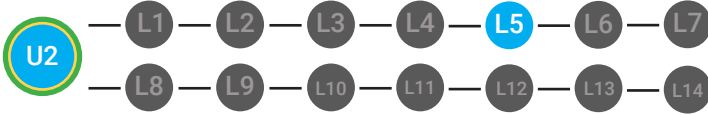




Lesson 5: Browser Window

Unit 2



UNIT 2: BROWSER BASICS LESSON 5: BROWSER WINDOW

LESSON OVERVIEW

A browser is the square that is the outside of the website.

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 5 - Browser Window**

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 **loose leaf paper** if necessary to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

T1

Writes response on the board

T2

Writes response on the board with assistance from a Tier 1 partner.

T3

Writes response on the board with assistance from an adult.



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 double-clicking on the board, leaving a blank space for the word "Two"

Double-clicking is when you click on an icon _____ times to open it.



2. Ask, *"For a participation dollar, who wants to come up to the board to fill in the correct answer."*



3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.5.DollarTracker]



"Marcus writes Two on the board. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

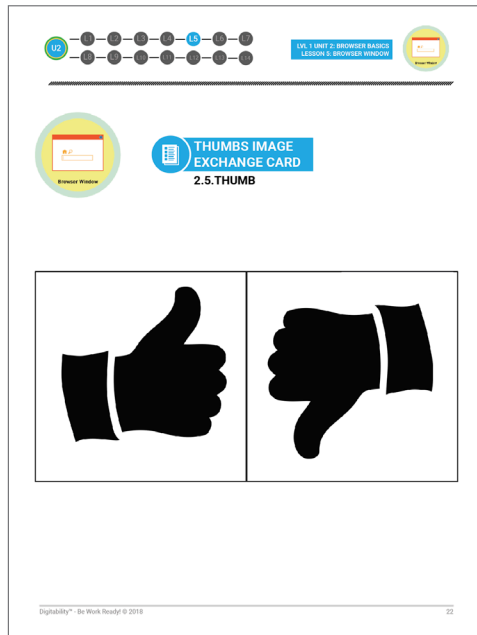
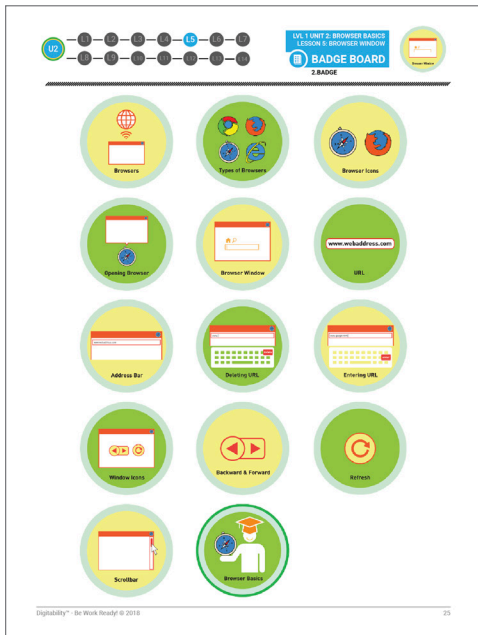
Award at least four participation dollars.



GUIDED WATCHING



Distribute **Badge Board 2.BADGE** and **Thumbs Image Exchange cards 2.5.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 [2.5.THUMB]**.
- T3** Uses **Badge Board [2.BADGE]** for this unit. Holds up or points **Thumbs Image Exchange Cards [2.5.THUMB]** to hold up or point to for rephrased question.

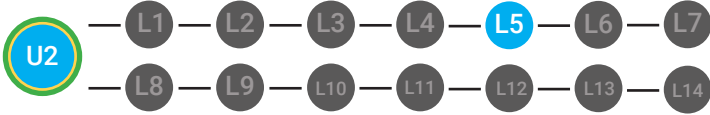


PHOTO OPP

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.



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

Answer: Browser Window



5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.5.DollarTracker]



6. 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 words 'Browser Window' give me a thumbs up and I'll add participation dollars."*

7. Ask students to give a thumbs up every time they hear and/or see the words Browser Window in the video. Distribute **Thumbs Image Exchange cards** [2.5.THUMB]



8. Play video.



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



9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.5.DollarTracker]



Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: "Google Chrome, Safari, and Internet Explorer are types of browsers that look similar and do the same things like viewing and using the Internet. Each browser has an icon that represents them."

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 Browser Window. 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!"

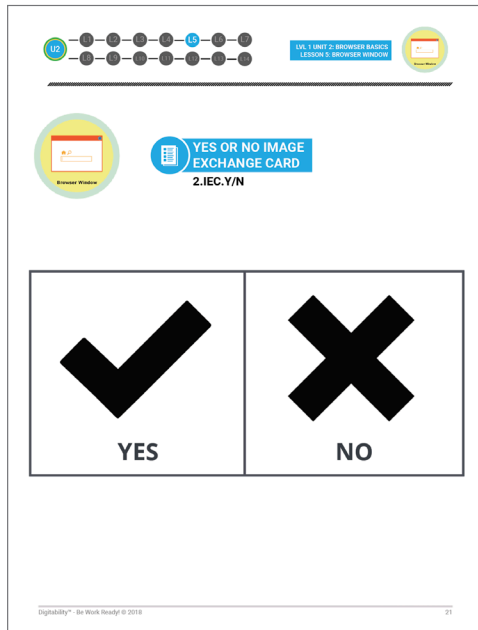
Award at least four participation dollars.



INFORMAL ASSESSMENT



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



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].

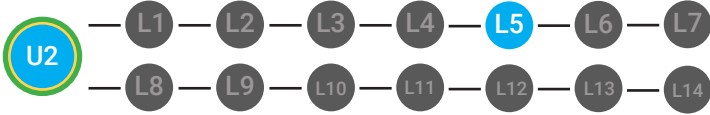


PHOTO OPP

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.



10. Ask, “For a participation dollar, who can tell me what a browser window is?”



11. Ask, “For a participation dollar, does the browser window help you move from one webpage to a different webpage?”



12. Ask, “For a participation dollar, does the browser window have icons, buttons, and field?”

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



Key Concept: “A browser is the square that is the outside of the website.”

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



13. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.5.DollarTracker]



“Marcus points to Yes/No. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

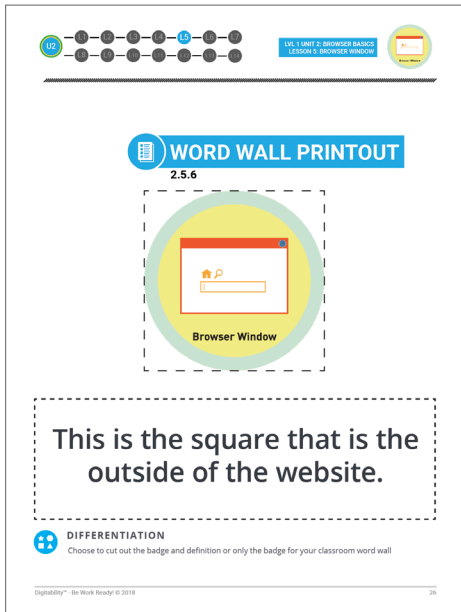
Award at least four participation dollars.



GUIDED ACTIVITY



Use **Lesson Badge Cut Out 2.5.6** 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.



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.

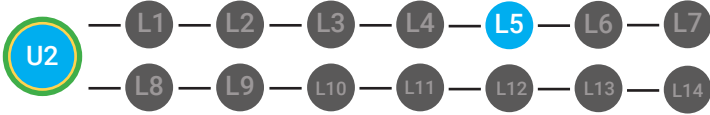


PHOTO OPP

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.



14. Ask the class, “Who would like to unlock the Browser Window Badge for \$1?”



15. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.5.DollarTracker]



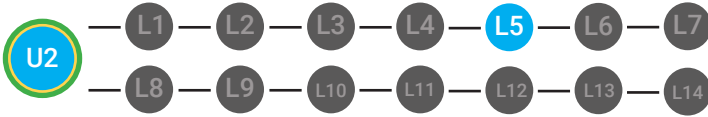
“Marcus unlocks the Browser Window badge. Nice job participating and earning a dollar Marcus.”

Click Activity Button to Play Activity Video

16. Student discusses with class to choose the correct answer.
- If student chooses correct answer, have student or whole class dance.
 - 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 **Browser Window Exit Ticket 2.5.7** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.

T1 BROWSER WINDOW EXIT TICKET VOCAB BLOCK 2.5.7.1

Name: _____
Date: _____

Define		Sentence	
	browser window		
Examples		Draw	

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T2 BROWSER WINDOW EXIT TICKET TRACE 'N' LEARN 2.5.7.2

Name: _____
Date: _____

browser window

this is the square
that is the outside
of the website

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DIFFERENTIATION

- T1** Student's complete **Vocab Blocks worksheet** [2.5.7.1]
- T2** Option to complete **Vocab Blocks worksheet** [2.5.7.1] or **Trace 'n' Learn card** [2.5.7.2]
- T3** Student's complete **Trace 'n' Learn card** [2.5.7.2]



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.

17. Students will complete the Browser Window Exit Slip.



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



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



19. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.5.DollarTracker]



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



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



21. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.5.DollarTracker]



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



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



23. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.5.DollarTracker]



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



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

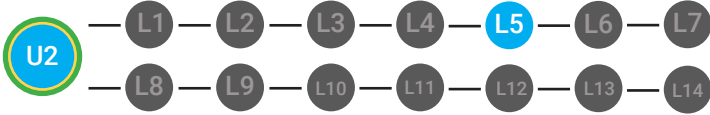


25. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.5.DollarTracker]



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

Award at least four participation dollars.



26. “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.”

27. 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.



28. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.5.DollarTracker]



“Nice job giving feedback and earning a dollar Marcus.”

29. 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.

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

LVL 1 UNIT 2: BROWSER BASICS
 LESSON 5: BROWSER WINDOW

T2 FEEDBACK SENTENCE STARTER
 EXIT TICKET B | 2.5.8.2

I liked the part of your presentation when you _____

I think you can work on _____

I have a question about _____

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

LVL 1 UNIT 2: BROWSER BASICS
 LESSON 5: BROWSER WINDOW

IMAGE EXCHANGE CARDS
 2.IEC.IMAGE

Loved It 	Confused About Standup
Great Details 	I Have a Question

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

LVL 1 UNIT 2: BROWSER BASICS
 LESSON 5: BROWSER WINDOW

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** [2.5.8.2] 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.

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

+\$ 31. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.6.DollarTracker]

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

? 32. Ask, *“For a participation dollar, who would like to stand up and summarize our session?”*

Award at least four participation dollars.

33. 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.”*

+\$ 34. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.6.DollarTracker]

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

Have student summarize the day’s session.

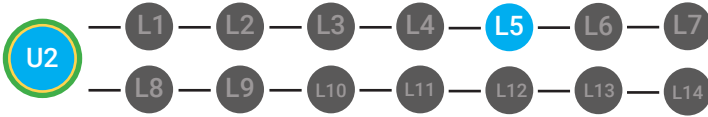
Award at least four participation dollars.

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

+\$ 36. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.6.DollarTracker]

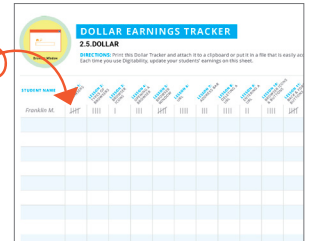
+\$
“Nice job sharing, listening and earning a dollar, Marcus. Who else would like to share for a participation dollar?”

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

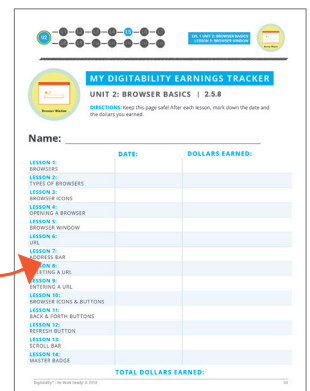


NEXT STEPS

37. 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.

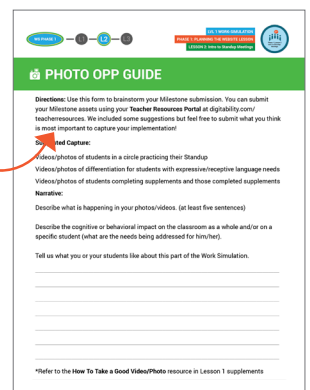


38. Students will fill in their dollar earnings from the lesson using their **My Digitability Earnings Tracker**. Have students staple this sheet into their notebooks so that they can use it for the entire unit.



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

40. 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

41. **Have class say the key concepts together.**

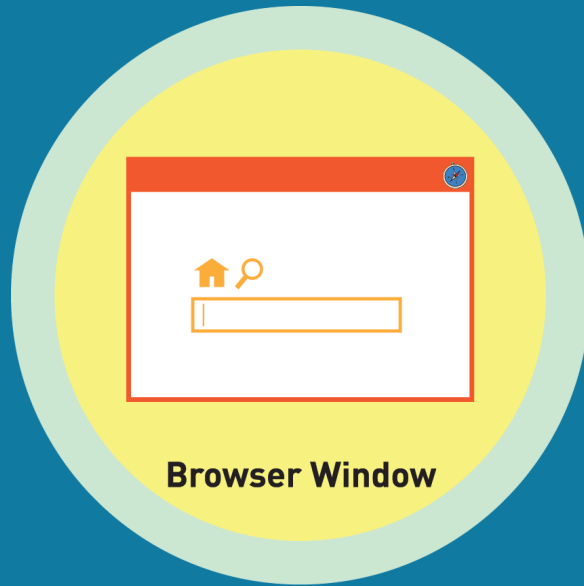
Key Concept: “Google Chrome, Safari, and Internet Explorer are types of browsers that look similar and do the same things like viewing and using the Internet.”

42. **“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.”**



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**.



Supplemental Materials

Unit 2



TechCrunch



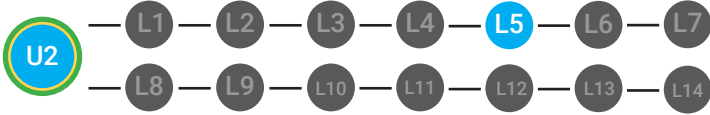


PHOTO OPP GUIDE

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

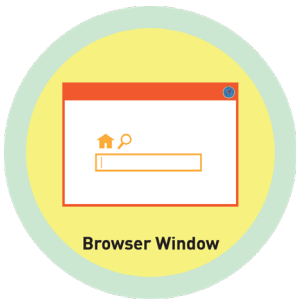
Narrative:

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?).

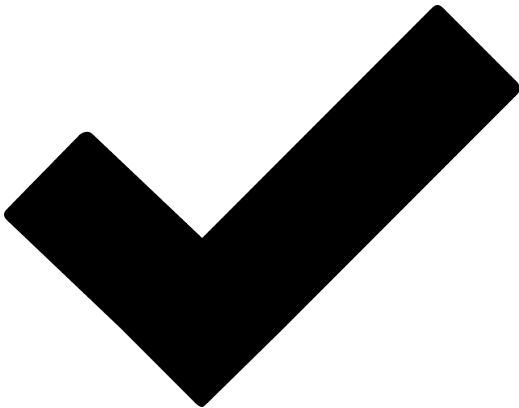
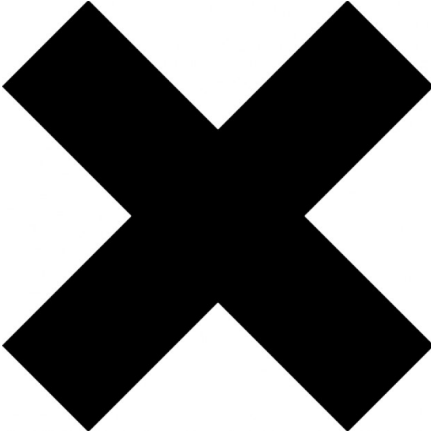
Tell us what you or your students like about this part of the Work Simulation.

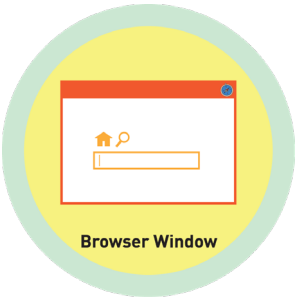
*Refer to the **Taking “Good” Photo** resource in warm up supplements




 **YES OR NO IMAGE EXCHANGE CARD**

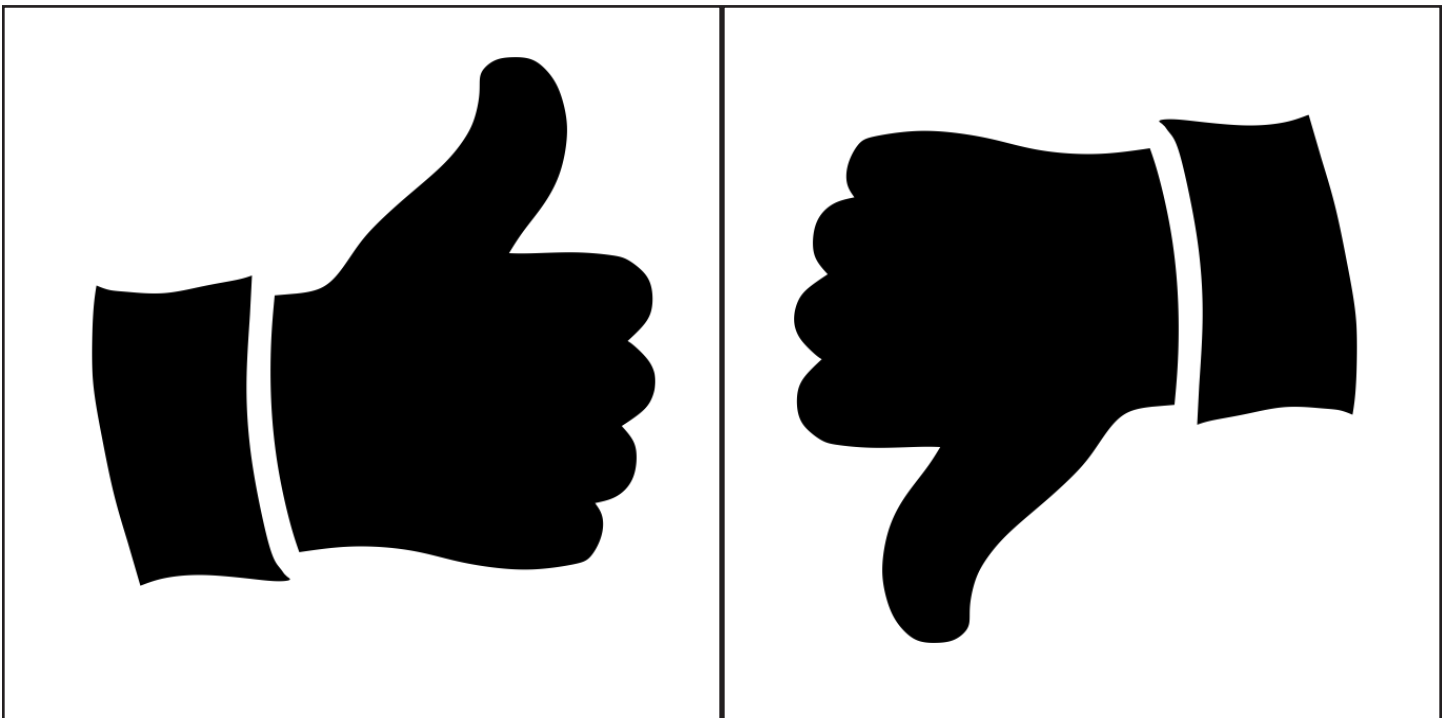
2.IEC.Y/N

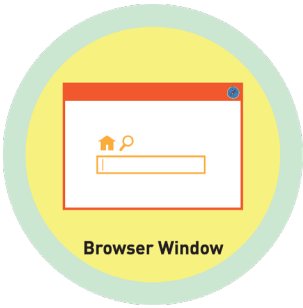
 <p>YES</p>	 <p>NO</p>
--	--



 **THUMBS IMAGE
EXCHANGE CARD**

2.5.THUMB





 **IMAGE EXCHANGE CARDS**

2.IEC.IMAGE

Loved It



Confused About Standup



Great Details



I Have a Question

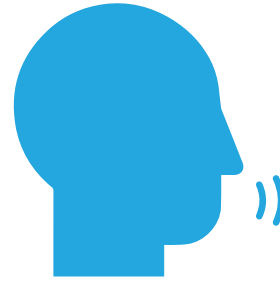




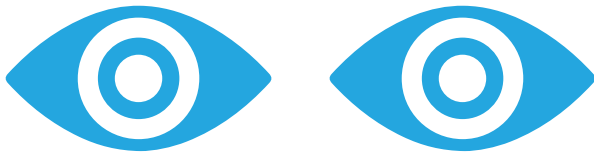
Great Speech Volume



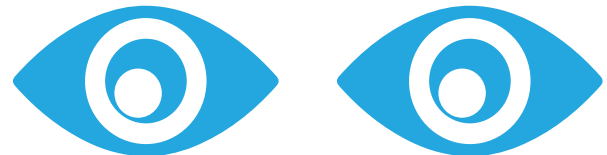
Volume of Speech too Low



Great Eye Contact



Make More Eye Contact

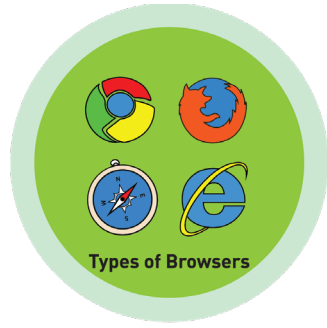


Great Energy

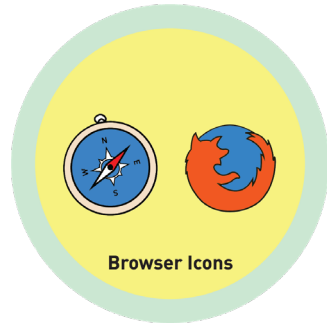




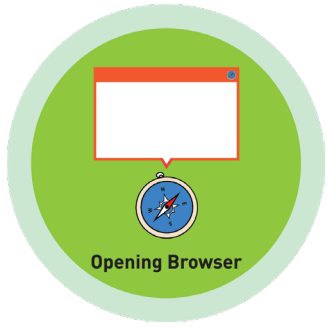
Browsers



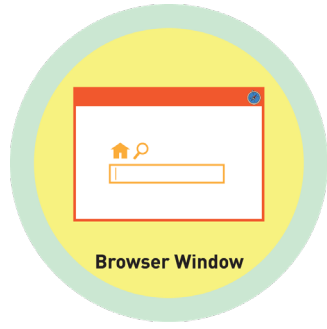
Types of Browsers



Browser Icons



Opening Browser



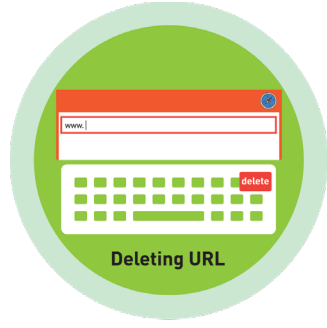
Browser Window



URL



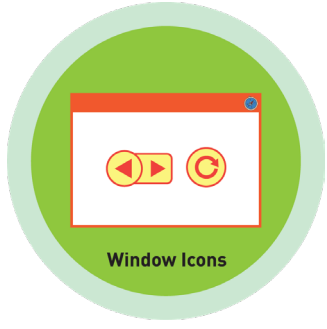
Address Bar



Deleting URL



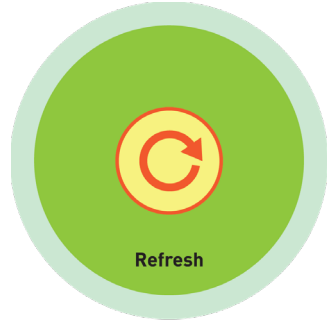
Entering URL



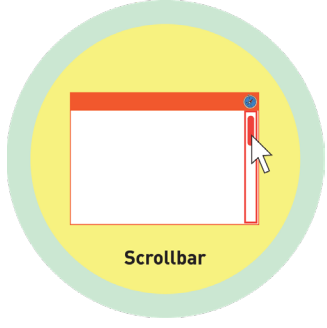
Window Icons



Backward & Forward



Refresh



Scrollbar

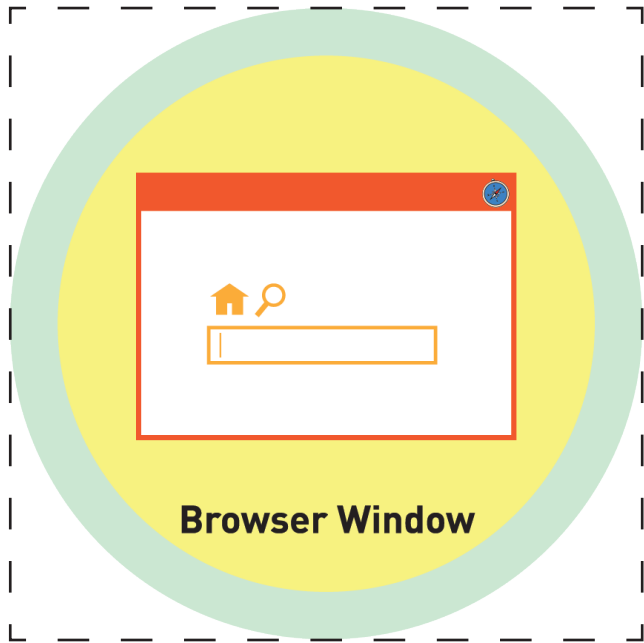


Browser Basics



WORD WALL PRINTOUT

2.5.6

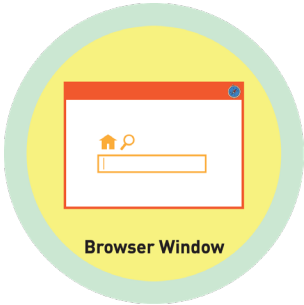


This is the square that is the outside of the website.



DIFFERENTIATION

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



T1 BROWSER WINDOW
 EXIT TICKET VOCAB BLOCK
 2.5.7.1

Name: _____

Date: _____

Define	Sentence
Examples	Draw

**browser
window**



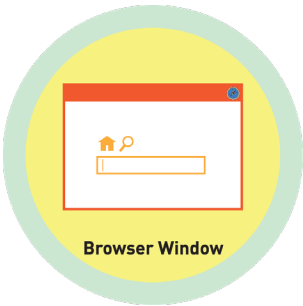
T2 BROWSER WINDOW EXIT TICKET
TRACE 'N' LEARN
2.5.7.2

Name: _____

Date: _____

browser window

this is the square
that is the outside
of the website



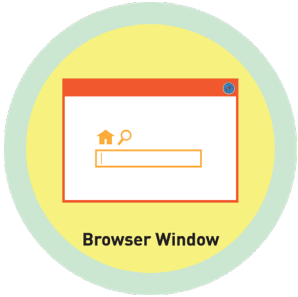
T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B | 2.5.8.2

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 | 2.5.8

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: