

Lesson 1: What are Browsers?

Unit 2



















UNIT 2: BROWSER BASICS LESSON 1: WHAT ARE BROWSERS?

LESSON OVERVIEW

A browser lets you view websites.

Time: ~25 minutes

OBJECTIVE

Student is able to operate basic elements of a browser.

PRINT PREPARATION

- 1. Print this units Dollar Tracker.
- 2. Review sequence of activities in lesson.
- 3. Identify which supplements you will use.
- 4. Print/Copy/Laminate materials that fit your students' needs.
- 5. Refer to your Level 1 Guide to read about effective practices.

ONLINE REVIEW

- 1. Sign into Digitability.com
- 2. Click **LESSONS** tab
- 3. Select Level 1 Internet Navigator
- 4. Select Unit 2
- 5. Select Lesson 1 What are browsers?

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.



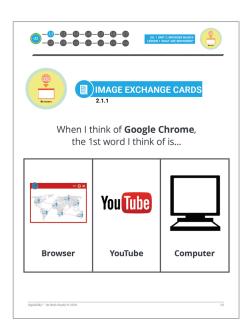


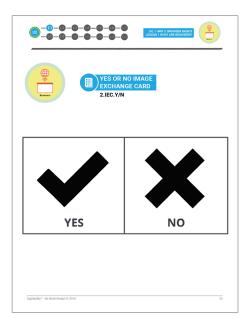


WARM UP



Distribute Image Exchange Cards 2.1.1 and Yes/No Image Exchange Cards 2.IEC.Y/N to students. See DIFFERENTIATION below to identify supplements needed for your students.







DIFFERENTIATION

- Write down answer in their notebook or a post-it to stick on the board. Student shares verbally.
- Rephrase question to a Yes/No answer prompt OR partner with a Tier 1 student.
- Have students point to **Image Exchange cards** [2.1.1] or points to **Yes or No Image Exchange Card** [2.IEC.Y/N] for rephrased question.







Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form.

- 1. O Write the words Google Chrome on the board
- 2. Ask students, "For a participation dollar, jot down the first word that comes to mind when thinking of the words Google Chrome."

Possible Answers: browser, website, and webpage

3. Call on students and have each student state the word they chose during the warm up.



4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]

"Marcus thinks of browser. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

5. Ask, "For a participation dollar, tell me can I use Google Chrome at my house? What about at school?"

Award at least four participation dollars.



6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]



"Marcus responds yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

Award at least four participation dollars.





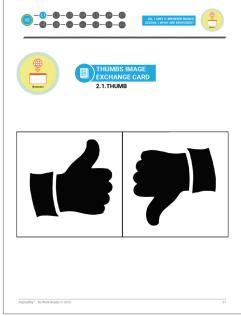


GUIDED WATCHING



Distribute **Badge Board 2.BADGE** and **Thumbs Image Exchange cards 2.1.THUMB** to students. See DIFFERENTIATION below to identify supplements needed for your students.







DIFFERENTIATION

- T1 Student shares an on-topic verbal response.
- Writes down badge name using **Badge Board** [2.BADGE] for this unit. Verbal response or holds up **Thumbs Image Exchange Cards** [2.1.THUMB].
- Uses **Badge Board** [2.BADGE] for this unit. Holds up or points **Thumbs Image Exchange Cards** [2.1.THUMB] to hold up or point to for rephrased question.





Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form.



7. Ask, "For a participation dollar, who can tell me the name of our next badge?"

Answer: What are Browsers?



8. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]



9. Bring attention to screen, "Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen. When you hear the word 'Browser' give me a thumbs up and I'll add participation dollars."

10. Ask students to give a thumbs up every time they hear and/ or see the word Browser in the video. Distribute **Thumbs Image Exchange cards** [2.1.THUMB]



11. Play video.



-- Video Ends (Do not click activity Button yet) --



12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]



Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: "A browser lets your view websites."

