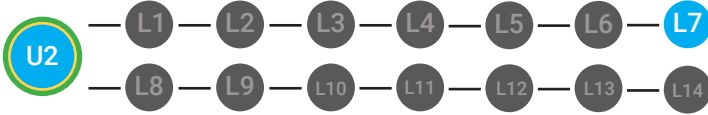




# Lesson 7: Address Bar

## Unit 2



## UNIT 2: BROWSER BASICS LESSON 7: ADDRESS BAR

### LESSON OVERVIEW

An address bar is a white and long rectangle at the top of a browser window.

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.

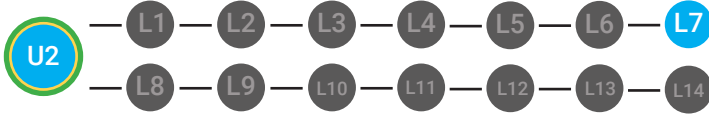
### ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 2**
5. Select **Lesson 7 - Address Bar**

### 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

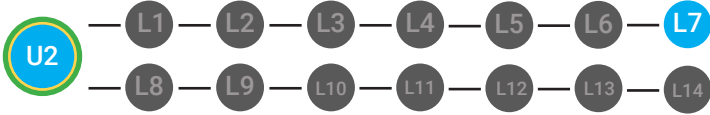


Distribute **Yes/No Image Exchange Cards 2.IEC.Y/N** and **Thumbs Image Exchange Cards 2.7.THUMB** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Write down answer in their notebook or a post-it to stick on the board. Student shares verbally.
- T2** Verbal response or points to **Yes or No Image Exchange Card [2.IEC.Y/N]** and holds up **Thumbs Image Exchange cards [2.7.THUMB]** for rephrased question.
- T3** Have student points to **Yes or No Image Exchange Card [2.IEC.Y/N]** and holds up **Thumbs Image Exchange cards [2.7.THUMB]** 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. Ask students, *“For a participation dollar, who can tell me URL of a website that they like to visit?”*

**Possible Answers:** google.com, digitability.com, youtube.com



*“Marcus responds youtube.com. 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. [2.7.DollarTracker]



3. *“For a participation dollar, raise your hand if you have heard the words address bar before.”*

**Award at least four participation dollars.**



4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.7.DollarTracker]



*“Marcus puts his hand up. He has heard of an address bar. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”*

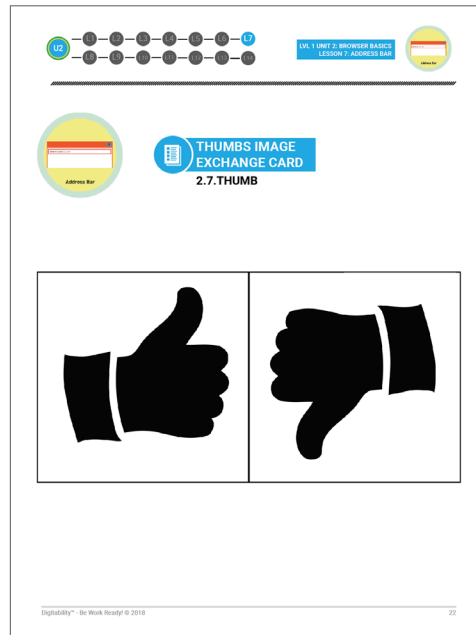
**Award at least four participation dollars.**



# GUIDED WATCHING

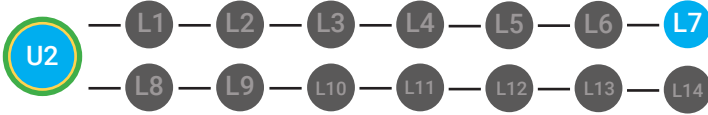


Distribute **Badge Board 2.BADGE** and **Thumbs Image Exchange cards 2.7.THUMB** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



## 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 [2.7.THUMB]**.
- T3** Uses **Badge Board [2.BADGE]** for this unit. Holds up or points **Thumbs Image Exchange Cards [2.7.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.



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

**Answer:** Address Bar



6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.7.DollarTracker]



7. 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 'Address Bar' give me a thumbs up and I'll add participation dollars."*

8. Ask students to give a thumbs up every time they hear and/or see the words Address Bar in the video. Distribute **Thumbs Image Exchange cards** [2.7.THUMB]



9. Play video.



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



10. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.7.DollarTracker]



**Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: "An address bar is a white and long rectangle at the top of a browser window."**

**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?"**



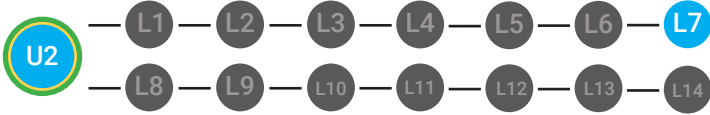
*"Marcus answers Address Bar. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."*

**Award at least four participation dollars.**



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

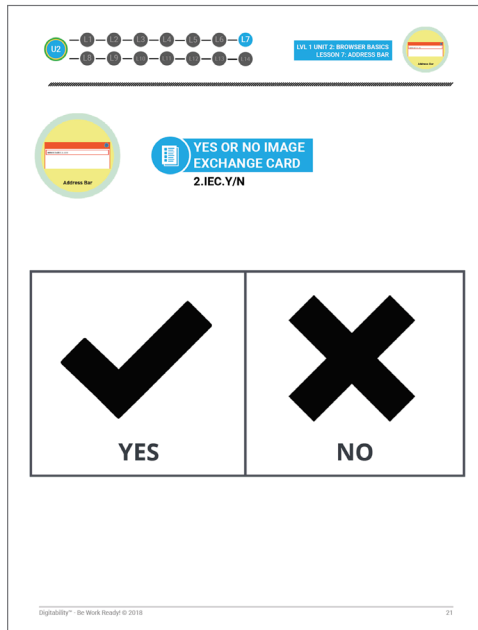
**Award at least four participation dollars.**



# INFORMAL ASSESSMENT

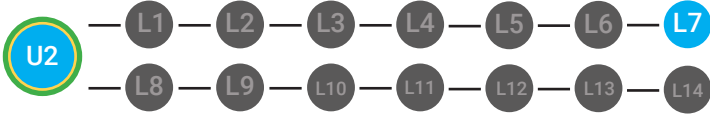


Distribute **Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



## 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.

**?** 11. Ask, “For a participation dollar, who can tell me what the address bar is?”

**?** 12. Ask, “For a participation dollar, tell me, is this where you would type [www.google.com](http://www.google.com)?”

**+\$** 13. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.7.DollarTracker]

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

**Key Concept:** “An address bar is a white and long rectangle at the top of a browser window.”

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



*“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.**

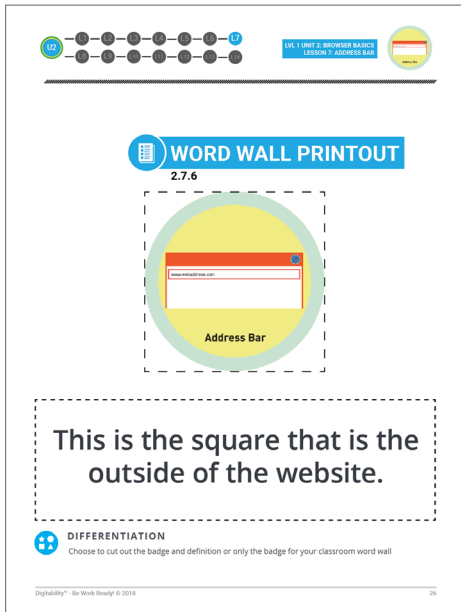




# GUIDED ACTIVITY

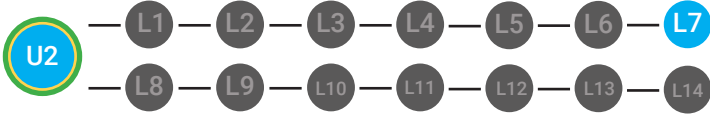


Use **Lesson Badge Cut Out 2.7.6** Students that unlocked the badge will place the print out on the classroom's **word wall**. See  **DIFFERENTIATION** below to identify supplements needed for your students.



## 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 Address Bar Badge for \$1?”



15. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.7.DollarTracker]



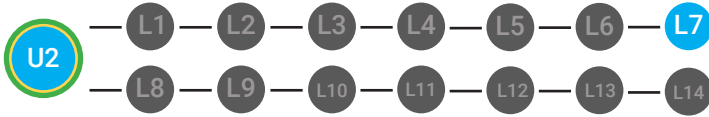
“Marcus unlocks the Address Bar Badge. Nice job participating and earning a dollar Marcus.”

## Click Activity Button to Play Activity Video

16. Student discusses with class to choose the correct answer.
- 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 **URL Exit Ticket 2.7.7** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.




  


 **T1** ADDRESS BAR EXIT TICKET  
VOCAB BLOCK  
2.7.7.1

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Directions: Draw the icon for each browser.

Define			Sentence
Examples		<b>address bar</b>	Draw

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 **T2** ADDRESS BAR EXIT TICKET  
TRACE 'N' LEARN  
2.7.7.2

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

address bar

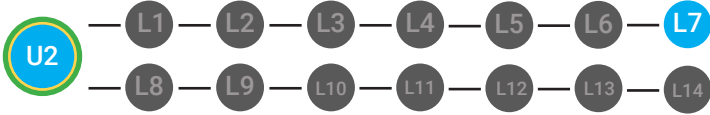
a white and long  
rectangle at the top  
of a browser window

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## DIFFERENTIATION

- T1** Student's complete **Vocab Blocks worksheet** [2.7.7.1]
- T2** Option to complete **Vocab Blocks worksheet** [2.7.7.1] or **Trace 'n' Learn card** [2.6.7.2]
- T3** Student's complete **Trace 'n' Learn card** [2.6.7.2]



# 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 Address Bar 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. [2.7.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. [2.7.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. [2.7.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."*

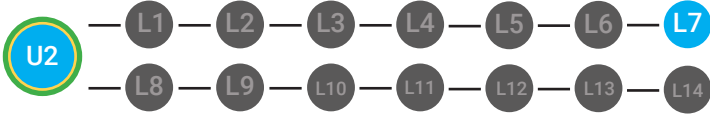


25. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.7.DollarTracker]



**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. [2.7.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 7: ADDRESS BAR

**T2 FEEDBACK SENTENCE STARTER**  
 EXIT TICKET B | 2.7.8.2

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 7: ADDRESS BAR

**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 7: ADDRESS BAR

**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** [2.7.8.2] 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. [2.7.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. [2.7.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.

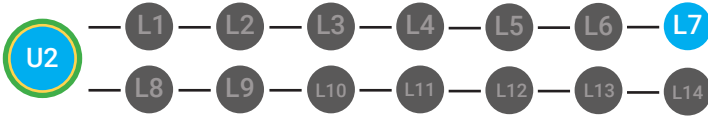
**Award at least four participation dollars.**

**?** 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. [2.7.DollarTracker]

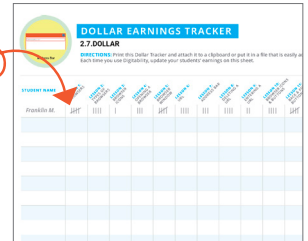
**+\$**  
*“Nice job sharing, listening and earning a dollar, Marcus. Who else would like to share for a participation dollar?”*

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

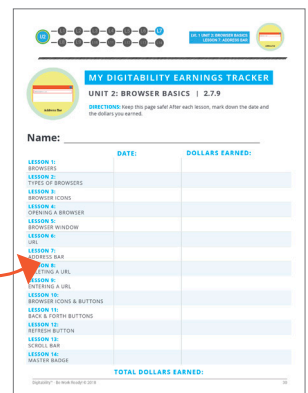


# NEXT STEPS

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.

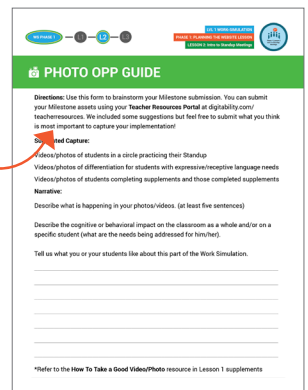


38. Students will fill in their dollar earnings from the lesson using their **My Digitability Earnings Tracker**. Have students staple this sheet into their notebooks so that they can use it for the entire unit.



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](http://digitability.com/milestone6). Contact your Implementation Coach if you need help or have a question.



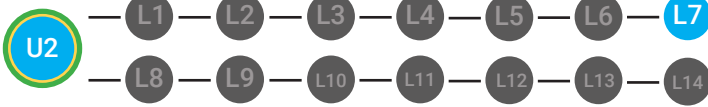
## WRAP UP MESSAGE

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.”**





# 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**.



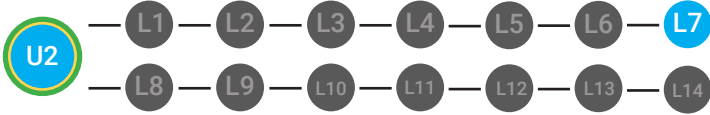
# Supplemental Materials

## 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](https://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.

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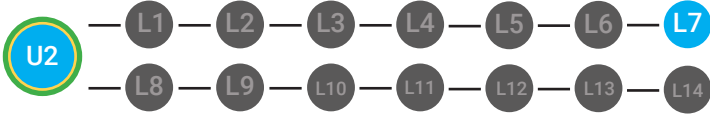
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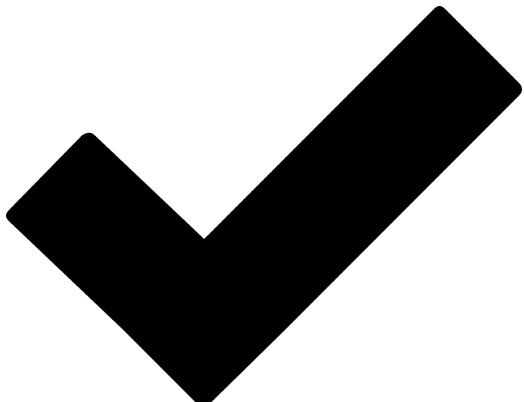
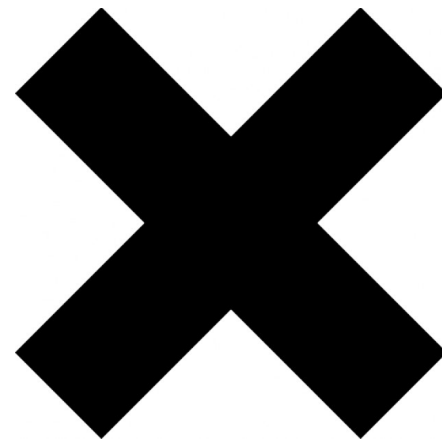
\*Refer to the **Taking “Good” Photo** resource in warm up supplements

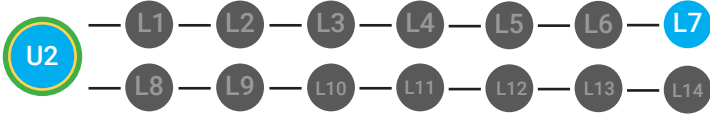





 **YES OR NO IMAGE EXCHANGE CARD**

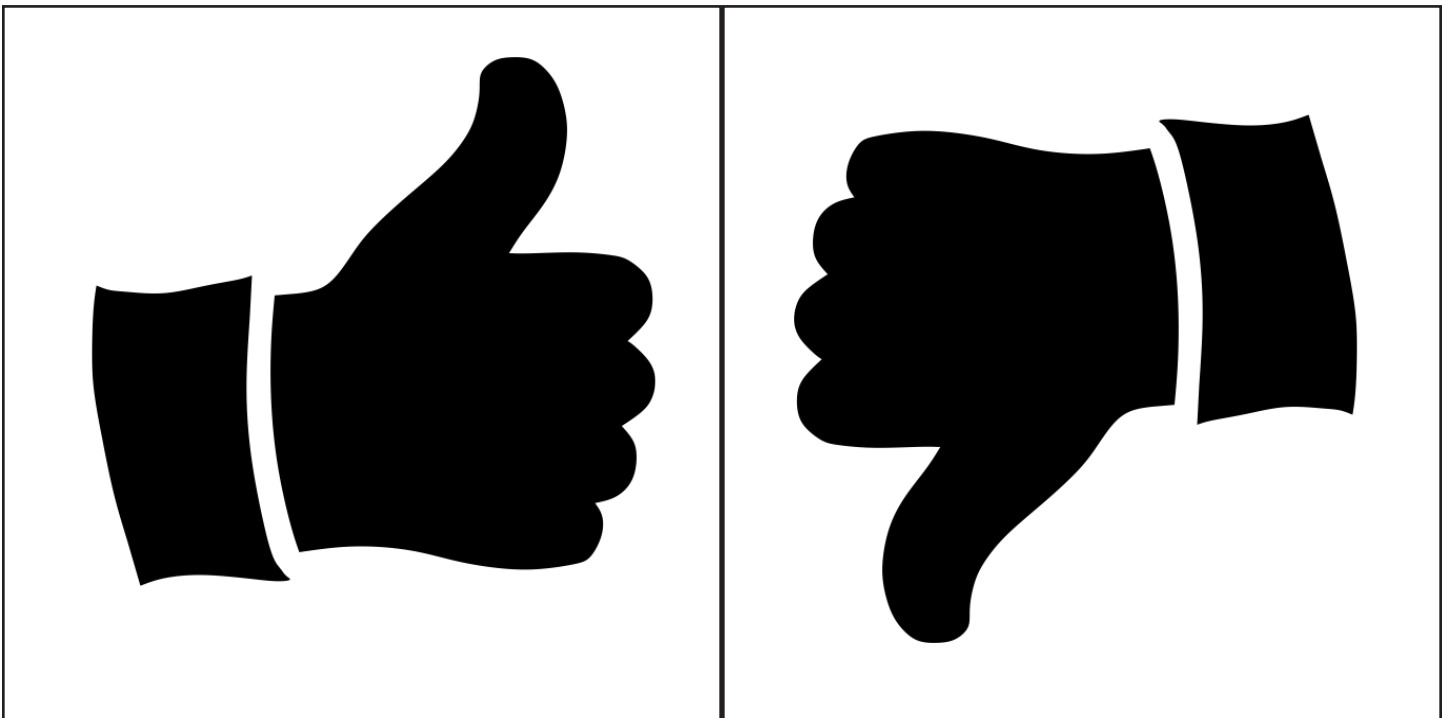
**2.IEC.Y/N**

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



 **THUMBS IMAGE  
EXCHANGE CARD**

**2.7.THUMB**





 **IMAGE EXCHANGE CARDS**

**2.IEC.IMAGE**

**Loved It**



**Confused About Standup**



**Great Details**



**I Have a Question**





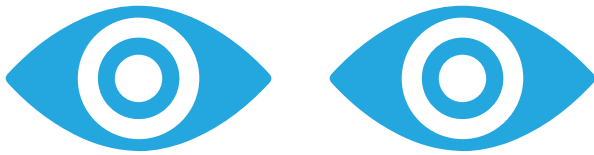
**Great Speech Volume**



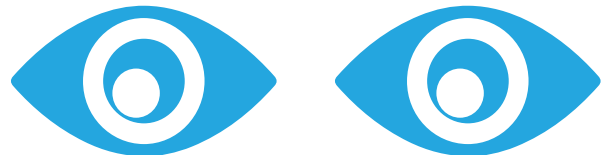
**Volume of Speech too Low**



**Great Eye Contact**



**Make More Eye Contact**



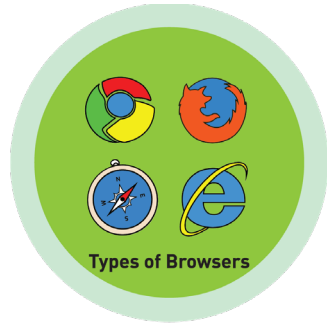
**Great Energy**



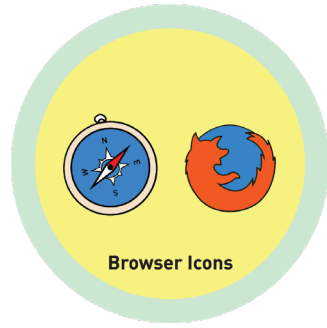




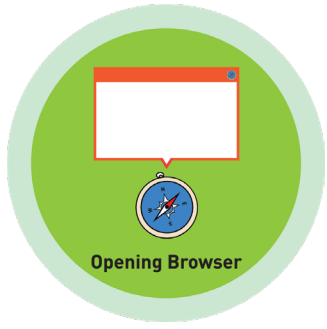
Browsers



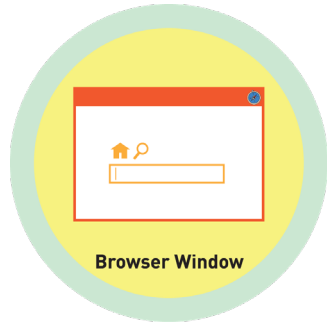
Types of Browsers



Browser Icons



Opening Browser



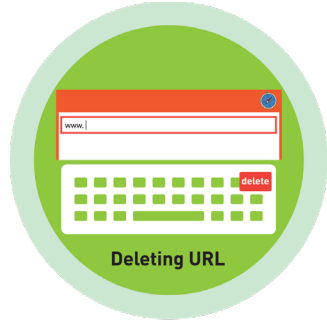
Browser Window



URL



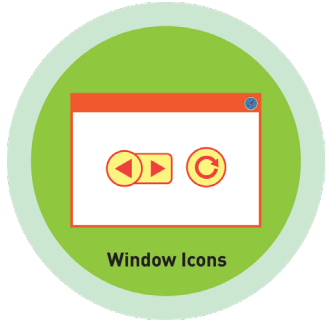
Address Bar



Deleting URL



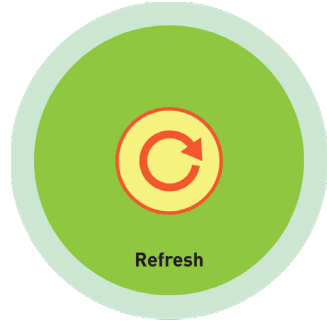
Entering URL



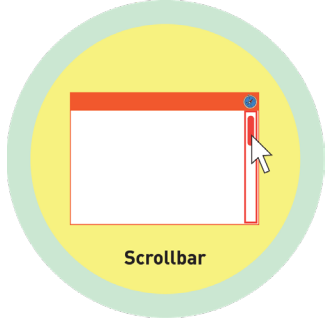
Window Icons



Backward & Forward



Refresh



Scrollbar



Browser Basics



# WORD WALL PRINTOUT

2.7.6



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** ADDRESS BAR EXIT TICKET  
VOCAB BLOCK

2.7.7.1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Draw the icon for each browser.

Define	Sentence
Examples	Draw

**address  
bar**



**T2** ADDRESS BAR EXIT TICKET  
TRACE 'N' LEARN

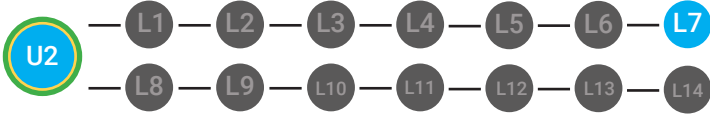
2.7.7.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

address bar

a white and long  
rectangle at the top  
of a browser window



**T2** FEEDBACK SENTENCE STARTER

EXIT TICKET B | 2.7.8.2

I liked the part of your presentation when you \_\_\_\_\_

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I think you can work on \_\_\_\_\_

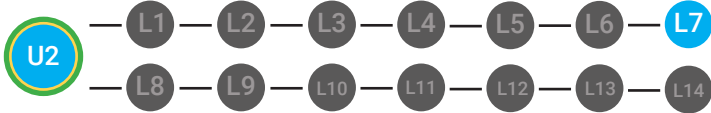
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I have a question about \_\_\_\_\_

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# MY DIGITABILITY EARNINGS TRACKER

## UNIT 2: BROWSER BASICS | 2.7.9

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

**Name:** \_\_\_\_\_

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

**TOTAL DOLLARS EARNED:**