



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](#).

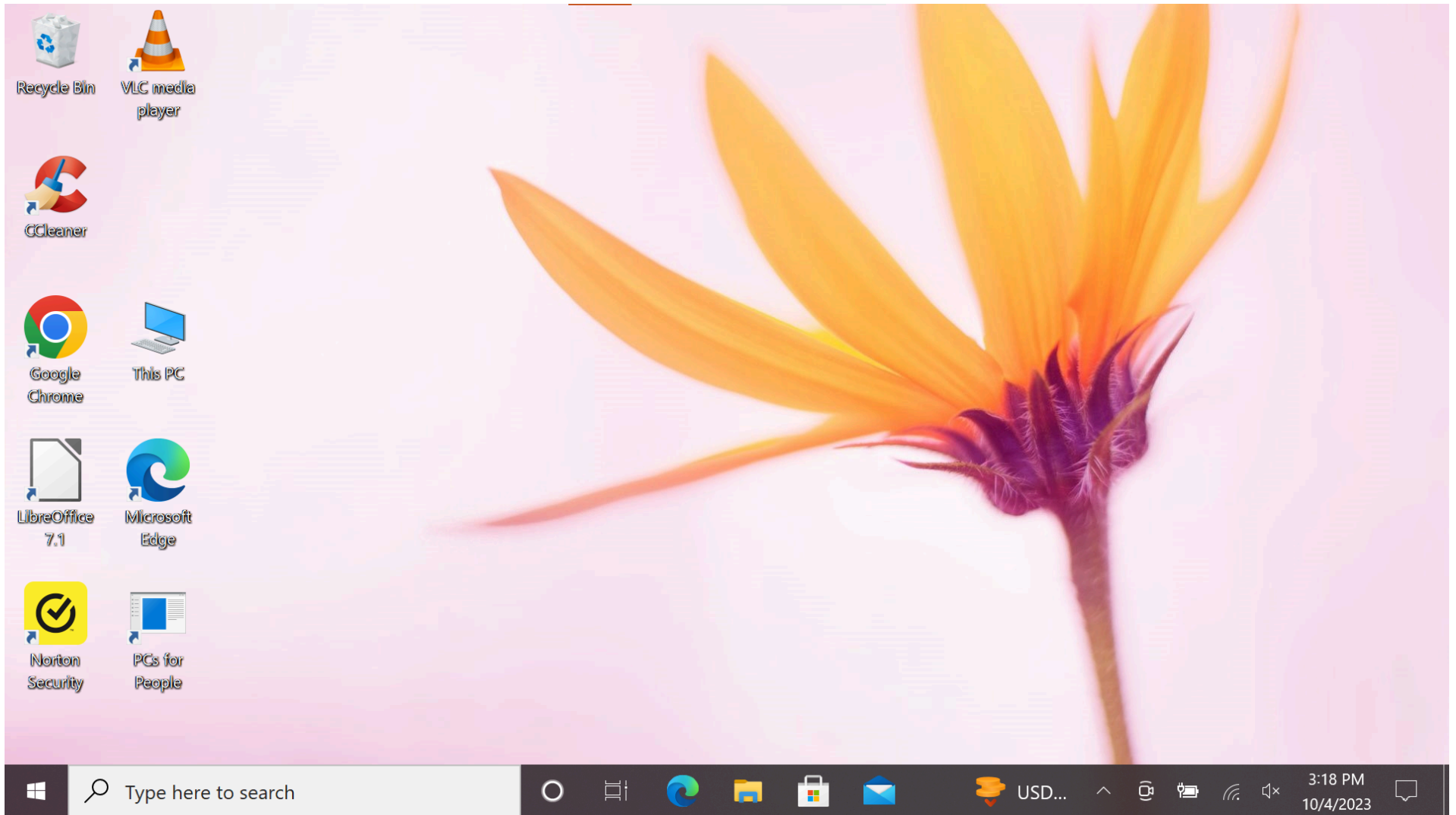


Image 1: An example of a windows desktop.



Image 2: Example App Icon for Evaluation Activity.



Name: _____

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.

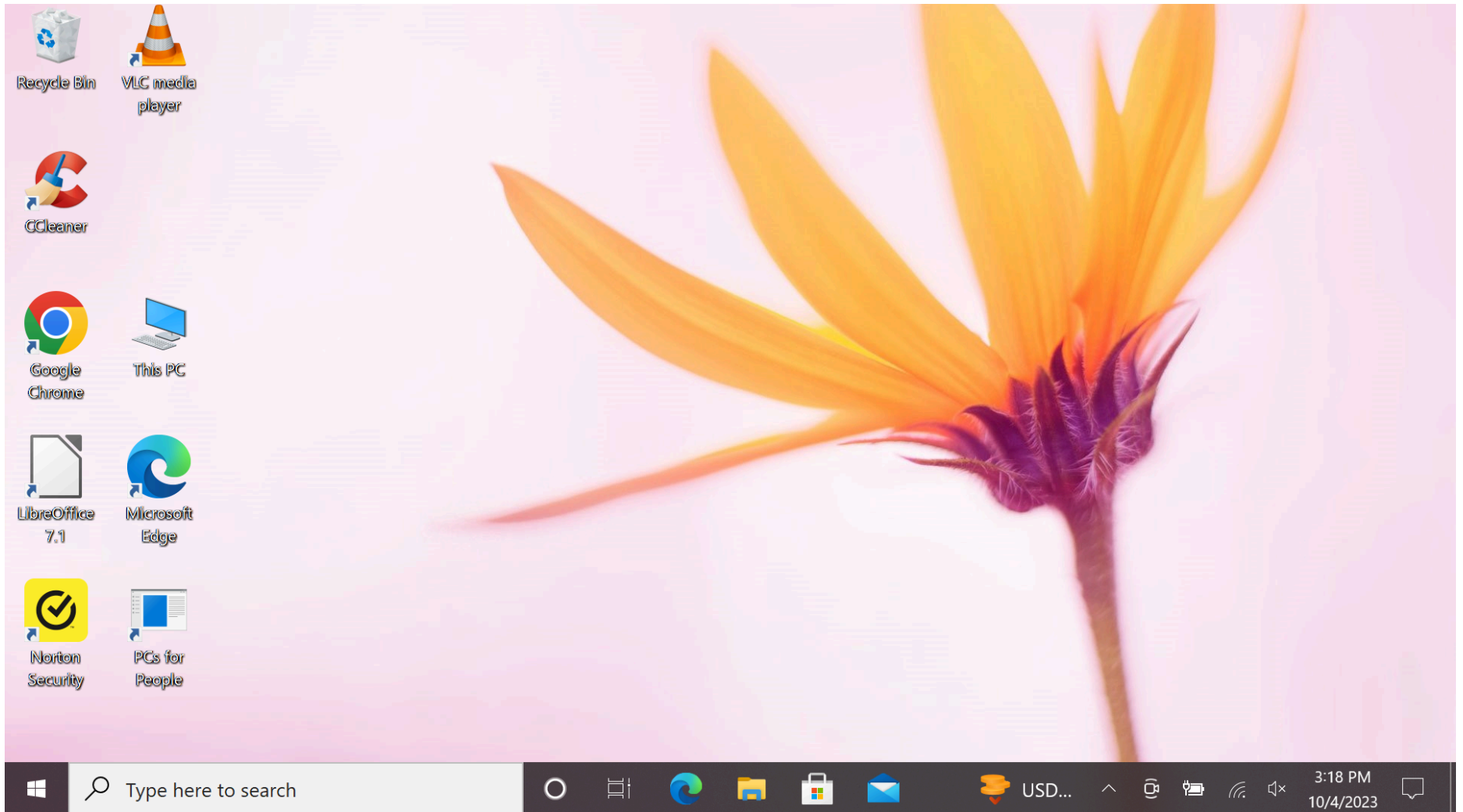


Image 1: Example desktop



Image 2: Isolated Example Taskbar

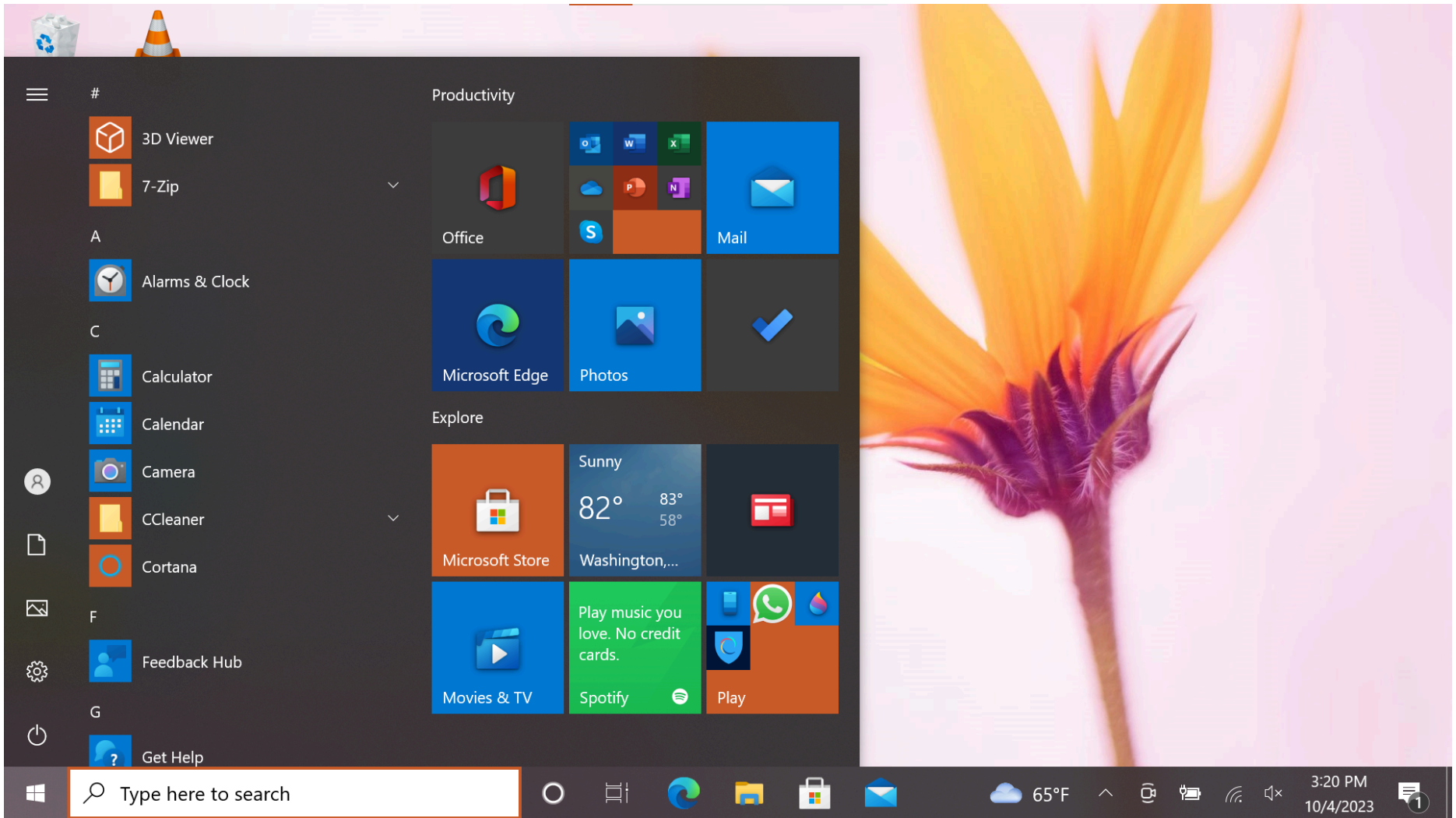


Image 3: Opened Start Menu

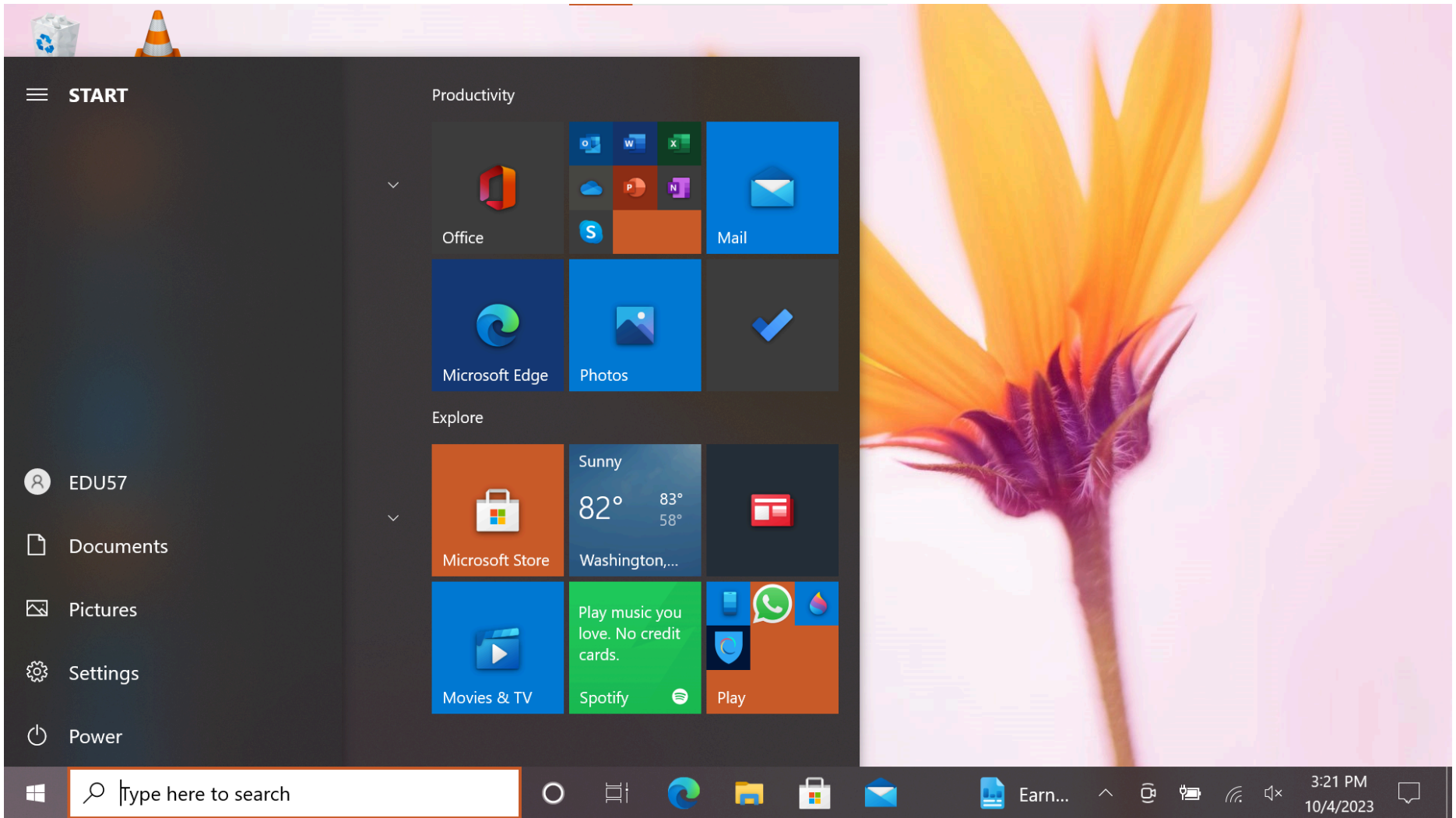


Image 4: Open sidebar on Start Menu

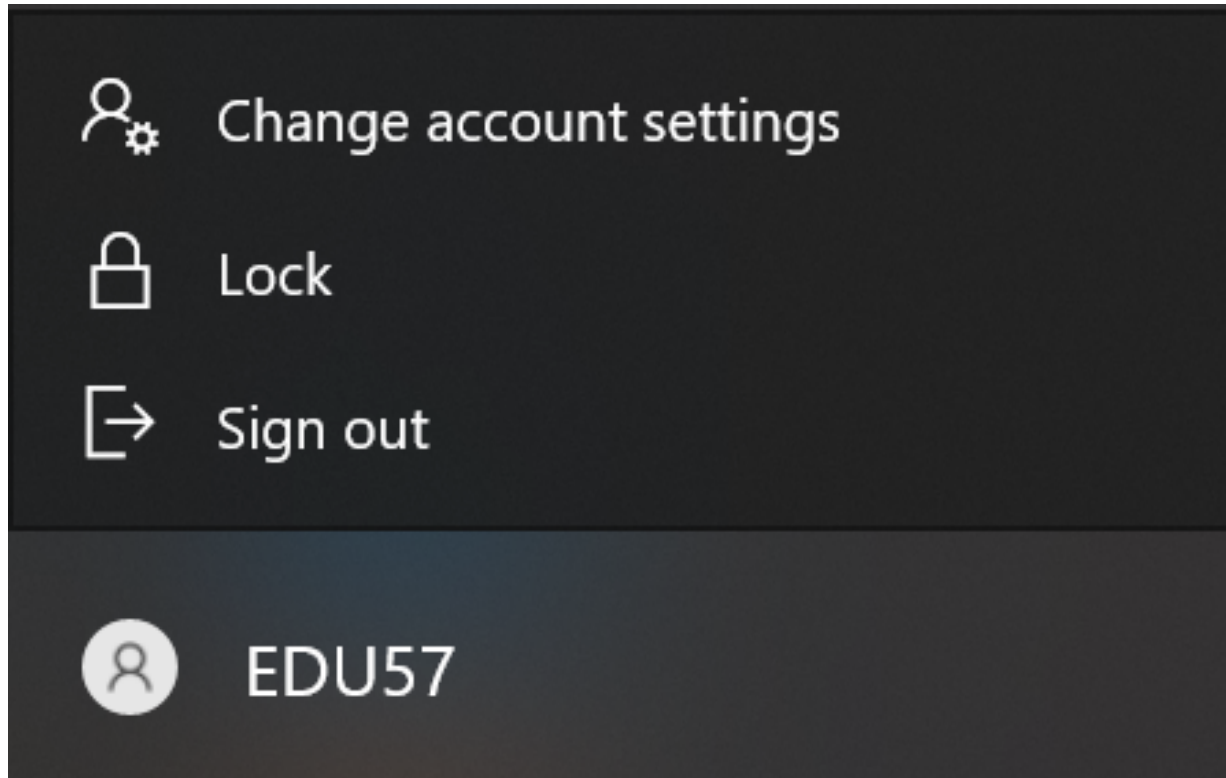


Image 5: Open Account Menu

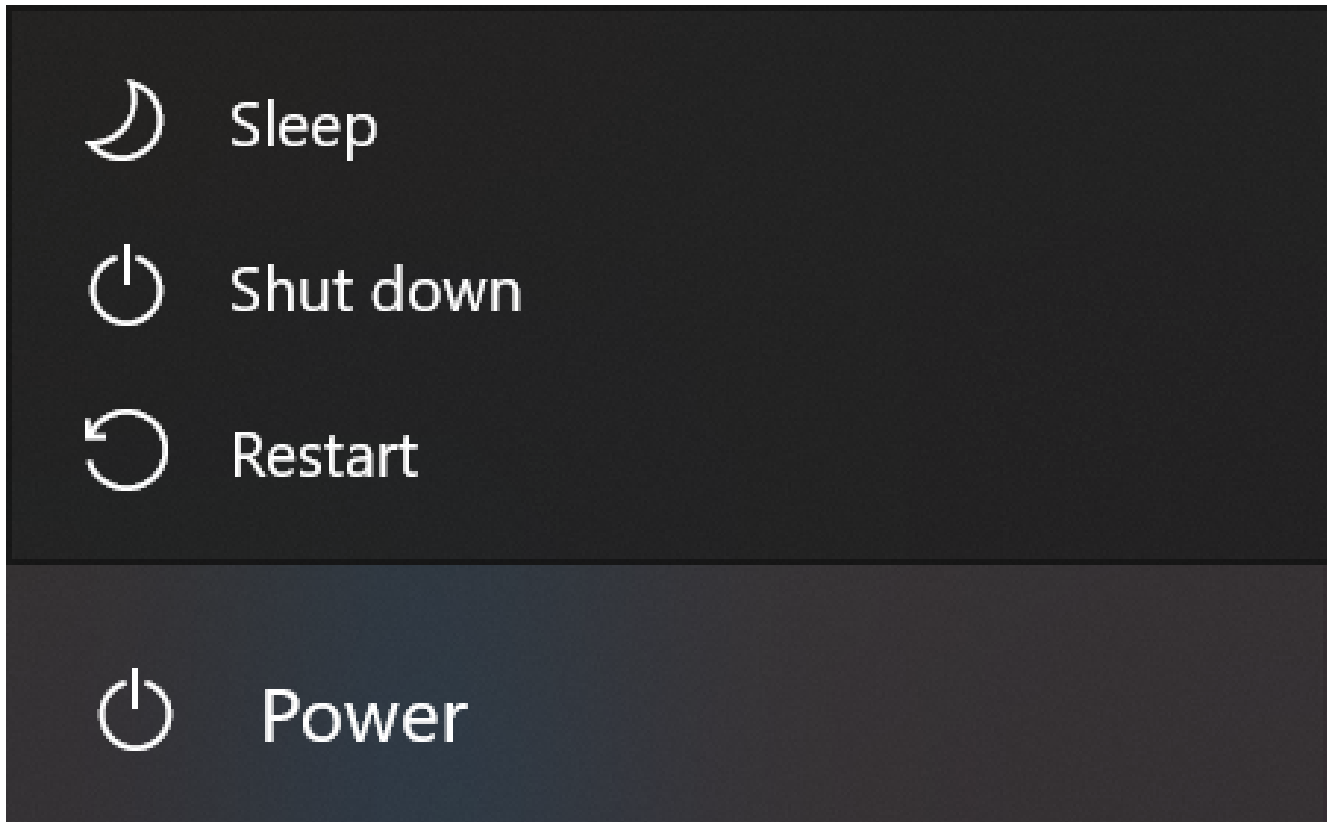


Image 6: Open Power Menu

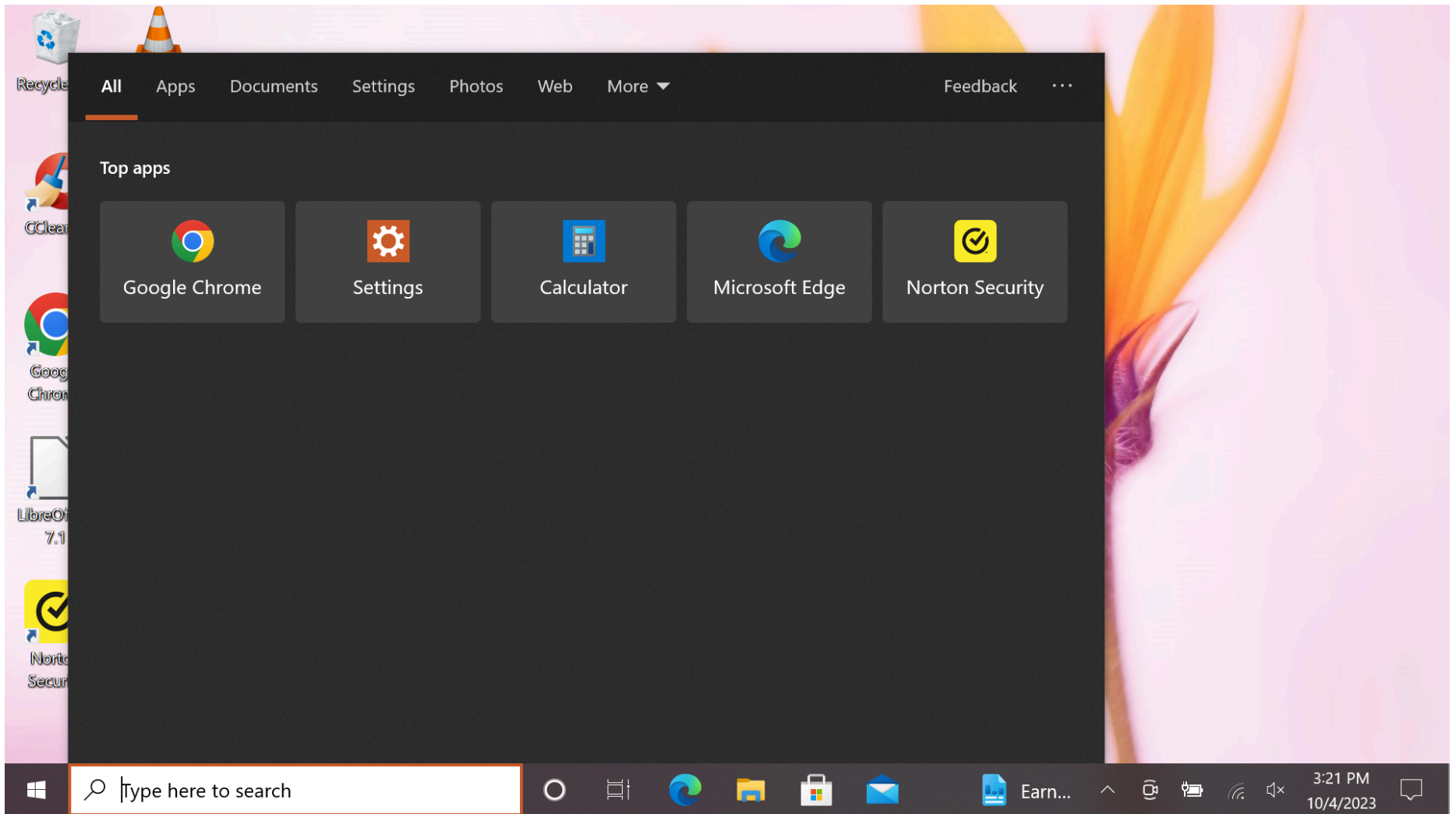


Image 7: Search Bar Window Open

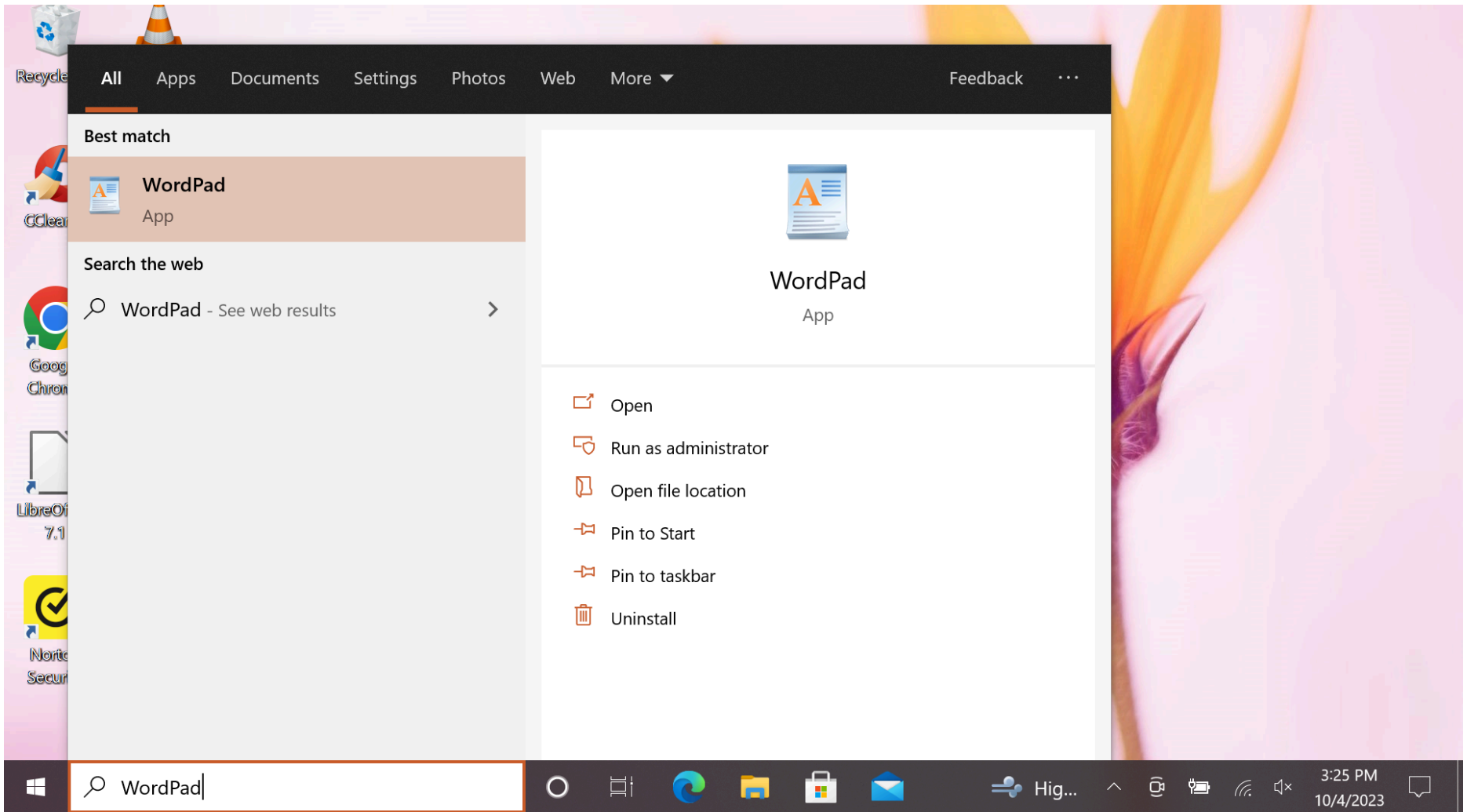


Image 8: Wordpad Search Results



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)



Ask: What does this first icon look like to you? Does it look empty or full?

Say: This is the icon for a full battery. The inside of the battery icon is completely filled with color.



Ask: What happened to the color inside the icon? (it went down)

Say: The color fills about half of the battery icon. This means your battery is half full.

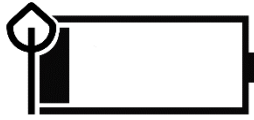


Ask: And when there's only a little bit of color, what does it mean? (low battery)

Say: When we see this icon, it means our battery is running low.

Ask: What should you do when your battery is low? (charge it)

Say: If you don't plug in your computer and start charging it, you'll see the next icon.



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.

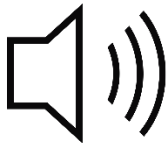
Say: We can control how much sound our computer makes.

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)

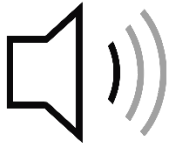
Ask: What do you think the strange shape on the left half is meant to be? Where (or what part of the computer/phone) does sound come from? (a speaker)

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.

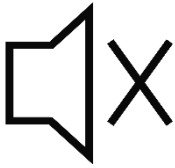
Ask: What's different? (Two of the curved lines are a gray color)

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.

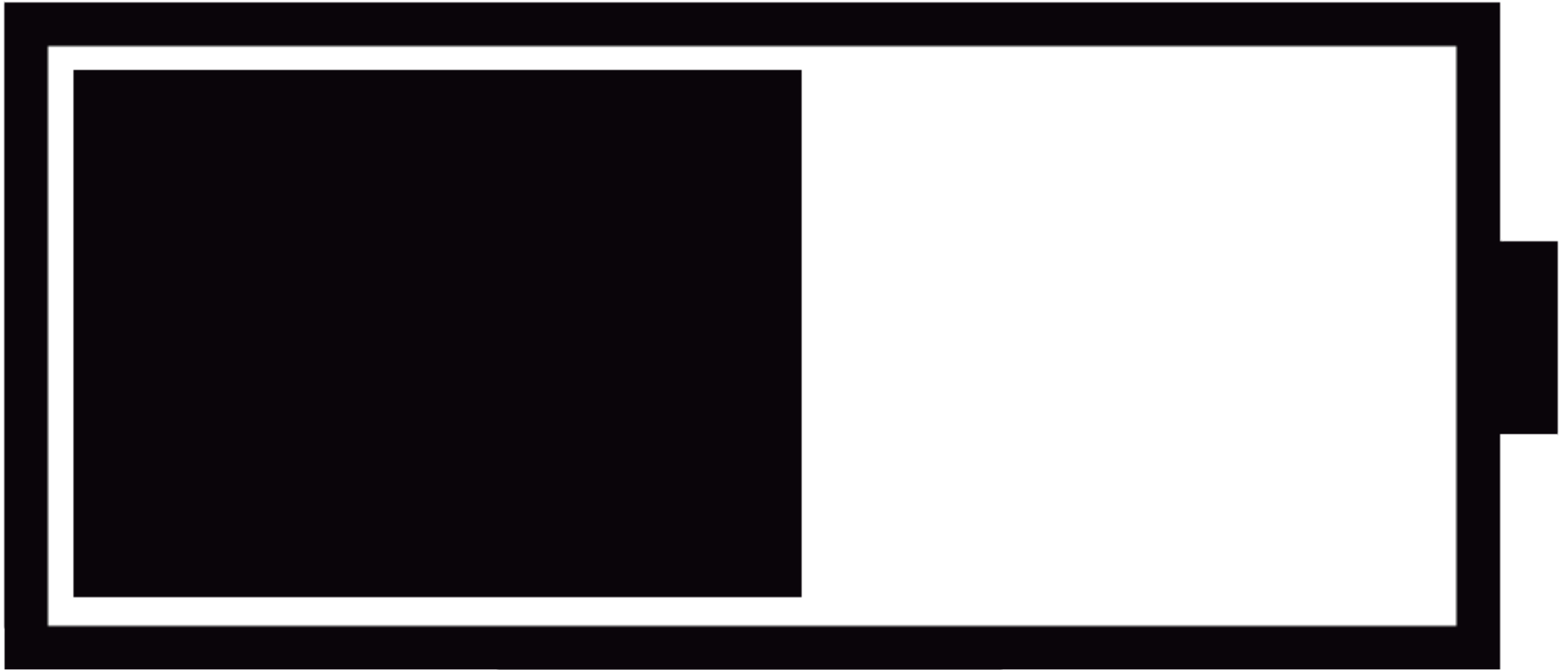
And

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



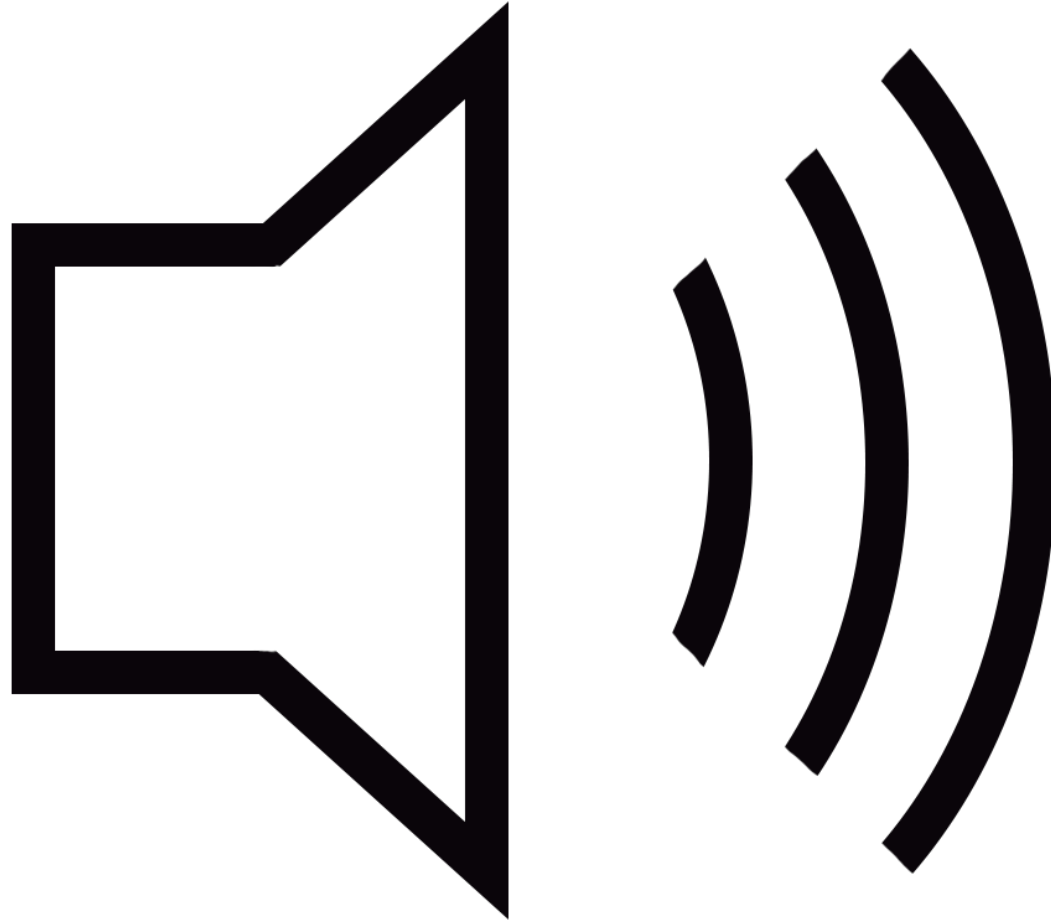
Icon name: Low Battery



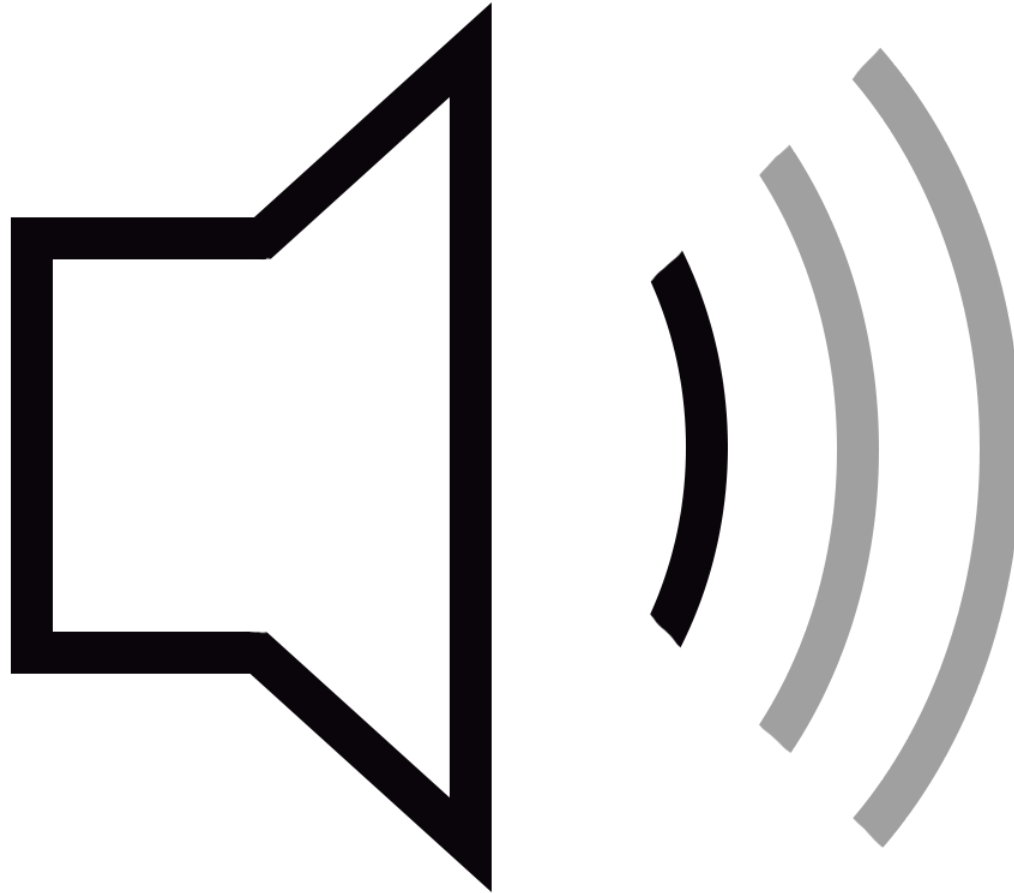
Icon name: Battery Saver Mode



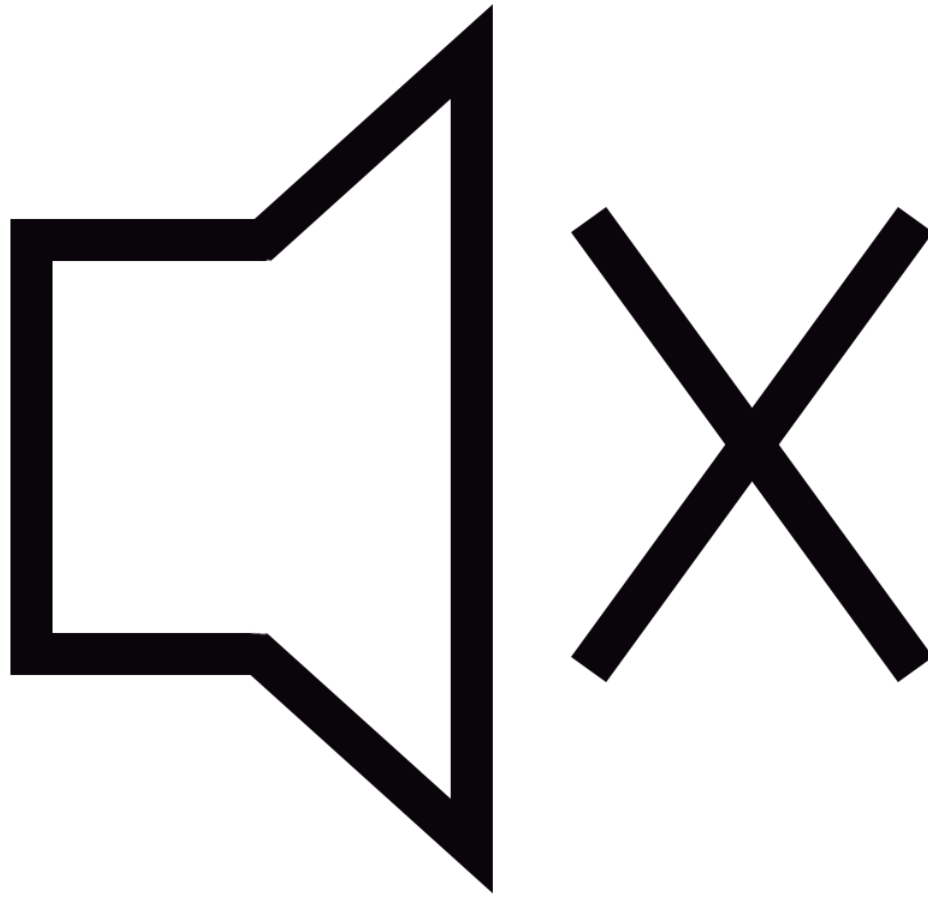
Icon name: Battery Charging



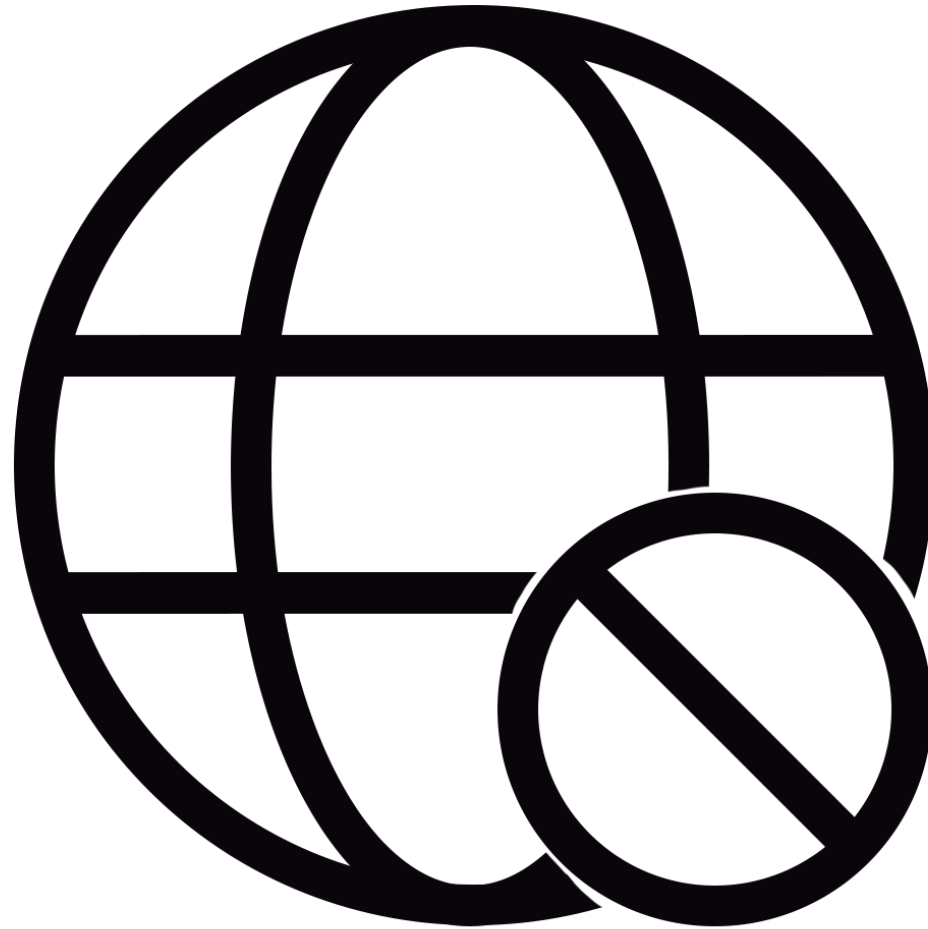
Icon name: High Volume



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)






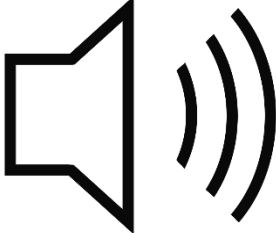
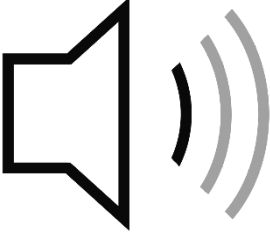
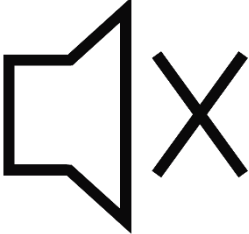



Challenge: Take out your cell phone. Show your elbow partner where to look for the internet icon on your phone. Show them how to connect to the school WiFi. Describe the strength of the internet connection on your phone to your partner.



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	