Unit 3, Lesson 1: The Cursor

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

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.

N*ote 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.
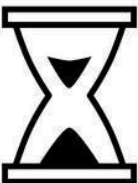
Shape to Project	Script

 Image 1
	Say: This shape is called **the arrow** or **pointer**. It's the one you'll see most often. This is the **default** shape.
	
	Ask: What is **default**?
	  - Default (n): an option chosen until something changes it.
	  - What is another word for default? (predefined, standard)
	
	Say: The arrow is the shape you will see until the computer changes it so it can tell you something.

	Ask: What shape does this cursor look like? (the letter I) **Say**: The name of this shape has that letter in the name. It's called an **I-Beam**. **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."

Image 2	**Say**: The computer won't let you write most places, so it's important to tell you where you can.

Image 3	**Ask**: Here is our next shape. What does this look like to you? (a hand/pointer finger)
	
	Say: This cursor is called the **hand**. It tells you something important.
	
	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].
	
	Ask: What does **automatic** mean?
	
	   - Automatic (adj.): something that happens without you needing to do anything.
	
	     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.
	
	     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.

Image 4	**Say**: The last cursor we'll talk about today has a couple different shapes you might see, but they all mean the same thing. **Project** Image 4 **Say**: These are different cursor shapes you might see when something is **loading**. **Ask**: What does **loading** mean? - Loading (v): The action of something on the computer opening or getting ready to be used. **Say**: We sometimes have to wait for something to **load** on our computers when there's a problem or it's running slowly. **Say**: Today, we can do a lot more with computers and they're much faster so loading usually takes only a couple seconds. **Say**: When you see any of these shapes, the best thing to do is **wait** for the computer to finish **loading**. **Ask**: What do you think will happen if we don't wait and keep giving the computer directions? (It will take longer to load)

	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.

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.
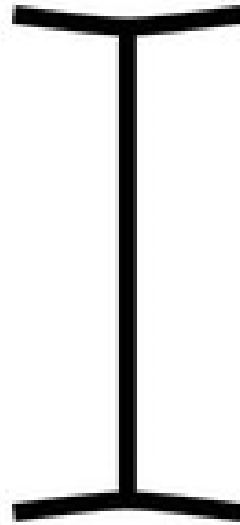
Evaluation:

Unit 3 Lesson 1.Exit Ticket

ELDES
English Learner
Digital Essential Skills

Image 1: The Arrow Cursor
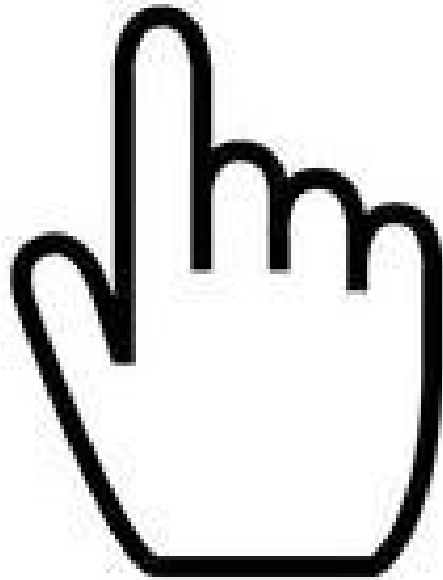
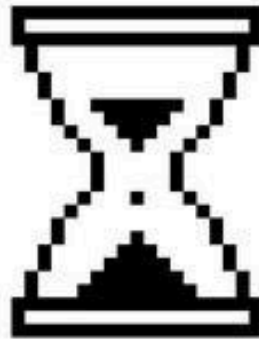*Source: https://dryicons.com/icon/outlined-arrow-pointer-icon-9878 Icon by Dryicons*

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?"

(arrow pointer cursor)	
(I-beam text cursor)	
(hand pointer cursor)	
(loading/busy cursor)	

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?"

(arrow cursor)	This is the _____. The _____ allows me to _____.
(I-beam cursor)	This is the _____. The _____ allows me to _____.
(hand cursor)	This is the _____. The _____ allows me to _____.

This is the _____.
The _____ means I must
_____.

Name: _____

Unit 3 Lesson 1: Exit Ticket

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

Name:	Shape:
_____	

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

What do you do?	Shape:
_____ _____	⧗ 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.
Seattle Digital Equity Initiative Skills Framework	**I can** name the parts of the mouse and touchpad and what they do.
EF.4 Use the Mouse: Basic mouse functionality	**I can** left click, right click, and scroll.

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

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

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 <u>internet icon</u>. Are you connected to the internet? If so, which network are you connected to?
4. Using the **touchpad**, click on the <u>Start Menu</u> and then <u>Power.</u> 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
Computer Basic Skills 7: Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click). 8: Drag and drop.	**I can** drag and drop to move programs on the desktop. **I can** double click to open an item in the work area.
Seattle Digital Equity Initiative Skills Framework	
EF.4 Use the Mouse: Basic mouse functionality	

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

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:

<u>Directions:</u>

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. _____

_____