say: Just like our actual homes, we always come back to it. When we type, we always want to make sure our fingers 'live' in the home row and come back after they leave to push a different key.

Say: Our last row on the keyboard is very different from the rest of our keys.

Say: Most of these keys are for more advanced jobs.

Say: This row is called the **Computer Commands Row**. Label this row on your worksheet.

Ask: What is a command?

- Command (n): an instruction in the form of code (computer language) or signal that tells the computer to do something.

Say: These keys give the computer special commands to do an advanced action. We'll talk more about these in a later lesson.

Activity:

Instructor distribute the [Coloring the Keyboard](#) activity

Say: Today, we are going to locate the letter keys on our keyboards and color them in. Choose a color and color in all of the letter keys. You will keep this document and we will continue coloring it in with each lesson as we learn about different keys.

Finger Placement:

Say: Let's talk a little bit more about our hands when we type.

Optional Finger Name Review: Thumb, index/pointer, middle, ring, pinky/little finger. Instructor pronounces each finger's name and has students follow along with their own hands.

Say: A lot of times people like to type with only one finger pushing a key at a time. While that sort of gets the job done, it makes typing anything very slow and it makes it harder to use some of our more advanced keys.

Say: When we type, we want to make sure we have both hands on the keyboard and all fingers ready to type.

Say: Keyboards have a special finger placement to make typing easier.

Ask: What does placement mean?

- Placement (n): putting something in a particular place.

Ask: Where is the home row of letter keys?

Say: Our fingers (on both hands) need to live here. They can leave to push other keys, but they always should come back to the home row when they're done.

Say: Find the letter F key and feel the bottom of it. Is there something different on this key? (there's a small bump)

Ask: Now find the letter J key. Can you feel the bump on this key too?

Say: This bump has a special name. We call it a notch.

- Notch (n): a small bump or cut on an edge or surface.

Say: These notches are very important. They help us feel where we are on the keyboard.

Say: For the typing start position, your pointer fingers should be on letters F and J.

Say: The left pointer on F and the right pointer on J.

Say: Your thumbs should rest on the space bar.

Say: Each finger has a key to rest on.

Say: For the right hand:

- Pointer: J
- Middle: K
- Ring: L
- Pinky: ;

Say: For the Left hand:

- Pointer: F
- Middle: D
- Ring: S

- Pinky: A

Activity #1: [Fingers and Keys Worksheet Activity](#)

Activity #2: Finger Placement Practice

Directions: We will all start with our hands completely off the keyboard, resting in our laps. When I say “go”, move your hands so that your fingers are on the correct placement. Try to do this as quickly as you can! We will do this several times.

Extension: From hands rest in laps, say “Go” and then dictate what word or sentence learners should type.

Instructor walks around to see placement.

Evaluation:

Directions: The teacher will model by creating their own document as they go through the following directions.

Say: Navigate back to your Microsoft word (or word pad) document. At the top, type your first and last name and then press “enter” several times.

Say: Then, you are going to type, “My keyboard has ____ rows” with the correct number filled in. After a period, type, “My pointer fingers should be on the ___ key and the ____ key” with the correct letters filled in.

Instructor floats and helps students.

(optional: Save the word document onto desktops or flash drives for students to come back to in the next lesson.)

Note: Learner’s who completed the pilot reported they wanted more typing practice. This is a great time to incorporate typing practice into class time or as homework. I recommend using [typingclub.com](#) or [Typing.com](#) to create a class, assign courses, and track progress. Remind students that it's OK to make mistakes! Mistakes show us that we are learning and mistakes are a part of the learning process. We can't compare our learning journey to another's. We are at different points in our own learning.



Unit 4 Lesson 1: Student Lesson Guide

1. How many rows does the keyboard have?

2. What kind of keys does each row have?

1st Row: _____

2nd Row: _____

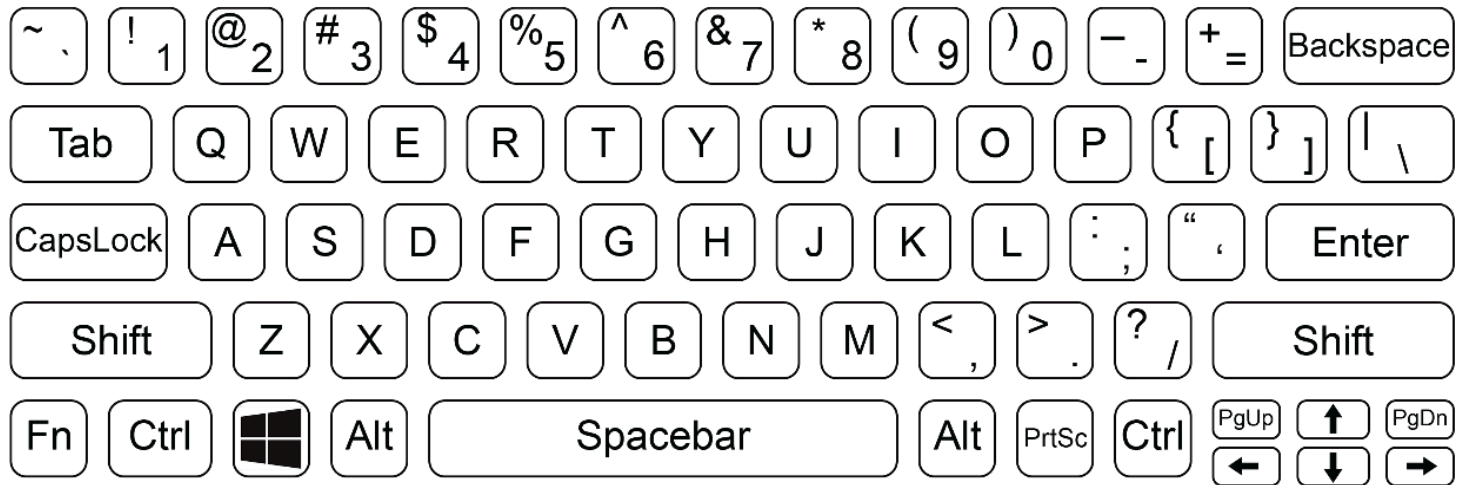
3rd Row: _____

4th Row: _____

5th Row: _____

3. Most of the keyboard rows have names.

Label the rows of the keyboard below.



1st. _____

2nd. _____

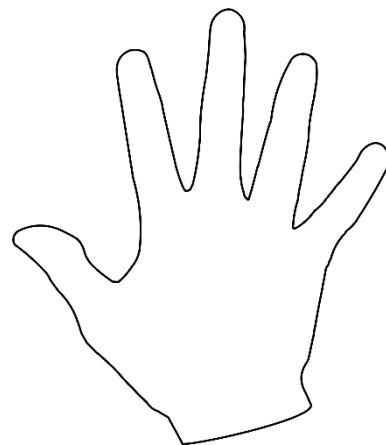
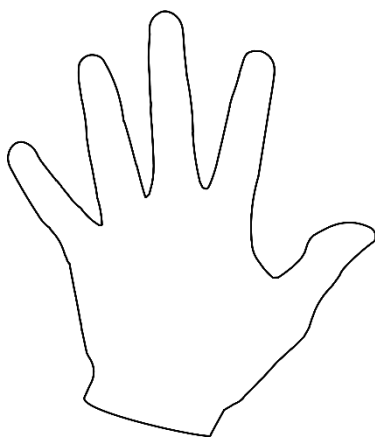
3rd. _____

4th. _____

5th. _____

4. What are the most important letter keys?
Why are they important? How can you tell they're important?

5. What is the starting hand position for typing?
Label what letter each finger should be on.



Unit 4 All Lessons Activity: Coloring the Keyboard

Directions: Pick a color for each type of key we've talked about so far. Color each key in that type with that color. We've done all the letter keys for you; you do the rest!



Letter Keys



Number keys



Character keys



Spatial keys



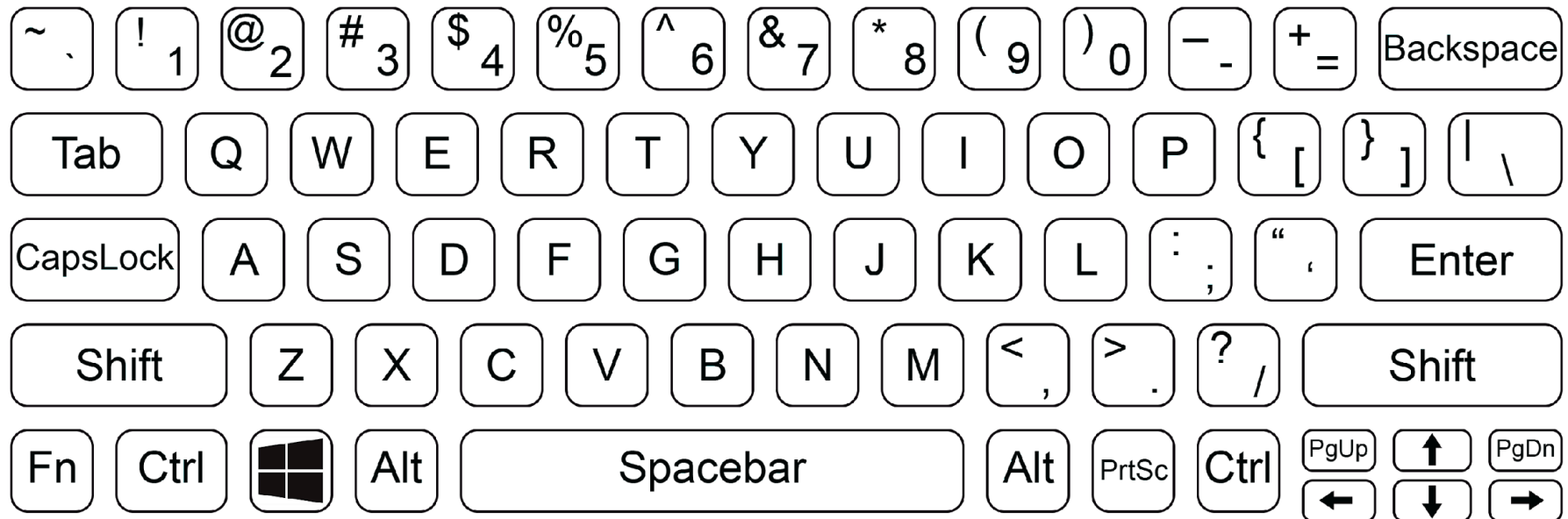
Modifier keys



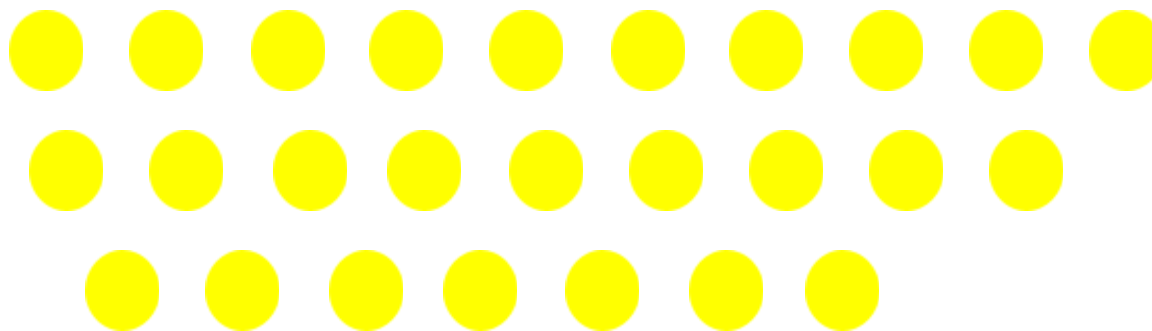
System Command keys



Navigation key



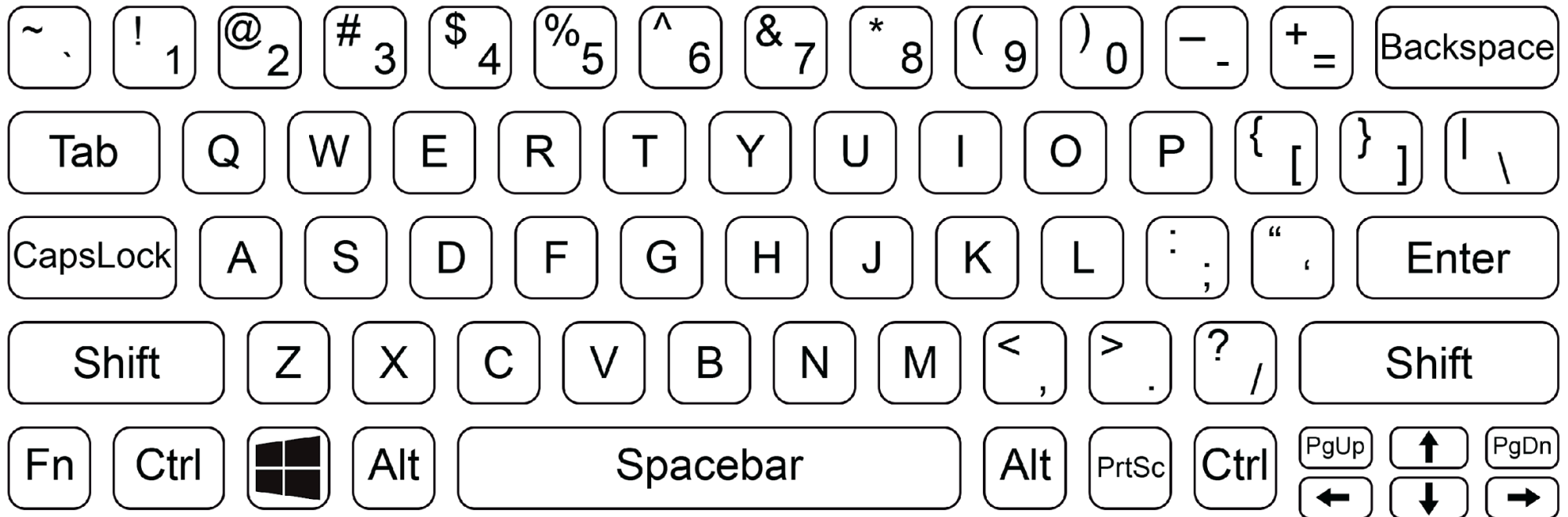
Name: _____





Name: _____

Unit 4 Lesson 1: Example Keyboard

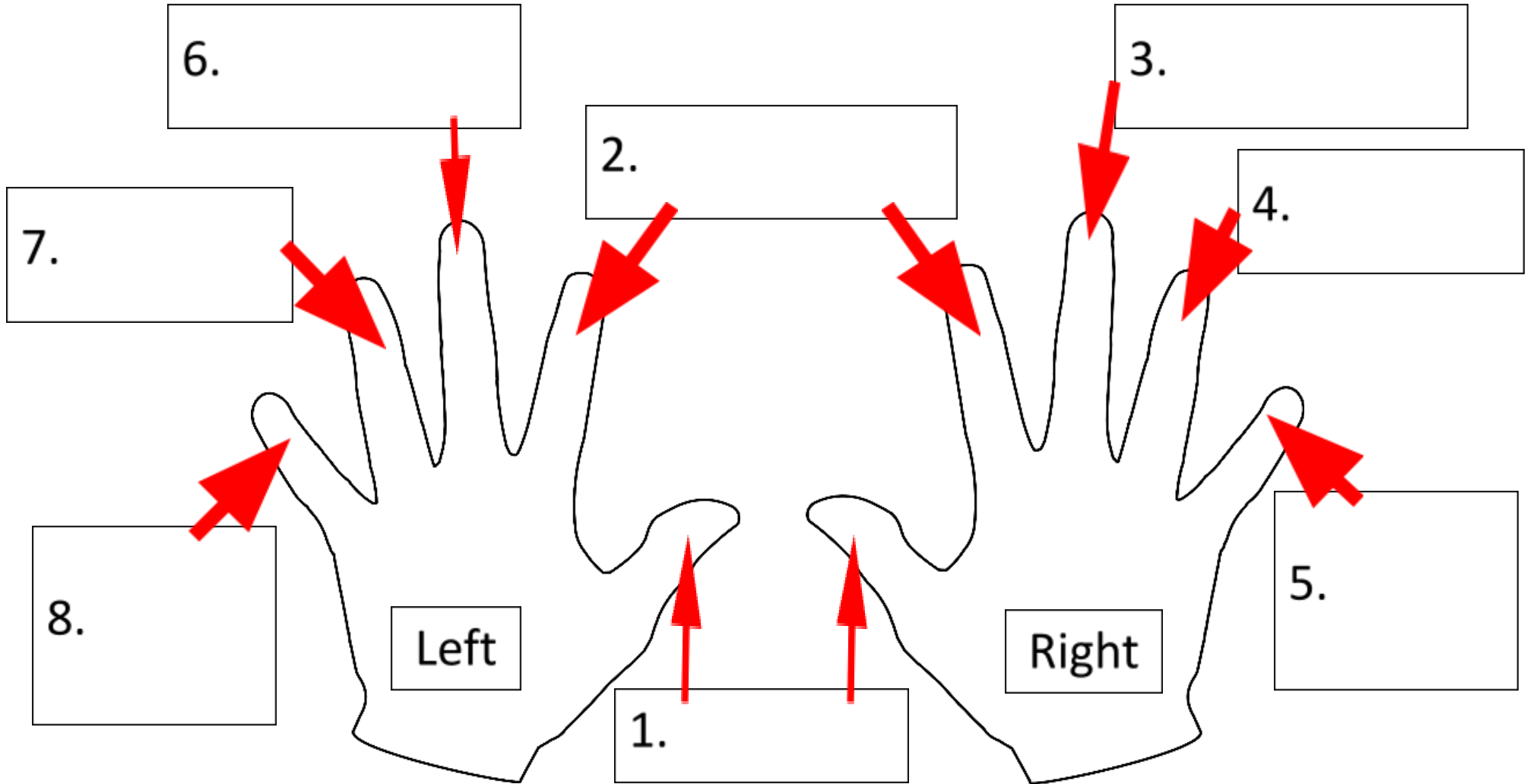




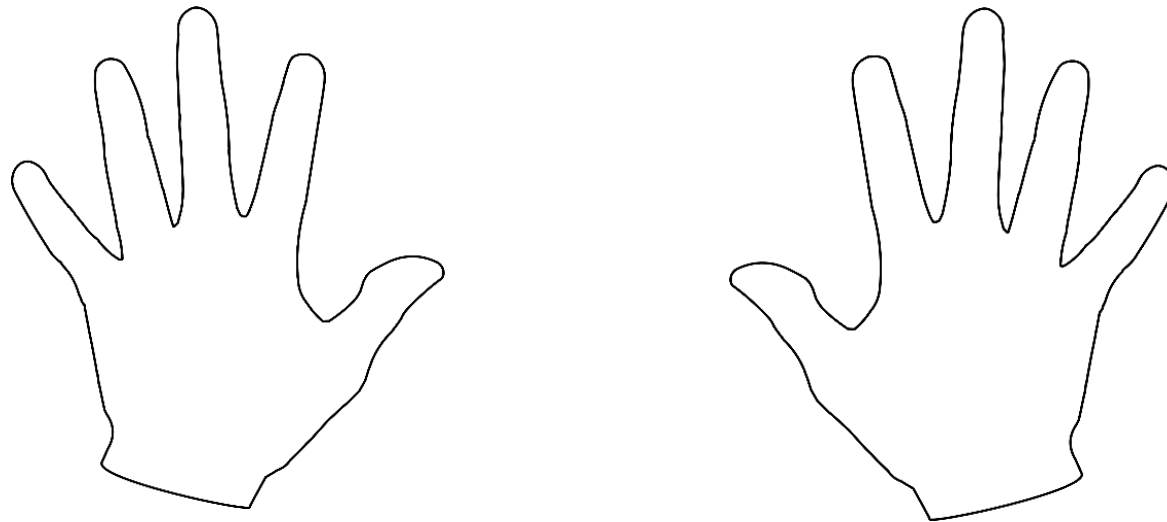
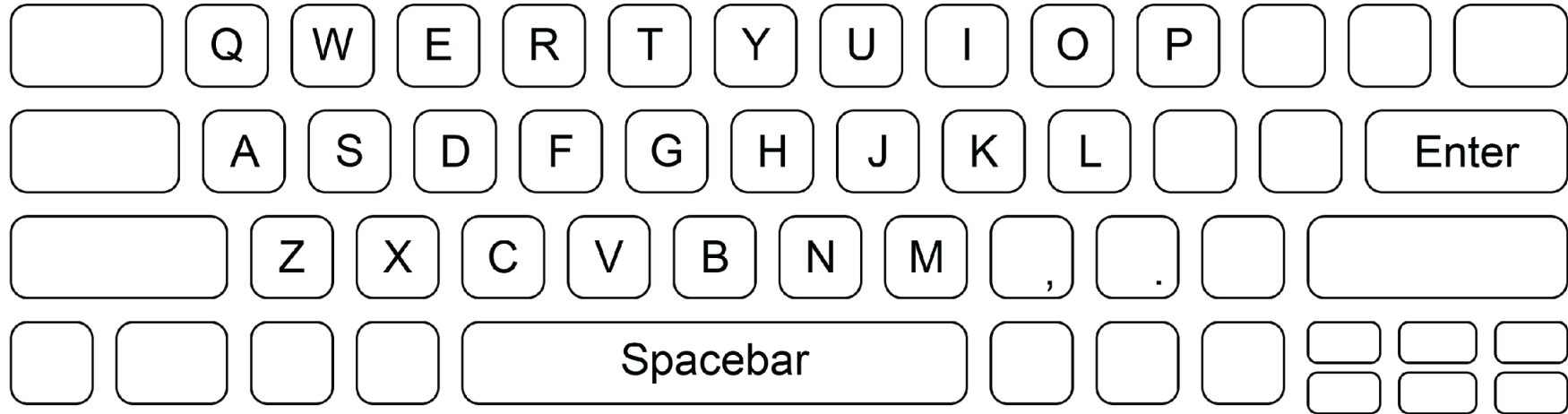
Name: _____

Unit 4 Lesson 1 Activity: Fingers & Keys

Directions: Write the name of each finger on the left and right hand.



Directions: On the left and right hands, color the pointer fingers blue, the middle fingers yellow, the ring fingers green, and the pinky fingers blue. Then color the keys you should push with those fingers with the same color.



Unit 4, Lesson 2: Basic Keys

Note to Teacher: To ensure learners have a positive keyboarding experience, consider raising laptops on large textbooks and using external keyboards when available. Explicitly teach posture while practicing keyboarding. This can prevent lower back pain, eye strain, and neck pain. Consider a footrest (or a rolled towel) under the toes for foot support as well.

Northstar Standards	Objectives/SWBAT
Computer Basic Skills 4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).	I can find common punctuation on the keyboard. I can name the 1 st four groups of keys and what they are: letter, number, character, and spatial. I can name and state the job of each spatial key.
Seattle Digital Equity Initiative Skills Framework	
EF.5. Understand My Computer: Understanding computer and peripheral components; basic troubleshooting; using an OS	

Materials to prepare:

- Unit 4 Lesson 2.Punctuation and Special Symbols on Keyboard (Print 1 copy per student)
- Unit 4 Lesson 2.Activity.Spatial Keys (Print 1 copy per student)
- Unit 4 All Lessons.Activity.Coloring the Keyboard (Print copies as needed)
- Unit 4 Lesson 2.Student Lesson Guide (Print 1 copy per student)
- Crayons, colored pencils, and/or markers for each student

Vocabulary to Review Before the Lesson

1. *Special (adj.):* Different from what is normal or usual.

Vocabulary & Concepts Introduced in Lesson

Punctuation keys Character keys	Symbol keys	Spatial Spatial keys
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Timing Notes:

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
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Timing Notes: 2-3 hrs

Timing Notes: No notes available

Lesson Plan:

1. Review & Warm-up
2. Letter Keys
3. Number Keys
4. Character Keys (Punctuation & Symbols)
5. Spatial Keys
6. Evaluation

Review & Warm-up:

Conversation: Ask your partner and talk about the following questions. Encourage learners to pull out their worksheet from the previous class to support this conversation.

1. Which keys should your pointer fingers rest on?
2. Which keys should your ring fingers rest on?
3. Which keys should your middle fingers rest on?
4. Which keys should your pinky fingers rest on?

Challenge: What are the types (categories) of keys we learned last time? Pull out the Types of Keys Worksheet for support!

Letter Keys:

Ask: What are letter keys?

Letter Keys: Keys that have only one letter.

Ask: How many letter keys are in the top row? **10**

Ask: Home row? **9**

Ask: Bottom row? **7**

Say: Notice how the letters are not in order. This is called the QWERTY keyboard layout. There are other kinds of keyboards, but this is the one most commonly used.

Number Keys:

Ask: What are number keys?

Number Keys: Keys that have a number.

Ask: What are **the** number keys? Where are they located on the keyboard?

1 2 3 4 5 6 7 8 9 0

Activity:

Directions: Find your Word pad document on your desktop (instructor can help with double-clicking), click in the space below what you have already written, and then write the following sentences and fill in the blank with the correct number.

1. I was born in the year _____.
2. I am _____ years old.
3. My address is _____.

Character Keys:

Hand out [Punctuation and Special Symbols on the Keyboard](#) to each student.

Say: Let's talk a little about character keys.

Say: There are two kinds of character keys: Punctuation and symbols. These are keys that have either punctuation or a symbol (instead of a word or letter)

Characters

Punctuation

Symbols

Say: Look at your keyboard.

Ask: What punctuation do you see on the keyboard?

,	Comma
?	Question Mark
:	Colon
“ ”	Quotation Marks
-	Dash

.	Period
;	Semicolon
'	Apostrophe
!	Exclamation Mark
()	Parenthesis

[]	Bracket
-----	---------

{ }	Braces
-----	--------

Note: This is a great time to talk about/incorporate a lesson on appropriate punctuation for your students' English level.

Note: Consider discussing the characters in the passwords learners use to login in to their laptops. Discuss how adding characters strengthens the password because it is more difficult to guess.

Coloring the keyboard activity

Ask students to color in the **punctuation keys** on [Coloring Basic Keys Activity](#). (Optional: For lower levels, lead the class in this activity and go through each one by one.)

Ask: What special symbols do you see on the keyboard?

~	Tilde
`	Acute or Grave Accent
@	At
#	Number or Pound
\$	Dollar Sign
%	Percent
<	Less Than or Angle Brackets
/	Forward Slash
	Pipe or Vertical Bar

^	Hat
&	And
*	Asterisk
_	Underscore
+	Plus
=	Equal
>	Greater Than or Angle Brackets
\	Back Slash

Coloring the keyboard activity

Ask students to color in the **symbol** keys on [Coloring Basic Keys Activity](#). (Optional: For lower levels, lead the class in this activity and go through each one by one.)

Spatial Keys:

Say: Let's talk about spatial keys.

Ask: What do you think spatial means? Is there a word we know that it sounds like? (space)

Say: Spatial keys are keys that have to do with making or erasing spaces.

Instructor note: For lower English levels, if students are having trouble with spatial keys, we recommend opening up a document. Ask students to watch what happens when they push a spatial key and what they think it does.

Say: There are 4 different spatial keys on our keyboards.

Ask: What keys make or erase space?

Optional Ask: What keys have the word "space" in them? (spacebar & Backspace)

Ask: What does Spacebar do?

- *Spacebar:* Makes a small space between words.

Ask: Where is it on the keyboard? (students point to it)

Ask: What does backspace do?

Backspace: Erases letters and spaces.

Ask: Where is it on the keyboard? (students point to it)

Say: Sometimes, on different keyboards, Backspace might have a different name. Instead, it will say "delete" or "back" or it might only have an arrow pointing to the left. The name might change but it will always be in the top right corner of the keyboard.

Say: There are two more spatial keys on the keyboard: Tab and Enter.

Say: Look for the key named "Enter" on your keyboard. It will be on the right side and in the middle row.

Say: The key ENTER creates a new line under what you've just typed. We'll talk about this key more later on.

Say: Our last spatial key is Tab. Tab makes a larger horizontal space (on the same line) called an "indent" or a "tab stop".

Say: We don't need to use Tab very often, only when we're writing paragraphs will we need it.

Say: When you start writing a paragraph on the computer, you need to use Tab to make an indent on the first line. Consider taking a book off the shelf and as learners to identify where a new paragraph begins. Ask them which key they would use to start typing a half inch into the page.

Consider projecting a student sample document. Instructor projects their document to model examples of Tab. See last page of lesson plan for an example to project.

Spatial Keys Activity

Instructor hands out spatial keys activity handout.

Directions: Work with a partner to fill out this activity together.

Optional extension: Learners cut the terms and definitions apart into flashcards and practice matching outside of class.

Coloring the keyboard activity

When finished, have students return to their keyboard coloring activity and fill in colors for number keys, character keys, and spatial keys. If they have not yet labeled each row, they should do that as well.

Evaluation:

Directions: Teacher models using their own document.

Say: Return to our Wordpad (or Microsoft Word) document. Instructor models using character and spatial keys to edit their document by asking, “Where could I add punctuation here?”, etc.

Find a place where you can add or use a character key or a navigation key in your document.

Instructor floats to help individual students.

(optional: Save the word document onto desktops for students to come back to in the next lesson.)

Student Sample Document

Unit 4 Lesson 1: Evaluation

Rosa Escobar Gómez (replace with student name)

My keyboard has 5 rows.

My pointer fingers should be on the F key and the J key.

Unit 4 Lesson 2: Activity

I was born in the year 1985.

I am 39 years old.

My address is 179 Robie Street East.



Unit 4 Lesson 2: Student Lesson guide

1. What are **Letter Keys**?

2. What are **Number Keys**?

3. What are **Character Keys**?

4. What does ***spatial*** mean?

5. What are **Spatial** Keys?

6. What are the 4 spatial keys and what do they do?

#1 _____

#2 _____

#3 _____

#4 _____



Unit 4 Lesson 2: Punctuation and Special Symbols on the Keyboard

Punctuation

,	Comma
?	Question Mark
:	Colon
“ ”	Quotation Marks
-	Dash
[]	Bracket

.	Period
;	Semicolon
'	Apostrophe
!	Exclamation Mark
()	Parenthesis
{ }	Braces

Special Symbols

~	Tilde
`	Acute or Grave Accent
@	At
#	Number or Pound
\$	Dollar Sign
%	Percent
<	Less Than or Angle Brackets
/	Forward Slash
	Pipe or Vertical Bar

^	Hat
&	And
*	Asterisk
_	Underscore
+	Plus
=	Equal
>	Greater Than or Angle Brackets
\	Back Slash

Unit 4 Lesson 2 Activity: Spatial Keys

What are spatial keys?

Spatial keys are keys that _____ or _____.

Key Name	What does the key do?
1. S _____	
2. T _____	
3. E _____	
4. B _____	

Unit 4 All Lessons Activity: Coloring the Keyboard

Directions: Pick a color for each type of key we've talked about so far. Color each key in that type with that color. We've done all the letter keys for you; you do the rest!



Letter Keys



Number keys



Character keys



Spatial keys



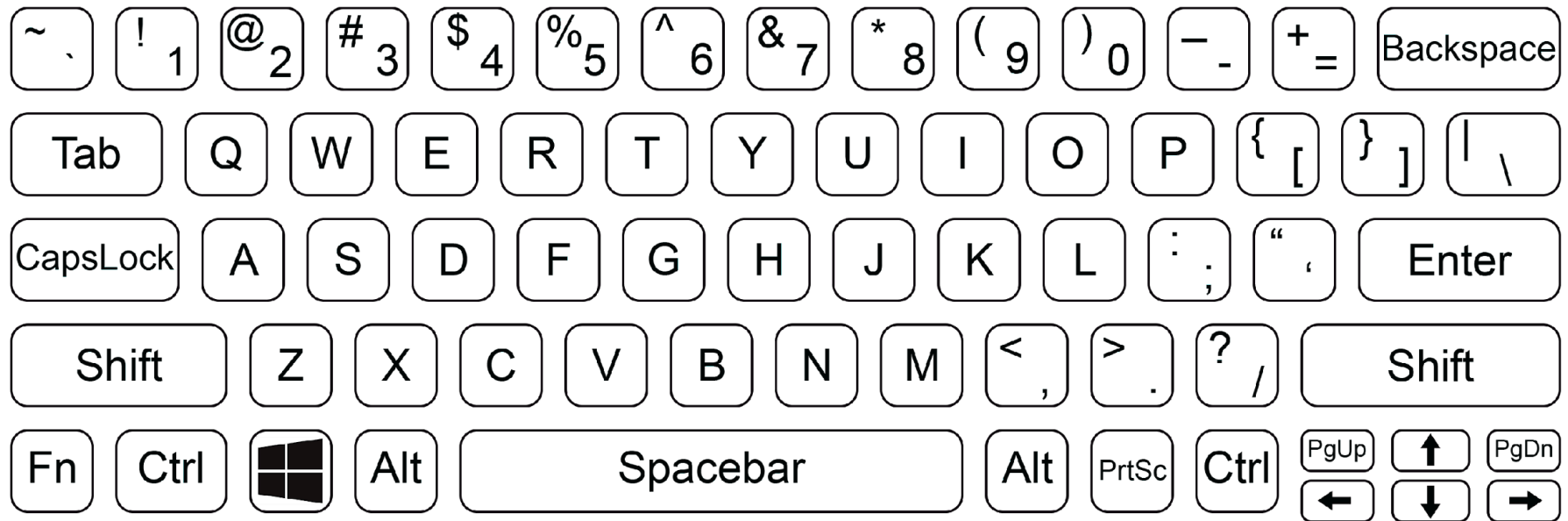
Modifier keys



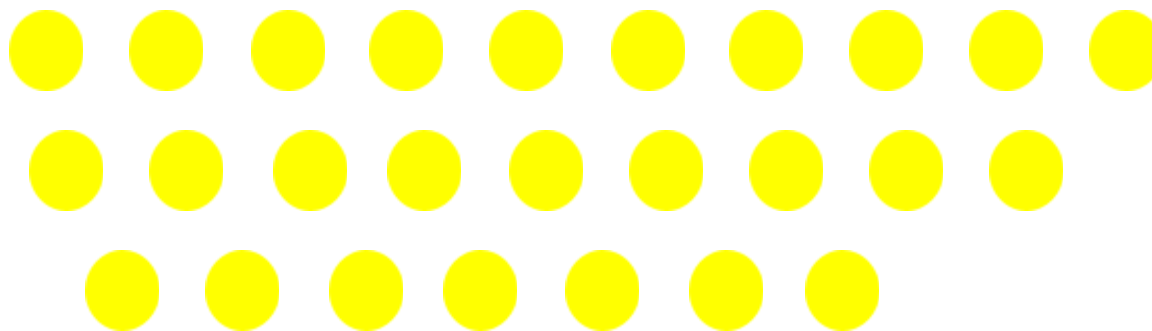
System Command keys



Navigation key



Name: _____





Unit 4, Lesson 3: Fixing Mistakes

Note to Teacher: To ensure learners have a positive keyboarding experience, consider raising laptops on large textbooks and using external keyboards when available. Explicitly teach posture while practicing keyboarding. This can prevent lower back pain, eye strain, and neck pain. Consider a foot rest (or a rolled towel) under the toes for foot support as well.

Northstar Standards	Objectives/SWBAT
<p>Computer Basic Skills</p> <p>4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).</p> <p>6. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), I-beam (text), arrow (basic clicking), hand pointer (clickable links)).</p>	<p>I can point out the blinking cursor.</p> <p>I can move the blinking cursor with the mouse and/or the arrow keys.</p> <p>I can use delete to fix a misspelled word.</p>
<p>Seattle Digital Equity Initiative Skills Framework</p>	
<p>EF.5. Understand My Computer: Understanding computer and peripheral components; basic troubleshooting; using an OS</p>	

Materials to prepare:

- [Fix Spelling Mistakes](#) [Download onto students' computers]

Vocabulary to Review Before the Lesson

1. *Blink (v)*: to flash; to shine with a light that goes on and off.

Vocabulary & Concepts Introduced in Lesson

Blinking cursor	Delete vs. backspace	
-----------------	----------------------	--

Timing Notes

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 2-3 hours	Timing Notes: No notes available

Lesson Plan:

1. Review & Warm-up
2. Making mistakes
3. The Blinking Cursor
4. Moving the Cursor
5. Delete vs. Backspace
6. Evaluation

Review & Warm-up:

Community Building: Circle up. Ask and answer: What's your name? What did you do last weekend? What will you do this weekend? What do you want to learn in this class? How have your goals changed? Alternative question(s): What did we do in class last session? What predictions can you make about the next steps in using a computer?

Say: Turn and talk to a partner and describe at least 3 different types of keys. Identify one example of a spatial key and describe what it does.

Challenge: Identify a character key that you use. When and why do you use it?

Making Mistakes:

Say: Making mistakes is very normal and it happens all the time to everyone—especially when it comes to typing on a computer. We cannot expect ourselves to be experts when we are new to learning something!

Say: It takes years of practice to become proficient in typing.

Say: Today we're going to learn about what to do when we make a mistake (or "typo") when we're typing.

Say: When we use a pencil and a piece of paper to write, it's easy to fix mistakes.

Ask: What do you do if you misspelled a word? (erase it using an eraser)

Say: We can't use an eraser on a computer, so we need to tell the computer to erase exactly what we want to erase.

Say: But before we get to any erasing, we need to talk about a very important part of typing on the computer.

The Blinking Cursor:

Project a class computer and open the model Word/Wordpad document.

Say: Take a look at my screen. I have an app open that allows me to type on the computer as if I'm writing on a piece of paper.

Zoom in on the blinking cursor so students can see it. Use the zoom in the toolbar

100% ▾ or a trackpad gesture to zoom in

Ask: Do you see this small up & down line that keeps flashing?

Say: This is called **the Blinking Cursor**.

Say: Imagine this line is like the tip of a pencil on your computer screen.

Say: This blinking line, like the pencil tip, shows us where our words will appear when we type. Just like a pencil touching paper before you write something down.

Say: The blinking cursor is very important. It's our guide, telling us the place where our next letter or word will go, just like a pencil tip guides us when we write on paper. Without it, we might not know where our words will land!

Point to the blinking cursor on the computer screen

Say: See this blinking line? That's where our words will show up. Let's watch it move as I type.

Demonstrate typing while pointing out the blinking cursor's behavior.

Activity:

Tell students to open their computers and double click on the [Fix Spelling Mistakes](#) document. Ask students to point out the blinking cursor on the screen.

Moving the Cursor:

Say: When we move the mouse and click, we can make the blinking cursor (our typing guide) go wherever we want in our writing.

Say: Using the mouse to move the cursor is super helpful. It helps us put our words exactly where we want them in our writing, just like when we point with a pencil or a finger to show where things are.

Say: Look at the screen and find the first mistake (pen).

Ask: What letter is wrong? (a)

Say: Move your mouse to the right of the wrong letter and click.

Ask: What happened? (The blinking cursor moved to the right of a.)

Arrow Keys:

Say: Arrow keys are special keys that look like arrows. They're usually in the bottom right corner of the keyboard.

Ask: Can you find the four arrow keys?

Say: When we press them, they move the blinking cursor. Each arrow key moves the line in that direction - up, down, left, or right.

Say: The arrow keys can help us make small movements when we need to move around a page or need to fix a mistake.

Say: Now let's practice moving our blinking cursors.

Move the cursor activity

As a group, point to a place in the [Fix Spelling Mistakes](#) document and tell students to move their blinking cursors to the same spot on their computer. Do not use a blank document, as learners would have to use tab and enter to move the blinking cursor. Encourage students to use both the mouse and the Arrow keys to navigate the document. Repeat as needed.

Delete vs. Backspace:

Say: Now, let's explore two special keys on the keyboard: Delete and Backspace.

Say: Imagine them as helpers that remove words or letters in different ways, just like using different tools for different tasks.

Say: **Delete** erases to the **right** of the cursor and **backspace** erases to the **left** of the cursor.

Optional metaphor:

Say: The Delete key is like an eraser for the future—it removes things **after** the blinking line.

Say: On the other hand, the Backspace key is like a rewind button—it erases things **before** the blinking line.

Say: Usually, most people don't need to use the delete key, but it can be helpful at times.

Say: For the most part, people will use the word "delete" the same way as "erase".

Say: When someone tells you to "delete" something, it's usually much easier to just use Backspace to erase something you've just written.

Say: For the most part, we'll be using the Backspace key to fix mistakes instead of delete.

Demonstrate and practice using Backspace to erase letters on the Fix Spelling Mistakes document. Consider writing a word on the whiteboard and using the physical eraser to model the difference between backspace and delete.

Fix Spelling Mistakes

Direct students back to their Fix Spelling Mistakes document on the class computers. Students should use the mouse or the navigation keys to move the blinking cursor and use Backspace to fix the letters for each line.

Evaluation:

Directions:

Direct students to either open a new document or type the following sentences below the table on the [Fix Spelling Mistakes](#) document.

Say: Copy the following sentences exactly as typed on my computer (or written on the board).

I go to skool.

I learn Englisch.

Challenge sentence: On Satirdays, I relax.

Instructor waits for students to type; floats to help.

Say: There is one word that is spelled wrong in each sentence. You might even be able to see a red line below it, which is your computer's way of telling you it is spelled wrong. Move your cursor to the misspelled word to delete the mistake and add the correct letter.

Instructor floats.

Optional Extension: If possible, print out the document learners have each been working in. The learner should take the document home and type it up a second time, possibly on a different computer for the typing practice. Encourage learners to explore their local resources like community centers and libraries.



Unit 4, Lesson 4: Special Keys

Note to Teacher: To ensure learners have a positive keyboarding experience, consider raising laptops on large textbooks and using external keyboards when available. Explicitly teach posture while practicing keyboarding. This can prevent lower back pain, eye strain, and neck pain. Consider a foot rest (or a rolled towel) under the toes for foot support as well.

This lesson covers a wide breadth of special keys. Use your discernment in choosing which keys to discuss with your learners.

Northstar Standards	Objectives/SWBAT
Basic Computer Skills: Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).	I can name the last three groups of keys, their purpose, and location on the keyboard (Modifier, Navigation, and System Command). I can name and use keys appropriately for their intended purpose.
Seattle Digital Equity Initiative Skills Framework	
EF.5 Understand My Computer: Understanding computer and peripheral components; basic troubleshooting; using an OS	

Materials to prepare:

- Unit 4 All Lessons.Activity.Coloring the Keyboard (Print copies as needed)
- Crayons, colored pencils, and/or markers for each student
- Unit 4 Lesson 4.Student Lesson Guide (Print **1 Copy** per student)
- Unit 4 Lesson 4.Activity.Other Special Keys.Optional Sections Version OR Basic Version (1 copy per student)
- Unit 4 Lesson 4.Activity.Types of Keys Review (1 copy per student)

Vocabulary to Review Before the Lesson

1. *System (n)*: a group of related parts that move or work together.
2. *Command (n)*: an order given to a person or thing to do something.

Vocabulary & Concepts Introduced in Lesson

Operating System Navigate	Modify Control	Function Alternate
------------------------------	-------------------	-----------------------

Timing Notes

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 3-4 hours	Timing Notes: 1-1.5 hours

Lesson Plan:

1. Review & Warm-up
2. Modifier Keys
3. Navigation Keys
4. System Command Keys
5. Evaluation

Review & Warm-up (Advanced English):

Finish the sentences and copy the sentences in notebooks. (optional: Type up after written)

1. Today is _____.
2. Spatial keys are _____.
3. Backspace _____.
4. I can move the blinking cursor in two ways: 1. _____ and 2. _____.

Review & Warm-up (Beginning English):

Finish the sentences and copy the sentences in notebooks. (optional: Type up after written)

1. Today is **Thursday**, **May 30th**, 2024. (adjust for current Date)
2. Spatial keys are keys that **make** or erase **space**.
3. Backspace **erases** space and letters.
4. I can move the blinking cursor in two ways: 1. With the **mouse** and 2. With the **Arrow** Keys.

Modifier Keys:

Say: Today, we'll start with talking about special keys on the keyboard that help us change how other keys work. These are called "modifier keys."

Say: **Modifier** comes from the action/verb to **modify**.

Ask: Who knows what "**modify**" means?

Say: When we **modify** something, we change it. **Modifier keys** change what other keys do when we press them down at the same time.

Say: There are five important modifier keys. Let's learn about them:

Shift Key:

Say: Look at your keyboard. Where are the key(s) that have the word “**shift**” on them? They have an arrow pointing up!

Ask: What does **shift** mean?

Say: **Shift** (v) means to move or to cause something to move or change.

Say: When we use the **shift** key with a letter key, it makes the small letter ‘shift’ up into a capital letter.

Ask: If the **shift key** shifts things up, what do you think happens when we use **shift** on keys with two symbols?

Say: When we use **Shift** this way, we can type the top symbol.

Say: For example, let’s use the number key 1.

Ask: What symbol is on the top of the number 1 key? (exclamation point)

Say: If we push this key alone, it’ll type the number 1. But if we push both **Shift** and 1, the computer will type an exclamation point instead.

Ask: What will the computer type if we push **shift** and the number 4 key? (a dollar sign \$)

Say: The **Shift** key helps us make big letters and special symbols. Press it with a letter for big letters or to get the top symbol on a key.

Activity:

Directions: Type the following sentence on your computer in a new Word/Wordpad document.

Computers are very expensive. They usually cost more than \$800!

Caps Lock Key:

Say: Now, find the key that says **Caps Lock**.

Ask: What do you think these words mean?

Say: **Caps Lock** is the short way of saying it will **lock** the letter keys as **capital** letters.

Say: **Caps Lock** makes all letters capital without holding down a key (unlike **shift**). Press it once to turn it on, press it again to turn it off.

Activity:

Directions: Type your elbow partner’s name in all capital letters. Use the CAPS LOCK key.

Control Key (ctrl):

Say: The **Control key**, or **ctrl**, helps make shortcuts with other keys. It helps do things faster in programs.

Say: We won't need **Control** for now, but eventually it can be very helpful when you start to use the computer more.

Direct learners to point at their own CTRL key.

Instructor note: The Function key and the Alternate key are fairly advanced and most students will not need to use them, especially at this level. We've included them as an option but we would not recommend including them for beginner levels in English and Digital Literacy.

Say: The next 2 keys are a bit trickier.

[OPTIONAL] Function Key (fn):

Say: The **Function** key, or **fn**, changes the first row (the function row) of keys on some laptops. The Function row keys all have an "F" and a number. These can be customized to do a special action. The Fn key allows you to switch between a customized action and the action related to the big icon on the key like volume and brightness of the screen.

[OPTIONAL]Alternate Key (alt):

Say: **Alt** key, or **alternate key**, makes special shortcuts when we press more than one key together. It helps do different things in programs.

Say: **Alt key** shortcuts are similar to Control shortcuts but more advanced. **Alt** shortcuts usually need more than 1 letter key to make a shortcut work.

Say: Most people won't ever need to use this key, but it's always important to know what each key on your keyboard is.

Activity: Practice in Word Doc/Word Pad

Directions: Students open up their word documents and capitalize five random letters. Have them delete that letter and then practice using shift and caps lock.

Activity: Coloring the keyboard

Directions: Ask students to take out their coloring the keyboard activity and fill in colors for the modifier keys.

Navigation Keys:

Say: Next, we'll talk about special keys on the keyboard that help us move around the computer. These keys are called "navigation keys."

Say: **Navigation** comes from the action/verb to **navigate**.

Ask: Who knows what "**navigate**" means?

Say: To **navigate** is like finding the way to go somewhere. It's like finding our way on a map.

Say: **Navigation** keys help us move around the computer to find things.

Say: There are two main types of **navigation keys**. Let's learn about them:

Arrow Keys:

Say: Arrow keys are special keys that look like arrows. They're usually in the bottom right corner of the keyboard.

Ask: Can you find the four arrow keys?

Say: When we press them, they move the blinking Cursor (the little blinking line on the screen that shows where we're typing). Each arrow key moves the line in that direction - up, down, left, or right.

Say: The arrow keys can help us make small movements when we need to move around a page or need to fix a mistake.

Page Up & Page Down (PgUp & PgDn):

Say: Page Up and Page Down keys, often written as PgUp and PgDn, help us move a whole page up or down on the screen. It's like turning a page in a book on the computer.

Instructor note: Not all keyboards have PgUp & PgDn, but most PC's will.

Activity: Practice in word doc

Directions: Ask students to return to their document and practice using the navigation keys to get around to different parts of what they have written.

Activity: Coloring the keyboard

Directions: Ask students to take out their coloring the keyboard activity and fill in colors for the navigation keys.

System Command Keys:

Say: Next, we'll talk a little about a more advanced group that's still pretty important for you to know. These are the **system command keys**.

Say: Here we're giving **commands** to the Operating System. The **Operating System** (or **OS** for short) is the main program in a computer that controls the way the computer works and makes it possible for other programs to work.

Say: For now, we can think of the OS as the translator between people and computers. Computers don't talk in English or Spanish—they have their own special languages called **code** i.e. Python, C++, and (a long time ago) Binary code. However, most people don't know these special computer languages so Operating Systems were created to act as the translator between the two.

System Command Keys: Keys that give the operating system (OS) an order.

Point to the keys as you explain and ask students to point to them on their keyboards to help make sure everyone is oriented.

Enter:

Say: When we're not using it for typing, the **Enter** key is like hitting "go" at a green light. This is an additional use to beginning a new line.

Say: When we want the computer to do something, we press **Enter**. It's like giving it a command to start.

Say: We often use **Enter** to help us log in to the computer. After we type the password, we need to either click the arrow, or push **Enter** to tell the computer to "go".

Windows Key:

Instructor note: This function may differ depending on the company or model. Make sure to adjust to classroom laptops!

Say: Now, let's find the **Windows** key. It looks like a little window!

Ask: What else on the computer has this icon? (the start menu)

Say: Pushing the **Windows** key is a shortcut for opening the start menu.

Say: The **Windows** key can also help you do other, more advanced shortcuts.

Say: For example, hold down the **Windows** key and push the letter **L** key.

Ask: What happens? (It locks the computer)

Print Screen:

Instructor note: PrtSc is a fairly confusing key and can be skipped for lower levels.

Say: Alright, let's find the **Print Screen** key on the keyboard. It's usually at the bottom of the keyboard, like a secret camera button. When we press it, it takes a picture of what's on the screen, just like taking a photo on a phone.

Say: Usually, the **print screen** key has only the important consonant letters on it: **prt sc**.

Ask: Can you find the key that has these letters?

Direct students to press the Print Screen key and show them where it's located on the keyboard.

Say: If you use PrtSc by itself, it will essentially "copy" the screen to the clipboard. This means that you will need to paste it on to a document in order to see it.

Say: To save a screenshot of your computer screen, hold the Windows key and push PrtSc. This will automatically save the picture in the ScreenShots folder.

Instructor Note: PrtSc will NOT show a notification that a picture has been taken but it will still work!

Activity #1

Directions: Ask students to take out their coloring the keyboard activity and fill in colors for the system command keys. This sheet is now complete!

Activity #2

Handout Other Special Keys Activity (Basic Version or Optional Sections Version)

Optional extension: Learners cut the terms and definitions apart into flashcards and practice matching outside of class.

Evaluation:

Instructor note: Leave a bit more time for this last evaluation since it entails a lot of typing.

Optional Challenge: Ask students to type the name and job of each key in the main categories.

(Or use Types of Keys Review)

Say: Open a new word document and type the following:

1. Letter keys: Keys with one _____ .
2. Number keys: Keys that have a _____.
3. Character keys: Keys with _____ or _____.
4. Modifier keys: Keys that _____ other keys.
5. Spatial keys: Keys that _____ or _____ _____.
6. System Command keys: Keys that give the _____ _____ an order.
7. Navigation keys: Keys that help you _____ _____ the computer.

Instructor floats to see progress, prints the sheets when students are done.

1. Letter keys: Keys with one **letter**
2. Number keys: Keys that have a **number**
3. Character keys: Keys with **punctuation** or **symbols**
4. Modifier keys: Keys that **change** other keys
5. Spatial keys: Keys that **add** or **erase** space
6. System Command keys: Keys that give the **operating system** an order
7. Navigation keys: Keys that help you **move around** the computer



Unit 4 Lesson 4: Student Lesson Guide

1. What does ***to modify*** mean?

2. What are **Modifier** Keys?

3. What are the **5 Modifier** keys and what do they do?

#1 _____

#2 _____

#3 _____

#4 _____

#5 _____

4. What does ***to navigate*** mean?

5. What are **Navigation** Keys?

6. What are the **2** groups of **Navigation** keys and what do they do?

#A _____

#B _____

7. What is an **OS**?

8. What are **System Command Keys**?

9. What are the **3 System Command** keys and what do they do?

#1 _____

#2 _____

#3 _____

Name: _____

Unit 4 Lesson 4 Activity: Other Special Keys

Directions: Fill in the blank letters for each type of key, their names, and what they do.

Modifier Keys: What do they do? Finish the sentence below.

Modifier Keys are keys that _____.

Key Name	What does the key do?
1. S _ _ _ _ _	1. 2.
2. C _ _ _ _ L _ _ _ _	
3. C _ _ _ _ _ _ _ _ _ (_ _ _ _ _)	

System Command Keys: What do they do?

System Command Keys are keys that _____.

Key Name	What does the key do?
1. E _ _ _ _ _	
2. W _ _ _ _ _ _ _ _ _ K _ _	1. 2.

Navigation Keys: What do they do?

Navigation Keys are keys that _____.

Key Group Name	What does the key do?
1. A _ _ _ _ Keys	
2. P _ _ _ _ & P _ _ _ _ D _ _ _ _	

Unit 4 Lesson 4 Activity: Other Special Keys

Directions: Fill in the blank letters for each type of key, their names, and what they do.

Modifier Keys: What do they do? Finish the sentence below.

Modifier Keys are keys that _____.

Key Name	What does the key do?
1. S _ _ _ _ _	1. 2.
2. C _ _ _ _ L _ _ _ _	
3. C _ _ _ _ _ _ _ _ _ (_ _ _ _ _)	

Name _____

4. F _____ (____)	
5. A _____ (_____)	

Navigation Keys: What do they do?

Navigation Keys are keys that _____.

Key Group Name	What does the key do?
1. A _____ Keys	
2. P _____ & P _____ D _____	

System Command Keys: What do they do?

System Command keys are keys that _____.

Key Name	What does the key do?
1. E _____	
2. P _____ S _____ (_____)	
3. W _____ K _____	1. 2.



Unit 4 Lesson 4 Activity: Types of Keys Review

1. **Letter keys** – Keys with one letter
2. **Number keys** – Keys that have a number
3. **Character keys** – Keys with punctuation or symbols

What punctuation is on the keyboard?

What symbols are on the keyboard?

4. **Modifier keys** – Keys that change what another key does.

*What are the **modifier keys** and what do they do?*

- _____
- _____
- _____
- _____
- _____

5. **Spatial keys** – Keys that add space or erase

*What are the **spatial keys** and what do they do?*

- _____
- _____
- _____
- _____

6. **System Command keys** – Keys that give the OS (operating system) an order

*What are the **System Command keys** and what do they do?*

- _____
- _____
- _____

7. **Navigation keys** – Keys that help you move around the computer

*What are the **Navigation keys** and what do they do?*

- _____
- _____



Unit 5, Lesson 1: Connecting to the Internet

Northstar Standards	Objectives/SWBAT
Internet Basics: #1 Identify the different ways a person can connect to the internet.	I can define internet, Wi-Fi, ethernet port, and other related common vocabulary. I can tell the difference between common types of internet connections (public, private, password protected). I can connect a class computer to the internet using Wi-Fi .
Seattle Digital Equity Initiative Skills Framework	
EF.7 Understand the Internet: Understanding what the internet and web are EF.11 Connect to Wi-Fi: Understand if my computer is connected to the Internet/Wi-Fi and how to connect/disconnect MO.2 Understand Online Access Differences between Wi-Fi and cellular data	

Materials to prepare:

- [Unit 5 Slides](#)
- Bring an old hot spot, ethernet cable, modem to class (if available)
- Unit 5 Lesson 1.Vocabulary Guide (1 copy per pair, hardcopy)
- Unit 5 Lesson 1.Activity.Different Places Flashcards (one set per pair, hardcopy)
- Unit 5 Lesson 1.Activity.WiFi Networks (1 copy per pair, hard copy)
- Unit 5 Lesson 1.Activity.Connecting to WiFi Networks (1 copy per student)
- Unit 5 Lesson 1.Activity.Comparing Internet Connections (1 copy per student)
- Document Camera

Vocabulary to Review Before the Lesson

1. *Web (n)*: A net made by a spider; a complicated arrangement or pattern of things (i.e. a web of city streets)
2. *Satellite (n)*: A machine that is sent into space and that moves around the planet.

Vocabulary & Concepts Introduced in Lesson

internet	Wi-Fi	modem
network	ethernet	

Timing Notes:

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 3 - 4 hours	Timing Notes: 0.5 - 1 hour

Lesson Plan:

1. Review & Warm-Up
2. What is the Internet?
3. Types of Connections
4. How to connect your computer to the Internet
5. Evaluation

Review & Warm-up:

Write, Pair, Share: Ask students to open up a new WordPad/MS Word document and type out 1-2 sentences describing the internet. Students pair up with their elbow partner and share what they wrote. They combine definitions and add information to their document as needed. Last, there is a whole class share-out; the teacher should synthesize a class definition and either write it on the board or type it in the class slides.

What is the Internet?

Ask: What is the internet? (gather various ideas)

Say: There are a lot of different ways to think of it. Some people describe it as an information superhighway or like a huge library with lots of information to explore.

Say: The internet is a huge collection of computers across the globe that all connect to each other and share all kinds of information like stories, pictures, and videos.

Say: Sometimes you might hear it called the **World-Wide Web** or just **the Web**.

Ask: Why do you think the internet might be called a web?

Say: The internet is like a huge spider web connecting computers all over the world.

- **Demonstrate:** Instructor models filling out the “internet” row in the Unit 5 Lesson 1.Vocabulary Guide using a document camera

Types of connections:

Say: Since the internet is built from connections of computers, to use the internet, we need our device to be connected too.

Ask: What do you do to connect to the internet?

Say: There are 3 ways we can connect a computer to the internet: Ethernet, Wi-Fi, and Cell Phone Data. Let's explore what each of these types of connections look like.

Ethernet:

Say: Ethernet is a strange word to say but it's a very important piece to help us connect to the internet.

- Ethernet (n): a system of wires and devices for connecting computers to the internet

Say: Essentially, Ethernet is a way to connect to the internet using wires.

Say: Ethernet **must have** a wire connection between the wall and computer using a special ethernet cable.

- **Demonstrate:** show physical ethernet cable, computer port and wall port

Say: The ethernet cable connects to special kinds of cables built into buildings which connect to the internet.

Say: This is great for desktop computers that aren't being moved, but what about laptops that are meant to be mobile?

- **Demonstrate:** Instructor models filling out the "ethernet" row in the Unit 5 Lesson 1.Vocabulary Guide using a document camera

Wi-Fi:

Ask: Have you heard of Wi-Fi before? Have you used it? What do you think this is? Where can you access Wi-Fi?

Say: Wi-Fi stands for Wireless Fidelity which was the creators' way of saying: 1. It doesn't need wires and 2. It's safe to use.

- **Demonstrate:** Instructor models filling out the "Wi-Fi" row in the Unit 5 Lesson 1.Vocabulary Guide using a document camera

Say: Wi-Fi uses a box called a **Modem** to connect a device to the internet without a wire.

Say: The modem connects to the ethernet and then sends out a special signal (a radio wave) to connect to any devices in a certain area. This signal is called a **Network**.

Say: Wi-Fi will be just a bit slower than other types of connections, but it means you can move around as much as you want and still be connected to the internet.

- **Demonstrate:** Instructor models filling out the "modem" row in the Unit 5 Lesson 1.Vocabulary Guide using a document camera

Say: Although, the closer you are to the modem, the faster your internet connection will be.

Cell Phone Data:

Say: One of the main ways we can connect to the internet is with our cell phones.

Say: Our cell phones have something called **data**. Cell phone data allows you to connect to the internet with satellites. The signal goes from your phone to a cell tower then to a satellite that connects to the internet. And vice versa.

Say: On your smartphone, if you look at the top right corner, you should be able to see 4G LTE or 5G next to your signal (looks like bars or a triangle). This tells you how fast your internet connection is.

Note: The G stands for the generation of this technology. So, 5G = 5th generation

Say: The slowest to fastest internet Data is 3G, 4G LTE, to 5G.

Challenge Discussion

Note to Instructor: Hotspots are an advanced topic. You can “turn on” a hotspot on your cell phone but there are also small devices that function solely as hotspots. If learners have never heard of this, we suggest skipping it for now and returning to the discussion later in unit 5.

Ask: What is a Hotspot? Have you used a Hotspot before? How can you connect to it?

- **Demonstrate:** show physical hotspot, if available. If learners have done this from their phones before, encourage them to show and explain how they’ve done it

Say: You can share this internet connection with other computers using a **hotspot**.

- You can turn on a hotspot in your phone settings.
- **Demonstrate:** Instructor models filling out the “hotspot” row in the Unit 5 Lesson 1.Vocabulary Guide using a document camera

Optional Metaphor: Think of the Network as a rope connecting your computer to the modem. The farther away you go, the rope gets longer and thinner so information takes a lot longer to travel from the modem to you and back. On the other side, the closer you are to the modem, the stronger and shorter the rope, meaning it can carry a lot more information and move much quicker.

Activity: Different Places Part 1

Handout Unit 5 Lesson 1.Activity.Different Places Flashcards

Write, Pair, Share: Ask students to return to their WordPad/MS Word document and type out a list of places describing where they can find internet access. Students pair up with their elbow partner and share what they wrote. As a whole class, compare student lists with the Unit 5 Lesson 1.Activity.Different Places Flashcards and create additional flashcards for any locations not currently included.

Ask: Where in the community can you find internet access?

Say: Return to your WordPad/MS Word document. Type a list of places you can connect to the internet.

Say: Compare with your partner. [Wait] Add any new locations to your list. [Wait]

Ensure each student pair has a set of flashcards.

Ask: Which locations should we add to these flashcard sets?

- **Demonstrate:** Instructor models writing out additional flashcards, if needed.

Say: Sort (or organize) the locations by how strong or weak (fast or slow) you think the internet connection is at each location. Prepare to share your ideas about one of the locations with the whole class.

Ask: Which connection is the fastest? The slowest?

- **Demonstrate:** Instructor demonstrates the sorting/organizing process with at least two examples. *Option* to order the locations in a continuum or have two groups (one fast and one slow).

Instructor leads the whole group share-out. Encourage learners to defend their ideas and explain in their own words.

Connecting to a Network:

Say: Let's talk about how to actually connect to the internet using a computer.

Say: Phone data and Ethernet will automatically connect to your device when you turn it on or plug in the ethernet cord, but connecting to a Wi-Fi network has more steps.

Say: Every modem gives off a special (radio) wave. We call this signal (radio wave) a **Network**.

Say: Every network has a different name so you can find the correct one.

Say: The computer looks around the area for any networks it can see and gives you a list of any it finds. It's up to you to tell the computer which one you want to use.

- **Handout:** Unit 5 Lesson 1.Activity.WiFi Networks to display the list of networks.
- **Demonstrate:** Or pull up available networks on a projected computer.

Say: This is what this list of networks usually looks like.

Say: The computer tells you which networks it finds and how strong the connection is.

Say: It also tells you which are private, and which are available to the public.

Ask: Do you see the lock next to the Wi-Fi signal icon? What do you think this means?

Say: The lock means you need the password to use this network.

Say: For a personal network, you can find the network name and password on a sticker on the modem.

Steps to connect to a network:

1. Click on the Internet icon on the taskbar
2. Click on the name of your network

3. Click on the new “Connect” button that shows up.
4. [Optional] Type in the password (the network security key)
5. Click “Next”
6. [Optional] It may ask you if you want your computer to be discoverable by others on this network. On private networks, it’s safe to agree, but when you are on a public network—DO NOT AGREE.

Ask: Why do you think you shouldn’t be discoverable by others on a public network?

Say: When you’re “discoverable” other people you don’t know might be able to see information you send or visit when you’re using this network.

Ask: Why could this be dangerous? (Someone could see your personal information without you knowing)

Activity: Network Activity

Handout: **Unit 5 Lesson 1.Activity.WiFi Networks**

Students work in pairs to complete the sheet.

Activity: Different Places Part 2

Learner pairs return to their flashcard sets.

Ask: Is the internet network at the airport public or private? How do you know?

Say: Sort (or organize) the locations by private or public networks. Prepare to share your ideas about one of the locations with the whole class.

- **Demonstrate:** Instructor demonstrates the sorting/organizing process with at least two examples.

Instructor leads the whole group share-out. Encourage learners to defend their ideas and explain in their own words.

Activity: Practice Connecting to Networks

Handout: **Unit 5 Lesson 1.Activity.Connecting to WiFi Networks**

Pair work: One student reads the steps as the other student follows directions to connect to the internet on a computer.

Students practice connecting to organizational networks on class computers. Ask students to point out which networks shown on their computers are private or public. Instructors should disconnect networks as needed to continue practicing.

Evaluation:

Handout: Unit 5 Lesson 1.Activity.Comparing Internet Connections

Directions: Learners use Unit 5 Lesson 1.Activity.Comparing Internet Connections or create three different T-Charts in their notebooks. Each T-Chart corresponds to a different type of internet connection. Students write out (or discuss) the Pros/Cons to each type of internet connection.

[Optional] Online Sort

For learners comfortable checking email on their cell phone, consider emailing this link for drag & drop as well as sort practice: [Flippity U5.L1 Link](#) If you have an organizational website you can edit, consider embedding the same hyperlink(s) for students to access when they want to practice.

Extension:


Directions:


As a class walk or meet at the local library. Ask learners to bring any device (laptop, tablet, or phone). Ask learners to teach the instructor how to connect to library WiFi while there. Encourage learners to reference their notes while they teach the instructor.

Adaption:

Assign this as homework for learners outside of class. Learners go to the library and connect to the public network individually.

Unit 5 Lesson 1: Vocabulary Guide

Vocabulary Word	Draw a Picture	Definition	Write a NEW sentence
Internet			
			
Modem			

Vocabulary Word	Draw a Picture	Definition	Write a NEW sentence
Wi-Fi Network			
Ethernet			
Cell Phone Data			



Name: _____

Unit 5 Lesson 1 Activity: Comparing Internet Connections

Ethernet	
Pros (+)	Cons (-)



Wi-Fi

Pros (+)

Cons (-)



Cell Phone Data

Pros (+)


Cons (-)




Unit 5 Lesson 1 Activity: Connecting to Wi-Fi Networks

Directions: Read the steps and follow the instructions.

1. Look at your **taskbar** to see if you need to connect to the internet.

If you see  you're already connected to the internet and good to go!

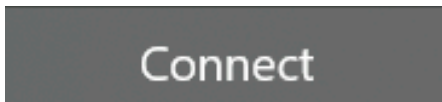
If you see , go to step 2.

2. Click on the **Internet NOT connected**  icon.
3. Look for the name of your network and click on it.

What's the name of your internet?

Network Name: _____

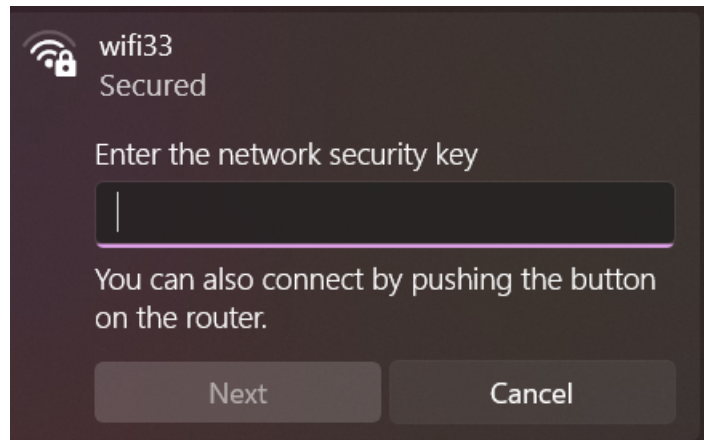
4. Click on the button "Connect".





For private networks:

After you click “Connect”, private networks will ask you to enter the password or the “Net Security Key”.



5. Type in the password.

6. Click “Next”.

7. And you’re connected!



Unit 5 Lesson 1 Activity: Different Places Flashcards

Directions: Cut out the different places flashcards. Do these places have public or private internet connections?

Airport

Bus Station

Friend's House

School

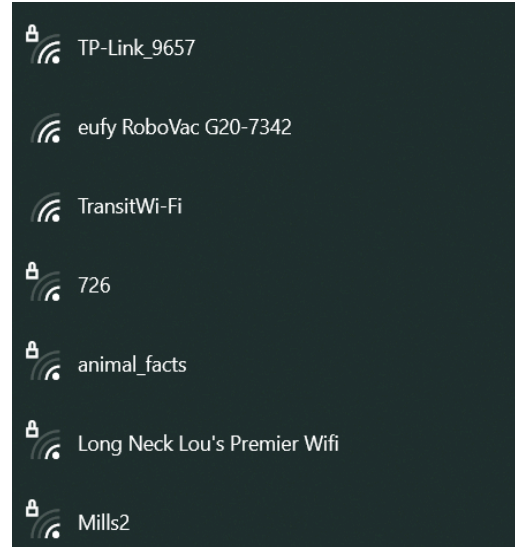
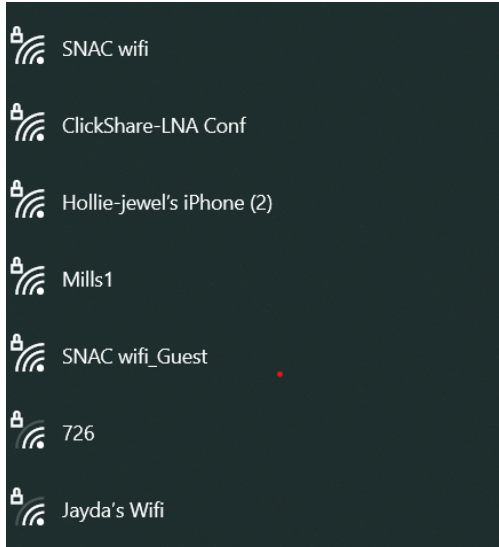
Library

Coffee Shop



Unit 5 Lesson 1 Activity: Wi-Fi Networks

Directions: Look at the list of Networks to answer the following questions.



1. Star (or highlight) in **Yellow** the private networks.
2. Circle in **Blue** the public networks.
3. You need to pay a bill, what networks would be safe to use?
 - a. _____
 - b. _____
 - c. _____
4. You're practicing typing, what networks could you use?
 - a. _____
 - b. _____
 - c. _____

Unit 5, Lesson 2: Apps

Northstar Standards: Windows 10	Objectives/SWBAT
2. Identify the parts of using the Windows 10 interface (desktop, taskbar, etc.). 3. Demonstrate knowledge of the Windows Start Menu, including Get Help. 4. Demonstrate ability to search for a file, program, or document. 6. Start and exit programs. 7. Minimize and maximize windows. 8. Open, close and switch between windows.	I can list the apps I already use in daily life. I can open apps in different ways (start menu and search bar) on the computer. I can describe common apps and their functions. I can manipulate app windows by resizing, moving, minimizing, maximizing and closing windows.
Seattle Digital Equity Initiative Skills Framework	
EF.5 Understand My Computer: Understanding computer and peripheral components; basic troubleshooting; using an OS	

Materials to prepare:

- Unit 5 Lesson 2.Activity.Finding Apps on Your Computer
- Unit 5 Lesson 2.Activity.Changing App Windows
- Unit 5 Lesson 2.Activity.App Icons and Jobs
- Unit 5 Lesson 2.Evaluation
- Unit 5 Lesson 2.Activity.Matching Apps
- Class computers (1 per student)

Vocabulary to Review Before the Lesson

1. *Manipulate (v)*: to move or control something.

Vocabulary & Concepts Introduced in Lesson

App Window	App [Application] Minimize	Maximize Restore
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Timing Notes:

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 3-4 hours	Timing Notes: 1-1.5 hours

Lesson Plan:

1. Review & Warm-up
2. What is an App?
3. Finding Apps
4. Opening Apps
5. Exploring App Windows
6. Exploring Apps on the Computer
7. App Icons & Jobs
8. Evaluation

Review & Warm-up:

Think-Pair-Share: In pairs, students brainstorm different apps they use on their phones and discuss whether these apps use the internet or not.

Directions for the Whiteboard or in the Slides:

1. List 4-5 different apps you use on your phone
2. What is each app's purpose? (What is the app for?)
3. Do these apps use the internet?

Whole Class Share-Out: Teacher asks learners to write their answers on the board or types in the answers in the slides to create a grid of collective responses.

What is an App?

Teachers should help learners construct a definition based on the Whole-Class-Share-Out in the warm-up.

Ask: What does "app" stand for? What's another word we use for an app?

Say: App is short for Application. Another name for an app is a "computer program".

Ask: What is an App?

Say: An App is something you can add to your computer that lets you do a special job. The computer can't do this job by itself so it needs an app.

Say: We can also use apps on our smartphones!

Ask: What apps do you use a lot on your phone?

Say: An app is like a tool on your computer that helps you do different things.

Say: Think of all of the apps on your computer like having a toolbox with various tools for different jobs.

Say: All apps have a special icon and name to help us recognize them. Sometimes we can guess what the apps do by their icon or name.

Finding Apps:

Say: There are many places we can find or keep apps on our computer. Remember: Computers love to have many different ways to do the same thing.

Demonstrate: project screen or ask students to refer to their screens

Ask: Where on my/your computer do you see apps? (gather various responses)

Work area:

Say: Let's look at our work area on our desktop. Do you see any apps in the Work Area?

Say: Look for an icon with a small blue arrow in the corner! These are called Desktop Shortcuts. You can tell your computer to keep an app shortcut on the desktop so it's easier to find and open.

Ask: How many app shortcuts are on your desktop?

Taskbar:

Say: We can also tell our computer to keep an app on the Taskbar in the pinned apps.

Ask: How many apps are pinned on your taskbar?

Start Menu:

Say: Let's explore the Start Menu next.

Demonstrate: click and open your start menu

Say: The Start Menu has a full list of all the apps on your computer.

Say: If you want to know what apps you have, you can scroll through this list.

Search Bar:

Say: Sometimes computers can get so full of things that it can be hard to find what you're looking for on the desktop or the Start Menu.

Say: In that case, if we know the name of the app we're looking for, we can use the Search Bar.

Demonstrate: click on your search bar and look for a common app like Mail or Clock. Point out results to students. Students can follow along.

Activity #1: Finding apps on your computer

Handout **Unit 5 Lesson 2.Activity.Finding Apps on Your Computer**, go through it on the projector, and have students complete.

Opening Apps:

Ask: When you find an app you want to use, how do you open it?

Say: Usually, to open an app we only need to click once on the icon. Except when we're opening an app shortcut on the desktop (click twice).

Demonstrate: project screen or ask students to refer to their screens

Say: Double click on an app shortcut on your desktop to open it.

Ask: What happened when you opened the app?

Say: When we open an app, a big square will show up on the screen. This square is called a **Window** because it acts like a window into the inside of an app.

Say: Can you see the desktop behind the window?

Say: Opening an app window is like putting a piece of paper on a desk.

Say: You can open as many app windows as you want, but this can often get overwhelming because they stack on top of each other and can slow your computer down.

Demonstrate: Open several different app windows on a projected computer screen. Point out where the windows overlap and how it can become difficult to navigate.

Exploring App Windows:

Say: Most of what you see in a window will change depending on what kind of app you open, but there are 3 important buttons that always stay the same.

Demonstrate: Open an app window.

Say: Look at the top right corner of the window.

Ask: What do you see?

Demonstrate: Point out the minus sign, the square, and the X buttons on the projected screen.

Say: Let's talk about what each of these buttons do:

Say: The X button completely closes the window and if that's the only window open from that app, the app shuts down.

Demonstrate: Click the X button on the app window and then open up another window.

Practice: Close Window

Instruct students to close the open window on their computer. Students should then open a new app window.

Instructor note: The type of app used isn't important here, but we'd recommend something on simpler side (i.e. Wordpad, Calendar, Camera, etc.)

Ask: What do you think the Square button does?

Say: The Square button **maximizes** the window

Ask: What does maximize mean?

Maximize (v): to make something as **big** as possible.

Say: The maximize button makes the window completely fill the screen. This is called **Fullscreen**.

Demonstrate: Click the maximize button on the app window. Point out how it fills the screen now and that the maximize button has changed.

Ask: Before this button looked like a square, what does it look like now? (2 squares stacked)

Say: This is the Restore Down button.

Ask: What does restore mean?

Restore (v): to return something to its original condition.

The Restore Down button returns the window to its original size.

Demonstrate: Click the Restore Down Button.

Practice: Maximize & Restore Down

Instruct students to maximize the app window and then restore down to its original size.

Say: Let's talk about our last button:

Say: The line/minus button **Minimizes** the window.

Ask: What does minimize mean?

Minimize (v): to make something as **small** as possible.

Say: The minimize button makes the window as small as possible. This "hides" it in the app icon in the taskbar.

Demonstrate: Click the minimize button and point out what happens to the window. Hover your mouse over the app icon on the taskbar to show the minimized window.

Ask: How do I open the window back up after it's been minimized?

Say: To open the window back up, find the app icon on the taskbar and click on it.

Practice: Minimize Window

Instruct students to minimize the app window. Ask students to point out where the window is hiding. Instruct students to reopen the hidden window.

Moving Windows:

Say: When we move papers on our desk, it's easy to pick them up and move them around. You can do the same with app windows on the desktop but there's a special place we have to use to pick it up.

Ask: Look at the very top of the app window. What do you see? (main 3 buttons, name of app to the left)

Say: There is an empty section with no words next to our 3 important buttons on the window. This is the place we have to grab to move it around.

Say: Move your mouse to this place on the computer in front of you. Click - hold and drag the window to the left. Let go of the click button to place the window where you want it.

Practice: Moving Windows

Instruct students to move an app window to the left and right on their screens.

Changing Window Size:

Say: Just like real desks, sometimes our desktop can get messy with many open windows that can stack on top of each other.

Say: One of the ways we can see more of each window is to make the window smaller (or bigger).

Say: Changing the size of a window can be tricky, so let's practice it together today.

Say: We can change all 4 sides of a window.

Say: Move your mouse so the very tip of the pointer is on top of a side of the window.

Say: Your mouse will change into a new shape with 2 arrows.

Say: When you see the 2 arrows, click-hold and drag the side of the window over.

Demonstrate: Change the size of the projected window using this method so that one window covers only one half of the screen.

Practice: Changing sizes

Instruct students to change the size of the open app window so that it only covers the left half of the screen.

Activity #2: Manipulating App Windows

Handout Unit 5 Lesson 2. Activity. Changing App Windows document, go over it on the projector, and have students complete in pairs.

Exploring Apps on the Computer

Say: Now that we know what an app is, how to find them, and how to use an app window, let's explore some of the apps on our computers and what they do.

Handout Unit 5 Lesson 2.Activity.App Icons and Jobs

Complete in pairs or as a group.

Additional Apps Practice:

Handout: Unit 5 Lesson 2.Activity.Matching Apps

Instructor cuts up app icons and names; how many you need depends on the number of students. Hand out either an app icon or a name to each student and **Ask** them to stand up and find the person who matches them.

Once everyone has found their partner, **Ask** the pairs to work together to define the job of the app they have.

Have everyone share out as a group.

Challenge: Instructor does not use the names of the apps and learners must write the name on the back of each app.

Evaluation:

Handout Unit 5 Lesson 2.Evaluation

Learners should attempt to complete independently. Instructor floats to assist as necessary.



Name: _____

Unit 5 Lesson 2 Activity: App Icons and Jobs

Directions: Find these apps on your computer. Open the app and use the window to help you figure out what they do.

1.

Name:



Job:

2.

Name:



Job:

3.

Name:



Job:

4.

Name:



Job:

5.

Name:



Job:

6.

Name:



Job:

7.

Name:



Job:

8.

Name:



Job:



Unit 5 Lesson 2 Activity: Changing App Windows

1. Find and open WordPad



2. Use the mouse to move the window around the screen.

3. Use the mouse to make the window smaller.

4. Maximize the window.

5. Restore the window.

6. Minimize the window.

7. Find and open the window back up.

8. Close the window.



Unit 5 Lesson 2 Activity: Finding Apps on Your Computer

Directions: Use the Start Menu or Search Bar to find apps on your computer that start with the following letters. Write down the name of at least one app that starts with the following letters.

1. C: _____

2. F: _____

3. M: _____

4. P: _____

5. S: _____

6. W: _____



Unit 5 Lesson 2 Activity: Matching Apps











Microsoft Edge

Pictures

Microsoft Store

Settings

Clock



Mail

Calendar

WordPad



Unit 5 Lesson 2: Evaluation

1. Find and open WordPad.
2. Move the window and change its size so that it only covers the **right half** of your computer screen.
3. Find and open Microsoft Edge.
4. Move the window and change its size so that it covers the **left half** of your screen.
5. Open File Explorer.
6. Minimize File Explorer.
7. Open Calendar.
8. Maximize Calendar.
9. Restore down Calendar.
10. Reopen file explorer.
11. Close the file explorer window.



Unit 5, Lesson 3: Files, Folders & Storage

Note to Teacher: Prepare the “File Examples” folder for each student before class. You may choose to share a flash drive with each student or download the folder of examples on each device before class.

Northstar Standards	Objectives/SWBAT
Basic Computer Skills 7. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click). 8. Drag and drop. 11. Identify icons on the desktop. 15. Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage).	I can verbally and in writing identify and open different types of files to read the content. I can verbally and in writing identify various types of storage (hard drives, cloud drives, and flash drives).
Seattle Digital Equity Initiative Skills Framework	I can create new folders.
IS.6 Organize Information and Files: Manage info [e.g. organize and store it in a reasonable manner, use agents and filters] EF.4 Use the Mouse: Basic mouse functionality	I can move files between folders.

Materials to prepare:

- File Examples Folder [Use a flash drive to put this folder on each student’s computer]
- To print:
 - o Unit 5 Lesson 3.Activity.File Guide [1 copy per student]
 - o Unit 5 Lesson 3.Activity.File Matching [CUT APART, one set per pair]
 - o Print out physical copies of Example files
 - o Unit 5 Lesson 3.Activity.Vocabulary Guide [1 copy per student]
 - o Printed Self-Evaluation Emoji Set (one per learner)
- To demonstrate concepts:
 - o Bring physical manilla folders and a binder to demonstrate folders
 - o Bring physical Flash Drive and Hard drive to showcase (if possible)

Vocabulary to Review Before the Lesson

1. *Storage (n)*: A space where you put things when they are not being used.
2. *Organized (adj)*: Having things arranged in a neat and orderly way.

Vocabulary & Concepts Introduced in Lesson

File Folder	Drive Flash Drive	Hard drive Cloud drive
----------------	----------------------	---------------------------

Timing Notes:

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: N/A	Timing Notes: 1.5 - 2 hours

Lesson Plan:

1. Warm-up
2. What is a File?
3. Folders
4. Common Types of Files
5. Moving Files
6. Types of Storage
7. Evaluation

Review & Warm-up:

Optional Vocabulary Review

Write-Pair-Share: Students write either the definition or an example of device and storage. Then, they share and explain to their elbow partner.

Whole Class Share-Out: Teacher asks learners to write their answers on the board or types in the answers in the slides to create a grid of collective responses.

Self Assessment: Instructor introduces the collection of printed emojis and asks learners to describe the different emotions. Each learner should have their own [set of emojis](#).

Ask: What does each emoji communicate? After the class agrees on the meaning of each emoji, the teacher reviews the lesson objectives with the learners:

I can identify and open files to read the content.

I can identify various types of storage.

I can create new folders.

I can move files between folders.

Learners each choose an emoji from their set to either place at their desk to communicate their level of comfort with the objective, or learners stand up and post their emoji on the board next to the corresponding objective. At the end of the lesson, the instructor should reference back to this assessment and check to see how student confidence levels changed.

What is a File?

Instructor note: As you go through the lesson, make sure students are filling out [Vocabulary Notes Handout](#) for new vocabulary terms. Model filling it out for each term.

Ask: What is a file? Have you used a file before?

Say: Normally, we use the word *file* to talk about a *collection of documents* that you want to keep and are stored so that we can find them easily.

Say: When we're on the computer, it's the same thing, just a little more complicated because computers need to be as specific as possible.

Say: On the computer, a file can be any number of things: a document, a book, a song, a video, a presentation, etc.

File (n): A collection of computer data that forms a single unit and that is given a particular name.

Say: Different categories of files will look different to help us figure out which is which.

Say: Today we'll explore different kinds of files, how to keep them organized, and different places we can keep them.

Folders:

Say: Before we can start exploring files, let's start with something we use more often.

Say: A lot of people use folders to keep their papers organized, especially when taking a class.

Say: We use a folder to keep all of our class papers in one place. That way it's easier to move around and to find what you're looking for.

Say: Folders on the computer work the same way folders work in real life.

Say: Folders are a way to organize the files you have on the computer.

Say: Just like you have a folder to keep all of your computer class papers, you can make a folder on the computer to keep all of your classwork on the computer.

Demonstrate: Teacher models putting "files" (pieces of paper) into the physical manilla folder.

Say: The icon for folders looks just like a folder in real life.

Say: Login to your class computers.

Ask: How many folders are on your desktop? (gather responses, have students point the folders out on the screen.)

Say: Great! Today we'll use a special folder called "file examples". Look for this folder on your desktop and double click on it to open.

Ask: What do you see inside this folder?

Ask: How many files do you see?

Say: Let's talk about these files and what they are.

Common Types of Files:

Say: Before we explore different kinds of files on the computer, let's talk about how to recognize types of files by their type abbreviation and icons.

Handout: [File Guide Activity](#)

Say: Here we have the file type and icons. We're going to go through each of these on paper and write the abbreviations to look for on the computer.

Word documents

Say: A Word/Wordpad document is a piece of paper on the computer that you can type in and change.

Ask: What does the icon look like? (Paper)

Say: The main abbreviations for Word Documents use the 1st three letters of the word "document".

Abbreviations: DOC or DOCX

PDFs

Say: PDF is short for Portable Document Format.

Say: This type of file is used for forms and official documents.

Say: It's like a word document but you usually don't write on it. This kind of file is more for making printing easier or to sign a form.

Abbreviation: PDF

Pictures

Say: Icons for pictures on the computer can vary. Sometimes you'll see this "picture" icon or sometimes you might see a much smaller version of the photo instead.

Say: We have many more options for pictures on the computer, and we can change a lot about them so we have several abbreviations for different kinds of photos.

Abbreviations: JPEG, PNG, GIF

Sound files

Say: We can listen to music and all sorts of things on the computer. When we're not on the internet, we have to put the sound file on our computer so we can listen to it.

Ask: What does the icon look like for sound files? (paper with a music note)

Abbreviations: MP3, WAV

Movie Files

Say: We can also watch movies on computers.

Say: The movie file icon usually looks like a piece of old film.

Abbreviation: MP4

Say: Now that we have some more information, let's explore what these actually look like on the computer!

Say: Go to the classroom computer and login. Make sure the "file examples" folder is still open.

Say: In this folder, we have examples of different kinds of files you might see and what they look like.

Say: We're going to use our file guide to answer our activity questions as we explore these files.

Instructor note: Make sure to point out the different columns on file explorer to help students identify what files are what. For example: The **1st column** shows **the file name** -> 3rd: Date last modified (i.e. the last time the file was opened and changed) -> **4th: type of file**, and 5th: file size (i.e. how much space it takes up on the computer)

Activity #1: Exploring Files in Your Computer

Direct students to look at the special folder called "file examples" that should be open on students' computers.

1. How many picture files are in this folder and what are they pictures of?
2. What is the PDF file?
3. What does the video show?
4. What do you hear when you play the audio file?
5. What does the word document talk about?

Activity #2: File Matching Activity

Teacher gives student pairs the [File Matching Activity](#) that is cut into pieces (or students can cut up terms and icons on the 2nd page). Students must assemble the file guide in pairs as they click through the different file types in the "File Examples" folder. Model one example together. Allow students 5-10 minutes to try to complete the task. Come back together for a whole class share-out to check answers.

Making New Folders & Moving Files

Ask: Has anyone made a new folder on a computer before?

Ask: Why might we want to make a new folder?

Instructor note: **Demo** each step on a projected class computer as you talk about it. Have students follow the steps on their class computers.

Say: To make a new folder, *right click* on the desktop, but make sure you don't right click on any icons!

Say: A big special menu will open. Hover your mouse over the word "New".

Say: A new list will open with a lot of different types of files and folders you can create.

Say: Find the word "Folder" and click on it.

Say: A new folder will appear on your desktop. DO NOT CLICK ANYWHERE YET!

Say: As soon as you create a new folder, you immediately have the option to write in the name underneath the folder icon. [Point this out on the projection]

Say: Type "Class files" (or some other variation) and then push enter (or click away) and you have your new folder!

Say: Now that we have another folder, we can talk about moving files on the computer.

Ask: Does anyone remember how to move things around on the desktop? (Click-hold-drag)

Ask: Why would you want to know how to move files around? (to organize, to find files easily)

Say: First, let's practice moving a file from a folder to the desktop.

Instructor note: **Demo** each step on a projected class computer as you talk about it. Have students follow the steps on their class computers.

Say: Re-open the "File Examples" folder on your desktop.

Say: Find the Word Document file.

Say: Click and hold on the name/icon. Move your mouse to an empty space on the Desktop and "drop" (let go of the mouse).

Ask: What happens to the file?

Ask: What if I want to move this word document to my new class folder?

Say: Close any open windows on your screen so that you can see all the icons on the desktop.

Say: Click and hold on the word document file. Drag your mouse over to our new folder until our file looks like it's right on top of our class folder. Then drop the file into the folder—let go of the mouse.

Say: Open our new class files folder to make sure we can see our word document inside.

Activity:

Move the movie file from the "File examples" folder to our new "Class Files" folder.

Types of Storage:

Ask: Where do you keep papers in your home? (drawers, folders, file cabinet, box, etc)

Say: Just like in real life, computers need a place to keep all our files and information. This place is called a *drive*.

Say: A computer drive is where a computer stores files and other information.

Say: There are three common kinds of computer drives that you might see and use.

Say: First, computers have built in storage called a *hard drive*. This is where your computer will automatically store all of the files and information you put on your computer.

Say: To see and use the files kept on the hard drive, you need to have the computer in front of you.

Say: Next we have a *flash drive*.

Instructor note: present an example flash drive to the class and have students pass it around so every student gets a look.

Ask: Has anyone used a flash drive before?

Say: Think of a flash drive like a backpack or a bag you might use to move papers from one place to another.

Say: We can put files on a flash drive to move them from one computer to a different computer.

Say: As long as you have a computer and a flash drive, you can see and change any files you've put on the flash drive.

Say: Last, we have the *cloud drive*. Sometimes this is just called "the cloud".

Ask: What do you think this is?

Say: Cloud drives are places on the internet where you can store your files.

Say: You can think of a cloud drive as a storage room on the internet where you can put any and all of your files.

Say: As long as you're connected to the internet, you can see and change these files.

Activity:

Instructor passes out one CUT APART [Vocabulary Set](#) per pair. Pairs match the name, definition and icon of each word (drive, hard drive, flash drive, and cloud drive)

Challenge: In pairs, learners write their own new sentence using the word. The sentence should reflect what they learned in class for the week or within the unit.






Evaluation:

Self Assessment: The instructor returns to the objectives and asks learners to find an emoji on their device or in their laminated set to describe how they feel on their learning in regard to each objective.

Name: _____

Unit 5 Lesson 3 Activity: File Guide

Directions: Write the abbreviation for each file type.






Abbreviation	File Type	Icon
	Word Document	
	Picture files	
	Sound files	
	Video files	
	PDF (Portable Document Format)	

Name: _____

Unit 5 Lesson 3 Activity: File Matching

Directions: Cut out our new file names and icons on the next page. Match the correct names, abbreviations, and icons together using this table.

Abbreviation	File Type	Icon

PDF	Word Document	
MP3	Picture files	
MP4	Sound files	
DOC DOCX	Video files	
JPEG PNG GIF	PDF (Portable Document Format)	

Name: _____

Unit 5 Lesson 3 Activity: Vocabulary Guide

Directions: For every new word, draw a picture, write the definition, and write a new sentence using the word.

New Word	Draw a Picture	Definition	Write a NEW sentence
App			
File			
Word Document			

New Word	Draw a Picture	Definition	Write a NEW sentence
PDF			
folder			
hard drive			

New Word	Draw a Picture	Definition	Write a NEW sentence
flash drive			
cloud drive			



Unit 5, Lesson 4: Saving Documents

Northstar Standards	Objectives/SWBAT
<p>Basic Computer Skills</p> <p>7. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click).</p> <p>8. Drag and drop.</p> <p>12. Demonstrate ability to trash and retrieve items using the trash or recycle bin.</p> <p>Microsoft Word</p> <p>3. Save a document, being intentional about name and location.</p>	<p>I can save a new document to the desktop.</p> <p>I can save changes made to a document.</p> <p>I can delete a file using the Recycling Bin.</p>
Seattle Digital Equity Initiative Skills Framework	
<p>IS.6 Organize Information and Files: Manage info [e.g. organize and store it in a reasonable manner, use agents and filters]</p> <p>EF.4 Use the Mouse: Basic mouse functionality</p>	

Materials to prepare:

- Unit 5 Lesson 4. Student Lesson Guide
- Unit 5 Lesson 4. Additional Lesson Images
- Printed [Self-Evaluation Emoji Set](#) (one per student)

Vocabulary to Review Before the Lesson

1. *Location (n)*: A place or position.
2. *Recycle (v)*: To make something new from something that has been used before.
3. *Bin (n)*: A box that is used for storing things.

Vocabulary & Concepts Introduced in Lesson

Save	Save As	
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Timing Notes:

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 3-4 hours	Timing Notes: N/A

Lesson Plan:

1. Warm-up
2. Saving
3. Steps to save new file
4. Saving Changes
5. Recycling Bin
6. Evaluation

Review & Warm-up:

Say: Turn on your computer and login. Open a wordpad document.

Instructor note: If class computers don't have Wordpad, students can use Word, but we recommend using WordPad for this lesson as saving a file features less steps than Word.

Teacher writes the following sentences on the board (or projects them in the slides).

Instructions: Type sentences and fill in the blanks on the new document.

1. A file is a _____ on the computer.
2. A file can be many different things like a _____, a _____, or a _____.
3. The 3 kinds of storage on the computer are: _____ drives that are built in to the computer; _____ drives that we can use to move files from one computer to another; and _____ drives that keep files on the internet.

Self Assessment: Instructor introduces the collection of printed emojis and asks learners to describe the different emotions. Each learner should have their own [set of emojis](#). **Ask:** What does each emoji communicate? After the class agrees on the meaning of each emoji, the teacher reviews the lesson objectives with the learners:

I can save a new document to the desktop.

I can save changes made to a document.

I can delete a file using the Recycling Bin.

Learners each choose an emoji from their set to either place at their desk to communicate their level of comfort with the objective, or learners stand up and post their emoji on the board next to the corresponding objective. At the end of the lesson, the instructor should reference back to this assessment and check to see how student confidence levels changed.

Saving Files:

Ask: What does it mean to “save” something? (to keep/store for later)

Ask: Why do we save things?

Ask: How do you save important papers at home?

Ask: Why is it important to save files on the computer?

Say: The computer will erase (forget) anything you don’t save.

Say: You need to tell the computer when you want to save something.

Say: Today we’ll learn how to save a new document to our computer.

Say: Saving a new file is often confusing for new learners so we’ll first show you how to save a file and then we’ll do the steps together.

Steps to Save a New File:

(students write steps as instructor demos/talks on lesson guide)

Save vs. Save As

Say: There are two similar options we can use when we want to save files on computers: ‘Save’ and ‘Save As’

Say: “Save” is for when we’re saving changes made to a file that has already been saved to the computer.

Say: “Save As” is when we’re saving a new file. This option needs more information from the us (i.e. Where you want to save it and what name you want to use). This option can also be used when you want to make a copy of a file under a different name or in a different place.

Save As Steps

Instructor Note: **Demo** these steps on a projected computer as you talk through them. You can also use the Additional Lesson Materials for Screenshots. Students watch and write the steps on the student lesson guide.

Say: Our save options will always be hidden in a small blue button at the top of the window. [**Image 1:** Wordpad File Tab]

1. Click on the Blue **File** button in the top left of the Wordpad window.

Say: This will open up a menu. Let’s take a look at what we can do with this file. (**Image 2:** Open File Tab)

- [For students using Word] Additional 2 steps: Locations & Browse
2. Click “Save As”

Say: When you save a file for the first time, a new window will open to ask for more information. Let's look at this window and talk about the different parts. (**Image 3: Save Window**)

Say: There are 2 parts of this window that we'll need to use in order to save our file.

Say: On the left side of the window, the computer gives us a list of places we can save our new document.

Say: To make it easy to find our file, we want to save it to the Desktop.

3. Click on the word **Desktop** on the left side of the window.

Say: At the bottom of the window, there's a part that says "File name:" and a place for us to type. The computer will automatically name a new document "Document" but we want to name it something that will help us remember what we've typed inside the document.

4. Click on the word "Document" and erase it.
5. Type the new name: **Saving Warmup** (or some variation)
6. Now we can click the **Save** Button outlined in Blue at the bottom of the window.

Say: Great! We've now saved the file.

Say: To make sure it's in the right place, close the document (click the red X in the top right corner).

Ask: Can you see the file on the desktop?

Say: Now that you've watched me save the file and written the steps, let's practice on your computers.

Activity:

Students follow the steps to save their warm-up document to the desktop. Can be teacher led as needed.

Students use drag & drop to move the document into the Class folder on the desktop.

Saving File Changes:

Say: Now, let's open up our new file again so we can type out the steps to save new files.

Direct students to the student lesson guide to copy the steps written down.

After students complete writing the steps:

Say: Let's try to close the document. Click the red X in the top right corner.

Ask: What happened? (a small new windows pops up - **Image 4**)

Ask: What does this window say?

Say: When we forget to tell the computer to save changes we've made to a file, the computer will ask you if you want to save it.

Say: Click the left **Save** button outlined in blue. This will save the changes and the file will close.

Recycling Bin:

Say: Sometimes we don't need a file or we want to throw something away.

Ask: Where do you put paper you no longer need? (the recycling bin)

Ask: How do you throw something away on the computer?

Say: The computer has its own recycling bin for files.

Project/Hold up **Image 5:** Recycle Bin icon

Say: The recycle bin lives on the desktop.

Ask: Where is the recycle bin on your computer?

Say: To put files in the Recycle Bin, we can drag and drop them into the icon.

Say: When we open the recycle bin, we can see everything you've recycled.

Say: Files you put here will stay here for 30 days before the computer will erase it.

Project/Hold up **Image 6:** Open Recycle Bin Window

Say: If we want to, we can tell the computer to empty the Recycle Bin.

Say: At the top of the window, there's a button called **Recycle Bin Tools**.

Say: When we click on this button, the computer gives us a few options.

Project/Hold up **Image 7:** Empty Recycle Bin Button

Say: To erase all the files in the bin, click on the **Empty Recycle Bin**.

Activity:

Students drag and drop a picture file from the File Examples folder (from U5.L3) into the recycle bin. Empty Recycle Bin.

Evaluation:

Directions:

Students Self-Assess: The teacher returns to the objectives ("I can" statements) and asks learners to find an emoji on their device or in their laminated set to describe how they feel on their learning in regard to each objective. The teacher records their responses to inform the review activity for the following lesson.

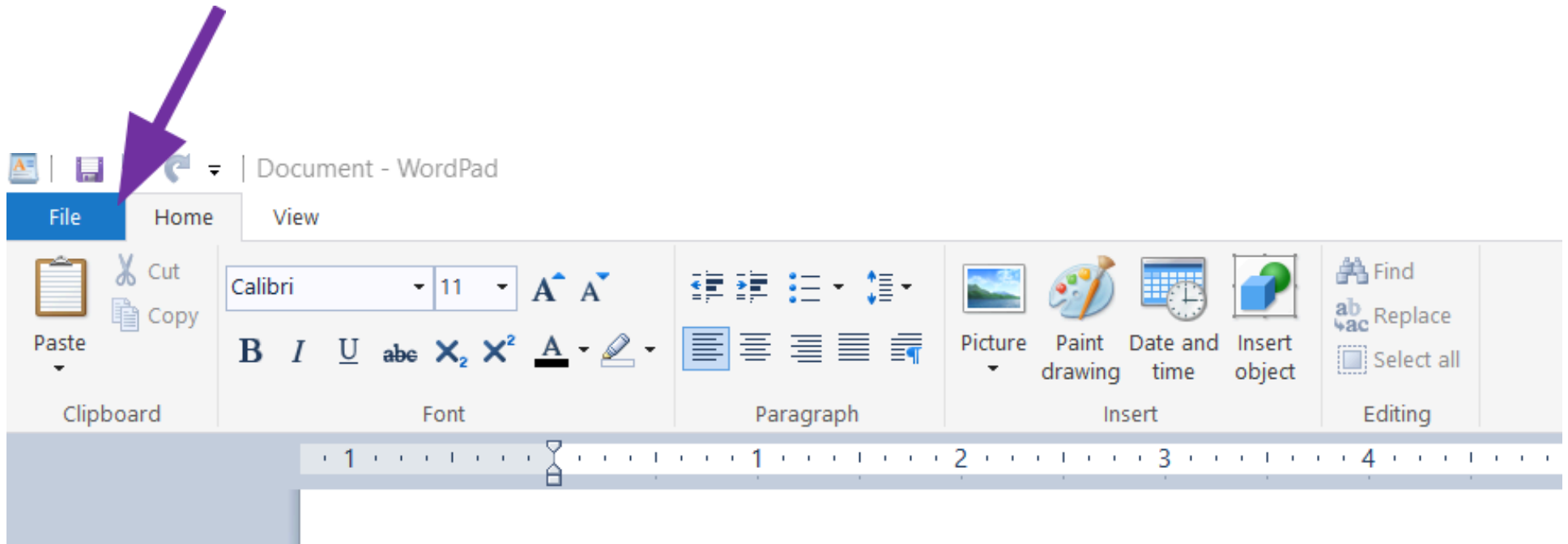


Image 1: Wordpad File Tab

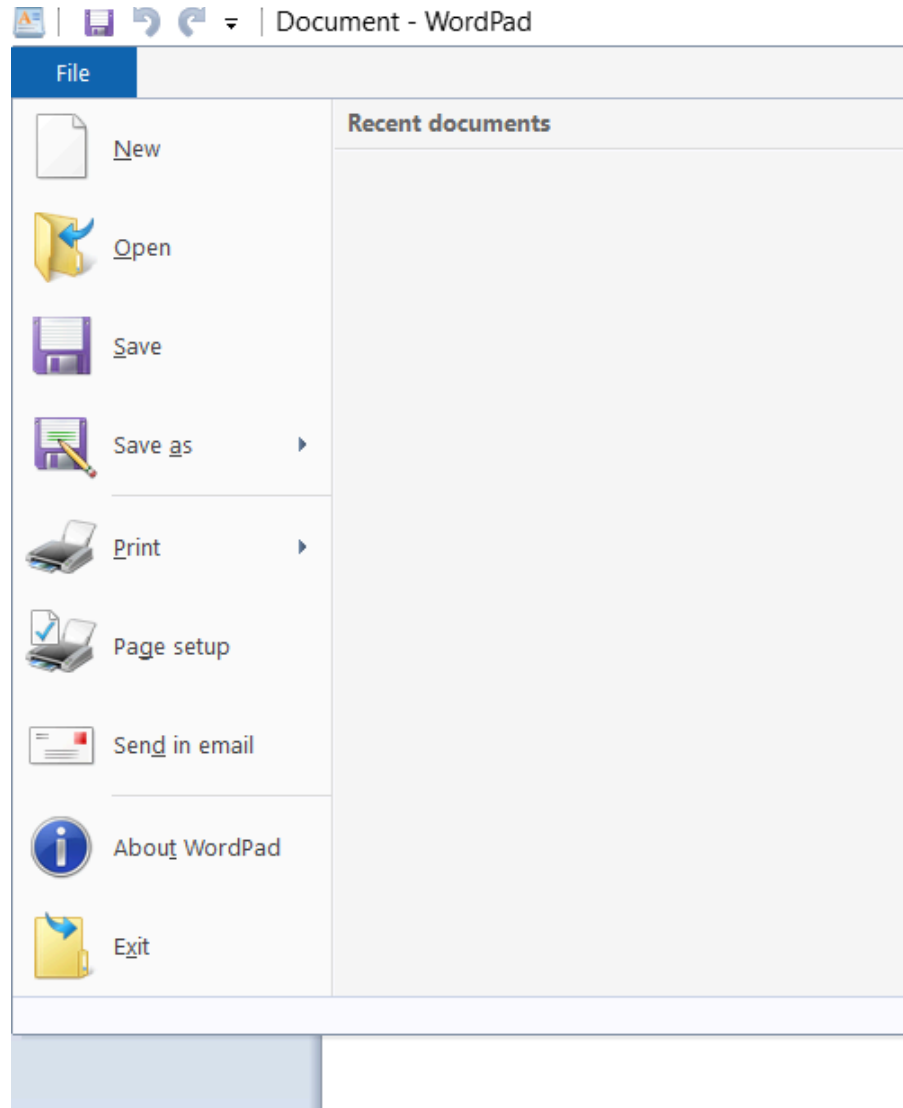


Image 2: Open File Tab

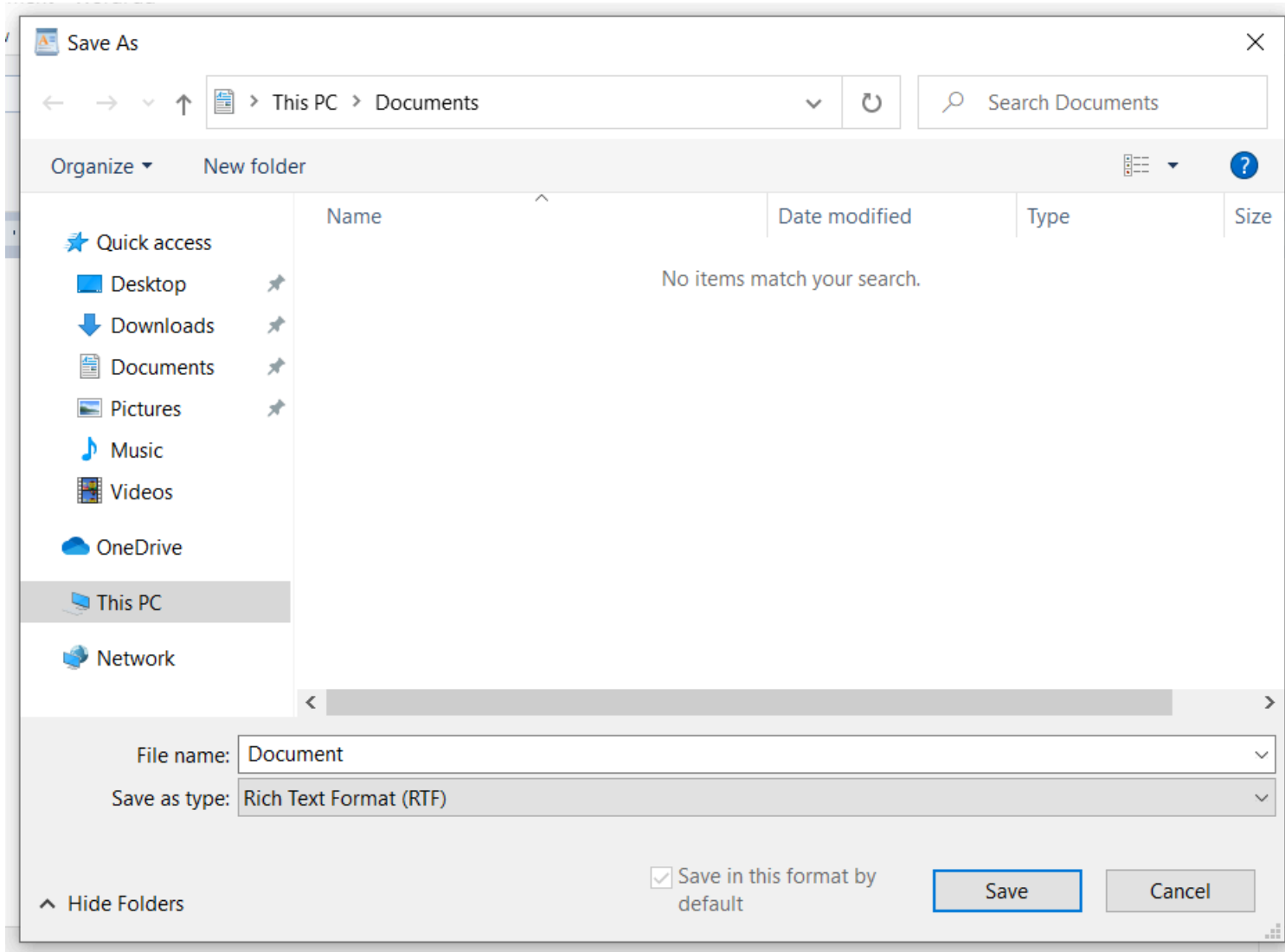


Image 3: Save Window

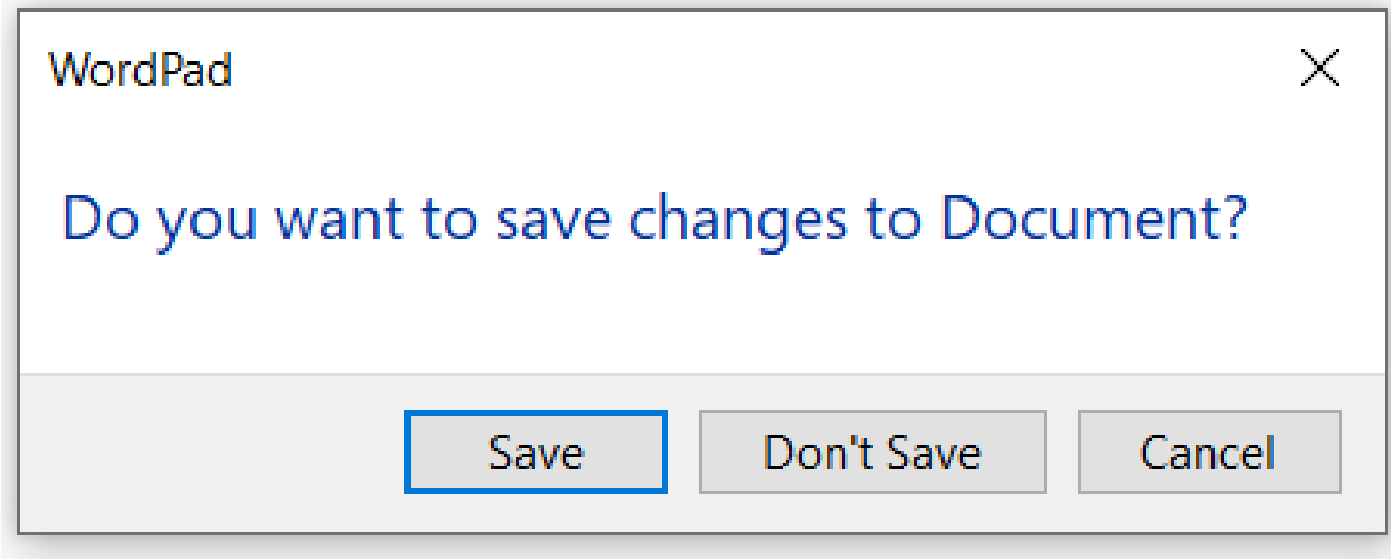


Image 4: Saving Changes Window

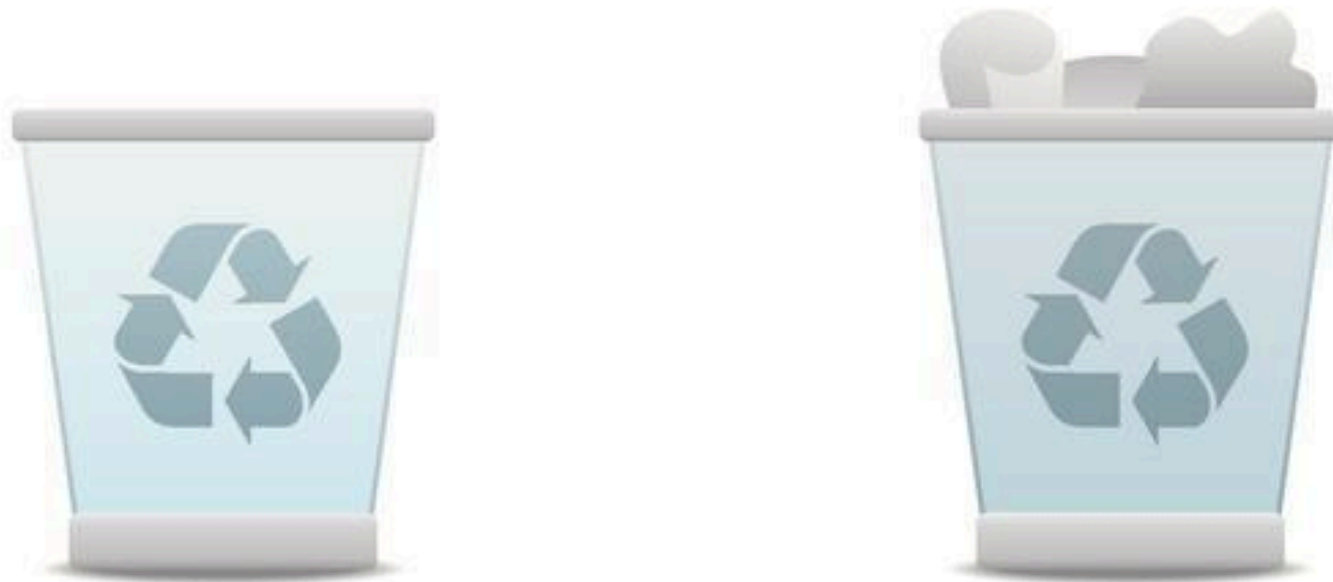


Image 5: Recycle Bin Icon

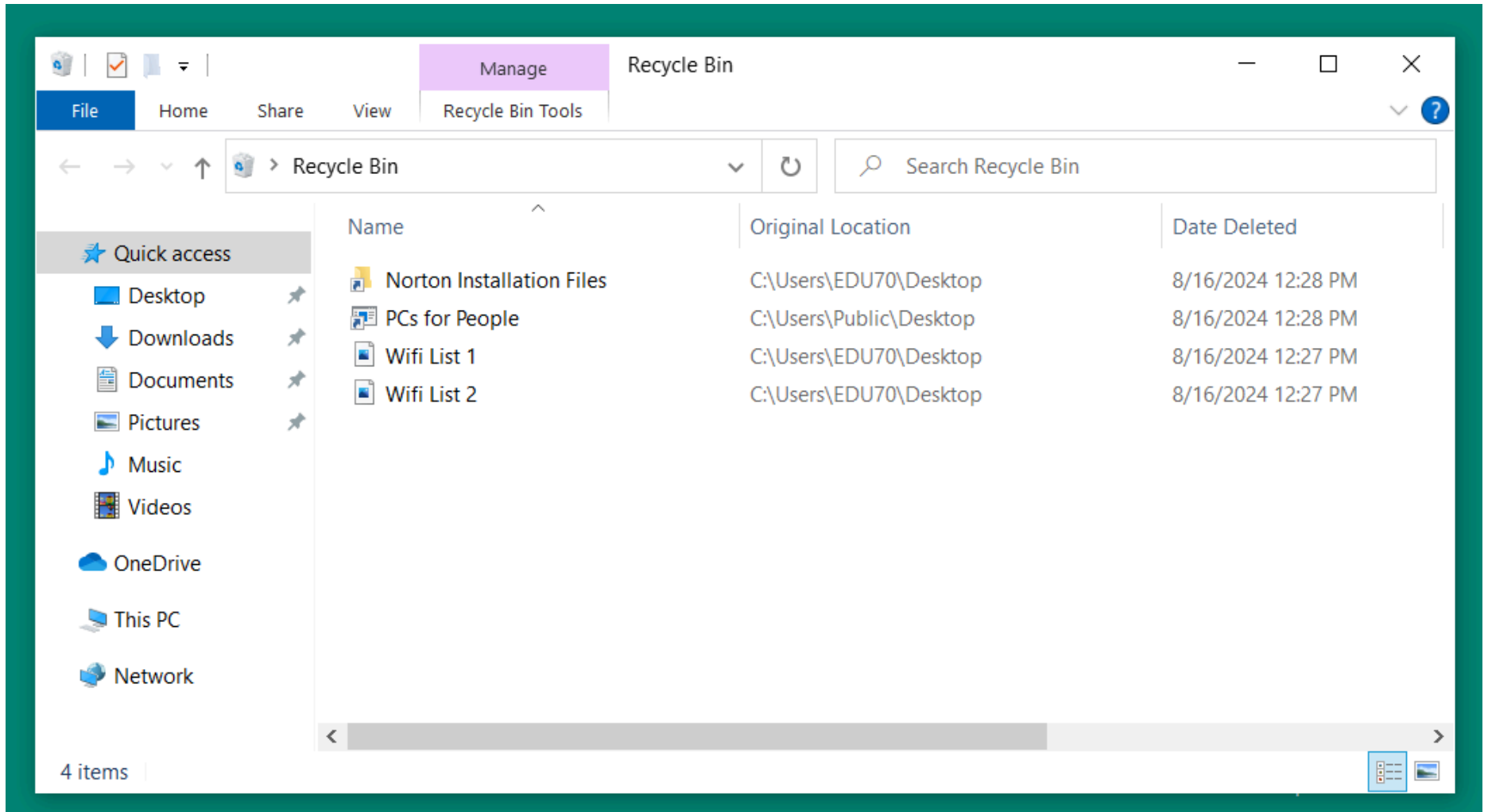


Image 6: Open Recycling Bin Window

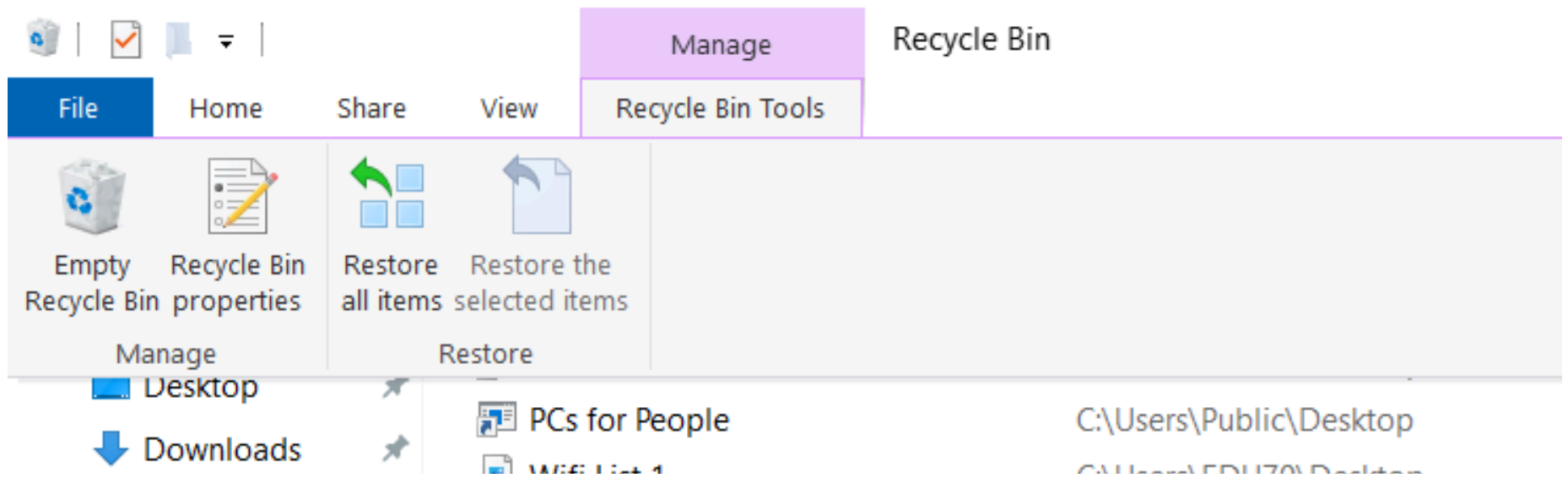


Image 7: Empty Recycle Bin Button



Unit 5 Lesson 4: Student Lesson Guide

1. What does it mean to “save” something? Why do we save things?

2. What is the difference between “Save” and “Save As”?

Save	Save As

3. What are the steps to save a new document file?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

4. How do you save changes to a file?

5. What is this icon? What do we use it for?



6. How do we delete files?





Unit 5, Lesson 5: Computer Commands

Note to Teacher: Review the “[Commands Student Activities](#)” closely as the steps can vary on different devices and different versions of MS Word. We suggest that the teacher uses the worksheet as a template and adjusts to match the devices available in their setting.

Northstar Standards	Objectives/SWBAT
<p>Basic Computer Skills</p> <p>4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).</p> <p>7. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click).</p> <p>Microsoft Word</p> <p>3. Save a document, being intentional about name and location.</p>	<p>I can highlight text using the mouse, Shift, and/or arrow keys.</p> <p>I can use the keyboard shortcuts for copy and paste commands.</p> <p>I can ‘undo’ an action on a document.</p> <p>I can save a document using the keyboard shortcut.</p>
<p>Seattle Digital Equity Initiative Skills Framework</p>	
<p>EF.4 Use the Mouse: Basic mouse functionality</p> <p>EF.6 Save & Find Documents: Document storage and retrieval</p>	

Materials to prepare:

- Unit 5 Lesson 5.Copy Paper Demonstration for Copy/Cut/Paste demos (print out 2-3 copies and cut up)
- Unit 5 Lesson 5.Student Lesson Guide.Beginning English Version **OR** Unit 5 Lesson 5.Student Lesson Guide.Advanced English Version
- Unit 5 Lesson 5.Activities.Copy Cut Paste - Download onto student computers before class.
- Unit 5 Lesson 5.Additional Lesson Images
- [3-2-1 Assessment & Reflection](#) (hard copy, one per student)

Vocabulary to Review Before the Lesson

1. Command (n): An order given to a person or animal to do something.
2. Text (n): The original words of a piece of writing or a speech. The words that make up the main part of a book, magazine, newspaper, website, etc.
3. Shortcut (n): A quick or fast way to complete a job.
4. Highlight (v): grouping or selecting words by color.

Vocabulary & Concepts Introduced in Lesson

Duplicate Copy	Paste Cut	Undo Redo	Select
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Timing Notes:

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 4-5 hours	Timing Notes: 1.5 - 2 hours

Lesson Plan:

1. Review & Warm-up
2. **[Optional]** Vocabulary Review
3. Intro to Computer Commands
4. Command Jobs & Key Shortcuts
5. Selecting Text
6. Copy & Paste
7. **[Optional]** Cut & Paste
8. Undo
9. Save File
10. Assessment

Review & Warm-up:

Community Building: Circle up.

Ask: What's your name? What did you do last weekend? What will you do this weekend? What do you want to learn in this class? How have your goals changed? Alternative question(s): What did we do in class last session? What are the steps to save a file? What questions do you still have?

[U5.L5 Additional Lesson Images](#)

Teacher projects **Image 1:** Shortcut Example

Say: Turn and talk to a partner and describe a shortcut you've used in your own life.

Challenge: What computer shortcuts do you know? How do they help us?

[Optional] Vocabulary Review:

Write-Pair-Share: Students write either the definition or an example of the vocabulary words. Then, they share and explain to their elbow partner.

Whole Class Share-Out: Teacher asks learners to write their answers on the board or types in the answers in the slides to create a grid of collective responses.

Intro to Computer Commands:

Ask: What is a command?

Ask: What is a computer command?

Computer Command (n): An instruction in the form of a code or signal that tells a computer to do something.

Ask: Have you used a computer command before? What commands have you used?

Ask: Why do you think computer commands might be important to learn?

Say: Computer commands make it easier to do an action on the computer! They can help us make duplicates of things, move things around, even undo an action.

Ask: How do you give your computer a command?

Say: There are 2 ways to give a command. One way uses the mouse and the other uses the keyboard.

Say: One way to give a command is to use Right Click. Right click opens up the right click menu and you can click on one of the common commands.

Say: However, the Right click menu has a lot in it and can be confusing to use. So, today we're going to focus on using the keyboard to give commands.

Say: The easiest way to give the computer a command is to use a keyboard shortcut.

Say: In the last unit, we talked all about our keys.

Ask: Does anyone remember—what key do we use for shortcuts? [Control]

Say: An easy way to give a command is with the control [ctrl] key! Control works like Shift—hold down [ctrl] and push another key one time.

Say: Today we'll talk about some of the common computer commands you might use.

Say: First, we'll explore what each keyboard shortcut does and what keys to use. Then we'll go through how to use each shortcut and practice on the computer.

Command Jobs & Keyboard Shortcuts:

Distribute student [lesson guide handout](#)

Ask: Which of the commands are familiar to you? Have you used any of these commands on a computer before?

Instructor note: As students respond, use the document camera to write any answers on the worksheet that they already know.

Say: Sit with your partner. (Allow time for movement). Work with your partner to complete what you already know. None of us know all the answers yet! Use a pencil to guess what some of these commands may be.

Instructor note: Allow 5-10 minutes for students to discuss and complete what they may already know. Then, bring the class together to take notes and check their answers. Learners should follow along as the teacher completes the notes sheet (modeling on the document camera).

Copy

- Job: Tells the computer to ‘remember’ something to use later. This works on text (words), pictures, folders, and files.
- Keyboard shortcut: [ctrl] + [C]

Paste

- Job: Creates a **duplicate** of what you’ve told the computer to ‘remember’ using the Copy command.
- Keyboard shortcut: [ctrl] + [V]

Ask: What does **duplicate** mean?

Duplicate (v): To make an exact copy of something.

Ask: Why is this helpful?

Say: With Copy and Paste, we don’t have to spend time typing out an exact copy of what we want. It’s a quick replacement action.

Common Question: Why is Copy ‘C’, but Paste is ‘V’ instead of ‘P’?

- [Ctrl] + [P] = Print. P is already assigned a job.
- Since V is right next to C on the keyboard, they chose V because it’s close by and we don’t have to reach for another letter every time we want to paste.

[Optional] Cut

- Job: Tells the computer to ‘remember’ something **and** then erases the original.
- Keyboard shortcut: [ctrl] + [X]

Common Question: Why use ‘X’ for Cut?

- Because ‘X’ looks like a pair of scissors and scissors cut things.

Undo

- Job: Undoes your last action.
- Keyboard shortcut: [ctrl] + [Z]

Ask: When could this be helpful? [Quick solution to accidentally making errors/erasing things you don't mean to]

[Optional] Redo

- Job: Redoes the action you last used Undo on. (This command can only be used after Undo)
- Keyboard Shortcut: [ctrl] + [Y]

Ask: How do these work together? Why might you use redo?

[Optional] Find

- Job: Find every time a word/phrase that shows up in a document (or on a place on the internet!)
- Keyboard shortcut: [ctrl] + [F]

Save

- Job: Saves a new file or saves any changes you've made to a file.
- Keyboard shortcut: [ctrl] + [S]

Say: Computer commands work on almost anything on a computer: text, documents, pictures, web sites, etc.

Say: Now that we know what the commands are and their keyboard shortcuts, let's talk about how to use them on the computer.

Selecting Text:

Say: When we want to **copy** [or **cut**] something on the computer, we first have to tell the computer what we want it to 'remember'.

Optional analogy: Just like at a bakery, where there is a glass case filled with delicious breads and pastries, we have to point to what we want so that the worker can pick it up and wrap it for us. The computer is filled with all kinds of information, so we have to tell the computer exactly what we want.

Say: To tell the computer what we want to **copy** [or **cut**], we have to use our mouse or keyboard to **Select** (highlight) the text.

Ask: What does **select** mean?

- select (v): To choose something usually by using a mouse.

Say: There are three different ways we can select text on the computer. All three ways are great to use. You decide which way is easiest for you!

1. **Click & Drag:** Use click and drag to highlight the text you want to select. Click and hold at the end of the words you want and drag the mouse over the start of the text and let go.
2. **Click & Shift:** Click at the end of the text you want to select. Hold down shift and click at the start.
3. **Arrows & shift:** Hold down the Shift key and use the arrow keys to select letters and spaces. Use this for smaller things you'd like to select.

Copy & Paste:

Teacher note: For beginners, who are unfamiliar with toggling between open windows, use the [Beginner Activity 1 & 2](#) first. Teachers should ensure each computer has this file saved on the desktop of student computers before the beginning of the lesson.

Say: We'll start with Copy and Paste.

Say: To make a duplicate of text, we need to use both Copy and Paste together.

Physical Demo: Use the **stacked** cut up copies of the [Information Demo](#) to help students visualize the actions.

Select text: choose which paper to pick up.

Copy: Pick up one piece of paper.

Click: Shoes where you want to put the paper.

Paste: put down the paper.

TEACHER MODELS:

First teacher models and students watch/write down steps.

What are the steps to make a duplicate of text?

1. Highlight the text.
2. Hold [ctrl] and push [C] one time. [Emphasize shortcut = copy & that computer will "remember" text]
3. Click where you want the duplicate.
4. Hold [ctrl] and push [V]. [Emphasize shortcut = Paste]

Activity: Copy & Paste

Students use the class computers to go through [Activity Copy & Paste](#). Instructor demos as needed.

[Optional] Cut & Paste:

Say: Cut & Paste is usually used to move text from one place to another so we don't have to re-type the same thing in a different place.

Physical Demo: Start with only 1 paper phrase, cut up copies of the [Information Demo](#) to help students visualize the actions.

Select text: choose which paper to pick up.

Cut: Pick up the piece of paper.

Click: Choose where you want to put the paper.

Paste: Put down the paper.

What are the steps to move text from one place to another?

1. Highlight the text.
2. Hold [ctrl] and push [X] one time. [Reminder: x = cut]
3. Click where you want the text.
4. Hold [ctrl] and push [V]. [Reminder: V = paste]

Activity: Cut

Activity Cut & Paste

Time permitting, continue to the challenge at the bottom of the page.

Undo:

Instructor note: "accidentally" erase one or all sections.

Say: Oh no! I accidentally erased an important part of my document!

Ask: What can I do to fix this?

Say: I could go through all the steps again or I could use the Undo command.

Ask: How do I tell the computer to "Undo" an action? [ctrl + Z]

Save File:

Say: Great job! Now let's save our new file using our new shortcut.

Instructor demonstrates each step on the projected computer.

Say: Use [ctrl] + [S] to save the file.

Say: We'll name this file "**Commands Practice**".

Say: Make sure to save your file to the Desktop!

Say: Close the file then move the Commands Practice file to the Class Files folder on the desktop.

[Optional] Online Matching

For learners comfortable checking email on their cell phone, consider emailing this [Flippity Link U5.L5](#) for drag & drop as well as vocabulary practice. If you have an organizational website you can edit, consider embedding the same hyperlink for students to access when they want to practice.

Evaluation:

3-2-1 Reflection

Say: Save your file to the desktop. Check with your neighbor, did they save it?

Say: Close the program. Shut down your laptop. Put away your laptop.

Ask: What did we learn today? What do you want to learn more about? What questions do you still have?

Pass out the “3-2-1 Assessment & Reflection” hard copy. Elicit the student responses again. With the document camera, the teacher models writing one sentence together as a class. Then, **Ask** a student to share their example. Last, allow time for learners to complete the prompt. Use this worksheet as an exit ticket. Learn more about the strategy and variations [here](#).



Image 1: Shortcut Example



Unit 5 Lesson 5: Student Lesson Guide

Directions: Answer the questions as we go through the lesson.

1. What is a Computer Command?

2. Copy

a. Job: _____

b. Keyboard shortcut: +

3. Paste

a. Job: _____

b. Keyboard shortcut: +

4. Undo

a. Job: _____

b. Keyboard shortcut: +

5. Save

a. Job: _____

b. Keyboard shortcut: +

6. What kinds of things do these commands work on?

7. What are the 3 ways you can select text on the computer?

a. _____

b. _____

c. _____

8. What are the steps to make a duplicate of text?

a. _____

b. _____

c. _____

d. _____

9. Oh no! You accidentally erased everything you just wrote! What can you do to get it back?

Unit 5 Lesson 5: Student Lesson Guide

Directions: Answer the questions as we go through the lesson.

1. What is a Computer Command?

2. Copy

a. Job: _____

b. Keyboard shortcut: +

3. Paste

a. Job: _____

b. Keyboard shortcut: +

4. Cut

a. Job: _____

b. Keyboard shortcut: +

5. Undo

a. Job: _____

b. Keyboard shortcut: +

6. Redo

a. Job: _____

b. Keyboard shortcut: +

7. Find

a. Job: _____

b. Keyboard shortcut: +

8. Save

a. Job: _____

b. Keyboard shortcut: +

9. What kinds of things do these commands work on?

10. What are the 3 ways you can select text on the computer?

a. _____

b. _____

c. _____

11. What are the steps to make a duplicate of text?

- a. _____
- b. _____
- c. _____
- d. _____

12. What are the steps to move text from one place to another?

- a. _____
- b. _____
- c. _____
- d. _____

13. Oh no! You accidentally erased everything you just wrote! What can you do to get it back?



Unit 5 Lesson 5 Activity: Copy and Paste

Instructions:

1. **Select** the text from the first line in the **blue** box.
2. **Copy** the line.
3. Click below.
4. **Paste** the information to complete the line below.
5. Last, use the save shortcut.

Name: Hennepin County Midtown Exchange Service Center

Address: 2929 Chicago Ave, Minneapolis, MN 55407

Hours: Monday-Friday 8:00am-4:00pm

Name:

Address:

Hours:

Activity 1: Challenge

Use the undo and redo shortcuts, what happens?



Unit 5 Lesson 5 Activity: Cut and Paste

Instructions: When you finish, the yellow box should be empty.

1. **Select** the text from the first line in the yellow box.
2. **Cut** the line.
3. Click below.
4. **Paste** the information to complete the line below.
5. Last, use the **save** shortcut.

Name: Hennepin County Midtown Exchange Service Center

Address: 2929 Chicago Ave, Minneapolis, MN 55407

Hours: Monday-Friday 8:00am-4:00pm

Name:

Address:

Hours:

Activity 2: Challenge

Use the undo and redo shortcuts, what happens?

Name: Hennepin County
Midtown Exchange Service
Center

Address: 2929 Chicago Ave,
Minneapolis, MN 55407

Hours: Monday-Friday
8:00am-4:00pm

theteachertoolkit

Name _____

Date _____

3 - 2 - 1

Three things you learned:

1. _____

2. _____

3. _____

Two things that interest you and you'd like to learn more about:

1. _____

2. _____

One question you still have:

1. _____

Unit 6, Lesson 1: What is a Web Browser?

Northstar Standards	Objectives/SWBAT
Internet Basics: Demonstrate knowledge of browsers and identify commonly used browsers	<p>I can define the name “web browser”.</p> <p>I can define the purpose of a web browser.</p>
Seattle Digital Equity Initiative Skills Framework	I can identify and match common web browsers by icon and name.
EF.3 Use Basic Browser Tools: Browser skills [e.g. address bar, web navigation, favorites/bookmarks, forward/back, etc.]	I can compare and contrast different web browsers.

Materials to prepare:

- Unit 6 Lesson 1.Activity.Matching Icons [Print 1 copy per student]
- Unit 6 Lesson 1 and 2.Vocabulary Guide [Print 1 copy per student]
- Unit 6 Lesson 1.Additional Lesson Images [Print 1 copy, 1 sided]
- Unit 6 Lesson 1.Activity.Comparing Web Browsers
- Print and laminate [Self-Evaluation Emojis](#); one set per student

Vocabulary to Review Before the Lesson

1. *Customize (v)*: to change something in order to fit the needs of a person.

Vocabulary & Concepts Introduced in Lesson

Web Browse (v) Browser (n)	Web Browser Chrome Safari	Opera Firefox Edge
----------------------------------	---------------------------------	--------------------------

Timing Notes:

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 3 hrs	Timing Notes: N/A

Lesson Plan:

1. Warm-up/Review
2. What is a web browser?
3. What does a web browser do?
4. Common Web Browsers & Icons
5. Evaluation

Review & Warm-up:

Note to Teacher: If you are unfamiliar with the *Think, Write, Pair, Share* routine and procedure, review the Tutor Tip from Literacy MN [here](#).

Think, Pair, Share: If you don't know the address or hours for a grocery store, how do you find out the information or look it up?

Ask: What is a Web Browser?

Challenge: Ask students, "How would you describe this to someone else?" What metaphor might you use?

Self Assessment: Instructor introduces the collection of printed emojis and asks learners to describe the different emotions. Each learner should have their own [set of emojis](#). **Ask:** What does each emoji communicate? After the class agrees on the meaning of each emoji, the teacher reviews the lesson objectives with the learners:

I can define web browser

I can define the purpose of a web browser

I can identify and match common web browsers by icon and name

Learners each choose an emoji from their set to either place at their desk to communicate their level of comfort with the objective, or learners stand up and post their emoji on the board next to the corresponding objective. At the end of the lesson, the instructor should reference back to this assessment and check to see how student confidence levels changed.

What is a Web Browser?

Ask: What is a web browser?

Ask: Has anyone used a web browser before?

Say: First let's break down what each of these words mean separately.

Ask: What is the word "web" talking about? What have we talked about that has 'web' in the name?(the internet)

Say: When we use the word "Web" with computers, we're talking about the internet.

Say: The second word, “browser” comes from the verb ‘to browse’.

Ask: What does it mean to browse a place like a store?

Browse (v): to look around someplace without a purpose. (use an example of browsing in a store)

Ask: If we turn this action into a noun (to browse -> browser), what do you think it might mean?

Using this information, what do you think a browser(n) is?

Browser (n): a person or thing that looks around a place.

If ‘web’ means ‘internet’ and ‘browser’ is a thing that looks around a place, what do you think a web browser is?

Web browser (n): an app we can use to look around and explore the internet.

Note to Teacher: As the teacher presents, the students take notes in the [vocab handout](#). The first side is for lesson one while the second side is for the second lesson in this unit.

What do Web Browsers do?

Say: Before we can **explore** the internet, we need to make sure we’re **connected** to the internet.

Say: We connect our computer to the internet and then we can use a web browser that allows us to explore it.

Optional Metaphor: We first need to build a bridge to connect two places (computer & internet), then we can walk across the bridge to explore what is on the other side.

Say: Web browsers are apps that allow us to “see” places that exist on the internet.

Say: A web browser window will show you a place on the internet on your screen and help you explore them by clicking on links or entering text.

Say: Web browsers are like windows into the internet.

Say: We tell it the address of a place on the internet, and it shows us what’s there.

Say: Browsers translate special internet code (HTML and XML) into a viewable web page to make it easier for the every-day person to use and explore the internet. (Reminder: code is the language that computers speak.)

Optional Browser Metaphor:

Ask: I need to go to the store to buy groceries. What are different ways I can get there?

Say: Car, bike, bus, walking: all get you to the same place but they’re different ways to get there. Some are easier to use and some need more energy.

Say: Web browsers are a just way to get to a place on the internet.

Common Web Browsers & Icons

Say: There are many different web browsers that you can use.

Say: They all have the same job (i.e. you can use them to go to places on the internet) but some are more popular than others.

Say: Let's talk about some of the most popular ones that you might see and why you might want to use them or not.

Ask: What are some of the web browsers you've used or seen?

Handout: Common Browser Pros & Cons Activity

Instructor Note: First, learners discuss the different browsers they already know. Are there any pros/cons they would add to the list before the teacher discusses each one? THEN, the teacher can present each browser and the pros/cons. Use your discretion as to how much content below is applicable for your learners. If you have beginning level English speakers in the class, it may not be appropriate to share all of the listed pros/cons in the lesson plan

Google Chrome:

Project Image 1 and 2: Chrome Icon and Window

Say: Chrome was created by the company Google in 2008.

Say: Chrome is different from the website google.com that you can use to search the internet for something specific.

Web browsers vs. search engines (i.e. Chrome vs. Google.com):

Say: Browsers allow you to see, find, and access websites (places on the internet).

- Metaphor: a car -> you use a car to get to a place you want to go

Say: Search engines are websites that give you other websites you're looking for.

- Metaphor: a map -> you use a map to find where you want to go

(Don't worry, we'll talk about this a lot more in a later lesson)

Say: Chrome is currently (and historically) the most popular browser worldwide.

Chrome Pros:

- Fast & pretty stable
- Can be used on all kinds of computers
- Easy for people to use
- Tells you when a website is secure or not & scans downloads for anything dangerous

Chrome Cons:

- privacy concerns: Google can see and use the information that you enter while using chrome. This has become more and more of an issue. Google collects all the data that is legally allowed. The U.S. currently (as of 2024) has very few laws to protect your information from being sold or used without your knowledge so this can be dangerous.
- Takes up a lot of energy when in use

Opera:

Project Image 3 and 4: Opera Icon and Window

Say: Opera was first created in 1995 by Opera Limited but is starting to get more popular recently because of its safety and privacy options.

Opera Pros:

- Lots of built in privacy options
- Very customizable
- “Turbo mode” speeds up browsing on slow networks
- Built-in access to social media messaging apps
- Built in ad-blocker
- Battery saver mode option

Opera Cons:

- A bit harder to use
- Not as fast as chrome or firefox but still pretty quick

Safari:

Project Image 5 and 6: Safari Icon and Window

Say: Safari was created in 2003 by Apple and all Apple products come with Safari pre-downloaded.

Safari Pros:

- Pretty energy efficient (doesn't take a lot of energy to use)
- Built in tools to help stop hacks and data tracking
- Will tell you if you are being tracked (by a website or hacker)

Safari Cons:

- Only good on apple products (issues when used on other company products)
- Less options to customize
- Almost no customization options - you have very little control of the way the browser looks and feels to use.

- Limited things to add on to the main job of a browser (Less extensions available)

Note: Extensions are things you can add onto a web browser that add an action or function to the app.

Edge:

Project Image 7 and 8: Edge Icon and Window

Say: Edge was created by Microsoft and released in 2015 to replace Microsoft's Internet Explorer (originally released in 1995) to try to compete with Google Chrome.

Say: Edge comes pre-downloaded on all Windows computers.

Edge Pros:

- Fast loading speed
- Privacy settings are clear, and there are extra features built in to help protect you from scams and dangerous traps on the internet.

Edge Cons:

- Keeps track of where you go on the internet (tracks browsing history)
- Limited things to add on to the main job of a browser (in comparison to Chrome & Firefox) (less extensions available)

Firefox:

Project Image 9 and 10: Firefox Icon and Window

Say: Firefox was released by Mozilla in 2004.

Firefox Pros:

- Great customization options
- Strong privacy protection.
- Works well on all kinds of computers
- Doesn't use a lot of energy
- Many extensions available
- Tracks less of your browsing history

Firefox Cons:

- Slower compared to other popular browsers
- Extensions may slow it down even more
- More advertisements

Ask: What browser should you use?

Say: It all depends on what is most important to you when using a browser.

Say: If you want more privacy, Firefox, Safari, and Opera are good options.

Say: If you're looking for faster browsers, you might want to use Chrome or Safari.

Say: If you'd like to customize your browser, explore Firefox or Chrome.

Say: If you're not sure which one to use, try using a couple different browsers. You can also use different ones to do different things.

Activity: Matching

Hand out matching activity which includes app icons and web browsers.

Evaluation:

Directions:

Instructor says the name of a browser and the students try to find it and open it as quickly as they can. This can be on the computer or with physical handouts of icons.

Students self-assess. The teacher returns to the objectives ("I can" statements) and asks learners to find an emoji on their device or in their laminated set to describe how they feel on their learning in regard to each objective. The teacher records their responses to inform the review activity for the following lesson.

Additional Definitions:

- **Web (noun):** The internet (because it's like a spiderweb all around the world). Short for World Wide Web.
- **Browse (verb):** To look at many things in a store, in a newspaper, etc., to see if there is something interesting or worth buying.
- **Browser (noun):** a person who browses
- **Web Browser (noun):** a computer program that is used to find and look at information on the internet.
- **Chrome (noun):** a kind of metal that is used to cover other metals in order to make them shiny.
- **Safari (noun):** a journey to see or hunt animals, especially in Africa.
- **Compass (noun):** a tool (or device) that is used to find direction. It uses a needle that always points north.
- **Edge (noun):** the line or part where an object or area begins or ends.

Research Sources:

host: Nordvpn

url:

<https://nordvpn.com/blog/types-of-browsers/?srsltid=AfmBOoq2Pvaj3uNYq-RMSU2JFq9CTcivJPXFMMfPzatMCYe2lqLZySHF>

Article title: What is a web browser, and what different types are there?

Author: Irma Slekyte

Date Published: 01/15/2024

host: Surfshark

url: <https://surfshark.com/blog/types-of-browsers>

Article title: Types of browsers: your roadmap to finding Mr. Right

Author: Ema Pennell

Date published: 7/24/2024



Image 1: Google Chrome Icon

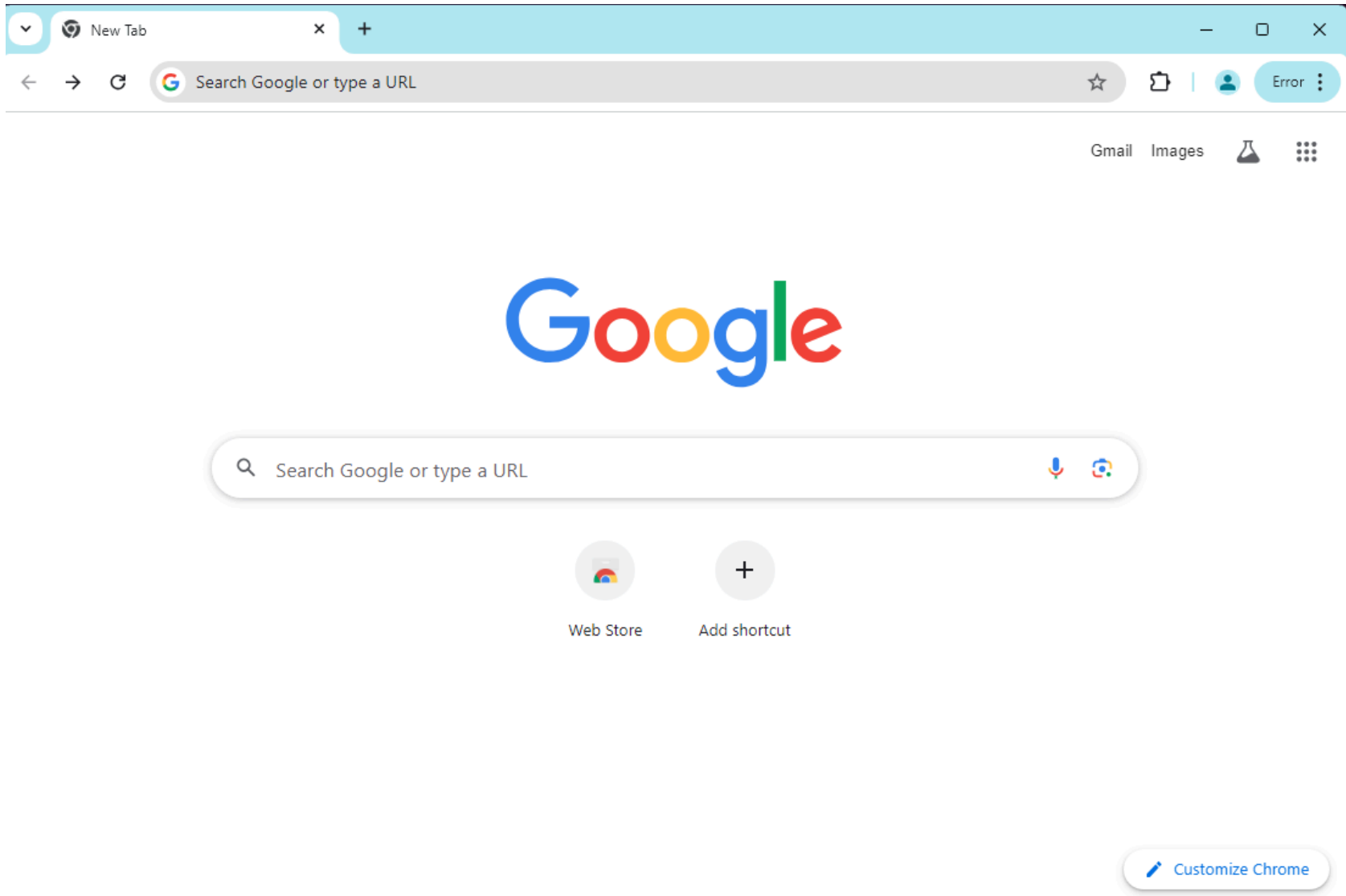


Image 2: Google Chrome Window



Image 3: Opera Icon

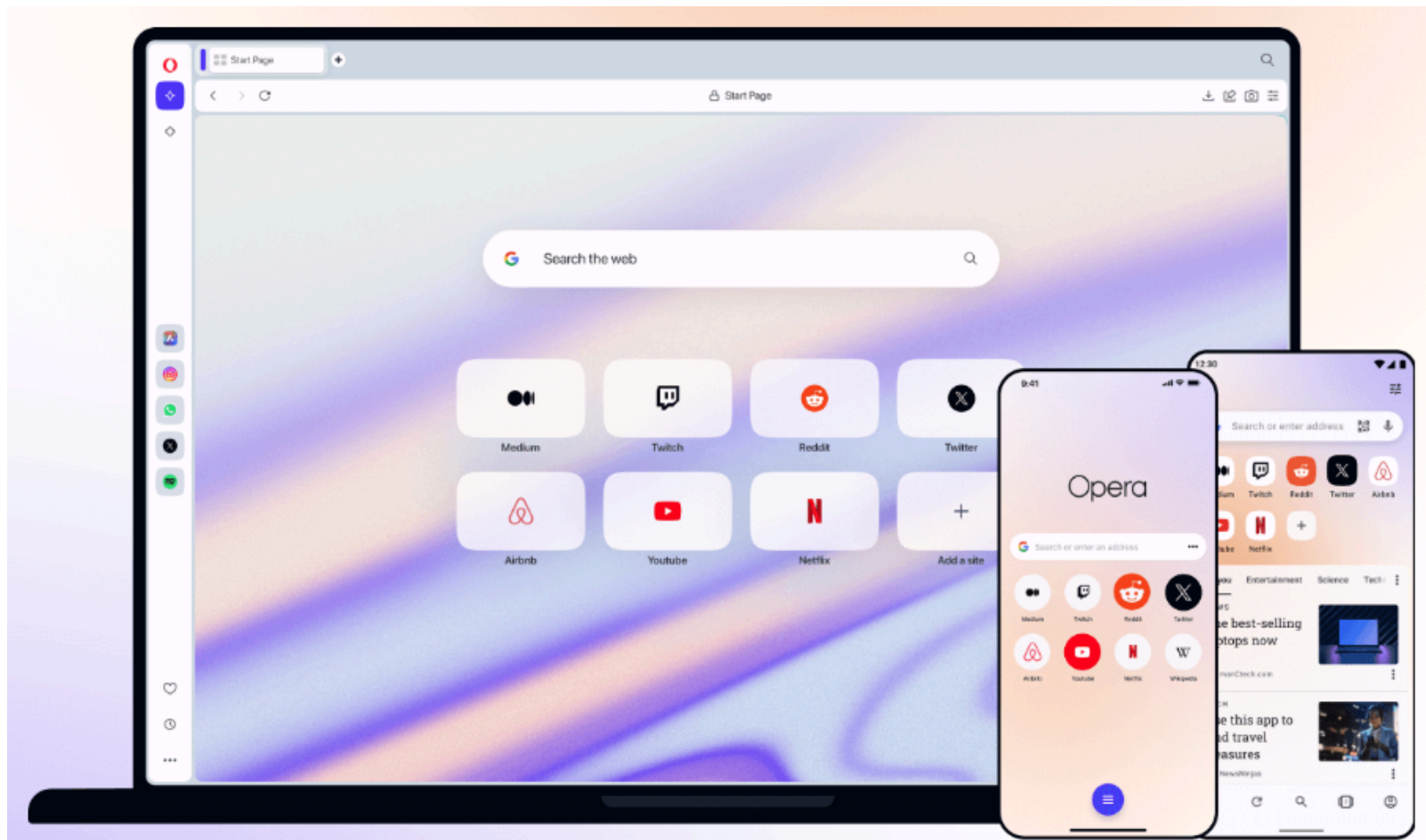


Image 4: Opera Window



Image 5: Safari Icon



Image 6: Safari Window



Image 7: Edge Icon

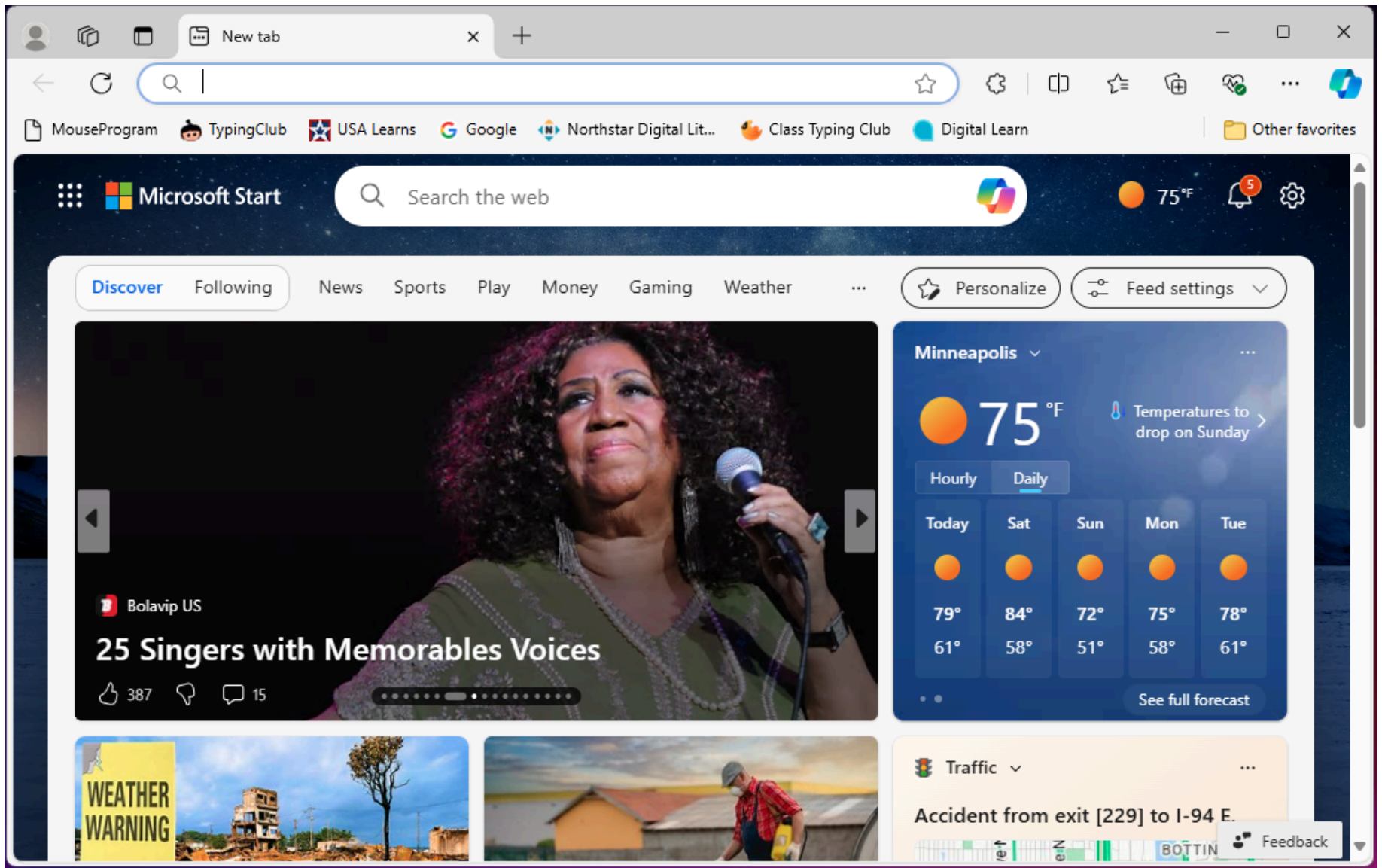


Image 8: Edge Window



Image 9: Firefox Icon

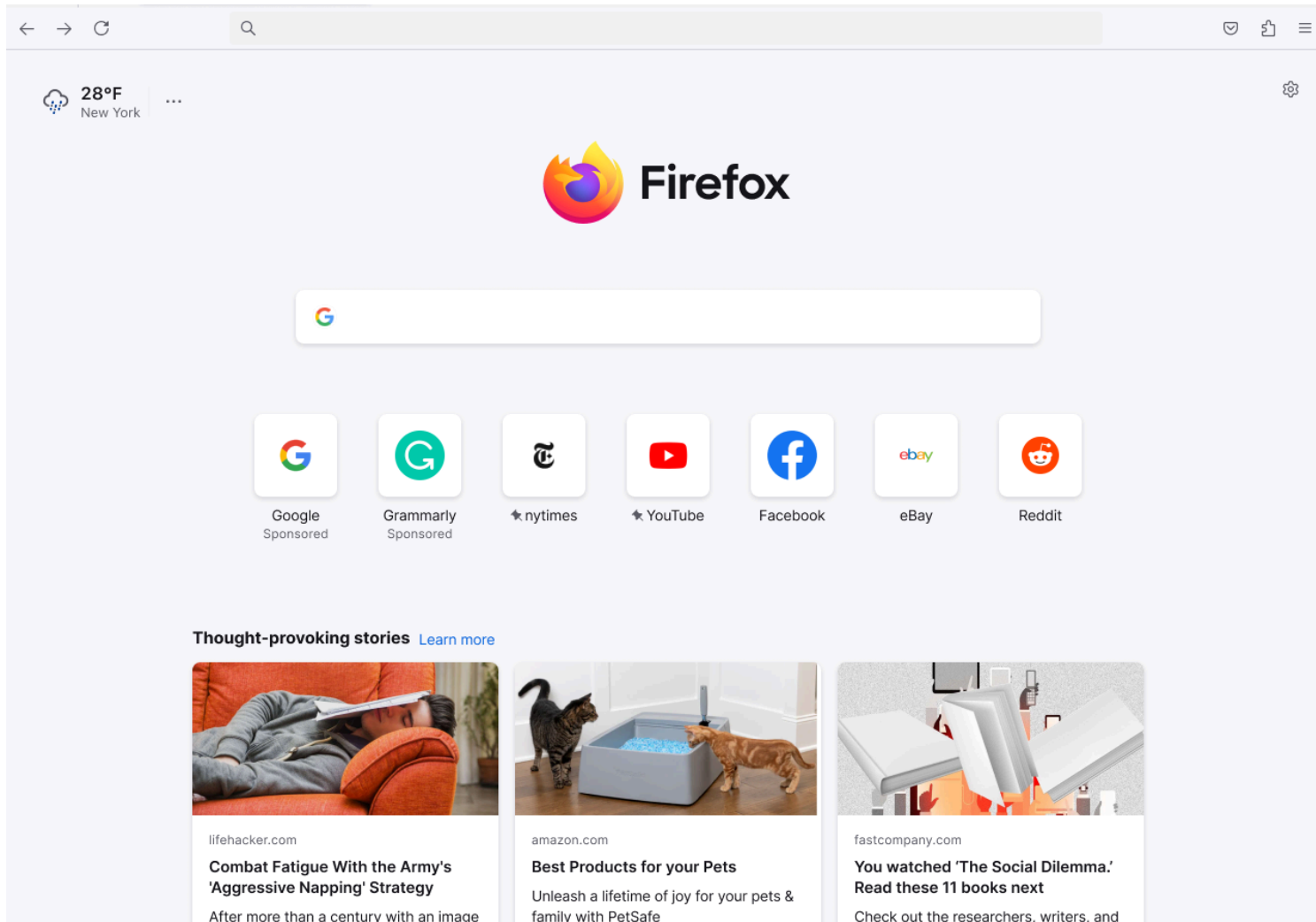




Image 10: Firefox Window

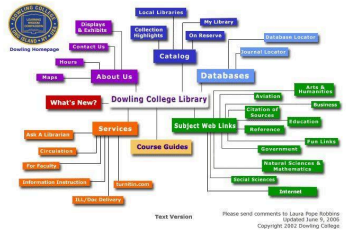
Unit 6 Lesson 1 & 2: Vocabulary Guide

Vocabulary Word	Draw a Picture	Definition	Write a NEW sentence
web			
browse			
		(n) a program used to navigate the internet and view web pages	

Name: _____

Vocabulary Word	Draw a Picture	Definition	Write a NEW sentence
			
URL			
			

Name: _____

Vocabulary Word	Draw a Picture	Definition	Write a NEW sentence
		(n) a single document on the internet using a unique URL, often linked to other pages making up a website	
	 <p>The diagram shows a central hub for Dowling College Library with branches for: Local Libraries, Catalog, Databases, Services, and Subject Web Links. Other sub-categories include: Contact Us, About Us, What's New?, Home & Location, Orientation, Community Outreach, Special Delivery, Local Libraries (Public Library, Catholic Library, etc.), Catalog (Collection Highlights, Call Request, etc.), Databases (Academic OneFile, etc.), Services (Book & eReserves, etc.), and Subject Web Links (Arts & Humanities, Business, etc.).</p>		

Unit 6 Lesson 1 Activity: Comparing Web Browsers

Google Chrome



Pros (+)

Cons (-)

Opera



Pros (+)

Cons (-)

Safari



Pros (+)

Cons (-)

Microsoft Edge



Pros (+)

Cons (-)

Firefox



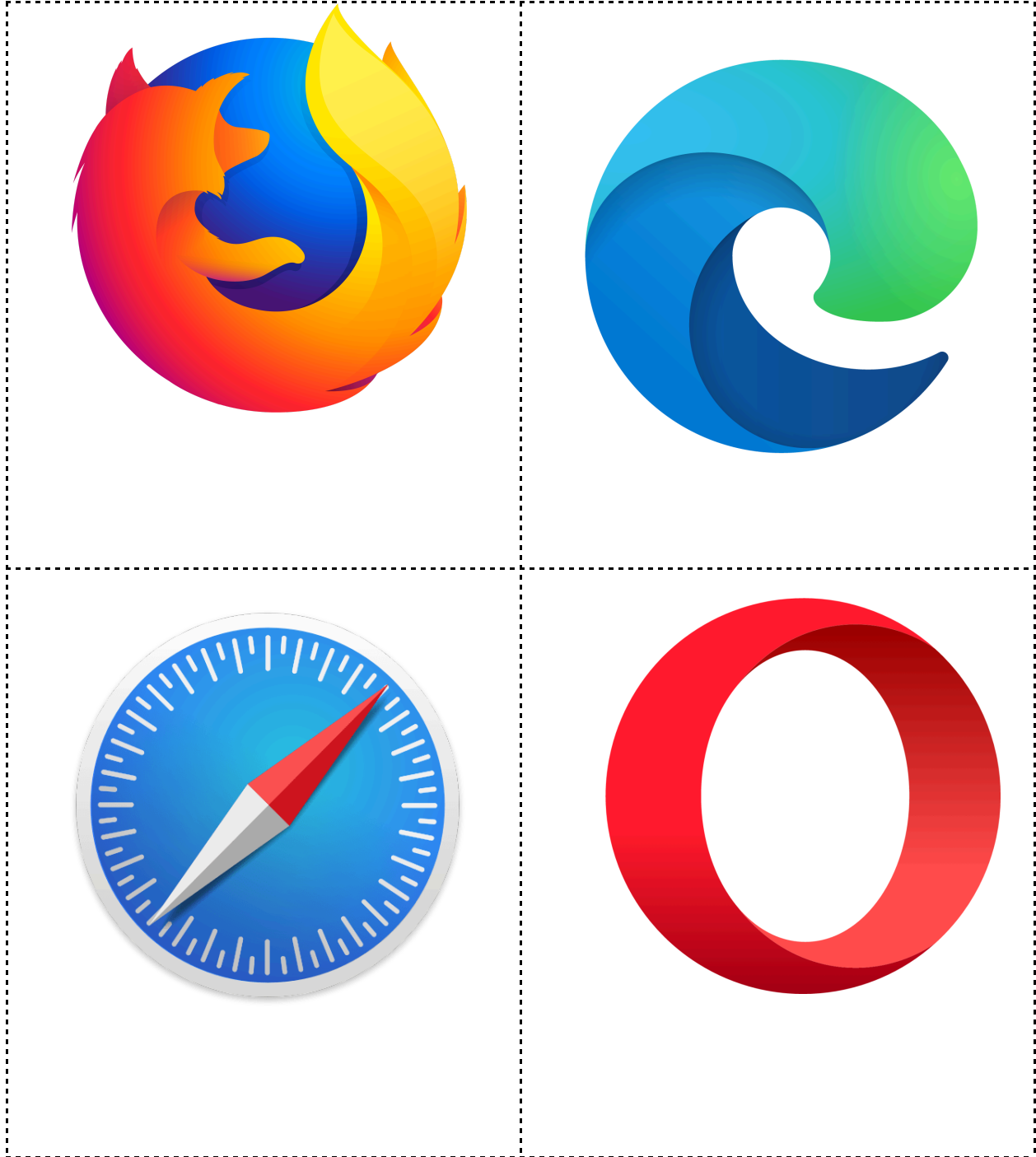
Pros (+)

Cons (-)



Unit 6 Lesson 1 Activity: Matching Icons

Directions: Cut out the icons and their names then match them together.





Edge

Mail

Wordpad

Chrome

Safari

Firefox

Calendar

Settings

Clock

Opera





Unit 6, Lesson 2: Websites & Web Addresses

Northstar Standards	Objectives/SWBAT
<p>Internet Basics: Demonstrate familiarity with website structure (e.g. landing pages, internal pages) Identify top-level domains (e.g., .edu, .com, .org)</p>	<p>I can differentiate between a webpage/site and its web address.</p> <p>I can identify the key characteristics of a URL.</p>
<p>Seattle Digital Equity Initiative Skills Framework</p>	
<p>EF.3 Use Basic Browser Tools: Browser skills [e.g. address bar, web navigation, favorites/bookmarks, forward/back, etc.] EF.7 Understand the Internet: Understanding what the internet and web are</p>	<p>I can identify common top-level domains (TLD's) and what they stand for.</p>

Materials to prepare:

- Unit 6 Lesson 1 and 2.Vocabulary Guide
- Cut: Unit 6 Lesson 2.Activity.TLD Matching
- Cut: Unit 6 Lesson 2.Activity.What Kind of Website is it
- Cut: Unit 6 Lesson 2.Activity.Building URLs
- Print: Unit 6 Lesson 2.Activity.Practice Typing URLs
- **Student scissors and tape**
- **Plastic bags or envelopes and paper clips to organize and collect all the pieces that get cut apart. Teachers should save these and bring them to the next lesson.**

Vocabulary & Concepts Introduced in Lesson

Website Webpage Web address	URL Domain	Subdomain Protocol
-----------------------------------	---------------	-----------------------

Lesson Plan:

1. Warm-up
2. What's a webpage?
3. What is a website?
4. What's a URL?
5. Key parts of a Web Address
6. Common Top-level Domains
7. Evaluation

Review & Warm-up:

Community Building: Circle up. Quiz learner's on each other's name. **Ask:** What did we do in class last session? What questions remain/do you still have?

Have students first connect to the internet and then find and open up a browser of their choice. Write each step on the board or elicit the steps from learners as you write the instructions on the board. Encourage learners to reference their notes from the previous class.

Challenge-Write, Pair, Share: What is the definition of a web browser? List 2 (or more) types of web browsers. Which is your favorite browser? Why?

Present the learning objectives/I can statements to learners.

What's a Website?

Ask: What is a website?

Say: A Website is made up of 2 words: "web" and "site".

Say: When we're using a computer, what is "the web"? (the internet)

Ask: What does "site" mean?

- site (n): a place.

Ask: If we put those 2 meanings together, what do you think a website is?

Say: A website is a place on the internet.

Ask: What are some examples of a website?

- google (the website, not the company)
- facebook
- local libraries have websites
- note to teacher: this is a good place to introduce your organization's website (if applicable).

Ask: Now, what do you think a web**page** might be?

Ask: What does **page** mean?

- Page (noun): one side of a sheet/piece of paper. Mainly in a book or magazine.

Ask: What is the difference between a website and a webpage?

Say: A website is made up of a group of webpages.

Optional metaphor: a website is a book and a web page is one page of the book. A book consists of many pages just like a website consists of many webpages.

Say: For example: a website for a library will have a home page, an events page, a calendar page, an employee page, and a page to look for books (among many others).

Say: Let's explore this!

Activity:

Instructor projects a computer and pulls up your local library's website. Point out the website name and explore some of the web pages that are part of it. Then ask students to write and answer the following q's.

1. What is the name of this website?
2. What are 3 of the web pages that are part of this website?

What's a URL?

Ask: What information do you usually need when you go to a new place?

Say: You need to know where it is!

Say: The first and most important part of going to a new place is the address.

Say: Just like in real life, we need to know the address of a website before we can go there.

- Optional metaphor: If you are taking a taxi or uber, you need to give the driver the address to where you want to go. Without the address, it will be very difficult for your driver to bring you to the correct place.

