Unit 6, Lesson 1: What is a Web Browser?

Northstar Standards	Objectives/SWBAT
Internet Basics: Demonstrate knowledge of browsers and identify commonly used browsers	**I can** define the name "web browser". **I can** define the purpose of a web browser.
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-RMSU2JFq9CTcivJP XFMMfPzatMCYe2lqLZySHF
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
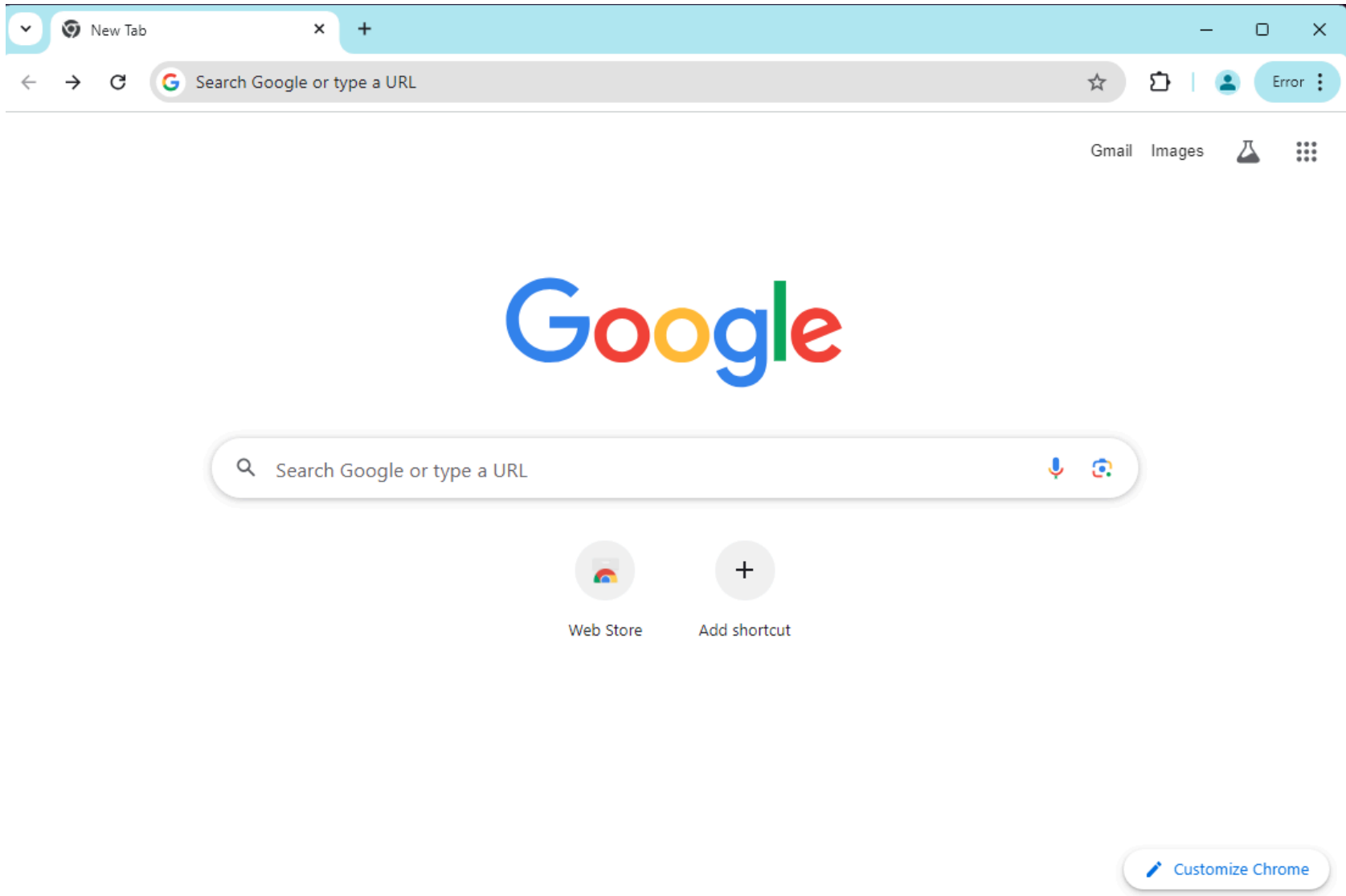Date published: 7/24/2024