Throughout the Informal Assessment section, you will prompt students until they use the language from the video to describe the key concept.

Once this is done, have every student in the class use their language to state the key concept.

Then, have the whole class state the key concept together.

You can use phrases like, "What did the video say the/a _____ is?"



"Marcus answers
What are Browsers?.
Nice job participating
and earning a dollar
Marcus. Who else
would like to share for
a participation dollar."

Award at least four participation dollars.



"I see students putting there thumbs up and pointing to thumb cards. Nice Job!"

Award at least four participation dollars.



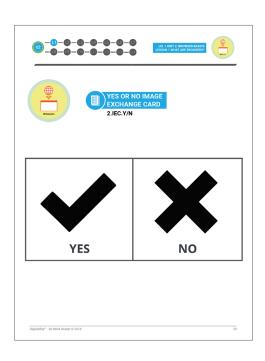




INFORMAL ASSESSMENT



Distribute **Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.





- Student shares an on-topic verbal response.
- Student writes down response in notebook or on post-it OR Student points to Yes/No using Yes/No Image Exchange Cards for a rephrased question [WS.IEC.Y/N]
- Student points to Yes/No using **Yes/No Image Exchange Cards** for a rephrased question [2.IEC.Y/N].





Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form.



13. Ask, "For a participation dollar, What is a browser?"

Answer: A browser lest your view websites.

Write the term and definition in notebooks after student responses.



14. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]



"Marcus answers yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."



15. Ask, "For a participation dollar, tell me, do you need a browser to view the Internet?"

Award at least four participation dollars.



16. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]



Structure prompting to get students to come up with a definition using language from the video.

Key Concept: "A browser lets your view websites."

Optional: Write the term and definition in notebooks after student responses.



17. Ask, "For a participation dollar, tell me, does a browser let you view websites?"



18. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]



"Marcus answers yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

Award at least four participation dollars.



"Marcus answers yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

Award at least four participation dollars.



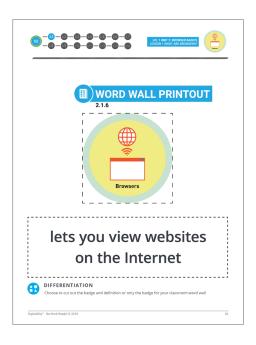




GUIDED ACTIVITY



Use **Lesson Badge Cut Out 2.1.6** Students that unlocked the badge will place the print out on the classroom's **word wall**. See DIFFERENTIATION below to identify supplements needed for your students.





- Student will use verbal prompting to unlock the badge with the class.
- Student will use verbal prompting and hand signals to unlock the badge with the class
- Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.









Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form.



19. Ask the class, "Who would like to unlock the What are Browsers? Badge for \$1?"



20. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]



"Marcus unlocks the internet badge. Nice job participating and earning a dollar Marcus."

Click Activity Button to Play Activity Video

21. Student discusses with class to choose the correct answer.

a. If student chooses correct answer, have student or whole class dance.

b. If student chooses incorrect answer, repeat Step 3 until student unlocks the badge.

Increase the dollar amount for shy students or to increase motivation.



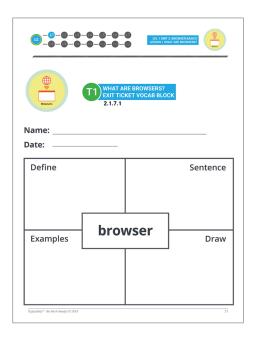


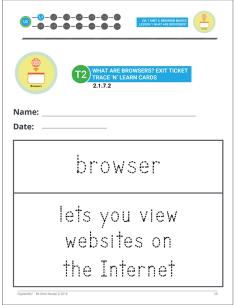


EXIT TICKET (PART A)



Distribute the **What are Browsers Exit Ticket 2.1.7** to students. See DIFFERENTIATION below to identify supplements needed for your students.







DIFFERENTIATION

- T1 Student's complete Vocab Blocks worksheet [2.1.7.1]
- Option to complete **Vocab Blocks worksheet** [2.1.7.1] or **Trace** 'n' Learn card [2.1.7.2]
- T3 Student's complete Trace 'n' Learn card [2.1.7.2]



LVL 1 UNIT 2: BROWSER BASICS LESSON 1 WHAT ARE BROWSERS?





Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form.

- 22. Students will complete the What are browsers? Exit Slip.
- 23. "For a participation dollar, who can share the definition you wrote?"
- 24. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]

"[Repeat student answer] Nice job sharing and earning a dollar Marcus."

- 25. "For a participation dollar, who will share a sentence you wrote?"
- 26. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]

"[Repeat student answer] Nice job sharing and earning a dollar Marcus."

- 27. "For a participation dollar, who will share one of their examples?"
 - 28. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]

"[Repeat student answer] Nice job sharing and earning a dollar Marcus."

29. "For a participation dollar, who would like to come up and present their drawing?" Call on student.

30. Give immediate feedback and record Workplace Behavior

earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]

"Great! [student] is going to present!
Nice job earning a participation dollar."

part

Award at least four participation dollars.









After student discusses what they drew and why they drew it, ask students in class to give feedback.



31. "For a participation dollar, who would like to give feedback to [student] on their drawing?" Call on student.

"You can give feedback by telling [student] what you liked about their drawing and explanation. Then, you can ask [student] a question."

- 32. Be sure that students do both.
 - a. Describe what they like (prompt to student to say more than, "I liked your drawing." Ask, "What did you like about it?"
 - b. Ask a question about drawing or explanation.



+\$

33. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.1.DollarTracker]

"Nice job giving feedback and earning a dollar Marcus."

34. After student does both, ask the student presenting, "[Student, what did you hear [student who gave feedback] say?"

Award at least four participation dollars.







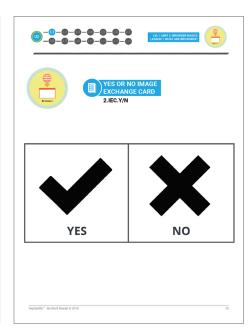
EXIT TICKET (PART B)



Distribute Image Exchange Cards WS.IMAGE.IEC or Yes/No Image Exchange Cards WS.IEC.Y/N to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.









DIFFERENTIATION

- Student shares an on-topic verbal response.
- Student completes **Feedback Sentence Starter** [2.1.8.2] to give feedback about other students' summaries.
- Teacher distributes **Image Exchange Cards** [2.IMAGE.IEC] or **Yes/No Image Exchange Card** [2.IEC.Y/N] for a rephrased question.



LVL 1 UNIT 2: BROWSER BASICS LESSON 1 WHAT ARE BROWSERS?





Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form.

- 3
- 35. Ask, "For a participation dollar, who would like to share one thing we discussed during our session?"



36. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]



"Nice job sharing and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

- ?
- 37. Ask, "For a participation dollar, who would like to stand up and summarize our session?"

38. Say, "I know that you are carefully listening because your eyes are focused on the presenter, and you are thinking of the feedback you would like to offer."

Award at least four participation dollars.



"Nice job sharing and earning a dollar, Marcus. Who else would like to share for a participation dollar?"



39. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]

Award at least four participation dollars.





40. Say, "For a participation dollar, tell me what [student presenting] said he did today?"





41. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]

a dollar, Marcus. Who else would like to share for a participation dollar?"

"Nice job sharing,

listening and earning

After students summarize what they did, ask others in class to give feedback.



42. Ask, "For a participation dollar, who would like to give feedback to [student] on their summary?" Call on student.

Say, "You can give feedback by summarizing what your colleague stated in your own words and say what you would add to their summary?"

- 43. Be sure that students do both:
 - A. Summarize what their colleague stated in their own words
 - B. Say what they would add to their collegue's summary



44. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]



"Nice job giving feedback and earning a dollar, Marcus."