Say: A web address is the address for a website. This is also often called a URL. They are the **same thing**.

Say: URL is short for Uniform resource locator. These words aren't important to remember, just that a **URL is a Web Address**.

Ask: What is the URL for the website we just went to? (your organization's website or local library website address)

Key Parts to a Web Address:

Say: Just like with real addresses, web addresses have special rules for how they're written and what information you need to include.

Say: What are the parts of an address in the real world? (go through and write an address on the board and ask students to identify the different parts)

Ask: What happens if I'm sending a letter to my friend but I write down the wrong zip code? Will it still be delivered to them? (No!)

Say: Just like this, if we make a mistake when writing URLs, it won't bring us to the right place. Most times it won't even work!

Say: There are 4 main parts to a web address. Let's use this URL to break down all of the different parts and what they mean.

Instructor note: Write the following URL on the board. Make sure to use different colors if possible to help students differentiate.

<https://www.google.com>

Say: Let's start from the left and work our way over.

https://

Say: This is called the address **protocol**.

Ask: What does protocol mean?

- Protocol: a set of rules

Say: These letters stand for a bunch of technical words that aren't important for us to know.

If students are interested, https stands for the following:

- Hypertext: a special kind of text (words) on the computer
- Transfer: moving from one place to another
- Protocol: a set of rules used in programming computers so that they can communicate with each other
- Secure: Safer connection (we'll talk much more about this later. This is the only part we'll want to pay attention to in the protocol)

www.

Say: www is an abbreviation for World Wide Web. Like the protocol, this isn't important for us to talk about because it never changes.

Say: The name for this part is called a "sub-domain".

- Sub-domain: the part before the domain name. Usually www.
- Sub- (prefix): a smaller part of something.

Say: More recently, web browsers have stopped showing you the first 2 parts of a URL because they're present on every web address. They expect it to be there so you don't need to type it.

google

Say: This is always the Domain Name (sometimes also called the Host name). This is the name of the website. This is a very important part of the address.

- Ex: in the web address <https://www.facebook.com> the domain name is **facebook**.

.com

Say: This is called a Top-Level Domain. We usually shorten this to just TLD.

Say: The TLD follows the domain name and is always a dot and 3 letters.

Say: The three letters are always an abbreviation that will tell you something about the website. (we'll talk about the most common TLDs next)

There are 2 very important rules for typing URLs:

1. Always use lowercase letters.
2. Never use spaces!!

The 2 parts of an URL to pay attention to:

1. The domain name
2. The TLD

Say: The protocol and the subdomain (i.e. <http://www>.) can be ignored because all URL's start with these parts so your computer will already know that it's there. (It's like adding "Earth" to an address. Everyone already knows that the address is for a place on Earth so there's no reason to include it.)

URL Sequence Activity:

Unit 6 Lesson 2.Activity.Building URLs

Directions:

Put students into groups of 4. Instructor prints off large-[print cards/sheets](#) with parts of a URL and gives one to each student in their small groups. Students need to put themselves in the right order in a line and then identify what they are.

Most common Top-Level Domains:

Most common TLD's:

- .com : Commercial (business-related)
- .gov : Government (anything related to the government)
- .org : organizations
- .edu : education (above k-12+ education. I.e. colleges & universities)

Rare TLD's: These are TLD's that were used early on, but are rarely seen today.

- .net : network
- .info : information

Activity 1:

Unit 6 Lesson 6.Activity.TLD Matching

Students cut out pieces and match them together.

Activity 2:

Unit 6 Lesson 2.Activity.What Kind of Website is it

Hand out small cards/sheets with URLs on them. Have students cut the websites into strips. As students cut the websites into strips, write the different categories of TLDs on the board. Students decide if they are for an organization, company, education institution, or government based on the corresponding TLD and tape them on the board in the correct category.

Then, as a group go through each URL and discuss what the website is about/for.

Examples:

<https://www.saintpaul.edu>

<https://www.minneapolismn.gov>

<https://www.mnsure.org>

<https://www.target.com>

Variation: Students must cut the discrete parts of each site apart to demonstrate they understand each section.

Additional Variation: Students highlight the TLD in one color and the domain in another color.

Evaluation:

Directions:

Unit 6 Lesson 2.Activity.Practice Typing URLs

Have students practice typing in 2-3 web addresses on a word document. Students use [the hard copy handout](#) to practice.

Examples:

<https://www.weather.com>

<https://www.lyndale.org>

<https://www.minneapolisparcs.org>

At the end, have the teacher project each of the websites and ask, “is this what you thought this was?”

Challenge: additional URLs for students to practice:

<https://www.mn.gov/commerce/energy/consumer-assistance/energy-assistance-program/>

Unit 6 Lesson 2 Activity: Building URLs

Directions: Cut out the different parts of the URLs and put them in order.

www.

https://

.com

google

https://

www.

saintpaul

.edu

https://

www.

minneapolismn

.gov

https://

www.

amazon

.com

Unit 6 Lesson 2 Activity: Practice Typing URLs

Directions: Open a Wordpad Document and type the URLs.

1. <https://www.typingclub.com>
2. <https://www.usalearns.org>
3. <https://mouse-practice.com>

.com

Commercial

(business-related)

.edu

education

(colleges & universities)

.gov

Government

.info

information

.net

network

(anything related to the government)

.org

organizations

<https://www.saintpaul.edu>

<https://www.minneapolismn.gov>

<https://www.mnsure.org>

<https://www.target.com>

<https://www.saintpaul.edu>

<https://www.minneapolismn.gov>

<https://www.mnsure.org>

<https://www.target.com>

<https://www.saintpaul.edu>

<https://www.minneapolismn.gov>

<https://www.mnsure.org>

<https://www.target.com>

<https://www.saintpaul.edu>

<https://www.minneapolismn.gov>

<https://www.mnsure.org>

<https://www.target.com>



Unit 6, Lesson 3: Using a Web Browser

Northstar Standards	Objectives/SWBAT
<p>Internet Basics: Demonstrate familiarity with website structure (e.g. landing pages, internal pages) Identify and work with tabs and windows. Identify the address bar and demonstrate understanding of its functionality. Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).</p>	<p>I can go to a webpage using a web browser and the URL.</p> <p>I can recognize and use the forward, back, and refresh arrows.</p> <p>I can make and use bookmarks.</p> <p>REVIEW: I can minimize, maximize, restore and close windows.</p>
<p>Seattle Digital Equity Initiative Skills Framework</p>	
<p>EF.3 Use Basic Browser Tools: Browser skills [e.g. address bar, web navigation, favorites/bookmarks, forward/back, etc.] EF.7 Understand the Internet: Understanding what the internet and web are</p>	

Instructor Note: make sure bookmark bars are pinned to student web browser windows!!

Materials to prepare:

- Printed [Self-Evaluation Emoji Set](#) (one per student)
- Bring previous manipulatives from U6.L2 *Top Level Domain Matching and URL Cut Apart*
- Print: Unit 6 Lesson 3.Activity.Browser Toolbar Review, one copy per student
- Print: Unit 6 Lesson 3.Additional Lesson Images
- Unit 6 Lesson 3.Activity.Going to Websites, one copy per student
- Whiteboard markers (one per student)

Vocabulary to Review Before the Lesson

1. *Window (n)*: an area or box on a computer screen that shows a program that is currently running.
2. *Web Browser (n)*: a type of app we use to explore the internet.

Vocabulary & Concepts Introduced in Lesson

Bookmark/Favorite Bookmarks/favorites bar	Back Arrow Forward Arrow	Stop Refresh
--	-----------------------------	-----------------

Lesson Plan:

1. Warm-up
2. Parts of Web Browser Window
3. The Browser Toolbar
4. Going to Websites
5. Making & Using Bookmarks
6. Evaluation

Review & Warm-up:

Use the manipulatives from the previous lesson. Put them out on the desks while learners are entering class. Ask learners to re-assemble the URLs that they cut apart the previous class.

Optional: Learners match the top level domains from the previous class.

Ask: What are the different parts of a URL?

Ask: What are the most common Top-Level Domains?

Objectives & Self-Assessment

Self Assessment: Instructor introduces the collection of printed emojis and asks learners to describe the different emotions. Each learner should have their own [set of emojis](#). **Ask:** What does each emoji communicate? After the class agrees on the meaning of each emoji, the teacher reviews the lesson objectives with the learners:

I can go to a webpage using a web browser and the URL.

I can recognize and use the forward, back, and refresh arrows.

I can make and use bookmarks.

Learners each choose an emoji from their set to either place at their desk to communicate their level of comfort with the objective, or learners stand up and post their emoji on the board next to the corresponding objective. At the end of the lesson, the instructor should reference back to this assessment and check to see how student confidence levels changed.

Parts of a Browser Window:

Say: There are 2 main parts of the browser window that we need to know.

Project Image 1: Full Web Browser Window

Say: The top part with buttons is the Browser Toolbar. You will always be able to see this part of the window.

Say: The Toolbar has all the tools we need to explore the internet.

Say: The second and biggest part is where the browser shows us where we are. The name of this place is the Main Viewing Panel. This panel will change completely as we go from one place to the internet to another.

Say: If you want to move around on the internet and go to a new website, you will need to use the toolbar.

Ask: If you want to move around the webpage and read what's written (not moving to a different website/page), what part should you use? (the main viewing panel)

Activity #1:

Project Image 1: Full photo of web Browser Window

Teacher projects Image 1 (the web browser window) and asks learners to stand up and label the parts of the window on the whiteboard with markers.

Variation: Teacher provides a word bank to support spelling of the vocabulary words

Activity #2:

Project Image 2: Main Viewing Panel Example

Teacher projects Image 2 (the viewing panel) and **asks** learners: What is this? What do you see? How is it the same/different from the toolbar? What is on the far right side? (scroll bar)

Web Address Bar & Going to Websites:

Say: The most important part of the Browser toolbar is the Web Address bar.

Project image 3: Browser Toolbar

Say: This bar is where we type in the URL or Web Address of the website we want to go.

Optional Analogy: The Address Bar is like the front of an envelope. You need to write the address of where you want to send the letter on the front of the envelope.

Say: The address bar on the toolbar is a **bar** for a **web address**. You always want to type a URL there.

Say: First, I will show you how to use the address bar to get to a website and then we'll practice together.

Ask: Remember, before we can go to a place on the internet, what do we need?

Say: We always need an internet connection and an open web browser.

Instructor note: Model steps here as needed.

Steps to go to a website using a web browser:

1. Find and click on the address bar (make sure you can see the blinking cursor and the bar should be outlined in blue to signal it's active)
2. Type the URL/web address
3. Push the Enter key

Say: When you type the URL, make sure there are no mistakes! Otherwise, it won't go to the correct place or will give you an error notification.

Say: Now let's try this together!

Activity #1:

Students will practice using the Web Address Bar by navigating to several different URLs: typing club (<https://www.typingclub.com>), usalearns (<https://www.usalearns.org/>), and mouse practice (<https://mouse-practice.com/>).

Give students **Unit 6 Lesson 3.Activity.Going to Websites** with different URLs. They will practice going to at least one of these different websites.

Browser Toolbar:

Say: If we look back at the toolbar, we can see a lot of other things here!

Ask: What are some things you see on the toolbar? (direct students to look at class computers or a **projected** computer and illicit various answers)

Instructor note: **Project** Image 3 onto a white board or use [U6.L3 Toolbar Vocabulary](#) to walk through each of these parts and what they do.

Say: We've already talked about the biggest part of the toolbar: the Web Address bar.

Ask: What is the web address bar for?

Say: Web Address bar shows the URL of the website you're on. This is also where you type in the address of a website you want to go to.

Say: To the left of the address bar we have some new buttons to explore.

Ask: What do these buttons look like? (arrows)

Say: Let's start with the arrow pointing left. This is called the Back Button.

Say: The back button takes you back to a website you were just on.

Say: For example:

Let's say I first go to facebook.com to talk to some friends. When I'm done talking, I decide to practice some typing, so I go to typingclub.com. After I finish typing, I want to go back and talk more with my friends. Instead of typing in the whole address into the Web Address bar, I can click the back button, and it will bring me straight back to Facebook.

Say: Next to the Back button is another arrow towards the right.

Ask: What do you think this button does?

Say: This is the Forward button. It will take you 'forward' if you've already used the back button. However, you can only use this button if you haven't gone to any other webpages in between.

Say: For example:

Using the same example, if I once again decided to practice typing after checking Facebook, I can use the forward button to take me right back to Typing Club.

Say: Right next to these straight arrow buttons, we have an arrow that goes around in a circle.

Ask: What do you think this might be?

Say: This is the Refresh button.

Ask: What does refresh mean?

Refresh (verb): to make an updated version of something to appear on a computer screen.

Say: If a webpage/site does not load correctly or if you want an update on a live event, you can use this button to get an updated/refreshed version of the website.

Ask: What does it look like when a website doesn't load correctly?

Say: It will look very strange and might look like a couple different things. Sometimes photos don't load and they're completely missing. In this case you would see a description of the photo in a big white space where the photo should be.

Say: Another common example would be if you see a one-color background with words in a column on the side of the screen.

Say: If a website is having trouble loading and it's taking a while, a stop button will replace the refresh button. We can use this stop button to stop the loading process.

Activity #1:

Unit 6 Lesson 3.Activity.Browser Toolbar Review

Activity #2:

Use the arrow buttons on class computers to navigate around different websites.

Instructor models step by step for students to follow along until students are more comfortable with these buttons.

Bookmarks:

Say: The Browser toolbar has one more important shortcut that will make our lives a lot easier.

Say: If there is a website that you go to or use often, you can bookmark it. When you bookmark a website it means you can click a button instead of typing the address out in the Address Bar.

Ask: What is a bookmark in every-day life?

Bookmark (n): Something that is put in a book to show the place where you stopped reading.

Say: On a web browser, a bookmark (sometimes also called a favorite) is a button that we can click to go quickly and directly to a website that you use often.

Project Image 3: Web Browser Toolbar

Ask: Inside the address bar on the very right side, what do you see? (a star icon)

Say: After you go to a website, you can click this star button to make the website a bookmark.

Say: When you click this button, a small box will pop-up to ask for more information. It should look like this.

Project image 4: Bookmark Pop-up

Ask: What information does this window ask for? (name and folder)

Say: A lot of the time, the browser will automatically give the bookmark the same name as the webpage, but you can change that here.

Say: We can also tell the computer where we want to keep the bookmark.

Say: The main place you should keep your bookmarks to keep them easily visible is the bookmark bar.

Say: Let's look at where that is!

Project image 5: Toolbar with Bookmarks

Ask: Look under the address bar. Do you see the buttons with a picture and a name?

Say: Each of these buttons is a bookmark and this place with all of them in line is called the bookmark bar.

Ask: How many bookmarks do you see?

Ask: What are the names of these bookmarks?

Say: Let's explore this on classroom computers.

Activity #1:

Direct students to a website commonly used in class like typingclub.com or digitallearn.org and make this website a bookmark by clicking the star button. Make sure students have saved the bookmark to the bookmark bar! After finishing, students should close the browser window and open a new one. Students should be able to see and click on the new bookmark on the toolbar.

Evaluation:

Directions:

Students will navigate to the other two websites and practice bookmarking both.

Students self-assess. The teacher returns to the objectives ("I can" statements) and asks learners to find an emoji on their device or in their laminated set to describe how they feel on their learning in regard to each objective. The teacher records their responses to inform the review activity for the following lesson.

Sources:

<https://websitebuilders.com/how-to/web-at-a-glance/web-browser-anatomy/>

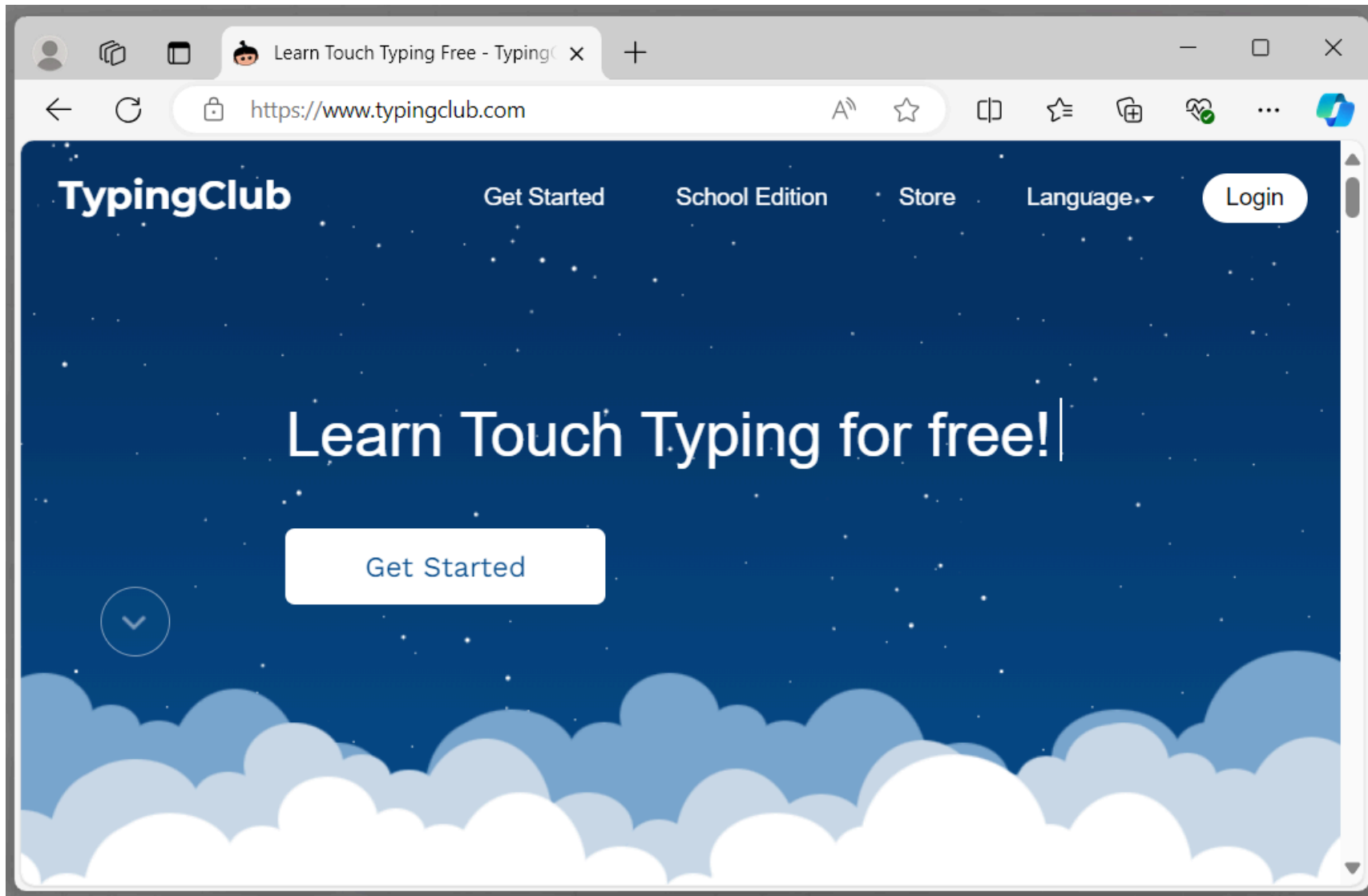


Image 1: Full Web Browser Window

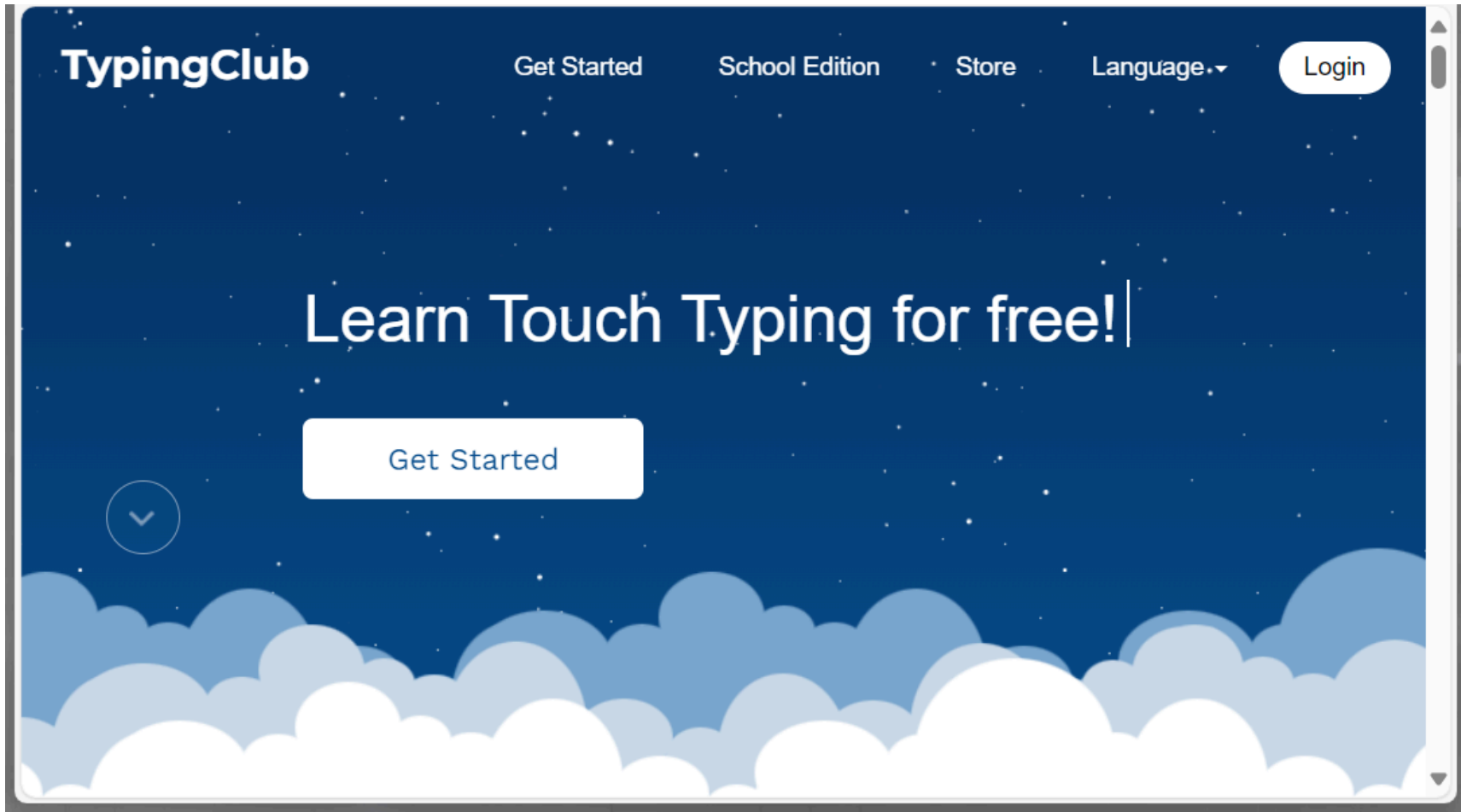


Image 2: Main Viewing Panel

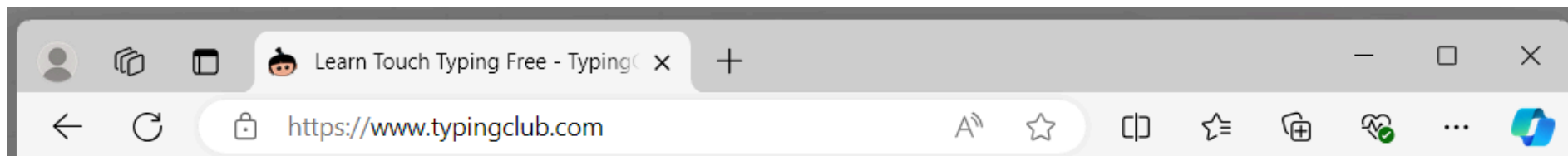


Image 3: Browser Toolbar

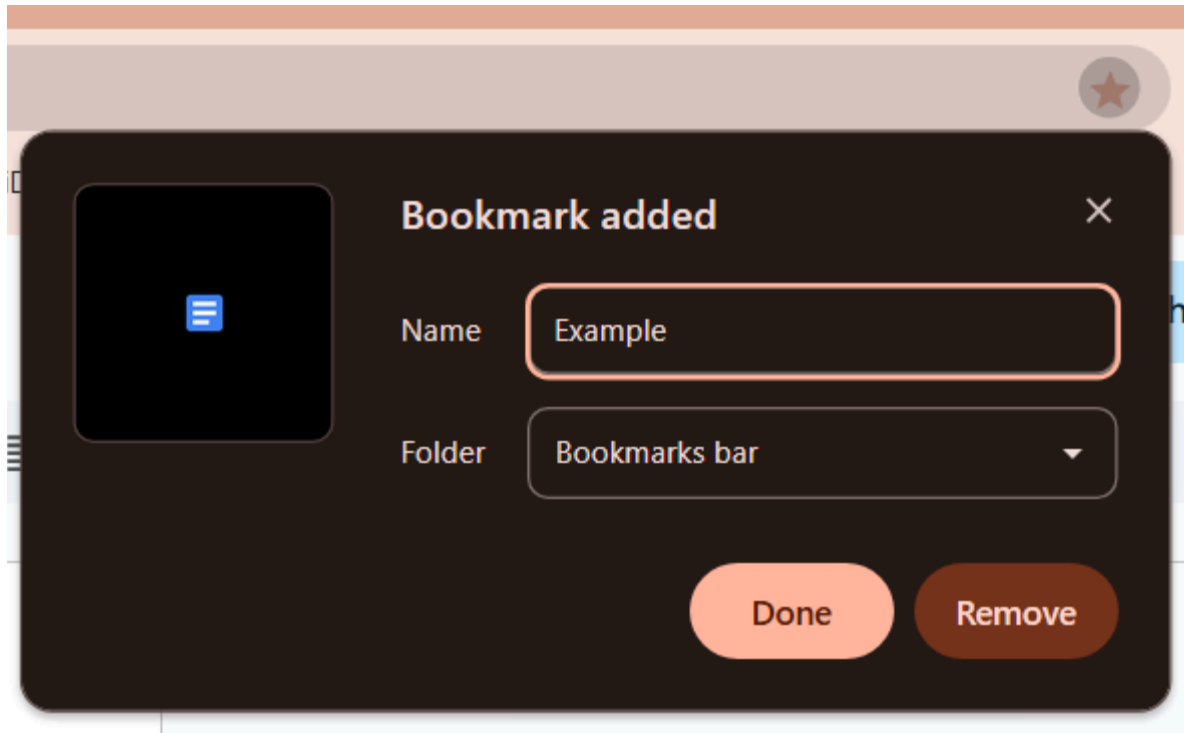


Image 4: Bookmark Pop-up

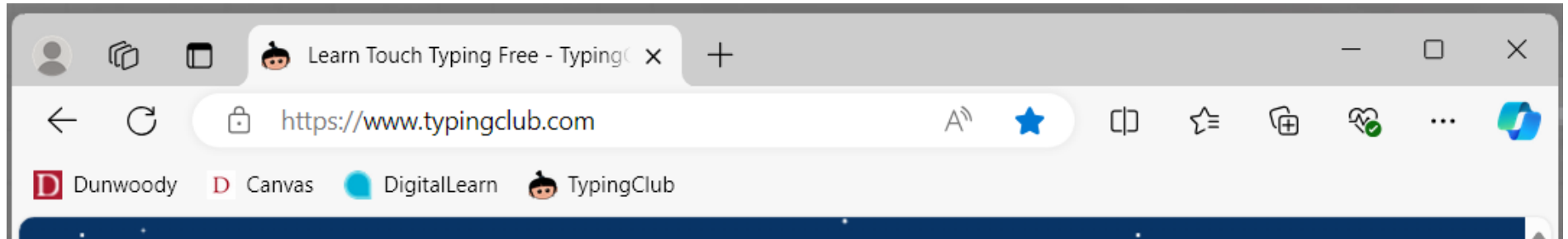


Image 5: Toolbar with Bookmarks

Unit 6 Lesson 3 Activity: Going to Websites

Directions:

Open a web browser window.

Click on the address bar.

Type the URL into the address bar.

Press **Enter** when you finish to see where the website takes you.

1. <https://www.weather.com>

2. <https://www.lyndale.org>

3. <https://www.minneapolisparcs.org>

4. <https://www.mn.gov/commerce/energy/consumer-assistance/energy-assistance-program/>

Name: _____

Unit 6 Lesson 3 Activity: Browser Toolbar Review

Directions: Name the parts of the Chrome toolbar.

Back

Forward

Refresh

Close window

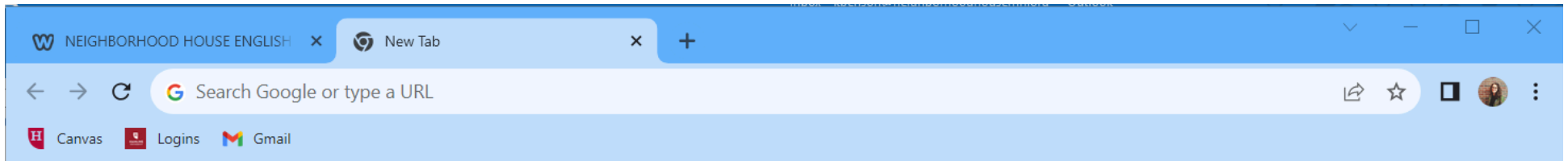
Minimize

Maximize

Web Address Bar

Make bookmark

Bookmarks/favorites bar





Unit 7, Lesson 1: Creating & Using Internet Accounts

Note to Teacher: If students are newcomers, they may not have experience with banks or saving/checking accounts. However, they may be familiar with different forms of borrowing and lending money from a neighborhood collective. Consider surveying students at the beginning of class to gauge their past experiences with these ideas and concepts to be used in the metaphors for today’s lesson.

Northstar Standards	Objectives/SWBAT
Using Email: 3. Register for a new email account, using a professional user name and a strong password.	I can differentiate between sign-in, sign-up, and sign out. I can create a web account on a website.
Seattle Digital Equity Initiative Skills Framework	I can enter in my username and password to sign-in to my account.
DO.3 Keep Devices Safe & Secure: Protect devices by managing risks & threats in a digital environment by applying safety & security measures EF.10 Create Safe Passwords: Password basics: creation, safe storage, resetting	I can sign out of multiple accounts. I can find the “Forgot Password” button if I forget what my password is for an account.

Materials to prepare:

- Teacher-created screenshot of the account creation pages for typing club and/or gmail (base this off the websites you want your students to create an account for!)
- Unit 7 Lesson 1.Password Log for students to record their username and password (if possible print on neon paper)
- Unit 7 Lesson 1.Student Lesson Guide
- Unit 7 Lesson 1.Additional Lesson Images
- Speakers & appropriate cables to connect the teacher’s laptop to the screen and project [a video](#)

Vocabulary to Review Before the Lesson

1. *Username (n):* A name used to identify yourself on a website, computer, app, etc.
2. *Password (n):* A secret series of numbers or letters that allows you to use a computer or internet account.

Vocabulary & Concepts Introduced in Lesson

Account Sign-up	Email address Case Sensitive	Forgot Password Account Settings
--------------------	---------------------------------	-------------------------------------

Lesson Plan:

1. Warm-up
2. What is an online account?
3. Creating an online account
4. Accessing your account
5. Account Recovery
6. Signing Out
7. Evaluation

Review & Warm-up:

Community Building: Circle up. Quiz learner’s on each other’s name, especially when there are new learners or sporadic attendance. **Ask:** What did we do in class last session? What are the parts of a browser menu? How can you open a new tab? A new window?

Teacher models how to connect to the internet in their classroom setting. Students practice connecting to the internet and then type in the URL of two websites that they will need in class on two different tabs: <https://www.google.com> and <https://typingclub.com>.

See the “Review & Warm-Up Slide” Do Now activity.

What is an Online Account?

Ask: What is an account?

Ask: What accounts have you used before?

Ask: What do you need to access your accounts?

Say: Some websites will ask you to create an account with them.

Ask: Why do you think they might do this? (save information, keep your information secure, allows you to access more things online, payments, etc.)

- Ex: Online banking, Streaming Services, typing club, email, etc.

Ask: What information do you need to access an account? (i.e. a bank account) [an account number and a pin number]

Say: The account number is the name of what account you have so they can open the right one and the pin number is the password that only you know—it verifies you own this account and keeps it secure.

Say: Online accounts are similar. In order to access accounts that have already been created—you need the name of the account and a password only you know.

Say: An online account needs a username and a password.

Ask: What is a username?

Review [U1.L3](#) discussion about user and username, if needed.

Say: All website accounts are different! You need to make different accounts for each one.

Ask: Just like banking, say you have an account with Wells Fargo—Can you go to Capital One bank and use your Wells Fargo account number and pin to get your money? (NO) Why not? (because it's a different bank)

Say: Websites are the same. Websites don't share information or accounts (just like different banks).

Creating Accounts:

Ask: What information do you think you need to create an account? (for most internet accounts)

Say: Unless you are accessing banks or government accounts—never give a website your social security number!

1. Username:

Say: Most websites will ask you for a **username**.

What is a username?

Say: A username is usually a combo of upper and lowercase letters (sometimes also numbers and symbols)

Say: Most often, websites will use your email address instead of asking you to create a username.

Instructor Note: If needed, return to analogy from Unit 1 of choosing which door to open (username), selecting the correct key (password), and then turning the key (press enter)

2. Email address:

Ask: What is an email address?

Say: An email address is an address for an electrical mailbox account.

Say: Sometimes a website might ask for a second email address. This is to help recover a password if forgotten and can be used to verify your identity.

3. Your Name

4. Your Phone number

Say: Usually this is to help verify you are who you say you are.

5. Birthdate

Say: Some websites have an age requirement for users. For example, a lot of social media accounts require a user to be at least 13 years old.

6. Password

Say: Passwords usually have special requirements. These requirements can change a lot from website to website. Some common ones are:

1. at least 8 characters
2. at least 1 capital letter, lower-case letter, and a symbol.

Say: Some things to keep in mind when you make a new password:

- Passwords are case-sensitive. What does this mean?
- Make it memorable without using your personal information.
- Stay away from anything someone might be able to guess. (for example: Birthdays, names, phone numbers, etc.)
- Use a phrase instead of just one word.
- Substitute symbols or numbers for letters. (for example: 3 instead of E, ! for 1 or i, \$ for S, @ for a, etc.)

Optional: DART Lesson 8 on Creating Strong Passwords is a great additional resource.

https://tcall.tamu.edu/docs/dart/lessons/8-0_StrongAndWeakPasswordsLesson.pdf

Optional: Additional extension on Secure passwords:

- <https://edu.gcfglobal.org/en/internetsafety/creating-strong-passwords/1/>
- Watch the [video](#) together
 - Targeted listening: What should your password include? What shouldn't it include? What are two (2) ways you can make a password stronger? How can you keep your password safe/secret?
 - Create 2-3 example passwords with your partner
 - How might you change your current gmail password?

There are 4 main steps to follow when you want to create a new account on a website. Let's walk through that now.

Instructor note: Use the [Additional Lesson images](#) to walk through these steps or project steps on a computer.

Steps to create a new account on a website:

1. Go to the website
2. Look for and click the "sign-up" button (this button location will vary greatly from website to website)
 - If you can't find a button that says Sign-up, click on the login button. Most websites will say "Don't have an account? Sign Up" with a link attached. Click the blue words and it will send you to the right place.
 - Challenge: Ask learners to compare where this button is across the websites and tabs they have open.
3. Enter in the requested information.
4. Make sure to complete & **submit** this info—it won't create an account if you don't. Look for a button at the very bottom of the form that says "submit" or "create" or "Sign Up"

Activity:

Instructor walks students through making an account on Typing Club. Pass out the [U7 Password Log](#) and model where to record username and password on the handout. Offer students the option of bringing it back to class every session or the teacher holding onto it.

Challenge: Create gmail accounts for those without. Students that already have an email address can practice logging in.

Note to Instructor: During our curriculum pilot, we found most students already had gmail accounts. When we logged in on the classroom computers, this created significant confusion due to the two-step verification process. If you and your learners want to explore **creating gmail accounts**, consider using the following materials to support teacher and student exploration:

<https://edu.gcfglobal.org/en/gmail/>

Note to Instructor: If **two-step verification** comes up, consider using the following materials to support teacher and student exploration:

<https://edu.gcfglobal.org/en/thenow/what-is-twofactor-authentication/1/>

Accessing Your Account:

After you create an account on a website, to enter your account, all you need is your username and password.

To login to your account, use these steps:

1. Go to the website
2. Click the Sign In or Login button
3. Type in your username and password (Remember to click on the white boxes before you start typing!)
4. Click the Submit or Login button (you can usually use the Enter key here too)

Activity:

Students practice logging into Typing Club accounts.

(Optional) Account Recovery:

Note to Instructor: If one learner is experiencing this issue, then use it to teach the class what to do in this situation. We don't recommend having all students walk through these steps as it's likely to lead to more than one person getting locked out of their account or having more significant issues with continuing the practice.

Ask: What happens if I forget my password or username? What should I do?

Say: Click on the "I forgot ..." button

Say: This will use an email address, a registered device, or phone number to verify it's you before giving you your username or asking you to create a new password

Teacher Demonstrate (if needed)

Instructor Note: Learners must have their cell phone with them for password recovery! Cell phone must be charged with data on or connected to the internet.

Optional practice: Students practice recovering their typing club account by using their gmail account to get the link.

Signing Out:

Ask: What does sign out mean?

Ask: Why is it important to sign out of an account?

Say: We don't want other people to have access to your account if they use the same computer.

Say: Never save your username and/or password on a shared or public computer!

Say: No one else should have access to your accounts (maybe your spouse but not always) especially if your account has sensitive information.

Say: To log out of your account, look in the top right corner for a hidden menu about your account.

Project Image 4

Say: In the upper right hand corner is going to be your account information, typically displayed with the first letter of your email address or your profile photo.

Say: That is where your account settings and login information will be.

Say: And this menu will usually have a Sign Out button. Click this button and make sure to wait to confirm you've been signed out.

Activity:

Students practice signing out of account.

Evaluation:

Have students use all of these skills by creating an internet account with a different service. Students can start by creating an account with USA Learns. Instagram or another social media account can be a challenge option for more advanced students.

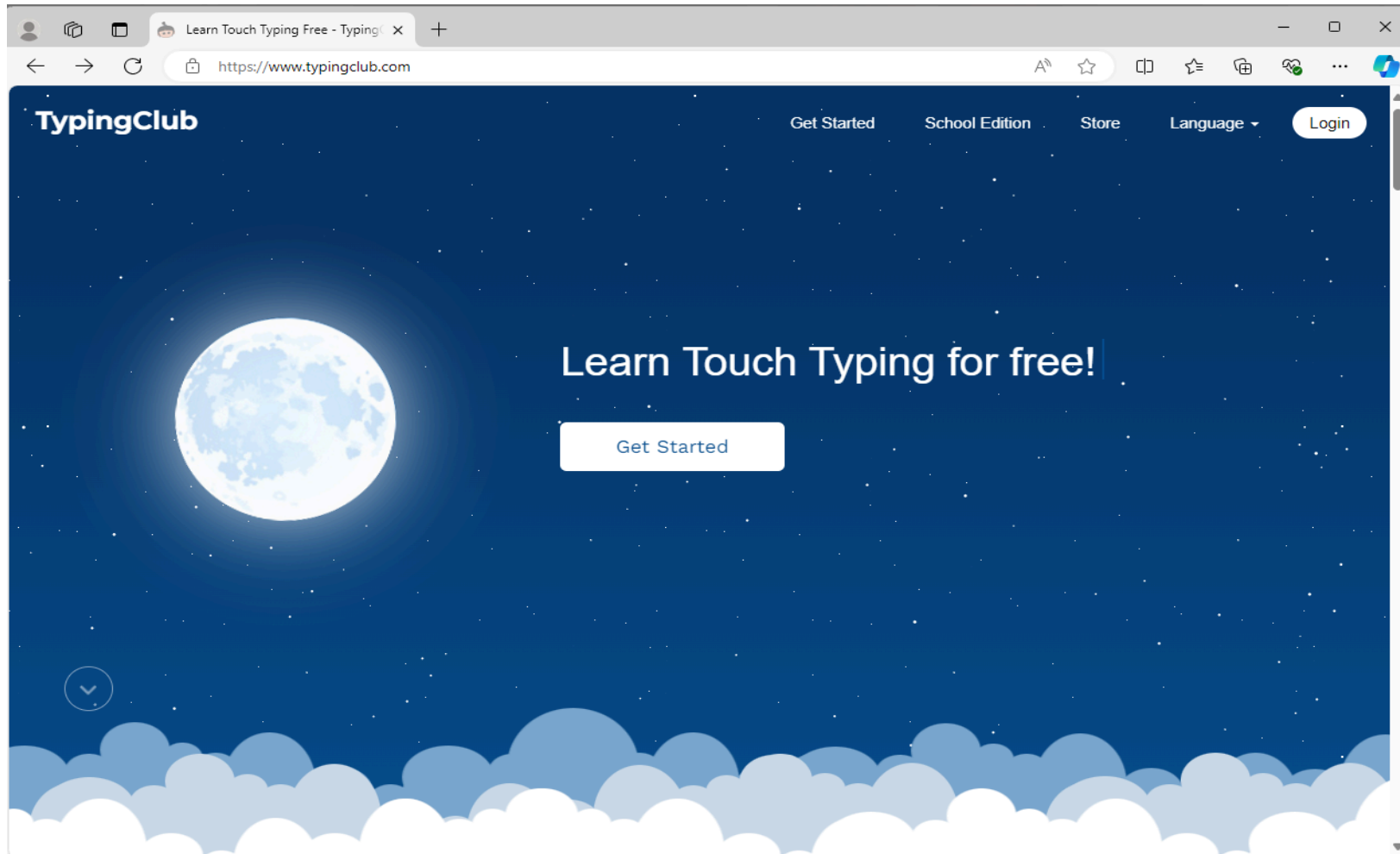


Image 1: Typing Club Home

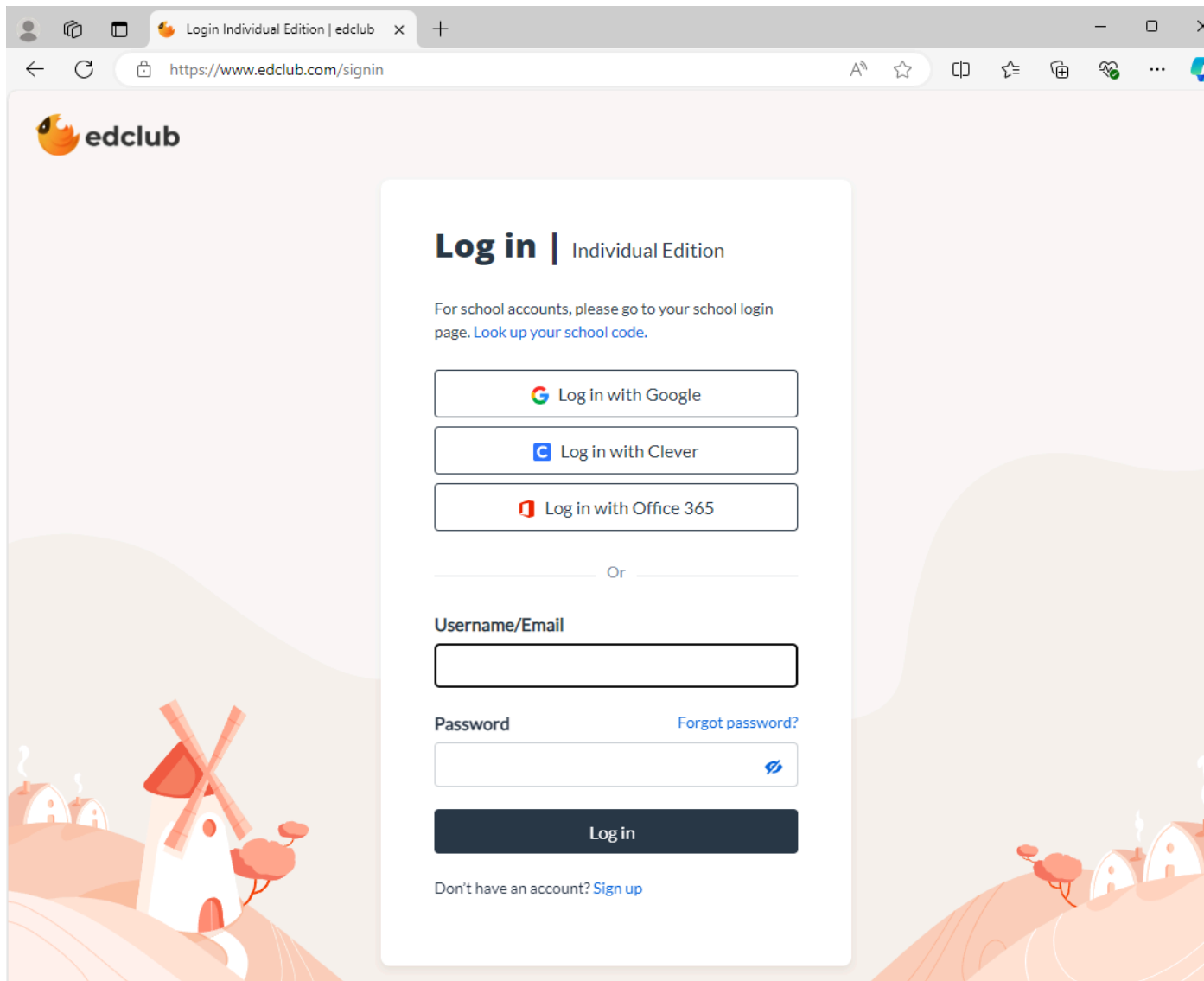


Image 2: Typing Club Login

First name

Last name (Optional)

Username/Email

Password

I agree with edclub [terms of use](#) and [privacy policy](#).

Sign up

Already have an account? [Log in](#)

Image 3: Typing Club Sign Up

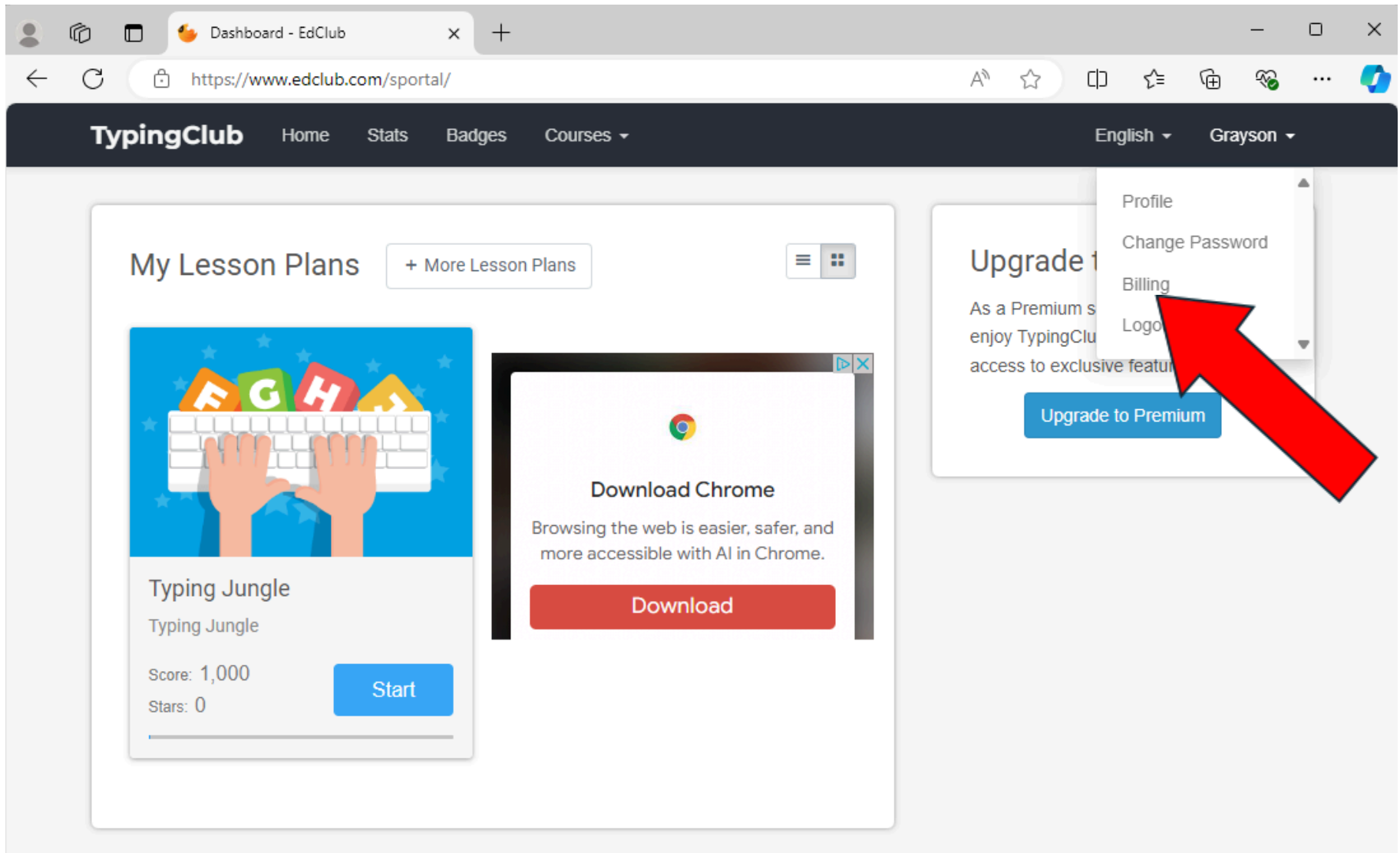


Image 4: Logout



Unit 7 Lesson 1: Student Lesson Guide

1. What is a website account?

2. Can you use the same account on different websites? Why or why not?

3. What information should you **never** give to a website? What is the exception to this rule?

4. When you create a new account, what information might the website ask you for?

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

5. What are the steps to create a new account on a website?

a. _____

b. _____

c. _____

d. _____

6. What are the steps to login to your new account?

- a. _____
- b. _____
- c. _____
- d. _____

7. How do you sign out of an account?



Name: _____

Unit 7 Lesson 1: Password Log

Website: Gmail

Username:

Password:

Website: Typing Club

Username:

Password:

Website:

Username:

Password:

Website:

Username:

Password:



Unit 7, Lesson 2: Search Engines

Northstar Standards	Objectives/SWBAT
Internet Basics #3 Demonstrate familiarity with website structure (e.g., landing pages, internal pages). #10 Identify address bar and demonstrate understanding of its functionality. #12 Perform internet search using clear parameters (terms and filters).	I can identify what search terms to use for a specific question. I can use a search engine to answer a question. I can identify search results.
Seattle Digital Equity Initiative Skills Framework	I can use a search engine to find the web address of a requested website.
Essential Foundations (E.F.) EF.2 Search the Internet: Basic Internet searching	

Materials to prepare:

- Variety of highlighters
- Class computers
- Unit 7 Lesson 2.Additional Lesson Images

Vocabulary to Review Before the Lesson

1. *Search (v)*: To carefully look for something : to try to find something.

Vocabulary & Concepts Introduced in Lesson

Search Engine Search Terms	Web Address Bar Search Bar	Search Results Link/Hyperlink
-------------------------------	-------------------------------	----------------------------------

Lesson Plan:

1. Warm-up
2. What are Search Engines?
3. Search Terms
4. Using Search Engines
5. Search Results
6. Evaluation

Review & Warm-up:

Ask: Which websites did we visit last class? Where did you write down or save your passwords?

Think-Pair-Share: First students take a few minutes to think about the questions on the board. In pairs, students brainstorm their answers to the questions posed.

Write out the steps you take to login to typingclub.com:

1. Turn on the computer (teacher and student generate this together)
2. _____

Students practice navigating back to a website we used last lesson (gmail, typing club, usa learns, instagram) and log back in!

Self Assessment: Instructor introduces the collection of printed emojis and asks learners to describe the different emotions. Each learner should have their own [set of emojis](#). **Ask:** What does each emoji communicate? After the class agrees on the meaning of each emoji, the teacher reviews the lesson objectives with the learners:

I can use a search engine to answer a question

I can use a search engine to find a picture of an animal

I can use a search engine to find the web address of a requested website

Learners each choose an emoji from their set to either place at their desk to communicate their level of comfort with the objective, or learners stand up and post their emoji on the board next to the corresponding objective. At the end of the lesson, the instructor should reference back to this assessment and check to see how student confidence levels changed.

What are Search Engines?

Ask: Why do you use the internet? What do you search for on the internet?

Create a class-generated list of reasons why people use the internet or what kinds of things one might search on the internet for.

Keep the list visible on the board for the lesson.

Say: Today we are going to talk about and explore search engines.

Ask: What do you think a Search Engine is? (gather various responses)

Say: Let's break down the words.

Ask: What does it mean to search?

Ask: What is an engine?

Engine (n): Something that produces a particular and usually desirable result : a machine

Say: A search engine is a website that helps us search the internet for something (usually another website).

Say: A search engine will use the words you give it to look around the internet for websites that have the same words.

Ask: What are some search engines that you have used before? (Elicit a list of search engines from students.)

Say: Some popular search engines are google.com, duck duck go, Bing, and Yahoo Search

Say: All these websites have the same job. They just look different because they are made by different companies.

Say: There are some small differences between all of them, but for the most part, they're the same.

Say: For today's practice, we'll be using google.com since it's the most popular.

Search Terms:

Say: In order to use a search engine well, we need to understand Search Terms.

Ask: What is a *term*?

term (n): a word or phrase that has an exact meaning.

Ask: What do you think a search term might be?

Say: A search term is a word we use to search.

Say: A Search Engine like google.com will use the search terms and look all around the internet for websites that have those same words.

Say: We do NOT need to use sentences or full questions. In fact, we want to avoid using too many words.

Say: We need to break a sentence or question down into 1-3 words that are the most important. Those are the search terms.

Instructor note: For the following examples, pose the question and ask students to identify the most important words/search terms.

Example Question: "What is the weather today?"

Say: The most important words in this question are "weather" and "today"

Say: So, our search terms are "weather today".

Example Question: Where is the nearest post office?

Search Terms: "post office near me" or "nearest post office"

Say: We can use a lot of different words or phrases that mean the same thing when identifying search terms.

Say: The main idea here is that we want to use as little words as we can.

Instructor note: Continue with various examples until students are comfortable with identifying

search terms.

Search Terms Activity:

Return to the student created list of search queries. Ask students to work with their elbow partner. Assign a query to each pair and ask them to first write out the full question and then highlight the two to three most important terms they would use in a search engine.

Using Search Engines:

Project image 1: Google Landing page

Say: When you first go to google.com, you will see something like this picture.

Say: Here we have 2 different bars that go across the window: the Search Bar and the Web Address Bar.

Ask: Where is the Web Address Bar? (on the toolbar at the top)

Ask: Where is the search bar? (in the middle of the window)

Ask: How do you know which one is the address bar and which one is the search bar?

Ask: Can you see the search icon inside the search bar?

Say: The search bar is what we use to type our search terms into the search engine.

Instructor note: Some students might have some confusion here regarding the search bar on the taskbar at the very bottom of the computer screen. Make sure to emphasize that the search bar on the taskbar will search your computer and doesn't need an internet connection whereas the search bar on google.com searches the internet and requires internet to work.

Say: We use the Web Address bar to type in URLs to go to a website.

Say: We can also use the Address bar to search, but it will automatically use the same company's search engine.

Say: For example, if you are using Microsoft Edge and type in search terms into the address bar, the browser will automatically use Bing to search because it was made by the same company.

Say: In the same way, if you are using Google Chrome and type in search terms into the address bar, the browser will automatically use google.com to search because it was made by the same company.

Say: On the other hand, the search bar ONLY uses search terms.

Say: We can NOT use the search bar with a URL to go directly to a website.

Say: URL's only go in the address bar, but search terms can go in both places.

Say: Now that we understand the parts of a search engine, let's talk about how to use one.

Say: First, I will show you how to use a search engine and then we'll practice together.

Ask: Remember, before we can go to a place on the internet, what do we need?

Say: We always need an internet connection and an open web browser.

Instructor note: Model steps here as needed.

Steps to use a Search Engine:

1. Go to search engine website
2. Look for and click on the search bar
3. Type in your Search terms
4. Push Enter

Activity:

Students follow steps and enter the search terms created in previous activities into the search bar.

Instructor note: As students explore different search queries, encourage them to use the back and forward buttons to navigate between result pages they have already been to.

Search Results:

Say: Now that we know how to use a search engine, let's talk about what you get at the end of a search: the search result page.

Ask: What is a result?

Result (n): the end : final thing made by a search.

Ask: What do you think a search result page is?

Say: A search result page is a list of websites that have words that match your search terms.

Project Image 2: Example Search Results Page

Say: Here is an example search results page.

Ask: What are the search terms for this example? (practice typing)

Ask: How many website results do you see? (3 results)

Instructor note: Point out and/or circle each individual result on image.

Say: There are 3 results that you can currently see, but if you scroll down the page, you will be able to see many more.

Say: A search result will have 3 parts: the webpage name in blue, the web address, and a short description that comes from the webpage directly.

Say: To open and go to a result, click on the web page name in big blue letters. This is a link (also called a hyperlink) that will send you the webpage.

Say: Sometimes (but not always), you will see advertisements at the top of a search results page.

Say: We'll talk much more about this in the next lesson, but for now, keep an eye out for the words "ad", "advertisement", "promotion", or "sponsored". All of these words mean the same thing and

companies are required by law to include them.

Activity #1:

Instructor Note: Given the ongoing updates to browsers, we suggest projecting the results of a search on the day that you teach this lesson (instead of using the example images as it will most likely appear different).

Teacher projects their screen of a search result. Assign roles to students, they stand up and annotate on the whiteboard:

- One student should circle all the advertisements in purple (if applicable)
- Another should underline the URLs in green
- Another should box Webpage name (also a link)
- Another should label the excerpt from the webpage

Activity #2:

Teacher poses questions to the class such as, “How many food shelves are in the area?” or “what are the hours to the nearest post office?”. Ask students to identify the search terms and use google.com to find the answers. Encourage students to open links and explore different search results.

Evaluation:

Students self-assess. The teacher returns to the objectives (“I can” statements) and asks learners to find an emoji on their device or in their laminated set to describe how they feel on their learning in regard to each objective. The teacher records their responses to inform the review activity for the following lesson.

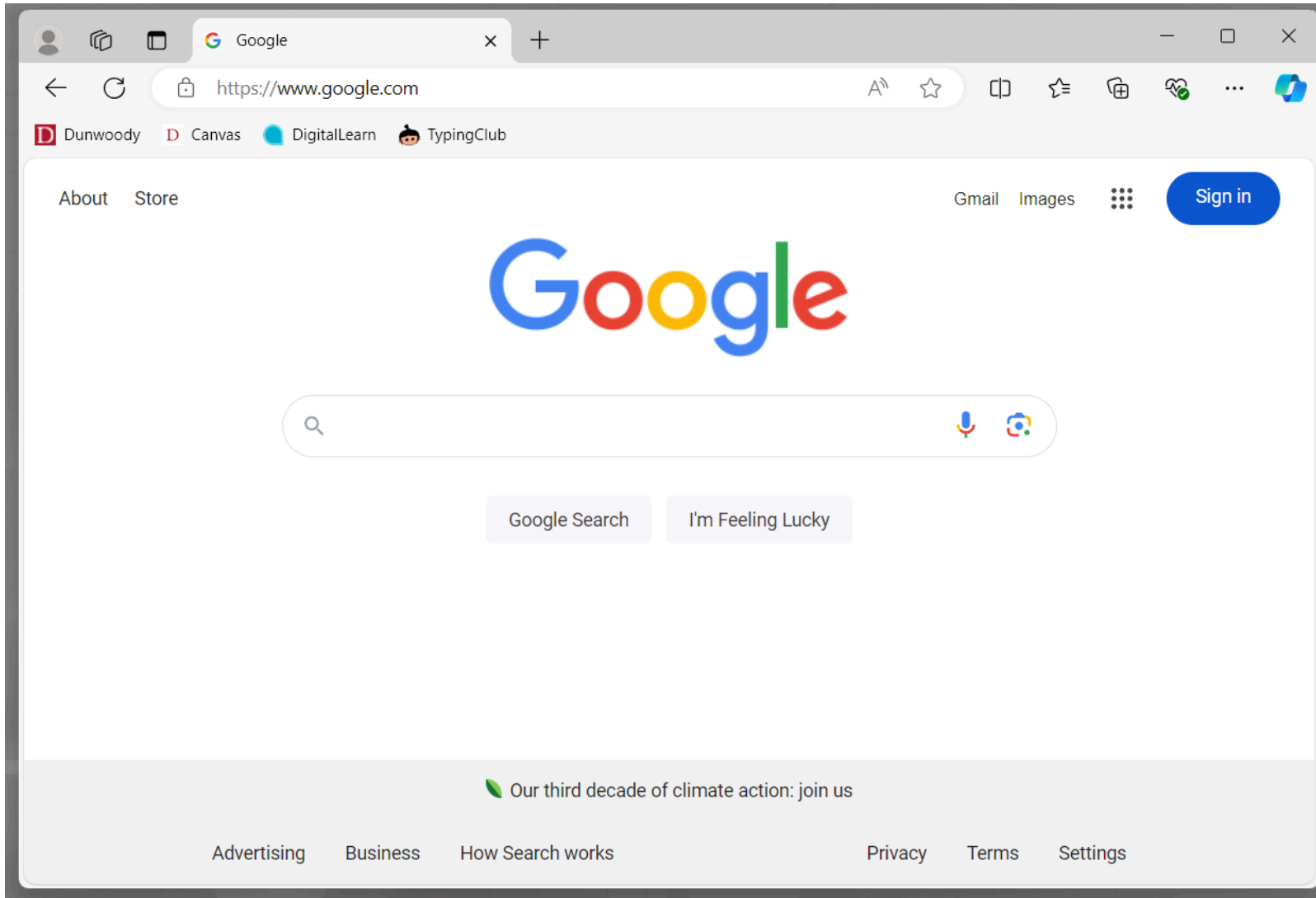


Image 1: Google Landing Page

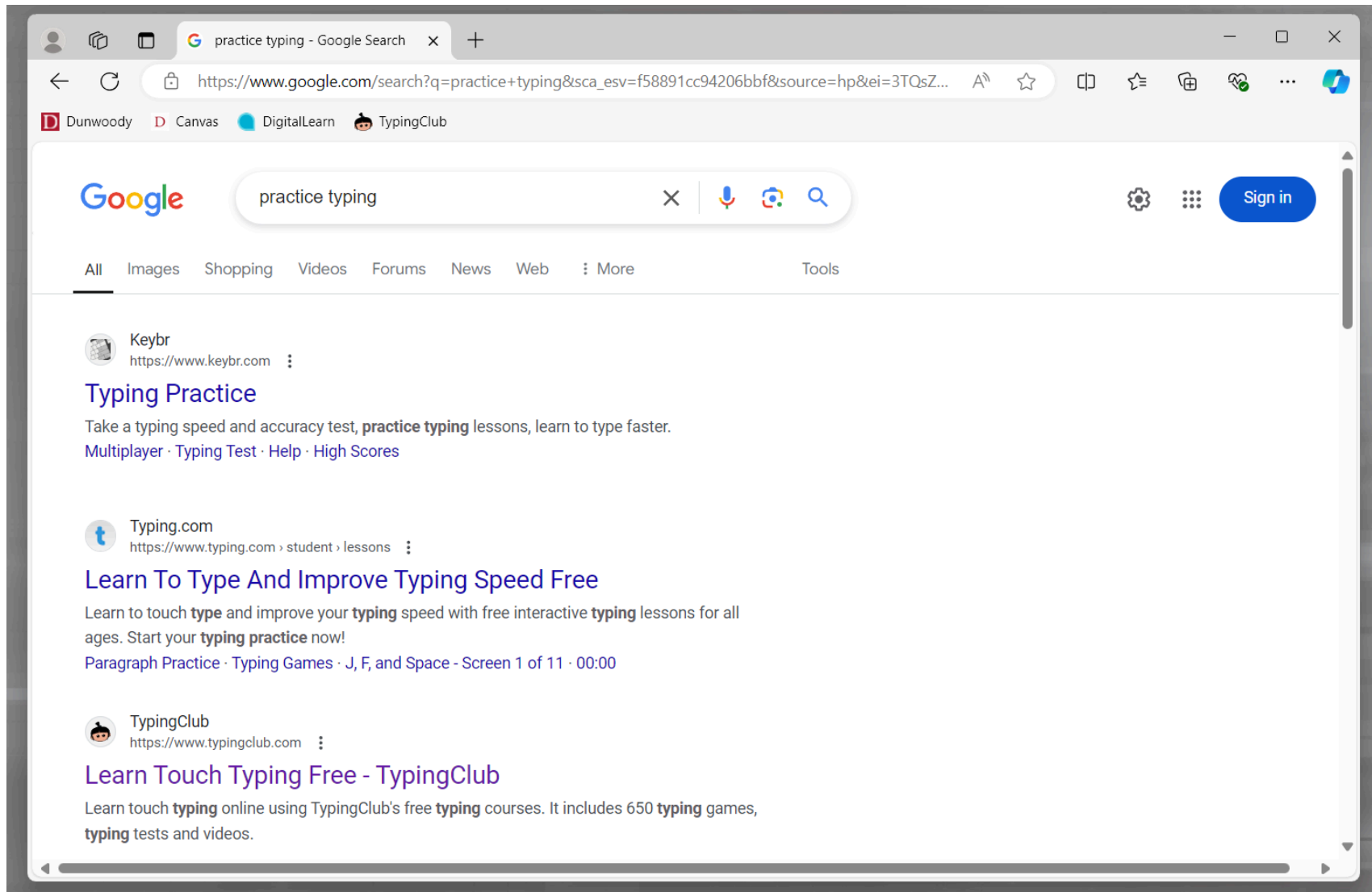


Image 2: Search Results Example



Unit 7, Lesson 3: Internet Safety

Note to Teacher: It may help to review or re-teach [Unit 5, Lesson 1 Internet](#) before embarking on this lesson.

Northstar Standards	Objectives/SWBAT
<p>Internet Basics</p> <p>6. Demonstrate understanding of when it’s safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).</p> <p>7. Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks).</p>	<p>I can choose the best type of internet connection (private/public) for a stated activity.</p> <p>I can identify secure websites.</p> <p>I can identify scam text messages using warning signs.</p>
<p>Seattle Digital Equity Initiative Skills Framework</p> <p>EF.10 Create Safe Passwords; Password basics: creation, safe storage, resetting</p> <p>EF.12 Protect My Privacy on Shared Devices; Understand how to protect privacy when using shared devices and public Internet (signing out of accounts, clearing search history, etc.)</p> <p>DO.3 Keep Devices Safe & Secure; Protect devices by managing risks & threats in a digital environment by applying safety & security measures</p>	<p>I can make suggestions to others, verbally and in writing, about staying safe from scams.</p>

Materials to prepare:

- Before class, email students the [U7.L3 Flippity Activity](#)
- Unit 7 Lesson 3.Additional Lesson Images
- Unit 7 Lesson 3.Activity.Recognizing Scam Messages
- Unit 7 Lesson 3.Activity.Recognizing Ads Online
- [3-2-1 Assessment & Reflection](#) hard copy for each student

Vocabulary to Review Before the Lesson

1. *Suspicious (adj.):* causing a feeling that something is wrong or that someone is behaving wrongly.

Vocabulary & Concepts Introduced in Lesson

Unsolicited Secure	Sponsored Promotion	Advertisement
-----------------------	------------------------	---------------

Lesson Plan:

1. Warm-up
2. Public vs Private internet connections
3. Internet Security:
4. Account Safety Measures
5. Online scams
6. Evaluation

Review & Warm-up:

Community Building: Circle up. Quiz learners on each other's name, especially when there are new learners or sporadic attendance. **Ask:** What did we do in class last session? What questions remain/do you still have?

Teacher models how to connect to the internet in their classroom setting. Pause to allow learner to connect to the internet. Teach models logging into gmail in the classroom setting. Pause to allow learners to login to gmail accounts on class computers.

Challenge: Teacher elicits the step-by-step instructions from learners for the following two activities. As learners explain the steps, encourage one-two students to sit at the teacher's computer while another stands at the board to point out where to click. A fourth student should act as the note keep and write each step on the board.

1. Connect to internet (if applicable)
 - a. Student: Open the laptop, press the power button
 - b. Check in the lower right hand corner, and open the _____ menu.
 - c. Select _____ internet.
 - d. Enter the password.
2. Login to Gmail

Public vs. Private Connections:

Ask: What are the different types of internet connections?

Ask: When we talked about the internet, we learned about two different kinds of connections.

Ask: What are they? (private and public)

Ask: Where would you find **public** internet connections? How do you know the connection is **public**?

Ask: Where do you find **private** internet connections? How do you know the connection is **private**?

Review what is and is not safe to do on public connections:

- Banking
- SSN
- Sensitive information
- Checking email
- Purchasing using cards/bank information
- Social media

Instructor Note: Ask students to use critical thinking skills here – what do they think is safe/not safe to do on a public connection?

Activity:

Directions: Ask students to check their email. Refer back to the steps written on the board in the warm up. Ask students to open the email from the teacher titled, "[U7.L3 Flippity Activity](#)." Ask students to click on the hyperlink. Students work individually or in pairs to sort the different activities.

Variation: The whole class generates a list of different things you can do on the internet. Teacher writes the activities on the board. Students pair up and decide what is safe to do on a public connection. Students

Ads:

Say: There are a **lot** of safety issues on the internet. Let's talk a little about how to stay safe and what to look for when you're exploring the internet.

Say: Let's start with what ads look like on the internet and how to recognize them.

Ask: What is an ad? What is Ad short for?

Advertisement (n): Something that is shown to people to help sell a product.

Say: Unfortunately, a lot of companies try to do as much as they can to hide that something is an Ad. Companies are required by law to tell consumers it's an AD but they like to do as much as they can to tiptoe that line.

Say: One way they do this is by changing the label "Ad" to "promotion" or "sponsored". These words all mean the same thing: someone is trying to sell you something.

Say: They might also make the label very small so it's easy for people to miss.

Say: Sometimes you might see a blue triangle and “x” in a corner instead. Let’s look at some examples of this.

Project Images 1 & 2 and ask students to identify the ads.

Activity:

[U7.L3 Ad Activity](#)

Secure Websites:

Say: When we are exploring the internet, it’s very important to make sure we are on safe websites.

Say: When you go to a website that might be dangerous, the web browser will usually tell you it’s not safe and block you from continuing to the site.

Say: However, most of the time, there is only a small signal that can tell you if a website is secure or not.

Ask: What does secure mean?

secure (adj.): protected from danger or harm.

Say: One way to check to see if the website is secure is to look for an SLL.

Say: SLL stands for Secure Sockets Layer.

Say: An SLL is a special certificate that websites can get by providing added levels of security to protect personal information and financial data. They have to prove they have this security in order to receive an SLL.

Ask: How can you tell if a website has an SLL?

Say: There are 2 ways we can tell if a website has an SLL. Our first way is to look at the URL protocol: https://

Say: Look for the **S** in the http**S**://. This S stands for Secure.

Say: The second way is to look at the address bar. If there is a lock icon in the far left side of the address bar, it means the website is secure.

Project images 3 & 4 for examples

If you don’t see either of these examples, your web browser might be hiding it in a hidden menu. If you click on the same place you would usually look for this information, a small menu will popup with more information.

Project Image 5

Other things to look for:

1. Spelling mistakes and design problems
2. Is there any real contact information?
3. Too many pop-up windows
 - a. Pop-ups to look for:
 - i. If they ask for any financial information
 - ii. Cybersecurity warnings - this is just to scare you into clicking on their link
 - iii. Ads for unrelated products or services

Activity:

Instructions: Go through the example images provided and ask students if the website is secure (where applicable).

Scam Texts:

Instructor Note: This is a general introduction to phone/messaging scams. If your learners want more instruction on this topic, consider the following resources:

Optional Additional extended resources:

- NorthStar has an excellent Scams/Phishing Email lesson
- [digitallearn.org](https://www.digitallearn.org/) has a section on online fraud and scams.
- [The Digital Skills Library](https://www.digitalskillslibrary.org/) has a variety of further resources on this topic.

Say: For this lesson, we're going to talk about those weird messages you get on your phone.

Ask: What is a scam?

Say: A scam is a way for someone to trick another to steal their money or information.

Say: Messaging scams will often ask you to click a link to receive a gift or fix an issue with your account.

Say: If you click the link, they'll ask you for your personal information or login username/password.

Say: They might also ask you to update a password or respond to a social media friend or contact request.

Say: Sometimes, clicking this link can also download a virus or malware onto your computer.

Project image 6

Say: Here is an example of a scam message. Let's go through this example and find all the clues that make it suspicious.

Instructor note: As you go through the following clues, ask students to identify any of these clues on the example image.

Ask: How can you tell if a message is a scam?

- Spelling mistakes or bad grammar
- Tells you they are a real official company but doesn't come from an official company email address.
- Pressures you to do something IMMEDIATELY or you risk losing an (fake) opportunity. they create a false sense of urgency to stop you from thinking too hard about it.
- They'll offer you something that seems too good to be true. On the internet especially, if something seems too good to be true—it is!
- It's unsolicited.

Ask: What does unsolicited mean?

Unsolicited (adj.): Not asked for; given or received without being requested.

Project image 7

Say: Here's another example of a scam message.

Ask: What are some clues that tell us this is suspicious?

Ask: What should you do when you get these messages?

- Delete them!
- Do **NOT** click any links
- Do **NOT** reply
- If you're worried about a charge or issue with an account, go to the actual website and login to your account to check. DO **NOT** use any links on the message.
- Why should you not click any links? What is dangerous about this?

Activity:

[U7.L3 Scam Messages Activity](#)

Evaluation:

Directions:

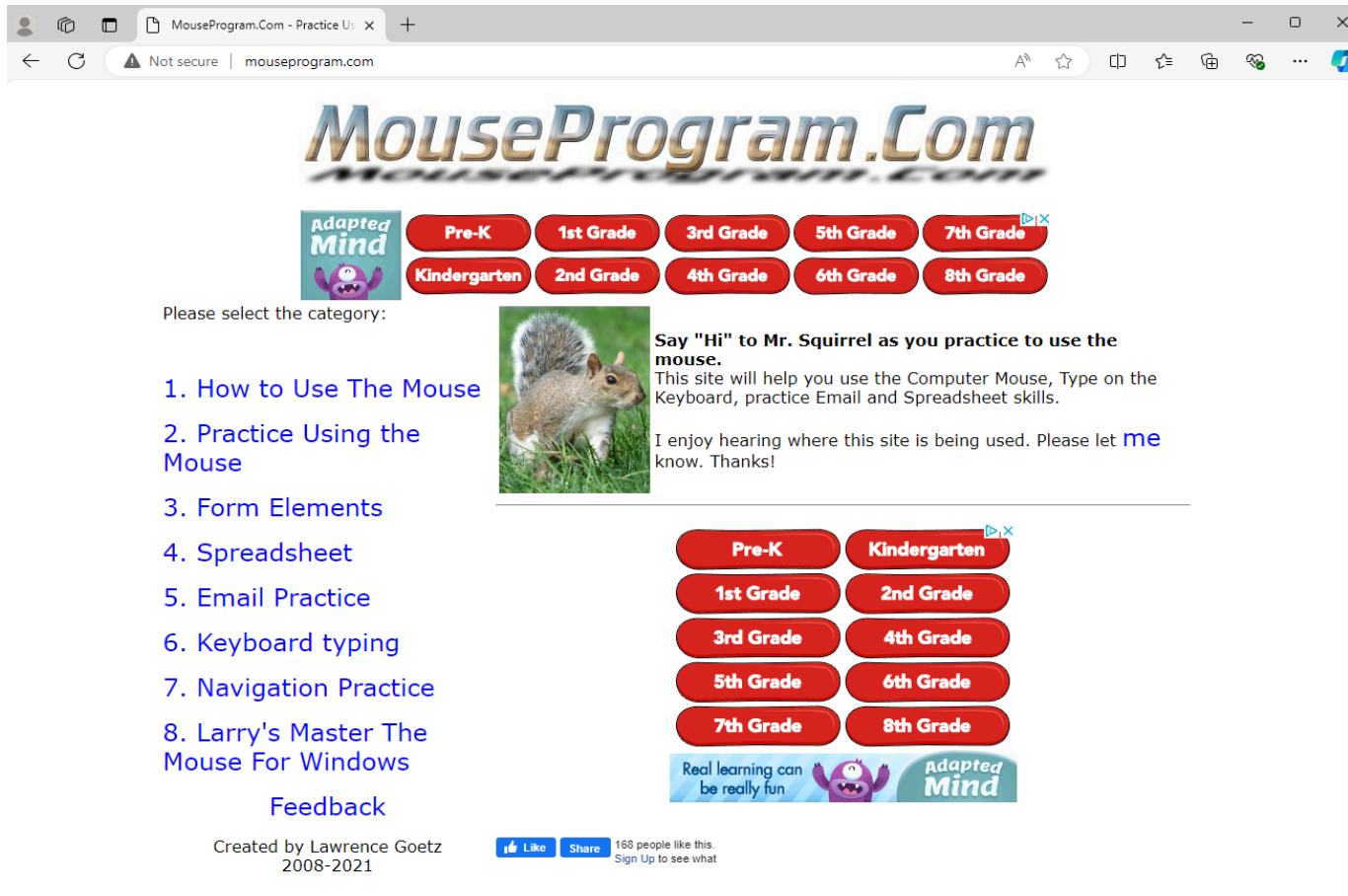
Pass out the "[3-2-1 Assessment & Reflection](#)" hard copy. Elicit the student responses. With the document camera, the teacher models writing one sentence together as a class. Then, ask a student to share their example. Last, allow time for learners to complete the prompt. Use this worksheet as an exit ticket. Learn more about the strategy and variations [here](#).

Instructor note: Make sure students logout of website accounts at the end of class.

Sources Used:

<https://us.norton.com/blog/how-to/check-if-a-website-is-safe>

<https://us.norton.com/blog/online-scams/what-is-phishing>



MouseProgram.Com

Adapted Mind

Pre-K 1st Grade 3rd Grade 5th Grade 7th Grade
Kindergarten 2nd Grade 4th Grade 6th Grade 8th Grade

Please select the category:

1. How to Use The Mouse
2. Practice Using the Mouse
3. Form Elements
4. Spreadsheet
5. Email Practice
6. Keyboard typing
7. Navigation Practice
8. Larry's Master The Mouse For Windows

Feedback

Say "Hi" to Mr. Squirrel as you practice to use the mouse.
This site will help you use the Computer Mouse, Type on the Keyboard, practice Email and Spreadsheet skills.
I enjoy hearing where this site is being used. Please let me know. Thanks!

Pre-K Kindergarten
1st Grade 2nd Grade
3rd Grade 4th Grade
5th Grade 6th Grade
7th Grade 8th Grade

Real learning can be really fun. Adapted Mind

Created by Lawrence Goetz 2008-2021

Like Share 168 people like this. Sign Up to see what

Image 1: Ads on a website

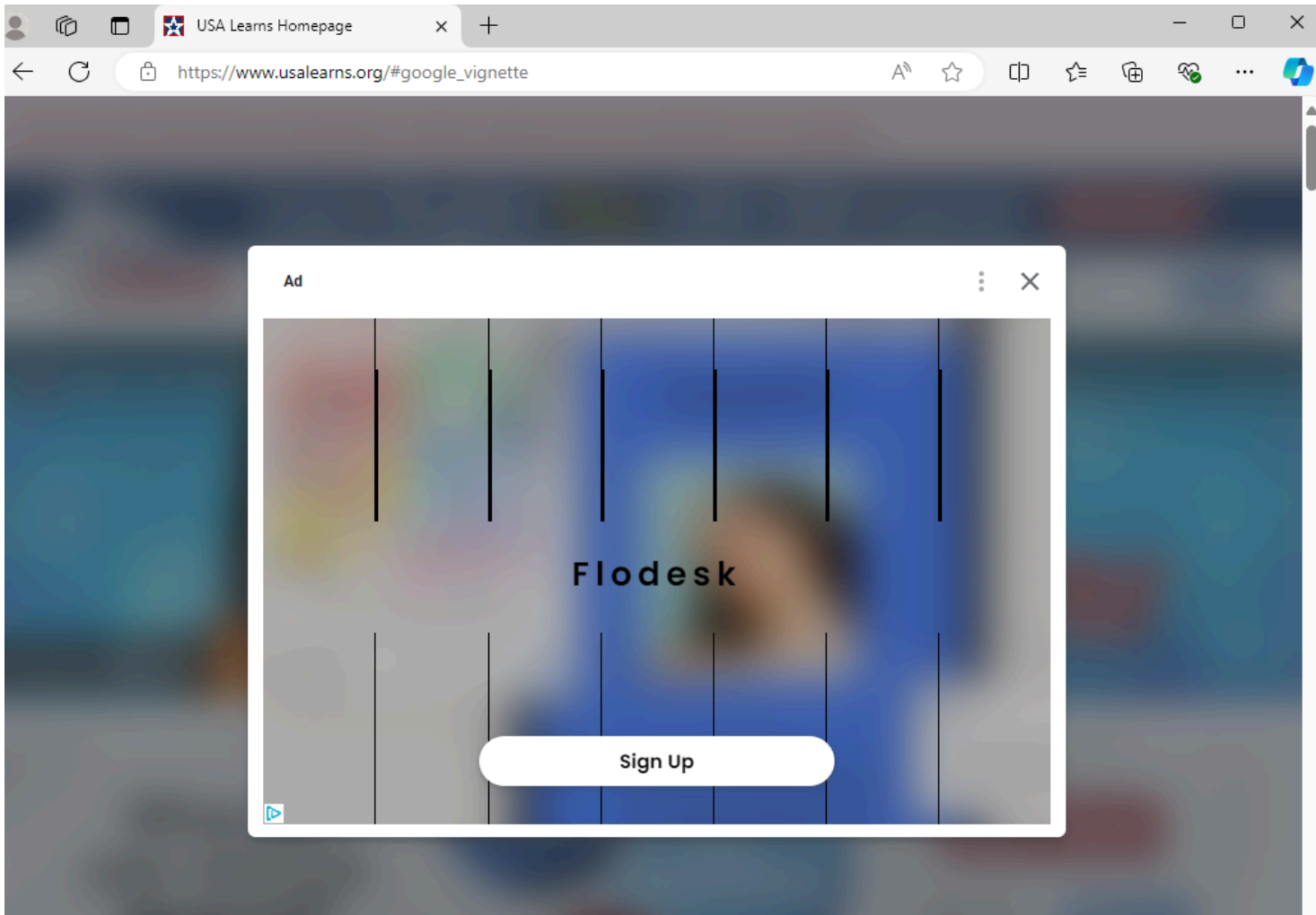


Image 2: Ad popup on website

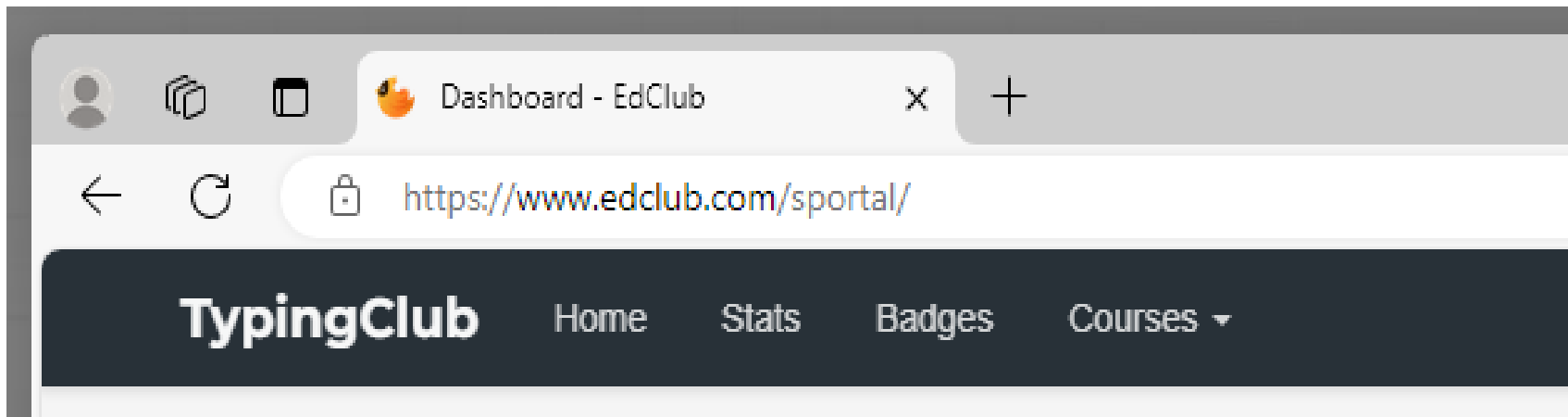


Image 3: Lock on Address Bar

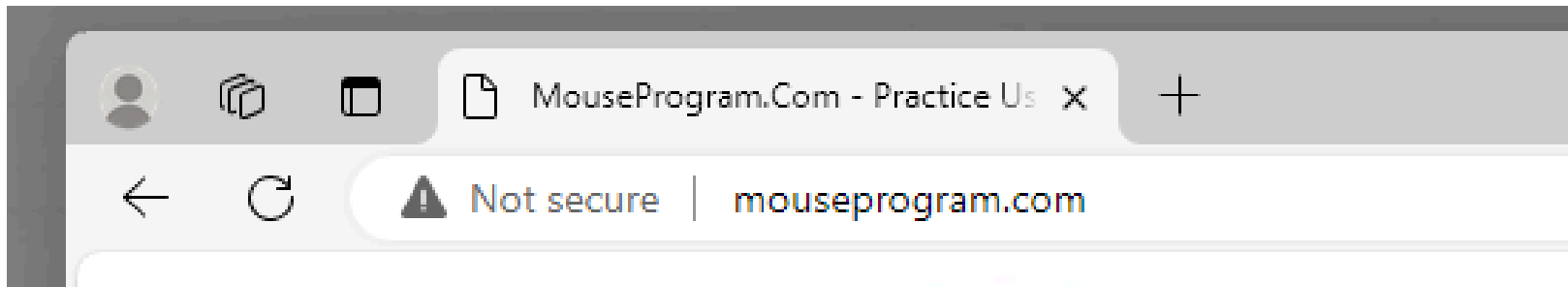


Image 4: Unsecure Website

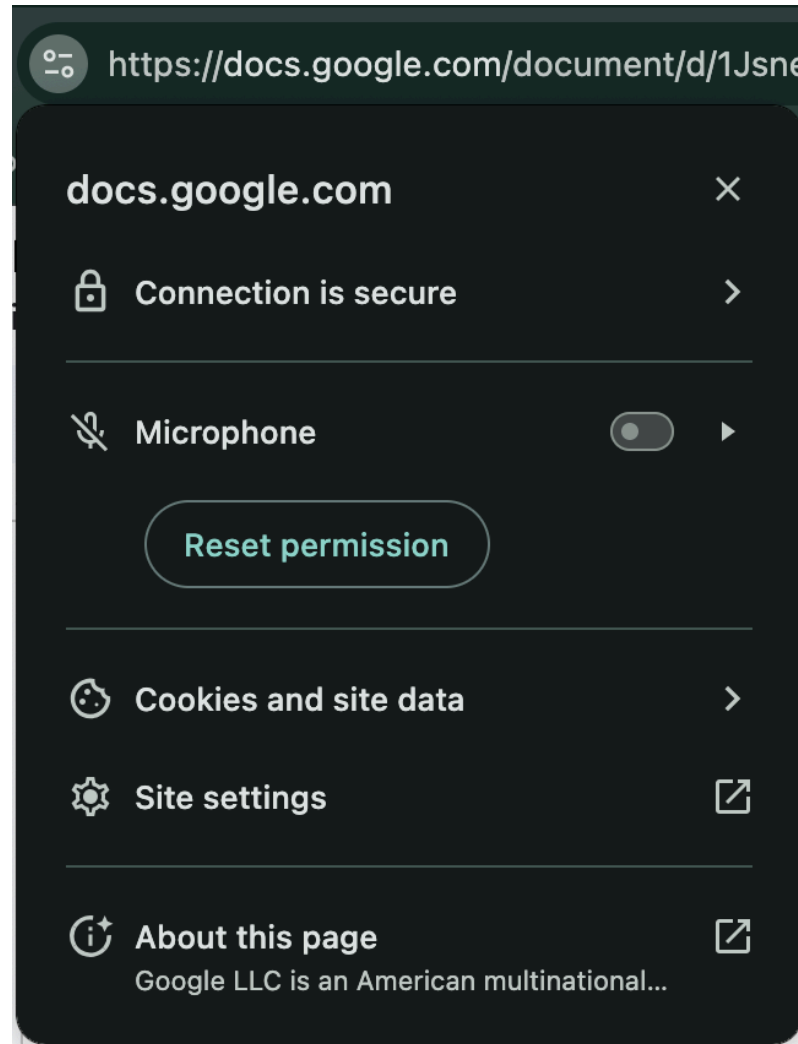


Image 5: Hidden Menu

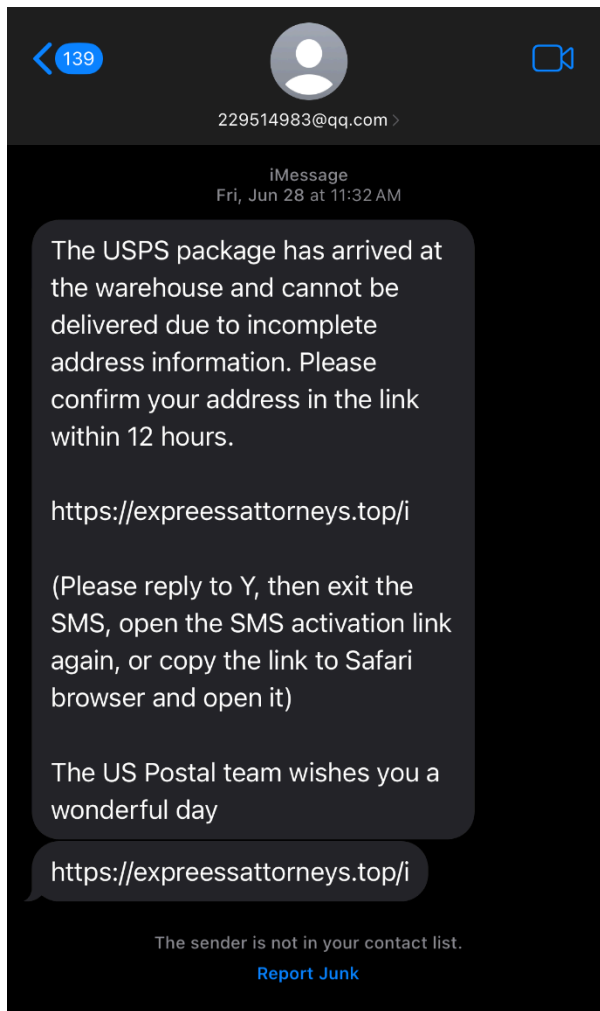


Image 6: Example Scam Message 1

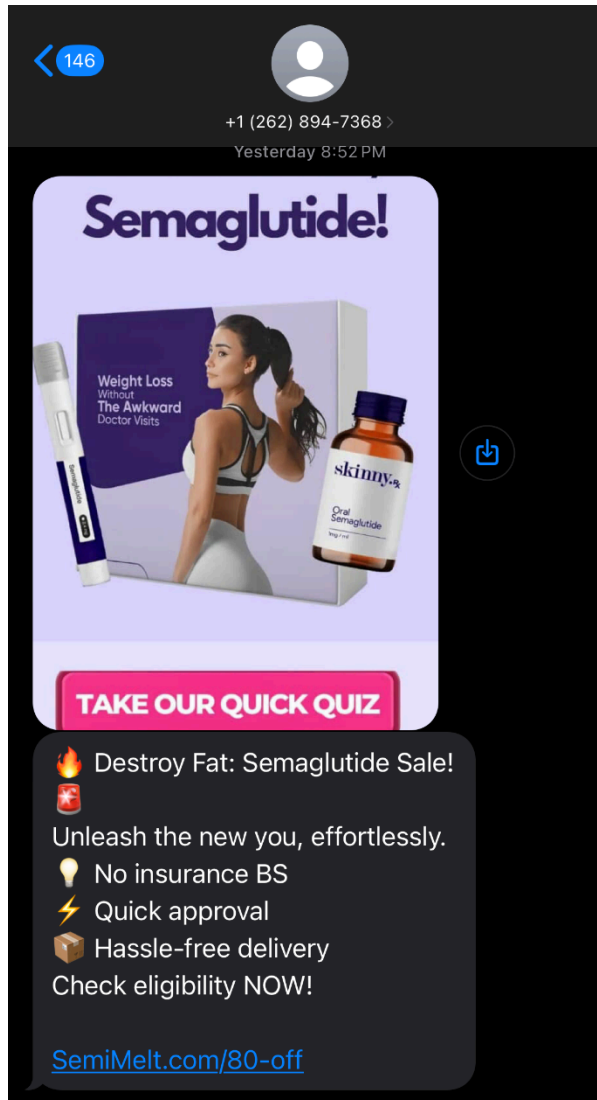


Image 7: Example Scam Message 1

Unit 7 Lesson 3 Activity: Recognizing Ads Online

Directions: Circle the ads on the websites below.



The screenshot shows the homepage of FreeTypingGame.Net. At the top, there are navigation buttons for grade levels: Pre-K, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, and 8th Grade. Below this is a main menu with 'Games', 'Lessons', 'Tests', 'Scoreboard', and 'Customize'. The page is divided into three main sections: 'Free Typing Games', 'Free Typing Lessons', and 'Free Typing Tests'. Each section has a 'Play Now', 'Learn Now', or 'Test Now' button. Below these sections is a 'Top 5 Scores in The Frogs are Off Their Diet - Home Row Lesson' table. At the bottom, there is a footer with a paragraph about the website's mission.

Rank	Score	UserName	Location	School
1	42000	INAH	n/a	n/a
2	32600	Momz	n/a	n/a
3	0	59d	USA - OTHER	789

At the bottom of the page, there is a paragraph: "We at FreeTypingGame.Net are committed to bringing you high-quality, fun and interactive free touch typing games, free touch typing lessons, and free touch typing tests. Our free typing tutor has 30 different typing lessons progressively teaching the keyboard. We award a printable certificate or PDF on completion! Please take a look at our timed typing test or our certificate typing test. The tests and games have 40 lessons, 10 are based on classic stories to make the typing test more natural. Our typing lessons will educate on many levels, allowing typing practice of commonly misspelled words and foreign language words. Learning to touch type has never been more fun or exciting. Standardized typing methods have their place, such as key, hand, and finger-based lessons. However, a fun and entertaining online keyboarding game will often motivate some learners over traditional lesson-based typing tutors, so we teach typing using our original free typing games. We have also found that the ability to compete against others with our real-time worldwide scoreboard can..."

The screenshot shows a web browser window with the URL <https://www.edclub.com/sportal/program-3/120.play>. The page is titled "NEW KEY INTRODUCTION" and instructs the user to "Type the **d** key using your left middle finger." Below the text is a diagram of a keyboard with a hand positioned to press the 'd' key. The 'd' key is highlighted with a blue circle, and a blue line indicates the path of the left middle finger. The interface includes a vertical sidebar on the left with grade-level buttons: Pre-K (green), Kindergarten (purple), 1st Grade (blue), 2nd Grade (yellow), 3rd Grade (red), 4th Grade (red), 5th Grade (red), 6th Grade (red), 7th Grade (red), and 8th Grade (red). At the bottom of the sidebar is the "Adapted Mind" logo. A similar sidebar is on the right. At the bottom of the main content area, there are "Previous" and "Skip" buttons and a progress bar.

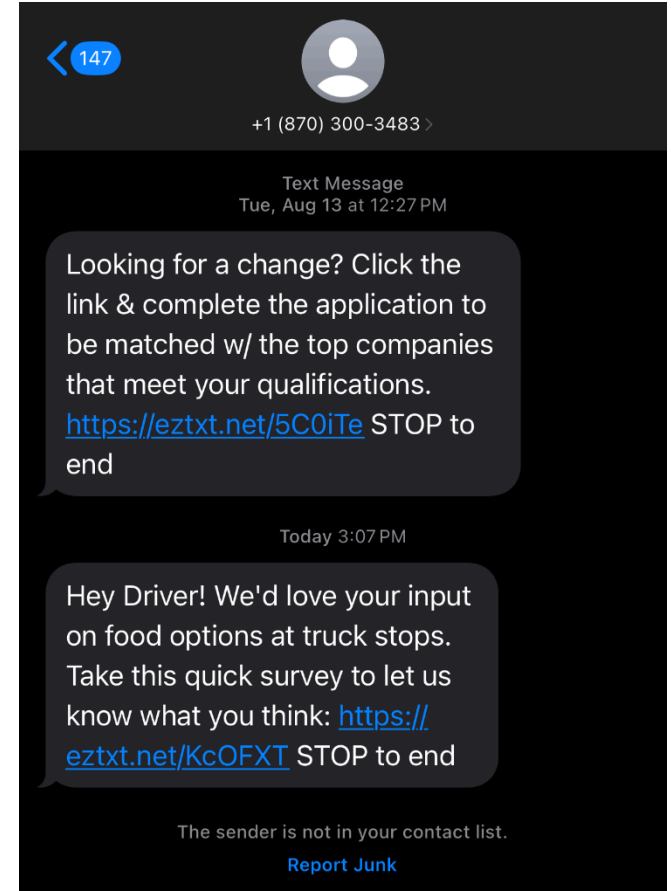
Unit 7 Lesson 3 Activity: Recognizing Scam Messages

Directions: Read the text message and answer the questions.

Message #1

What about this message is suspicious?

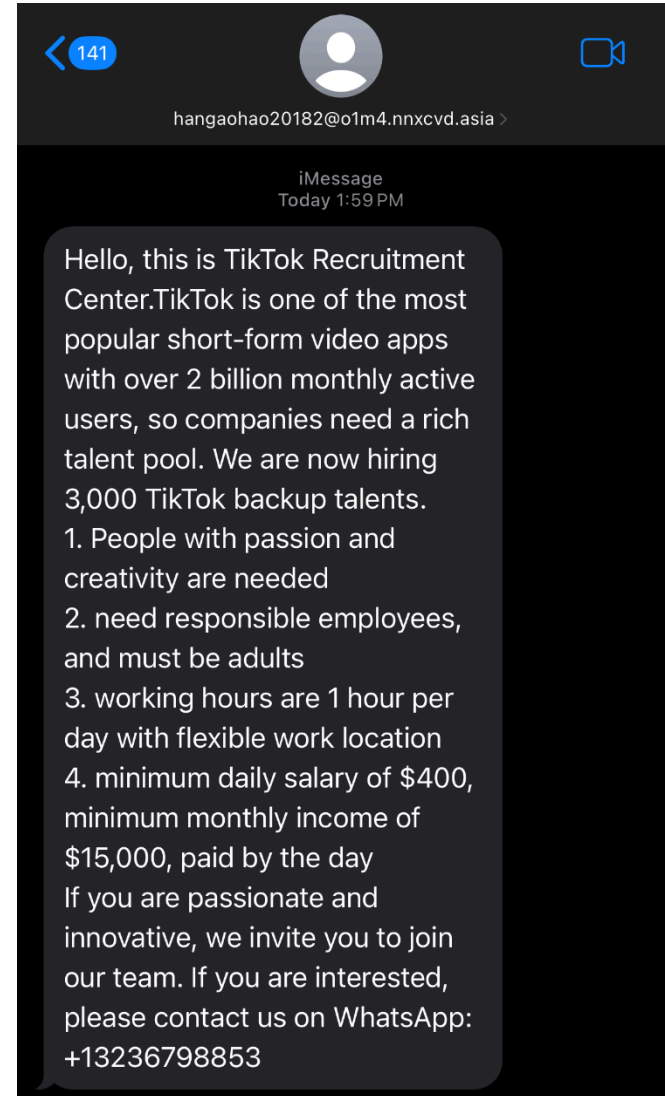
What should you do next?



Message #2

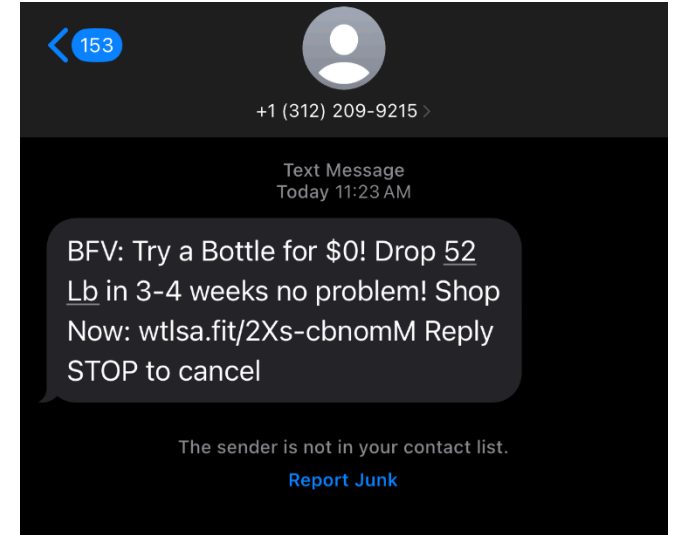
What about this message is suspicious?

What should you do next?



Message #3

What about this message is suspicious?



What should you do next?

theteachertoolkit

Name _____

Date _____

3 - 2 - 1

Three things you learned:

1. _____

2. _____

3. _____

Two things that interest you and you'd like to learn more about:

1. _____

2. _____

One question you still have:

1. _____