Image 1: Google Chrome Icon

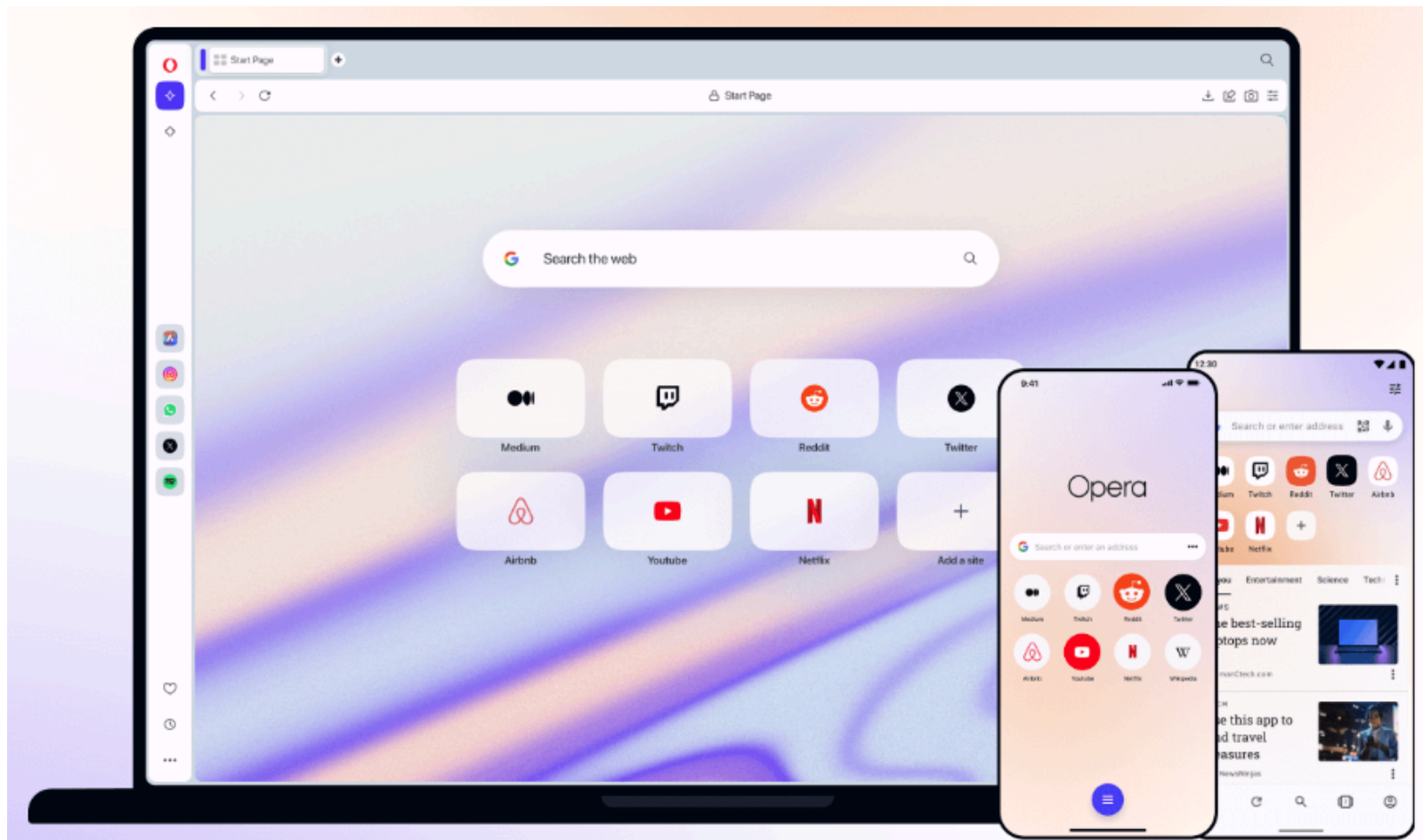*Image 2: Google Chrome Window*

Image 3: Opera Icon

Image 4: Opera Window

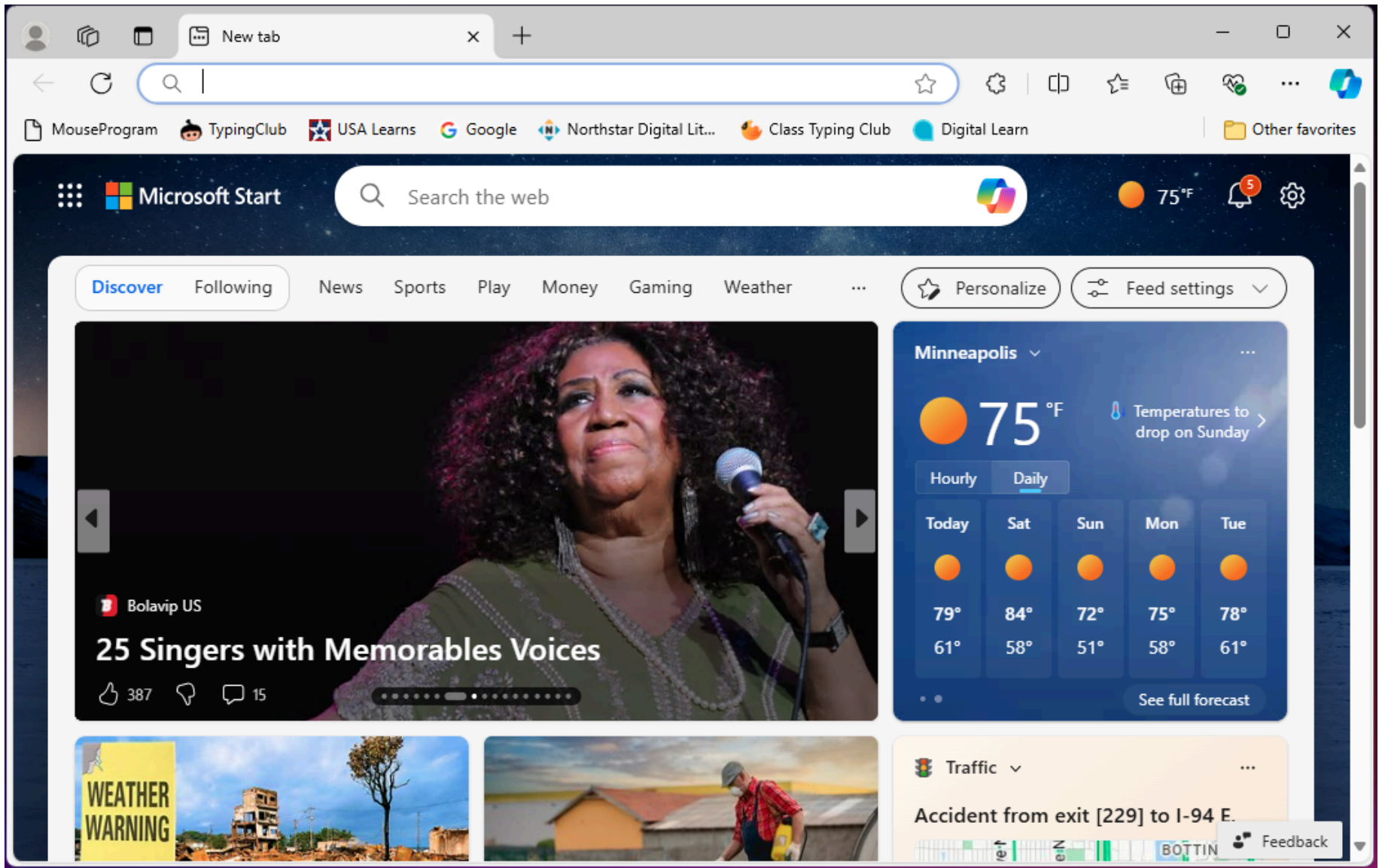*Image 5: Safari Icon*

Image 6: Safari Window

Image 7: Edge Icon

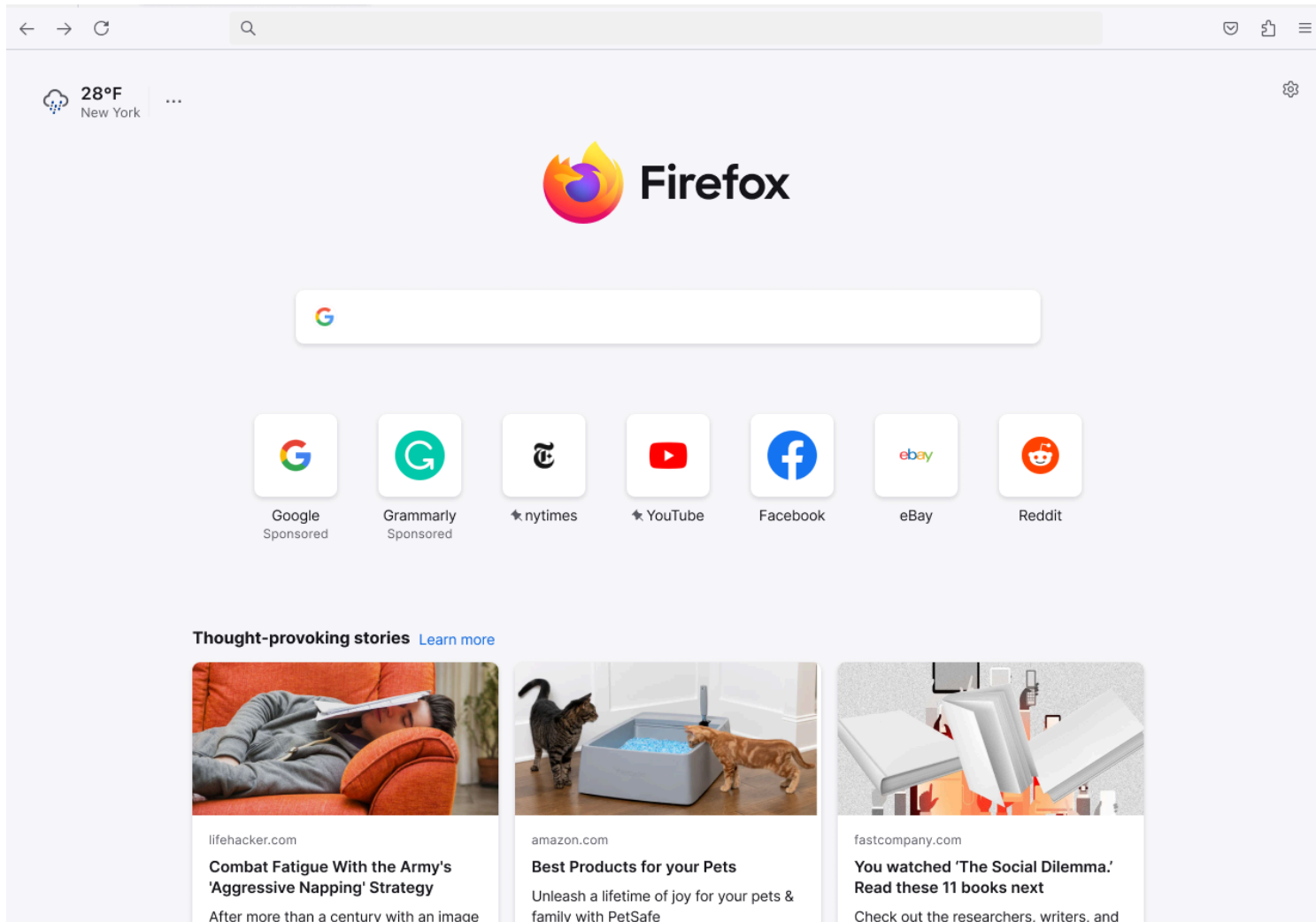*Image 8: Edge Window*

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			

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	

Unit 6 Lesson 1 Activity: Comparing Web Browsers

Google Chrome	
Pros (+)	Cons (-)

Opera

Pros (+)	Cons (-)

Safari

Pros (+)	Cons (-)

Microsoft Edge

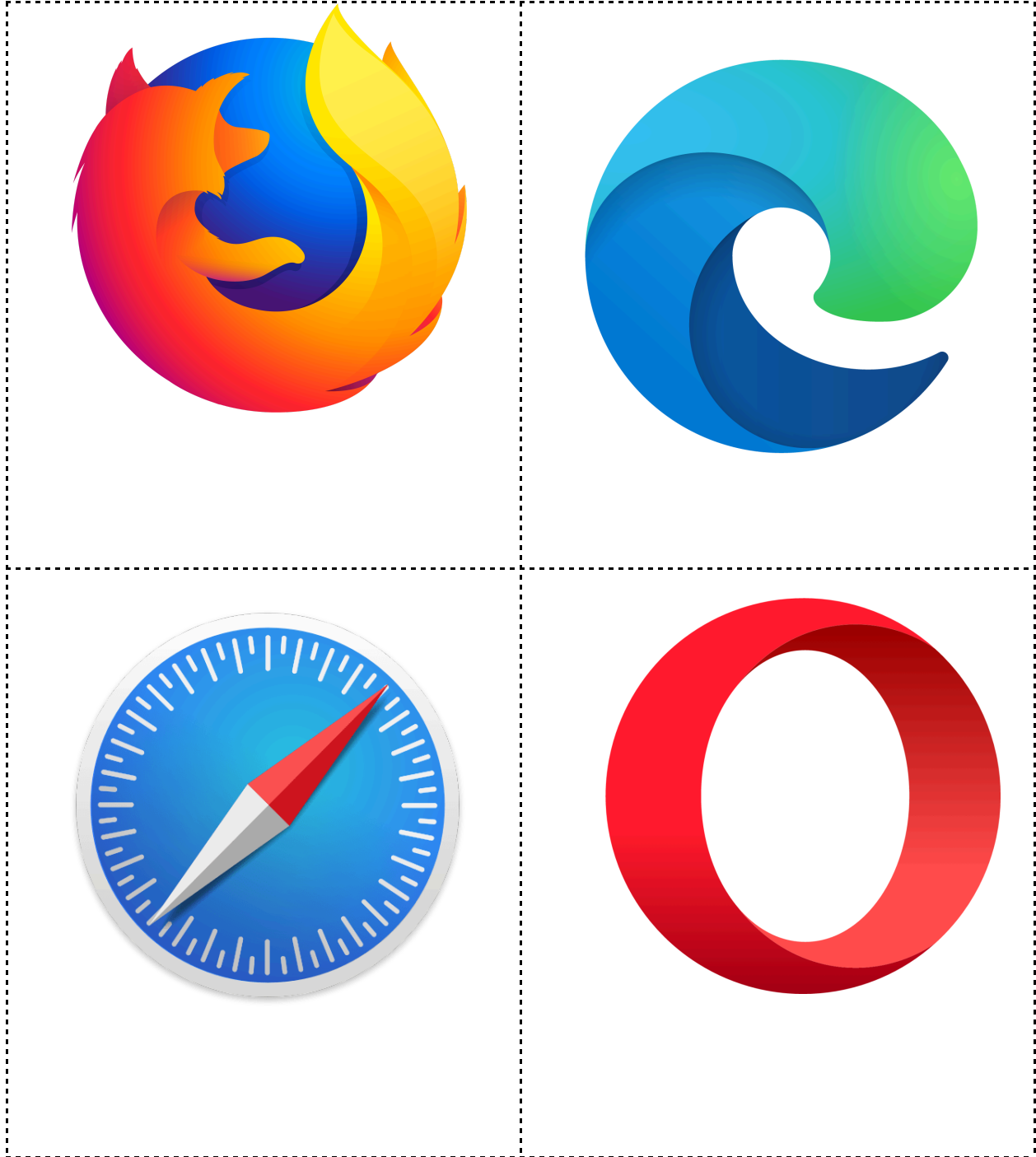| Pros (+)	Cons (-)

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
Internet Basics: Demonstrate familiarity with website structure (e.g. landing pages, internal pages) Identify top-level domains (e.g., .edu, .com, .org)	**I can** differentiate between a webpage/site and its web address. **I can** identify the key characteristics of a URL. **I can** identify common top-level domains (TLD's) and what they stand for.
Seattle Digital Equity Initiative Skills Framework	
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	

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 wont 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.

<div align="center">https://www.google.com</div>

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.minneapolisparks.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

<u>Directions:</u> 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)

.gov

Government

.net

network

.org

organizations

.edu

education

(colleges & universities)

.info

information

(anything related to the government)

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
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).	**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. REVIEW: I can minimize, maximize, restore and close windows.
Seattle Digital Equity Initiative Skills Framework	
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	

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 **p**rojected 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.
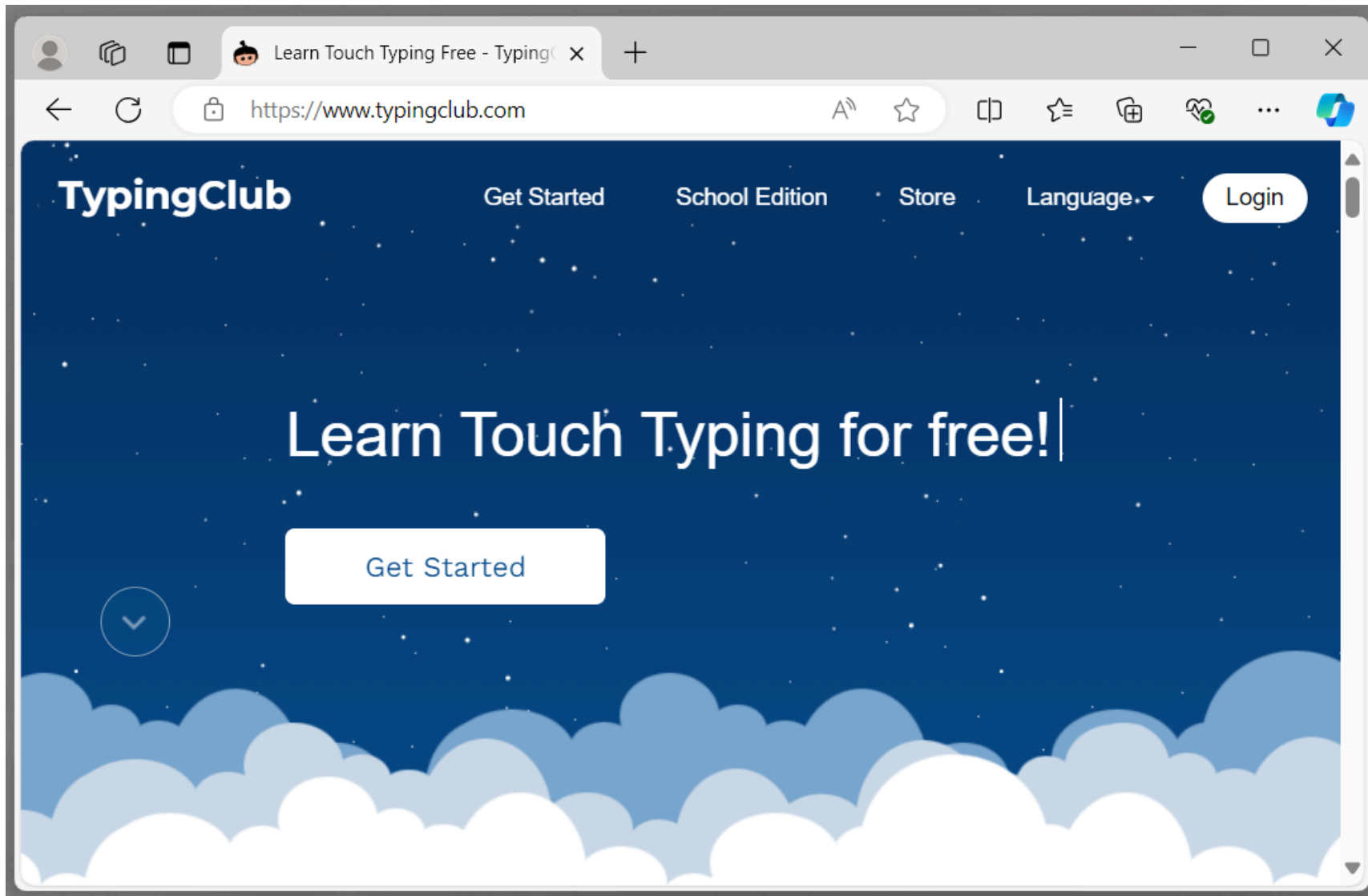

Sources:

https://websitebuilders.com/how-to/web-at-a-glance/web-browser-anatomy/
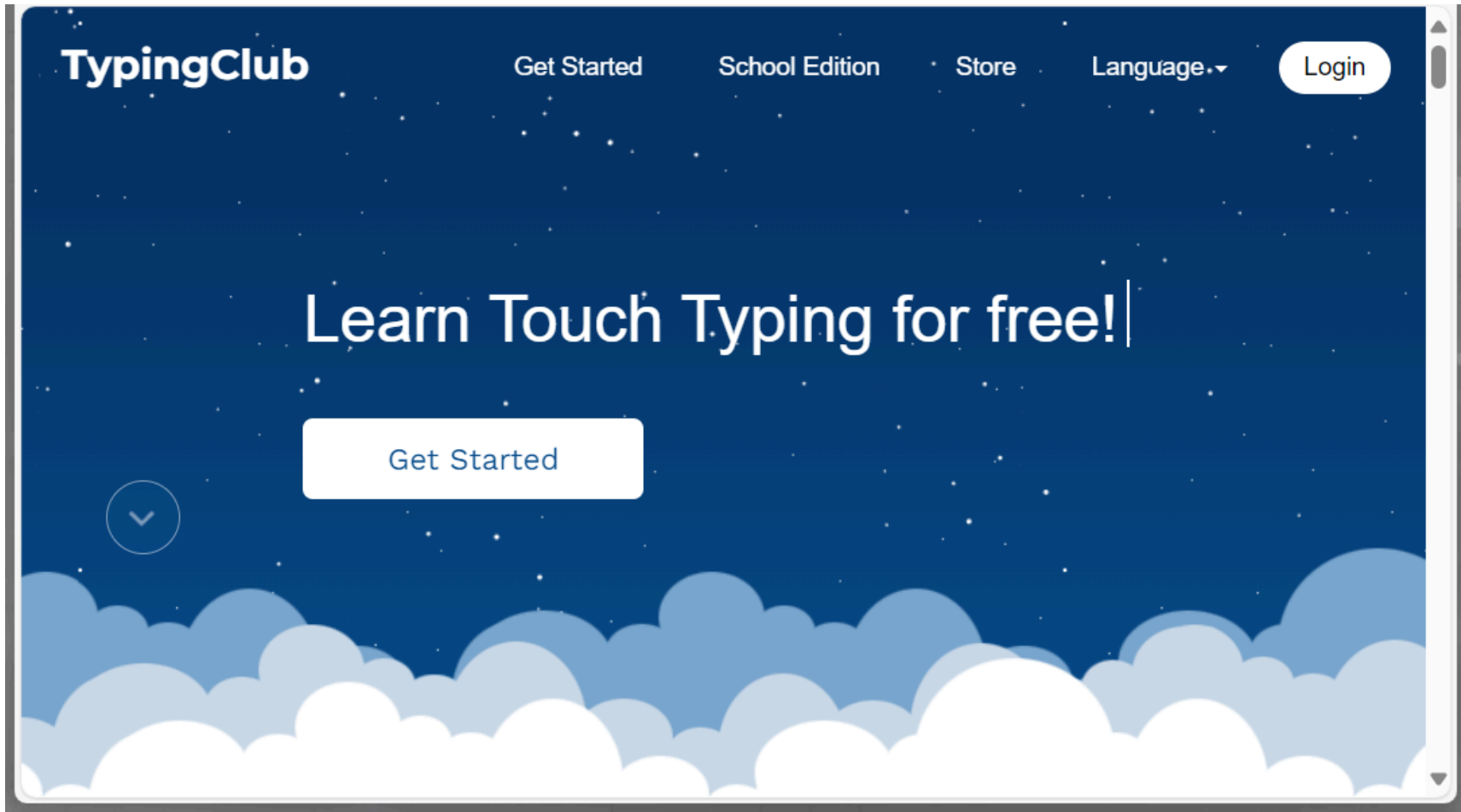
Image 1: Full Web Browser Window

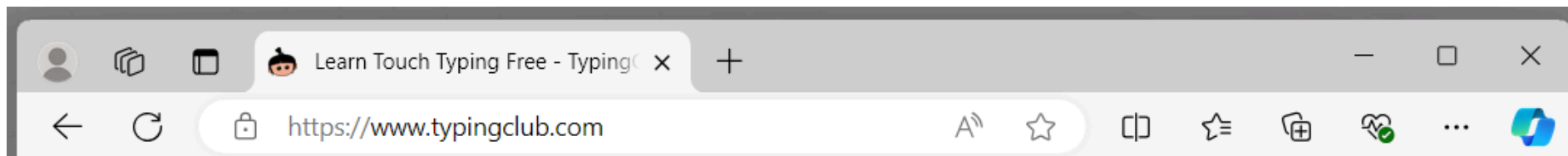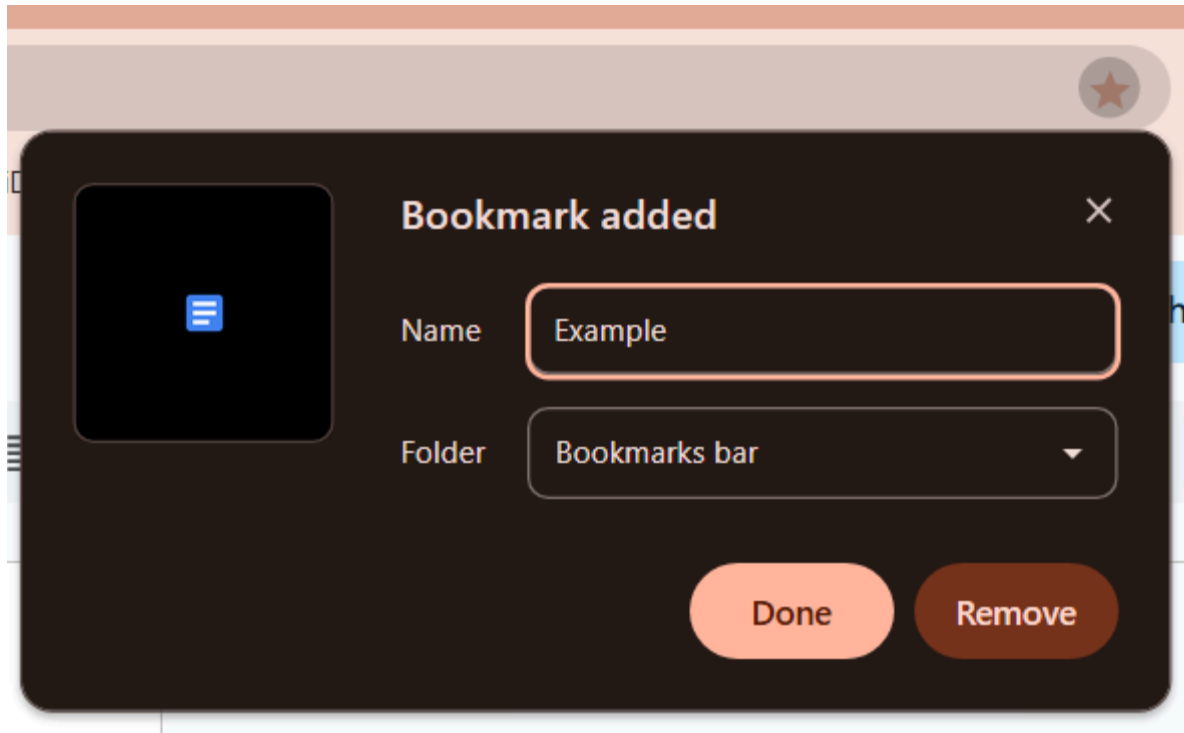*Image 2: Main Viewing Panel*

Image 3: Browser Toolbar
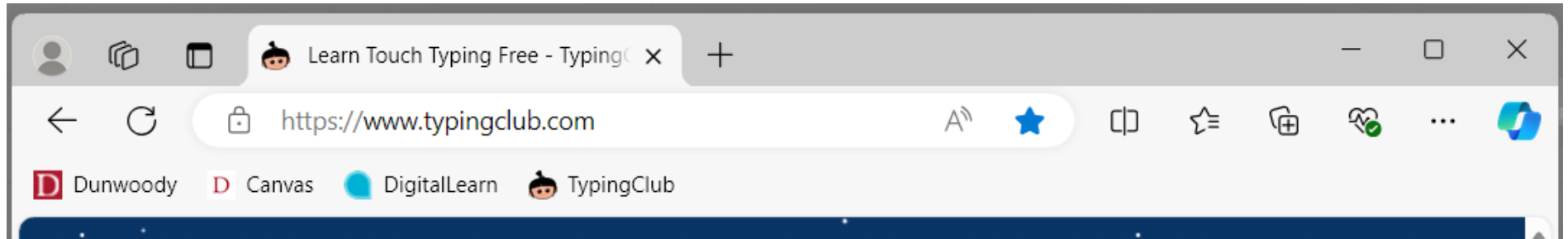
Image 4: Bookmark Pop-up

Image 5: Toolbar with Bookmarks

Unit 6 Lesson 3 Activity: Going to Websites

<u>Directions:</u>

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.minneapolisparks.org

4. https://www.mn.gov/commerce/energy/consumer-assistance/energy-assistance-program/

Unit 6 Lesson 3 Activity: Browser Toolbar Review

Directions: Name the parts of the Chrome toolbar.

Back	Close window	Web Address Bar
Forward	Minimize	Make bookmark
Refresh	Maximize	Bookmarks/favorites bar