45. After student does both, ask the presenter, "[Student], what did you hear [student who gave feedback] say?"

Award at least four participation dollars.

You can use a variety of prompting methods to help students develop their workplace communication skills during this activity. Refer to your Level 1 Guide for ways to Increase or Decrease Assistance using the Five Types of Prompting.



NEXT STEPS

46. Read off **Dollar Earnings Tracker** and announce how many dollar's each student earned or spent (and what specific behaviors they spent that money on) during the lesson.



47. Students will fill in their dollar earnings from the lesson using their **My Digitability Earnings Tracker**. Have students staple this sheet into their notebooks so that they can use it for the entire unit.



48. Review any bills that are due and their amounts.

49. Please submit your narrative and photos/videos online using the Milestone form found at digitability.com/milestone6. Contact your Implementation Coach if you need help or have a guestion.



WRAP UP MESSAGE

50. Have class say the key concepts together.

Key Concept: "Google Chrome, Safari, and Internet Explorer are types of browsers that look similar and do the same things like viewing and using the Internet."

51. "Now we know what the Internet is and can use it in a sentence. Whenever you use the word Internet correctly, and at appropriate times (on-topic), you will earn a dollar."



LVL 1 UNIT 2: BROWSER BASICS LESSON 1 WHAT ARE BROWSERS?





Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form.



- Login independently using password cards.
- Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.
- Teacher or Tier 1 assistance to help student login using their password card.



Supplemental Materials

Unit 2











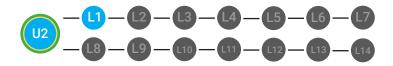






PHOTO OPP GUIDE

Directions: Use this form to brainstorm your Milestone submission. You can submit your Milestone assets using your **Teacher Resources Portal** at digitability.com/teacherresources. We included some suggestions but feel free to submit what you think is most important to capture your implementation!

Suggested Capture:

Videos/photos of students presenting the planning session summary

Videos/photos of differentiation for students with expressive/receptive language needs

Videos/photos of students completing supplements and those completed supplements

Narrative:

Describe what is happening in your photos/videos. (at least five sentences)

Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her?).

ell us what you or your students like about this part of the Work Simulation.						
				.		

^{*}Refer to the **Taking "Good" Photo** resource in warm up supplements



DOLLAR EARNINGS TRACKER

2.1.DOLLAR

DIRECTIONS: Print this Dollar Tracker and attach it to a clipboard or put it in a file that is easily accessible to you. Each time you use Digitability, update your students' earnings on this sheet.

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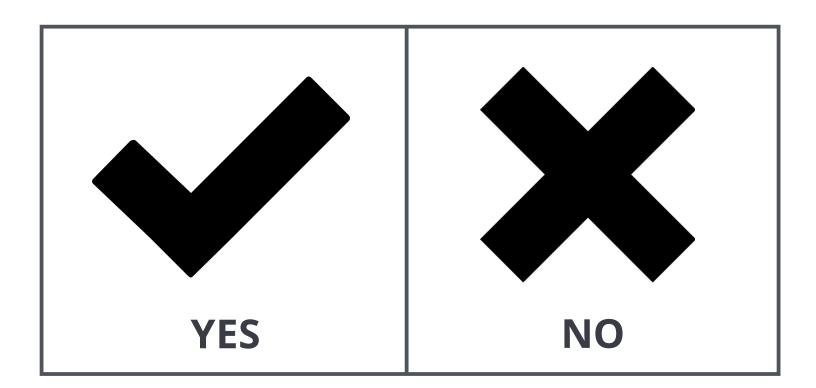












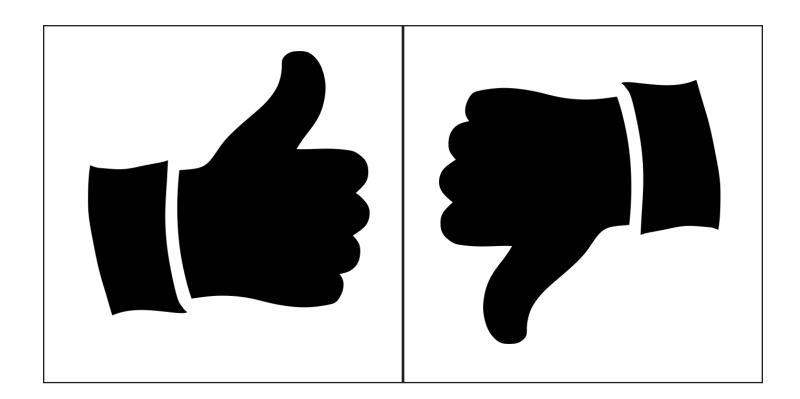








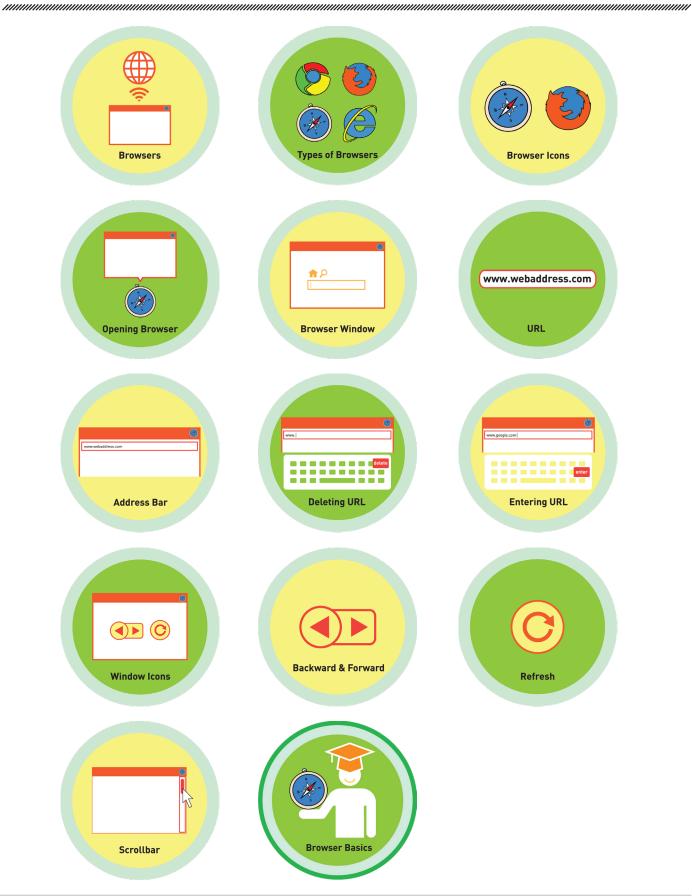








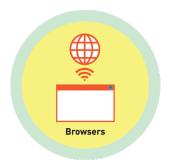






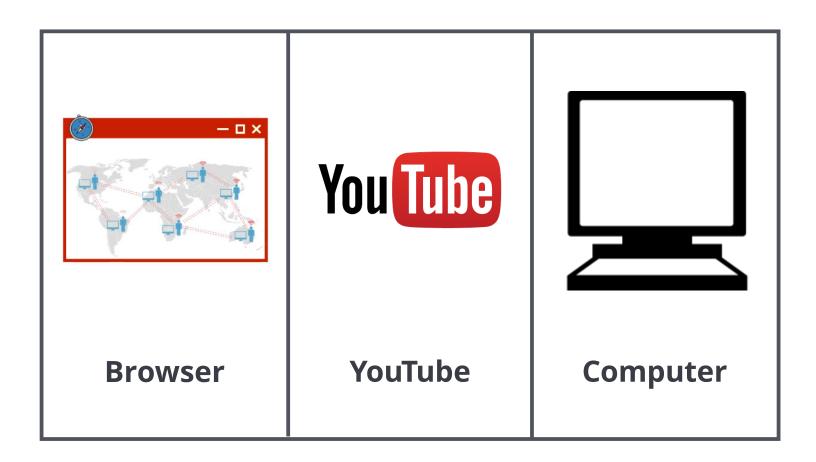








When I think of **Google Chrome**, the 1st word I think of is...





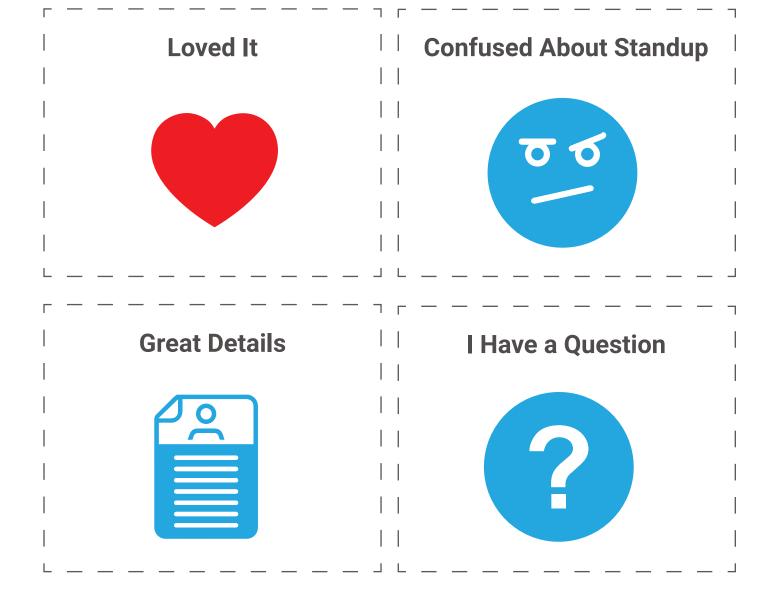








2.IEC.IMAGE









Great Speech Volume



Volume of Speech too Low



Great Eye Contact



Make More Eye Contact





Great Energy



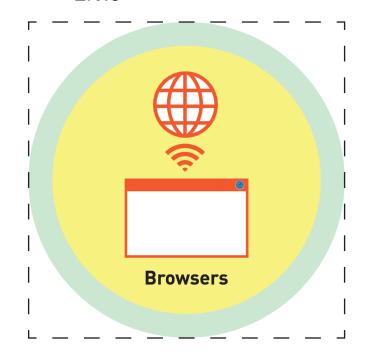








2.1.6



lets you view websites on the Internet



DIFFERENTIATION

Choose to cut out the badge and definition or only the badge for your classroom word wall











Name:

Date: _____

Define			Sentence
Examples	browser		Draw









T2 WHAT ARE BROWSERS? EXIT TICKET TRACE 'N' LEARN CARDS 2.1.7.2

Date: _____

browser

lets you view websites on the Internet









T2) FEEDBACK SENTENCE STARTER

EXIT TICKET B | 2.1.8.2

I liked the part of your presentation when you				
I think you can work on				
I have a question about				









MY DIGITABILITY EARNINGS TRACKER

UNIT 2: BROWSER BASICS | 2.1.9

DIRECTIONS: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

Name:			
	DATE:	DOLLARS EARNED:	
LESSON 1: BROWSERS			
LESSON 2: TYPES OF BROWSERS			
LESSON 3: BROWSER ICONS			
LESSON 4: OPENING A BROWSER			
LESSON 5: BROWSER WINDOW			
LESSON 6: URL			
LESSON 7: ADDRESS BAR			
LESSON 8: DELETING A URL			
LESSON 9: ENTERING A URL			
LESSON 10: BROWSER ICONS & BUTTONS			
LESSON 11: BACK & FORTH BUTTONS			
LESSON 12: REFRESH BUTTON			
LESSON 13: SCROLL BAR			
LESSON 14: MASTER BADGE			

TOTAL DOLLARS EARNED: