Types of Browsers

Lesson 2: Types of Browsers

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UNIT 2: BROWSER BASICS
LESSON 2: TYPES OF BROWSERS

Types of Browsers

LESSON OVERVIEW

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

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.

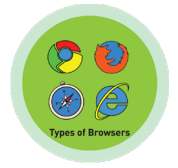5. Refer to your Level 1 Guide to read about effective practices.

ONLINE REVIEW

1. Sign into Digitability.com

2. Click **LESSONS** tab

3. Select **Level 1 - Internet Navigator**

4. Select **Unit 2**

5. Select **Lesson 2 - Types of 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 2.2.2** and **Yes/No Image Exchange Cards 2.IEC.Y/N** to students. See 👥 DIFFERENTIATION below to identify supplements needed for your students.

👥 DIFFERENTIATION

T1 Write down answer in their notebook or a post-it to stick on the board. Student shares verbally.

T2 Rephrase question to a Yes/No answer prompt OR partner with a Tier 1 student.

T3 Have students point to **Image Exchange cards** [2.2.2] or points to **Yes or No Image Exchange Card** [2.IEC.Y/N] for rephrased question.
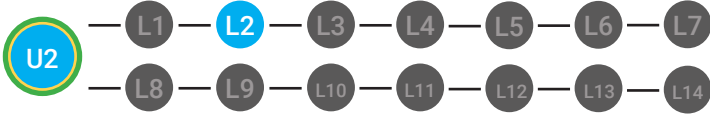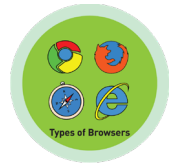
PHOTO OPP

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. Write the definition of the browser on the board leaving a blank space for the word "websites."

Browsers: Let you view _____ on the Internet.

+$

"Marcus writes websites on his notebook. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

+$ 2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]

Award at least four participation dollars.

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

? 4. Ask, **"For a participation dollar, tell me what the types of browsers are?"**

+$

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

+$ 5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]
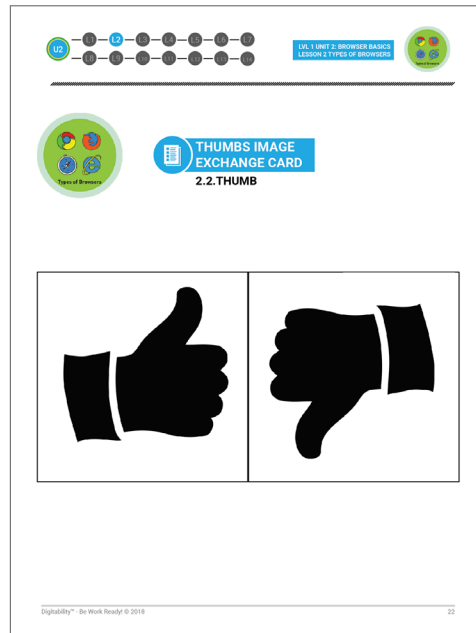
Award at least four participation dollars.

GUIDED WATCHING

Distribute **Badge Board 2.BADGE** and **Thumbs Image Exchange cards 2.2.THUMB** to students. See ⚃ **DIFFERENTIATION** below to identify supplements needed for your students.

DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 Writes down badge name using **Badge Board** [2.BADGE] for this unit. Verbal response or holds up **Thumbs Image Exchange Cards** [2.2.THUMB].

T3 Uses **Badge Board** [2.BADGE] for this unit. Holds up or points **Thumbs Image Exchange Cards** [2.2.THUMB] to hold up or point to for rephrased question.
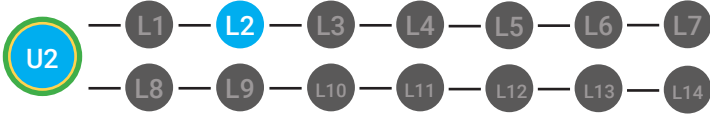
PHOTO OPP

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.

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

Answer: Types of Browsers

+$ **7. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]**
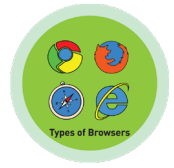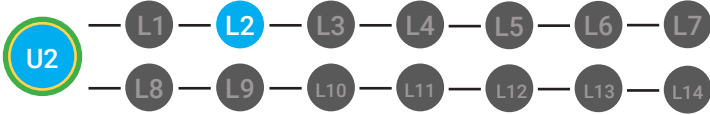
+$ *"Marcus answers What are Browsers?. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."*

Award at least four participation dollars.

8. 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."*

9. 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** [2.2.THUMB]

▶ 10. Play video.

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

+$ **11. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]**

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

Award at least four participation dollars.

🛑 **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?"*

INFORMAL ASSESSMENT

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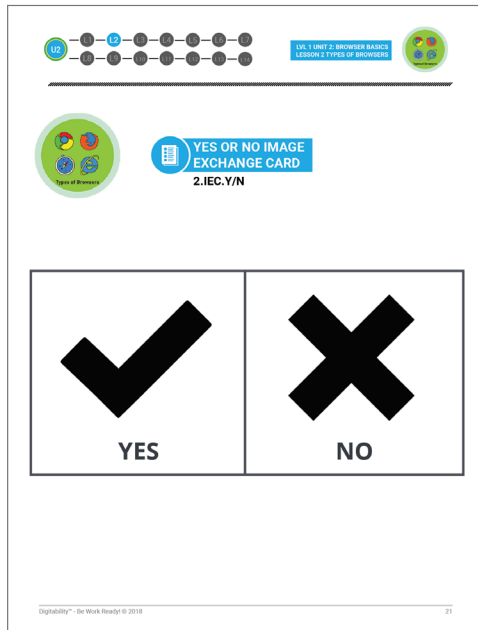
DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 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]

T3 Student points to Yes/No using **Yes/No Image Exchange Cards** for a rephrased question [2.IEC.Y/N].
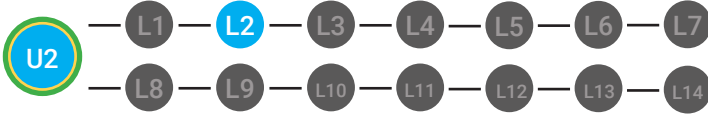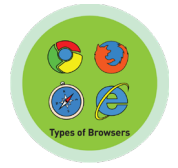
📸 PHOTO OPP

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.

❓ 12. Ask, *"For a participation dollar, who can tell me a type of Browsers."*

Possible Answer: Google Chrome, Safari, Internet Explorer

Write the term and definition in notebooks after student responses.

+$ 13. **Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.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.

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

+$ 15. **Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]**

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

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

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."

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

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."

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

+$ 17. **Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]**

Award at least four participation dollars.

GUIDED ACTIVITY

Use **Lesson Badge Cut Out 2.2.6** 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.

WORD WALL PRINTOUT
2.2.6

Types of Browsers

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

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

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DIFFERENTIATION

T1 Student will use verbal prompting to unlock the badge with the class.

T2 Student will use verbal prompting and hand signals to unlock the badge with the class

T3 Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.
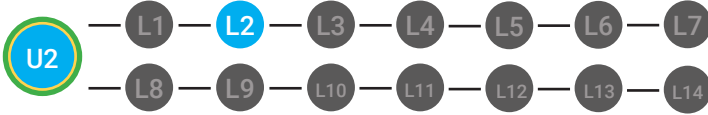
PHOTO OPP

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.

? 18. Ask the class, *"Who would like to unlock the Types of Browsers? Badge for $1?"*

+$ **19. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]**

+$
"Marcus unlocks the Types of Browsers badge. Nice job participating and earning a dollar Marcus."

Click Activity Button to Play Activity Video

20. 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.
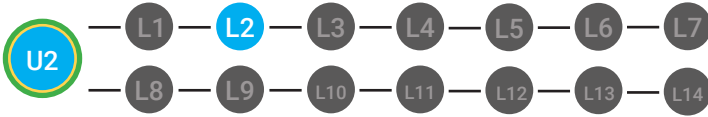
EXIT TICKET (PART A)

Distribute the **Types of Browsers Exit Ticket 2.2.7** to students. See 🔷 DIFFERENTIATION below to identify supplements needed for your students.

T1 TYPES OF BROWSERS EXIT TICKET VOCAB BLOCK 2.2.7.1

Name: _____
Date: _____

Define	Sentence
types of browsers	
Examples	Draw

T2 TYPES OF BROWSERS EXIT TICKET TRACE 'N' LEARN CARDS 2.2.7.2

Name: _____
Date: _____

types of browsers

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

---

DIFFERENTIATION

T1 Student's complete **Vocab Blocks worksheet** [2.2.7.1]

T2 Option to complete **Vocab Blocks worksheet** [2.2.7.1] or **Trace 'n' Learn card** [2.2.7.2]

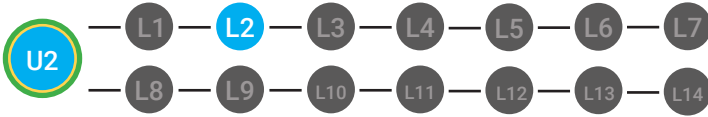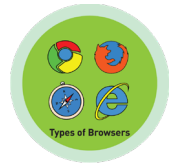**T3** Student's complete **Trace 'n' Learn card** [2.2.7.2]

📷 PHOTO OPP

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.

21. Students will complete the *Types of Browsers Exit Slip*.

❓ 22. "For a participation dollar, who can share the definition you wrote?"

+$ 23. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]

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

❓ 24. "For a participation dollar, who will share a sentence you wrote?"

+$ 25. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]

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

❓ 26. "For a participation dollar, who will share one of their examples?"

+$ 27. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]

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

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

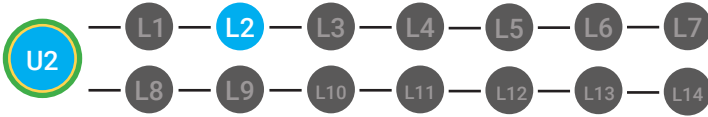**+$ 29. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]**

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

Award at least four participation dollars.

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

? 30. **"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."

31. 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.

+$ **32. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]**

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

Award at least four participation dollars.

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

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.

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 _____

_____

_____

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IMAGE EXCHANGE CARDS
2.IEC.IMAGE

Loved It | Confused About Standup

Great Details | I Have a Question

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YES OR NO IMAGE EXCHANGE CARD
2.IEC.Y/N

YES | NO

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🔲 DIFFERENTIATION

T1   Student shares an on-topic verbal response.

T2   Student completes **Feedback Sentence Starter** [2.2.8.2] to give feedback about other students' summaries.

T3   Teacher distributes **Image Exchange Cards** [2.IMAGE.IEC] or **Yes/No Image Exchange Card** [2.IEC.Y/N] for a rephrased question.
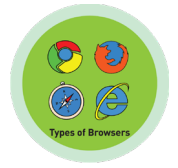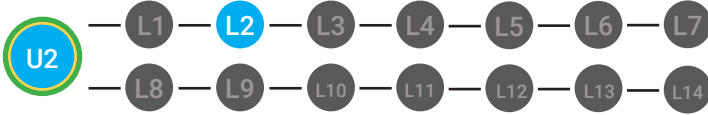
PHOTO OPP

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.

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

+$ 35. **Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]**

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

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

37. 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?"*

+$ 38. **Give Immediate Feedback and record workplace behavior earnGive immediate feedback and record Workplace Behavior**

Have student summarize the day's session.

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

Award at least four participation dollars.

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

+$ 40. **Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.2.DollarTracker]**

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

41. 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?"*

42. 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

+$

43. 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."

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

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.

Award at least four participation dollars.
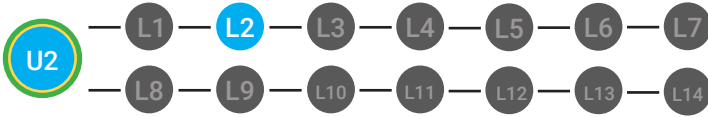
NEXT STEPS

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

46. 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.

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

48. 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 question.

WRAP UP MESSAGE

49. **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."

50. **"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."**
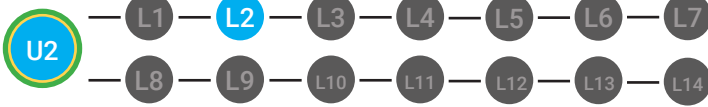
PHOTO OPP

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.

DIFFERENTIATION

T1 Login independently using **password cards.**

T2 Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.

T3 Teacher or Tier 1 assistance to help student login using their **password card.**

Types of Browsers
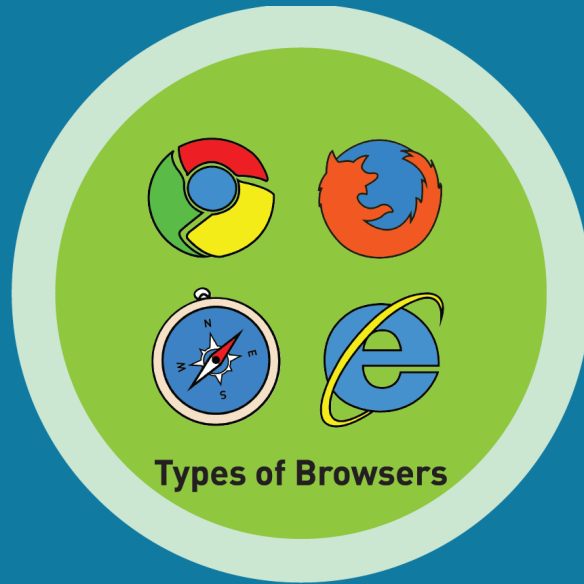
Supplemental Materials

📷 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?).
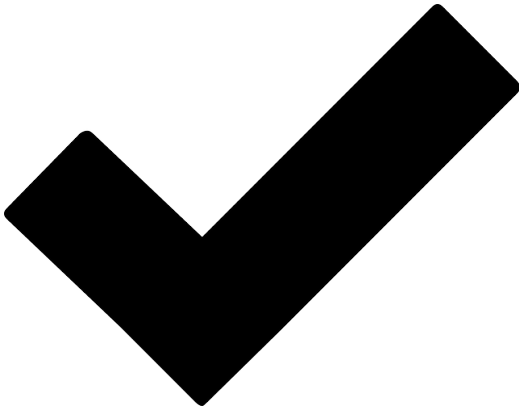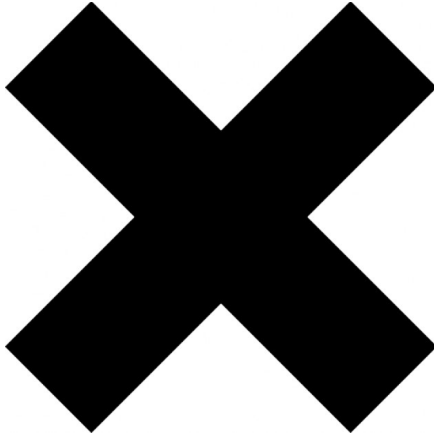
Tell us what you or your students like about this part of the Work Simulation.

_____

_____

_____

_____

_____

_____

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

DOLLAR EARNINGS TRACKER

2.2.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.

Types of Browsers

STUDENT NAME	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
Franklin M.	卌	IIII	I	III	卌	IIII	III	IIII	II	IIII	卌	III	II	II

Types of Browsers

YES OR NO IMAGE EXCHANGE CARD
2.IEC.Y/N

✔	✖
YES	**NO**

Types of Browsers

THUMBS IMAGE EXCHANGE CARD

2.2.THUMB
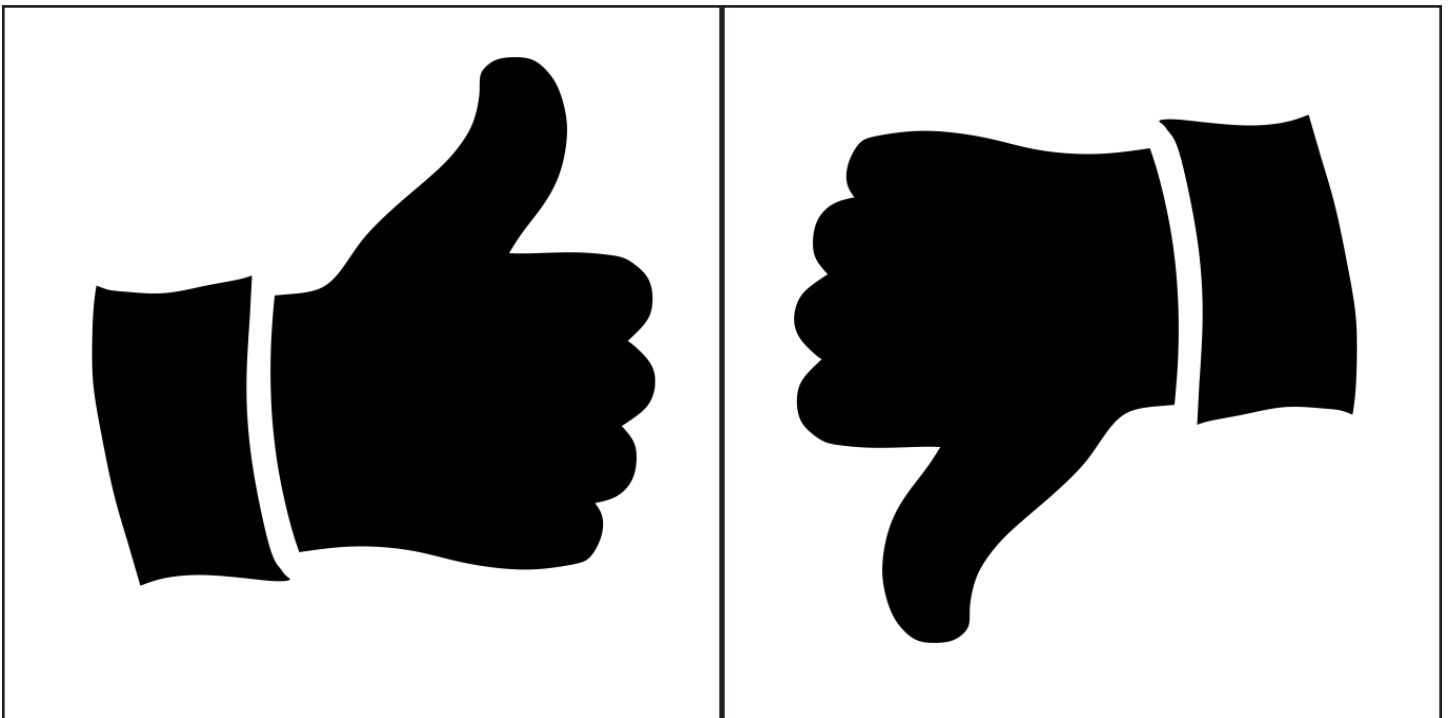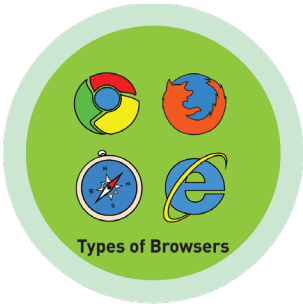
Types of Browsers

IMAGE EXCHANGE CARDS

2.2.2

4 examples of **types of browsers** are...
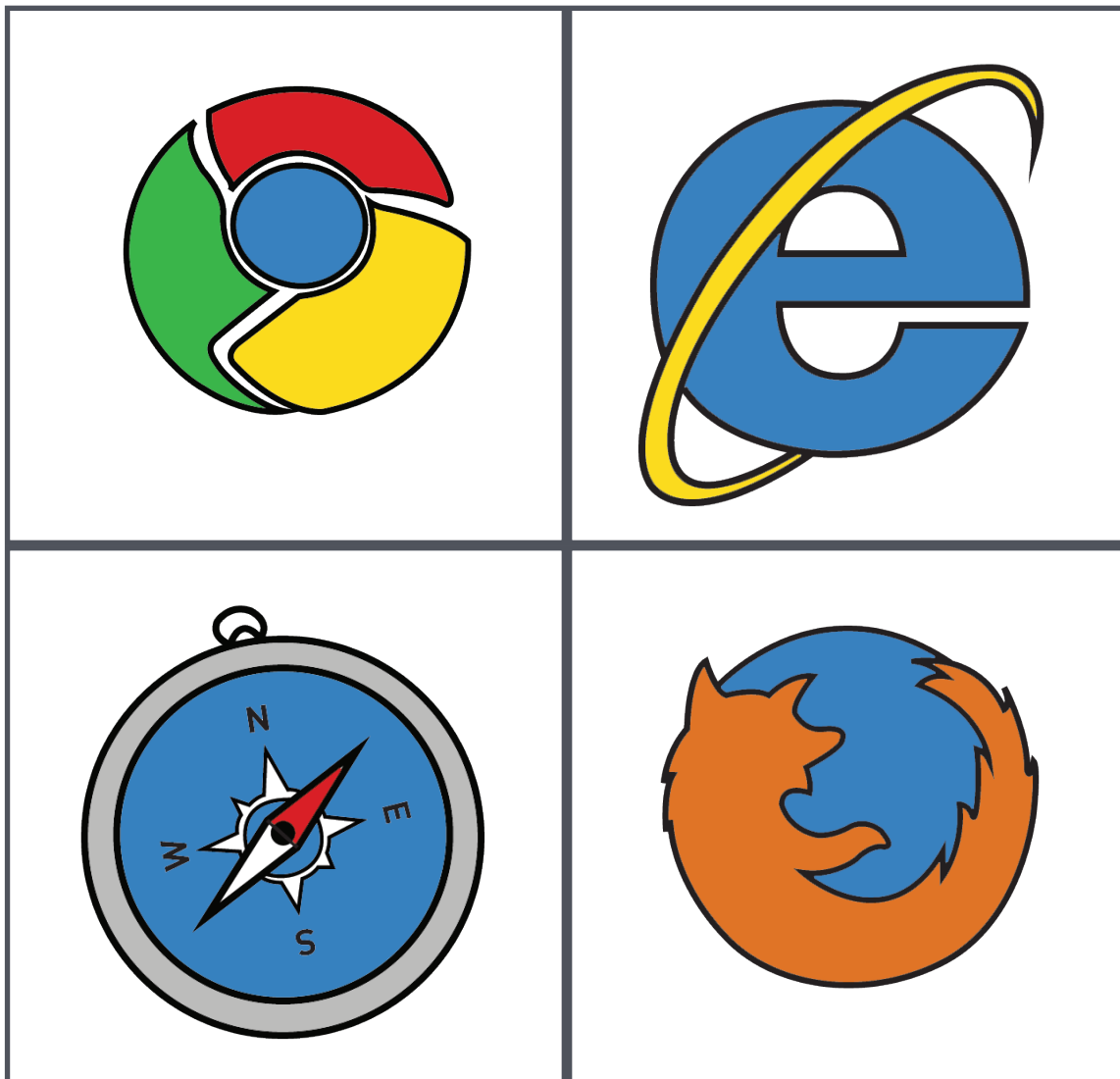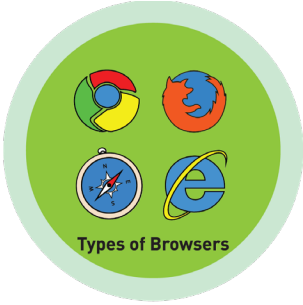
Types of Browsers

IMAGE EXCHANGE CARDS

2.IEC.IMAGE

Loved It

Confused About Standup
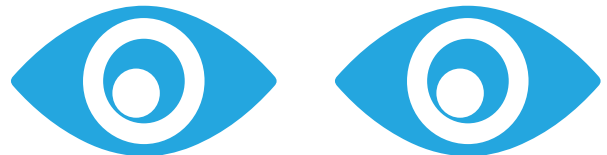
Great Details

I Have a Question
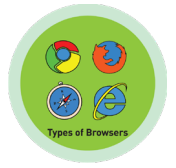
Great Speech Volume

Volume of Speech too Low

Great Eye Contact
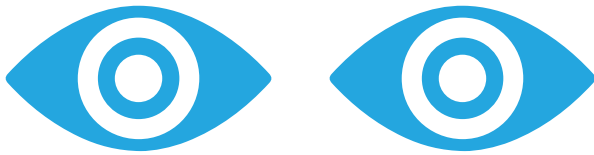
Make More Eye Contact

Great Energy

U2 — L1 — L2 — L3 — L4 — L5 — L6 — L7
L8 — L9 — L10 — L11 — L12 — L13 — L14

LVL 1 UNIT 2: BROWSER BASICS
LESSON 2 TYPES OF BROWSERS

BADGE BOARD
2.BADGE

Types of Browsers
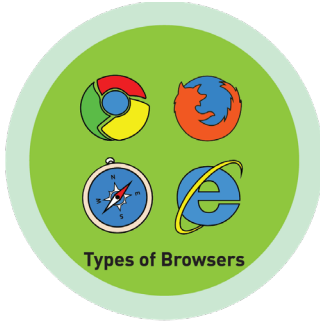
Browsers
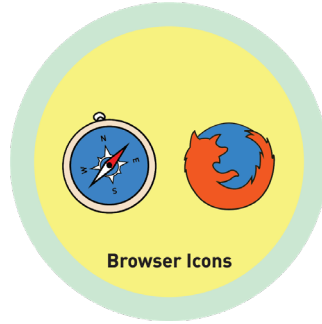
Types of Browsers
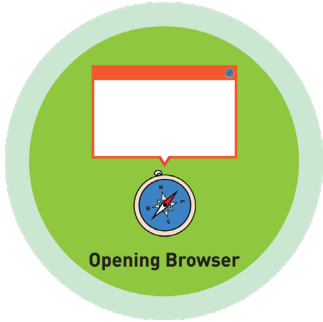
Browser Icons

Opening Browser

Browser Window

www.webaddress.com

URL

www.webaddress.com

Address Bar

www.|

delete

Deleting URL

www.google.com|
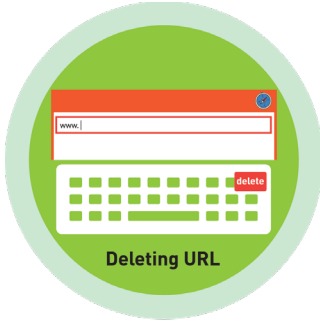
enter

Entering URL
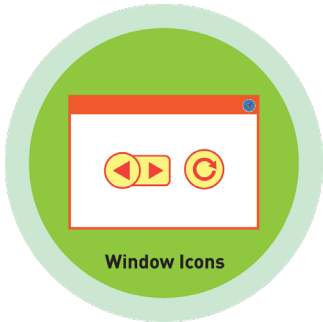
Window Icons

Backward & Forward
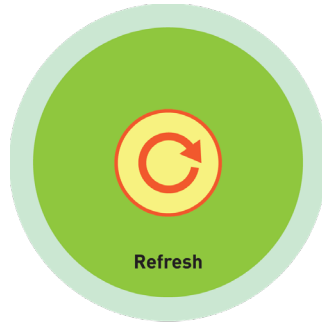
Refresh
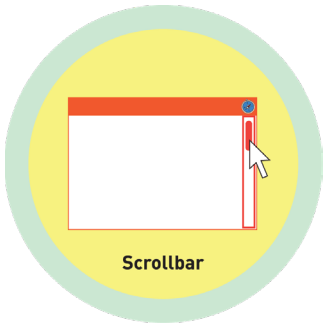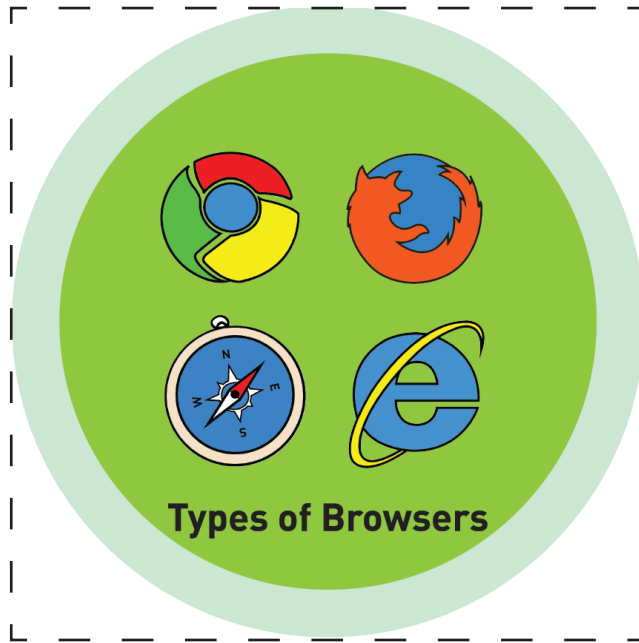
Scrollbar

Browser Basics

📑 WORD WALL PRINTOUT

2.2.6

Types of Browsers

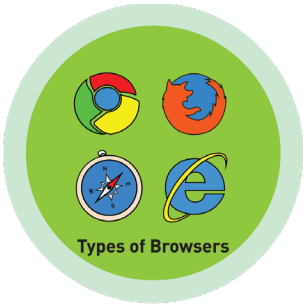# Google Chrome, Safari, and Internet Explorer are types of browsers that look similar and do the same things, like viewing and using the internet.

DIFFERENTIATION

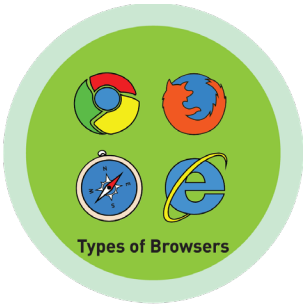Choose to cut out the badge and definition or only the badge for your classroom word wall

T1 TYPES OF BROWSERS
EXIT TICKET VOCAB BLOCK
2.2.7.1

Name: _____

Date: _____

Define	Sentence
Examples	**types of browsers**	**Draw**

Types of Browsers

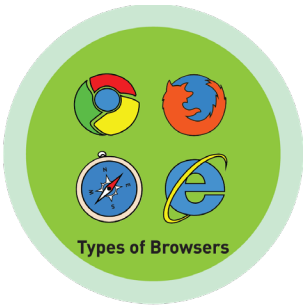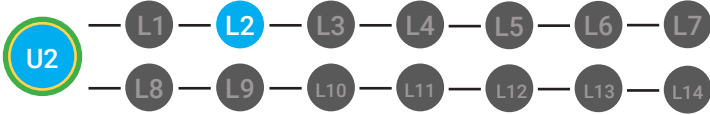**T2** TYPES OF BROWSERS EXIT TICKET
TRACE 'N' LEARN CARDS
2.2.7.2

Name: _____

Date: _____

types of browsers

Google Chrome, Safari, and Internet Explorer are types of browsers that look similar and do the same things, like viewing and using the Internet
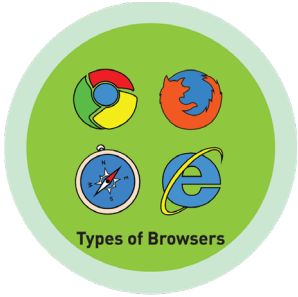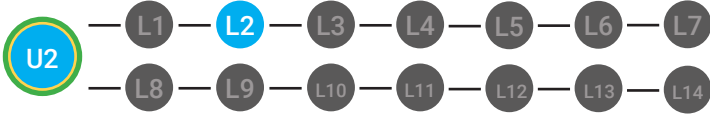
Types of Browsers

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 _____

_____

_____

Types of Browsers

MY DIGITABILITY EARNINGS TRACKER

UNIT 2: BROWSER BASICS | 2.2.9

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: