



A Foundational Digital Literacy ESL Curriculum



Glenda Rose and Denise Guckert

Version 1.0
January 2023

Acknowledgements

Glenda Rose and Denise Guckert, the authors of *DART*, wish to thank the many partners that made this curriculum possible.

We are grateful for the input provided by teachers involved in the initial curriculum focus group that informed this work. Dawn Saint (Albertville, AL), Kelly Griffis (Northwest Arkansas), Justus Tolo (Sherman, TX), and Jiji (Jihane) Makary (North Richland Hills, TX) provided invaluable input regarding their own experiences introducing tablet PCs and the Internet to Tyson team members in their classes. The challenges faced by these instructors formed the structure and content of this curriculum and provided a critical context for this curriculum's content, structure, learning activities, and tips for instruction. Most importantly, this team believed we could find a model to increase the digital fluency of front-line Tyson team members who required an instructional approach that integrated digital skills with English language development at the lowest literacy levels. This belief inspired the project forward!

This adaptation of the Tyson A-Ok To Access curriculum and the associated videos produced for curriculum content were enhanced by the steadfast determination of a cohort of adult education pilot projects working in Tyson plants across the country. This small group of teachers and other partners provided content feedback on the first draft of *DART* and additional insights into the digital skill needs of Tyson team members. We give special thanks to teachers who provided specific input that we were able to incorporate: Jessica Pacitto, Alicia Punceles, Sam Linniger Shelby Brunscher, Jessica Gevers, Tony Savage, and Michelle (Celesta) Miller.

We must also give accolades to Anson Green, who provided overall project management for the development of Tyson's A-OK To Access curriculum, convened the partners, provided curriculum direction and suggestions, and worked with others to develop Tyson's A-OK To Access curriculum that made the DART curriculum possible. He dedicated countless hours to the review of A-Ok To Access lessons, ancillary materials, introductory material, and appendices.

We would also like to thank Tyson corporate team members Della Adams, Jacob Perry, for all of their work on the Tyson A-Ok To Access curriculum which made this DART curriculum possible., including Della Adams and Jacob Perry, for their countless hours of curriculum and video review, corrections, and suggestions, as well as Vy Pham, who provided the illustrations. The final curriculum was truly a team effort.

About this curriculum: Glenda Rose. GREAT Consulting LLC. glenda.rose@greatconsultants.net

About Digital Advancement & Resiliency at Tyson (*DART*): Anson Green AskUpward@tysongroup.com

Table of Contents

INTRODUCTION.....	7
DART CURRICULUM BASICS	7
FOUNDATIONAL ENGLISH LANGUAGE AND DIGITAL LITERACY SKILLS	7
CURRICULUM DEVELOPMENT AND ACCESS	8
HOW DART IS DIFFERENT	9
STUDENT AUDIENCE	9
STANDARDS ALIGNMENT	10
INSTRUCTIONAL HOURS	10
THE DART LESSONS.....	11
LESSONS AT-A-GLANCE	11
THE 5E LESSON PLAN	11
LESSON STRUCTURE.....	12
LESSON HIGHLIGHTS	12
USING DART WITH NORTHSTAR DIGITAL LITERACY.....	13
MEETING AEFLA MEASURABLE SKILLS GAINS WITH DART.....	14
RECOMMENDED CHARACTERISTICS FOR DART INSTRUCTORS.....	15
APPENDICES	17
APPENDIX A—CURRICULUM MILESTONES	19
APPENDIX B—LESSONS AT-A-GLANCE	21
APPENDIX C—LEARNING OBJECTIVES	31
APPENDIX D—VOCABULARY INSTRUCTION	33
APPENDIX E—KEYBOARDING PRACTICE	41
APPENDIX F—YOUTUBE PLAYLISTS	43
APPENDIX G—SKILLBLOX PLAYLISTS	45
APPENDIX H—DIGITAL LITERACY RESOURCES	47
LESSONS	49
LESSON 1 — LOWERCASE ALPHABET INTRODUCTION	51
LESSON 2 — LOWERCASE ALPHABET ON THE KEYBOARD	59
LESSON 3 — UPPERCASE ALPHABET INTRODUCTION	65
LESSON 4 — UPPERCASE ALPHABET ON THE KEYBOARD	77
LESSON 5 — NUMBERS AND SPECIAL KEYS	85
LESSON 6 — SYMBOLS ON THE KEYBOARD	97
LESSON 7 — INTRODUCTION TO SECURITY	113
LESSON 8 — STRONG AND WEAK PASSWORDS.....	119
LESSON 9 — PARTS OF THE COMPUTER.....	131

LESSON 10—SIGNING IN AND OUT OF THE COMPUTER.....	143
LESSON 11—USING THE WINDOWS DESKTOP	155
LESSON 12—CONNECTING TO THE INTERNET	167
LESSON 13—USING GOOGLE CHROME.....	177
LESSON 14—UNDERSTANDING ONLINE ACCOUNTS.....	185
LESSON 15—CREATING STRONG PASSWORDS.....	213
LESSON 16—CREATING A GMAIL ACCOUNT.....	227
LESSON 17—STAYING SAFE IN A DIGITAL WORLD	239
LESSON 18—SEARCHING THE INTERNET.....	255
LESSON 19—TROUBLESHOOTING BASICS	269
LESSON 20—DIGITAL SKILLS REVIEW.....	279
CURRICULUM MANIPULATIVES	N/A

INTRODUCTION



DART CURRICULUM BASICS

The *Digital Access and Resilience in Texas (DART)* curriculum integrates beginning English language learning with foundational digital skills. The curriculum is intended to supplement existing English language instruction in lower-level adult English as a Second Language (ESL) classes. DART is an adaptation of the A-OK To Access curriculum developed for Tyson by the same authors.

Foundational English Language and Digital Literacy Skills

The *DART* curriculum provides the foundation that lower-level English language learners need to recognize and type the wide variety of characters required for most online passwords. The curriculum focuses on teaching students the skills necessary to accomplish eight major "milestones" on the way to successfully creating and logging in and out of an online account. Each of the curriculum milestones has associated prerequisite digital literacy and English language knowledge and skills that are summarized in Appendix A.

Foundational Digital Literacy Skills Included in the DART Curriculum

- Recognizing and typing the names of uppercase and lowercase letters, numbers, and common symbols on a computer and smartphone keyboard.
- Turning on and shutting down a computer and putting it into and waking it up from sleep mode.
- Checking for/connecting to a wireless network and logging in and out of a computer.
- Opening and closing an app from the desktop, taskbar, and the taskbar search bar.
- Minimizing, maximizing, restoring down, moving, and resizing app windows.
- Typing in a website address into a browser website address bar, using the scroll bar, and clicking on hyperlinked text and images.
- Practicing basic digital security by avoiding web page advertisements.
- Performing a simple Internet search, clicking on a result, and returning to the search results using the browser back arrow.
- Creating a compliant username and complex password that is easy to remember for a Gmail account.
- Logging in and out of a Gmail account using a compliant username and complex password.
- Identifying and avoiding opening links in suspect emails and text messages.
- Identifying basic troubleshooting techniques.

Foundational Digital Literacy Skills NOT included in the DART Curriculum

While *DART* focuses on foundational digital skills, the authors chose to focus on areas that were not adequately available in popular curricula at lower literacy levels. Therefore, teachers are strongly encouraged to incorporate other digital literacy skills as appropriate both during the *DART* curriculum implementation and especially after its completion. For example:

- Although students set up a new Gmail account and practice logging in and out of the account, how to use Gmail to receive and send messages is not in the scope of *DART*.
- Safely setting up and using social media accounts is also not included in the *DART* curriculum.

INTRODUCTION

To integrate additional skills into the DART curriculum or continue digital literacy instruction after the completion of DART, see Appendix H (Resources for Digital Literacy) for links to free, high-quality video tutorials and curricula.

Curriculum Development and Access

Tyson Foods spearheaded the development of the *DART* curriculum through a training initiative by the same name that addressed the need for Tyson team members to access most training, communication, and human resources services online. Tyson recognized that many of their team members had little or no educational background and little or no experience creating usernames and passwords to sign into Tyson's employee portal. This initiative included the development and pilot of a foundational ESL digital literacy curriculum titled *A-OK To Access* after Tyson's OKTA employee portal.

Through a generous agreement with Tyson and their desire to assist all adult learners rather than only Tyson team members, curriculum authors were able to retain rights to adapt the *A-OK To Access* curriculum for a broader audience. The authors chose to copyright the *DART* curricula under the creative commons *Attribution-Non-Commercial-Share Alike CC BY-NC-SA*. This gives others permission to modify the curriculum with credit given to the authors for non-commercial use. For additional information on the curriculum's copyright, please read the [license deed](#) and the [legal code](#).

In Texas, teachers at Adult Education and Family Literacy funded (AEFLA) programs must attend state-approved professional development prior to using the *DART* curriculum. Although it is recommended that programs seek professional development for their *DART* instructors prior to implementing the curriculum, instructors who are not associated with a Texas AEFLA program may use this curriculum without attending any professional development.

For access to the digital version of the curriculum and ancillary materials, please see the contact information included in Appendix I.

Differences Between the *DART* and *A-OK To Access* Curriculum

The authors of Tyson's *A-OK To Access* curriculum developed the *DART* curriculum as an adaptation for non-Tyson English language learners. The overall goal for the development of the *A-OK To Access* curriculum was to have employees independently log into and out of Tyson's OKTA employee portal. This involved the following Tyson-specific skills:

- locating personnel numbers on employee badges or paystubs
- creating a Tyson username based on the personnel number
- creating a Tyson-compliant password
- calling the Tyson IT help desk to get a temporary password
- signing in to OKTA with the temporary password
- changing the temporary password to the employee-developed password
- signing out of OKTA

The computer equipment for all classes that implement the *A-OK To Access* curriculum is standardized. Students only use touchscreen Surface Go tablets with Windows 10, and all tablets require the same student username and password. Students may not make any changes to the desktop icons or to the browser, meaning that they cannot create individual browser profiles or create bookmarks.

In rewriting the curriculum for a broader audience, the authors recognize that programs will vary greatly in the type of computer devices used as well as in the types of user sign-ins and permissions. Instructors may need to adjust handouts or lesson instructions to match the specific devices and equipment protocols used at their local programs.

INTRODUCTION

How DART is Different

"Computer literacy" classes are often Microsoft Office classes or classes focused on navigating platforms on the Internet. English language learners need intermediate-level English skills to be admitted to or benefit from these because the curriculum assumes that learners have the English skills needed to create and perform a login process. Consequently, learners with lower levels of English literacy usually need to spend a significant amount of time developing foundational English skills in stand-alone ESL classes before ever engaging with computers.

DART is perhaps unparalleled in that it is designed to accommodate the foundational digital skills needed for English language learners at lower educational functional levels to develop a username, create and change a password, and practice standard login security. The curriculum supports learners at National Reporting System ESL levels 1-3 by teaching the fundamentals of usernames and passwords—the alphabet, numbers, and symbols in the context of a computer keyboard—before applying these skills in the context of a login process. The curriculum begins using computer keyboard images to practice typing lowercase and uppercase letters, numbers, and symbols on smartphone and PC keyboards.

DART was not developed as a stand-alone ESL or stand-alone digital literacy curriculum to be used in isolation. Rather, it was developed to fill an identified gap in digital literacy materials to use with lower-level English language learners. Although teachers may pace the curriculum according to their student's interests and abilities and external time constraints, the authors envision a gradual incorporation of the *DART* lesson into ongoing English language instruction.

Another way that *DART* is different is its use of the smartphone as a starting point for keyboarding skills before they transfer those skills to the computer. Students are also asked to compare and contrast elements of a Chrome window on the computer and their smartphone because so many use a smartphone as their only connected device. The most important use of a student's smartphone in the curriculum is that it is essential for the creation of almost all free email accounts. This is due to increased security measures from email providers, which require 2-factor verification, meaning that the student must enter a code that is texted to their phone in order to proceed with their email account creation. Students without a smartphone will still benefit from *DART* instruction; however, they will not be able to obtain an email account.

Student Audience

DART was designed for immigrants and refugees who are English language learners, including those with no/low English literacy or familiarity with the Latin alphabet. However, many lessons can be adapted for more advanced English language learners (ELLs) and native English speakers.

Beginning English language learners face the most challenge developing usernames and passwords as well as logging into systems due to familiarity with the English alphabet and reading. However, advanced ELLs and native-English speakers may also struggle to create and log into online accounts due to unfamiliarity with using computers. They may also be unfamiliar with typical login conventions, such as following requirements for usernames and passwords.

Lessons 1 and 3 focus solely on English alphabet skills and may be skipped if students have already mastered the English alphabet. Lessons 2, 4, 5, and 6 combine English vocabulary (numbers and symbols) with keyboarding practice. Instructors with English-speaking students can simply skip activities that teach the vocabulary and move directly into keyboarding practice. Instructors with English-speaking students will be able to move much more quickly through the curriculum but will find that even native-English speakers may not be familiar with all of the technical vocabulary and digital literacy tasks necessary for creating a username and password and logging in and out of an online account.

INTRODUCTION

Standards Alignment

The authors have aligned each *DART* Lesson to four sets of standards. Links to these standards are included in Appendix H: Resources for Digital Literacy.

- US Department of Education: English Language Proficiency Standards
- CASAS Basic Skills Content Standards for Reading, Writing, Listening, and Speaking
- Seattle Digital Equity Initiative Digital Skills Framework
- Northstar Digital Literacy Standards for Essential Computer Skills: Basic Computer Skills

Instructional Hours

Due to the wide variability in learner skills and instructor's choices to differentiate and augment activities, it is difficult to determine how long any particular lesson will take. For example, Lessons 1, 3, 5, and 6 focus on the lowercase alphabet, uppercase alphabet, numbers and special keys, and symbols, respectively. For a class of advanced students, instructors might cover Lessons 1 through 6 in about six hours spread over 2 weeks.

Contrast the above classes to a class of recent Afghan refugees with limited English oral skills and alphabet knowledge. The curriculum recommends introducing only seven letters of the alphabet per class session, so the teacher might spend an hour of four separate class sessions introducing and practicing the English alphabet before moving on to Lesson 2. Lesson 3: Uppercase Alphabet Introduction most likely needs to be repeated at least four times as well. Lesson 5 (numbers and special keys) would most likely need to be repeated 2 to 3 times, and Lesson 6 (symbols) may need to be repeated 3 to 4 times. Lessons 2 and 4, which involve locating characters on a paper keyboard, would likely need to be repeated as well. This group of students would need between 15 and 20 hours of instruction spread over 8 to 10 weeks to master content in Lessons 1 through 6.

Below are estimated instructional time ranges to complete the *DART* curriculum for various types of student audiences.

Student Audience	Instructional Hours
Advanced ELLs (NRS 5 and 6)	20-30
Intermediate ELLs. (NRS 3 and 4). Some lessons will need to be repeated.	25-35
Beginning ELLs (NRS 0-2) who can read and write in a language that uses the Roman alphabet but who have no familiarity with the English alphabet. Several lessons may need to be repeated, especially those that require the English alphabet, numbers, and symbols.	30-40
Beginners (NRS 0-2) who can read and write in a language that uses a non-Roman alphabet but who have no familiarity with the English alphabet. Most lessons will need to be repeated.	35-45
Beginners (NRS 0) who cannot read or write in their own language or in English. These students will need almost all lessons to be repeated and will do best by working one-on-one with a tutor. It is suggested to teach these students orally in their native language as much as possible because with no background in literacy, it is difficult for them to learn to read and write in any language, much less in one they do not speak.	50+

INTRODUCTION

THE DART LESSONS

The DART curriculum contains 20 lessons that cover the topics students need to access on an online site on a computer, to create a compliant username and password for that site, and to log into and out of that website. The table below lists the lesson titles. For a list of lesson titles and student learning objectives, see Appendix C.

1. Lowercase Alphabet Introduction	11. Using the Windows Desktop
2. Lowercase Alphabet on the Keyboard	12. Connecting to the Internet
3. Uppercase Alphabet Introduction	13. Using Google Chrome
4. Uppercase Alphabet on the Keyboard	14. Understanding Online Accounts
5. Numbers and Special Keys	15. Creating Strong Passwords
6. Symbols on the Keyboard	16. Creating a Gmail Account
7. Introduction to Security	17. Staying Safe in a Digital World
8. Strong and Weak Passwords	18. Searching the Internet
9. Parts of the Computer	19. Troubleshooting Basics
10. Signing in and out of the Computer	20. Digital Skills Review

Lessons At-A-Glance

To aid instructors in planning, we have created an At-A-Glance document. For each lesson, we listed the equipment and technology recommended for effective curriculum delivery, materials to print prior to instruction, and materials, supplies, and digital links used during the lesson (Appendix B). The *Lesson At-A-Glance* also includes links to digital resources referenced in each lesson's Differentiation Resources section.

The 5E Lesson Plan

The 5E Model was developed by the Biological Sciences Curriculum Study (BSCS) as an inquiry-based lesson plan guide for teachers. However, this model has gained a strong following from instructors in all content areas.

Below is a very brief explanation of each phase in the lesson plan model:

- **Engagement:** The teacher engages students in questions or activities to gauge prior knowledge. The engagement is a warm-up activity that reviews prior learning and connects to new content that will be introduced.
- **Exploration:** The exploration activity can take the form of questioning that leads students through an exploration of the topic to be learned, or it can be a hands-on activity that encourages students to learn through their experience.
- **Explanation:** The explanation phase is the presentation of the lesson.
- **Elaboration:** In the elaboration phase, students take what they have learned and either extend the concept and skills or apply them to various situations.
- **Evaluation:** The evaluation phase is where the student will demonstrate mastery of concepts or skills.

INTRODUCTION

Lesson Structure

Lessons are based on the 5E Lesson Plan and take on the following format:

1. Lesson Introduction
 - Lesson Overview
 - Lesson Objectives
 - Equipment and Technology
 - Supplies and Materials
 - Handouts
 - Online Resources
 - Standards
 - Instructional Tips
 - Key Vocabulary
2. Lesson
 - Engagement
 - Exploration
 - Explanation
 - Elaboration
 - Evaluation
3. Differentiation Resources to Meet Diverse Learner Needs

Lesson Highlights

Instructional Tips

introduction for each lesson provides instructional tips for the teacher. Two of these instructional tips appear throughout all or most of the curriculum: *Vocabulary Instruction* and *Keyboarding Practice*.

- ***Vocabulary Instructional Tips***
Each lesson includes an instructional tip for vocabulary instruction that references Appendices F, which provides teachers with strategies to teach and assess vocabulary growth
- ***Keyboarding Instructional Tips***
Teachers need to incorporate keyboarding practice throughout the curriculum. Lessons 2 through 19 include a suggested keyboard practice activity. In earlier lessons, students practice keyboarding on their phones rather than on the computer because computers are not yet introduced. Students can send messages to themselves, but if an instructor prefers to check the accuracy of students' keyboarding practice, there are options such as a free Google Voice account or Remind that teachers can use to receive text messages without using their personal cell phones. Appendix E also provides several ideas for keyboarding practice that teachers can select from or use for inspiration.

Differentiation Resources to Meet Diverse Learner Needs

We realize that most classrooms have learners with a wide range of English language and literacy skills and also very in their prior experience using digital devices. In the same class, we may find students who never learned to read and write in their native language next to students who did attend formal education in their own countries, sometimes even through college. We may find students whose native

INTRODUCTION

language uses a totally different character set than English next to students whose writing system, like English, is based on the Roman alphabet. We may find students with advanced digital literacy skills but limited English language skills or students with higher-level language skills who have never touched a computer.

In order to effectively address the learning needs of such a diverse group of learners, the authors have included a section at the end of each lesson titled ***Differentiation Resources to Meet Diverse Learner Needs***. This section presents ideas and/or resources to reinforce, modify, or extend learning for individual students or to provide differentiated content for small group work in the classroom.

Skillblox is an exciting resource recently introduced to adult educators that allows instructors to create playlists of curated online resources on digital literacy topics. Customized Skillblox playlists for several Dart lessons are located in the lesson's ***Differentiated Resources*** section. Instructors can use the Skillblox tutorials to reinforce or extend DART curriculum content for the whole class or assign them to advanced students for independent practice. See Appendix G for a list of Skillblox playlists and their access codes.

Multi-Media Materials

PowerPoint presentations that cover special keys, symbols, Introduction to security, and networks were developed for instructor use. These are included with the curriculum download that is available from the facilitator at any Teaching with DART workshop. (See the last section of this Introduction for information on accessing the DART curriculum and materials.)

The *DART* YouTube channel set up through Tyson Foods houses videos referenced in several of the DART lessons. These videos are hyperlinked within each lesson. Many of the videos were created from narrated PowerPoint presentations which are included in the curriculum. See Appendix F for a list of YouTube playlists created for this curriculum.

USING DART WITH NORTHSTAR DIGITAL LITERACY

Many adult basic education and literacy programs use the Northstar Digital Literacy curriculum with their students. Northstar's curriculum is designed to support English language learners at an NRS intermediate level. This is equivalent to a 4th-grade reading level, which assumes that learners know the alphabet and can read in English. The Northstar curriculum is comprehensive in nature and covers a wide variety of digital literacy topics.

In contrast, the *DART* curriculum does not assume that students necessarily have English reading skills or even have the ability to read and write the English alphabet. It was designed to teach the English literacy skills needed to manage the complex literacy tasks of developing a login and successfully and securely logging into an online system. *DART* first focuses on the foundational English literacy skills and keyboard skills necessary to create usernames and logins. Accordingly, the first half of the *DART* curriculum teaches students to recognize and type lower and uppercase letters, numbers, and symbols on smartphone and computer keyboards.

We believe that the *DART* curriculum can serve to complement the Northstar Digital Literacy curriculum by providing beginning English literacy learners the opportunity to develop foundational English literacy and digital literacy skills before they begin working on lessons in the Northstar Basic Computer Skills Module. Below is a suggested integration:

INTRODUCTION

- Complete DART Lessons 1-8.
- Integrate DART Lessons 9-11 with Northstar's *Basic Computer Skills*.
- Integrate DART Lessons 12-15, 17, and 18 with *Northstar's Internet Skills*.
- Use DART Lesson 16 as a preface to Northstar's *Using Email* module.
- Integrate DART Lesson 19 with Northstar's *Basic Computer Skills*, *Windows*, or *Internet Skills* modules.

MEETING AEFLA MEASURABLE SKILLS GAINS WITH DART

If the DART curriculum is integrated into the larger context of a traditional AEFLA ESL class as designed, students' oral and written literacy skill gains should not be much different than if they had not been instructed with the DART curriculum. During the curriculum pilots of the original Tyson A-OK To Access curriculum, all students participated in workplace literacy ESL classes. The federal adult education system allows students in workplace literacy and integrated education and technology classes to report measurable skills gains (MSG) via academic gains on approved standardized tests (MSG Type 3) or by using an employer-developed assessment (MSG Type 4). Using Type 4 MSGs reduces the need to pre- and post-test with approved standardized assessments and allows the adult education program to track goals based on performance-based goals that the employer desires students to meet.

One *DART* pilot site in Texas used a Tyson-developed instrument to assess learners' progress toward milestones. When using this instrument as a student assessment tool, the program reported that every student who attended at least 12 hours of instruction had a Measurable Skills Gains Type 4: Progress towards Milestones.

Not all states use MSG Type 4 to document student progress. In states that do, the authors recommend that programs work with the employer to develop a similar assessment tool to assess learners' progress towards milestones and report MSG Type 4 for these learners. A template developed by Tyson lists 24 unique competencies that learners accomplish as they work toward the goal of independently logging into Tyson's employee portal. Please request the template from anson.green@tyson.com. A screenshot of the template appears below.

Tyson Digital Literacy Class-1301		Date	7/31/22	Contact Hours for Reporting Period	
Participant	Luz Tuboda	Report # for Program Year		Provider	Dimebox AEL
Participant ID (Tyson Personnel #)	54321	Attestation (By typing my name in the blank I attest that the information in this report is accurate.)	Anson Green	Contact Email	anson.green@tyson.com
SKILLS TO BE LEARNED (Skills may be learned concurrently. Document all skills earned.)	INSTRUCTIONAL DELIVERY	PROGRESS EVALUATION METHOD	BASELINE SKILL (The student lacks this skill prior to assessment.)	MILESTONE PROGRESS STATUS	Notes
SELECT COMPETENCY	SELECT DELIVERY TYPE	SELECT ASSESSMENT TYPE	No	SELECT GAIN STATUS	
SELECT COMPETENCY	SELECT DELIVERY TYPE	SELECT ASSESSMENT TYPE	No	SELECT GAIN STATUS	
SELECT COMPETENCY	SELECT DELIVERY TYPE	SELECT ASSESSMENT TYPE	No	SELECT GAIN STATUS	
SELECT COMPETENCY	SELECT DELIVERY TYPE	SELECT ASSESSMENT TYPE		SELECT GAIN STATUS	
SELECT COMPETENCY	SELECT DELIVERY TYPE	SELECT ASSESSMENT TYPE		SELECT GAIN STATUS	

INTRODUCTION

RECOMMENDED CHARACTERISTICS FOR DART INSTRUCTORS

During the curriculum pilots, programs sometimes found it difficult to find teachers who had the skills to teach the DART curriculum. At times teachers may have had the computer skills but were uncomfortable with smartphone use. Other times, teachers had basic computer skills but were hesitant to teach digital literacy skills for the first time. Teachers should have basic computer and smartphone skills to effectively teach the DART curriculum. Teachers should also have some experience working with adult second language learners.

Experience Teaching Adult English Language Learners

Although *DART* can be adapted to teach classes with adult native English speakers, it is designed for adults with limited English language skills. Therefore, the authors recommend that the *DART* curriculum is taught by an instructor who has prior experience working with adult English language learners.

Experience Teaching Adults Basic Computer Skills

The *DART* curriculum focuses only on basic computer skills. Instructors do not need to be expert computer users. However, we recommend that they have some prior experience teaching basic computer skills to adult learners.

Comfort Using Smart Phones

Our experience with Tyson team members shows us that they are more familiar with the keyboard on the phone than they are with computer keyboards. Although students may use some features and apps on the phone, such as texting, listening to music, or watching YouTube videos of interest, they usually do not know how to install apps on their smartphones, and many do not use the Internet to search for information.

Although the *DART* curriculum does not require students to install apps on their phones, several resources for differentiation give links to digital resources that students can access easily if the teacher can text them the link. There are a few differentiation resources that require students to download apps. Teachers should be comfortable downloading apps on their own smartphones so that they can assist students. Teachers should also be able to use Google Chrome on their smartphones to search for Internet information and to navigate within and between web pages.

Willingness to Problem Solve and Reach Out for Assistance

The technology skills needed to teach the *DART* curriculum are no more than a teacher in most educational settings uses daily: connect a laptop to an LCD projector and to an Internet connection, open the *DART* curriculum to click on links to online videos, games, and other resources, and open a browser and type in a short web page address. However, technology never seems to perform perfectly.

Teachers need to be able to problem-solve. Try following the instructions in the *DART* Handout 14.2 Basic Steps for Troubleshooting and have students get involved in the process. If there is not a simple fix, it is imperative that teachers reach out to the appropriate staff in their program so that technical issues can be solved.

APPENDICES

- Appendix A—Curriculum Milestones
- Appendix B—Lessons At-A-Glance
- Appendix C—Learning Objectives
- Appendix D—Vocabulary Instruction
- Appendix E—Keyboarding Practice
- Appendix F—YouTube Playlists
- Appendix G—Skillblox Playlists
- Appendix H—Digital Literacy Resources

Appendix A—Curriculum Milestones

Milestones	Prerequisite Foundational Skills	
	Technology Skills	English Language Skills
1. Use a keyboard to type a series of uppercase and lowercase letters, numbers, and symbols up to 11 digits long	<ul style="list-style-type: none"> • Use a smartphone and a computer keyboard to type lowercase and uppercase letters, numbers, and symbols • Use the shift key to create capital letters and symbols • Use the backspace key to correct typing errors 	<ul style="list-style-type: none"> • Recognize letters of the alphabet, the numbers 0 through 9, and common symbols in oral and written format • Understand related technical vocabulary
2. Log onto and off of a computer	<ul style="list-style-type: none"> • Set up and turn on the computer, laptop, or tablet. • Enter a password to log in • Use Ctrl-Alt-Del to log off. • Turn off and store the computer, laptop, or tablet. 	<ul style="list-style-type: none"> • Recognize letters of the alphabet, the numbers 0 through 9, and common symbols in oral and written format • Understand related technical vocabulary
3. Use Windows desktop to open an app, manipulate and navigate the app window, and close the app.	<ul style="list-style-type: none"> • Identify and double-click on desktop, taskbar, and start menu app shortcuts to open them • Use the scroll bar to move up and down in app window • Minimize, maximize, restore down, move, and close app windows 	<ul style="list-style-type: none"> • Recognize letters of the alphabet in oral and written format. • Understand related technical vocabulary
4. Access and navigate a website using a computer Internet browser	<ul style="list-style-type: none"> • Check for an Internet (Wi-Fi) connection and connect to the Wi-Fi if necessary • Open an Internet browser, type a web address in the address bar, and press the enter key on the keyboard to navigate to the site. • Use the back and forward arrows, the scroll bar, and linked text and images to navigate the website. 	<ul style="list-style-type: none"> • Recognize letters of the alphabet and common symbols in oral and written format. • Understand related technical vocabulary

Appendix A: Curriculum Milestones

<p>5. Create a Gmail account with a unique, compliant username and a strong yet memorable password, log into the account, and log out of the account.</p>	<ul style="list-style-type: none"> • Enter information into online forms (Gmail.com) • Enter a username and password to enter an online account (Gmail.com) • Explore screen elements to locate the website logout link • Log out of a Gmail account 	<ul style="list-style-type: none"> • Understand and follow username and password rules based on the number of characters needed and the types of characters needed • Understand related technical vocabulary • Read and understand screen instructions .
<p>6. Perform an Internet search, evaluate links for safety, and open and read search results.</p>	<ul style="list-style-type: none"> • Open a browser and use the address bar to enter a search term • Evaluate the search results, open and read a search result, return to the search, and open a second search result • Identify types of websites by their domains (e.g., .gov, .edu, and .org) and identify secure websites by the https protocol. 	<ul style="list-style-type: none"> • Recognize numbers 0 through 9 and count the number of characters in a personnel number (up to 8 digits) • Understand task-related vocabulary
<p>7. Identify digital scams in the form of email and text messages and web page pop-up windows and advertisements.</p>	<ul style="list-style-type: none"> • Close the browser window using the x in the top right corner. • Shut down and restart a computer if a pop-up window is a scam. 	<ul style="list-style-type: none"> • Understand task-related vocabulary • Read and understand email and text messages, web page pop-up window messages, and online advertisements.

Appendix B: Lessons At-A-Glance

Note: An Internet-and audio-enabled Instructor computer, projector, screen, and a whiteboard or easel with chart paper and markers are required for most instructional activities.

LESSON 1— LOWERCASE ALPHABET INTRODUCTION	
Supplies and Materials to Print	Links to Digital Resources
Student Handouts <ul style="list-style-type: none"> Handout 1: Small Lowercase Alphabet Flashcards (in sets) Teacher Materials <ul style="list-style-type: none"> Teacher Materials 1.1: Large Lowercase Alphabet Flashcards Optional <ul style="list-style-type: none"> Handout 2: Alphabet Tracing Lowercase 1 Handout 3: Alphabet Tracing Lowercase 2 Teacher Materials 1.2: Lowercase Letter Bingo Cards Paperclips or beans to use as bingo markers Alphabet blocks, magnetic letters, or tiles (<i>from a game such as Scrabble</i>) 	Optional <ul style="list-style-type: none"> Read and Listen to the Letters of the Alphabet https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/the-alphabet-vocabulary.html Listen To and Write Uppercase Letters 1 https://agendaweb.org/exercises/grammar/alphabet/alphabet-listen-write Listen To and Write Lowercase Letters 2 https://agendaweb.org/exercises/grammar/alphabet/listen-write-2 Listen To and Find Lowercase Vowels https://agendaweb.org/exercises/grammar/alphabet/vowels-listen-find Sequence the Lowercase Alphabet https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/english-alphabet-sequence-lower-case-letters.html
LESSON 2 LOWERCASE ALPHABET INTRODUCTION	
Supplies and Materials to Print	Links to Digital Resources
Recommended: A document camera Student Handouts <ul style="list-style-type: none"> Handout 1: Mobile Phone Keyboard Image Small Lowercase Alphabet Flashcards (<i>printed for Lesson 1</i>) 	<ul style="list-style-type: none"> N/A

Appendix B: Lessons-At-A-Glance

LESSON 3 UPPERCASE ALPHABET INTRODUCTION	
Supplies and Materials to Print	Links to Digital Resources
<p>Student and Teacher Lowercase Alphabet Flashcards</p> <ul style="list-style-type: none"> • (<i>printed for Lesson 1</i>) <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: The Lowercase and Uppercase Alphabet • Handout 2: Small Uppercase Alphabet Flashcards (in sets) • Handout 3: Let's Talk Worksheet • Handout 4: Capitalize or Not Worksheet • Teacher Materials 3.1: Large Uppercase Alphabet Flashcards <p>Optional</p> <ul style="list-style-type: none"> • Handout 5: Alphabet Tracing Uppercase 1 • Handout 6: Alphabet Tracing Uppercase 2 • Teacher Materials 3.2: Uppercase Letter Bingo Cards 	<p>Optional</p> <ul style="list-style-type: none"> • Bingo markers such as paperclips or beans • (Optional) Text the links below to students so they can directly open websites to practice the alphabet: • Read and Listen to the Letters of the Alphabet https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/the-alphabet-vocabulary.html • Listen To and Write Lowercase Letters 2 https://agendaweb.org/exercises/grammar/alphabet/listen-write-2 • Listen To and Find Lowercase Vowels https://agendaweb.org/exercises/grammar/alphabet/vowels-listen-find • Hands-On! A Collection of ESL Literacy Activities http://en.copian.ca/library/learning/handson/handson.pdf
LESSON 4 LOWERCASE ALPHABET INTRODUCTION	
Supplies and Materials to Print	Links to Digital Resources
<p>Recommended: A document camera and an external keyboard for the instructor</p> <p>Optional: Windows disconnected keyboards (1 per student)</p> <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: How to Make Capital Letters on the Phone • Handout 2: Windows Keyboard Lowercase with Shift Key • Handout 3: Capital Letter Keyboard Assessment 	<ul style="list-style-type: none"> • (Optional) Name Spell-Out Activity https://www.pumarosa.com/PUMAROSA_APP/spellout.html

Appendix B: Lessons-At-A-Glance

LESSON 5 NUMBERS AND SPECIAL KEYS	
Supplies and Materials to Print	Links to Digital Resources
<p>Recommended: A document camera and an external keyboard for the instructor</p> <p>Optional: Windows disconnected keyboards (1 per student)</p> <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: Small Number Flashcards, Numbers Only, cut out • Handout 2: Small Number Flashcards, Words Only, cut out • Handout 3: Phone Number Practice • Handout 4: Windows Keyboard Image • Handout 5: Special Keys Flashcards <p>Teacher Materials</p> <ul style="list-style-type: none"> • 5.1: Large Numbers with Words Flashcards • 5.2: Large Number Flashcards, Numbers Only <p>Optional</p> <ul style="list-style-type: none"> • Handout 6: More Special Keys Flashcards • Teacher Materials 5.4 Number Bingo Cards 	<ul style="list-style-type: none"> • Teacher Materials 5.3: Special Keys PowerPoint (<i>Download with DART curriculum</i>) <p>Optional</p> <ul style="list-style-type: none"> • Special Keys Quizlet Live • Say a number and have students send the number to you using one of the following: <ul style="list-style-type: none"> — Whatsapp: https://www.whatsapp.com/ — Mentimeter: https://www.mentimeter.com/ — PollEverywhere: https://www.polleverywhere.com/ — AnswerGarden: https://www.answergarden.ch/ • Additional number flashcards <ul style="list-style-type: none"> — https://www.eslflashcards.com
LESSON 6 SYMBOLS ON THE KEYBOARD	
Supplies and Materials to Print	Links to Digital Resources
<p>Recommended: A document camera and an external keyboard for the instructor</p> <p>Optional: Windows disconnected keyboards (1 per student)</p> <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: Image of Keyboard • (Optional) Handout 2: Symbols PowerPoint Notes • Handout 3: Symbols Assessment Worksheet 	<ul style="list-style-type: none"> • Teacher Materials 6.1: Symbols PowerPoint Presentation (<i>Download with the DART curriculum</i>) • Yellow highlighters, 1 per student • Wordwall's Symbols and More Symbols https://wordwall.net/resource/33765388/symbols https://wordwall.net/resource/51836799/more-symbols • Typtastic's Level 7: The Secret of Symbols https://typtastic.com/learn2.html

Appendix B: Lessons-At-A-Glance

LESSON 7 INTRODUCTION TO SECURITY	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> None for this lesson 	<ul style="list-style-type: none"> YouTube Playlist: Introduction to Security Skillblox YouTube Video Playback Tips—Code 5EZ3TL (Optional) Wordwall's Symbols https://wordwall.net/resource/33765388/symbols
LESSON 8 STRONG AND WEAK PASSWORDS	
Supplies and Materials to Print	Links to Digital Resources
Student Handouts <ul style="list-style-type: none"> Handout 1: Clarifying Questions Handout 2: Password Role Play 	<ul style="list-style-type: none"> YouTube Playlist: Strong and Weak Passwords Optional Wordwall's Symbols https://wordwall.net/resource/33765388/symbols (Optional) Skillblox Creating Strong Passwords—Code 763Z9I
LESSON 9 — PARTS OF THE COMPUTER	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> Student devices (Laptops, Desktop PCs, Chromebooks, iPads) (As needed) External Windows keyboards and mice (1 per student) Student Handouts <ul style="list-style-type: none"> Handout 1: Features of the Surface Go (<i>or teacher-made equivalent</i>) Handout 2: Computer Do's and Don'ts Handout 3: Features of the Surface Go Quiz (<i>or teacher-made equivalent</i>) Handout 4: Exit Tickets 	<ul style="list-style-type: none"> (Optional) Skillblox Introduction to Computers—Code LFJ4NO

Appendix B: Lessons-At-A-Glance

LESSON 10 — SIGNING IN AND OUT OF THE COMPUTER	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> • Student devices (Laptops, Desktop PCs, Chromebooks, iPads) • (As needed) External Windows keyboards and mice <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: Mouse Pointers • Handout 2: Using Keyboard Shortcuts to Lock, Sign Out, and Shut Down 	<p>Optional</p> <ul style="list-style-type: none"> • Skillblox Understanding your Mouse or Touchpad—Code 9SN7N8
LESSON 11 — USING THE WINDOWS DESKTOP	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> • Student devices (Laptops, Desktop PCs, Chromebooks, iPads) • (As needed) External Windows keyboards and mice <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: The Windows Desktop (<i>Teachers will need to create a similar handout for devices that do not use a Windows 10 desktop.</i>) 	<p>Optional</p> <ul style="list-style-type: none"> • Skillblox Understanding your Windows Desktop—Code 8786Z8 • Skillblox Using App Windows—Code DTD2D7 • GCFLearnFree <ul style="list-style-type: none"> • Basic Computer Skills https://www.youtube.com/playlist?list=PL4316FC411AD077AA • Windows Basics https://www.youtube.com/playlist?list=PLpQQipWcxwt-AMXTVUZLE9s-XsyUtsbw • Tutorials in Spanish: https://edu.gcfglobal.org/es/topic • Tutorials in Portuguese: https://edu.gcfglobal.org/pt/subjects/tecnologia

Appendix B: Lessons-At-A-Glance

LESSON 12 — CONNECTING TO THE INTERNET	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> • Student devices (Laptops, Desktop PCs, Chromebooks, iPads, etc.) • (As needed) External Windows keyboards and mice <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: What is a Network? PowerPoint Notes 	<ul style="list-style-type: none"> • Teacher Materials 12.1: What is a Network? PowerPoint Presentation (<i>Downloadable with the DART curriculum.</i>) • (Optional) Skillblox Connecting to Wi-Fi—Code TLYJC1 (<i>includes What is the Internet, Connecting to Wi-Fi and Internet Safety Resources</i>)
LESSON 13 — USING GOOGLE CHROME	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> • Student devices (Laptops, Desktop PCs, Chromebooks, iPads, etc.) • (As needed) External Windows keyboards and mice <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: The Google Chrome Window 	<p>Optional</p> <ul style="list-style-type: none"> • Skillblox The Chrome Browser—Code JRUG73
LESSON 14 — UNDERSTANDING LOGIN REQUIREMENTS	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> • Student devices (Laptops, Desktop PCs, Chromebooks, iPads) • (As needed) External Windows keyboards and mice <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: Login Requirements Compare and Contrast • Handout 2: Creating a Practice Account • Handout 3: Signing In and Out of your Account • Handout 4: Creating a New Password 	<ul style="list-style-type: none"> • Online Forms Practice (tinyurl.com/dartformshome) • YouTube Video: Understanding Login Requirements • Bank Account Simulator (https://tinyurl.com/bank-simulator) • (Optional) Skillblox Creating Online Accounts—Code WEASA4

Appendix B: Lessons-At-A-Glance

LESSON 15 — CREATING STRONG PASSWORDS	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> • Student devices (Laptops, Desktop PCs, Chromebooks, iPads) • (As needed) External Windows keyboards and mice • A document camera is highly recommended <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: Requirements for a Strong Password • Handout 2: Five Steps to a Strong Password • Handout 3: Substituting Numbers and Symbols for Letters • Small index cards, card stock, or regular paper cut into small strips and can be folded and inserted into a wallet for safekeeping. Create at least one strip per student and a few extra in case students make mistakes and want a new blank paper slip. 	<ul style="list-style-type: none"> • YouTube Playlist: Creating Strong Passwords
LESSON 16 — CREATING A GMAIL ACCOUNT	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> • Student devices (Laptops, Desktop PCs, Chromebooks, iPads) • (As needed) External Windows keyboards and mice <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: YouTube Video Transcript • Handout 2: Creating a Gmail Account 	<p>Optional</p> <ul style="list-style-type: none"> • Cómo crear una cuenta en Gmail (How to create a Gmail account in Spanish:) <p>https://www.youtube.com/watch?v=uggTR7Heiqg&list=PLQVljL9XTrQ20L4QuOjpwSUe1Vh78pEOM&index=5</p> <ul style="list-style-type: none"> • Skillblox Usando Gmail (Using Gmail in Spanish)—Code RVPPAN • Skillblox Using Gmail—Code LOFCLL

Appendix B: Lessons-At-A-Glance

LESSON 17 — STAYING SAFE IN A DIGITAL WORLD	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> • Student devices (Laptops, Desktop PCs, Chromebooks, iPads) • (As needed) External Windows keyboards and mice <p>Teacher Materials</p> <ul style="list-style-type: none"> • 17.1: Mary's Email Scam (<i>The teacher needs to send an email to herself/himself to demonstrate live in class</i>) • 17.3: Is It Safe or Is It a Scam? Slide Notes <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: Mary's Email Scam • Handout 2: Checking Links on your Phone • Handout 3: Digital Safety Basics • Handout 4: Is It Safe or Is It a Scam? 	<p>Teacher Materials 17.2: Is It Safe or Is It a Scam? PowerPoint (<i>Download with DART Curriculum</i>)</p> <p>Optional</p> <ul style="list-style-type: none"> • Text Message Scams https://blog.textedly.com/spam-text-message-examples • Skillblox Staying Safe in a Digital World—Code YCFK6U
LESSON 18 — SEARCHING THE INTERNET	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> • Student devices (Laptops, Desktop PCs, Chromebooks, iPads) • (As needed) External Windows keyboards and mice <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: Where Do These Words Come From? • Handout 2: How to Search the Internet • Handout 3: Choosing Search Terms • Handout 4: Choosing Search Results • Handout 5: Internet Search Project 1 • (Optional) Handout 6: Internet Search Project 2 	<p>Optional</p> <ul style="list-style-type: none"> • GCFLearnFree's Digital Media Literacy Tutorials <ul style="list-style-type: none"> • Lesson 1: Judging Online Information • Lesson 2: Practice Evaluating a Webpage

Appendix B: Lessons-At-A-Glance

LESSON 19 — SEARCHING THE INTERNET	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> • Student devices (Laptops, Desktop PCs, Chromebooks, iPads) • (As needed) External Windows keyboards and mice <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: Computer Problem! Scenario Discussion • Handout 2: Basic Steps to Troubleshooting • Handout 3: GCF Global Troubleshooting Scavenger Hunt 	<ul style="list-style-type: none"> • GCF Global Basic Troubleshooting Techniques webpage: https://edu.gcfglobal.org/en/computerbasics/basic-troubleshooting-techniques/1/ • YouTube Playlist: Internet Pop-up Windows
LESSON 20— DIGITAL SKILLS REVIEW	
Supplies and Materials to Print	Links to Digital Resources
<ul style="list-style-type: none"> • Student devices (Laptops, Desktop PCs, Chromebooks, iPads) • (As needed) External Windows keyboards and mice <p>Student Handouts</p> <ul style="list-style-type: none"> • Handout 1: What I Learned about Computers • Handout 2: Digital Skills Review • Handout 3: Certificate of Completion 	<ul style="list-style-type: none"> • Games to Practice English https://www.games to learn english.com

Appendix B: Lessons At-A-Glance

Appendix C: Learning Objectives

Lesson 1

- Students will identify and distinguish between lowercase letters.

Lesson 2

- Students will locate the lowercase letters of the alphabet on a modified image of a phone keyboard.

Lesson 3

- Students will identify and distinguish between uppercase letters.
- Students will identify and distinguish between lowercase and uppercase letters

Lesson 4

- Students will locate the uppercase letters of the alphabet on an image of a mobile phone and Windows keyboard.
- Students will use the Shift key to type uppercase letters on a phone and Windows keyboard.

Lesson 5

- Students will identify, speak, and write the numbers 0 – 9 as digits and words
- Students will orally exchange phone numbers and type a message on a phone keyboard using lowercase and uppercase letters, and numbers
- Students will Identify and use common special keys (space bar, ENTER, BACKSPACE)

Lesson 6

- Students will identify common symbols (., / ? ! \$ # @ *) and locate them on the keyboard.
- Students will describe the location of keys on the keyboard relative to each other using prepositions of
- place above, below, on, and next to.

Lesson 7

- Students will differentiate between strong and weak passwords.

Lesson 8

- Students will differentiate between strong and weak passwords.
- Students will dictate, transcribe, and type passwords consisting of uppercase and lowercase letters, numbers, and symbols

Lesson 9

- Students will identify the parts of the computer and what they should and should not do with their computers.

Lesson 10

- Students will turn on and wake up a computer and put a computer to sleep and shut it down
- Students will sign in to a computer using a username and a password
- Students will use the password eye symbol (if present) to check password characters
- Students will use keyboard shortcuts to lock, sign out of, and shut down a computer

Lesson 11

- Students will identify key elements on the screen.
- Students will open a desktop app (WordPad) on their tablet.
- Students will open, restore down, minimize, maximize, and close an app window.

Lesson 12

- Students will explain what the internet is and where we use it.
- Students will connect/disconnect their tablets to a wireless network.
- Students will sign into and out of their computers
- Students will use the “see password” icon to check their password.
- Students will distinguish between private and public Wi-Fi.

Appendix C: Learning Objectives

Lesson 13

- Students will review how to log on, log off, lock, sign out of, and shut down a computer.
- Students will review parts of the desktop and open an app on the desktop or taskbar or by searching for the app in the Windows search bar.
- Students will review how to minimize, maximize, restore, and close an app window.
- Students will check their Internet connection, open the Google Chrome browser, and identify parts of the browser window.
- Students will type in and open a web address using the web address bar of the Chrome window.
- Students will navigate the Internet using text links, image links, and the browser back and forward buttons.

Lesson 14

- complete an online form.
- identify login requirements for usernames and passwords.
- create and log in to an online account.

Lesson 15

- Students will identify requirements for strong passwords.
- Students will use two processes for creating a strong password that is easy to remember.
- Students will use safe practices for storing a password.

Lesson 16

- Students will create a unique username and strong password for a Gmail account.
- Students will sign up for a Gmail account.
- Students will sign out and sign into a Gmail account.

Lesson 17

- Students will identify scams in the form of email, text messages, and online pop-up windows and advertisements.
- Students will explain what they should and should not do once they identify a scam.

Lesson 18

- Students will perform an Internet search on one or more topics by typing in one or more key words.
- Students will evaluate the search results to choose results that are not advertisements, have secure websites. and are most likely to have information on the topic.
- Students will identify government, educational, and non-profit websites with the domains .gov, .edu, and .org. open several search results, read them, and use them to answer questions about on or more topics.

Lesson 19

- Students will turn online pop-up blockers on and off.
- Students will apply systematic troubleshooting to common computer problems.
- Students will get technical support when needed.

Lesson 20

- Students will accurately write down dictated complex passwords consisting of uppercase and lowercase letters, numbers, and common symbols.
- Students will identify whether or not a text message and a pop-up window are safe or scams.
- Students will open Google Chrome (or other browser), navigate to Gmail.com, sign in, and sign out.
- Given a specific question to answer online, students will open Google Chrome (or other browser), enter a search term, and open one or more search results to answer the question.

Appendix D: Vocabulary Instruction

Pre-Teaching Vocabulary

Pre-teach words if they are essential concepts to understanding a text passage. For example, if you are going to be physically illustrating with actual objects or images as you teach a lesson, you do not necessarily need to pre-teach that vocabulary. Instead, you can teach the vocabulary during the lesson.

Ideas for pre-teaching vocabulary include acting the word out (either the action or the emotion), showing actual objects, images, or drawings on the board, or using direct translation to the student's native language. It is also helpful to connect new vocabulary to students' existing background knowledge. During pre-teaching, students should hear and practice pronouncing the word, and typically, students should also see the word in written form.

Teaching Vocabulary During a Lesson

Even if you pre-teach vocabulary, you still need to teach the new vocabulary within the context of your lesson. To do this:

- Create a structured space where students keep their vocabulary lists for easy reference and study. Some teachers ask students to create flashcard sets using index cards.
- Ask students to write down the word and its meaning in their own words or drawings. The vocabulary list for the lesson can be provided prior to the lesson, or the teachers can have students create the vocabulary list as the words are introduced in the lesson.
- Point out the new vocabulary word when it appears in the context of your lesson. For more advanced students, ask them (1) if they can already recognize and use the word, (2) if they know what the word means but are not comfortable using it, or (3) if they aren't sure what the word means.
 - Ask students if they know the word in their native language. Often, one student will know the word in a language that other learners speak.
 - Although students may say that they know the word in their native language, it is still important to explain the word by acting it out, showing actual objects, images, or drawings on the board, providing synonyms the students are already familiar with, and/or defining the word in very simple language.
 - Point out word parts to students, such as if the word is a cognate, compound word, or has a root word that they will see in other forms of the word (such as login and logging in used as a noun or as a verb).
 - Give examples of the word used in a sentence. Depending on the word, it may be appropriate to contrast its meaning with an antonym the student already knows.
 - Connect new vocabulary to students' existing background knowledge.
- Require students to use the vocabulary word several times during the lesson in oral and written format. Strategies include:
 - When you call out the vocabulary word, students point to an actual object or an image of the word or act it out.

Appendix D: Vocabulary Instruction

- If the vocabulary lends itself to categorization, have students categorize the words into 2 or 3 categories. An example could be nouns (things or ideas), verbs (actions), or adjectives (descriptions of things).
- Give an example of using 2 of the vocabulary words in one sentence. An example is "The Enter key is on the keyboard." Then have students do this as an oral whole class activity where you write down their examples on the board or as an individual or paired written activity.

Teaching Students How to Approach New Vocabulary

Teach students to ask themselves the following questions when they encounter new vocabulary:

- Is the word a cognate? For example, the words *computer* and *computadora* are English/Spanish cognates.
- Is there a part of the word that I know? For example, the word *keyboard* includes the word *board*, and the student may know the word *board* from the teacher's instructions to "look at the whiteboard" or "write on the whiteboard."
- Is the word explained or illustrated in the sentence or in a nearby sentence? For example, does a text passage show a keyboard or give instructions for using keys on the keyboard?
- Can I easily translate the word into my own language?
- Do I need to go to an English dictionary to read more definitions and see examples of the word used in sentences?

Incorporating Vocabulary Assessments

- Students need to have specific learning goals and measures to assess how they are meeting those goals. Incorporating vocabulary quizzes is one way that students can see their growth.
- The vocabulary evaluation can be slightly different for groups of learners to differentiate for ranges in student levels. Using the same word bank, beginning literacy should be able to match the words to images. Low and high beginners should be able to fill in sentences with the correct vocabulary word. Low- and high-intermediate students should be able to create sentences using at least 2 of the vocabulary words in each sentence. Advanced students should be able to write a paragraph that incorporates all the vocabulary in a meaningful manner.
- Another method to differentiate for student levels and to incorporate their needs to drive their own instruction is to ask students to choose the vocabulary words they will learn and want to be tested on for the lesson. Students can also choose whether they want to be graded on spelling (more advanced students should be encouraged to memorize spelling because only a little over half of English words follow phonetic rules). Students list their chosen words and provide translations for each word in their own language. On the test day, they form pairs. Each student dictates the word to their partner. The partner needs to write down the word and its translation. When both students have completed the activity, they each grade their own papers to see how well they remembered the word meanings.

Appendix D: Vocabulary Instruction

Below is a list of all key vocabulary by lesson:

Lesson 1

alphabet
lowercase letter/s
name
spell
flashcards
Can I have / Yes, you can. / No, you can't.

Lesson 2

spell
keyboard
key
text/texts
phone
find
touch
Reinforced vocabulary: alphabet, letter/s, spell, flashcards

Lesson 3

uppercase
capital letter
big letter / small letter
Do you have? No, I don't / Yes, I do
specific / general
city, state, country
Reinforced vocabulary: alphabet, text/texts, phone, lowercase letter/s, spell, name, flashcards

Lesson 4

text / send a text
shift
caps lock
press and hold down
tap
release
Reinforced vocabulary: text/texts, phone, uppercase/ capital letters, keyboard, key, touch

Appendix D: Vocabulary Instruction

Lesson 5

erase

zero pronounced as zero and as (oh)

numbers 0-9

What is your phone number?

special keys: backspace / space bar / enter

advanced special keys (optional)

control / alternate / delete / Windows / tab

Reinforced vocabulary: keyboard, type, key, press and hold down, tap, release, special keys: shift, caps lock

Lesson 6

special character

symbol

period/dot (.)

comma (,)

slash/forward slash (/)

question mark (?)

exclamation mark (!)

Reinforced vocabulary: keyboard, key, SHIFT, press and hold down, tap

dollar sign (\$)

number sign/pound sign/hash tag (#)

at (@) star or asterisk (*)

prepositions of place:

above/below

on

next to

Lesson 7

security

username

safe

password

private

private

PIN

personal identification number

strong

ATM

weak

login

Reinforced vocabulary: uppercase letter, lowercase letter, number, symbol

Lesson 8

clarify/ clarifying/ clarification

Did you say...

B as in boy? / V as in victory? / P as in plant?

D as in dog? / T as in Texas?

F as in fish? / S as in Sunday?

A as in apple? / H as in horse?

M as in Mary? / N as in nice?

Can you repeat that, please?

Can you repeat that more slowly, please?

Can I repeat that back to you?

Reinforced Vocabulary: period/dot (.) dollar sign (\$) number sign/pound sign/hash tag (#) at (@) star or asterisk (*) comma (,) slash (/) question mark (?) exclamation mark (!)

Appendix D: Vocabulary Instruction

Lesson 9	charging cart (if applicable to classroom) charging port / power port actions consequences volume up /down camera microphone / mic headphone jack USB-C port
mouse touchpad / trackpad touchscreen / screen kickstand / stand log in / log off power button turn on / turn off close go to sleep / sleep mode	
Lesson 10	keyboard shortcuts: Ctrl/Alt/Del and Windows-L put to sleep / sleep mode sign out / log out / log off shut down / turn off charging cart (if applicable to classroom setting) power plug / power cord icon / button
mouse pointers: — arrow or standard — text or I-Beam — link or hand mouse actions: left click / double-click turn on / power on wake up sign in / log in / log on swipe up / swipe down (for touchscreen devices)	
<i>Reinforced vocabulary:</i> username, password, mouse, touchpad (or trackpad), screen or touchscreen, press and hold down, tap, special keys	
Lesson 11	Windows start menu window restore / restore down minimize maximize <i>Reinforced vocabulary:</i> click / double-click, press and hold down, tap
desktop desktop app / desktop shortcut clock icon volume icon battery icon network icon taskbar Windows search box	
Lesson 12	wireless/Wi-Fi (vs. cellular data) hotspot public hacked <i>Reinforced vocabulary:</i> icon, desktop, click
wire / cable wired / wireless internet / internet connection network / network icon / network connection connected, secured	

Appendix D: Vocabulary Instruction

Lesson 13

Google Chrome

Internet browser

webpage

back arrow

forward arrow

reload / refresh page

Reinforced vocabulary: desktop, icon, app, double-click, click, minimize/maximize/restore/close windows.

address bar

webpage address / url

scroll bar

link

linked text

linked image

Lesson 14

sign up for/register

form

fill out/ complete a form

text / text box

tab key

follow

need to/must/can

rules

requirements

recommendations

practice

simulation/simulator

real/not real

Reinforced vocabulary: login, username, password, backspace key, shift key, enter key, web page address, address bar

Lesson 15

how long / how many?

characters

at least

one or more

recommendations

sentence

phrase

change / substitute

question boxes

Reinforced vocabulary: strong, weak, need to / must / can lowercase / uppercase / capital letters, symbols, space(s) (in text), , follow, rules, requirements

Lesson 16

email

verify

verification code

profile

Reinforced vocabulary: online account, address bar, dropdown menu, tab, button, icon, sign in/sign out, log in to/log out of, username, password, strong, symbols, lowercase, uppercase

Appendix D: Vocabulary Instruction

Lesson 17	pop-up window computer virus urgent / immediate win/won/winner prize / gift schedule/reschedule a delivery
<i>Reinforced vocabulary:</i> address bar, web page, link, email, email address, text/text message, delete, verify , account, click, press, hold down, scroll, Ctr/Alt/Del	
Lesson 18	Internet search topic search terms search results website domain
<i>Reinforced vocabulary:</i> Google Chrome, web page, back arrow, address bar, webpage address, link	
Lesson 19	updates technical support error message pop-up blocker
<i>Reinforced vocabulary:</i> charge/charging, Internet connection, shut down, pop-up window, Internet search	
Lesson 20	review digital skills certificate of completion

Appendix D: Keyboarding Practice

Teacher feedback from the curriculum pilots demonstrated that almost all teachers integrated additional keyboarding practice into the curriculum. They did so by creating activities that used one or more of the following materials and equipment:

- Android and Windows keyboard handouts available in the DART curriculum.
- Flashcards of uppercase and lowercase letters, numbers, and symbols.
- Keyboards on students' smartphones.
- Computer keyboards that were disconnected from a computer or connected to a computer that was not turned on.
- The WordPad app that comes pre-installed on all Windows computers.
- Touch typing websites such as typing.com.

Almost all teachers incorporated additional keyboarding practice into each lesson starting with Lesson 4 (Uppercase Alphabet on the Keyboard). Several teachers had students practice typing using the printed keyboard images from the curriculum or using disconnected Windows keyboards. However, over half of the teachers in the pilot helped students log into their Tyson tablets prior to Lesson 9 (Signing in and out of a Computer) so that students could "see" what they were typing by typing in the WordPad app or by accessing online touch typing websites such as typing.com. .

Most teachers incorporated keyboarding practice as either an individual or a small group activity that students could do while the teacher worked with another group of students who needed targeted instruction. A few teachers taught students to independently use online touch typing sites such as typing.com; others taught students how to open the WordPad app to practice typing text. While students independently practiced keyboarding, the teacher was able to work individually or in very small groups with students who needed additional assistance.

The types of text that teachers had students type in WordPad varied. Some teachers wrote sentences related to the lesson topic or the students themselves on the board and asked students to type them. A few teachers had students practice writing their first and last name, mailing address, phone number, and email address (if they had one). One teacher had students type in their grammar practice sentences from a distance learning curriculum (Burlington English).

A few creative teachers invented keyboard games that did not require signing into a tablet. One teacher had students work individually or in small groups to arrange flash cards sets in the same pattern as a computer keyboard. Another teacher created a "Race to the Key" game for small groups. In this game, students mixed one or more of their flashcard sets (lowercase letters, uppercase letters, numbers, and symbols) to create a deck of cards. One person revealed and called out a flashcard while the other students raced to touch the matching key on either a printed paper keyboard or a full-size external keyboard. (We recommend against using the Tyson tablet keyboards because they are more delicate and could be damaged by "enthusiastic" touching.) Two teachers taught students how to use their smartphones to read QR codes that led to online typing games that students could play using their

Appendix D: Vocabulary Instruction

phones. Finally, one teacher created a “secret message” game that had students dictate short secret words or phrases to a partner who had to write them down and then type them using the printed keyboard images available in the curriculum.

With this update of A-OK To Access, the authors have incorporated instructor feedback regarding greater time with keyboard practice and additional time spent practicing logging and out of online accounts into the DART curriculum. Starting with Lesson 2, teachers will find a Keyboarding Practice Instructional Tip to remind them to add keyboarding practice somewhere into their lesson sequence. The keyboarding practice for Lessons 2 through 9 do not require students to sign in to the tablets; rather, they ask students to text themselves or a teacher’s Google voice number using their personal smartphones. Students without a phone can practice keyboarding using the printed Windows keyboard images from the curriculum.

Appendix F: YouTube Playlists and Videos

The videos listed below (with the exception of The ABC Song and How to Create a New Gmail Account) were customized to present lesson content for the DART curriculum.

<p>Lesson 1 YouTube Video: <u>The ABC Song for Adult Literacy Learners</u></p> <p>Lesson 7 YouTube Playlist : <u>Introduction to Security</u></p> <ul style="list-style-type: none">• Video 1: What is Security?• Video 2: What is a Login? <p>Lesson 8 YouTube Playlist : <u>Strong and Weak Passwords</u></p> <ul style="list-style-type: none">• Video 1: Strong and Weak Passwords• Video 2: Is the Password Strong or Weak? <p>Lesson 14 YouTube Video: <u>Understanding Login Requirements</u></p>	<p>Lesson 15 YouTube Playlist : <u>Creating Strong Passwords</u></p> <ul style="list-style-type: none">• Video 1: Requirements for a Strong Password• Video 2: What's Wrong with this Password?• Video 3: Five Steps to a Strong Password• Video 4: Help with Step 2 Question Boxes• Video 5: Katy Makes a Strong Password• Video 6: Win Makes a Strong Password <p>Lesson 16 YouTube Video: <u>How to Create a New Gmail Account</u></p> <p>Lesson 19 YouTube Video: <u>Unlocking a Pop-Up Window</u></p>
--	---

Appendix G: Skillblox Playlists

Skillblox Playlists appear in several lessons in the section titled Differentiated Resources to Meet Diverse Learner Needs. They are most appropriate for high intermediate to advanced ESL students.

<p>Lesson 7</p> <ul style="list-style-type: none">• Creating Strong Passwords: Skillblox.org Access Code 763Z9I• YouTube Video Playback Tips Skillblox Access Code 5EZ3TL <p>Lesson 9</p> <ul style="list-style-type: none">• Introduction to Computers Skillblox Access Code LFJ4NO. <p>Lesson 10</p> <ul style="list-style-type: none">• Using Your Mouse or Touchpad: Skillblox.org Access Code 9SN7N8 <p>Lesson 13</p> <ul style="list-style-type: none">• Understanding your Windows Desktop: Skillblox.org Access Code 8786Z8• Working with App Windows: Skillblox.org Access Code JRUG73	<p>Lesson 14</p> <ul style="list-style-type: none">• Creating an Online Account Skillblox.org Access Code WEASA4 <p>Lesson 16</p> <ul style="list-style-type: none">• Using Gmail Skillblox.org Access Code LOFCLL• Usando Gmail (Using Gmail in Spanish) Skillblox.org Access Code RVPPAN <p>Lesson 17</p> <ul style="list-style-type: none">• Staying Safe in a Digital World Skillblox.org Access Code YCFK6U
---	--

Appendix H: Digital Literacy Resources

Digital Skills Assessments

- [DART Digital Skills Student Self-Survey](#)
- [Northstar Assessments](#)

Digital Skills Lessons

- [Skillsblox](#) (Digital Literacy Subject area)
- [EnGen Learning Platform](#)
- [DigitalLearn.org](#) (Video tutorials in English and Spanish)
- [GCF Global—Technology](#) (Goodwill Community Foundation, Inc.)
- [Northstar Digital Literacy](#) (Paid curriculum; Links to free resources)

Tech Tools

- [Skillsblox](#) (Digital Literacy Subject area)
- [EdTech Center Digital Skills Library](#)

Standards

DART is aligned to the following standards.

- [CASAS Standards English as a Second Language](#)
- [English Language Proficiency Standards for Adult Education](#)
- [Northstar Digital Literacy Standards](#)
- [Seattle Digital Equity Initiative Skills Framework](#)

LIST OF LESSONS

- Lesson 1 — Lowercase Alphabet Introduction
- Lesson 2 — Lowercase Alphabet on The Keyboard
- Lesson 3 — Uppercase Alphabet Introduction
- Lesson 4 — Uppercase Alphabet on the Keyboard
- Lesson 5 — Numbers and Special Keys
- Lesson 6 — Symbols on The Keyboard
- Lesson 7 — Introduction to Security
- Lesson 8 — Strong and Weak Passwords
- Lesson 9 — Parts of the Computer
- Lesson 10—Signing in and out of the Computer
- Lesson 11—Using the Windows Desktop
- Lesson 12—Connecting to the Internet
- Lesson 13—Using Google Chrome
- Lesson 14—Understanding Online Accounts
- Lesson 15—Creating Strong Passwords
- Lesson 16—Creating a Gmail Account
- Lesson 17—Staying Safe in a Digital World
- Lesson 18—Searching the Internet
- Lesson 19—Troubleshooting Basics
- Lesson 20—Digital Skills Review



Lesson Plan 1: Lowercase Alphabet Introduction

Lesson Overview: In this lesson, students review the lowercase alphabet.

Lesson Objectives

- Students will identify and distinguish between lowercase letters.

Materials and Setup

Technology/Equipment

- An Internet-and audio-enabled computer, projector, and screen

Supplies/Teacher Materials

- Whiteboard and markers
- Bingo markers such as paper clips, beans, etc.
- Teacher Materials 1.1: Large Lowercase Alphabet Flashcards
- Teacher Materials 1.2: Lowercase Alphabet Bingo Cards
- Optional: Alphabet blocks, magnetic letters, or tiles (from a game such as Scrabble)

Online Resources

- ABC Song Lowercase Letters for Adult Literacy English ESL Learners: <https://youtu.be/Toi4kM9qYhg>

Student Handouts

- Handout 1: Small Lowercase Alphabet Flashcards. *Before class, the teacher will need to be cut out the flashcards and create individual sets secured with a rubber band or small plastic storage baggie.*
- (Optional) Handout 2: Alphabet Tracing Lowercase 1
- (Optional) Handout 3: Alphabet Tracing Lowercase 2

Instructional Tips

- Teaching Vowel Sounds in English.** English has 5 letters to represent 14-16 vowel sounds (depending on who you talk to). This can confuse people from both literate and nonliterate backgrounds, so introduce them as they sound in your name and learners' names. The other sounds can be introduced later. For more information about teaching pronunciation in ESL, see the blog article [How to Teach English Letter Sounds in ESL: The 5 Big Ideas and 7 Activities](#).
- Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.

Standards

Adult English Language Proficiency Content Standard(s)

- 8.1. Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions

Lesson 1: Lowercase Alphabet Introduction

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet
- W1.1: Write the letters of the English alphabet
- L1.1: Recognize and distinguish between the various sounds of English
- S1.1: Demonstrate accurate pronunciation of the various sounds of English

Seattle Digital Equity Initiative Skill(s)

- None for this lesson

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- None for this lesson

Key Vocabulary

- alphabet
- lowercase letter/s
- name
- spell
- flashcards
- Can I have / Yes, you can. / No, you can't.

NOTES

ENGAGEMENT

- Sing the ABC song slowly
 - Showing the letters on the large flashcards (**Teacher Materials 1.1: Large Lowercase Alphabet Flashcards**) as you sing them.
 - Observe if students already know the song.
 - If not, break it down into the smaller rhyming segments until they are able to sing along with you.
- Note: If you are not comfortable singing, there are many YouTube videos and recordings, but please try to use one that is not particularly geared to preschool or kindergarten aged children. Here is an example: <https://youtu.be/Toj4kM9qYhg>.

EXPLORATION

- Write your name on the board.
- **Say:** My name is _____. How do you spell my name? [Spell your name pointing at each letter].
- Pass out the small lowercase alphabet cards (**Handout 1: Small Lowercase Alphabet Flashcards**). Say and demonstrate by holding up the appropriate letter card: How do you spell my name? [Spell your name. Hold up the correct card. Wait for students to also hold up the correct card before moving to the next letter.]

EXPLANATION

- **Say:** Letters represent sounds.
- Show one of the consonant cards from the previous activity. **Say:** b...buh. Do you know any words in English that start with the b-buh sound?

Lesson 1: Lowercase Alphabet Introduction

- Continue through all the consonants. Note that some consonant letters also represent more than one sound: cat/cell, her/rob, go/gel, win/now. Introduce the sound as it is used in the learners' names.
- Present the vowels. For information on how to teach the alphabet and sounds of letters and vowels, see [How to Teach English Letter Sounds in ESL: The 5 Big Ideas and 7 Activities](#).

ELABORATION

- Say:** Now it is your turn. How do you spell your name?
- Ask each student: What is your name? How do you spell that? Have students use the flashcards (or tiles or blocks) to spell their names.
- Ask students to spell their name to a partner. Check that they can both spell and write what is spelled to them.
- If time permits and students need additional practice, play bingo using the **Teacher Materials 1.1 Large Lowercase Alphabet Flashcards** and the **Teacher Materials 1.2 Lowercase Alphabet Bingo Cards**. Students can use paperclips or beans for markers.

EVALUATION

- In pairs, students play Go Fish using their **Handout 1: Small Lowercase Alphabet Flashcards**.
 - Combine two students' small set of alphabet flashcards.
 - Groups of 4 to 6 work best for this activity.
 - Demonstrate shuffling.
 - Distribute 4-5 cards to each student. The remaining cards are face down in the stack.
 - One student asks, "Can I have a letter 'j'?" The other student will say, "Yes, you can," or, "No, you can't. Go Fish." (The requesting student draws a card from the deck).
 - Students lay down pairs.
 - The first student with no cards wins.
- An alternative to playing Go Fish in pairs is to play as a whole classroom. This may be easier for students with limited English who are not familiar with Go Fish.
Demonstrate to students as you give them the following directions:
 - Each student shuffles their set of lowercase alphabet flashcards.
 - Each student chooses 5 cards from the set to keep in their hand and place the other cards face down in a stack.
 - The teacher displays and calls out a lowercase letter from the set of small lowercase alphabet flashcards.
 - If the student has the matching lowercase letter, they place the card face up in front of them.
 - If the student does not have the matching lowercase letter, they Go Fish by taking a card from the stack.
 - The first person with no cards left is the winner.

Lesson 1: Lowercase Alphabet Introduction

- Another alternative to the traditional Go Fish game is to have students ask each other for letters that make up their name (whether or not they have the letter in their hand). Students lay down the letters they collect that spell their name. The first student who spells their name wins.
- If playing Go Fish is difficult, use the Bingo cards. Start by calling out the letters yourself. Then go around the room and have each student draw a card from your hand to call out.

Differentiation Resources to Meet Diverse Learner Needs

- If students have no or low first-language literacy, or come from a non-Roman alphabet, limit the number of letters introduced in the lesson to 7. That is the average number of new items an adult can remember at a time.
- There are tracing sheets for students who need practice writing the letters. Make sure to point out problem letters such as b, d, p and q which are only different by the location of their handle. Students from non-Roman alphabets or no alphabet frequently find this confusing.
- For the activity where students show you the appropriate card as you spell your name, you can limit the cards you provide to students to those in your name, or with a few extras, depending on the level of literacy of your students. In other words, if students are functionally literate in their first language and comfortable with the English alphabet, it is appropriate to have them choose cards from a full deck of alphabet cards. However, if they are at a very basic literacy level, limit the cards to the letters of your name. If they are slightly higher, include the letters of your name and extras. How many extras will depend on your assessment of their comfort level. Always try to reach one or more levels up, or a level just slightly above what is comfortable for them.
- If you need to repeat this lesson to add new letters, there are a variety of alphabet games you can play:
 - *Memory*: Two sets of cards are placed face down randomly; students take turns trying to find matches; they can only keep the match if they can say the letter and its sound.
 - *Give and Give Back*: Students say the letter and its sound and give it back to their partner.
 - *Pass It*: Student says the letter and passes it to a classmate.
 - *Pick It Up*: Letters are in front of them, you say pick up letter [b]; students pick it up and show it to you.
 - *The Clock Game*: 4-7 students sit in a circle with all the letters of the alphabet distributed among them. They must say the alphabet in order, touching and saying only the names of the letters in front of them. For more of a challenge, they cannot say two letters in a row, so their classmates on either side of them may have to help. Any errors and they go back to letter [a]. For a challenge, see if the team can go through the entire alphabet in under a certain time. Start with 60 seconds and back it down to 30 by the end of the game.
 - *Bingo*: There are 20 unique lowercase letter bingo cards in the curriculum materials that you can use to play bingo.

Lesson 1: Lowercase Alphabet Introduction

- Text the following links to students on their phones. They can click and go directly to practice the lowercase alphabet.
 - Read and Listen to the Letters of the Alphabet
<https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/the-alphabet-vocabulary.html>
 - Listen To and Write Lowercase Letters 1
<https://agendaweb.org/exercises/grammar/alphabet/alphabet-listen-write>
 - Listen To and Write Lowercase Letters 2
<https://agendaweb.org/exercises/grammar/alphabet/listen-write-2>
 - Listen To and Find Lowercase Vowels
<https://agendaweb.org/exercises/grammar/alphabet/vowels-listen-find>
 - Sequence the Lowercase Alphabet
<https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/english-alphabet-sequence-lower-case-letters.html>

Practice Alphabet Tracing

Name _____

a	a	a	a	a	a	a
b	b	b	b	b	b	b
c	c	c	c	c	c	c
d	d	d	d	d	d	d
e	e	e	e	e	e	e
f	f	f	f	f	f	f
g	g	g	g	g	g	g
h	h	h	h	h	h	h
i	i	i	i	i	i	i
j	j	j	j	j	j	j
k	k	k	k	k	k	k
l	l	l	l	l	l	l
m	m	m	m	m	m	m

Practice Alphabet Tracing

Name _____

n	n	n	n	n	n	n
o	o	o	o	o	o	o
p	p	p	p	p	p	p
q	q	q	q	q	q	q
r	r	r	r	r	r	r
s	s	s	s	s	s	s
t	t	t	t	t	t	t
u	u	u	u	u	u	u
v	v	v	v	v	v	v
w	w	w	w	w	w	w
x	x	x	x	x	x	x
y	y	y	y	y	y	y
z	z	z	z	z	z	z

Check Out Our YouTube Channel and Educational Apps



Lesson Plan 2: Lowercase Alphabet on the Keyboard

Lesson Overview: In this lesson, students will locate the lowercase letters of the alphabet on a modified image of a phone keyboard.

Lesson Objectives

- Students will locate the lowercase letters of the alphabet on a modified image of a phone keyboard.

Materials and Setup

Technology/Equipment

- An Internet-and audio-enabled computer, projector, and screen
- Recommended: A document camera

Supplies /Teacher Materials

- Whiteboard and markers
- Students' sets of **Lesson 1 Handout 1: Small Lowercase Alphabet Flashcards**

Student Handouts

- Handout 1: Mobile Phone Keyboard (No Numbers, No Symbols)

Instructional Tips

- Teacher Note:** This lesson uses a phone keyboard rather than a computer keyboard because most students are already familiar with a phone keyboard. The curriculum eventually bridges from the phone to the tablet keyboard.
- Key Vocabulary:** You may want to ask students to label a page in their notebooks for Lesson 2 Vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- Keyboarding Practice:** To incorporate additional keyboard practice with lowercase letters, ask students to send a text of the alphabet to themselves or to your Google Voice number. For more advanced students, ask them to send a short message instead, such as *hello see you soon*, or *good morning*.

Standards

Adult English Language Proficiency Content Standard(s)

- 8.1. Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet
- W1.1: Write the letters of the English alphabet
- L1.1: Recognize and distinguish between the various sounds of English
- S1.1: Demonstrate accurate pronunciation of the various sounds of English

Lesson 2: Lowercase Alphabet on the Keyboard

Seattle Digital Equity Initiative Skill(s)

- MO.4: Mobile basics

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- None for this lesson

Key Vocabulary

- spell
- keyboard
- key
- text/texts
- phone
- find
- touch
- Reinforced Vocabulary:* alphabet, letter/s, spell, flashcards

NOTES

ENGAGEMENT

- Review the alphabet using the flashcards.
- Ask:** How do you spell your name? Write the letters on the board as they say them and confirm the name of the letter and its sound (for vowels, use the sound in the person's name.)

EXPLORATION

- Ask:** Do you send texts to friends and family?
- If students say yes, ask: Do you write your text or say your text? (Some students text only by voice command.)
- If students say yes to writing texts, ask: Do you write texts in English?

EXPLANATION

- Say:** Let's practice locating letters on a phone keyboard.
- Distribute **Handout 1: Mobile Phone Keyboard (No Numbers, No Symbols)**. If you have a document camera, project the handout on the screen.
- Say:** I am going to spell my name. Touch each letter as I say it.
- Check to see if students are pressing the correct key.
- Randomly pull an alphabet flashcard to show to students. Tell students to find and touch the letter on the image of the keyboard.

ELABORATION

- Ask students to take out their small lowercase alphabet flashcards from **Lesson 1**. (You may want to have a few extra sets in case some students do not bring their flashcards.)
- Say:** Now it is your turn. Practice finding letters with a partner. Pick a card. You and your partner will find the key on the keyboard that will make that letter.

Lesson 2: Lowercase Alphabet on the Keyboard

- Students randomly pull alphabet cards from their sets and help each other find the letters.

EVALUATION

- If students are more advanced, you could have them spell out simple words with flashcards instead of calling out letters one at a time. Here are some suggestions for words to call out (words that do not have repeated letters):
 - do
 - no
 - you
 - yes
 - key
 - name
 - user
 - phone
 - number
 - keyboard

Differentiation Resources to Meet Diverse Learner Needs

- If students are already familiar with the English letters on the phone keyboard, you may want to ask them what other keys they use on their phone keyboard. This helps you know if they are familiar already with using the spacebar, shift, and backspace keys and what symbols or punctuation they use already when they type on their phones.

1

2

3

4

5

6

7

8

9

0

q

w

e

r

t

y

u

i

o

p

a

s

d

f

g

h

j

k

l

↑

z

x

c

v

b

n

m

✖

sym

⚙

—

.

done



Lesson Plan 3: Uppercase Alphabet Introduction

Lesson Overview: In this lesson, students review the uppercase alphabet and distinguish between the lowercase and uppercase alphabet.

Lesson Objectives

- Students will identify and distinguish between uppercase letters.
- Students will identify and distinguish between lowercase and uppercase letters.

Materials and Setup

Technology/Equipment

- An Internet-and audio-enabled computer, projector, and screen

Supplies/Teacher Materials

- Whiteboard and markers
- Large Lowercase Alphabet Flashcards and student sets of Small Lowercase Alphabet Flashcards (from Lesson 1)
- Teacher Materials 3.1: Large Uppercase Alphabet Flashcards
- (Optional) Teacher Materials 3.2: Uppercase Letter Bingo Cards
- (Optional) Bingo markers such as paperclips or beans

Student Handouts

- Handout 1: Uppercase and Lowercase Alphabet
- Handout 2: Small Uppercase Alphabet Flashcards. *Before class, the teacher will need to cut out the flashcards and create individual sets secured with a rubber band or small plastic storage baggie.*
- Handout 3: Let's Talk Worksheet
- Handout 4: Capitalize or Not Worksheet
- (Optional) Handout 5: Alphabet Tracing Uppercase 1
- (Optional) Handout 6: Alphabet Tracing Uppercase 2

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for Lesson 3 Vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** At the beginning of class as a review of lowercase letters and the phone keyboard, have students send a text to themselves or to your Google Voice number three things that they do every day. With beginners, brainstorm as a class to come up with 3 activities they all do every day and write them on the board so students can copy them. Act out the activities if necessary so students understand (eat, drink, drive, talk, sit, etc.).

Lesson 3: Uppercase Alphabet Introduction

Standards

Adult English Language Proficiency Content Standard(s)

- 8.1. Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet
- W1.1: Write the letters of the English alphabet
- L1.1: Recognize and distinguish between the various sounds of English
- S1.1: Demonstrate accurate pronunciation of the various sounds of English

Seattle Digital Equity Initiative Skill(s)

- None for this lesson

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- None for this lesson

Key Vocabulary

- uppercase
- capital letter
- big letter / small letter
- Do you have? No, I don't / Yes, I do
- specific / general
- city, state, country
- Reinforced vocabulary:* alphabet, text/texts, phone, lowercase letter/s, spell, name, flashcards

ENGAGEMENT

NOTES

- Review the lowercase alphabet using the set of large lowercase alphabet flashcards from Lesson 1.
- Ask a student: How do you spell your name? Write it on the board in all lowercase letters.
- Say:** In English, letters have two forms: Last class we practiced lowercase letters or small letters. This is a small letter [a]. (Show the lowercase [a] flashcard.)
- Say:** Today we are going to practice uppercase letters. Uppercase letters are also called capital letters or big letters. This is a capital letter [A]. (Show a large uppercase [A] flashcard.) They are both the letter [a]. When do we use capital letters?
- Say:** In English, names start with a capital letter. So, for the name [on the board], we change the first letter to a capital letter. Change the letter on the board.
- Repeat with another student.
- Say:** Today we are going to practice the alphabet with uppercase and lowercase letters.
- Use the large lowercase and uppercase flashcards to show students each letter in both uppercase and lowercase displayed side-by-side.
- Distribute **Handout 1: Uppercase and Lowercase Alphabet** to students.

Lesson 3: Uppercase Alphabet Introduction

- Point out on Handout 1 that one side has uppercase, or capital letters. The other side as the matching lowercase, or small letters.
- Students should use **Handout 1** to help them when they play the alphabet games that follow in the next section.
- If desired, you can point out the letters that are consonants and the letters that are vowels on **Handout 1**.

EXPLORATION

- Pass out one set to each student of **Handout 2: Small Uppercase Alphabet Flashcards**.
- Ask students to take out their set of small lowercase alphabet flashcards from Lesson 1. (You may want to have additional sets available in case students forget their flashcards.)
- Have students form pairs.
- Have students play Go Fish to match uppercase, or capital letters, with lowercase, or small letters.
 - Tell students to shuffle (demonstrate) one set of lowercase and one set of uppercase flashcards.
 - Students need to pass out 5 cards each.
 - The remaining cards should be placed face down in a stack.
 - Students look at the letters in their hand.
 - If a student has a lowercase letter, they ask for the matching uppercase letter.
 - If they have an uppercase letter, they ask for the matching lowercase letter.
 - Example. A student has a lowercase [a]. They ask “Do you have a capital letter [A]?” The other student will say:
 - Yes, I do, (and will give their card to the student who asked for it)
 - OR
 - No, I don’t, Go Fish (and the requesting student will draw a card from the deck).
 - Students lay down their matches of lowercase and uppercase letters.
 - The first student with no cards wins.
- For students who have limited English language and no prior experience playing Go Fish see alternative games at the end of the lesson in the *Differentiation Strategies to Meet Diverse Student Needs*.
- Teacher Note: Assess how much practice will be needed for students to master uppercase and lowercase letters. You may need to repeat this lesson using different games to reinforce the uppercase and lowercase alphabet. See the *Differentiation Resources to Meet Diverse Learner Needs* section in **Lesson 1** for a list of games.

Lesson 3: Uppercase Alphabet Introduction

EXPLANATION

- **Say:** In English, names start with a capital letter. Names of specific people, places, and companies start with a capital letter. Names of general people, places and things start with a small letter. For example, ‘state’ is general, so it starts with a small letter. Texas is specific, so it starts with a capital letter.
- Give additional examples of general and specific (store, state, country, street, etc.)
- Elicit ideas from students. For example, **SAY:** ‘City’ is general. What is a specific city?

ELABORATION

- **Say:** Let’s talk!
- Distribute **Handout 3: Let’s Talk Worksheet.**
- Model how to complete the chart.
- Have students talk with as many people as possible to complete the worksheet.
- Check to see if the proper nouns are capitalized.

EVALUATION

- Distribute **Handout 4: Capitalize or Not Worksheet.**
- Students complete the worksheet.
- Students compare answers with a partner.
- Teacher checks the exercise and makes corrections.
- Alternatively, for classes with lower-level English learners, complete the worksheet as a whole group activity.

Differentiation Resources to Meet Diverse Learner Needs

- If students have no or low first-language literacy, or come from a non-Roman alphabet, limit the number of letters introduced to 7 per lesson. That is the average number of new items an adult can remember at a time.
- There are tracing sheets for students who need practice writing the letters (**Optional Handouts 5 and 6**).
- For the activity where students give you the appropriate flashcard as you spell your name, you can limit the cards you provide to students to those in your name, or with a few extras, depending on the level of literacy of your students.
- An alternative to playing Go Fish in pairs is to play as a whole classroom. This may be easier for students with limited English who are not familiar with Go Fish.
Demonstrate to students as you give them the following directions:
 - Each student shuffles their set of large uppercase alphabet flashcards.
 - Each student chooses 5 cards from the set to keep in their hand and place the other cards face down in a stack.
 - The teacher displays and calls out an uppercase letter from the set of large uppercase alphabet flashcards.

Lesson 3: Uppercase Alphabet Introduction

- If the student has the matching lowercase letter, they place the card face up in front of them.
- If the student does not have the matching lowercase letter, they Go Fish by taking a card from the stack.
- The first person with no cards left is the winner.
- If students need more practice matching lowercase and uppercase letters, play Bingo using the optional **Teacher Materials 3.2: Uppercase Letter Bingo Cards**. Display and call out lowercase letters using the Large Lowercase Letter Flashcards from Lesson 1. Paperclips or beans work fine for Bingo markers.
- If you need to repeat this lesson to add new letters, there are a variety of alphabet games you can play. See Lesson 1 for a list of games. Additional alphabet games are also available in [Hands-On! A Collection of ESL Literacy Activities](#).
- Text these links to students for them to do alphabet practice on their phones:

Uppercase Alphabet

- Read and Listen to the Letters of the Alphabet
<https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/the-alphabet-vocabulary.html>
- Listen To and Write Uppercase Vowels (*pronunciation of the Z is incorrect*)
<https://agendaweb.org/exercises/grammar/alphabet/vowels-write>
- Fill in the Missing Uppercase Letter
<https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/english-alphabet-gap-fill.html>
- Sequence Uppercase Letters
<https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/english-alphabet-sequence-upper-case-letters.html>

Uppercase and Lowercase Alphabet

- Match Uppercase and Lowercase Letters
<https://www.esolcourses.com/uk-english/beginners-course/unit-1/the-alphabet/the-alphabet-picture-quiz.html>
- Trace Letters on a Touchscreen
https://www.abcyah.com/games/letter_trace

Uppercase and Lowercase Alphabet

Uppercase (Capital)

Lowercase (Small)



A a

B b

C c

D d

E e

F f

G g

H h

I i

J j

K k

L l

M m

N n

O o

P p

Q q

R r

S s

T t

U u

V v

W w

X x

Y y

Z z

Let's Talk

Ask your classmates. Remember to start specific nouns with a capital letter.

Useful phrase: How do you spell that?

Handout 3.3: Capital or Not?

Does this word need to be capitalized?

	boy	<input type="checkbox"/> yes	<input type="checkbox"/> no
	chicago	<input type="checkbox"/> yes	<input type="checkbox"/> no
	city	<input type="checkbox"/> yes	<input type="checkbox"/> no
	country	<input type="checkbox"/> yes	<input type="checkbox"/> no
	girl	<input type="checkbox"/> yes	<input type="checkbox"/> no
	john	<input type="checkbox"/> yes	<input type="checkbox"/> no

Handout 3.3 Capital or Not?

	mary	<input type="checkbox"/> yes	<input type="checkbox"/> no
	plant	<input type="checkbox"/> yes	<input type="checkbox"/> no
	tyson	<input type="checkbox"/> yes	<input type="checkbox"/> no
	united states	<input type="checkbox"/> yes	<input type="checkbox"/> no

Trace the Alphabet

A	A	A	A	A	A	A
B	B	B	B	B	B	B
C	C	C	C	C	C	C
D	D	D	D	D	D	D
E	E	E	E	E	E	E
F	F	F	F	F	F	F
G	G	G	G	G	G	G
H	H	H	H	H	H	H
I	I	I	I	I	I	I
J	J	J	J	J	J	J
K	K	K	K	K	K	K
L	L	L	L	L	L	L
M	M	M	M	M	M	M

Name _____

Check Out Our YouTube Channel and Educational Apps

Trace the Alphabet

N	N	N	N	N	N	N
O	O	O	O	O	O	O
P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R
S	S	S	S	S	S	S
T	T	T	T	T	T	T
U	U	U	U	U	U	U
V	V	V	V	V	V	V
W	W	W	W	W	W	W
X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z

Name _____

Check Out Our YouTube Channel and Educational Apps



Lesson Plan 4: Uppercase Alphabet on the Keyboard

Lesson Overview: In this lesson, students will locate the uppercase letters of the alphabet on an image of the keyboard.

Lesson Objectives

- Students will locate the uppercase letters of the alphabet on an image of a mobile phone and Windows keyboard.
- Students will use the Shift key to type uppercase letters on a phone and Windows keyboard.

Materials and Setup

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Recommended: Disconnected Windows keyboards (1 per student)
- Recommended: A document camera

Supplies/ Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: How to Make Capital Letters on the Phone
- Handout 2: Windows Keyboard with Letters and Shift Keys
- Handout 3: Capital Letter Keyboard Assessment

Instructional Tips

- Key Vocabulary:** You may want to ask students to label a page in their notebooks for Lesson 4 Vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- Shift versus Caps Lock:** You may find that some students already use [CAPS LOCK] as an alternative way to make multiple capital letters. This works fine for letters but point out that the CAPS LOCK only works to create capital letters. They need to learn to use the Shift key to make special characters on the keyboard (e.g., symbols that appear on the number keys).
- Keyboard Practice:** At the end of class, ask students to use their phones to text themselves the first and last names of three of their classmates using uppercase and lowercase letters as necessary.

Standards

Adult English Language Proficiency Content Standard(s)

- 8.1. Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet

Lesson 4: Uppercase Alphabet on the Keyboard

- W1.1: Write the letters of the English alphabet
- L1.1: Recognize and distinguish between the various sounds of English
- S1.1: Demonstrate accurate pronunciation of the various sounds of English

Seattle Digital Equity Initiative Skill(s) Addressed

- MO.4: Mobile basics
- LL.2: Adapt to New Technology (*For many students, typing on the Windows keyboard rather than on their phone is new.*)

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Basic Computer Skills 4: Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock)

Key Vocabulary

- text / send a text
- shift
- caps lock
- press and hold down
- tap
- release
- *Reinforced vocabulary:* text/texts, phone, uppercase/capital letters, keyboard, key, touch

ENGAGEMENT

NOTES

- **Say:** Last class we practiced capital letters. Not all languages use capital letters. Are capital letters used in your language?
- If yes, ask: How do you make a capital letter on your phone? (Note: If the person uses a non-Roman alphabet, you may ask the student to write the two forms of the letters on the board for you.)

EXPLORATION

- Pass out **Handout 1: How to Make Capital Letters on the Phone.**
- **Say:** To make capital letters in English on my phone, I have to use the [SHIFT] key.
- Point out the [SHIFT] key to students. (You can use a document camera to project the image or just walk around the room.)

EXPLANATION

- Project **Handout 2: Windows Keyboard with Letters and Shift Keys** on the screen using the document camera.
- Pass out **Handout 2: Windows Keyboard with Letters and Shift Keys**.
- **Say:** We use the [SHIFT] key to make capital letters. Show where the left-hand shift key is on **Handout 2** that is displayed by the document camera.
- **Say:** There are two [SHIFT] keys on the Windows keyboard. Can you find the second key? Show the right-hand key or confirm students' response.
- **Say:** Before I make a capital letter, I want you to practice some words. The words are *press, hold down, tap, and release.* (Write the words on the board. Have students

Lesson 4: Uppercase Alphabet on the Keyboard

write them in their vocabulary section. For each word, have students repeat it after you and then demonstrate the action using the projected keyboard image.)

- **Say:** To make a small letter [g] to a capital G, we press the [SHIFT] key and don't stop pressing. We hold down on the shift key. (Demonstrate by pressing and holding down on the [SHIFT] key on the projected keyboard image.)
- **Say:** Then we tap on the g key. (Demonstrate by tapping on the [g] while you are still holding down on the [SHIFT] key.)
- **Say:** After I tapped on the [g] key, what did I do? Look at the vocabulary words (Students may respond with "release").
- **Say:** Yes, I let both keys go. I had to release the keys.
- **Say:** If you press and hold the shift key and tap on a letter, you get a capital letter.
- **Ask:** Does anyone use the Caps Lock key to make capital letters? (Take responses. If they do, demonstrate what happens when you use the Shift key and click on the at [@] symbol and then use the Caps Lock key and click on the [@] symbol. The Caps Lock key will not work with symbols.

ELABORATION

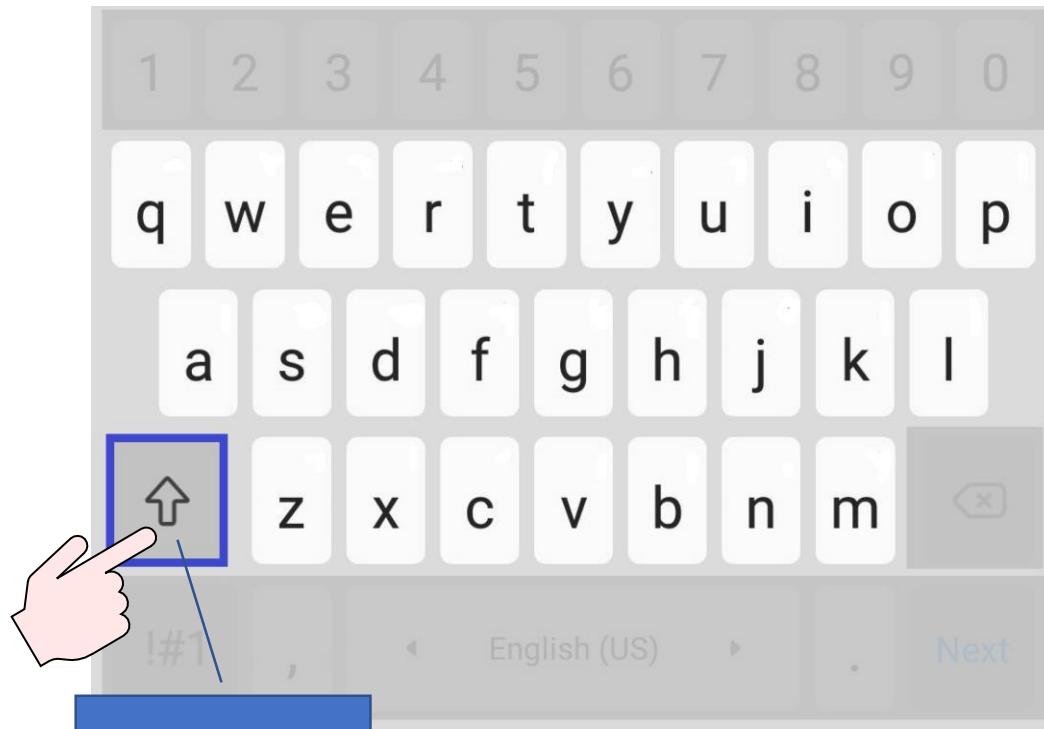
- **Say:** Now it is your turn. You and your partner will decide if you need to use the [SHIFT] key or not.
- Direct students randomly to pull alphabet cards from their uppercase and lowercase sets and help each other decide if they need to use the [SHIFT] key. Students need to practice either touching just the alphabet key or pressing the [SHIFT] and alphabet keys at the same time on their keyboard handout.

EVALUATION

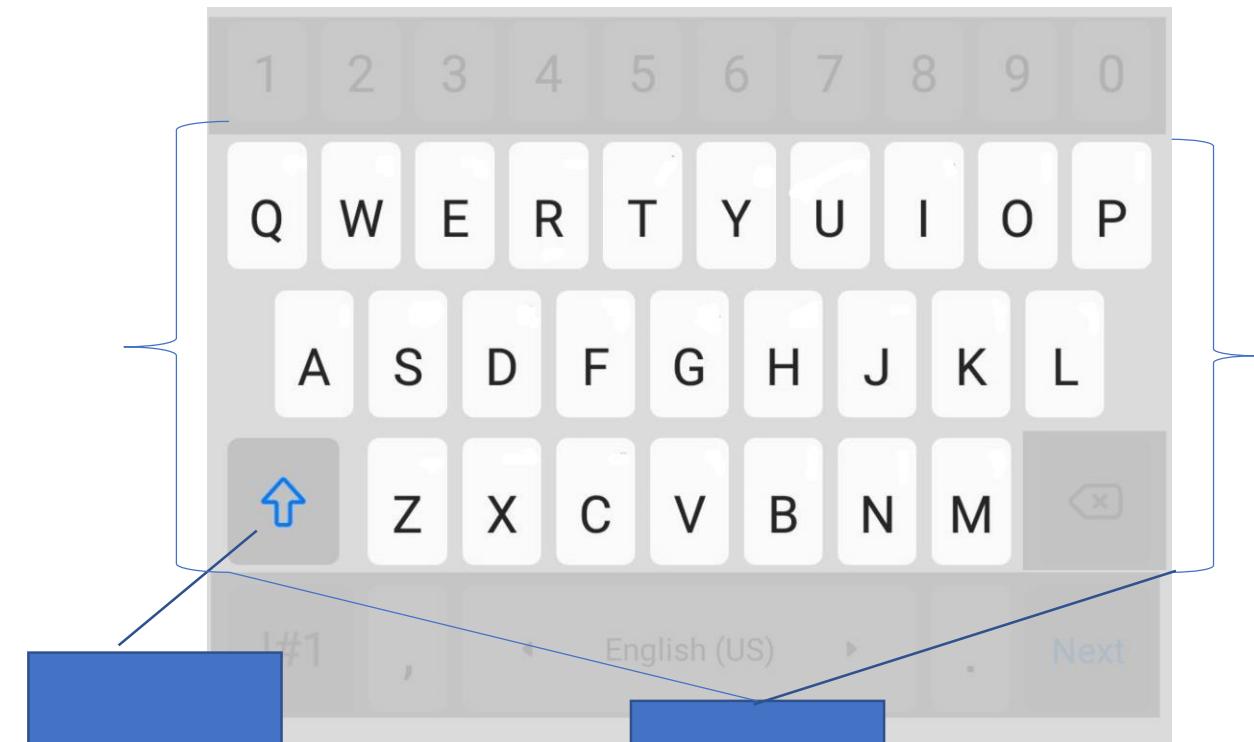
- Distribute **Handout 3: Capital Letter Keyboard Assessment.**
- Have students circle the two keys on each keyboard that they need to use to make the capital letter (the shift key and the letter).
- Check that students have selected the correct letters. (You can collect them to evaluate later by having the students put their names on the paper.)

Differentiation Resources to Meet Diverse Learner Needs

- If students have successfully completed learning the lowercase and uppercase letters, you should not need much differentiation in this lesson.
- If students need additional practice with the letters of the alphabet, this webpage that spells out several first names is useful:
https://www.pumarosa.com/PUMAROSA_APP/spellout.html
- Students who started with no English literacy skills, especially if their native language uses a non-Roman alphabet, may still struggle. Encourage them to use their flashcards sets at home to practice the alphabet.



Touch the
shift key
to use it.

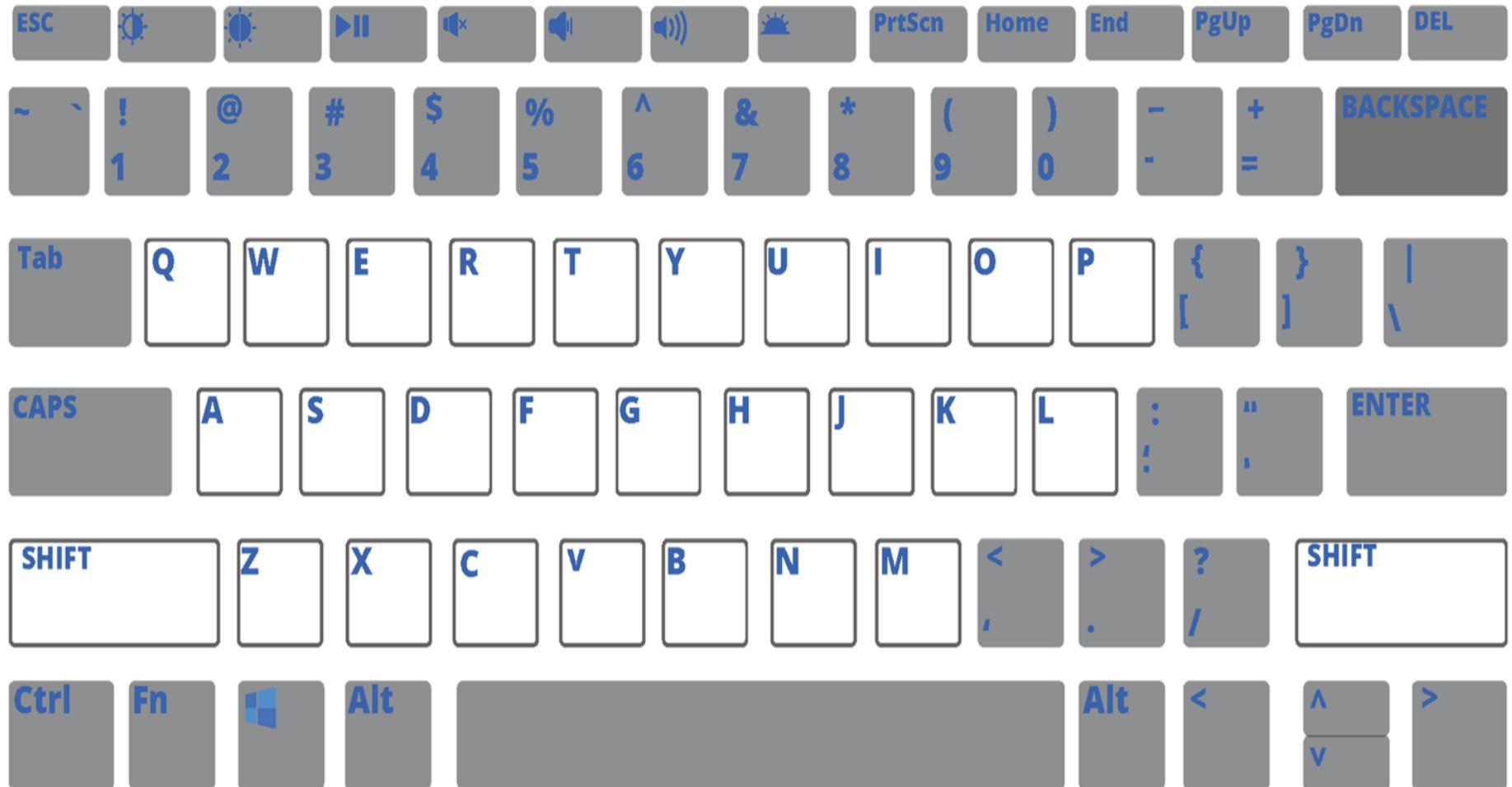


Arrow
turns blue.

Letters are
now
CAPITALS.

Tablet Keyboard with Letters and Shift Keys

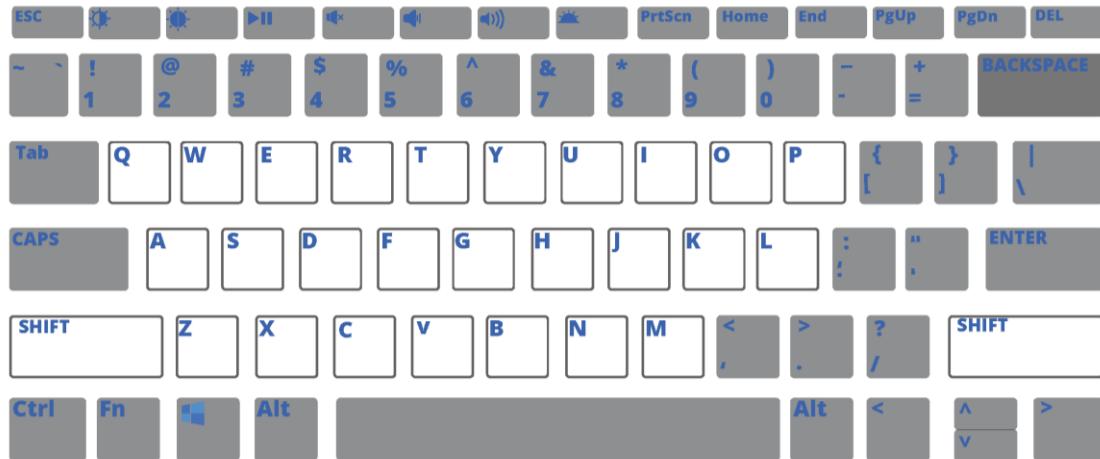
83



Capital Letter Keyboard Assessment

Circle the 2 keys you need to make the capital letter.

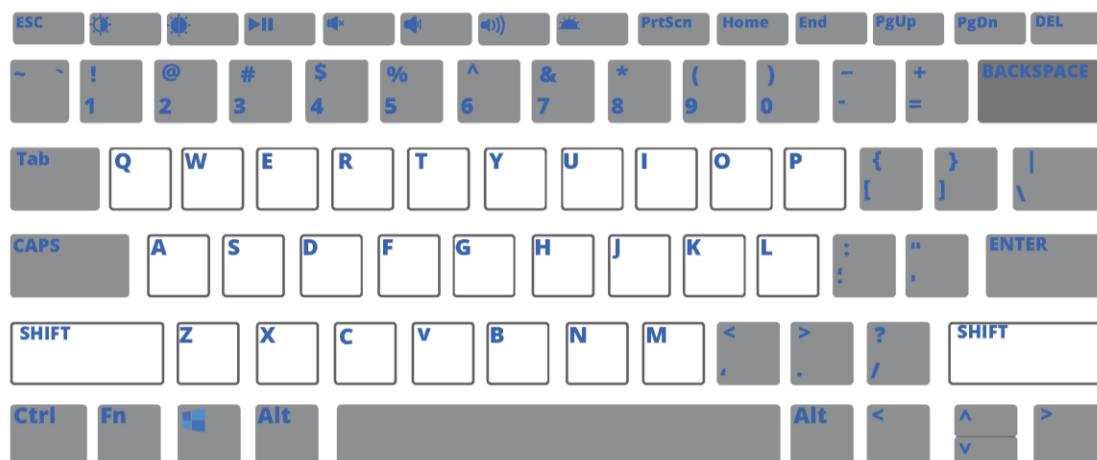
1. T



2. Y

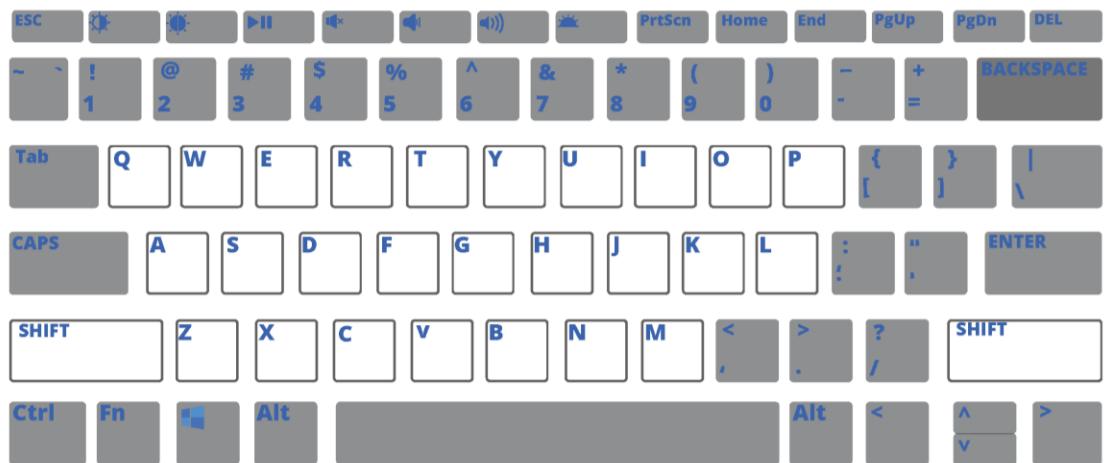


3. S



Capital Letter Keyboard Assessment

4. O



5. N





Lesson Plan 5: Numbers and Special Keys on the Keyboard

Lesson Overview: In this lesson, students will identify the numbers 0 – 9 and common special keys on a Windows keyboard, match the words zero – nine to the numbers, orally exchange phone numbers, and type a message on their phones that uses lowercase and uppercase letters, numbers, and special keys.

Lesson Objectives

Students will:

- identify, speak, and read the numbers 0 – 9 as digits and words
- orally exchange phone numbers and type a message on a Windows keyboard using lowercase and uppercase letters and numbers
- Identify and use common special keys (space bar, enter, backspace, shift, and caps lock)

Materials and Setup

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Recommended: A laptop hooked up to an external Windows keyboard with the keyboard under a document camera and the laptop hooked to a projector. The projector can project to a screen and the document camera can project to a whiteboard or light space on the wall. In this way, students can see a document from the computer displayed at the same time they see what you are doing on your keyboard.
- Optional: Disconnected Windows keyboards (1 per student)

Supplies/Teacher Materials

- Whiteboard and markers
- Teacher Materials 5.1: Large Numbers with Words Flashcards. *Only print out numbers 0-9 for beginning level students.*
- Teacher Materials 5.2: Large Number Flashcards, Numbers. *Only print out numbers 0-9 for beginning level students.*
- Teacher Materials 5.3: Special Keys PowerPoint

Student Handouts. *For Handouts 1 and 2, only print out numbers 0-9 for beginning level students. For all flashcard sets, before class, the teacher will need to cut out the flashcards for Handouts 1, 2, 5, and 6 to create sets for each student.*

- Handout 1: Small Number Flashcards, Numbers Only
- Handout 2: Small Number Flashcards, Words Only
- Handout 3: Phone Number Practice
- Handout 4: Windows Keyboard Image

Lesson 5: Numbers and Special Keys

- Handout 5: Special Keys Flashcards
- (Optional) Handout 6: More Special Keys Flashcards (*advanced students only*)

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for Lesson 5 Vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Working with Numbers:** If you have a limited number of weeks to work with students, do not worry if students with no literacy background cannot match the numbers 0 through 9 to the words zero through nine. They need more practice recognizing the numbers orally and writing them or typing them as digits using the keyboard.
- **Keyboarding Practice:** The evaluation at the end of this lesson is a keyboarding practice that works with lowercase and uppercase letters, numbers, and four special keys: the SHIFT, space bar, ENTER, and CAPS lock.

Standards

Adult English Language Proficiency Content Standard(s)

- 8.1. Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions

CASAS Content Standard(s)

- R4.1: Read numbers
- W1.8: Write numbers in numerals and words
- S4.8: Engage in simple conversation (ask about personal information e.g., *name, address, phone number, including Wh- questions*)
- L2.2: Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated

Seattle Digital Equity Initiative Skill(s)

- MO.4 Mobile basics

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- None for this lesson

Key Vocabulary

- | | |
|---------------------------------------|--|
| • mistake | • space bar |
| • erase | • enter key |
| • zero pronounced as zero and as (oh) | <i>Advanced (optional)</i> |
| • numbers 0-9 | • Control, Alternate, Delete, Windows, Tab |
| • What is your phone number? | <i>Reinforced Vocabulary</i> |
| • special key | • keyboard, type, key, , SHIFT, CAPS lock, press and hold down, tap, release |
| • backspace key | |

ENGAGEMENT

- **Say:** Today we are going to practice numbers. Where do we see numbers every day? (telephone numbers, prices in stores, addresses, etc.)
- **Say:** We're also going to learn about some special keys on the keyboard. I will show you one of them now!

NOTES

Lesson 5: Numbers and Special Keys

- **Do:** Write your name on the whiteboard and make a mistake in it.
- **Say:** Oh no. I made a mistake. On a whiteboard, I can erase the mistake with an eraser. How do I erase a mistake if I am using my phone? (Wait for student responses – they should say that they use the BACKSPACE key [⌫] if they know that vocabulary word.)
- **Ask:** Who uses the BACKSPACE key on their phone keyboard? (Wait for responses).
- **Say:** On the computer keyboard, you can also use the BACKSPACE key to erase your mistakes.
- **Say:** Today we will practice with numbers and also learn how to type them on a computer keyboard. We will also learn about some special keys on the keyboard that will help when we use the keyboard.

EXPLORATION

- If you are working with beginners, using your fingers, model counting from zero to nine. Have students join with you. If you already know that your students can identify numbers, you can skip to the next section.
- For beginners, display 0 through 9 of the large flashcards with the numbers and the words one at a time (**Teacher Materials 5.2 Large Number Flashcards with Words**). For more advanced classes, use 0 through 20.
- For each number, say the number and ask students to repeat. Then ask them to copy the number and the word for the number into their class notebook.
- Shuffle the flashcards and hold up one at a time. Ask students to identify the numbers orally.
- Now use the large flashcards with the numbers only (**Teacher Materials 5.1 Large Number Flashcards**). Shuffle the flashcards and hold up one at a time. Ask students to identify the numbers orally. (Again, use 0 – 9 for beginners and 0 – 20 for more advanced classes.)
- Distribute two separate sets of sets of 0 – 9 small flashcards to beginning students (**Handouts 1 and 2**) and sets with 0 – 20 to more advanced student (Handouts 1 through 4).
- Have students work in groups of 2 or 4 to match the words with the numbers. Have them shuffle the cards and match them again. (Note: You can also use, a Go Fish or a Memory game.)

EXPLANATION

- **Write:** My phone number is 512-555-0432 on the board. (Note: This is a fake phone number. If you are comfortable with your students having your phone number, you can use your real number. Explain that numbers with 555 are not real phone numbers.)
- **Say:** One way we use numbers is for the telephone. When we give our phone number, we give it like this: What's your phone number? My phone number is (point to each number as you say it): 512 (pause) 555 (pause) 0432. Each number is said one at a time. Did you notice that for the number zero, I said oh? That is correct for giving a phone number with a zero in it. Let's practice.

Lesson 5: Numbers and Special Keys

- Have students pair up. Give one student the Student A page of **Handout 3: Phone Number Practice**. The other student has the Student B page.
- Tell students to read the phone numbers to their partner and write down the phone number they hear. Ask them to check with their partner that they wrote down the numbers correctly.
- Distribute **Handout 4: Windows Keyboard Image**. (Alternately, if you have easy access to disconnected computer keyboards, students can press the keys on the keyboard rather than touching the keys on the keyboard handout.)
- **Ask:** On the computer keyboard, where are the numbers? (above the letters)
- **Say:** You know where the letters are and where the numbers are. But there are many special keys on the keyboard. Let's find some of these.
- **Ask:** What keys on the keyboard are not letters or numbers? For example, here is a key that has ESC. (Point to the ESC key on your Handout 4.) Find a partner. Then make a list of 5 keys that do not have letters or numbers on them. (Give students a few minutes to do this).
- **Say:** Let me hear about some of the keys you found (Write the keys that students tell you on the board - the list should include keys like ESC, PrtScn, Home, End, PgUp, PgDn, DEL, BACKSPACE, Tab, CAPS, SHIFT, Ctrl, Fn, Alt, ENTER).
- **Say:** Most people do not need to use all of these keys. But there are some keys that we use every day. We're going to learn them today.

ELABORATION

Setup your technology so that students can see 2 screens projected; the document camera will show what you are doing on the keyboard and the projector will show the word processing document.

- **Do:** Pull up a word processing document (Word, WordPad, Notepad, or Google Doc). Type your name and make a mistake.
- **Say:** I can use the [BACKSPACE] key to erase it. (Demonstrate this.)
- **Say:** We already learned how to use the [SHIFT] key for capital letters. We need to press (demonstrate) and hold down (demonstrate) the SHIFT key. We tap the letter (demonstrate). Then we release the SHIFT key (demonstrate).
- **Say:** Let's practice that on your keyboard or copy of the keyboard. First, press and hold down the SHIFT key. (Ensure students are holding down the SHIFT key.) Next, tap on the letter [Y]. (Ensure students can do this. Repeat with a few other letters.)
- **Say:** I will show you two more keys. The first key is space bar. (Write space bar on the board and have students repeat it after you. On your document, ensure your cursor is after the last letter of your first name.)
- **Say:** Watch what happens when I use the space bar. (Demonstrate and take responses.)
- **Say:** The next key is the ENTER key. (Write ENTER on the board and have students repeat it after you. On your document, ensure your cursor is after the last letter of your last name.)
- **Say:** Watch what happens when I use the ENTER key. (Demonstrate and take responses.)

Lesson 5: Numbers and Special Keys

- **Say:** Now we will practice (Show the first slide from the **Teacher Materials 5.3: Special Keys PowerPoint**).
- **Say:** Touch the key you see on your keyboard handout (or on your computer keyboard).
- For beginning level classes, continue through slide 5. For advanced students, you can continue through slide 10 to teach 5 additional keys. Note that these keys will be introduced to all students in subsequent lessons for all students.
- Put students in groups of 3. Distribute **Handout 5: Special Keys Flashcards** sets. Have students play the memory game to match the name with the image and definition. (Optional for advanced students: Also distribute **Handout 6: More Special Keys Flashcards**.)

EVALUATION

- Write the following on the board:
Saul Mathis
BLUE CROSS BLUE SHIELD
680Seton13
- Point to line 1. Ask students what key they need to make the S and M (SHIFT). Ask them what key they need to use between the first and last name (space bar). Ask them what key they need to use at the end of the line (ENTER).
- Point to line 2. Ask students what key would be the best to use (CAPS lock).
- Ask students to send a text message to themselves or to your Google voice number that appears exactly as it appears on the board. If time permits and your class is not too large, ask students to show you the text before or after they send it so you can check their work. For students without a cell phone, ask them to use their paper copy of the keyboard to type this.

Differentiation Resources to Meet Diverse Learner Needs

For more advanced students:

- Ask students to learn to spell the numbers zero to nine and not just be able to match them to their digits (0-9). If students are already familiar with numbers 0-9, you can go up to 20, 100, or even higher as they are ready. Additional flashcards are available for free at <https://www.eslflashcards.com>.
- If students are proficient with giving their telephone number, you can introduce giving prices and how those numbers are read differently. If students are proficient with phone numbers and prices, you can introduce giving street addresses and how those numbers are read differently.
- If students are proficient on their phones, consider using a tool such as *WhatsApp*, *Mentimeter*, *Poll Everywhere*, or *AnswerGarden* as an additional practice. Say a number and have them send the number to you.
- **(Optional) Handout 6: More Special Keys Flashcards.** In Lesson 10, students will learn how to use the Windows [田], control [Ctrl], alternate [ALT], and delete [DEL] keys to lock their computers, sign out, and shut down their computers. And in Lesson 14, students will learn to use the TAB key. But if you have advanced students who

Lesson 5: Numbers and Special Keys

are curious about these keys, you can present all of the special keys in the PowerPoint rather than only the first 5 slides.

- Demonstrate what happens when you press the Windows key and the letter L – your screen will lock. Explain that it is important to lock your computer when you leave it. Log back in to the computer.
- Then show students what happens when you show Ctrl, ALT, and DEL at the same time – several options appear. Ask students to read the options and guess what they mean and then explain the options to students.
- As an alternative that integrates technology, for the lesson Evaluation, play Quizlet Live if students have smartphones and you have time to teach them how to play:
<https://quizlet.com/641051824/special-keys-on-a-keyboard-diagram>.

Practice phone numbers

Student A: Read these numbers to your partner.

1. 210-555-0554
2. 770-555-1538
3. 318-555-3656
4. 515-555-6562
5. 270-555-4207

Student A: Write the numbers your partner reads to you.

1. _____ - _____ - _____
2. _____ - _____ - _____
3. _____ - _____ - _____
4. _____ - _____ - _____
5. _____ - _____ - _____

Practice phone numbers

Student B: Write the numbers your partner reads to you.

1. _____ - _____ - _____
2. _____ - _____ - _____
3. _____ - _____ - _____
4. _____ - _____ - _____
5. _____ - _____ - _____

Student A: Read these numbers to your partner.

1. 806-555-9132
2. 931-555-6789
3. 480-555-4246
4. 316-555-8941
5. 219-555-4619





Lesson Plan 6: Symbols on the Keyboard

Lesson Overview: In this lesson, students will identify common symbols, locate them on the keyboard, and use prepositions of place to describe their locations on the keyboard.

Lesson Objectives

- Students will identify common symbols (. , / ? ! \$ # @ * :) and locate them on the keyboard.
- Students will describe the location of keys on the keyboard relative to each other using prepositions of place above, below, on, and next to.

Materials and Setup

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Recommended: External Windows keyboards (1 per student)
- Recommended: A document camera

Supplies/Teacher Materials

- Whiteboard and markers
- Yellow highlighters, 1 per student
- Teacher Materials 6.1: Symbols PowerPoint
- (Optional) Teacher Materials 6.2: Symbols Bingo Cards

Student Handouts

- Handout 1: Windows Keyboard Image
- Handout 2: Symbols PowerPoint Notes
- Handout 3: Locating Symbols on the Keyboard
- Handout 4: Symbols Keyboard Assessment
- (Optional) Handout 5: Symbols Flashcards
- (Optional) Handout 6: More Symbols Flashcards

Online Resources

- [Wordwall Symbols](#)
- [Wordwall More Symbols](#)

Instructional Tips

- Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.

Lesson 6: Symbols on the Keyboard

- **Keyboarding Practice:** Write the following on the board as it appears below:

Serial Number
6Y72 SQ390 O1u2

Ask students to work with a partner. One partner dictates it to the other, identifying the uppercase letters, spaces, and enter key. Then the students switch roles. When finished, they check their work. Next, each one practices typing the text using the Windows keyboard handout or a disconnected computer keyboard.

Standards

Adult English Language Proficiency Content Standard(s)

- 8.1. Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions

CASAS Content Standard(s)

- R2.1: Interpret common symbols
- W4.5: Use specialized vocabulary
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- S2.9: Use specialized vocabulary (e.g., technical, academic)

Seattle Digital Equity Initiative Skill(s)

- MO.4: Mobile basics

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Basic Computer Skills 4: Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock)

Key Vocabulary

- | | |
|---|--|
| • special character | • at (@) |
| • symbol | • star or asterisk (*) |
| • period/dot (.) | • prepositions of place |
| • comma (,) | • on |
| • slash/forward slash (/) | • above |
| • question mark (?) | • below |
| • exclamation mark (!) | • next to |
| • dollar sign (\$) | <i>Reinforced Vocabulary:</i> keyboard, key, SHIFT, press and hold down, tap |
| • number sign/pound sign/hash tag (#) | |

ENGAGEMENT

NOTES

- **Say:** Today we are going to work on symbols.
- Show Slide 1 of **Teacher Materials: 6.1: Symbols PowerPoint.**
- **Say:** These are symbols. Where do you see symbols like these every day? (in text, at the store, on signs, etc.)

EXPLORATION

- Pass out **Handout 1: Windows Keyboard Image.** This is the same handout students used in Lesson 5, but they need another copy for the following activity.
- Pass out yellow highlighters to students.

Lesson 6: Symbols on the Keyboard

- Continue to show slides from the **Teacher Materials 6.1: Symbols PowerPoint**.
- As you introduce each new symbol, ask students to locate the symbol on their **Handout 1**.
- Say:** Use your yellow highlighter to highlight, or color in, the symbols. Check that students have the correct symbol from the PPT slide highlighted in yellow.
- Pass out **Handout 2: Symbols PowerPoint Notes**. Ask students to use the handout to help them with the game they will play.
- On your computer, display the online game created for this lesson: [Wordwall Symbols](#). On the right side, choose a format/template. The Quiz or Open the Box format are good for class review and individual review. The Gameshow quiz format is good for a friendly competition.

Divide the class into teams of 2 to 3 students each. Pass out a marker and 5 sheets of paper to each team. Ask students to fold the paper into 4 parts. Show the class the items one at a time. Give teams about 30 seconds or so to write their responses on one square of the paper.

Call time and have the teams hold up the paper with their answer written down. Use the whiteboard to keep track of the number of times each team provides a correct answer. Play the game 2 times. The second time, if you believe students can play the game without using their PowerPoint Notes, ask them to put them away.

EXPLANATION

- Project the Windows keyboard image (**Handout 1**) using a document camera if possible. Draw a square around the line of numbers on the keyboard image. Then point out that all of the keys in the numbers line have both a number and a symbol on them.
- Ask:** We know how to get to the number, but how do we get to the symbol? (Wait for responses.)
- Say:** Remember how we can use the SHIFT key to make capital letters? We can also use the SHIFT key to make the symbols that are above the numbers on the keyboard.
- Model how you must press and hold down the SHIFT key and then tap on the key with the symbol.
- Say:** Now, it's your turn to try!
- Go through each of the symbols and their locations again.
- Model how to use the SHIFT key one more time.
- Call out each symbol from the PowerPoint and have students show what keys to press to create the symbol, which is by holding down the SHIFT key and then tapping the symbol key on **Handout 1** OR on disconnected computer keyboards.
- Optional Practice: Distribute the **Teacher Materials 6.2: Symbols Bingo Cards** and paperclips or other objects to use as markers. Play Bingo with students by calling out the name of the symbol and asking them to locate it on their cards.

ELABORATION

- Distribute **Handout 3: Locating Symbols on the Keyboard**. Demonstrate the

Lesson 6: Symbols on the Keyboard

prepositions of place using objects or images you draw on the board: above, below, on, and next to.

- As a whole class, go over the prepositions of place on **Handout 3**. Have students practice saying the phrases in the examples at the top, such as X is above Y, X is next to Y, etc. You can also practice by using 2 objects in your hands or classroom objects.
- Complete 2 or 3 items as a class to ensure that students understand. If they struggle, then continue to work as a whole class until you believe most students can work on the remaining items with a partner.
- Have students work in partners to complete **Handout 3**. Go over the correct answers, which are printed upside down at the bottom of the handout.
- Call out a symbol and ask for volunteers to describe its location in relation to other symbols, numbers, letters, or special keys.

EVALUATION

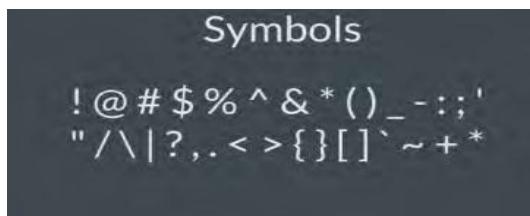
- Pass out **Handout 4: Symbols Keyboard Assessment**.
- Ask students to circle all of the keys that they would need to press and hold down or tap to type the word or phrase next to the image. Go over the answers with students when they finish.

Differentiation Resources to Meet Diverse Learner Needs

- Depending on your level of students, you may want to have them work together in pairs as they become familiar with the symbols.
- Text students the link to the online symbols activity to open directly from their phones and practice on their own: <https://wordwall.net/resource/33765388/symbols>
- Print out flashcards for students to take home and cut out to practice. Use the **Optional Handout 5: Symbols Flashcards** for beginning students and add the **Optional Handout 6: More Symbols Flashcards** for more advanced students.

For more advanced students:

- If students are already familiar with most or all of these symbols, include some or all of the remaining symbols that many websites allow. Text students the online More Symbols activity <https://wordwall.net/resource/51836799/more-symbols> to practice on their own or use in class with teams of mixed-level students.
- Typtastic Unit 7: The Secret of Symbols** has four lessons that have learners practice typing a few symbols at a time.



Symbols

. , ? ! \$ @ / # *

1

Period



2

Dot



3

Period .  Dot .

4

A period goes at the end of a sentence.

5

We say dot when it is in a web address.



6

Question Mark ?

We use a question mark at
the end of a question.

Can you please repeat that?



7

Exclamation Point !

We use an exclamation point to
show excitement or emotion.

I got a new car!



8

Comma ,

A comma separates words in lists.
I need coffee, bread, and milk.



9

Dollar Sign \$

We use a dollar sign for prices.

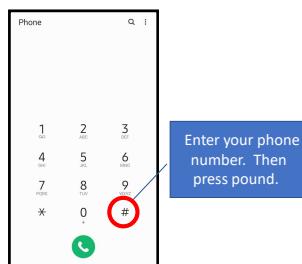
The computer is \$900.



10

Number sign

We use a number sign with numbers.



#1. On the phone, we call it the “pound sign.”



#2. In social media, we call it a “hash tag.”

11

Star or asterisk

A star symbol tells you to look for more information.

* Name

* This information is required

12

At Sign @

We use the at sign in emails.

My email address is
someone@**tyson.com**.



13

https://login.tyson.com/

Tyson

Sign In

Username

This field cannot be left blank

Next

Need help signing in?

We use slashes
in web
addresses.

Log on at **https://login.tyson.com**

14

. , ? ! \$ @ / # *



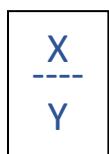
We also use
symbols in
passwords.

15



Locating Symbols on the Keyboard

X is above Y



Y is below X

X is next to Y



Y is next to X

X is on the key



Choose the correct preposition and write it in the sentence.

1. The number keys are _____ the letter keys. (above / below)

2. The question mark (?) is _____ the shift key. (on / next to)

3. The (@) is _____ the number 2 key. (on / next to)

4. The comma is _____ the M key. (above / next to)

5. The asterisk or star (*) is _____ the number 8 key. (below / on)

6. The letter keys are _____ the number keys. (below / above)

7. The pound sign (#) is _____ the number 4 key (below / on)

8. The exclamation mark (!) is _____ the at symbol (@). (next to / on)

Symbols Keyboard Assessment

Find the letters you need to type the text below:

1. daisy@gmail.com



2. amazon.com/ebooks



Symbols Keyboard Assessment

Find the letters you need to type the text below:

3. Hello!



4. What?



Symbols Keyboard Assessment

Find the letters you need to type the text below:

5. *Required.



6. Hi, I am here.



Symbols Keyboard Assessment

Find the letters you need to type the text below:

7. \$30.00



8. #16





Lesson Plan 7: Introduction to Security

Lesson Overview: In this lesson, students will learn how usernames and passwords used in logins provide security for their information and differentiate between strong and weak passwords.

Lesson Objectives

Students will:

- give examples of security.
- identify logins, usernames, and passwords.
- differentiate between strong and weak passwords.

Materials and Setup

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen

Supplies/Teacher Materials

- Whiteboard and markers

Student Handouts

- None for this lesson

Online Resources

- YouTube Playlist 8: [Introduction to Security](#)
 - Video 1: What is Security?
 - Video 2: What is a Login?
- [Skillblox](#) YouTube Video Playback Tips—Code 5EZ3TL

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for the lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **YouTube Settings:** It is highly recommended that teachers watch the [Skillblox](#) Playlist (5EZ3TL) to learn how to adjust the video speed and to auto-translate videos when this is an option. Teachers may also want to teach their students how to do this.
- **Keyboarding Practice:** At the end of class, ask students to text the 2 strong passwords they created for the Evaluation to either your Google voice phone number or to themselves. As time permits, circulate to have them show you the passwords they texted to see if they are written correctly.

Lesson 7: Introduction to Security

Standards

Adult English Language Proficiency Content Standard(s)

- 8.1. Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions

CASAS Content Standard(s)

- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- S2.9: Use specialized vocabulary (e.g., technical, academic)
- R2.1: Interpret common symbols
- W4.5: Use specialized vocabulary

Seattle Digital Equity Initiative Skill(s)

- PS.3: Limit Sharing of Personal Data

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Internet Basics 7: Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites)

Key Vocabulary

- | | |
|---|--|
| <ul style="list-style-type: none"> security safe private PIN / personal identification number ATM login | <ul style="list-style-type: none"> username password strong weak <p><i>Reinforced Vocabulary:</i> uppercase letter, lowercase letter, number, symbol</p> |
|---|--|

ENGAGEMENT

NOTES

- Ask:** Do you lock your car when it is in the parking lot? Why? (Wait for responses, such as to keep other people from taking things out of the car.)
- Ask:** Do you lock your house when you are not there? Why? (Wait for responses, such as to keep people from taking things.)
- Ask:** Do you lock your house when you are the only person in the house? Why? (Wait for responses, such as to keep yourself safe.)
- Ask:** How do you lock your car and your house? (Wait for responses – you are looking for ‘with a key.’ Draw a key on the board or show the students a key.)
- Say:** We use a key to keep us safe. How do you say safe in your language? (Ensure that students understand the word safe.)
- Ask:** Can people from the street see you inside your bedroom? Can people from the street see you inside your bathroom?
- Say:** We do not let people from the street see us in the bedroom. We do not let people from the street see us in the bathroom. We want our bedroom and our bathroom to be private. How do you say private in your language? (Ensure that students understand the word private.)

Lesson 7: Introduction to Security

- **Say:** Today we are going to learn how to be safe and how to be private when we use computers. We are going to learn how to keep our information safe. How do you say information in your language? (Ensure that students understand the word information.)

EXPLORATION

- **Ask:** Do you know the word security? (Wait for responses.)
- **Say:** Security is to be safe and private. We will watch a video on security. Open the YouTube Playlist: [Introduction to Security](#) and play **Video 1: What is Security?**
- **Ask:** Where or when do you need security in everyday life? (Encourage student to provide examples from the video such as at home, for your car, for the ATM machine, and for your phone.)
- **Ask:** How do we keep our home and our car safe? (Wait for responses – you are looking for ‘with a key.’)
- **Ask:** How do we keep our money at the ATM safe? (Students may not know the word PIN. Write PIN on the board and then write beside it ‘Personal Identification Number.’)
- **Say:** A PIN is a personal identification number that we use to keep our money safe. (Write an example PIN with 6 numbers in it next to the word PIN on the board.)
- **Ask:** Do you have a PIN for your phone? (Wait for responses.)
- **Ask:** How do you keep your phone safe? Get out your phone and unlock it. (Watch students to see if they use a PIN, a fingerprint, or facial ID. Write thumbprint and facial ID on the board.)
- **Ask:** Who uses a PIN? (Demonstrate on your phone and wait for responses.)
- **Ask:** Who uses a thumbprint? (If possible, have a student demonstrate using their thumbprint to open their phone or pretend to do this on your phone even if you do not have that capability.)
- **Ask:** Who uses facial ID? (If possible, have a student demonstrate using their facial ID to open their phone or pretend do this on your phone even if you do not have that capability.)
- **Say:** A PIN is like a key for your phone. Do you use a PIN for the ATM machine at the bank? (Wait for responses.)
- **Say:** A PIN is a number that works like a key to get into the phone.

EXPLANATION

- **Say:** Most people need a login to use the computer. We are going to see a video about logins.

Lesson 7: Introduction to Security

- Open the YouTube Playlist: [Introduction to Security](#) and play **Video 2: What is a Login?** Play the video at least 2 times if you have beginning ESL students. The second time, stop the video as necessary to check for student comprehension.
- **Ask:** Where do you use a login? (Encourage students to provide examples of logins, even if it is using a PIN to get into their phone or the ATM. If no student has a login for something online, give an example of where you login on the computer.)
- **Ask:** Why do you use a login? (Wait for responses.)
- **Say:** We use a login to protect our information. Protect is to keep safe. Logins keep our information safe.
- Draw an example of a login on the board. It should look something like the image below:

Login

Username	<input type="text"/>
Password	<input type="password"/>

- **Say:** On a computer, a login has 2 parts. The first part is a username. What is a username? (Encourage students to provide examples of usernames. If no student has a username that they use, give an example of your email username.)
- **Say:** The second part is the password. What is a password? (Wait for responses.)
- **Ask:** Does anyone have a login with a username and a password? (Wait for responses – ask students what the login is for.)

ELABORATION

- **Say:** Now you will work with a partner. Write down 3 things you keep safe. Then write down things on your phone that you use, like Facebook, a bank, or Amazon. Do you know your username and password for these places?
 - Ask students to volunteer their responses as you scribe them on the board or ask advanced students to write their responses on the board.
-

EVALUATION

- Write the following sentence and word box on the board:
We use _____ to keep our personal _____ safe. Most _____ have 2 parts: a _____ and a _____. Passwords are _____. Never share your _____.

username logins (use 2x) password (use 2x) information private
--

Lesson 7: Introduction to Security

- **Say:** Please get a piece of paper. Copy the sentence on the board. Use the words in the box in the sentence. Demonstrate by filling in the first blank (logins).
- Check the answers with students by having volunteers write the words in the blanks on the board.

Differentiation Resources to Meet Diverse Learner Needs

- If you have lower-level students or students from countries with less technology-related security, students may only be able to give examples of security for items that are not digital.
- It works well to combine this lesson with Lesson 8: Strong and Weak Passwords



Lesson Plan 8: Strong and Weak Passwords

Lesson Overview: In this lesson, students will differentiate between strong and weak passwords and dictate, transcribe, and type passwords consisting of uppercase and lowercase letters, numbers, and symbols.

Lesson Objectives

Students will:

- differentiate between strong and weak passwords.
- dictate, transcribe, and type passwords consisting of uppercase and lowercase letters, numbers, and symbols.

Materials and Setup

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student smartphones

Supplies/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: Clarifying Questions
- Handout 2: Password Role Play

Online Resources

- YouTube Playlist: [Strong and Weak Passwords](#)
 - Video 1: Strong and Weak Passwords
 - Video 2: Is the Password Strong or Weak?

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for the lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** Sometime during the class, ask students to text the following to your Google voice number or to themselves. They need to format the text as 3 lines just as it appears below:

Larry Reynolds, ESL Instructor
Email: Iguecker@alamo.edu
Phone: 892-555-7014

Lesson 8: Strong and Weak Passwords

Standards

Adult English Language Proficiency Content Standard(s)

- 8.1. Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions

CASAS Content Standard(s)

- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- S2.9: Use specialized vocabulary (e.g., technical, academic)
- R2.1: Interpret common symbols
- W4.5: Use specialized vocabulary

Seattle Digital Equity Initiative Skill(s)

- EF.10: Create Safe Passwords

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Internet Basics Skills 7: Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites)

Key Vocabulary

- clarify/ clarifying/ clarification
- Did you say...
 - B as in boy? / V as in victory? / P as in plant?
 - D as in dog? / T as in Texas?
 - F as in fish? / S as in Sunday?
 - A as in apple? / H as in horse?
 - M as in Mary? / N as in nice?
- Can you repeat that, please?
- Can you repeat that more slowly, please?
- Can I repeat that back to you?

Reinforced Vocabulary: password, ! question mark @ at # number/pound/hashtag \$ dollar
*asterisk/star . period or dot , comma / slash ? question mark

ENGAGEMENT

NOTES

- **Say:** Most people have passwords on their phones. Those passwords are called PINS, or personal identification numbers (write PIN=Personal Identification Number on the board).
- **Ask:** How many of you have a PIN on your phone? My pin is 6 numbers. How long is your PIN? (Take responses.)v
- Write these 3 PINS on the board: 123456 000000 081778.
- **Ask:** Which PIN is the best? Why?
- **Say:** Today we are going to see good passwords and bad passwords. Bad passwords are weak (write bad = weak on the board). Good passwords are strong (write good = strong on the board).

Lesson 8: Strong and Weak Passwords

EXPLORATION

- Write the following password on the board and ask students if it is strong or weak:
1234Mary.
- Ask them why. Ask them how they can make a password stronger (adding symbols, not using numbers in a row, not using a person's name).
- Write this password on the board: **!to3forM@ry.** Ask students why it is a stronger password (it has symbols, the letters and numbers are not together, etc.)
- **Ask:** What kind of letters are in the strong passwords (uppercase and lowercase)? Do strong passwords have numbers? Do strong passwords have symbols?
- **Say:** Strong passwords have uppercase and lowercase letters, numbers, and symbols. Sometimes it is difficult to understand when someone tells us a password. It can also be difficult to type a password on the keyboard. We are going to practice how to say passwords and write them down. We are also going to practice how to type them on the keyboard.

EXPLANATION

- **Say:** Let's watch 2 videos about strong and weak passwords. (Open the YouTube Playlist: [Strong and Weak Passwords](#) and play both videos. For beginners, you may want to play each video 3 times; the first time just listen. The second time, show the captions but turn off the volume so students read the captions. The third time, play the audio and the captions.)
- **Say:** Strong passwords have uppercase letters, lowercase letters, numbers, and symbols. We are going to practice telling each other strong passwords and writing down what we hear.
- **Say:** First, let's look at questions we can ask if we do not understand.
- Pass out **Handout 1: Clarifying Questions.**
- **Say:** We need to ask people to clarify if we do not understand what they tell us. Clarify means to make something so we can understand it. Look at your handout. There are questions you can ask. Repeat each question after me. (Go through the handout.)
- **Say:** Now please practice asking these questions with a partner. (Circulate to see if students need assistance practicing the phrases.)

ELABORATION

- **Say:** Let's review the symbols. How many can you remember?
- Write the following symbols on the board. As you write each one, ask students what its name is and write down the name of the symbol beside it. Symbols and symbol names to write on the board are:
 - ! question mark @ at # number/pound/hashtag,
 - \$ dollar *asterisk/star . period or dot,
 - , comma / slash ? question mark : colon

Lesson 8: Strong and Weak Passwords

- **Say:** You will need to know these symbols for our next activity.
- Pass out **Handout 2: Password Role Play.**
- Model the role play:
- Provide a more advanced volunteer with the following password to give you as you call to get the password in the role play: **J#64yS@p3t\$** (you can also create your own 11-character password that has at least 2 uppercase letters, 2 lowercase letters, 2 numbers, and 3 symbols.)
- **Ask:** What did (the student's name) do to make sure I understood? What did I do to make sure that I understood?
- Switch roles.
- **Ask:** What did I do to make sure that (the student's name) understood? What did (the student's name) do to make sure that she/he understood?
- **Say:** Get with a partner and practice the role play. Use your **Clarifying Questions** handout to help you. Look at the board if you need help with the names of the symbols.
- Put students in pairs.
- Tell one student to follow the directions for Student A and one student to follow the directions for Student B.
- Once students have each given the password to their partners, they will review the passwords they wrote down. If they made mistakes, ask them to discuss what clarifying questions can help them. Then they should try again.

EVALUATION

- Read at least 5 of the passwords below to your students. Tell students to write down the password they hear. Tell them to ask you clarifying questions to help them write it correctly.
 - 1234@TysOn!
 - imB2deB0n!!(
 - Qu!ckMilk87?
 - La\$yBuny51?
 - R3dR0\$3@TX
 - 21Guudch!kn\$
 - H3ll0Fr!3nd\$
 - 2021me@tYs0nFooDz
- Review the answers at the end to see how many passwords students wrote down correctly.
- You can write the passwords on the board or show a list you have already created on your document camera or computer display.

Lesson 8: Strong and Weak Passwords

Differentiation Resources to Meet Diverse Learner Needs

- **Handout 1: Clarifying Questions** Extension: A fun optional activity is to have the class create list of words to represent letters. First, write the alphabet on a whiteboard. Put students in small groups so that more advanced students can help those with lower literacy skills. Assign each group a range of letters. As a group comes up with a word that matches a letter, a student from the group writes the word by the matching letter. Encourage them to use common names when they can for their words. Also, check that the words start with the letter as well as the letter sound. Have students repeat the word in the list after you pronounce each word. Ask students to write the alphabet with the matching words on their own paper to use when they need to spell out their names or addresses on the phone.
- **Symbols Review:** Beginning and even intermediate ESL students may still struggle remembering the names of the symbols. Use the [Wordwall Symbols](#) (and [Wordwall More Symbols](#) for advanced students) quiz from Lesson 6 as a whole class review.
- **Beginning English Literacy Students**
 - When copying down passwords, beginning literacy students will have more difficulty looking back and forth between the whiteboard or screen and their own paper. If they are in a physical classroom, it is better for these students to have a printed copy of the passwords with space under each for them to copy the password down. After they are proficient using one piece of paper, they should move to practicing copying from 2 different places, such as from one piece of paper to another and especially from an overhead screen or whiteboard.
 - The role play will be difficult for these students. In a mixed-level classroom, you can have more advanced students working on other materials and provide additional structured practice with the role play with your beginners. Or you can pair up a more advanced student with a beginner so that the advanced student can assist the beginner with the role play.
- **Advanced Students**
 - Although the DART curriculum covers how to make a strong password in a later lesson, advanced students can independently access resources on how to create strong passwords using a customized [Skillblox.org](#) playlist. Type the access code **763Z9I** in the student box to access online e-modules and video tutorials.

Clarifying Questions

To clarify is to make clear. You clarify when you ask questions.

Below are some questions to help you clarify what you hear:

1. “Can you repeat that, please?”
2. “Can you repeat that more slowly, please?”
3. “Did you say...”
 - “B” as in “boy”? / “V” as in “victory”? / “P” as in “plant”?
 - “A” as in “apple” or “H” as in “horse”
 - “C” as in “cat” or “Z” as in “zebra”
 - “D” as in “dog”? / “T” as in “Texas”?
 - “F” as in “fish”? / “S” as in “Sunday”?
 - “M” as in “Mary”? / “N” as in “nice”?

Role Play Practice Sheet

Student A

Read the passwords to your partner. Respond to questions for help or clarification.

1. m3gaSeed79!
 2. d@rkEgg72
 3. \$martRoad23
 4. RuH4vngFn?
 5. n0t@Hom3#
-

Student A

Write the password you hear. Remember to ask clarification questions if you need to.

1. _____
2. _____
3. _____
4. _____
5. _____

Role Play Practice Sheet

Student B

Write the password you hear. Remember to ask clarification questions if you need to.

1. _____
2. _____
3. _____
4. _____
5. _____

Student B

Read the passwords to your partner. Respond to questions for help or clarification.

1. M0r3M0n3y!
2. Gr33ngo@t
3. \$tr0ngR@in
4. Cr@zyCat!!
5. W0rld.Lov3?



Lesson Plan 9: Parts of the Computer

Lesson Overview: Students will identify the parts of the computer.

Lesson Objectives: Students will identify the parts of the computer and what they should and should not do with their computers.

Materials and Setup

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen.
- Student devices (laptops, tablets, Chromebooks, desktop computers, iPads, etc.).
- (Optional) External Windows keyboard and external mouse.

Supplies/Equipment/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: Features of the Surface Go (*The teacher will need to create a similar document for other devices if the Surface Go is not used.*)
- Handout 2: Computer Do's and Don'ts
- Handout 3: Features of the Surface Go Quiz (*The teacher will need to create a similar quiz if the Surface Go is not used.*)
- Handout 4: Exit Tickets

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language. Lesson 9 introduces several technical words, so you may need more than one lesson to teach and reinforce this lesson's key vocabulary.
- **Keyboarding Practice:** When appropriate in your lesson ask students to text to your Google Voice number or to themselves at least 7 parts of the computer they learn in class.

Standards

Adult English Language Proficiency Content Standard(s)

- 7.1. Recognize the meaning of some words learned through conversations, reading, and being read to.
- 7.2. Begin to use some frequently occurring general academic and content-specific words.

CASAS Content Standard(s) Addressed

- R4.9: Interpret maps, diagrams, and graphs
- W1.2: Combine letters to make words and words to make sentences
- L5.4: Comprehend simple single-step instructions, explanations, and directions
- L3.4: Recognize imperative constructions

Lesson 9: Parts of the Computer

- L3.5: Recognize negative constructions
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- S2.9: Use specialized vocabulary (e.g., technical, academic)

Seattle Digital Equity Initiative Skill(s) Addressed

- EF.5: Understand My Computer
- DO.3: Keep Devices Safe and Secure
- WO.2: Follow Workplace Rules and Policies

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Basic Computer Skills 2: Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen)
- Basic Computer Skills 17: Identify and locate camera and mic on laptops, tablets

Key Vocabulary

- | | |
|----------------------------|------------------------------|
| • keyboard | • charging cart |
| • mouse | • charging port / power port |
| • touchpad / trackpad | • actions consequences |
| • touchscreen / screen | • volume up /down |
| • kickstand / stand | • camera |
| • log in / log off | • microphone / mic |
| • power button | • headphone jack |
| • turn on / turn off | • USB-C port |
| • close | • protective case |
| • go to sleep / sleep mode | |

ENGAGEMENT

NOTES

- **Say:** Today we will learn more about our computers. We will also talk about how to use the computers, what to do and what NOT to do with them.

EXPLORATION

- Pass out **Handout 1: Features of the Surface Go.** For classes with mostly beginners, you can use only the first page of the handout.
- Have computers charging. Model taking out a computer, opening the computer, and using the kickstand (if applicable).
- Point out the features the computer and have students repeat the pronunciation of each word. Have them find the feature you are pointing to on their **Handout 1.**
- Call out a feature and ask students to point to the part on their computers.
- In pairs, have students pick features at random for their partners to identify on the computer.

EXPLANATION

- **Say:** Soon we will be using the computer to practice English. Let's talk about what to do and NOT to do with the computers."

Lesson 9: Parts of the Computer

- Pass out **Handout 2: Computer Do's and Don'ts**. Display the handout on the document camera as you review them.
- Go through the list of Do's and Don'ts slowly to ensure that students understand. If interpreters are available, this is a good place to bring one in.

ELABORATION

- On the whiteboard, draw a T-Chart. On one side, write "Actions." On the other side, write "Consequences."

Actions	Consequences
Work hard	Get a raise (more money)
Don't call in when I stay home sick	Get points / get written up / get fired

- Explain that actions have consequences, good or bad. Give examples.
- Put students in groups of 3 to 4. Ask them to copy the T-Chart onto their own paper.
- Ask groups to choose 3 to 5 Do's or Don'ts on their **Handout 2: Computer Do's and Don'ts**
- Tell students to write down the "Do" or "Don't" actions in their T-Chart and discuss the consequences. After they discuss these, they write them in their T-Chart.
- Have students share some of their actions and consequences to the whole group.

EVALUATION

- Students complete **Handout 3: Features of the Surface Go Quiz**. Beginning students can complete the first page only.
- Pass out **Handout 4: Exit Tickets** (*Exit Tickets are review activities typically completed at the end of a class session.*)
 - Students write their names and the date.
 - Students mark their feelings about the lesson.
 - Students write one Do and one Don't. They may copy from the Do's and Don'ts handout if they need to.

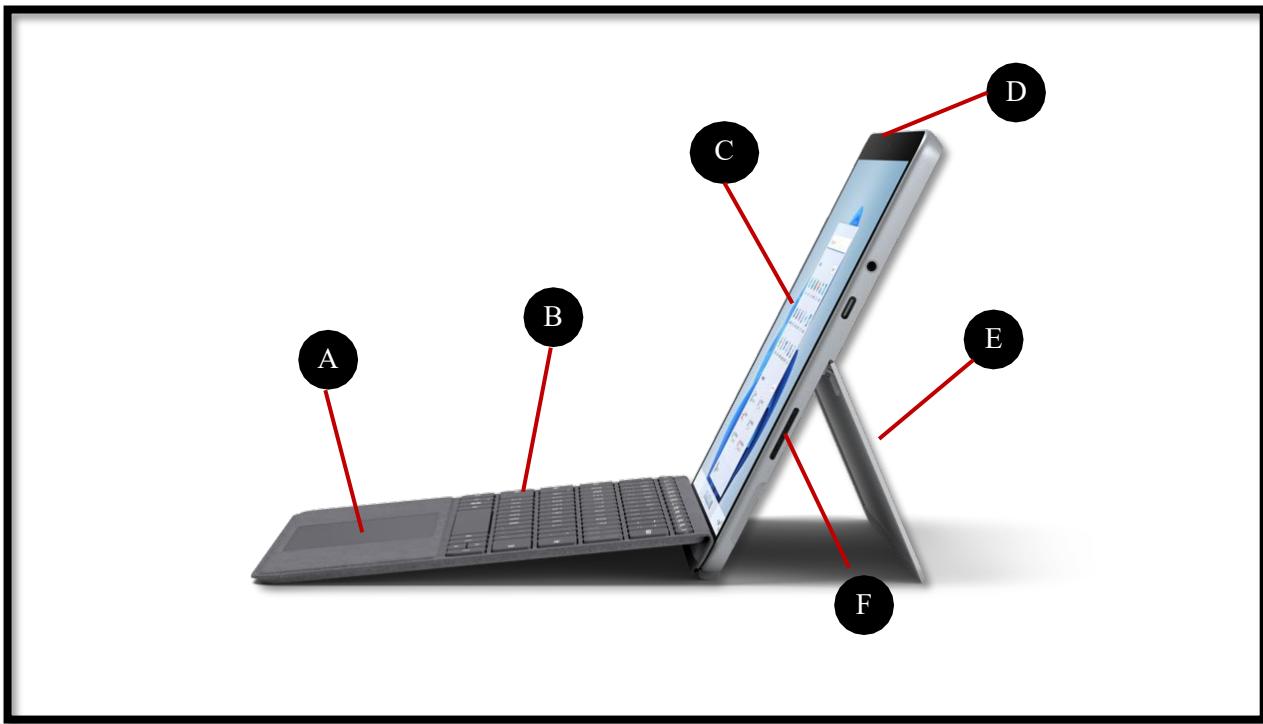
Differentiation Resources to Meet Diverse Learner Needs

- This lesson plan includes handouts that are differentiated by literacy level.
- If students are struggling with the content in this lesson, the teacher can break down the content into 2 or 3 class sessions.
- Students may struggle with Action/Consequences. Provide additional examples from real life as necessary (e.g., touch the hot stove / burn your hand; run a red light / get a ticket).

Lesson 9: Parts of the Computer

- For classes with more beginning students, complete the T-Chart together as a class. Ask the class to choose 3 of the Do's or Don'ts to use for the T-Chart. Then write the actions on the T-Chart you have displayed on the board or screen. Ask students for consequences to the actions and fill in your T-Chart with their responses and have them copy the consequences on their T-Charts.
- If students are not yet writing at a literacy level, use oral exit tickets. If students are more proficient, require that the exit tickets be complete sentences and peer-reviewed for capitalization and punctuation before you accept them.
- Additional resources to teach computer parts and practice computer parts vocabulary are available at [Skillblox](#) Introduction to Computers—Code LFJ4NO.

Surface Go Features (Basic)



Source: <https://www.microsoft.com/en-us/d/surface-go-3/904h27d0cbwn?rtc=1&activetab=pivot:overviewtab>

- A. touchpad or trackpad
- B. keyboard
- C. touchscreen
- D. power button
- E. kickstand
- F. charging port

Surface Go Features (Advanced)



Source: <https://support.microsoft.com/en-us/surface/surface-go-3-features-1ef2c926-4de1-46c9-a159-9fcb13992509>

- 1) volume
- 2) camera
- 3) microphone
- 4) headphone jack
- 5) USB-C port

Computer Do's and Don'ts

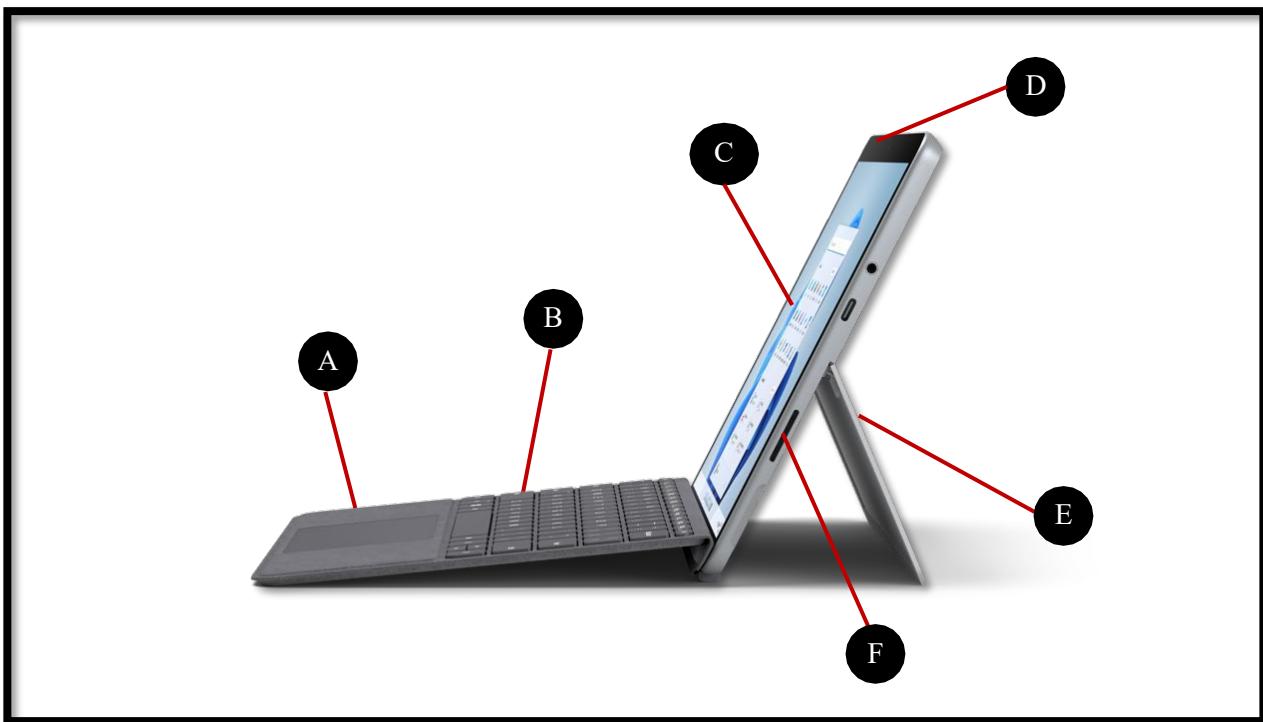
Do's

1. Only touch the computer with your fingers if it is touchscreen.
2. Log out of apps and websites when you finish.
3. Log off the computer when you finish.
4. Close your computer when you finish. It will go to sleep.
5. Ask your teacher for help if you have a problem with your computer.

Don'ts

1. Don't touch the computer with a pen or pencil.
2. Don't eat or drink near your computer.
3. Don't forget to log off your computer.
4. Don't forget to close your computer.
5. Don't use your computer to look at bad things. If it is not good for children to see, it is not okay on your computer.
6. Don't turn off your computer unless instructed to do so.
7. Don't forget to ask your teacher for help with a problem on your computer.
8. Don't drop your computer.
9. Don't leave your computer in the car.

Surface Go Quiz (Basic)



Source: <https://www.microsoft.com/en-us/d/surface-go-3/904h27d0cbwn?rtc=1&activetab=pivot:overviewtab>

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

Word bank:

keyboard	kickstand	charging port	touchpad	screen	power button
----------	-----------	---------------	----------	--------	--------------

Surface Go Quiz (Advanced)



Source: <https://support.microsoft.com/en-us/surface/surface-go-3-features-1ef2c926-4de1-46c9-a159-9fcb13992509>

1. _____

2. _____

3. _____

4. _____

5. _____

Word bank:

Camera	Headphone jack	Microphone	USB-C port	Volume
--------	----------------	------------	------------	--------

Exit Tickets

My Name is _____

Today's date is _____

How do you feel about today's lesson?



What is one “DO” for your computer?

What is one “DON’T” for your computer?

My Name is _____

Today's date is _____

How do you feel about today's lesson?



What is one “DO” for your computer?

What is one “DON’T” for your computer?

My Name is _____

Today's date is _____

How do you feel about today's lesson?



What is one “DO” for your computer?

What is one “DON’T” for your computer?

My Name is _____

Today's date is _____

How do you feel about today's lesson?



What is one “DO” for your computer?

What is one “DON’T” for your computer?



Lesson Plan 10: Computer Sign In and Sign Out

Lesson Overview: In this lesson, students will turn on and wake up a computer, use a username and password to log in to a computer, and lock, sign out of, and shut down a computer.

Lesson Objectives:

Students will:

- turn on and wake up a computer and put a computer to sleep and shut it down.
- sign in to a computer using a username and a password.
- use the password eye symbol (if present) to check password characters.
- use keyboard shortcuts to lock, sign out of, and shut down a computer.

Materials and Setup:

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (Laptops, tablets, desktop computers)

Supplies/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: Mouse Pointers
- Handout 2: Using Keyboard Shortcuts to Lock, Sign Out, and Shut Down

Instructional Tips:

- **Teacher and Student Devices.** Ensure that you have an Internet-enabled device that projects to a screen. If possible, use a device for the screen projection that has the same operating system that your students are using. For example, your device and the students' devices should all be Windows 10, all be Chromebooks, all be iPads, etc.
- **Device Login Name and Password.** You will need to know the login name and password for all computers. Many classrooms have a different username and password for the teacher than for the students. In some locations, the student username and password will be the same for everyone. In other locations, the student usernames and passwords will be different and may be located on the actual device.
- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.

Lesson 10: Computer Sign In and Sign Out

- The terms for mouse pointers vary. We have introduced the arrow pointer for the standard mouse pointer, the text pointer rather than the I-Beam pointer, and the hand pointer rather than the link pointer.
- The terms for log in, log out, and shut down vary. Windows uses the terms “sign out” and “shut down” as screen options, so we use those terms in the vocabulary. We have listed log in, sign in, and log on because we realize that we use all of these.
- Keyboarding Practice:** Ask students to write a text message on their phones with the computer password written 3 times with spaces in between each time. Ask them to text the computer password to your Google Voice number or to themselves. Ask students to delete their text messages off of their phones after texting the message to themselves. (Also delete the text message you receive on your Google Voice number.)

Standards

Adult English Language Proficiency Content Standard(s)

- 1.1. Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.
- 2.1. Actively listen to others . . . and respond to simple yes/no questions and some wh- questions.
- 4.1. Express an opinion about a familiar topic, experience, or event.

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet (upper and lower case)
- W1.1: Write the letters of the English alphabet (upper and lower case)
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- L3.4: Recognize imperative constructions
- L3.5: Recognize negative constructions
- L5.4: Comprehend simple single-step instructions, explanations, and directions
- S2.1: Recite letters of alphabet, letters in words, and numbers when reading aloud from a text or sign
- S2.9: Use specialized vocabulary (e.g., technical, academic)
- S4.7: Use simple requests for repetition or simple clarification

Seattle Digital Equity Initiative Skill(s)

- SDEI EF.5: Understand My Computer
- SDEI EF.7: Understand the Internet
- SDEI EF.11: Connect to Wi-Fi
- SDEI MO.2: Understand Online Access
- SDEI DO.3: Keep Devices Safe and Secure
- SDEI WO.2: Follow Workplace Rules and Policies

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Basic Computer Skills 3: Log on to and shut down a computer
- Basic Computer Skills 6: Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links)).
- Basic Computer Skills 7: Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click).
- Basic Computer Skills 16: Identify whether or not a computer is connected to the internet

Lesson 10: Computer Sign In and Sign Out

- Basic Computer Skills 18: Turn computer and monitor on and off

Key Vocabulary

- mouse pointers
 - arrow, standard, or normal mouse pointer
 - text or I-Beam mouse pointer
 - link or hand mouse pointer
 - mouse actions
 - left click / double-click
 - turn on (optional to also teach power on)
 - wake up
 - sign in / log in / log on
 - swipe up / swipe down (if applicable to computer devices)
 - Keyboard shortcuts: CTRL (Control), ALT (Alternate), DEL (Delete), Windows key
 - lock
 - put to sleep / sleep mode
 - sign out / log out / log off
 - shut down / turn off
 - charging cart (if applicable to classroom setting) / power plug / power cord
 - icon / button / symbol
- Reinforced Vocabulary*
- mouse, touchpad (or trackpad), screen or touchscreen, hold down, tap

ENGAGEMENT

- Say:** We talked about logins. Do you remember why we use a login? (Wait for responses.)
- Say:** Today you will learn how to turn on your computer. You will use a username and a password to log in to your computer. You will learn how to lock your computer and sign out. You will learn how to shut down your computer.
- Say:** Before we log on to the computers, let's learn some words that we use to talk about logging in and logging out.
- Write the following on the board on one line: *log in = log on = sign in = log in = log on*
- Write the following on the board on another line: *sign out = log out = log off*
- Say:** In English, we say "sign in to the computer." We say, "log in to the computer." We say, "log on to the computer." We say it three ways. They are all correct.
- Say:** In English, we say "sign out of the computer." We also say, "log out of the computer." And we also say, "log off of the computer." We say it three ways. They are all correct.
- Say:** Repeat after me. (Say each term and have students repeat: "sign in to the computer," "log in to the computer," and "log on to the computer."). Which way do you like best? (Get responses.)
- Say:** Repeat after me again. (Say each term and have students repeat: "sign out of the computer," "log out of the computer," and "log off of the computer."). Which way do you like best? (Get responses.)
- Say:** You will also learn how to shut down the computer today. Shut down means to turn off.

NOTES

EXPLORATION

- Teacher Note: Classrooms will have different devices and equipment setup, so adjust the script as necessary.

Lesson 10: Computer Sign In and Sign Out

- **Say:** Before we get on the computer, let's learn about the mouse (or touchpad or trackpad). (If you are using a touchscreen with no mouse, tell students that they will be using their fingers to tap the screen and demonstrate how this works. They only need to know how to tap one time for today's lesson.)
- Distribute **Handout 1: Mouse Pointers**
- **Say:** Let's look at 3 kinds of mouse pointers you need to know when you use a computer. (Display the handout on a screen. Note that the handout shows the images but not the pointer type. Choose the term YOU typically use and write it on the board so students can copy it down on the handout.)
- Demonstrate the pointers on the computer and have them tell you what kind of pointer you are using.
- **Say:** Now, I will show you how to set up and log in to your computer.
- As applicable to your classroom, demonstrate how students will access the computers, unplug them from power cords as necessary, and set them up on their tables or desks.
 - If the computers are powered off, model how to hold down the power button until the students hear that the computer has turned on and is starting.
 - If the computers are powered on and asleep, model how to wake up the computer.
- Demonstrate to students how to log in to the computer. Point out the mouse arrow pointer on the screen as you move the mouse or touchpad.
- When the password box appears, move the mouse arrow pointer over the text box and point out to students that the pointer changes to the text (or I-Beam) pointer.
- Click in the box. Type the password. Then press and hold down on the password eye icon.
- **Say:** When you see this eye icon, it means that you can see the password you type.
- **Say:** My password looks good. Now I can click on the arrow. (Demonstrate.) I am logged in to the computer.

EXPLANATION

- Write the class username and password for the computers on the whiteboard or show students where the individual computer username and password is located.
- Ask students to get a computer and set it up at their desk or to sit at a computer.
- Have students follow along as you bring it out of sleep mode. Then demonstrate how to log in as you did in the Exploration section.
- Once everyone is logged on to the computer, pass out **Handout 2: Using Keyboard Shortcuts to Lock, Sign Out, and Shut Down**. Use a projector or document camera to display the handout.
- Ask students if they know what a shortcut is. (Wait for responses and explain.)
- Ask students what they think a keyboard shortcut would be. (Wait for responses and explain that it is a combination of keys that will make doing something on the computer faster.)

Lesson 10: Computer Sign In and Sign Out

- **Say:** Look at the keyboards on your handout. There are some special keys that help us lock, sign out, and shut down the computer. Find the Windows home key. (Demonstrate where the key is and have students find the key on their handout.)
- **Say:** To lock your computer quickly, you can press and hold the Windows key and then tap on the letter “L.” Watch what happens. (Demonstrate Windows-L; the computer screen will lock).
- **Say:** The screen is locked. Why do people lock their computer screens? (Wait for responses.) If we need to leave our computer and there are people near us, we want to keep our information private. We need to lock our screen when we leave our computer.
- **Say:** Now I need to unlock the computer. When I unlock the computer, I will see the computer exactly like it was.
- **Ask:** What do I need to do to unlock the computer? (Use a projector or document camera to display the handout. Wait for responses. Sign in as you did previously and narrate what you are doing to students.)
- **Say:** Now look on your handout at the CTRL-ALT-DEL keys. **Ask:** Can you find the key that says CTRL? That is the Control Key. (Ensure students find the key.) **Ask:** Can you find the key that says ALT? That is the Alternate Key. (Ensure students find the key.) **Ask:** Can you find the key that says DEL? (Ensure students find the key.)
- **Say:** Let me show you what happens to the laptop when I use all of those keys. First, I press and hold down the CTRL key. I keep holding it down and then I press and hold down the ALT key. I hold both of the keys down. Then with my other hand, I tap on the DEL key. (On your computer that you have already logged into, exaggerate pressing and holding down the CTRL key and then pressing and holding down the ALT key. Then tap on the DEL key. Students should see that you get a new screen with a list of options.)
- **Say:** I have a list of options. Options are actions that I can do. I can click on “Lock” to lock the computer. I can click on “Sign out” to sign out of the computer. I can click on the Power icon to see Shut down. (Demonstrate where the Power icon is on the handout you have projected on the screen.)
- Write the word “icon” on the board. Ask students to repeat it after you.
- **Ask:** Does anyone know what an icon is? (Wait for responses. Explain that an icon is a special picture that we see on the computer.)
- **Say:** When I click on the power icon, I see three options. I can put the computer to sleep, shut down the computer, or restart the computer.

ELABORATION

- **Say:** Let’s practice now with the keyboard shortcuts. First make sure you are logged in to your computer. (Ensure that all students are logged in.)
- **Say:** Let’s start with the Windows-L shortcut. Try it now. (Demonstrate and ensure that all students lock their computers with the shortcut.)
- **Say:** Now you need to sign back in. (Demonstrate and ensure that all students sign back in.)

Lesson 10: Computer Sign In and Sign Out

- **Say:** Let's practice using the CTRL-ALT-DEL shortcut. Type CTRL-ALT-DEL on your keyboard. (Demonstrate and ensure all students access the correct screen.)
- **Say:** Choose the Sign out option. (Demonstrate and ensure all students are signed out.)
- **Ask:** What is different about locking the computer and signing out of the computer? (Wait for responses; students may not know.)
- **Say:** We sign out of the computer when we leave for the day. When we sign out, the computer closes what we are working on. When we log back in the computer, we will not see what we were working on.
- **Say:** Sign in to your computer again (Demonstrate and ensure all students are signed in.)
- **Say:** Now we will use CTRL-ALT-DEL to shut down the computer. Type CTRL-ALT-DEL. Click on the Power icon. Click on Shut down. (Demonstrate and ensure all students shut down their computers.)
- **Ask:** What is the difference between shutting down and signing off? (Students may be able to respond that shutting down totally powers the computer off but signing off keeps the computer powered on. If not, explain.)
- Demonstrate how to turn on the computers using the Power button and ask students to turn their computers back on.

EVALUATION

- Write the following instruction on the board:
 - Turn on the computer
 - Log into the computer
 - Use Windows-L
 - Log back into the computer
 - Use CTRL-ALT-DEL
 - Click on Sign out
- **Say:** You will work with a partner to show that you can sign in and sign out of a computer.
- Ask a more advanced student to read the instructions to you as you follow them.
- **Say:** Now you and your partner will read the instructions to each other. You can help each other.
- Observe students as they perform the instructions. Encourage students to help each other rather than by asking you to help.

Differentiation Resources to Meet Diverse Learner Needs

- For beginning literacy students, you will want to break this lesson up over a few class sessions and incorporate review into each one.
- For more advanced students, for the evaluation section, you can write additional instructions on the board for more advanced students to follow:
 - Log back in to the computer

Lesson 10: Computer Sign In and Sign Out

- Use CTRL-ALT-DEL
- Click on the Power icon
- Click on Shut down
- Additional mouse and touchpad practice can be accessed by navigating to <https://www.skillblox.org> and entering the student access code **9SN7N8**.

Mouse Pointers



The _____ pointer shows when you hover the mouse. To hover means to move the mouse without clicking it or holding it down.



The _____ pointer shows when you can click to start to type. To type is to write with the keyboard.



The _____ pointer shows when you can click to on a link. A link goes to another page or a different place.

Using Keyboard Shortcuts

Windows + L locks your computer.



The computer below is locked. You need to click on it with your mouse or swipe up to sign in.

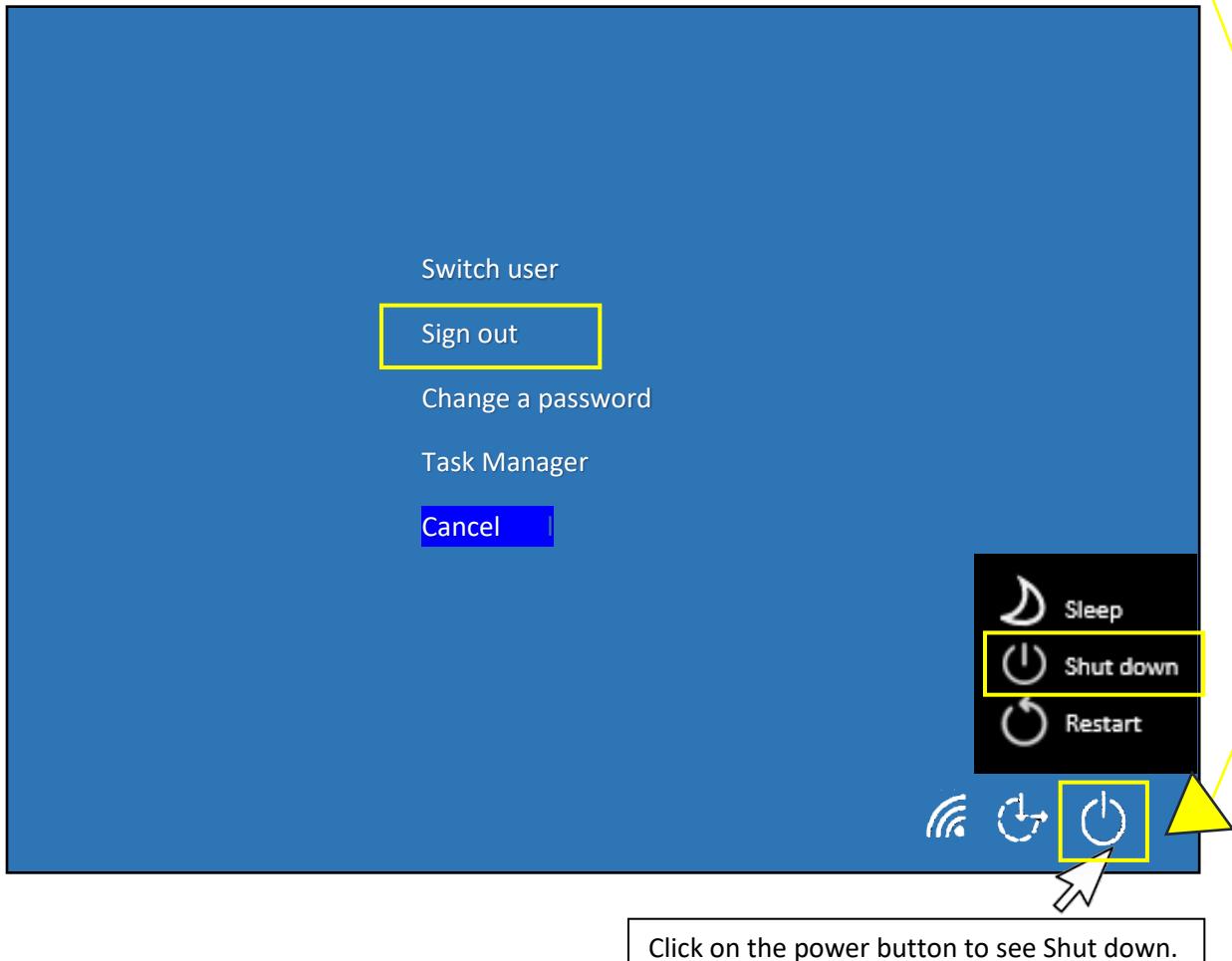


Using Keyboard Shortcuts

Ctrl-Alt-Del gives you many options like Lock, Sign Out, and the Power icon.



The Lock and the Sign out are words. To Shut down, use the Power icon in in the corner.





Lesson Plan 11: Using the Windows Desktop

Lesson Overview: In this lesson, students will learn the basics of the Windows desktop and taskbar, how to open an app shortcut from the desktop or taskbar, how to minimize, maximize, and close an open app window.

Lesson Objectives:

Students will:

- Identify key elements on the screen.
- Open a desktop app (WordPad) on their computer.
- Open, restore down, minimize, maximize, and close an app window.

Materials and Setup

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (laptops, tablets, desktop computers)

Supplies/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: The Windows Desktop (*Teachers will need to create a similar handout for devices that do not use a Windows 10 desktop.*)
- Handout 2: Maximize, Minimize, Restore, and Close
- Handout 3: The Windows Desktop Assessment (*Teachers will need to create a similar handout for devices that do not use a Windows 10 desktop.*)

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** When students are using WordPad or Word, they will practice typing the following. You can write this on the whiteboard before you start your lesson:

Ana Peters
623 Lee Rd. #6A
Houston, TX 77004
713-555-6984

Lesson 11: Using the Windows Desktop

Standards

Adult English Language Proficiency Content Standard(s)

- 1.1. Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.
- 2.1. Actively listen to others . . . and respond to simple yes/no questions and some wh- questions.

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet (upper and lower case)
- W1.1: Write the letters of the English alphabet (upper and lower case)
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- L3.4: Recognize imperative constructions
- L5.4: Comprehend simple single-step instructions, explanations, and directions.
- S2.9: Use specialized vocabulary (e.g., technical, academic)

Seattle Digital Equity Initiative Skill(s)

- SDEI EF.3: Use Basic Browser Tools
- SDEI EF.5: Understand My Computer
- SDEI WO.2: Follow Workplace Rules and Policies

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Basic Computer Skills 11: Identify icons on desktop
- Windows 2: Minimize and maximize windows
- Windows 3: Open, close and switch between windows
- Windows 5: Identify the parts of the Windows 10 interface (desktop, taskbar, etc.)

Key Vocabulary

- | | |
|---|---|
| <ul style="list-style-type: none"> • desktop • desktop app / desktop shortcut • clock icon • volume icon • battery icon • network icon • taskbar • Windows search box | <ul style="list-style-type: none"> • Windows start menu • window • click / double-click • restore / restore down • minimize • maximize • close |
|---|---|

ENGAGEMENT

- **Ask:** What are some machines that you know how to use? (phones, cars, household appliances, plant machines)
- **Ask:** What did you have to learn before you could use the machine well?
- **Say:** A computer is a machine. We have to learn a little about the machine before we can use it well. For example, I drive a car. I know how to start it, drive it, check my mirrors, stop it, and so on. I don't [need to] know very much about how it works, but I know how to use it. You don't have to know much about computers, just how to drive it. Let's start driving our computers.

NOTES

Lesson 11: Using the Windows Desktop

EXPLORATION

Before beginning this activity, have your desktop displayed on the screen.

- Pass out **Handout 1: The Windows Desktop**.
- **Say:** Today you will learn the names of things you see on the Windows desktop.
- **Say:** Repeat after me ... desktop. (Students repeat).
- For each of the desktop items listed below, point it out on your computer desktop. Say the word and ask students to repeat it. Then ask students to find and point to the item on their handout.
 - main desktop (draw around the entire area with your finger)
 - Chrome icon on the desktop
 - task bar
 - Windows start menu
 - Windows search bar
 - Chrome icon on the task bar
 - network icon
 - battery icon
 - volume icon
 - time and date
- If there is an item on your desktop that is not on the handout (for example, app shortcut icons on the desktop or on the taskbar, a recycle bin, etc.), ask students to draw it on their handout and add the label.

EXPLANATION

- **Say:** Get out your computers and log in. (Wait until all students have logged in.)
- **Say:** We can see the Chrome icon on the desktop. But we need to find an app called WordPad. WordPad will help us practice with our keyboards. (WordPad is a simple word processor that comes pre-installed on a Windows computer. Alternatively, if your program has MS Word installed on the student computers that they can access without going online and signing in to an account, you can use MS Word instead of WordPad. If you use another OS, you will need to alter this activity so that students can find some software application that functions as a simple word processor or text editor.)
- **Ask:** Do you see an icon for WordPad (or Word) on the desktop? (Get responses.)
- **Ask:** Do you see an icon for WordPad (or Word) on the taskbar? (Get responses.)
- If your student computers **do not have** WordPad or Word icons on the desktop or the taskbar, do the following:
 - **Say:** We can use the Windows search bar to find WordPad. Watch me type WordPad in the search bar. I will click on my enter key to start the search. (Demonstrate.)

Lesson 11: Using the Windows Desktop

- **Say:** Now I need to click on the word “Open.” (Demonstrate. WordPad will open on your computer.)
- **Say:** It’s your turn to try. (Ensure that students type in WordPad and open WordPad.)
- If your students **DO have** Word or WordPad icons on their desktops:
 - **Say:** You need to double-click with your mouse or touchpad (or double-tap with your finger) to open Word (or WordPad). Watch my finger on my mouse (or touchpad). I am using the left side. I need to click 2 times very fast. (Ensure that all students are able to double-click to open Word or WordPad.)
 - **Say:** We are going to practice typing on the keyboard. I want you to type Ana’s first and last name, address, and phone number. I want it to look like what I wrote on the board (Point to the board where you have written the information.)

Ana Peters
 623 Lee Rd. #6A
 Houston, TX 77004
 713-555-6984

- **Say:** You will need to use many special keys. How will you make a capital letter (Wait for responses – can be the shift key or the caps lock key.) How will you put in a space between the words? (Wait for responses – the space bar.) How will you go to a new line (Wait for responses – the enter key.) How will you put in the number sign? (Wait for responses – they must use the shift key, not the caps lock.)
- Circulate while students are typing to note how they are doing and assist as needed. You might ask students who finish more quickly to write something about their work. (Wait for most students to complete the task.)
- **Say:** Before we close WordPad, we are going to practice using Windows.
- Distribute **Handout 2: Maximize, Minimize, Restore, and Close.**
- We are going to learn how to work with the windows in WordPad (or Word). Let’s look at each window action.
- **Say:** First we see special symbols at the top right of the window. Point to these on your handout. (On your computer that is displayed showing WordPad, point out the window actions section.)
- **Say:** The first window action is an underline or underscore. We use this to minimize a window. (Have students point to it on their handout and repeat after you as you say minimize.)
- **Say:** The second symbol is a picture of 2 windows. One window is on top of the other window. This window action is called restore. Restore means to put the window like it was before. (Have students point to it on their handout and repeat after you as you say minimize.)

Lesson 11: Using the Windows Desktop

- **Say:** The third symbol is an x. What do you think is the window action for the x? (Wait for responses – the x closes the window. Have students point to it on their handout and repeat after you as you say minimize.)
- **Say:** Watch what happens when I click on the restore symbol. (Demonstrate.) What happened? (Take responses.) Yes, the window is smaller.
- **Say:** Now look at my symbols. I don't see the 2 windows any more. I have a new symbol of one big window. That action is called maximize. Watch what happens when I click it. (Demonstrate.) My window is now maximized. It is taking up all of the screen.
- **Say:** We need to see what happens when I click on the minimize. (Demonstrate). Where did the window go? (Take any responses.) The window is hiding in the taskbar. Help me find the WordPad (or Word) icon in the taskbar. (Locate the WordPad/Word icon but do not click on it yet.)
- **Say:** Watch what happens when I click on the icon in the taskbar. (Demonstrate.) My window is restored. It is back to the same size.
- **Say:** It's your turn to practice. Please follow me as I do these windows actions. Make sure your window is maximized now. It should be across all of the screen. (Ensure that all students have the window maximized.)
 - Click on restore symbol. (Do this and check that students also do this.)
 - Click on the maximize symbol. (Do this and check that students also do this.)
 - Click on the minimize symbol. (Do this and check that students also do this.)
 - Now find the icon and click on it to restore the window back to the same size. (Do this and check that students also do this.)
- **Say:** I am going to go faster now. I am going to tell you to restore down your window, to maximize your window, to minimize your window, or to restore your window from the taskbar. Are you ready?
- Go through the series of actions (restore down your window, maximize your window, minimize your window, restore your window from the taskbar) at least 2 times.
- *Optional:* Show students how to hold down the window at the top on the blue bar to move it around on the screen. Release the window to show students how to stop moving the window. Ask them why it is useful to move the window around (to see the window and to see what is behind the window).
- Ask students to watch what happens when you click on the close symbol (x). (The window disappears.) Ask students to check the taskbar. How do they know that WordPad or Word is no longer open?

Lesson 11: Using the Windows Desktop

ELABORATION

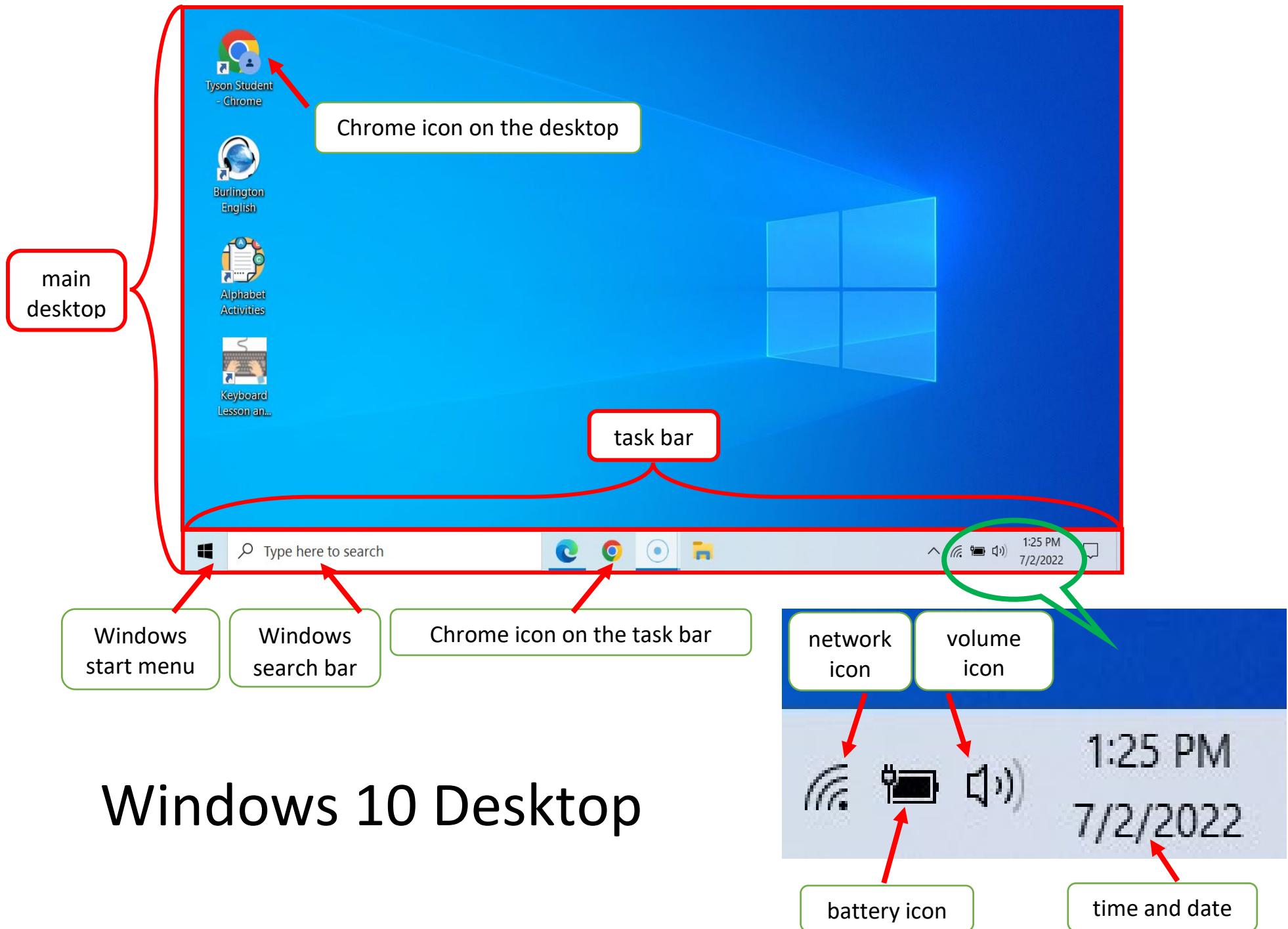
- Ask students to get into pairs.
- Ask everyone to open WordPad or Word by using the search bar or by double-clicking on a desktop or taskbar icon.
- Ask one of the students in each pair to call out window actions to the other student. Write these on the board if students need to see them as a reminder:
 - Minimize the window
 - Restore the window from the taskbar
 - Restore down the window
 - Maximize the window
 - Close the window
- Add “Move the window” to the list of commands if you covered this with students.
- Encourage advanced students who are paired up together to give the commands in a different order and to not read them from the board.

EVALUATION

- Ask students to open WordPad, to restore down, maximize, minimize, and restore the window from the taskbar, and to close the WordPad or Word app.
- Ask students to work in pairs to complete **Handout 3: The Windows Desktop Assessment**. If students need more time to study, ask them to study at home and give them the assessment at the beginning of the next class session.

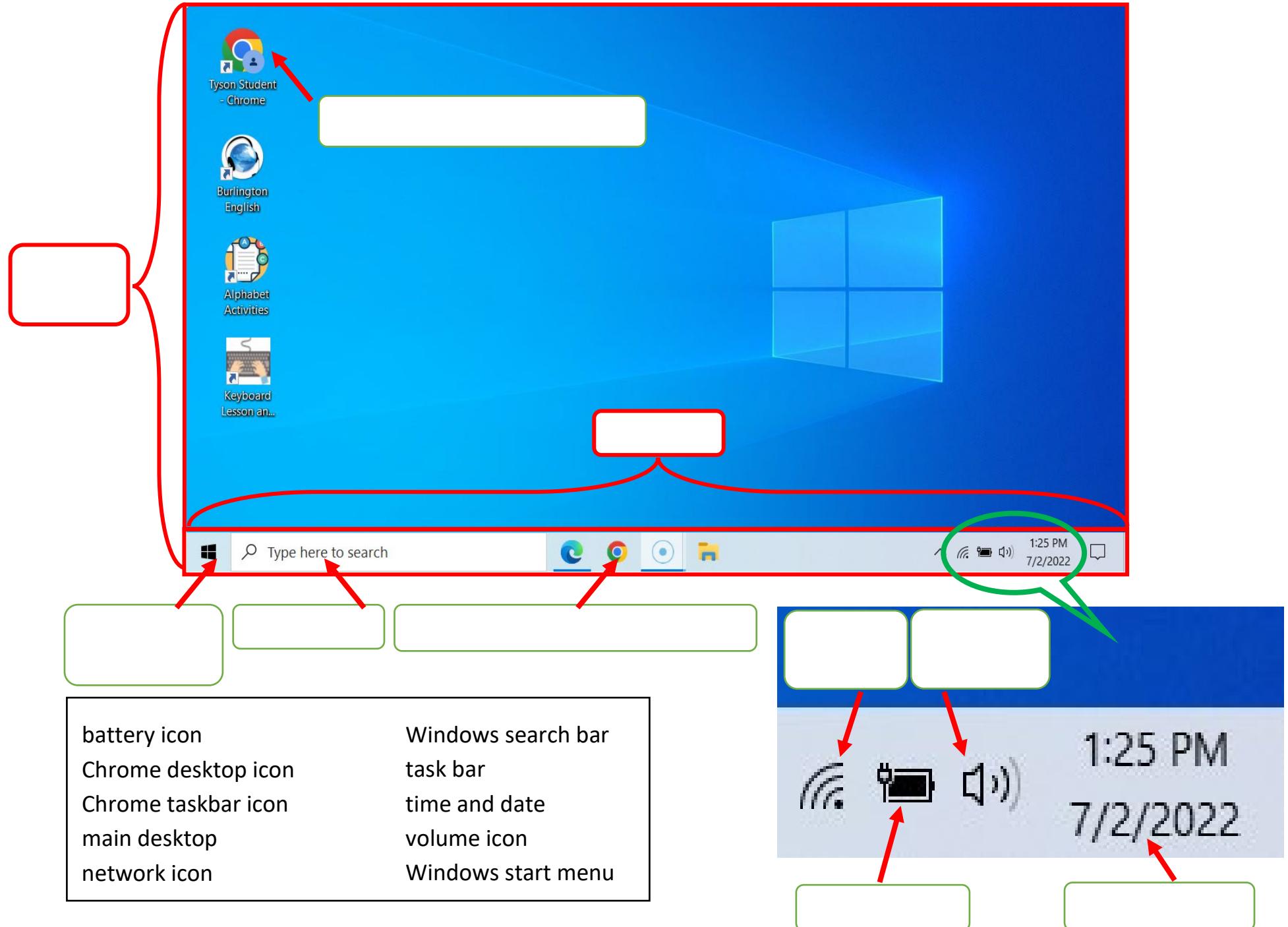
Differentiation Resources to Meet Diverse Learner Needs

- Depending on your students or timing constraints, you can break this lesson into several smaller lessons.
- On the desktop assessment, ask beginners to learn the Windows start menu, the Windows search bar, and the Chrome icons.
- Additional practice with the Windows desktop can be accessed by navigating to <https://www.skillblox.org> and entering the student access code 8786Z8.
- More advanced students may want to learn about resizing app windows. Go to <https://www.skillblox.org> and enter the student access code DTD2D7.
- DigitalLearn.org offers excellent e-learning modules in video format in English and in Spanish. The home page has an English and Spanish toggle at the top to access the materials in either language. Illustrated transcripts for all modules may be downloaded in both languages as well.
- GCFlearnfree.org also has many tutorials in Spanish and Portuguese, many which address basic computer and Internet skills. See a list of all technology topics in Spanish at <https://edu.gcfglobal.org/es/topics> and in Portuguese at <https://edu.gcfglobal.org/pt/subjects/tecnologia>.

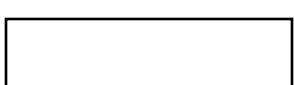
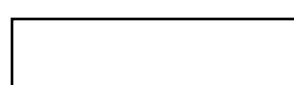
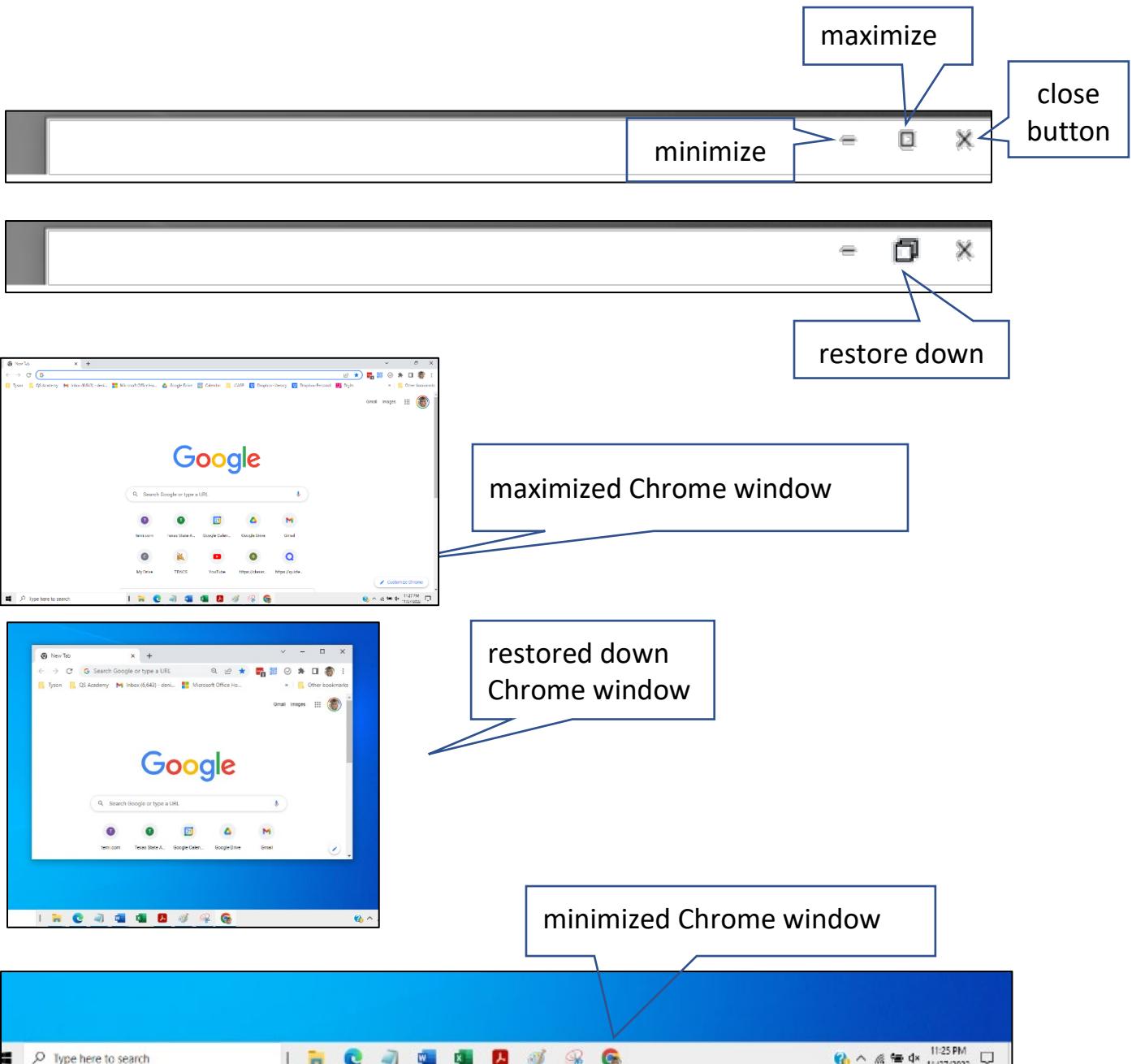


Windows 10 Desktop

162

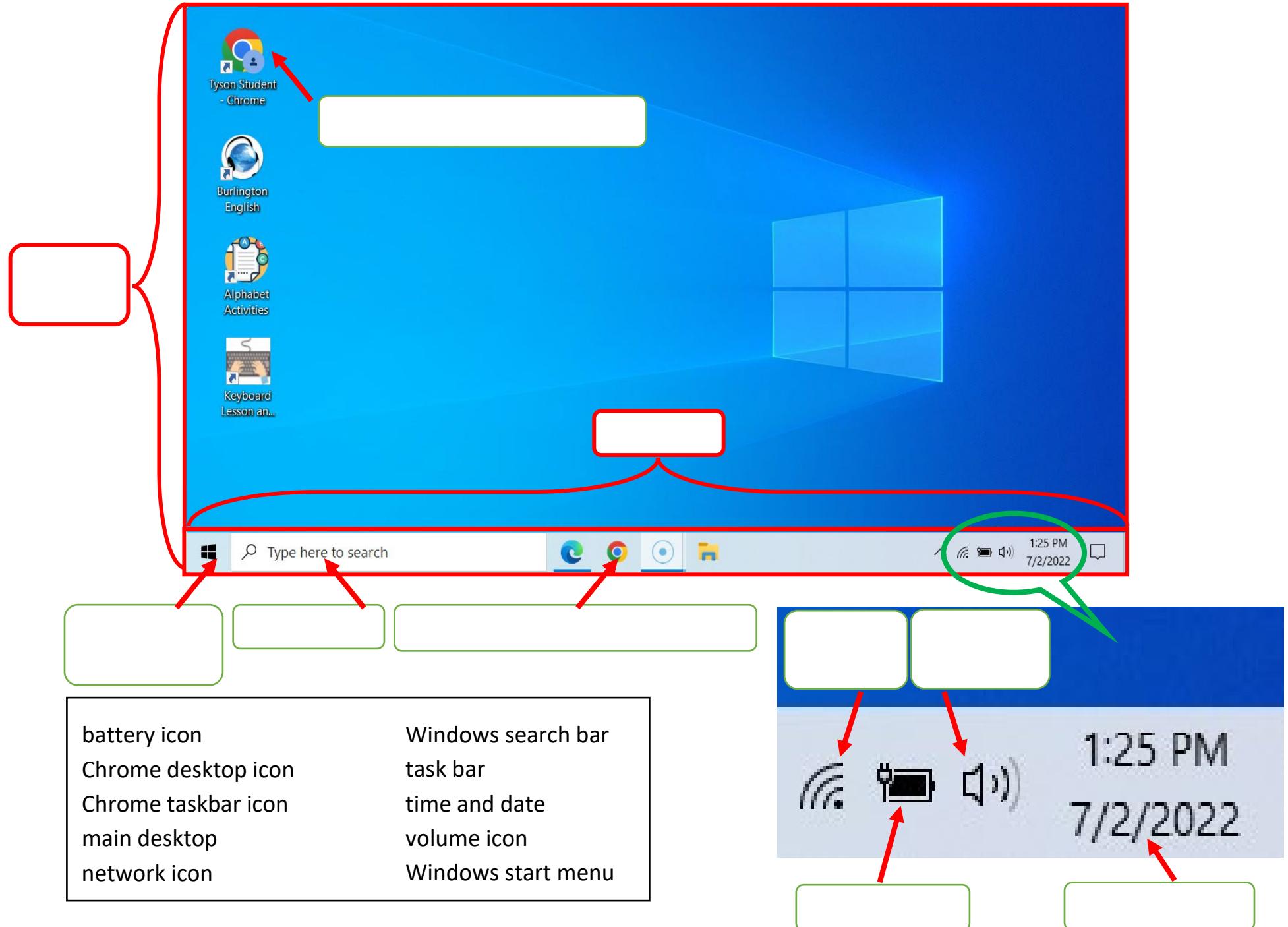


Maximize, Minimize, Restore, and Close



Windows 10 Desktop

165





Lesson Plan 12: Connecting to the Internet

Lesson Overview: In this lesson, students will check the Wi-Fi connection on their computers and log in with a username and password provided by the teacher.

Lesson Objectives:

Students will:

- explain what the internet is and where we use it.
- connect/disconnect their computers to a wireless network.
- log into and out of their computers.
- use the “see password” icon to check their password.
- distinguish between private and public Wi-Fi.

Materials and Setup:

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (Laptops, tablets, desktop computers)

Supplies/Teacher Materials

- Whiteboard and markers
- Teacher Materials 12.1: What is a Network? PowerPoint

Student Handouts

- Handout 1: What is a Network? PowerPoint Notes
- Handout 2: Gina’s Facebook Account Gets Hacked

Instructional Tips:

- **Teacher and Student Devices.** Ensure that you have an internet-enabled device that projects to a screen. You need to use a device for the screen projection that has the same operating system that your students are using. For example, your device and the students’ devices should all be Windows 10, all be Chromebooks, all be iPads, etc.
- **Local Wi-Fi Network Credentials.** You may need to know the name and password of the local wireless network.
- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson’s key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.

Lesson 12: Connecting to the Internet

- **Keyboarding Practice:** Before you start your lesson, write all or just the first 2 lines of the following text on the board. When convenient in your lesson, ask students to type it using WordPad or Word on their computers.

Class username and password: [*Write in the actual class username and password*]

Wi-Fi username and password: [*Write in the actual Wi-Fi username and password*]

Work username and password: dgraves2 / AnaGerald1979!

Email username and password: dgraves621 / RexCarol1938\$

Standards

Adult English Language Proficiency Content Standard(s)

- 1.1. Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.
- 2.1. Actively listen to others . . . and respond to simple yes/no questions and some wh- questions.
- 4.1. Express an opinion about a familiar topic, experience, or event.

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet (upper and lower case)
- W1.1: Write the letters of the English alphabet (upper and lower case)
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- L3.4: Recognize imperative constructions
- L3.5: Recognize negative constructions
- L5.4: Comprehend simple single-step instructions, explanations, and directions
- S2.1: Recite letters of alphabet, letters in words, and numbers when reading aloud from a text or sign.
- S2.9: Use specialized vocabulary (e.g., technical, academic)
- S4.7: Use simple requests for repetition or simple clarification

Seattle Digital Equity Initiative Skill(s)

- SDEI EF.5: Understand My Computer
- SDEI EF.7: Understand the Internet
- SDEI EF.11: Connect to Wi-Fi
- SDEI MO.2: Understand Online Access
- SDEI DO.3: Keep Devices Safe and Secure
- SDEI WO.2: Follow Workplace Rules and Policies

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Basic Computer Skills 3: Log on to and shut down a computer
- Basic Computer Skills 16: Identify whether or not a computer is connected to the internet
- Basic Computer Skills 18: Turn computer and monitor on and off

Key Vocabulary

- | | |
|---|--------------------------------------|
| • wire / cable | • wireless/Wi-Fi (vs. cellular data) |
| • wired / wireless | • hotspot |
| • internet / internet connection | • public |
| • network / network icon / network connection | • hacked |
| • connected, secured | |

Lesson 12: Connecting to the Internet

ENGAGEMENT

NOTES

- **Say:** Today we will talk about using the Internet. When we use the Internet, we are online. (Write Internet --> online on the board.)
- **Ask:** Who uses their phone to go online? (Get responses.)
- **Ask:** What app do you use to go online on your phone? (Get responses.)
- **Ask:** What do you see online? (Get responses.)
- **Say:** We can use a computer without the Internet. But today you will learn how to connect to an Internet network. We need the Internet to go online.
- **Ask:** Does anyone know what an Internet network is? (Wait for responses.) An Internet network is how we can go online and see the World Wide Web.
- **Say:** We will learn today more about connecting to a wireless network.
- **Say:** Why do you need an Internet connection? You need the Internet to study English on a computer.

EXPLORATION

- Start **Teacher Materials 12.1: What is a Network? PowerPoint.**
- Slide 1 – **Say:** A network is a group of connected things. You have a network of people. Who would be in your network? (friends, families, coworkers, and so on.) The world wide web is a network of computers. Why is it helpful for computers to connect to each other? (share information, communication, etc.) [CLICK]
- Slide 2 – **Say:** How are these two ways of talking the same? How are they different? [CLICK]
- Slide 3 – **Say:** How are these two telephones the same? How are they different? [CLICK]
- Slide 4 – **Say:** We can connect our computer with wires or cables. This is a wired connection. [CLICK]
- Slide 5 – **Say:** We can connect our computer with our cell phone data. This is a cellular connection. [CLICK]
- Slide 6 – **Say:** We can connect our computer with a wireless network. This is a wireless connection. We also call this Wi-Fi. [CLICK]
- Slide 7 – **Say:** Today you will learn to connect to the Internet with Wi-Fi.
- Distribute **Handout 1: What is a Network? PowerPoint Notes** and display the PowerPoint one more time as students read along using their handouts.

EXPLANATION

- Model again how to set up and either power on or wake up the computer. Ensure you are hooked up to the projector or a document camera so students can see the screen.

Lesson 12: Connecting to the Internet

- Do not touch the screen because you do not want the login options to appear yet.
- Show two ways that students can connect to the Wi-Fi network before they log in:
 - Click the small wireless icon on the bottom right. Either identify the active network and show students that it is connected OR if the computer is not already connected to a network, select the correct network and enter the password. Verify that the network shows Connected, Secured.
 - Now click on or tap the screen to get the login screen to appear. Show students the larger wireless icon on the bottom right. Identify the network again and show students that it says Connected, Secured.
- Ask students which way of connecting looks easier to them.
- Ask students to set up their computers at their desks.
- Write the class username and password for the student computers on the board if applicable. If students will need the network name and password to connect, also write that information on the board.
- Have students follow along as you do the following:
 - Either click on the screen or tap on the power button to bring the computer out of sleep mode.
 - Sign out of the computer by going to the Windows Start Menu/Profile/Sign out. (This is a review from Lesson 10. Verify that all students can do this before moving on.)
 - Use the network icon PRIOR to logging in to check that you are connected to a network. (Verify that all students are connected before moving on.)
 - Log in to the computer using the class or individual device's username and password. (Verify that all students are logged in before moving on.)

ELABORATION

- **Ask:** Do you use public wireless connections? **Say:** These are often called Wi-Fi hotspots. (Write Wi-Fi hotspot on the board.) Wi-Fi hotspots do not need a password.
 - Do they know where there is a Wi-Fi hotspot? (McDonalds, Starbucks, other fast-food restaurants, public libraries often have free Wi-Fi.)
 - Do they know anyone who had a problem after connecting to a public Wi-Fi hotspot on their phone?
 - If not, discuss that many people have had their phones hacked (accessed without permission) at places like airports. What kind of information do they think the criminal got? (banking, contacts, etc.)
- Distribute Handout 2: Gina's Facebook Account Gets Hacked. Read the dialog with students. For additional practice, have students get in pairs and each take a role as Gina or Sara. Go through the comprehension questions either as a whole class, in pairs, or in small groups. Then ask the discussion questions and get responses.
- Remind students that they need to be careful when they use public Wi-Fi since it can be dangerous. It is safer to connect to networks that need a password.

Lesson 12: Connecting to the Internet

EVALUATION

- Write the following commands on the board:
 1. Sign out of your computer.
 2. Check for Wi-Fi.
 3. Log in to your computer.
- Go over the directions orally. If you feel students need you to demonstrate this again, do so.
- Ask students to follow the instructions on their own if they can.
- Observe which students can follow the instructions without assistance. Assist as necessary.

Differentiation Resources to Meet Diverse Learner Needs

- The most important part of this lesson is connecting to the Internet and logging in. If necessary, defer the discussion about connecting to different networks for another time.
- If students are more advanced, you use one or more of the resources in the [Skillblox](#) playlist Connecting to Wi-Fi using Access Code TLYJC1.

What is a network?

Network of people (friends, family, coworkers, and more)



Network of computers (Internet)



1

Compare these two telephones



3

Compare these two ways of talking



2

A Wired Network

wires/cables



wired connection

4

174

A Cellular Network

cell phone data



cellular connection

Connect to the Internet with Wi-Fi



Wi-Fi

5

7

A Wireless Network

wireless



wireless connection

Wi-Fi

6

Gina's Facebook Account Gets Hacked

Gina and Sara are friends. This is Gina.



This is Sara.



Sara gets a text message in Facebook. The text message shows Gina's phone number. The text message shows Gina's face. But Sara is surprised. Read what happens.



This is Gina. I need help. Please send me \$50.
Use this link: <http://wireit.com/1GCZW86>

Why are you asking me for money? Are you in trouble?



I didn't ask you for money. What are you saying that?

You sent me a message on Facebook. You said you need help. You asked me to send \$50. You sent me the link to use.



It wasn't me. Someone hacked my account. Don't send any money and don't click on the link.

Gina's Facebook Account Gets Hacked

A. Comprehension Questions

1. What is the name of Gina's friend?
2. What social network platform did they use?
3. How much money did "Gina" ask for in the message?
4. Did Gina ask for the money?
5. Who asked for the money?
6. Did Sara send the money?
7. Gina's account was hacked. What does that mean?

B. Discussion questions

8. Do you know anyone whose account was hacked?
9. It was a good idea for Sara to text Gina. Why?
10. What should Gina do next?
11. What can Gina do so she does not get hacked another time?



Lesson Plan 13: Using Google Chrome

Lesson Overview: In this lesson, students will learn parts of the Google Chrome window, how to navigate in Chrome using linked text and objects and the back and forward buttons, and how to scroll in a window.

Lesson Objectives:

Students will:

- Review how to log on, log off, lock, sign out of, and shut down a computer.
- Review parts of the desktop and open an app on the desktop or taskbar or by searching for the app in the Windows search bar.
- Review how to minimize, maximize, restore, and close an app window.
- Check their Internet connection, open the Google Chrome browser, and identify parts of the browser window.
- Type in and open a web address using the web address bar of the Chrome window.
- Navigate the Internet using text links, image links, and the browser back and forward buttons.

Materials and Setup

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (laptops, tablets, desktop computers)

Supplies/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: The Chrome Window

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** Before you begin the explanation section of the lesson when students open Chrome, ask them to open up WordPad and to type the name of 2 or 3 websites you want them to visit today. A good site for beginners is <https://www.manythings.org/e/easy.html>. You can just write **manythings.org/e/easy.html** to make it easier for students to type. For more advanced students, include the http:// or https:// that is part of the website name so they practice typing the colon and backslash.

Lesson 13: Using Google Chrome

Standards

Adult English Language Proficiency Content Standard(s)

- 1.1. Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.
- 2.1. Actively listen to others . . . and respond to simple yes/no questions and some wh- questions.

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet (upper and lower case)
- W1.1: Write the letters of the English alphabet (upper and lower case)
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- L3.4: Recognize imperative constructions
- L5.4: Comprehend simple single-step instructions, explanations, and directions.
- S2.9: Use specialized vocabulary (e.g., technical, academic)

Seattle Digital Equity Initiative Skill(s)

- SDEI EF.3: Use Basic Browser Tools
- SDEI EF.5: Understand My Computer
- SDEI WO.2: Follow Workplace Rules and Policies

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Basic Computer Skills 11: Identify icons on desktop
- Windows 2: Minimize and maximize windows
- Windows 3: Open, close and switch between windows
- Windows 5: Identify the parts of the Windows 10 interface (desktop, taskbar, etc.)
- Internet Basics 1: Demonstrate knowledge of browsers and identify commonly used browsers
- Internet Basics 10: Identify address bar and demonstrate understanding of its functionality.
- Internet Basics 14: Identify and make use of common website interactions (e.g., play buttons, hyperlinks)

Key Vocabulary

- | | |
|---|--|
| <ul style="list-style-type: none"> • Google Chrome • Internet Browser • Webpage • back arrow • forward arrow • reload / refresh page • address bar | <ul style="list-style-type: none"> • webpage address / url • tab • scroll bar • link • linked text / linked image |
|---|--|
- Reinforced vocabulary:* desktop, app, double-click, minimize/maximize/restore/close windows.

Lesson 13: Using Google Chrome

ENGAGEMENT

NOTES

- **Say:** We are going to start out today by reviewing everything we've learned so far about your computer.
- Have your computer connected to your projector and the screen but either turned off or asleep.
- **Ask:** What do I need to do first? (Wait for responses – you need to turn on the computer or you need to wake the computer up. Turn on or wake up the computer.)
- **Ask:** What comes next? (Wait for responses – you need to login. Login.)
- **Ask:** What do you see on the desktop? (Wait for students to identify various items, such as taskbar, Windows search bar, Windows start menu, various icons, etc.)
- **Ask:** How can I lock my computer using my keyboard? (Wait for responses – students need to tell you use the Windows-L shortcut. Demonstrate and then sign back in.).
- **Ask:** How can I use my keyboard to sign out of my computer? (Wait for responses – students need to tell you to use the Ctrl/Alt/Del keyboard shortcut. Demonstrate and sign back into the computer.)
- **Say:** I want to look for an app that I do not see on the desktop. What do I need to do? (Wait for responses—students need to tell you that you use the Windows search bar to search for the app. Demonstrate by searching for WordPad and opening it.).
- **Say:** I want to resize my window. What can I do to make it smaller? (Wait for responses—students need to tell you to use the restore symbol. Demonstrate.)
- **Say:** Now I want to maximize my window. That makes my window big again. What do I do? (Wait for responses—students need to tell you to use the maximize symbol. Demonstrate.)
- **Say:** Now I don't want to see the window. I want to hide it. What can I do? (Wait for responses—students need to tell you to use the minimize symbol. Demonstrate.)
- **Say:** I want to maximize my window again. What do I do? (Wait for responses—students need to tell you to find the icon for WordPad on the taskbar and click on it. Demonstrate.)
- **Say:** Finally, I want to close my app. How can I do that? (Wait for responses—students need to tell you click on the X. Demonstrate and put No when you are asked if you want to save the document.)
- **Say:** Well, now you know a lot about your computer. We are ready now to get on the Internet. Today we will learn about how to use the Google Chrome window.

Lesson 13: Using Google Chrome

EXPLORATION

- Pass out **Handout 1: The Chrome Window**.
- Ask students to look at their handout of the Google Chrome Window.
- For each of the Chrome window items below, point it out on your screen and ask students to repeat the word. Then ask students to find and point to the item on their handout.
 - webpage
 - back arrow
 - forward arrow
 - reload / refresh page
 - webpage address / url
 - address bar
 - text link
 - image link
 - scroll bar

EXPLANATION

- **Say:** Now I will demonstrate opening the Chrome browser. I want you to follow me on your own computers. Please set up your computer. Remember to check for your Internet connection before you log in! If students have difficulty remembering how to do this, log off your computer and ask them to follow you as you check for the Internet connection and log in.
 - Show students how to open the Chrome app from the taskbar and/or from the desktop. You may need to demonstrate double clicking if students have not been introduced to this prior to this lesson.
 - If your device has multiple Chrome profiles, show students the profile they need to select. If the devices have not been set up with any profiles, show students how to one of the following:
 - (1) Click on the “Guest Mode” button on the bottom left of the screen.
-  Guest mode
- OR
- 2) Select Add / Continue without an account/ Type in a profile name/ Done.
Also show students how to close the pop-up message from Chrome that reads, “You can switch between Chrome profiles here.” (Click on the x to close the window.)

ELABORATION

Before you begin this activity, write one or two websites that you want students to open on the board. Project your computer so students can watch and follow what you are doing.

- First, click in the Chrome address bar and **Ask:** What is this box called? (the address bar).

Lesson 13: Using Google Chrome

- **Say:** Please watch me and then repeat what I do. I am going to type in a web page address in the address bar. You need to type it exactly as I have it on the board. (Make sure you write a web page address, not a search term, on the board for students to type.)
- Demonstrate the following and have students follow you. Stop after each action and check that students are able to do each.
 - Scroll up and down the window.
 - Click on a text link.
 - Click on the back arrow.
 - Click on an image link.
 - Click on the back arrow.
 - Click on the forward arrow.
 - Click on the reload / refresh page icon.
 - Restore down the Chrome window (double squares symbol).
 - Minimize the Chrome window (underline symbol). Point out to students that they have two Chrome icons on the taskbar. That is because they have Chrome open and minimized.
 - Hover your mouse over the 2 different Chrome icons on the taskbar. Explain to students what hover means.
 - Ask students to hover their mouse over the 2 Chrome icons. Ask students what is different about the 2 Chrome icons when they hover the mouse over them. (One says Google Chrome and the other shows the web page they are looking at.)
 - Restore the Chrome window by tapping on the Chrome icon that shows the web page when they hover the mouse over it.
- As time permits, have students type in another website and explore it using the links and back button.
- Close Chrome by tapping the close button (x) in the upper right corner.

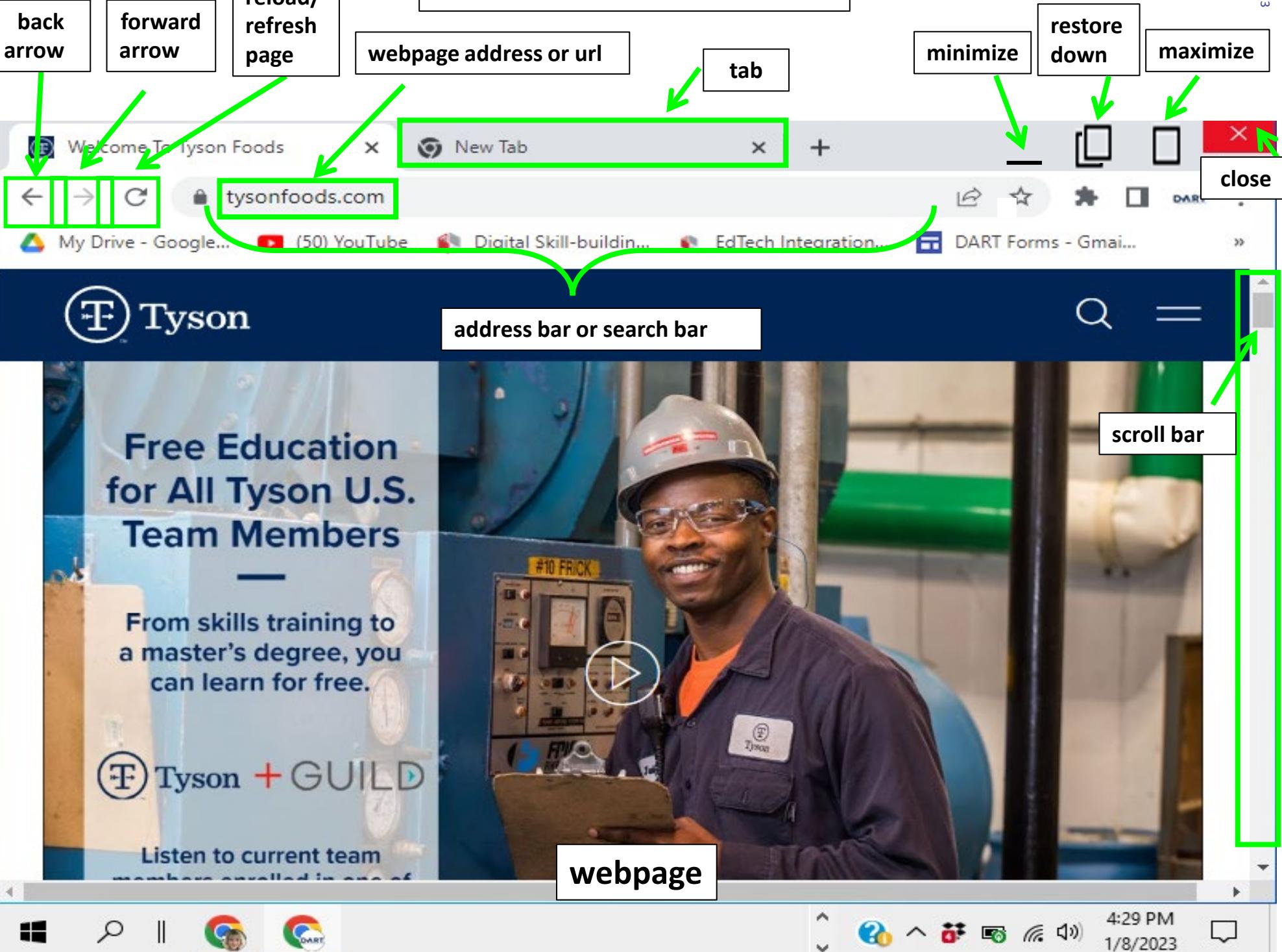
EVALUATION

- Ask students to open Chrome and navigate to a web page address of your choice that you have written on the board.
- Ask them to click on a text link.
- Ask them to go back to the first web page.
- Ask them to close Chrome.

Differentiation Resources to Meet Diverse Learner Needs

- For additional instruction and practice with Google Chrome, use [Skillblox](#) playlist Browsing in Chrome with access code [JRUG73](#).
- Have advanced students open up Chrome and WordPad or Word at the same time. Show them how to use ALT+TAB to switch between Chrome and Word. Tell them that this combination switches between open tabs on their computer. They can also use the taskbar to return to open applications.

The Chrome Window





Lesson Plan 14: Understanding Online Accounts

Lesson Overview: In this lesson, students will complete online forms, identify login requirements, and create and log in to an online account.

Lesson Objectives:

Students will:

- Complete an online form.
- Identify login requirements for usernames and passwords.
- Create and log in to an online account.

Materials and Setup:

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (laptops, tablets, desktop computers)

Supplies/Teacher Materials

- Whiteboard and markers
- Teacher Materials 14.1 Paper-based Information Form

Student Handouts

- Handout 1: Login Requirements Compare and Contrast
- Handout 2: Creating a Practice Account
- Handout 3: Signing In and Out of your Account
- Handout 4: Creating a New Password

Online Resources

- Resource 1: [Online Forms Practice](http://tinyurl.com/dartformshome) (tinyurl.com/dartformshome)
- Resource 2: YouTube Video: [Understanding Login Requirements](#)
- Resource 3: [Bank Account Simulator](https://tinyurl.com/bank-simulator) (<https://tinyurl.com/bank-simulator>)

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain their meanings in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** Students will be practicing with the keyboard during the lesson activities, so there is no need to introduce an additional keyboard practice activity.

Lesson 14: Understanding Online Accounts

Standards

Adult English Language Proficiency Content Standard(s)

- 2.1. Participate in level-appropriate oral and written exchanges of information

CASAS Content Standard(s)

- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- S2.9: Use specialized vocabulary (e.g., technical, academic)
- R1.1: Identify the letters of the English alphabet (upper and lower case)
- R2.1: Interpret common symbols
- W1.1: Write the letters of the English alphabet (upper and lower case)
- W4.5: Use specialized vocabulary (e.g., consumer, work, field of interest)

Seattle Digital Equity Initiative Skill(s)

- EF.8: Get an Email Account / Set up an email account (*Note that this lesson addresses setting up an account login with a username and password. However, the student does not create an email account.*)
- EF.10: Create Safe Passwords / Password Basics: creation, safe storage, resetting
- WO.2: Follow Workplace Rules and Policies / Follow workplace IT & social media policies and security rules

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Using Email 5: Register for a new ... account, using a professional user name and a strong password.

Key Vocabulary

- | | |
|--|--|
| <ul style="list-style-type: none"> • online account • sign up for/register • form • fill out/ complete a form • text / text box • tab key • follow • need to/must/can • rules | <ul style="list-style-type: none"> • requirements • recommendations • practice • simulation/simulator • real/not real <p><i>Reinforced vocabulary</i></p> <ul style="list-style-type: none"> • login, username, password, backspace key, shift key, enter key, web page address, address bar |
|--|--|

ENGAGEMENT

NOTES

- **Say:** Today you will practice getting an online account. (Write *online account* on the board.)
- **Say:** We need to register for an online account. We create a login when we register. (Write *register = make a login*).
- **Say:** What are the 2 parts of a login? (Students should know this - wait for responses – we need a username and a password.)
- **Say:** When we register for an account, we need to fill out a form.
- **Say:** This is a form. It is a form on paper. (Hold up **Teacher Materials 14.1 Paper-based Information Form**).
- **Say:** Write on the board: *fill out the form = complete the form = write in the information on the form*.

Lesson 14: Understanding Online Accounts

- **Say:** You fill out the form. We also say you complete the form. Fill out and complete mean that you write your information on the form.
- **Say:** What do you need to write on this form? (Project **Teacher Materials 14.1 Paper-based Information Form** on the whiteboard – students should name fields they see on the form, such as first name, last name, username password, date of birth, etc.)
- **Say:** A form can be on paper. A form can be on the Internet. A form on the internet is an online form.
- **Say:** Now you will fill out a form on the Internet. Please get a computer and sign in.
- While students are setting up their computers, write the instructions on the board.
 1. Open Google Chrome.
 2. Click in the address bar.
 3. Type in the address.
 4. Press Enter tinyurl.com/dartformshome
- Go over the instructions and ensure that all students get to the correct web page.
- **Say:** We need to fill out the form. What do we do first? (Wait for responses.)
- **Say:** Yes, we need to type in our first and last name. We need to click in the box. The box is called a text box. Text is what we write in the box. (Draw a text box on the board and label it *text*. Write *Text is what I write in the box* in the box.)
- Demonstrate clicking into the text box for item 1 on the form and typing in your first and last name. Remind students to use the shift key to make capital letters at the beginning of their first and last names.
- **Say:** I need to go to the next box. I can click my mouse in the next text box. (Demonstrate this.)
- **Say:** But I can also use a special key. It is the tab key. Watch what happens when I use the tab key. (Demonstrate tabbing through several text boxes.) Can you find the tab key on your keyboard? It is above the shift key. Practice using the tab key. (Ensure that students find and are using the tab key.)

EXPLORATION

- **Say:** Please fill out the form. Use the backspace key if you need to erase. Use the tab key to move to the next text box. (Ensure that students are filling out the form and clicking on the submit button. If students do not type the information correctly, they will receive an error message that asks them to try again. Ask students who finish early to fill out the form again using their own name, username, password, date of birth, and gender instead of Juana's information.)

EXPLANATION

- **Say:** Websites have requirements for logins. Your school website has requirements for students and employees who login. Your work has requirements for employees to log in. Who logs in to an online school account? (Take responses.) Who logs in to an online work account? (Take responses.)
- **Ask:** What does the word "requirements" mean? (Give time for students to respond.)

Lesson 14: Understanding Online Accounts

- **Say:** Requirements are like rules. They are things you have to do or instructions you need to follow. What are some requirements you have at your work? (Wait for responses).
- **Say:** Most schools give usernames to their employees. Your work gives you a username too. Your school and your work also have requirements for your password. Do you know the password requirements? (Take responses.)
- **Ask:** Does anyone login to Instagram, Facebook, Amazon, or Gmail? These websites ask you to use an email address or a phone number for your username. They all have requirements for your passwords.
- **Ask:** Why do you think companies and websites have requirements for your passwords? (Wait for responses – it is because the passwords need to be strong and difficult to guess.)
- **Say:** It is important for you to make strong passwords for your work or school. It is also important to make strong passwords for websites like Gmail or Facebook.
- **Say:** We are going to watch a video about username and password requirements for some websites.
- Play **YouTube Video: Understanding Login Requirements**. Stop frequently to check for student comprehension and to repeat the information. Repeat the video one or two times as you feel necessary.
- **Say:** Now we will look at the username and password requirements for Gmail and Facebook.
- Distribute **Handout 1: Login Requirements Compare and Contrast**.
- **Say:** We are going to compare and contrast the username and password requirements for two websites.
- **Ask:** What does it mean to compare and contrast? (Take responses.)
- **Say:** Here is an example of compare and contrast. I am going to compare and contrast an apple and an orange.
- Draw a T-chart on the board. Label one side of the T-chart with the word Same (=) and the other side as Different (NOT =).

Same (=)	Different (not =)
- **Ask:** What is the same about an apple and an orange? (They are both fruit, they are both round, they are both sweet, they both grow on trees, etc.) Write responses under the SAME side of the T-chart.
- **Ask:** What is different about an apple and an orange? (They taste different, they are a different color, the outside (peel) is different, they grow in different climates, etc.) Write responses under the DIFFERENT side of the T-chart.
- **Say:** Look at page 1 of your handout. What are the names of the two websites we are going to look at? (Facebook and Gmail).

Lesson 14: Understanding Online Accounts

- **Ask:** On page 1, are we going to compare and contrast usernames or passwords? (usernames)
- **Say:** Let me change the board. (Erase the apple and orange information on the board but leave the T-chart. Label the T-chart as Facebook and Gmail Usernames.)
- **Ask:** What is one thing that is the same? (Take a response. If correct, write it under the “Same” column.) Where do you write it on your paper? (Take responses – they should write it in the box that says, “What is the same?”)
- **Ask:** What is one thing that is different? (Take a response. If correct, write it under the “Different” column. Ensure that students write the difference in the correct box on their handout.)
- Depending on your student’s language ability, either complete the handout as a whole class, small groups, or partners. Go over the answers with students if you do not complete the activity together.

ELABORATION

- **Say:** You are going to practice making an online account. We will use a special website. The website looks like a bank. But the website is NOT a real bank. The website is only for practice. The website is a bank simulator. (Write simulator = practice = not real on the board.)
- **Say:** A simulation is practice. It is not real. (Write practice and NOT real on the board. It is important that students understand that this is not a real bank. You might want to write the words pretend, practice, simulation, and not real on the board for students to try to translate into their own languages.)
- **Say:** First, you need to go to the website. This is the web page address. (Write the web page address on the board: <https://tinyurl.com/bank-simulator>. (Ensure that all students get to the correct website.)
- Distribute **Handout 2: Creating a Practice Account**. Ask students to follow along on the handout as you demonstrate how to create the practice online account. Then have students use the handout to help them create their practice accounts.
- Distribute **Handout 3: Signing In and Out of your Account**. Ask students to follow along on the handout as you demonstrate how to sign out, sign back in, and then sign back out. Then have students use the handout to practice signing in and signing out.
- Distribute **Handout 4: Creating a New Password**. Ask students to follow along on the handout as you demonstrate how to reset your password if you forgot it. Then have students use the handout to practice signing in and signing out.

EVALUATION

- **Say:** I want you to fill out one more form. This form asks for your information. First, go to this web page: tinyurl.com/dartformshome. (Write the web page on the board.)
- **Say:** Click on Online Forms 2. Then complete the form. (Ensure that students are completing the correct form; circulate to watch how students are doing but do not assist unless necessary. Note that because this form is public and has personal information about students, you will not be able to see the form results. If you want

Lesson 14: Understanding Online Accounts

to collect student results, you will need to create your own form and give students the web page address to that form.)

Differentiation Resources to Meet Diverse Learner Needs

For beginners:

- Make copies of the **Teacher Materials 14.1 Paper-based Information Form** for students to fill out on paper before they fill out the form online.
- Only complete Page 2 of **Handout 1: Login Requirements Compare and Contrast**.

For more advanced students:

- Go to skillblox.org and use the access code **WEASA4**. If the entire class is more advanced, view the lessons as a whole group activity. If you have only a few students who are more advanced, text the skillblox.org link and access code to them so they can view the lessons on their own using their phones. Alternately, have them work on these lessons in class independently while you work with other students.

12/25/22, 9:47 PM

Practice with Forms

Practice with Forms

Practice filling out online forms.

* Required

1. What is your first and last name? *

Fill out this form for Juana.

2. First Name. Type Juana. *

3. Last Name: Type Garcia *

4. Username. Type juanagarcia512 *

5. Password. Type Jose1955blue\$ *

6. Confirm your password. Type Jose1955blue\$ *

12/25/22, 9:47 PM

Practice with Forms

7. Phone number: **9195559555** *

8. Verification code: **346205** *

9. Birthday: Select **June 5, 1975** *

Mark only one oval.

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

12/25/22, 9:47 PM

Practice with Forms

10. Birthday Day: Select **5**. *

Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29

<https://docs.google.com/forms/d/1RnTs4FmX4rNWA1VT0kBbV1tG6pVwAwGjDX1-aCCgpDk/edit>

3/5

12/25/22, 9:47 PM

Practice with Forms

- 30
- 31

11. Birthday Year: Type **1975** *

12. Gender: Select **Female**. *

Mark only one oval.

- Male
- Female
- Prefer not to say

This content is neither created nor endorsed by Google.

Google Forms

<https://docs.google.com/forms/d/1RnTs4FmX4rNWA1VT0kBbV1tG6pVwAwGjDX1-aCCgpDk/edit>

4/5

Login Requirements Compare and Contrast

Google and Facebook **USERNAMES**

Facebook Username

- Usernames must be at least 5 characters long.
- You can only use letters, numbers, and periods (.).
- You cannot use a username that another person uses.
- Usernames cannot have .com, .net, .org, or .edu.

What is the same?

Google Username

- Must be between 6 and 30 characters long.
- You can only use letters, numbers, and periods (.).
- You cannot use a username that another person uses.
- You can use an email address.

What is different?

Login Requirements Compare and Contrast

1961

Google and Facebook **PASSWORDS**

Facebook Password

- It must be between at least 6 characters long.
- You can use letters, numbers, and symbols.
- You cannot use any of your old Facebook passwords,

Google Password

- It must be at least 8 characters long.
- You can use letters, numbers, and symbols.
- It cannot start or end with a space.
- You cannot use any of your old Google passwords.

What is the same?

What is different?

Creating a Practice Account

1) Go to tinyurl.com/banksimulation.

2) Click on Sign in Options.

The screenshot shows the Bank of America Online Banking homepage. A woman is sitting on a couch, smiling and looking at her laptop. On the left, there's a sidebar with 'Features & Services' and a main content area with 'Start After Sign-in' and 'Start With Sign-in' options. A yellow arrow points from the text 'Click on Sign in Options.' to the 'Sign In options' button in the bottom right corner of the red footer bar.

Our award-winning **Online Banking** makes banking simple, secure, and convenient.

Features & Services

Alerts	Accounts Overview	Tools & Investing
Bill Pay	Help & Support	Mobile Banking
Transfers	Profile & Settings	Mobile Simulator

Start After Sign-in
Skip the sign-in process and begin at the Accounts Overview page.

Go to Accounts Overview

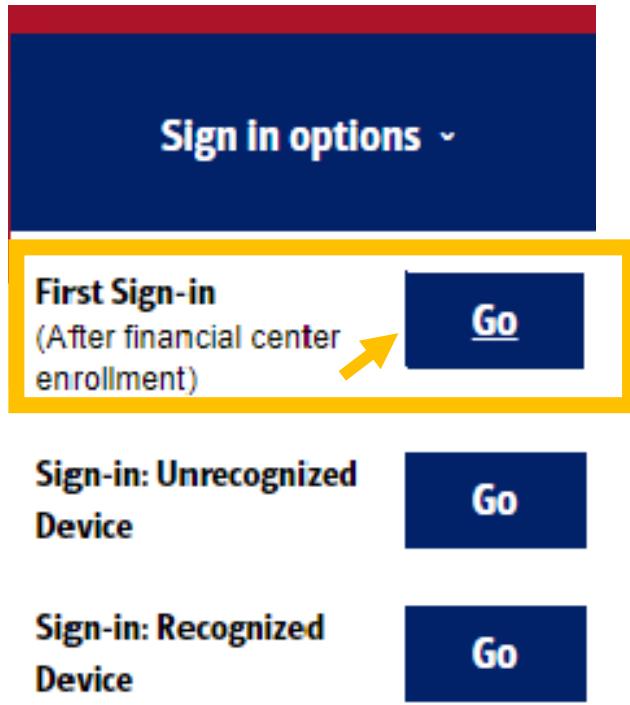
OR

Start With Sign-in
Sign in from the Bank of America homepage.

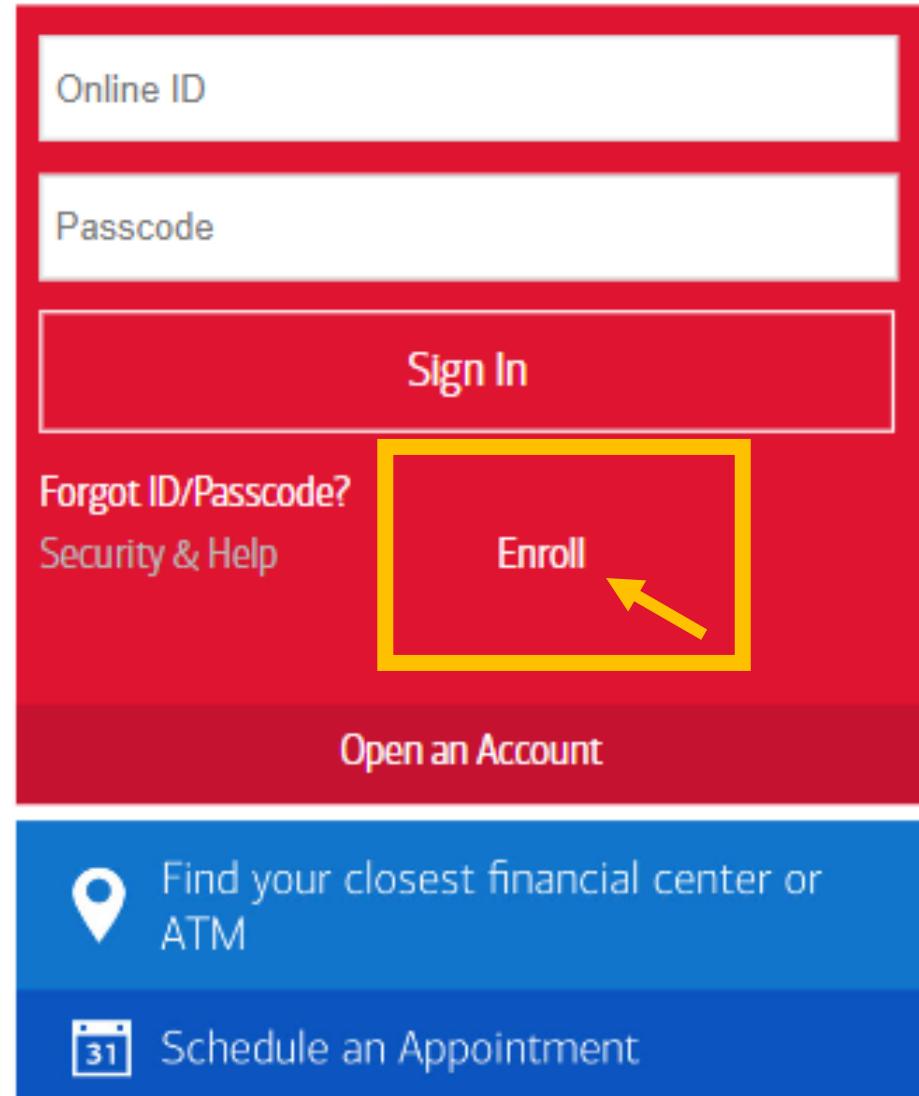
Sign In options

Creating a Practice Account

2) Click on First Sign-in.



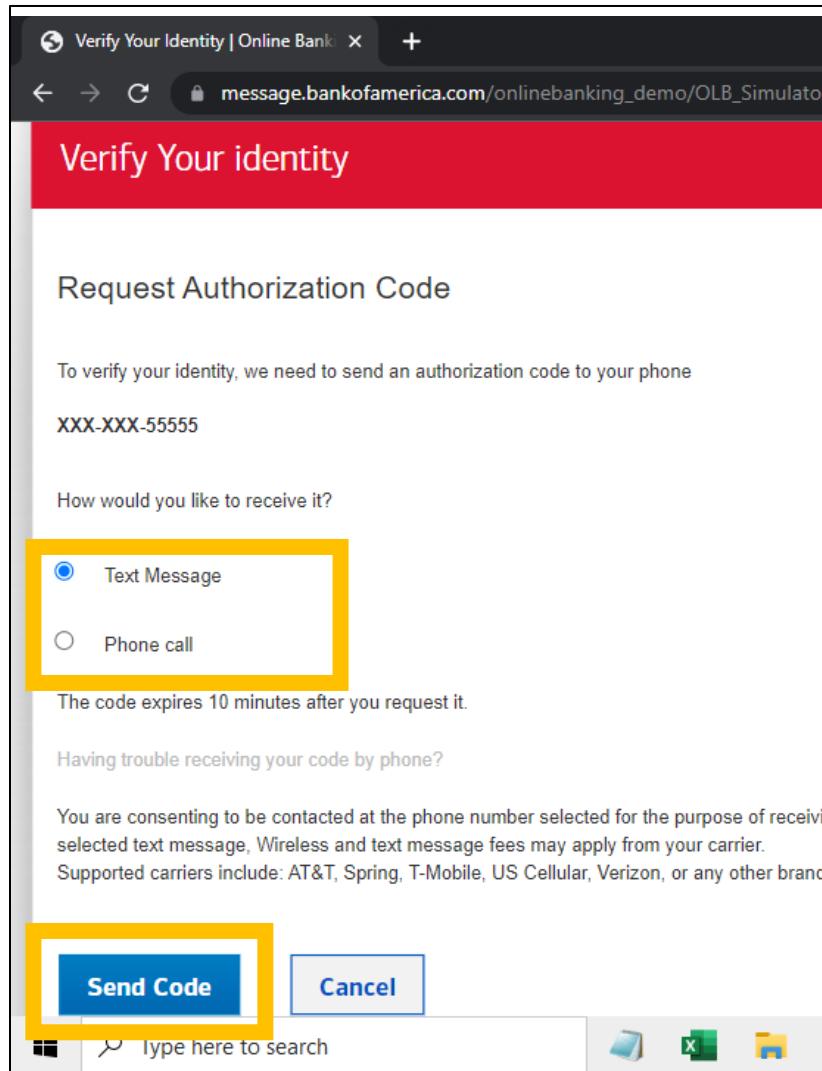
4) Click on Enroll.



Creating a Practice Account

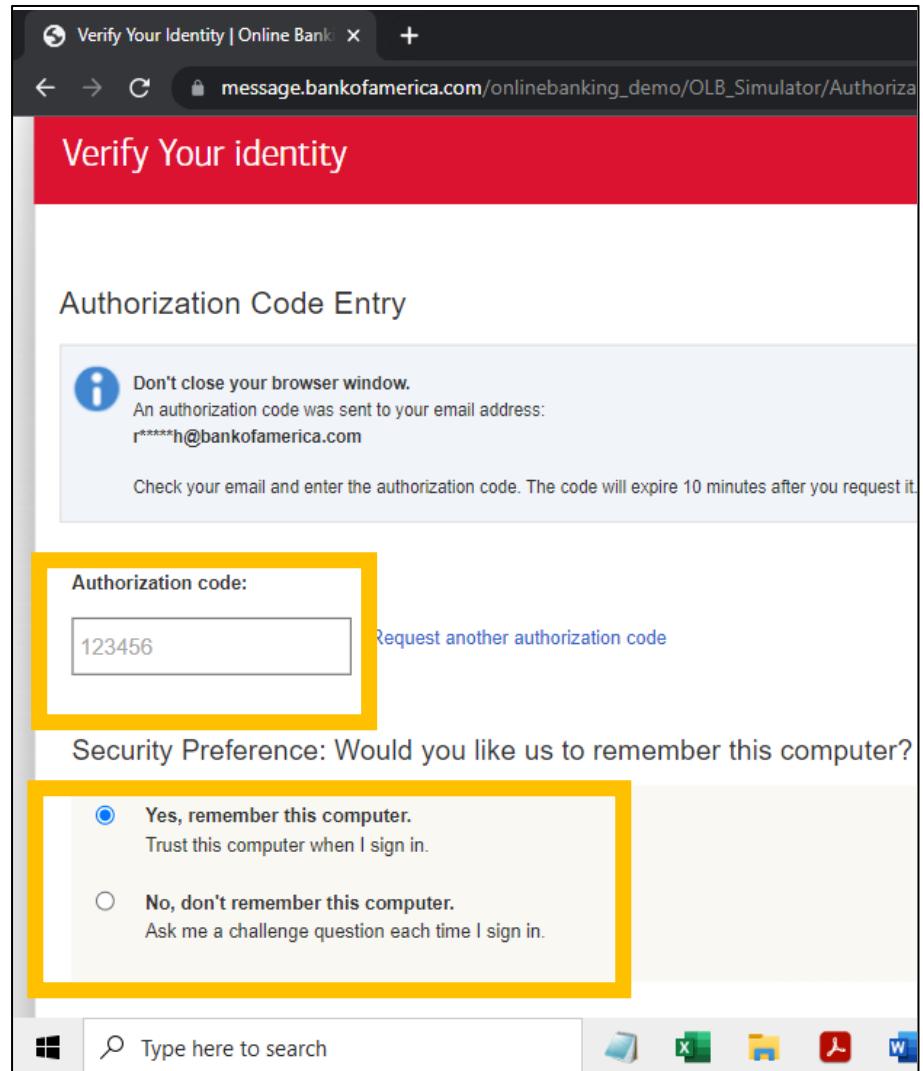
5) Click on Text Message or Call Phone.

Click on Send Code.



6) Enter 123456 for the Authorization code.

Click on Yes or No.



Creating a Practice Account

7) Click in the box to agree.

eCommunications Disclosure

You must agree to the following to complete your Online Banking account.

In order to access your accounts, products and services with us through Online Banking, and to receive certain electronic communications, you must consent to the Electronic Communications Disclosure ("eCommunications Disclosure") and sign the Online Banking Service Agreement and Electronics Disclosure ("Service Agreement") before you can complete your account. Once you have completed your account, the eCommunications Disclosure will also apply to those accounts.

Electronic Communications Disclosure

Electronic Communications Disclosure
Effective Date: July 8, 2015

Please read this Electronic Communications Disclosure ("eCommunications Disclosure") thoroughly - It contains important information about your legal rights and obligations. This eCommunications Disclosure covers all of your accounts, products, and services with Bank of America, N.A. and its wholly-owned subsidiary, Fenner & Smith Incorporated ("Merrill Lynch") and their affiliates which are accessible, either currently or in the future, through Online Banking, computer or mobile device, sometimes referred to as "Mobile Banking" means. This includes, but is not limited to, the following account, products, accounts, credit card, charge card, line of credit, loan, mortgage, insurance policies and other services. The words "I", "you" and "your" mean the individual or entity that has signed the Service Agreement.

I consent to the Electronic Communications Disclosure

8) Click in the box to agree.

Click on Continue

Service Agreement

Online Banking and Transfers Outside Bank of America Services
Effective Date: July 8, 2015

Table of Contents: Show all topics

1. Show Topics for General Description of Online Banking and Transfers Outside Bank of America Services
A. What This Agreement Covers

I agree to the Service Agreement

Please note that both boxes need to be checked in order to continue.

Continue **Cancel**

Creating a Practice Account

9. Choose **Remind me Later**.



Take a minute to update
your contact information

Your email, phone number or other information is missing or incorrect.

Up-to-date information lets us notify you if we detect unusual account activity.

Update now

Remind me later

| [Privacy](#) | [Security](#) | [Advertising Practices](#)

Bank of America, N.A. Member FDIC. [Equal Housing Lender](#)

© 2022 Bank of America Corporation. All rights reserved.

MAP4019091

Creating a Practice Account

10. Congratulations. You are signed in as **ROBIN**.

The screenshot shows the Bank of America Online Banking interface. At the top, there's a red header bar with the "BANK OF AMERICA Online Banking" logo, a "Return to Simulator Overview" button, and links for "Robin Smith", "Profile & Settings", "Saved Items", and "Sign Out". Below the header is a search bar labeled "Search Online banking". The main menu includes "Accounts", "Bill Pay", "Transfer | Zelle®", "Rewards & Deals", "Tools & Investing", "Security Center", "Open an Account", and "Help & Support".

In the center, it says "Bank of America Preferred Client" and greets the user "Hello, ROBIN". There are links to "Update Profile" and "Security Center". To the right, a message says "You qualify for Preferred Rewards." with a "Learn more" link and a "Bank of America Preferred Rewards" button.

The main content area is divided into sections: "Checking, savings & CDs" and "Credit cards". Under "Checking, savings & CDs", there are three accounts listed: "Adv Plus Banking - 1234" (\$2,322.56), "Bank of America Advantage Savings - 9876" (\$2,463.67), and "Adv SafeBalance Banking - 5678" (\$1,319.85). Each account has a "Quick View" link. Under "Credit cards", there is one account listed: "Customized Cash Rewards Visa Signature - 5555" (\$3,502.33), also with a "Quick View" link.

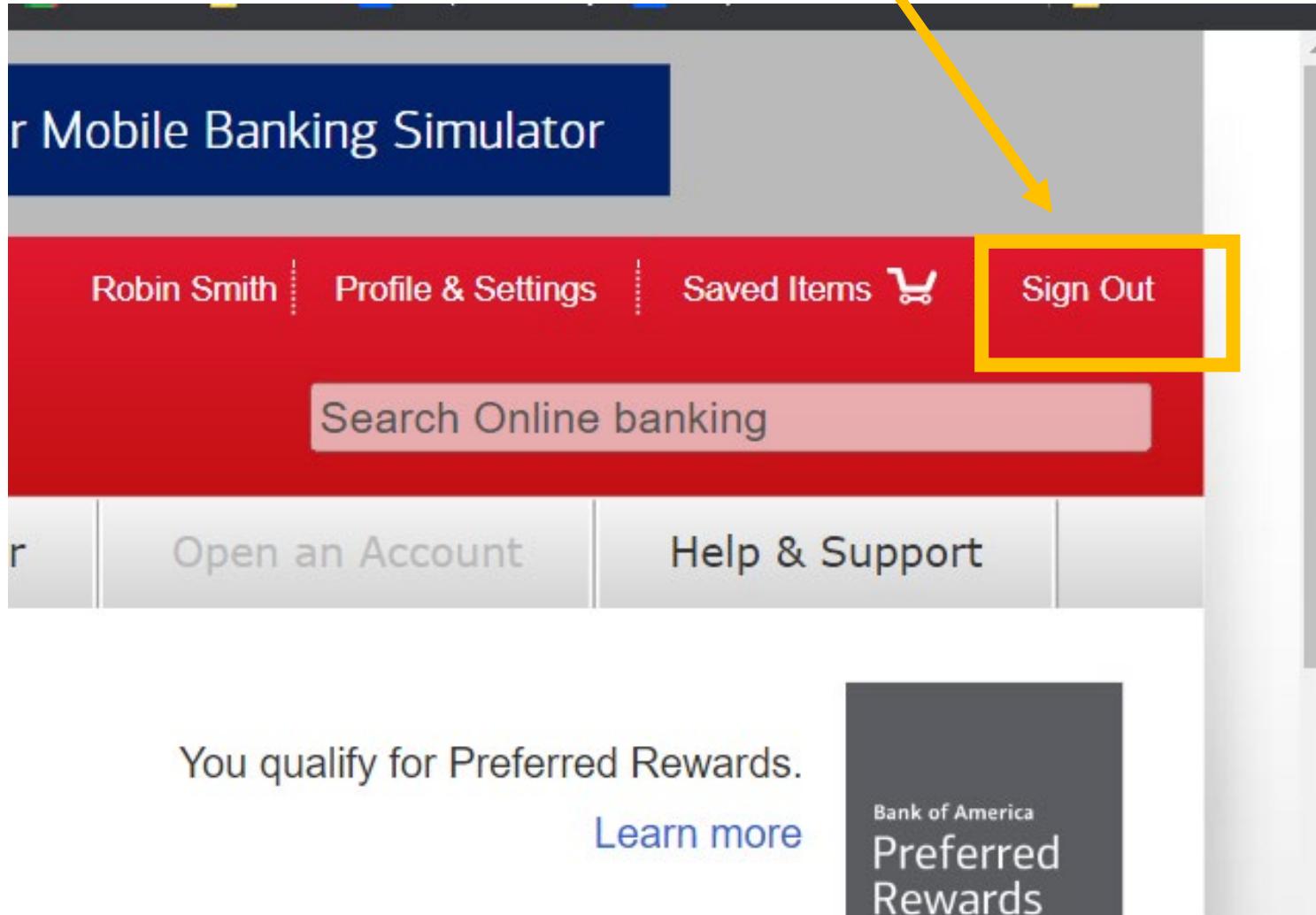
To the right, there's an "Activity Center" grid with nine items:

Alerts (2)	Bill Pay	Transfers
Messages	Special Offers & Deals (1)	Open an Account
Spending & Budgeting	Goals	10%

The "Alerts" and "Special Offers & Deals" items have notification counts of 2 and 1 respectively. The "Open an Account" item has a plus sign icon. The bottom-right cell contains a Starbucks logo with a "10%" discount.

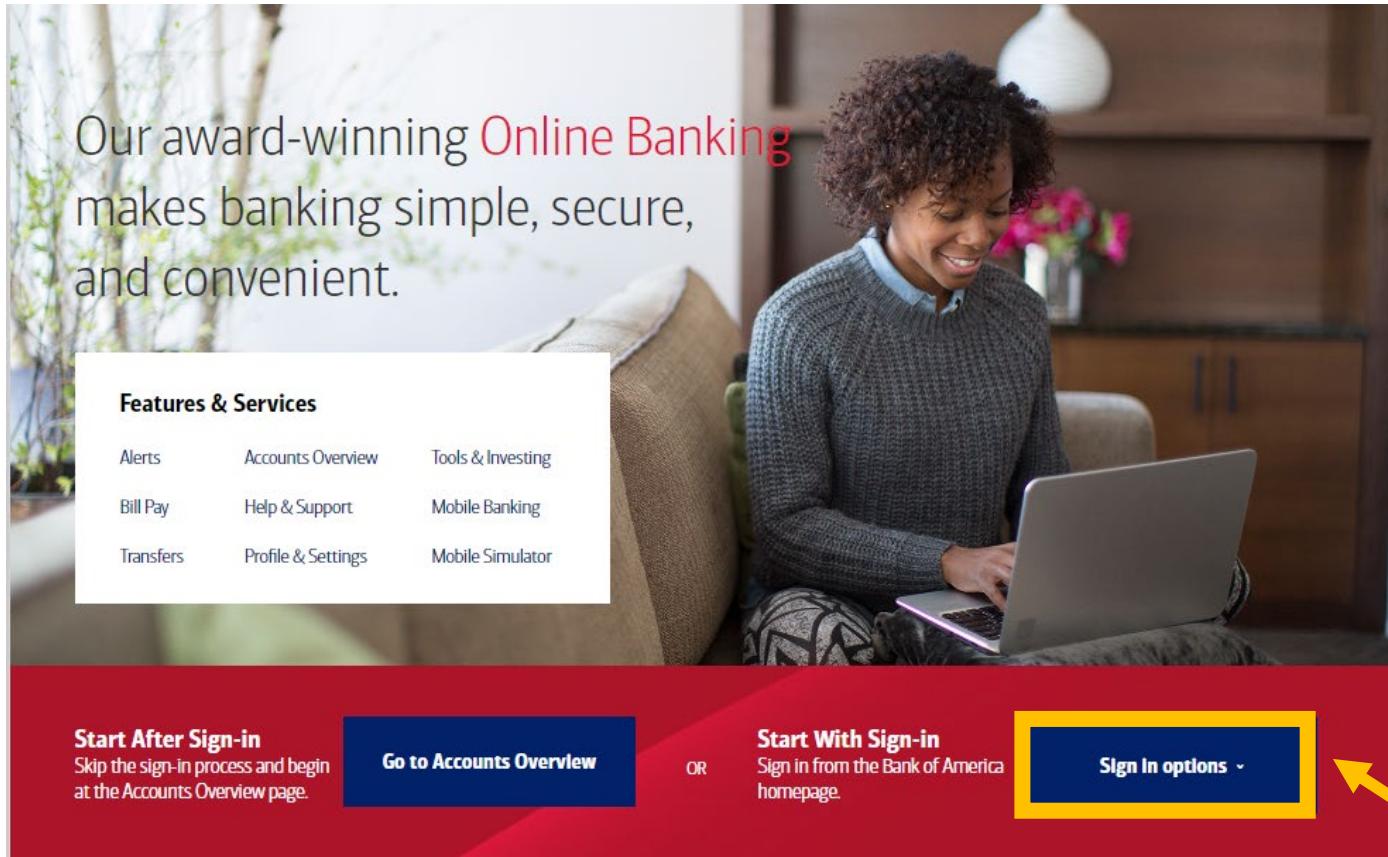
Signing In and Out of your Account

- 1) Go to the top on the right. Click on **Sign Out**.



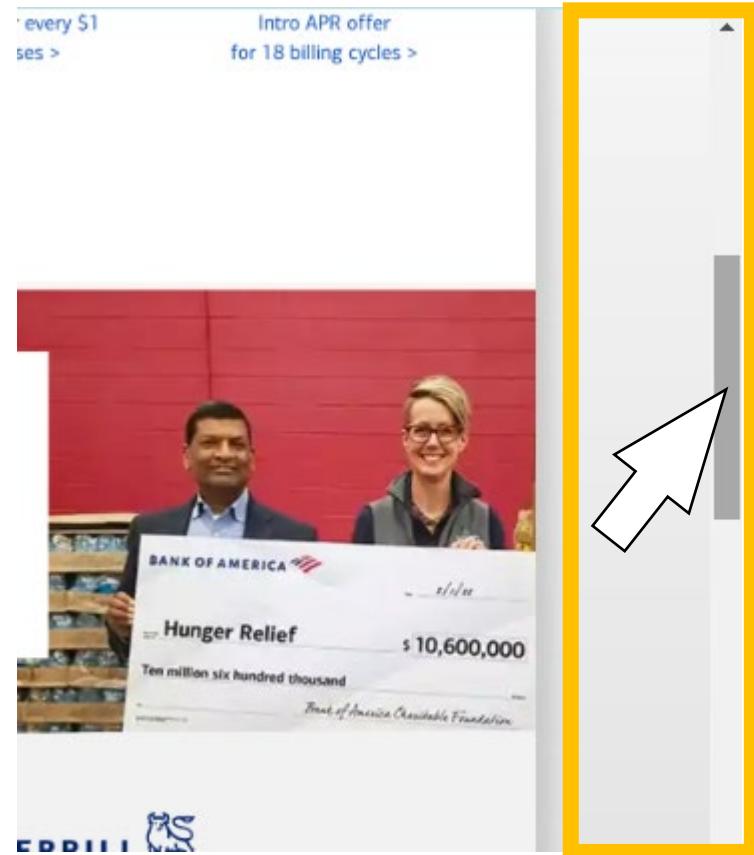
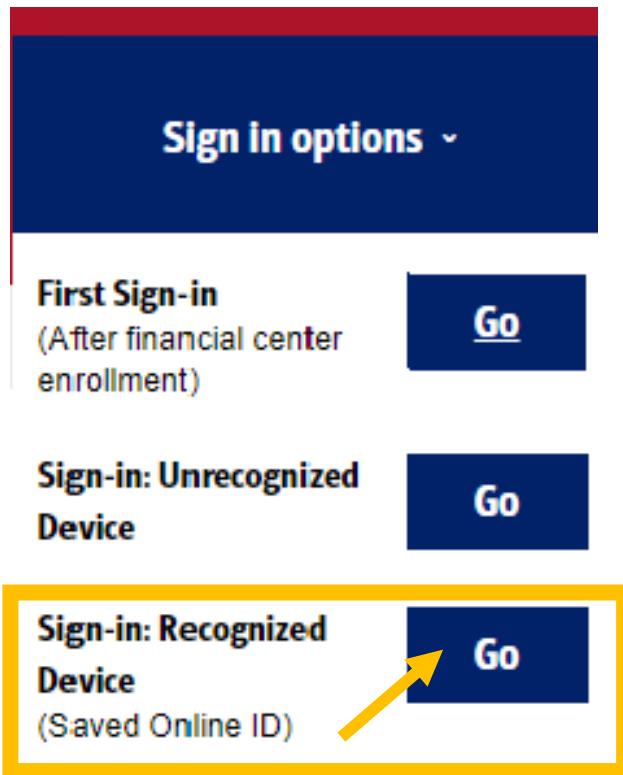
Signing In and Out of your Account

2) Click on Sign in options.



Signing In and Out of your Account

- 3) Click on **Sign-in Recognized Device**. 4) Scroll to the top.

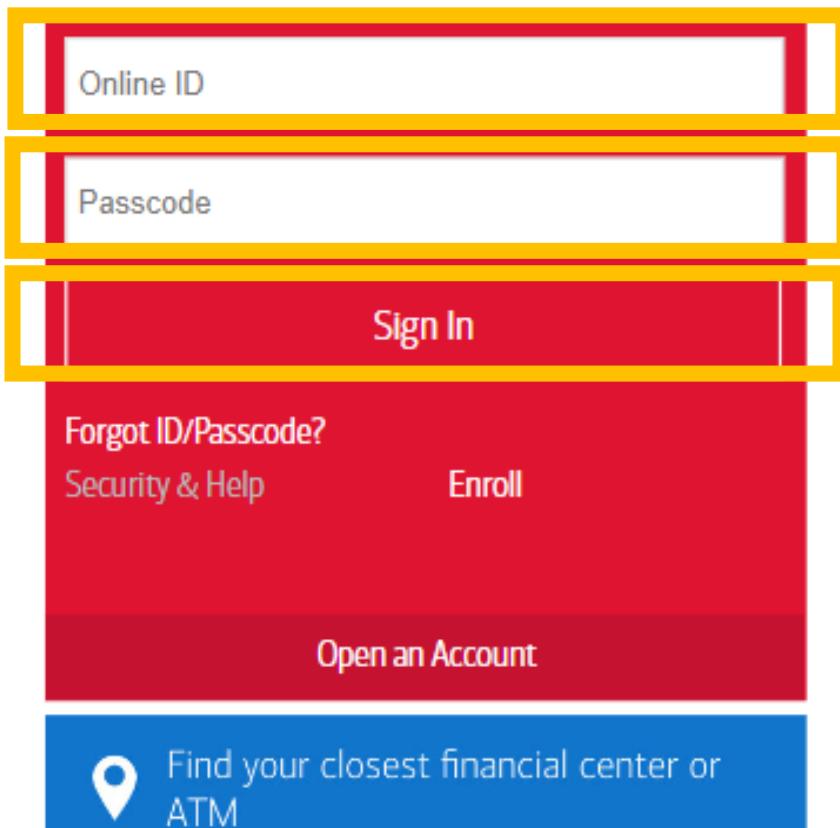


Signing In and Out of your Account

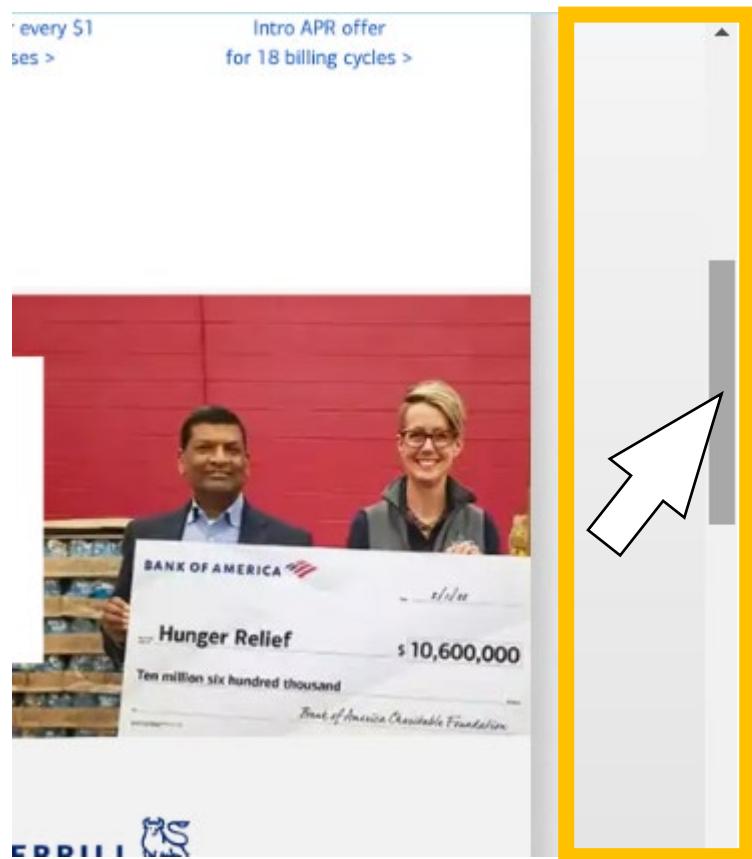
5) Click in the **username** box.

Click in the **password** box.

Click on **Sign In**.

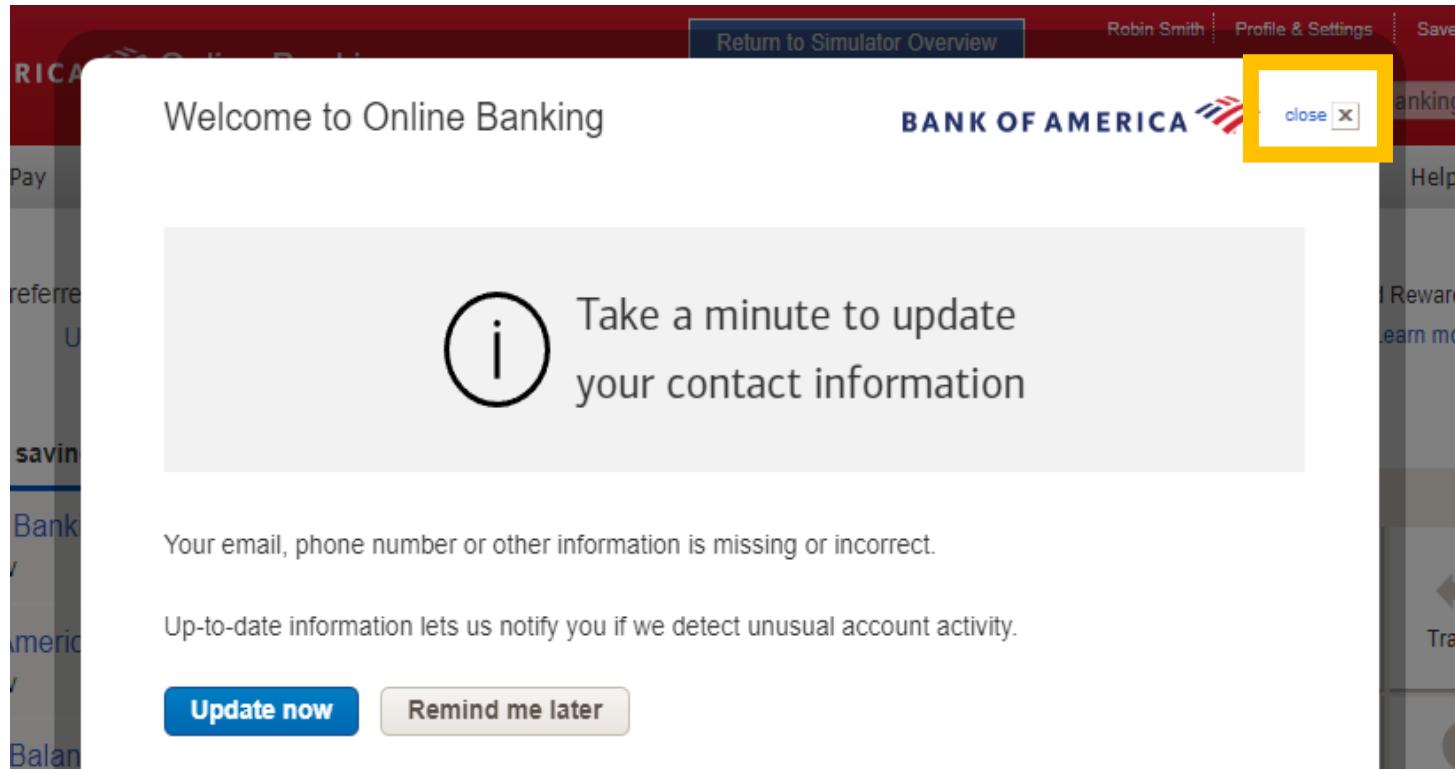


6) Scroll to the top.



Signing In and Out of your Account

- 7) Do you see this message? Click the X to close the message.



Signing In and Out of your Account

8) You are signed in as ROBIN.

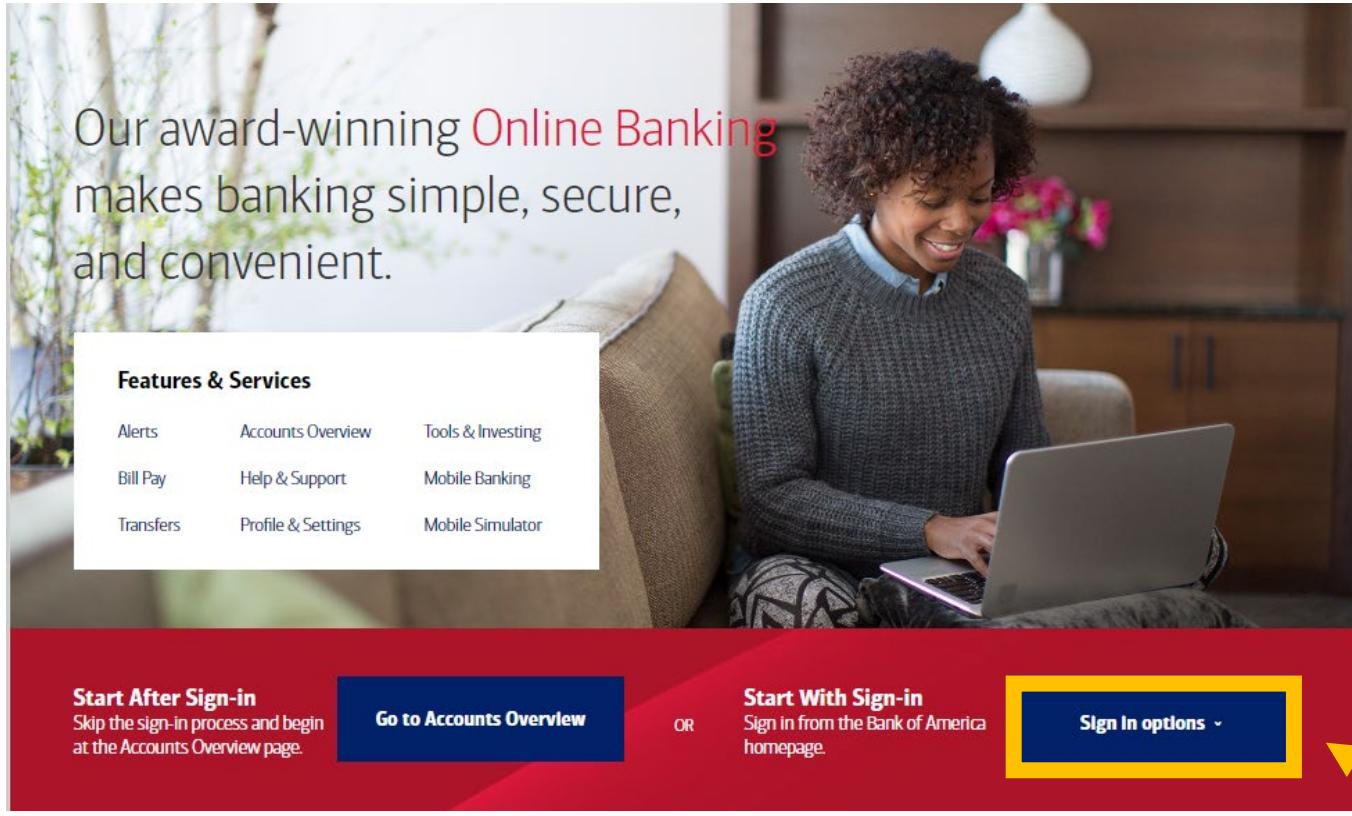
The screenshot shows the Bank of America Online Banking homepage. At the top, there's a red header bar with the "BANK OF AMERICA" logo and "Online Banking". Below the header, a navigation bar includes "Accounts", "Bill Pay", "Transfer | Zelle®", and "Reward". A yellow box highlights the "Hello, ROBIN" greeting and the "Update Profile" and "Security Center" links. Below this, a section titled "Checking, savings & CDs" lists three accounts: "Adv Plus Banking - 1234", "Bank of America Advantage Savings - 9876", and "Adv SafeBalance Banking - 5678", each with a "Quick View" link. The background features a large, semi-transparent watermark of the text "online banking".

9) Now **Sign out**.

The screenshot shows the sign-out process. It features a red header bar with "Sign Out" highlighted by a yellow box. Below the header, a red banner displays the text "online banking". A grey sidebar on the left contains "Help & Support" and "Preferred Rewards." with a "Learn more" link. A dark grey box on the right is labeled "Bank of America Preferred Rewards".

Resetting your Password

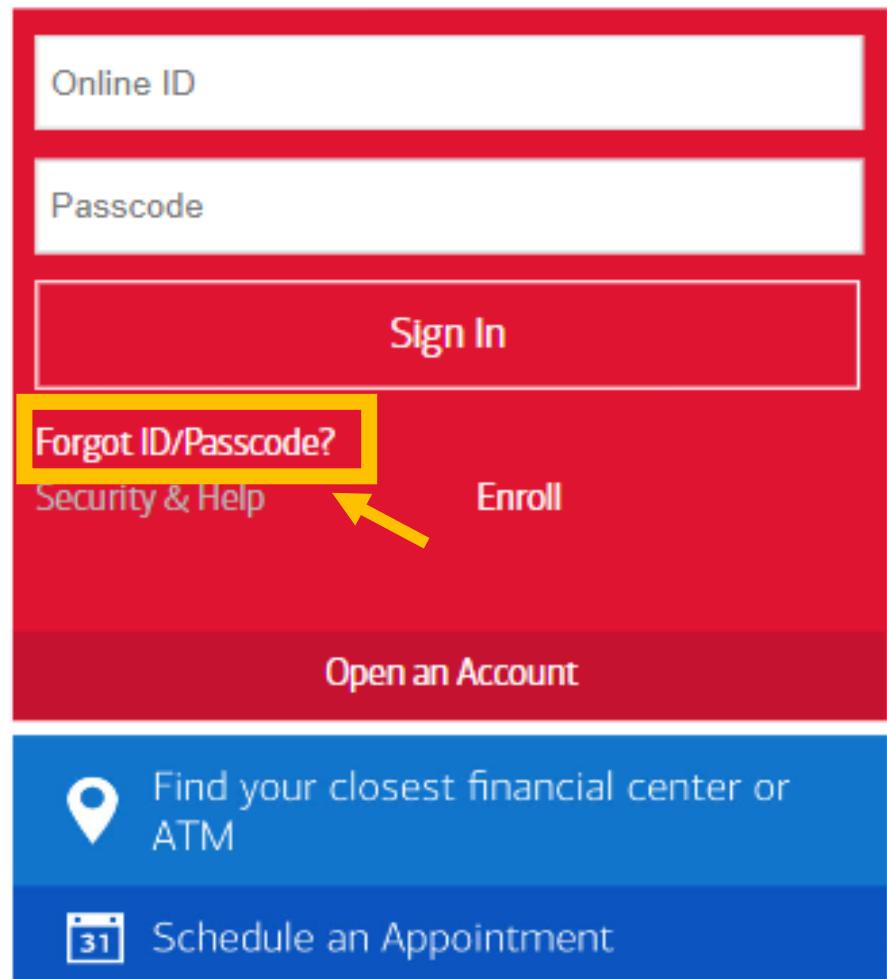
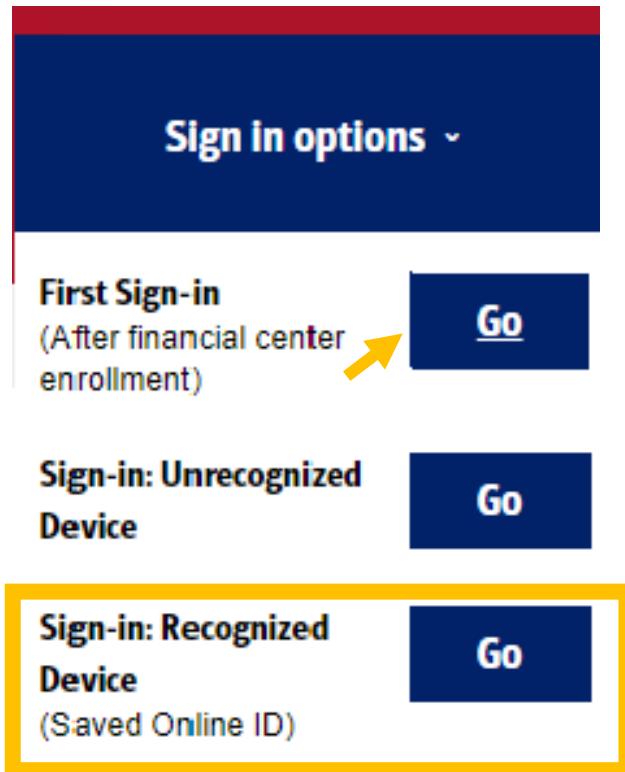
- 1) Go to tinyurl.com/banksimulation



- 2) Click on Sign in options.

Resetting your Password

- 3) Click on Sign-in Recognized Device. 4) Click on the Forgot Password link.



Resetting your Password

5) Click in each text box. Click on Continue.

Forgot ID/Passcode

Please provide some basic information and we'll help with your User ID or Password.

Card or Account Number (Last 6 digits)

Social Security Number (SSN) or Tax ID Number (TIN)

To view your User ID or create a new Password, we need your SSN or TIN for identification.

[Don't have an SSN or TIN?](#)

Continue

Cancel

Resetting your Password

6) Click text message and Send Code.

Request Authorization Code

To verify your identity, we need to send an authorization code to your phone

XXX-XXX-5555

How would you like to receive it?

- Text Message
- Phone call

The code expires 10 minutes after you request it.

Having trouble receiving your code by phone?

You are consenting to be contacted at the phone number selected for the purpose of receiving an authorization code. If you selected text message, Wireless and text message fees may apply from your carrier.

Supported carriers include: AT&T, Spring, T-Mobile, US Cellular, Verizon, or any other branded wireless operator.

Send Code

Cancel

Resetting your Password

- 7) Click in the Authorization Code box. Click on Continue.

Authorization Code Entry

 Don't close your browser window.
An authorization code was sent to your email address:
r*****h@bankofamerica.com

Check your email and enter the authorization code. The code will expire 10 minutes after you request it.

Authorization code:

[Request another authorization code](#)

[Continue](#) [Cancel](#)

Resetting your Password

- 8) Click in the boxes. Click on Continue.
- 9) Read the message.

Your Online ID is **robinsmith1234**

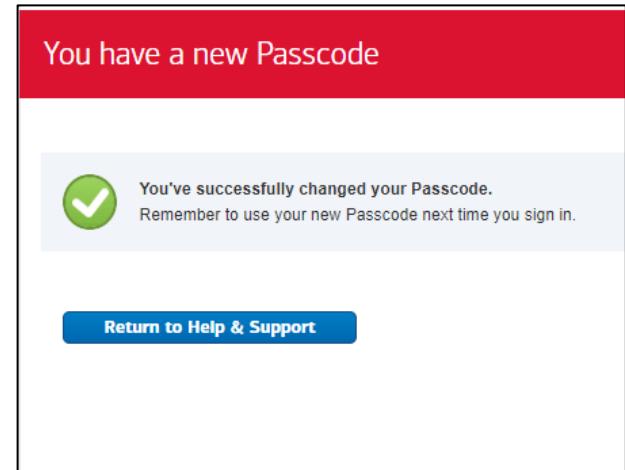
Create a new Passcode

Your Passcode must be different from your Online ID and different from your previous 5 Passcodes.

Re-enter new Passcode

Continue **Cancel**

Are you using the Mobile App?
Sign in with fingerprint or face scan. Depending on your phone you can setup Touch ID, Face ID, or fingerprint.





Lesson Plan 15: Creating Strong Passwords

Lesson Overview: In this lesson, students will identify requirements for strong passwords and create a strong password that is strong but easy to remember.

Lesson Objectives:

Students will:

- Identify requirements for strong passwords.
- Use two processes for creating a strong password that is easy to remember.
- Use safe practices for storing a password.

Materials and Setup:

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- A document camera is highly recommended

Supplies/Teacher Materials

- Whiteboard and markers
- Small index cards, card stock, or regular paper that are cut into small strips and can be folded and inserted into a wallet for safekeeping. Create at least one strip per student and a few extra in case students make mistakes and want a new blank paper slip.

Student Handouts

- Handout 1: Requirements for a Strong Password
- Handout 2: Five Steps to a Strong Password
- Handout 3: Substituting Numbers and Symbols for Letters

Online Resources

- [YouTube Playlist: Creating Strong Passwords](#)
 - Video 1: Requirements for a Strong Password
 - Video 2: What's Wrong with this Password?
 - Video 3: Five Steps to a Strong Password
 - Video 4: Help with Step 2 Question Boxes
 - Video 5: Katy Makes a Strong Password
 - (Optional) Video 6: Win Makes a Personal Password

Instructional Tips

- **Full Integration of Media Content:** Perhaps more than other lessons, Lesson 12 is very reliant on the use of lesson handouts and YouTube videos to transmit concepts related to creating usernames and passwords.

Lesson 15: Creating Strong Passwords

- **Methods for Creating a Memorable Password:** The process of creating a password that is strong must also ensure that a password is easy for the user to remember. This lesson provides 2 methods that students can follow to create strong but easy to remember passwords. The first method uses 4 questions that when answered and connected create a strong password. The second method uses a phrase or short sentence and then has students substitute some of the letters with symbols and numbers.
- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain their meanings in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** Ask students to text the practice passwords they create with Handouts 2 and 3 to themselves or to your Google voice phone number.

Standards

Adult English Language Proficiency Content Standard(s)

- 2.1. Participate in level-appropriate oral and written exchanges of information

CASAS Content Standard(s)

- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- S2.9: Use specialized vocabulary (e.g., technical, academic)
- R1.1: Identify the letters of the English alphabet (upper and lower case)
- R2.1: Interpret common symbols
- W1.1: Write the letters of the English alphabet (upper and lower case)
- W4.5: Use specialized vocabulary (e.g., consumer, work, field of interest)

Seattle Digital Equity Initiative Skill(s)

- EF.8: Get an Email Account / Set up an email account (*Note that this lesson addresses setting up an account login with a username and password. However, the student does not create an email account.*)
- EF.10: Create Safe Passwords / Password basics: creation, safe storage, resetting
- WO.2: Follow Workplace Rules and Policies / Follow workplace IT & social media policies and security rules

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Using Email 5: Register for a new ... account, using a professional user name and a strong password.

Key Vocabulary

- | | |
|---|--|
| <ul style="list-style-type: none"> • how long / how many? • recommendations • easy to remember • old password • sentence • phrase | <ul style="list-style-type: none"> • change / substitute • question boxes • <i>Reinforced vocabulary:</i> strong, weak, need to / must /can, follow, rules, requirements, how long / how many? space(s) (in text) |
|---|--|

Lesson 15: Creating Strong Passwords

NOTES

ENGAGEMENT

- **Say:** Let's review strong and weak passwords. Here are 2 passwords. Which one is weak and which one is strong? (Write the following 2 passwords on the board: DanRojas@2022 and D@nR0j@\$@2oto2.)
- **Ask:** Why is DanRojas@2022 weak? Why is D@nR0j@\$@2oto2 strong?
- **Say:** Here are 2 more passwords. (Write HoustonRex1937! and HoustonTexas on the board.)
- **Ask:** Which one is weak and which one is strong? (Take responses.) Why is HoustonRex1937! strong and HoustonTexas weak?
- **Say:** Today we will learn the requirements for making strong passwords. But we will also learn how to make passwords that are easy for you to remember.

EXPLORATION

- **Say:** I'm going to show you a video about the requirements to make a strong password. Here is a handout with the requirements, so you can always have them with you.
- Pass out **Handout 1: Requirements for a Strong Password**.
- **Say:** I will stop the videos sometimes so you can find the requirements on your handout.
- Open the [YouTube Playlist: Creating Strong Passwords](#) and play **Video 1: Requirements for a Strong Password**. Stop the video as you feel necessary to have students find the requirement on their handouts that matches the video you are playing.
- **Say:** We're going to see a video now with some passwords that are not strong passwords. You need to tell me what's wrong with them.
- Play **Video 2: What's Wrong with this Password?** (Stop after each example so students can let you know why the password is not a strong password. Also, ask them to tell you what to do to make it a strong password.)
- **Say:** Please save your handout on requirements for making a strong password. Use it when you make passwords. (Ensure that students store Handout 1 in their class notebooks.)

EXPLANATION

- **Say:** Sometimes, a password can be strong, but it can also be hard to remember. How do you remember important things? (Wait for responses.)
- **Say:** I am going to show you 2 ways to make a password that is easy for you to remember but also very strong.
- **Say:** Let's learn about the first way. You will answer 4 questions to create your password.
- **Say:** We're going to watch a video called *Five Steps to A Strong Password*.

Lesson 15: Creating Strong Passwords

- Play **Video 3: Five Steps to a Strong Password**. Stop the video as needed to check for understanding and repeat the video one or two times as necessary.
- **Say:** Here is a handout with the 5 steps and the question boxes.
- Pass out **Handout 2: Five Steps to a Strong Password**.
- **Say:** Find Step 2 on the handout. What is it called? (Wait for response of “Question Boxes.”)
- **Say:** The Question Boxes are important to understand. We’re going to watch a video about Step 2.
- Play **Video 4: Help with Step 2 Question Boxes**. Stop the video to check for understanding as necessary. Also have students match the video to the steps on their handout.
- For the next video, the optimal technology set up is for the teacher to have the video projecting to the screen and also projecting Handout 2 to another area on the wall using a document camera. In this way, the student can follow the teacher as they follow the steps on Handout 2 to create a strong password. If your students would identify more with a middle-aged Hispanic female, play **Video 5: Katy Makes a Strong Password**. If your students might identify with more strongly with an older Burmese male, play **Video 6: Win Makes a Personal Password**.
- **Say:** Let’s watch Katy (or Win) make a strong password. Play Video 5 or Video 6 one time through.
- **Say:** I am going to play the video again. I am going to stop after each step so I can make my own strong password.
- Play the video but stop after each step and complete the step on the handout that is displaying to students. Put a check next to each step that you complete.
- **Say:** I made a strong password. I am going to write down the questions I answered. If I forget my password, I can look at the questions. That will help me remember my password.
- **Say:** It’s your turn now to practice making a strong password using the question boxes. You will work with a partner to make at least one PRACTICE password. You will NOT use this password. This password is not for you to use on the computer. This password is only to use today in class. (Facilitate students getting into pairs and creating at least one password together. Encourage them to make more than one as time permits.)
- **Say:** You and your partner need to follow the steps on **Handout 2: Five Steps to a Strong Password**. Remember to use your **Requirements for a Strong Password** list to check that your practice password is strong.
- When students finish, ask one of the students in each pair to call out ONE of their practice passwords to the teacher. Write the password on the whiteboard or overhead display. Allow the class to decide whether or not each password meets the criteria and why.
- **Say:** Remember that these passwords are PRACTICE passwords. Do not use these passwords. You should never share YOUR passwords.

Lesson 15: Creating Strong Passwords

ELABORATION

- **Say:** Now we'll go through the second way of making a password. This way uses phrases or short sentences to make it easy to remember the password. Then you change some of the letters to make the password strong.
- Write the following on the board: H3!!0Fr!3nd\$
- **Ask:** Do you see anything that looks like words in this password? (Take responses; you may have no student recognize any words.)
- **Ask** What if we change the exclamation marks to the letter L? (Write H3||0Fri3nd\$.) Do you see any words now? (Take responses.)
- **Say:** Now we will change the 3 to an e. (Write HelloFriend\$.) What do you see now? (Take responses – students will probably see the words Hello and Friends at this point).
- **Ask:** What other letters do we need to change? (Take responses.) The zero needs to be the letter o and the dollar sign needs to be the letter s. (Write HelloFriends.)
- **Say:** Many people use 2 or 3 words that they can remember for their password. But they change the letters to numbers and symbols. This makes the password strong.
- **Say:** Let's look at a few more examples. First, I will write down the letters and their substitutions. (Write substitutions on the board.) Substitute means to change one thing for another. In the password, we changed the letter i to an exclamation mark. We also changed the letter l to an exclamation mark. (Write on the board, "i and l --> !.")
- **Ask:** What else did we change? (Take responses.) The letter e changed to the number 3. The letter o changed to a zero. And the letter s changed to a dollar sign. (Write these on the board: e-->3; o --> 0 (zero); s-->\$.)
- **Say:** Here is a handout to practice making a strong password that starts with a few words. (Distribute **Handout 3: Substituting Numbers and Symbols for Letters.**)
- There are 2 parts to the handout. Introduce each part separately and start each part with the whole group to ensure everyone understands what to do. Then ask students to spend time working alone or with a partner. Check answers together.
- When students finish, ask them to write their practice passwords on the board. As a class, make sure that the passwords are strong.

H3 !!0Fr!3nd\$
H3110Fri3nd\$
HelloFriends\$
HelloFriends\$
HelloFriends

Lesson 15: Creating Strong Passwords

EVALUATION

- **Pass out** the small strips of paper you have cut out prior to class.
- **Say:** You are going to write down a NEW strong password on this paper. This paper is SECRET. It is PRIVATE. Do not let people see your paper, not even me, your teacher.
- **Say:** You can use the question boxes to make your secret password. Or you can start with a few words and substitute numbers and symbols for letters. **Ask:** Who wants to use the question boxes? (See a show of hands.) Who wants to start with a few words and change the letters to numbers and symbols? (See a show of hands.)
- **Say:** When you finish making your secret password, write it on this paper (hold up the paper you handed out in strips or small cards.)
- **Say:** Remember to use your **Requirements for a Strong Password** list to check that your password is strong.
- **Say:** When you finish, fold your password so no people can see. (Demonstrate how they can fold the slip of paper in half.)
- **Say:** Do not let other people see your password.
- Facilitate the process with students. Wait until students have written down their passwords and folded their slips of paper in half.
- **Say:** You must put your password in a SECRET place. Do not share your password.
- Give time for students to put away their passwords; a good place is in their wallets if they have access to them during class.
- **Say:** You will need your password for our next class. Bring the password with you.

Differentiation Resources to Meet Diverse Learner Needs

For beginners:

- If you have students who need repetition as well as your direct instruction, you can text them the link to the video playlist so they can view all of the videos prior to the class and then follow the lesson plan as is. This gives learners a second viewing of the content. Alternatively, you can ask students to view the videos again after the class to reinforce new language and concepts.
- Students who entered the class non-literate in their own language or whose native language uses a non-Roman alphabet (for example, Burmese) may need special support. If you have a higher-skilled student of the same language, ask the student if they can be a peer teacher, or "teacher helper," who can work one-on-one with the lower-skilled students. If not, you may need to provide one-on-one assistance and use a tool such as Google translate on your phone (which has an audio feature) to ensure that the basic information is getting across.

Requirements for a Strong Password

DO:

1. Make the password long. Use at least 11 characters.
2. Use one or more uppercase letters.
3. Use one or more lowercase letters.
4. Use one or more numbers.
5. Use one or more symbols.

DON'T:

6. Don't use spaces.
7. Don't use your first name.
8. Don't use your last name.
9. Don't use your personnel number.
10. Don't use your old password.

Five Steps to Creating a Strong Password

Do you need help creating a strong password? We have an idea for you. You can follow these 5 steps to make your passwords strong. It will also be easy for you to remember.

Step 1. Get a piece of paper and a pen or pencil.

Step 2: Circle one question in each question box below.

Box A	Box B	Box C	Box D
What is your grandmother's first name? Do not use if your name is the same as your grandmother's. What is your grandfather's first name? Do not use if your name is the same as grandfather's. Where were you born?	What year was your mother born? What year was your father born? What year did you start to work at Tyson?	What is your favorite fruit? What is your favorite drink? What is your favorite color?	Which symbol do you want to use? ! @ # \$ * - : , . / ?

Five Steps to Creating a Strong Password

222

Step 3: Write down the answers to your 3 questions in the question boxes.

Box A.

Begin your answer with a CAPITAL letter.

Box B.

You will need 4 numbers.

Box C.

Box D.

Step 4: Write your answers with no spaces. This is your password.

Step 5: Check to see if your password meets the requirements for a strong password:

Strong Password DO'S:

Put a check mark in the box if your password HAS:

- at least 11 characters
- 1 or more uppercase letters
- 1 or more lowercase letters
- 1 or more numbers
- 1 or more symbols

Strong Password DON'TS

Put a check mark in the box if your password does NOT have:

- spaces
- your first name
- your last name
- your personnel number

Put a check mark in the box if your password is NOT:

- your old password

Substituting Numbers or Symbols for Letters

Many people start with a password that has 2 or 3 words. Then they change letters to symbols and numbers. Changing the letters makes the password strong. Here are two examples:

- Little Red Riding Hood --> L!tt!3R3dR1d!ngH00d
- What time do we finish? --> Wh@tt!med0wef1n1\$h?

Below is a list of common substitutions, or changes, that you can use. You can also change the spelling of the word:

<u>Change letters to symbols or numbers.</u>	<u>Change words to numbers or</u>
a --> symbol @	to --> 2
e --> the number 3	for --> 4
i, I, or l --> the symbol ! or the number 1	ate --> 8
o or O --> the number 0 (zero)	the --> "du" or "dee"
s --> the dollar sign (\$) or the number 5	
<u>Change the spelling</u>	
good --> guud	pizza --> pitsa
dogs --> dogz	cookies --> kuuki

Exercise A:

Write the words for these passwords:

1. M!1k\$h@k387 (MilkShake87) ---> MilkShake387
2. H3lloFr!3nd\$ (Hello friends) ---> _____
3. 21Guudch!kn\$ (21 good chickens) ---> _____
4. R3dR0\$3@TX (Red Rose at Texas) ---> _____
5. La\$yBuny51? (Lazy Bunny) ---> _____
6. imB@d2deB0n3 (I'm bad to the bone) ---> _____

Substituting Numbers or Symbols for Letters

Exercise B. Practice making a password strong by substituting numbers and symbols for letters.

1: Choose a few words or a short sentence that are easy to remember.

2: Write the words with no spaces.

3: Change letters to numbers or symbols or spell a word like it sounds to you.

4: Check that your password has uppercase (capital) letters, lowercase letters, numbers, and symbols. Check that you have at least 11 characters. (Characters are letters, numbers, or symbols.)

- How many uppercase letters do you have? _____
- How many lowercase letters do you have? _____
- How many numbers do you have? _____
- How many symbols do you have? _____
- How many characters do you have? _____



Lesson Plan 16: Creating a Gmail Account

Lesson Overview: In this lesson, students will create, log in, and log out of a Gmail account.

Lesson Objectives

Students will:

- create a unique username and strong password for a Gmail account.
- sign up for a Gmail account.
- sign out and sign into a Gmail account.

Materials and Setup

Technology /Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (laptops, tablets, desktop computers)

Supplies/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: YouTube Video Transcript
- Handout 2: Creating a Gmail Account

Online Resources

- YouTube Video: [How to Create a New Gmail Account](#)

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** Students will be using the keyboard for several of the lesson activities, so no additional practice is necessary for this lesson.

Standards

Adult English Language Proficiency Content Standard(s)

- 2.1. Participate in level-appropriate oral and written exchanges of information

CASAS Content Standard(s)

- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- S2.9: Use specialized vocabulary (e.g., technical, academic)

Lesson 16: Creating a Gmail Account

- R1.1: Identify the letters of the English alphabet (upper and lower case)
- R2.1: Interpret common symbols
- W1.1: Write the letters of the English alphabet (upper and lower case)
- W4.5: Use specialized vocabulary (e.g., consumer, work, field of interest)

Seattle Digital Equity Initiative Skill(s)

- EF.8: Get an Email Account / Set up an email account
- EF.10: Create Safe Passwords / Password basics: creation, safe storage, resetting

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Internet Basics 1: Demonstrate knowledge of browsers and identify commonly used browsers
- Internet Basics 10: Identify address bar and demonstrate understanding of its functionality.
- Internet Basics 14: Identify and make use of common website interactions (e.g., play buttons, hyperlinks)

Key Vocabulary

- email
- verify
- verification code
- profile

Reinforced vocabulary: online account, address bar, dropdown menu, tab, button, icon, sign in/sign out, log in to/log out of, username, password, strong, symbols, lowercase, uppercase

ENGAGEMENT

NOTES

- **Ask:** Who has an email account? (Take responses.) Who knows their email address? (Take responses.) Who knows their email password? (Take responses – it is typically that many students will not know their email password, especially if they only access email on their phones.)
- **Ask:** Why is it important to have an email account? (Write responses on the board. Bring out these reasons if students do not bring them up.) **Say:** You need one to set up your smartphone and to use most apps on your smartphone, to apply for most jobs, to shop online, to get notifications from local, state, and federal government, etc.)
- **Say:** Today you are going to sign up for a Gmail account. Does anyone already have a Gmail account? (Take responses.)
- **Say:** If you already have a Gmail account, you will create a new Gmail account today. You can use it just for school.

EXPLORATION

- **Say:** First, we're going to watch a video about creating a new Gmail account. We'll watch it several times. First, just listen.
- Play the YouTube Video: [How to Create a New Gmail Account](#) without stopping. (If desired, you can slow down the video by 25%; slowing it down more may distort the words.)

Lesson 16: Creating a Gmail Account

EXPLANATION

- **Say:** Now, I will show you a transcript of the video. A transcript has the words that are in the video. (Distribute **Handout 1: YouTube Video Transcript.**)
- Let's read through the transcript. Read the transcript to students slowly. You can ask them to move their fingers along the words they hear as you slowly read. Stop after every section and ask if there are words they do not know. Explain what the words mean or allow students to get definitions in their own language from classmates or by using Google translate on their phone.
 - For students with at least NRS 2-3 reading skills, ask students to read to each other in pairs, with each person alternating the numbered sections.
 - For higher level students, ask students to volunteer to read a section or two each to the entire class.
- **Say:** Now, we'll watch the video again. I'll stop the video after each section on the transcript and we'll read the transcript again. (Play the video again. After each section of the video completes, stop the video. Students can read with you out loud (choral reading) or can follow as you read the transcript aloud that was just covered on the video.)
- **Say:** Now, we'll watch the video one more time. (Play the video again.)
- **Say:** Let's follow what the video says. Get out your notebook. Write down 3 usernames for your Gmail. You can use your name, lowercase and uppercase letters, numbers, periods, and underscores.
- **Say:** Now write a strong password. You can use one of the passwords that you worked on in our lesson on creating a strong password.
- **Say:** Finally, write down your cell phone number.
- Ensure that students have written down 3 possible usernames and a strong password. Ask them not to show their strong password to you or anyone else.

ELABORATION

- **Say:** Now, I will give you directions to follow to create a Gmail account. (Distribute **Handout 2: Creating a Gmail Account.**)
- **Say:** I will create a new Gmail account. You will follow me for each step in your handout. (Demonstrate each step on the handout. You will need to create a new email account using a username and password of your choice and your own cell phone number. After each step, ensure that students complete the steps. If you have students who have more advanced English and digital literacy skills, you may want to have them sit next to students with the same language who may need assistance.)
- As students finish, ask them to come write their name and their new Gmail address on the whiteboard. If you have advanced students who finish early, ask them to practice writing emails to each other.

Lesson 16: Creating a Gmail Account

- After all students have a Gmail account, tell students that they will now learn how to sign out and sign back into Gmail.
- Show students how to click on their profile icon to sign out of their account.
- Show students how to sign back into their Gmail account. Tell students NOT to save their passwords if this option appears. This is because they are using PUBLIC computers. Review the concept of public and personal computers.

EVALUATION

- Ask students to sign out of their email accounts and to close Google Chrome.
- Write these directions on the board and go over them with the students:
 - Open Google Chrome.
 - Go to gmail.com.
 - Sign in to gmail.com. Do NOT save your password.
 - Sign out of gmail.com.
- Observe students as they follow the directions. Do not assist unless necessary.

Differentiation Resources to Meet Diverse Learner Needs

- A great follow-up if time permits is to spend another lesson having students set up and/or access their email on their phones.
- Another follow-up is to have students send emails to you and other students. However, tell students not to open emails unless they are from people in the class until after you cover *Lesson 17: Staying Safe in a Digital World*.
- For the evaluation activity, if you have students who are very low literacy and you know they will struggle, go ahead and ask an advanced student to be their “teacher.” The advanced student will reinforce their own skills as they teach their classmate.
- If you have students who are all Spanish speakers, you can show or text the link to the Spanish-language video “Cómo crear una cuenta en Gmail” available on GCFLearn.org’s YouTube channel:
<https://www.youtube.com/watch?v=ugqTR7Heiqg&list=PLQVljL9XTrQ20L4QuOjpwSUe1Vh78pEOM&index=5>
- If you have some students who are more advanced and can work independently to learn more about using Gmail, text them the link to Skillblox (<https://www.skillblox.org/> with the access code **LOFCLL**.
- Also in Spanish, there are 2 modules on how to use Gmail available at <https://www.skillblox.org/>. Use access code **RVPPAN**.

YouTube Video Transcript

How To Create a New Gmail Account

<https://www.youtube.com/watch?v=yP2kVER6CpE>

1. Hi, I'm going to show you how to make a new Gmail account.
2. First, get a notebook. You will need to write some things down write down: your mobile or cell phone number. You will need your phone number later.
3. Write ideas for your email address (username). It can have your name. It can include letters, numbers, and a period or dot and an underscore. It cannot have any spaces--no spaces. Make it easy to remember. Here are some examples.
4. Write a password. The password cannot be the same as your email address (username). It should not be your birthday, your address, or the name of someone in your family. Your password has eight or more letters and numbers and other symbols (! ? &). Keep your password somewhere safe. Write it in your notebook.
5. Here are some examples of good passwords.
6. Open the internet on your computer or phone. Type Gmail.com. Click on create account for myself.
7. You will see this page. You will type your first name and your last name. Then you will type the email address (username) you want to use for your new email. Next, you will type your password two times. Then click on Next.
8. Oh no, this red box is telling me that somebody already has this email address. I need to choose a different email address (username). Here are some ideas. So, I'm going to use this one. I will write it in my notebook so I don't forget. Then I will click on it, and here is my new email address: `habby693@gmail.com`. Now I click Next.

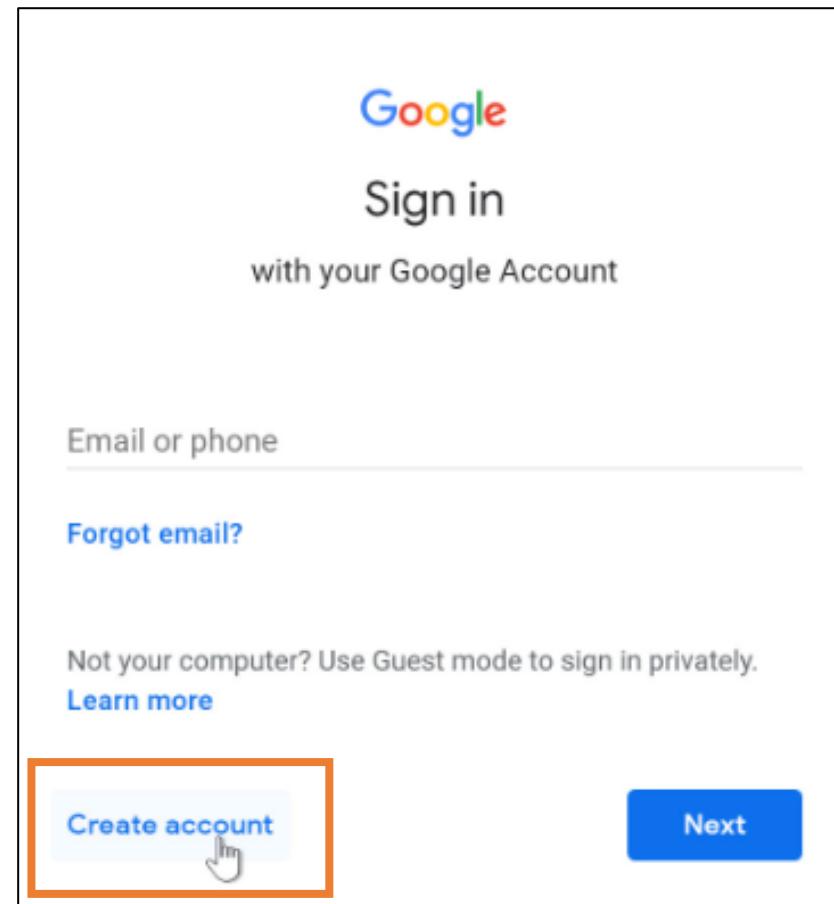
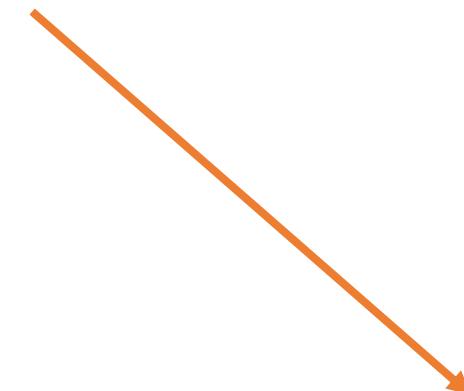
YouTube Video Transcript

9. Alright, Google wants your phone number. It is a good idea to give Google your phone number. If you forget your password, that will help you in the future.
10. Just have to wait a second, okay. So, you type your phone number ,and then Google will ask to verify your phone number. So, your phone number is here. Then you click send, and Google will send a text to your phone. So, here's your phone. Your phone gets a text. There will be a six-digit number her. You need to type this number into your computer and then click Verify.
11. Now Google says, "Welcome to Google." They will ask you if you have a different email address that you want to use as a backup. It's not necessary, but you can put one there. Your date of birth—month, day, year. Your gender—female, male or other. And then you will click on Next.
12. Here you will see this information. You can read it or scroll down. At the bottom of the page, you need to click, "I agree." Now your new Google Account will open up. On the right, you will see this. Click on this first. Number One: Click here (on the apps). Number two: Click on the Gmail icon.
13. Now you are looking at your new email box. Here is an email from Google. If you want to write a new email, you click on plus or compose and write an email. Time to get started.

Creating a Gmail Account

Step 1. Open Chrome. Type [gmail.com](https://www.gmail.com) in the address bar. Press the Enter key on your keyboard.

Step 2. Click on the button that says “Create Account.”



Creating a Gmail Account

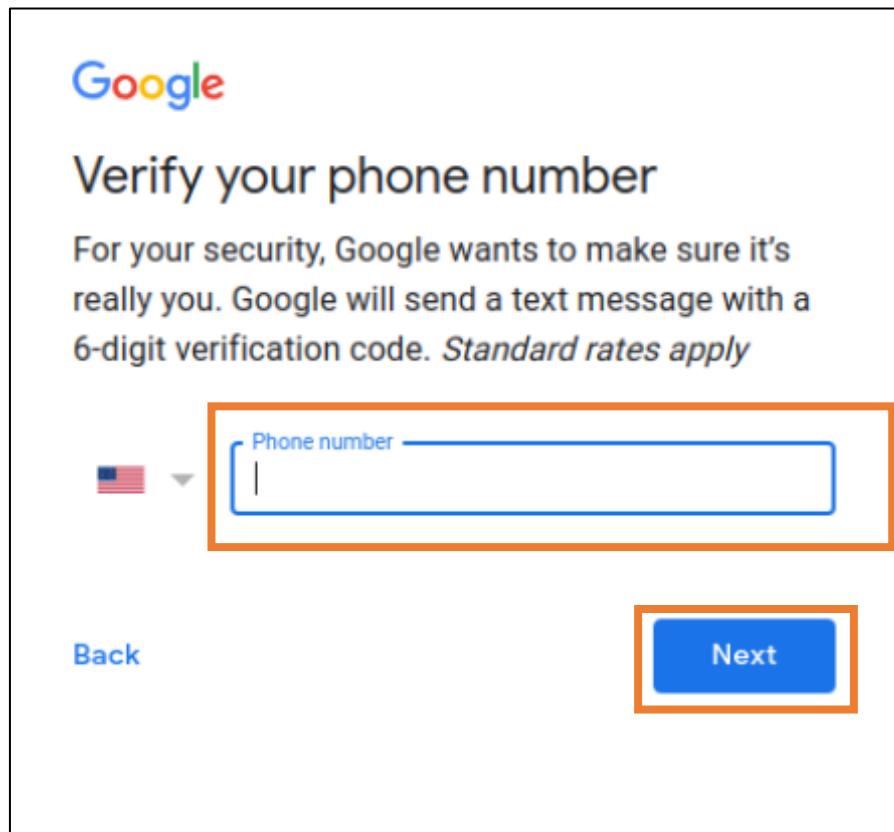
Step 3. Fill in the form.

- a. Use a strong **password**.
- b. Type the password 2 times.
- c. Click on the **eye icon** to see your password.
- d. Click the **Next** button.

The screenshot shows the 'Create your Google Account' page. The 'First name' field contains 'Terry' and the 'Last name' field contains 'Jones'. The 'Username' field is filled with 'terryjonesripmontypython' followed by '@gmail.com'. Below the username field is a note: 'You can use letters, numbers & periods'. The 'Password' field contains several dots, and the 'Confirm' field also contains dots. To the right of the 'Password' field is an eye icon, which is circled in orange. Below the password fields is a note: 'Use 8 or more characters with a mix of letters, numbers & symbols'. At the bottom left is a 'Sign in instead' link, and at the bottom right is a large blue 'Next' button, which is also circled in orange.

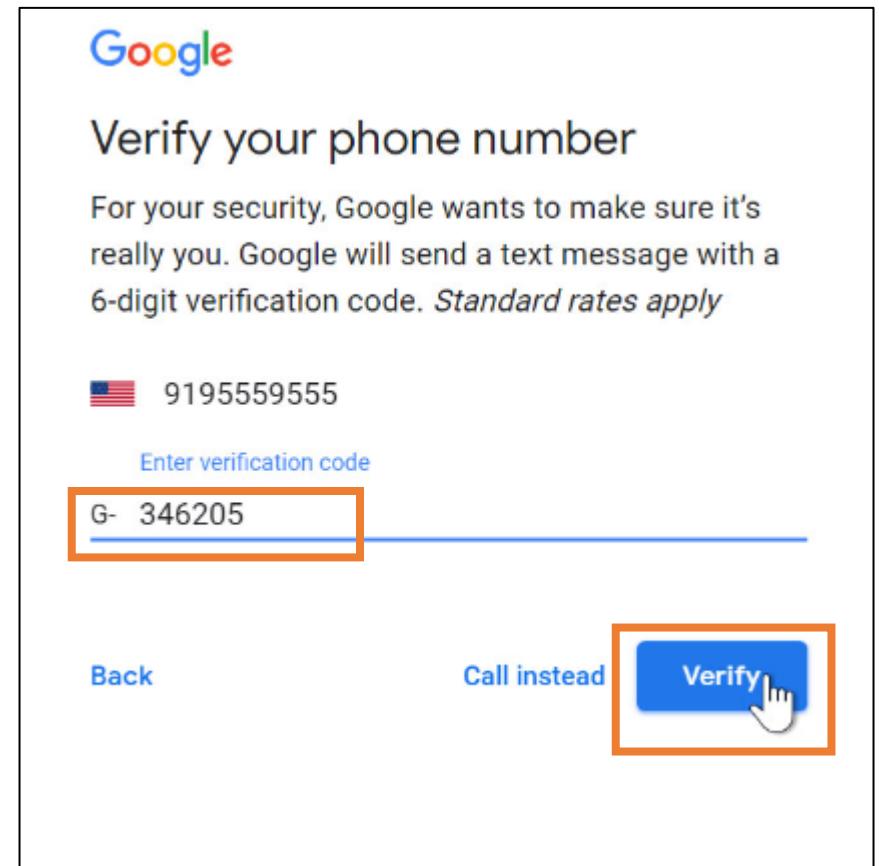
Creating a Gmail Account

Step 4. Enter your **phone number** to verify your account. Click on the **Next** button.



A screenshot of the Google verification page. At the top left is the Google logo. Below it is the heading "Verify your phone number". A paragraph explains the security measure: "For your security, Google wants to make sure it's really you. Google will send a text message with a 6-digit verification code. *Standard rates apply*". To the left of the input field is a small American flag icon with a dropdown arrow. The input field is labeled "Phone number" and contains a placeholder "1". A large orange rectangle highlights this input field. At the bottom left is a "Back" link, and at the bottom right is a blue "Next" button with an orange border.

Step 5. Get your text message from Google. Type your **6-digit code** into the box. Click on the **Verify** button.



A screenshot of the Google verification page. At the top left is the Google logo. Below it is the heading "Verify your phone number". A paragraph explains the security measure: "For your security, Google wants to make sure it's really you. Google will send a text message with a 6-digit verification code. *Standard rates apply*". To the left of the input field is a small American flag icon. The input field is labeled "Enter verification code" and contains the code "G- 346205". A large orange rectangle highlights this input field. At the bottom left is a "Back" link, at the bottom right is a "Call instead" link, and at the bottom right is a blue "Verify" button with an orange border and a hand cursor icon.

Creating a Gmail Account

Step 5. Fill in your **Date of Birth** and your **Gender**. Click the **Next** button.

The screenshot shows a Google account setup page. At the top, it says "Elena, welcome to Google" with an email icon and the address "ecasarosa3@gmail.com". Below this, there is a field for a "Phone number (optional)" with a USA flag icon and the number "9195559555". A note states: "We'll use your number for account security. It won't be visible to others." There is also a field for a "Recovery email address (optional)" with a note: "We'll use it to keep your account secure". Below these, there are dropdown menus for "Month" (set to March), "Day" (set to 02), and "Year" (set to 1982). Under "Your birthday", there is a "Gender" field set to "Female". At the bottom left, there is a link "Why we ask for [this information](#)". At the bottom right, there are "Back" and "Next" buttons, with the "Next" button being highlighted by a red box and a cursor icon pointing to it.

Creating a Gmail Account

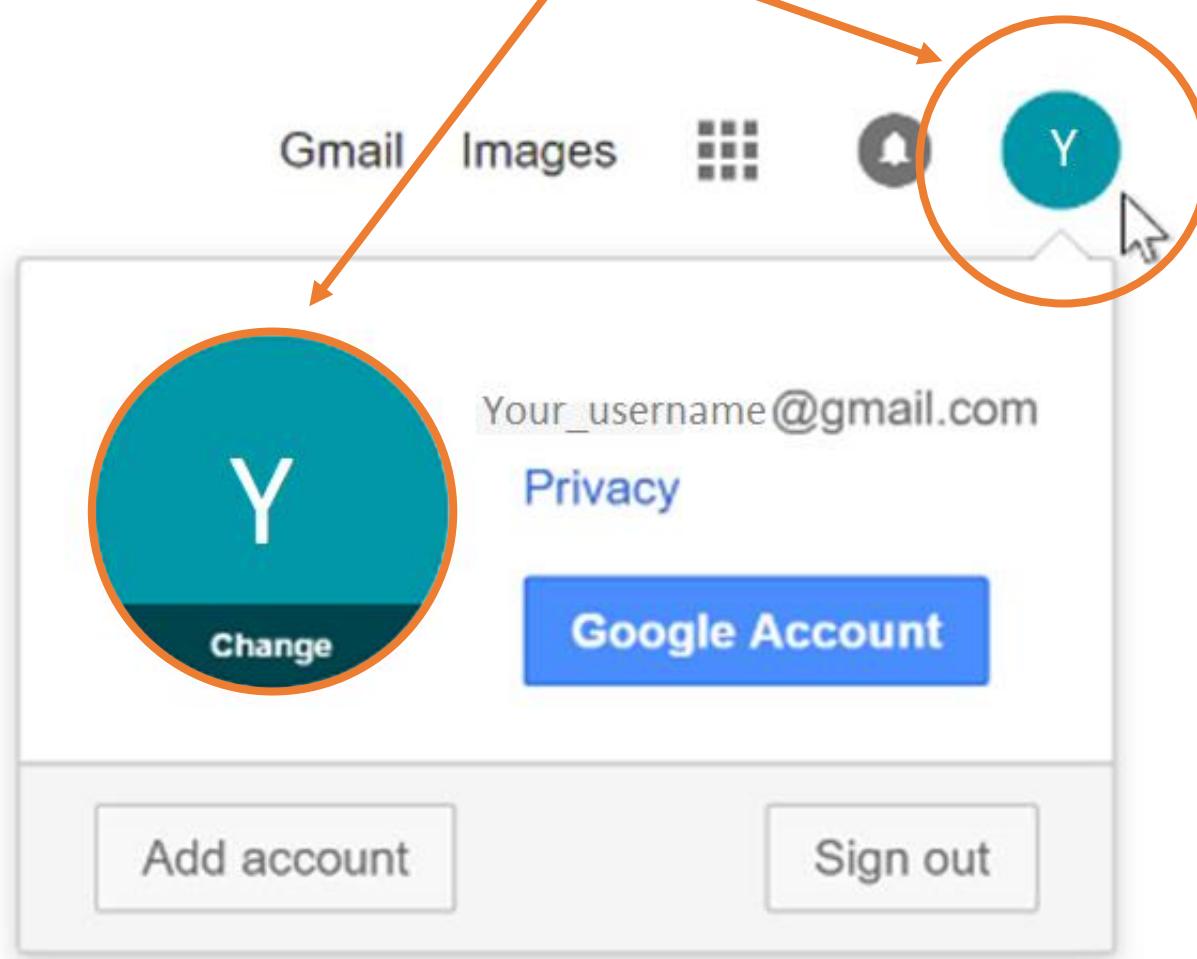
Step 6. Agree to Google's information. Click the **I Agree** button.

The screenshot shows a section of the Google Privacy and Terms page. At the top, the Google logo and the title "Privacy and Terms" are visible. Below the title, there is a large block of text explaining how Google combines data from various services. Underneath this, a heading "You're in control" is followed by another paragraph of text. At the bottom of the visible content, there is a "MORE OPTIONS" link and two buttons: "Cancel" and "I agree". A red rectangular box highlights the "I agree" button, and a cursor icon is shown pointing at it.

Creating a Gmail Account

You created your account! Your username is Your_username@gmail.com You are signed in.

Your **profile icon** is the circle with the Y.





Lesson Plan 17: Staying Safe in a Digital World

Lesson Overview: In this lesson, students will learn how to identify and deal with scams in the form of email, text messages, and online pop-up windows and advertisements.

Lesson Objectives

Students will:

- identify scams in the form of email, text messages, and online pop-up windows and advertisements.
- explain what they should and should not do once they identify a scam.

Materials and Setup

Technology /Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (laptops, tablets, desktop computers)
- The teacher needs to send an email to herself/himself to demonstrate live in class. See the text for the email in the Teacher Materials 17.1: Mary's Email Scam.

Supplies/Teacher Materials

- Whiteboard and markers
- Teacher Materials 17.1: Mary's Email Scam
- Teacher Materials 17.2: Is It Safe or Is It a Scam? Powerpoint
- Teacher Materials 17.3: Is It Safe or Is It a Scam? Slide Notes

Student Handouts

- Handout 1: Mary's Email Scam
- Handout 2: Checking Links on your Phone
- Handout 3: Digital Safety Basics
- Handout 4: Is It Safe or Is It a Scam?

Online Resources

- Google Form: tinyurl.com/dartdigsafety

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** Students will practice keyboarding when they complete the online quiz on digital safety in the evaluation section of this lesson.

Standards

Adult English Language Proficiency Content Standard(s)

Lesson 17: Staying Safe in a Digital World

- 2.1. Participate in level-appropriate oral and written exchanges of information

CASAS Content Standard(s)

- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- S2.9: Use specialized vocabulary (e.g., technical, academic)
- R1.1: Identify the letters of the English alphabet (upper and lower case)
- R2.1: Interpret common symbols
- W1.1: Write the letters of the English alphabet (upper and lower case)
- W4.5: Use specialized vocabulary (e.g., consumer, work, field of interest)

Seattle Digital Equity Initiative Skill(s)

- EF.10: Create Safe Passwords / Password basics: creation, safe storage, resetting
- PS.2: Verify Secure Websites
- PS.3: Limit Sharing of Personal Data
- PS.6 Recognize Online Threats

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Internet Basics 7: Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).
- Internet Basics 10: Identify address bar and demonstrate understanding of its functionality.
- Internet Basics 14: Identify and make use of common website interactions (e.g., play buttons, hyperlinks)

Key Vocabulary

- scam
- victim
- shop online
- pop-up window
- computer virus
- hover
- urgent / immediate

- win/won/winner
 - prize / gift
 - schedule/reschedule a delivery
- Reinforced vocabulary:* address bar, web page, link, email, email address, text/text message, delete, verify, account, click, press, hold down, scroll

ENGAGEMENT

Notes

- Write the word 'scam' on the board. Ask students what the word means. If they do not know the word, ask them to look it up on their phones in their own language. (Scribe student answers – possible responses are something that is not true, a trick, a lie, stealing, etc.)
- Write the word 'victim' on the board and do the same.
- Ask:** Has anyone been a victim of a scam? (Take responses; prompt students to tell their experiences as a victim of a scam if they want to do so. Share your own experiences if you have any.)
- Say:** Many people get text messages on their phone that are scams. Many people get emails that are scams. You can click on advertisements on web pages that are scams. You can also be scammed when you shop online. You can also be scammed when someone calls you on the phone.

Lesson 17: Staying Safe in a Digital World

EXPLORATION

- Before this activity, the teacher needs to copy and paste the email from **Teacher Materials 17.1: Mary's Email Scam** and send it to herself/himself.
- Distribute the **Handout 1: Mary's Email Scam** to your students.
- Open up your email that you sent to yourself and display it on screen.
- **Say:** Let's read through this email. (Get volunteers to read or read to students as appropriate for their language levels.)
- **Ask:** Who is the email from? (Students should answer the HelpDesk@Loyainc.com.)
- **Say:** We need to check if the email is really from the Help Desk. We need to hover our mouse over the email address.
- **Ask:** Who remembers what "hover" means? (Write hover on the board. Hover was introduced in Lesson 10. If students do not remember, explain that hover means to move the mouse arrow over a link without clicking on the link.)
- **Say:** Let's watch what happens when I hover my mouse over the email address. (Demonstrate and point out to students that the link shows up at the bottom of the screen in a blue bar.) Now I can see that the link is different than the email address. The email link is kramsey@biz5224.com, not HelpDesk@Loyainc.com. (*Refer students to look at their Handout 1 to see the email links clearly because the link text in the email is very small.*)
- **Say:** Now watch when I hover my mouse over the link to reset Mary's password. (Demonstrate.) Are the links the same? (Students might say yes but tell them to look more carefully.) There is one letter different – *loyainc.com* is in the email text, but the link is actually *loyain.com*.
- **Ask:** Should Mary click on the link? (No.) What should Mary do? (Delete the email, contact the Help Desk at her company.)
- **Say:** I can also check links when I look at emails or text messages on my phone.
- **Say:** I have a handout that shows you how to check links on your phone. The handout has 3 steps. (Distribute **Handout 2: Checking Links on a Phone**.)
- **Say:** On the handout, I see an email from UPS. The email says that I can track my package. What do I need to click on? (Wait for a student to say the "Track your package" button.)
- **Say:** I don't know if this is a safe email or if it is a scam. I need to know the link for the button.
- **Say:** Step #1 says to press and hold down on a link or a button. When I do this, a box appears with the link.
- **Say:** Step #2 says to look at the link.
- **Say:** I see the link. I need to ask 2 questions. First, does the link start with https? Second, does the link have the name of the company?
- **Ask:** Does the link start with https? (Students should respond yes.)

Lesson 17: Staying Safe in a Digital World

- **Ask:** Is the link to the correct company? (Students should respond yes.)
- **Say:** Look at Step #3. It says to Tap on the “Tap to show preview.”
- **Say:** After I tap, I see a preview of the web page.
- **Ask:** Does the web page look correct? (Take responses – it does look like the UPS website.)
- **Say:** This link looks safe to open. This email is not a scam.

EXPLANATION

- Distribute **Handout 3: Digital Safety Basics**.
- **Say:** This handout has digital safety basics. Look at the handout. What is the title? (Wait for responses – Digital Safety Basics.)
- **Say:** There are 5 parts in the handout. The 5 parts have headings. What are the names of the 5 headings? (Scribe them as students call them out – Password Safety, Email and Text Message Safety, Web Page Pop-Up Window Safety, Web Page Advertisement Safety, and Online Shopping.)
- Read through the activity with students.
- Start by having them read along as you read through the handout one section at a time. After each section, ask students to circle any words they do not know.
- Ask for the words and write them on the board. Explain the words in simple English. Ask if students in the class know the words in their native languages. Students can also look up what the words mean in their own language.
- When you complete all four sections of the handout, pair students and have them read to each other.

ELABORATION

- **Say:** Now we are going to look at some emails, text messages, and pop-up windows.
- Distribute **Handout 4: Is It Safe or Is It a Scam?**
- Display **Teacher Materials 17.2: Is It Safe or Is It a Scam? Powerpoint**. Present the PowerPoint in Presentation Mode so you can see the slide notes. Alternatively, print out **Teacher Materials: 17.3: Is It Safe or Is It a Scam? Slide Notes** so you can view the notes as you present the slides.
- Go through the PowerPoint presentation. Use the notes to help you prompt students why each example is a scam. You may want students to work in pairs or groups of 3 to talk about each example using their handouts before they give you their responses.

EVALUATION

- Ask students to get a computer, sign in, and open up Google Chrome, and go to the following web address: tinyurl.com/dartdigsafety.
- Allow students to work alone or with a partner to complete the Digital Safety Quiz. Students will receive their scores and right and wrong responses immediately after the quiz.

Lesson 17: Staying Safe in a Digital World

- Go over the answers with students either immediately after they complete the quiz or at the beginning of the next class.

Differentiation Resources to Meet Diverse Learner Needs

For more advanced students:

- Pull up the following web page and go through the examples of text spams:
<https://blog.textedly.com/spam-text-message-examples>
- Access [Skillblox.org](#) and use access code **YCFK6U** to view additional information and examples of online scams.

Teacher Materials 17.1: Mary's Email Scam

Before you begin this Lesson 17, send an email to yourself. In the BODY of the email, copy and paste everything below. You will pull up the email to demonstrate how to check for links.

From: HelpDesk@loyainc.com

Sent: Tuesday, April 13, 2022 8:40 AM

To: MaryLosa@loyainc.com

Subject: URGENT: Change your password

Our company was hacked. Please
change your passwords immediately.
Click on the link below:

<https://loyainc.com/passwordchange>

Slide Notes for Is it Safe or Is It a Scam PowerPoint

Slide 1: Is it Safe or Is It a Scam?

Slide 2: John's email. This is a scam. Delete the email. If students need help, ask them to look at the name of the company – USAA, and the link, usaaa.me.

Slide 3: Cati's text message. This is a scam. Delete the message. Students should never reply to a text or email with their bank account and routing number.

Slide 4: Martha's email. This is a scam. Delete the email. No company gives you an expensive prize for answering a question.

Slide 5: Tony's pop-up window. This is a scam. First of all, Tony should NOT click on the pop-up window. Tony should first try to close Google Chrome. If he cannot close Google Chrome, he should press down the power button on her computer until it shuts off and then turn it back on. Finally, Tony should not go back to the same website. Tony can also use Ctrl-Alt-Del and then click on the Power Icon to shut down or restart his computer.

Slide 6: David's email. This is a scam. Delete the email. The Postal Service does not notify customers about package delivery attempts by email.

The USPS has a 1-minute video about scams that use the name of USPS on YouTube:<https://www.youtube.com/watch?v=Ksfyr7wZhhE>. You can slow the video down to play it for students who are more advanced. Also, you can auto-translate the video into many languages by going to the YouTube Settings icon, clicking on Subtitles/CC, and then clicking on Auto-translate.

Slide 7: Mark's email. This is a scam. Delete the email. This email offers a prize, which is almost always a scam. The email shows that the sender is ONLINEMART, not Walmart.

Slide 8: Sarah's text message. This is a scam. Delete the message. There are several warning signs. First, it is something that must be done immediately. Second, the link does not go to the amazon website. Finally, there are mistakes in the English – the word recovery instead of recovery and the word below is misspelled (bellow).

Slide 9: Barbara's pop-up window. This is a scam. First of all, Barbara should NOT click on the pop-up window. Barbara should first try to close Google Chrome. If Barbara cannot close Google Chrome, she should press down the power button on her computer until it shuts off and then turn it back on. Finally, Barbara should not go back to the website. Barbara can also use Ctrl-Alt-Del and then click on the Power Icon to shut down or restart her computer.

Mary's Email Scam

Mary is at work.

She checks her email.

She reads this email:

From: HelpDesk@loyainc.com

Sent: Tuesday, April 13, 2022 8:40 AM

To: MaryLosa@loyainc.com

Subject: URGENT: Change your password

Our company was hacked. Please change your passwords immediately.
Click on the link below:

<https://loyainc.com/passwordchange>

Hover your mouse over the **email address**. You will see a blue bar at the bottom of your screen with the email link.

mailto:kramsey@biz5224.com

If the email addresses are different, this is a FAKE email. Delete the email.

Hover your mouse over the **link**. You will see a blue bar at the bottom of your screen with the link.

https://loyain.com/passwordchange

If the links are different, this is a FAKE email. Delete the email.

Should Mary click on the link?

Why or why not?

Checking Links on your Phone

Are you using a phone?
How to check links on your phone. Step #1.

1. Press and hold down on a link or a button.

Are you using a phone?
How to check links on your phone. Step #2.

2. Look at the link.

- Does the link start with https?
- Is the link to the correct company?

Checking Links on your Phone

Are you using a phone?
How to check links on your phone. Step #3

3. Tap on the “Tap to show preview.”

- Does the web page look correct?

I answered Yes to my questions. The web page looks correct. The link is safe to open.

ups.com
https://www.ups.com/track?
loc=en_US&Requester=SBN&tracknum=
=1ZRX0295YW95667322&AgreeToTer...
Open Link
Add to Reading List

Tap to show preview

Hide preview

ups.com

1 of 2 Severe Weather Impacting Service in the Midwestern United States ...More

ups

Postal service tracking ID:
92612924912708541484309862
For further information, track your shipment on the U.S. Postal Service

This website uses cookies
We do this to better understand how visitors use our site and to offer you a more personal experience.
Please see our [Privacy Notice](#) for more information.
You can manage your preferences by selecting [Cookie](#)

Digital Safety Basics

PASSWORD SAFETY

1. Do not use weak passwords.
2. Do not share your passwords.
3. Do not use the same password for every web site or app.
4. Save your password on a shared or public computer.

EMAIL AND TEXT MESSAGE SAFETY

1. Don't email or text your name, password, zip code, bank account, credit card, or social security number.
2. On an email, check the sender's email address. Does the company name match the email?
3. On a text, check that the message is from a 6-digit number (# #####) and not from a regular phone number that has 10 digits (# #-# #-# #-# #-#).
4. Check the links before you click on them.
5. Don't click on a link in an email or a text message:
 - a. that tells you that won a prize or can get something free.
 - b. that tells you to verify your account information.
 - c. that asks you to send money or to buy something.
 - d. that tells you to reschedule your delivery.

Digital Safety Basics

WEB PAGE POP-UP WINDOW SAFETY

1. Don't click on a pop-up window that tells you your computer has viruses or tells you that you are a winner. Close Google Chrome, restart your computer, and do not go to the web page again.

WEB PAGE ADVERTISEMENT SAFETY

2. Don't click on any links. Close them with the "X" if you need to.
3. Don't click on ads that are in Internet search results.

ONLINE SHOPPING

1. Only shop on websites that start with https.
2. Be very careful if you shop on Ebay, Craigslist, Facebook Marketplace, OfferUp, LetGo, or other sites where you need to send people money using your credit card or bank account information.

12/29/2022

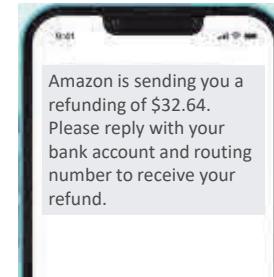


1

12/29/2022

Cati's text message

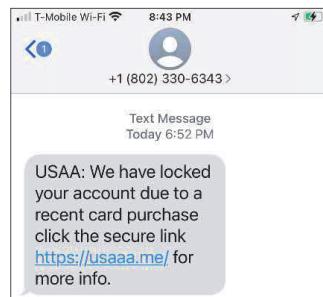
Cati gets a text message from Amazon that says she has a refund. The message says she needs to reply with her bank account and routing number. Is it safe or is it a scam? What should she do?



3

John's email

John gets a text message from USAA that says his account is locked. It tells him to click on a link for more information. Is it safe or is it a scam? What should he do?



2

1

Tony's pop-up window

Tony is on a web page when a pop-up window says that his computer is infected. Is it safe or is it a scam? What should he do?



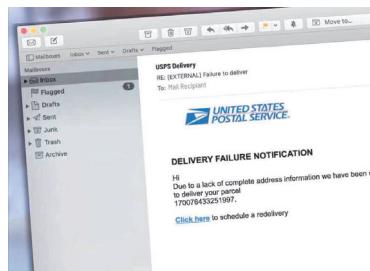
4

2

12/29/2022

David's email

David gets an email on his computer from the United States Postal Service. It asks him to click on a link to schedule a delivery. Is it safe or is it a scam? What should he do?



5

12/29/2022

Sarah's text message

Sarah gets a text message from Amazon about her account getting locked. The message asks her to click on a link. Is it safe or is it a scam? What should she do?

Your Amazon account has been locked because we've detected suspicious activity on your account. Recovery your account immediately by click link bellow:
<https://m.v.k.com/away.php?cheer=front&elite=level&t0=https://mobile-manage-details-amazon-bunny20112.codeanyapp.com>

7

David's email

Mark gets an email that he needs to confirm his gift immediately. The email looks like it is from Walmart. Is it safe or is it a scam? What should he do?



6

3

Barbara's pop-up window

Barbara is on a web page. She gets a pop-up window telling her that she is a winner. Is this safe or is it a scam? What should she do?



8



Lesson Plan 18: Searching the Internet

Lesson Overview: In this lesson, students will learn how to perform a simple Internet search, evaluate and open search results, and read several search results to answer questions about one or more topics.

Lesson Objectives

Students will:

- Perform an Internet search on one or more topics by typing in one or more key words.
- Evaluate the search results to choose results that are not advertisements, have secure websites, and are most likely to have information on the topic.
- Identify government, educational, and non-profit websites with the domains .gov, .edu, and .org.
- Open several search results, read them, and use them to answer questions about one or more topics.

Materials and Setup

Technology /Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (laptops, tablets, desktop computers)

Supplies/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: Where Do These Words Come From?
- Handout 2: How to Search the Internet
- Handout 3: Choosing Search Terms
- Handout 4: Choosing Search Results
- Handout 5: Internet Search Project 1
- (Optional) Handout 6: Internet Search Project 2

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** Students will practice keyboarding in this lesson as they type in search terms. For further keyboarding practice, you can ask students at the end of the day to text something they learned from the Internet either to themselves or to your Google Voice number. For students who are using email, ask them to email you this information.

Adult English Language Proficiency Content Standard(s)

- 1.1. Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.

Lesson 18: Searching the Internet

- 2.1. Actively listen to others . . . and respond to simple yes/no questions and some wh- questions.

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet (upper and lower case)
- W1.1: Write the letters of the English alphabet (upper and lower case)
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- L3.4: Recognize imperative constructions
- L5.4: Comprehend simple single-step instructions, explanations, and directions
- S2.9: Use specialized vocabulary (e.g., technical, academic)

Seattle Digital Equity Initiative Skill(s)

- EF.3: Use Basic Browser Tools
- EF.5: Understand My Computer
- IS.5 Info search strategies [including search and browse skills]

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Internet Basics 1: Demonstrate knowledge of browsers and identify commonly used browsers.
- Internet Basics 10: Identify address bar and demonstrate understanding of its functionality.
- Internet Basics 12: Perform internet search using clear parameters (terms and filters).
- Internet Basics 14: Identify and make use of common website interactions (e.g., play buttons, hyperlinks)
- Information Literacy 16: Demonstrate use of efficient search strategies to hone in on relevant information.

Key Vocabulary

- | | |
|--|---|
| <ul style="list-style-type: none"> • Internet Search • topic • search terms • search results | <ul style="list-style-type: none"> • website • domain |
|--|---|
- Reinforced vocabulary:* Google Chrome, web page, back arrow, address bar, webpage address, link

ENGAGEMENT

Notes

- **Say:** Who uses the Internet to find information? What information do you look for? (Take responses.)
- **Say:** We're going to make a list of all of the information you can find on the Internet. You will work in groups of 3 to 5 to make a list. Then you will write your list on the whiteboard.
- **Say:** One person will write the list. Every person will talk. This is called a brainstorm (Write brainstorm on the board.)
- **Say:** This is a compound word. It has 2 words that make one.
- **Ask:** Where is your brain? (See if some students can point to their heads to indicate their brain.) What is a storm? (See if a student can describe a storm.)
- Ensure that students understand what a brainstorm is. Then facilitate the small group brainstorm. Tell students that they have about 5 minutes to brainstorm.
- **Say:** It's time to stop. I need 2 people to come to the board from your group. One

Lesson 18: Searching the Internet

person has the list. The other person writes the words on the board. (Facilitate students as they write their words on the board.)

- Comment on the list and review the items. Add any items that you believe are important but were left off (information about job openings, school closures, weather, news, movie times, addresses and phone numbers for businesses and restaurants, etc.).
- Say:** Today you will learn vocabulary that we use for Internet searches. You will practice with search terms and learn about choosing the best search results. You will also use the Internet to complete a project about popular names in the United States.

EXPLORATION

- Say:** We will start today with an Internet Scavenger Hunt. (Write this on the board.) An Internet Scavenger Hunt means that you will be looking for information on the Internet. It is a game.
- Say:** Please set up your computers, sign in, and open Google Chrome. (Wait until all students have set up their computers and opened up Google Chrome.)
- Distribute **Handout 1: Where Did These Words Come From?** English uses many words that come from other languages. Today you will use the Internet to find out the origin, or the beginning, of words you use every day in English.
- Ask:** Can someone read the instructions? (If your students are not able to or comfortable reading the instructions, you can read them to students instead.)
- Say:** I'll show you how to do the first word on the handout. The word is ammonia. Ammonia is something you use to clean. Ammonia is very good for cleaning windows and glass. The handout says that you can use "where did the word ammonia come from" for your search terms. I need to type that into the address bar and click on my Enter key. I can see at the top of my search results that the word comes from Egyptian. So go ahead and draw a line from ammonia to Egyptian.
- Say:** Now it's your turn. You can work on your own or you can work with a partner. See how many words you can find in 10 minutes.
- Facilitate the activity, assisting students as needed as they complete the scavenger hunt. Stop students after 10 minutes even if they have not finished and go over the answers. The answer key is below:

- | | |
|--------------------------|----------------------|
| 1. cookie – Dutch | 6. amen – Hebrew |
| 2. algebra – Arabic | 7. emoji – Japanese |
| 3. kindergarten – German | 8. ketchup – Chinese |
| 4. yogurt – Turkish | 9. shampoo – Hindu |
| 5. tea – Chinese | 10. orange – Persian |

EXPLANATION

- Pass out **Handout 2: How to Search the Internet.**
- Read the handout with students. If you have a more advanced class, you can ask for volunteers to read sections of the handouts. If your class has lower language levels, read the handout to students as they follow along. Then pair them up to read to

Lesson 18: Searching the Internet

each other. Or you can have advanced students work in pairs or independently while you sit with a small group of students with lower language levels to read through and explain the information on the handout.

- Tell students to keep the handout in their folder. It is good for them to look at when they need to search the Internet for information.
- Pass out **Handout 3: Choosing Search Terms**. As a class, complete the first question. Depending on the levels of students in the class, you can choose to have students work independently, with partners, in small groups, or as a whole class to complete the handout. Make sure to explain why an answer is correct as it may not be apparent to students with limited English comprehension.
- Pass out **Handout 4: Choosing Search Results**. Again, complete the first question as a class and then choose how you proceed to have students work through the rest of the handout. Spend time with students going over the section outlined in blue on the handout about thinking about the search results before clicking on them.

ELABORATION

- **Say:** Now that you practiced with search terms and search results, it's time for you to do some more Internet searches.
- Distribute **Handout 5: Internet Search Project 1**. Go over the project instructions with students. As a class, demonstrate the first search. Ask students which search result they think you should open and read. If the search result does not give you the information you need to answer the question on the handout, look at the other search results and explain aloud to students as you evaluate them to choose the next search result you will open and read.
- **Ask:** Is everyone ready to do get on the computer and do the Internet search with the 2nd search terms? Then please set up your computers, sign in, and open Google Chrome to type your search terms.
- Facilitate the activity as you wish. You may want students to work in partners with a higher-level student working with a student with lower language skills because Internet searches involve a lot of reading. Remind students to write down the web page of the search result they use to answer the question.

EVALUATION

- Tell students that to end the lesson, you want them to use the Internet to find answers to 3 questions. Ask students to get out a piece of paper to copy the questions and write their answers.
- Write the questions on the board. You may use different questions that may be more relevant or interesting to your students. The answers are provided below to share with students after they complete the activity.

What U.S. President was the tallest? (Abraham Lincoln)

What U.S. President had an alligator for a pet? (John Quincy Adams)

What U.S. President played the saxophone in a band in high school? (Bill Clinton)

Lesson 18: Searching the Internet

Differentiation Resources to Meet Diverse Learner Needs

For beginning level students:

- Cambridge English Ventures provides downloadable resources for teachers. The Basic Level Projects provides student projects for beginning English learners; almost half of them involve Internet searches. The direct link to the resource is https://www.cambridge.org/files/1414/9262/7494/VENTURES2ED_Projects-LevelBasic-all.pdf. You may need to register for a free account with Cambridge English before downloading the resource.

For more advanced students:

- Ask students to complete **Handout 6: Internet Search Project 2**. In this project, students need to create a topic, list their keywords, and take notes on the topic from 2 to 5 of their search results.
- Include Lessons 1 and 2 of GCFLearnFree's Digital Media Literacy Tutorial. In these two lessons, students learn many strategies for evaluating the reliability of online content and apply those strategies. Remember that you can slow down the video on YouTube using the settings so students can more readily understand the audio.
 - Lesson 1: [Judging Online Information](#)
 - Lesson 2: [Practice Evaluating a Webpage](#)

Where do these words come from?

English takes words from many languages.

Use the Internet to find out where these words came from. For your search terms, put each word into this question:



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

Where does the word come from?

Draw a line from the word to the language the word is from.

ammonia	Arabic
cookie	Chinese
algebra	Dutch
kindergarten	Persian
yogurt	Egyptian
amen	Hindi
emoji	German
ketchup	Hebrew
shampoo	Japanese
orange	Turkish

How to Search the Internet

1. Write down a question you want to answer or a topic you want to learn about.
2. Select 2 to 5 of the most important words in your question. These important words are your **search terms**.
3. Type in your search terms in the Google Chrome address bar and click on your keyboard's Enter Key.
4. Read your **search results** and **think** about them.
5. Click on the search result you want to see.
6. Read the web page to look for the answer to your question.
7. Use the back button to go back to your search results.
8. Click on another search result if you want to read more.

Thinking About Your Search Results

Do NOT click on search results that have the word Ad.

- ✓ **DO** look for search results that start with https. The **s** at the end of http means that the website is secure.
- ✓ **DO** look for websites from government offices, schools, or organizations that help people.
 - Website addresses with **.gov** are from a government office.
 - Website addresses with **.edu** are from a school.
 - Website addresses with **.org** are from an organization that helps people.
 - A website address that has **Wikipedia** in it can be a good source of information.
- ✓ **DO** look for websites from companies you know. Examples can be websites from news organizations that you watch on television, such as Fox, CNN, NBC, ABC, or Spectrum News.

Choosing Search Terms

1. Joe needs to go to the dentist. He lives in Tucson, Arizona. Which search terms should he use?
 - tooth exam Tucson
 - dentist in Tucson, Arizona
2. Keith needs to rent a car for his vacation. He wants the best price. Which search terms should he use?
 - car rental prices
 - I do not want to pay a lot for a car
3. Harishni wants to know why her cat is meowing so much.
 - how animals communicate
 - why cats meow
4. Wanda wants to learn how to build a desk out of wood. It has to be small so it fits in her room. Which search terms should she use?
 - how to build a small wood desk
 - how to make a desk
5. Larry wants to bake a cake for his daughter's birthday. He wants to make a chocolate cake. Which search terms should she use?
 - good cakes to make at home
 - best chocolate cake recipes
6. Michelle wants to know how much it costs to have her house cleaned. Which search terms should she use?
 - house cleaners near me
 - how can I clean my home

Choosing Search Results

1. Sam wants to know the best used cars to buy. Which is the best search result?
 - <https://www.kbb.com> › General
Best Used Cars for 2022 - Kelley Blue Book
 - <https://www.carvana.com/>
Carvana® Used Cars For Sale - Buy, Sell, or Trade-in Online
2. Rita wants to buy a 2014 Nissan Quest. What is the best search result?
 - <https://www.carmax.com>
CarMax - Shop for used cars, then buy online or at a store
 - <https://cars.usnews.com/cars-trucks/rankings/used>
Best Used Cars for 2022 | U.S. News
3. Gary is looking up airfares. He wants to get the best price on her plane ticket. Which is the best search result?
 - <https://skyscanner.com>
Search for best airline prices
 - <http://www.cheapairfare.com>
Get cheap fares here
4. Lori wants to find pictures of short hair. What website will she go to?
 - <https://www.supercuts.com>
Affordable, quality haircuts for all ages
 - <https://www.latest-hairstyles.com>
New hairstyles for 2023
5. Carla has a little baby. She is looking for information on the best diapers. Which website will she go to?
 - <http://diapersforsale.com>
Pay less for diapers, all brands.
 - <https://www.newmoms.org>
Helping new moms give their babies the best

Internet Search Project 1

Question: What were the most popular baby names in the United States in 2022 for girls and for boys?

These are the search terms for your 1st Internet search:

U.S. baby names 2022 popular girls

Read one of your search results. What is the web page address?

Write down the 5 most popular names for baby girls:

1

2

3

4

5

These are the search terms for your 2nd Internet search:

U.S. baby names 2022 popular boys

Read one of your search results. What is the web page address?

Write down the 5 most popular names for baby boys:

1

2

3

4

5

Internet Search Project 2

Question

Write the search terms for your Internet search:

Read 2 to 5 of your search results. Write down the web page address and notes.

Search Result 1

Web Page Address:

Notes:

Search Result 2

Web Page Address:

Notes:

Internet Search Project 2

Search Result 3

Web Page Address:

Notes:

Search Result 4

Web Page Address:

Notes:

Search Result 5

Web Page Address:

Notes:



Lesson Plan 19: Troubleshooting Basics

Lesson Overview: In this lesson, students learn basic troubleshooting strategies.

Lesson Objectives

Students will:

- turn on and off online pop-up blockers.
- apply systematic troubleshooting to common computer problems.
- get technical support when needed.

Materials and Setup

Technology /Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (laptops, tablets, desktop computers)

Supplies/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: Computer Problem! Scenario Discussion
- Handout 2: Basic Steps to Troubleshooting
- Handout 3: GCF Global Troubleshooting Scavenger Hunt

Online Resources

- GCF Global Basic Troubleshooting Techniques web page:
<https://edu.gcfglobal.org/en/computerbasics/basic-troubleshooting-techniques/1/>
- YouTube Video: [Unblocking a Pop-up Window](#)

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** Write the key vocabulary on the board. Ask students to identify the words that they are not familiar with. Then tell them to either text those vocabulary words to themselves or your Google Voice number OR email you those words.

Standards

Adult English Language Proficiency Content Standard(s)

- 2.1. Participate in level-appropriate oral and written exchanges of information

Lesson 19: Troubleshooting Basics

CASAS Content Standard(s)

- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- S2.9: Use specialized vocabulary (e.g., technical, academic)
- R1.1: Identify the letters of the English alphabet (upper and lower case)
- R2.1: Interpret common symbols
- W1.1: Write the letters of the English alphabet (upper and lower case)
- W4.5: Use specialized vocabulary

Seattle Digital Equity Initiative Skill(s)

- DO.4: Fix Technical Problems
- DO.2: Find Technical Support
- EF.5: Understand My Computer / Understanding computer and peripheral components; basic troubleshooting; using an OS

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Basic Computer Skills 14: Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers
- Internet Basics 16: Enable a specific pop-up window

Key Vocabulary

- | | |
|----------------------------------|--|
| • troubleshoot / troubleshooting | • error message |
| • cord / cable | • pop-up blocker |
| • checking / check for | |
| • restart | <i>Reinforced vocabulary:</i> charge/charging, |
| • updates | Internet connection, shut down, pop-up |
| • technical support | window, Internet search, search result |

ENGAGEMENT

Notes

- **Ask:** What do you do when a machine will not start? For example, what do you do if your car doesn't start? What do you do if your air conditioning stops working? What do you do if your television will not turn on?
- Note their ideas, which may include things like checking the connections or asking for help.
- **Say:** Sometimes something goes wrong when we work on a computer. We need to troubleshoot the problem. Troubleshoot means to find out what is wrong and fix it, just like we do with other machines.

EXPLORATION

- Distribute **Handout 1: Computer Problem! Scenario Discussion.**
- Ask students to identify new vocabulary and review it with them.
- Go over the comprehension questions.

Lesson 19: Troubleshooting Basics

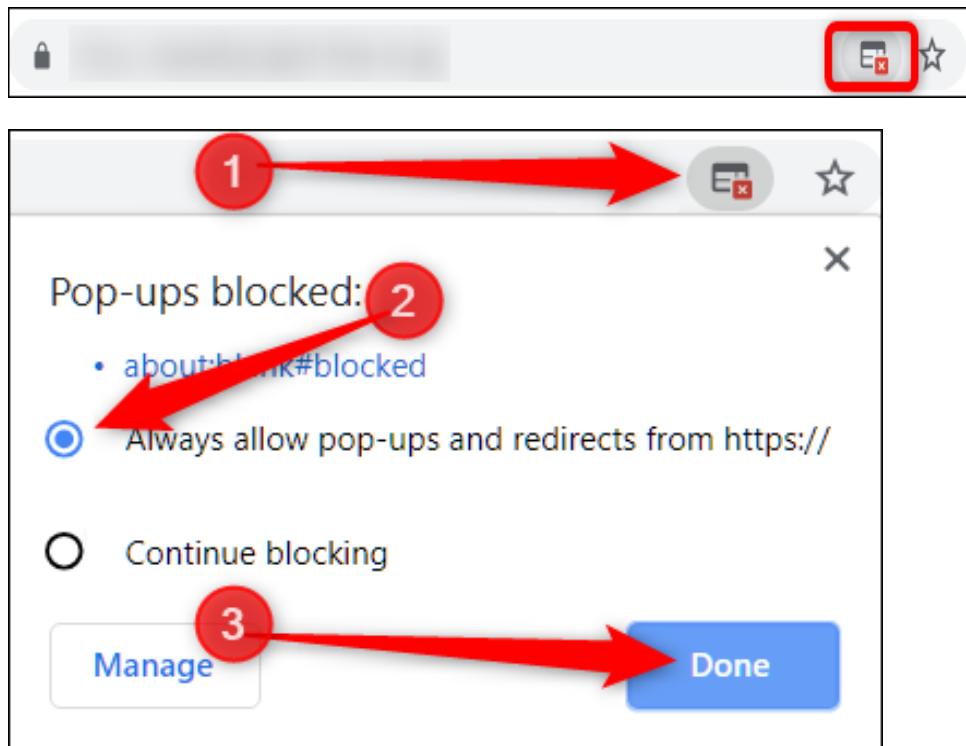
- Practice the dialog. First, practice as a group with students repeating chorally after you say each sentence. Then have them turn their pages over. Read a sentence and have them repeat relying on listening alone. Then have them practice in pairs.
- Review the discussion questions.

EXPLANATION

- Distribute **Handout 2: Basic Steps for Troubleshooting**
- Go through handout. Stop at each bullet to demonstrate how students can troubleshoot problems by checking the battery level, verifying the wireless network Internet connection status, restarting, checking for updates, shutting down, searching online and clicking on a search result, and asking for help.

ELABORATION

- One common problem is the pop-up blocker. Some sites will not load content until you tell the site the pop-up window is allowed.
- Ask students what a “pop-up” window is and then explain it.
- Show students the web page <https://www.howtogeek.com/411439/how-to-allow-or-block-popups-in-chrome/>. Point out these images:



- Point out that the “x” on the address bar indicates that the pop-up blocker has stopped some content. If this is a course or video in Okta, for example, they need to allow the content by clicking the button (2) and clicking (3) “Done.”

Lesson 19: Troubleshooting Basics

- Play **YouTube Video:** [Unblocking a Pop-up Window](#). (Ask students to watch closely as there is no narration. Alternately, you can narrate what is happening in the video to students.)
- Discuss why some windows are blocked. Why should they be careful when allowing pop-up windows?

EVALUATION

- Pass out **Handout 3: GCF Global Troubleshooting Scavenger Hunt.**
- Ask students to set up and sign in to their computers.
- Use the instructions on the handout to model how students can navigate to the web page on troubleshooting.
- Have them work alone or in pairs to find the answers to the questions in the scavenger hunt. This activity will let you know how far your students have come.
 - Can they double-click to open a desktop app?
 - Can they type in a web page address correctly?
 - Can they scroll up and down on a website?
 - Can they click on buttons and links?

Differentiation Resources to Meet Diverse Learner Needs

- For students who are less advanced, review the [GFC Global Basic Troubleshooting Techniques](#) web page together. Point out the words in bold. Ask students why they think the words are darker. Ask if they know how to translate a web page and demonstrate. Show them where they can change the content to Spanish or Portuguese if appropriate.
- For advanced students, read through the scenarios on the [GFC Global Basic Troubleshooting Techniques](#) web page. Brainstorm solutions before reading the solutions.
- Advanced students may also enjoy creating a script to narrate the **YouTube Video:** [Unblocking a Pop-up Window](#).

Computer Problem! Scenario Discussion

CONVERSATION

Alex: Oh no. Something is wrong with my tablet.

Benny: What's it doing?

Alex: I can't turn it on. I push the button, but nothing happens.

Benny: Is it charged?

Alex: Yes, I charged it last night.

Benny: When you charged it, did the light come on?

Alex: What light?

Benny: The light that shows that it is charging.

Alex: I don't know. I didn't know to look for a light.

Benny: Let's try plugging it in. Uh-oh. There's no light.

Alex: So, it didn't charge?

Benny: No. That's why it won't turn on.

Alex: Why didn't the light come on?

Benny: I don't know. Oh, wait. Look at this. The cord is broken.
You need a new cord.

Alex: Oh. Where do I get a new cord?

Benny: I'm not sure. Maybe we should ask your supervisor.

Alex: Do you think he will be mad at me?

Benny: I don't think so. Cords break sometimes. You didn't break it on purpose.

Alex: No, I didn't. There he is. Let me ask him about a new cord.

Computer Problem! Scenario Discussion

COMPREHENSION QUESTIONS

- | | | |
|----------------------------------|------|-------|
| 1. Alex's tablet is not working. | True | False |
| 2. Alex broke his tablet. | True | False |
| 3. The tablet is charged. | True | False |
| 4. The charging cord is broken. | True | False |
| 5. Benny has an extra cord. | True | False |

DISCUSSION

1. Do you think Alex should have to pay for the new charging cord? Why or why not?
2. What do you think Alex's boss will say to him about the new cord?

Basic Steps for Troubleshooting

1. Check your connections.
 - a. Does the tablet need to be charged?
 - b. Is it connected to the internet?
2. Write down error messages or take a picture of them with your phone. You can give this information to technical support if you need to.
3. Off-and-on technique
 - a. For an application
 - Close it. Open it. Does it work now?
 - Close it. Restart the tablet. Open it. Does it work now?
 - b. For the tablet
 - Shut it down. Wait 5 minutes. Restart it. Does it work now?
4. Check for updates. (See next page for step-by-step instructions.)
 - a. Updates are usually automatic, but you sometimes need to check for them.
 - b. Ask your teacher for help to update your tablet.
 - c. Restart the tablet.
 - d. Does it work better now?
5. Ask for help.
 - a. Your classmates who know more about computers than you do.
 - b. Your teacher
 - c. Technical Support

Steps to Updating your Computer

1. Click in the search bar on the taskbar. It is next to the Windows Start Menu in the bottom left corner of the screen
2. Type "windows updates" and click on the Open link.

Basic Steps for Troubleshooting

3. Click on the gray button that says "Check for Updates."
4. If you need any updates, a list of updates will load.
5. Locate the gray button at the bottom that says "Install," "Download," or "Restart," and click this button.
6. Updates can take many hours to fully install on the tablet.
7. You may need to restart the device and repeat the check-for-updates process many times.

GCF Global Troubleshooting Scavenger Hunt

FIND THE SITE

1. Open Chrome.
2. Type edu.gcfglobal.org.
3. Click "Technology."
4. Scroll down to the "Computers" section.
5. Click "Computer Basics."
6. Scroll down to number 19 "Basic Troubleshooting Techniques" and click on it.
7. Answer the questions as fast as you can. Find the information you need, but do not read every word.

SCAVENGER HUNT QUESTIONS

Find the words that are missing from these sentences on the "Basic Troubleshooting Techniques" page. Hint, look for **keywords** in **bold** print.

1. Troubleshooting is a process of trial and _____.
2. Write down your _____.
3. Take notes (or a picture) of the _____ message if there is one.
4. Always check the _____.
5. If nothing you try works, try _____ the computer.
6. Use the process of _____.



Lesson Plan 20: Digital Skills Review

Lesson Overview: In this lesson, students will demonstrate selected digital skills they have acquired over this course.

Lesson Objectives

Students will:

- accurately write down dictated complex passwords consisting of uppercase and lowercase letters, numbers, and common symbols.
- set up and sign in to their computer.
- open Chrome navigate to Gmail.com, sign in, and sign out.
- open Chrome enter a search term to answer a specific question, and open one or more search results to answer the question.
- close Chrome and sign out of their computer.

Materials and Setup

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (laptops, tablets, desktop computers)

Supplies/Equipment/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: What I Learned about Computers
- Handout 2: Digital Skills Review
- Handout 3: Certificate of Completion

Standards

Adult English Language Proficiency Content Standard(s)

- 1.1. Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.
- 2.1. Actively listen to others . . . and respond to simple yes/no questions and some wh- questions.

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet (upper and lower case)
- W1.1: Write the letters of the English alphabet (upper and lower case)
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- L3.4: Recognize imperative constructions

Lesson 20: Digital Skills Review

- L5.4: Comprehend simple single-step instructions, explanations, and directions
- S2.9: Use specialized vocabulary (e.g., technical, academic)

Seattle Digital Equity Initiative Skill(s)

- EF.3: Use Basic Browser Tools
- EF.5: Understand My Computer
- EF.8: Get an Email Account
- EF.10: Create Safe Passwords
- EF.11: Connect to the Internet/Wi-Fi
- IS.4: Self-assess Your Skills
- IS.5: Use Search Strategies

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Internet Basics 1: Demonstrate knowledge of browsers and identify commonly used browsers.
- Internet Basics 10: Identify address bar and demonstrate understanding of its functionality.
- Internet Basics 12: Perform internet search using clear parameters (terms and filters).
- Internet Basics 14: Identify and make use of common website interactions (e.g., play buttons, hyperlinks)
- Information Literacy 16: Demonstrate use of efficient search strategies to hone-in on relevant information.

ENGAGEMENT

NOTES

- **Say:** Today is the last lesson from the DART curriculum. (In most instances, this lesson will not be the last lesson of the students' ESL class. Let students know what comes next in terms of if they will keep working with computers, and if so, what they will be working on.)
- **Say** You all have learned so much. Some of you did not know all of the letters of the alphabet. But you know them now! Most of you did not know the names of the symbols or the special keys on the keyboard. But you know those now too. Some of you already worked on a computer, but some of you did not. But all of you can work on the computer now.

EXPLORATION

- **Say:** This is a list of many things we learned in class. (Distribute **Handout 1: What I Learned about Computers**).
- **Say:** Look at number 1. It says, "I can write down all of the lowercase letters, uppercase letters, numbers 0 to 9, and symbols that my teacher tells me." You can see that there is a scale, or a line with numbers, that goes from 0 to 100%.
- **Say:** The line starts with 0. 0 means that you do not know anything. The line goes to 100. !00 means you are 100% perfect. Most students are not 100% perfect, not even teachers. Most of us can still learn more and be better.
- **Say:** I will do an example for you. (Draw a scale on the board that goes from 0 to 100% with intervals at every 10 OR use your document camera to project Handout 1 on the screen.

Lesson 20: Digital Skills Review

- **Say:** Look at #5. It says, “I can identify text or email messages, pop-windows, and advertisements that are scams.” When I started teaching this class (or using the DART curriculum), I was not at 100% . I think I was about 70%. So I will make my first X at 70%. (Mark an X at 70% on scale #5). But I learned more about scams from the lesson. Now I think I am 90% of the way knowing everything about scams. So my second X goes at 90%. (Mark an X at 90% on the scale.)
- **Say:** Let’s read the handout together. (Take volunteers to read or read aloud to students as they follow along.)
- **Say:** Please take time now to mark an X for the beginning of class and an X for now.
- Assist students as necessary as they reflect and document their progress.

EXPLANATION

- **Say:** Now you will show me what you’ve learned. We will practice first.
- **Say:** First, we will review the symbols. Let’s play the symbols game. (Go to wordwall.com Symbols. choose the Box or the Quiz format and go through once or twice with students).
- **Say:** Now we need to review our clarifying questions. Can you find the handout in your folder? (Wait for student to find the handout. Show them one on the screen or a paper copy of it. If students do not have the handout, display it on the screen. please practice saying these with a partner. Facilitate a short practice . (Wait for students.)
- **Say:** Now I am going to tell you a complex password. Please write down what you hear. Ask me clarifying questions if you need to. You can write the password down on the handout.
- **Say:** Dictate the following password: **K#5ms8?Te2B** (or a similarly complex password). Do not volunteer to repeat it; rather, wait for students to ask you to repeat. Write the password on the board to let students check their work.
- **Say:** Now I need you to tell me what to do on my computer. (Sign out of or lock your computer before you continue.)
- **Say:** I am not signed in. How do I sign in? (Let students tell you.)
- **Say:** First, I need to sign in to my Gmail account. What do I do? (Let students tell you.)
- **Say:** Now I am in my account. I need to sign out. How do I do that? (Let students tell you.)
- **Say:** I want to find [*fill in the blank for something relevant to you.*] What do I do? (Let students tell you.)
- **Say:** I have my search results. Which one should I read? (Let students tell you.)
- **Say:** Do I need to read another result or do I know my answer? (Let students tell you.)
- **Say:** I am finished with my computer for the day. What do I need to do? (Let students tell you how to close Chrome and sign out using Ctrl-Alt-Del.)

Lesson 20: Digital Skills Review

ELABORATION

- **Say:** Now it's your turn to show me what you can do! Please get out your computers. But don't sign in. (Wait for students to bring their computers to their seats. They should not sign in yet.)
- **Say:** I am giving you a handout that you will use to show me how much you know. (**Distribute Handout 2: Digital Skills Review.**) Please write your name and the date on the handout. (Wait.)
- **Say:** For question #1, you need to write down the password I tell you. You can ask clarifying questions. Are you ready?
- **Say:** Dictate the following password or your own complex password. Do not volunteer to repeat the password but allow students to ask clarifying question and respond to them. **K37@fx!T4m3**
- **Say:** Now follow the instructions on your handout. Raise your hand when you finish each number. I will put a check mark on your paper. (Ensure that students begin to work on the first task, which is to sign in to their computer. Walk around in case students do not raise their hand to tell you they finished each task.)
- **Say:** When you finish, please go to the website on the board. You can choose any game to play to practice English. (Write this website on the board: <https://www.games to learn english.com>. You can also use a different website that you would like students to go to)

EVALUATION

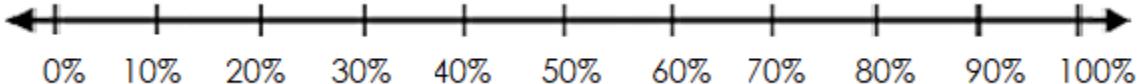
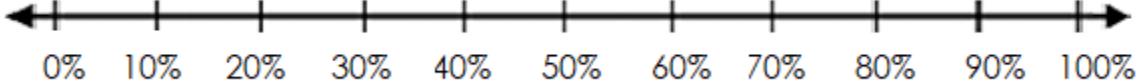
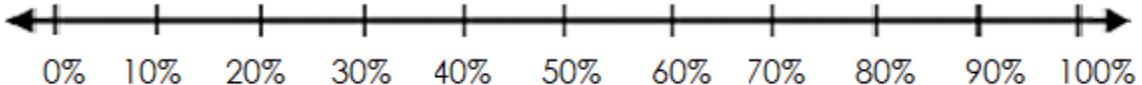
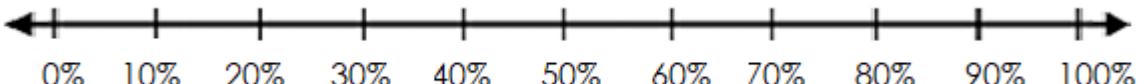
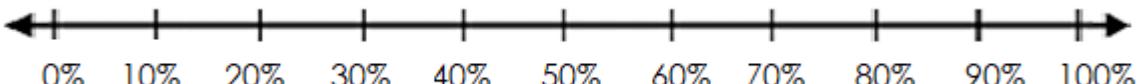
- **Say:** To end the class today, I want to give you a certificate of completion. Please stand up and come get it when I call your name. (Facilitate a "graduation" for students with their certificates of completion.)

Differentiation Resources to Meet Diverse Learner Needs

- **Say:** If you have a large class, you might want to break down the skills demonstration into at least 2 class sessions.
- **Say:** If you have students who are working on more advanced digital skills, create a modified version of Handout 2 to add those skills. For example, you may be having some or all of your students working on emails. You may also have taught students how to save their WordPad keyboarding practice activities.

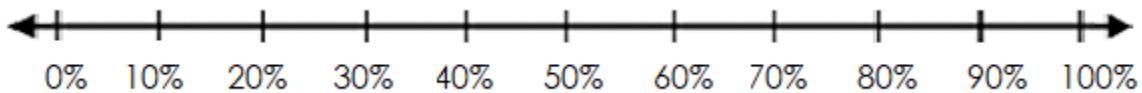
What I Learned About Computers

Read some of the things we learned about computers in the class.

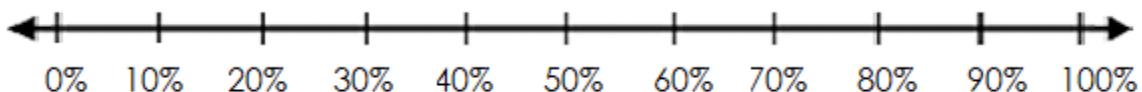
How much did you know the FIRST day you came to class?	How much do you know TODAY?
Mark an X on the number line.	Mark an X on the number line.
<p>1. I can listen and write down passwords that have lowercase and uppercase letters, numbers, and symbols.</p> 	
<p>2. I can setup and login to a computer.</p> 	
<p>3. I can open Google Chrome from my desktop.</p> 	
<p>4. I can type in gmail.com in the address bar and press the enter key to go to Gmail.</p> 	
<p>5. I can identify text and email messages, pop-up windows, and advertisements that are scam.</p> 	

What I Learned About Computers

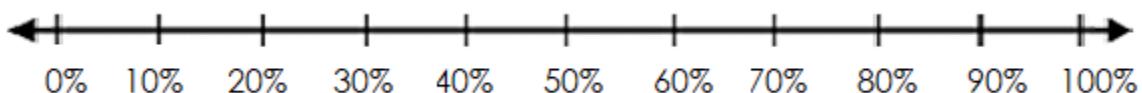
6. I can sign in to and sign out of my Gmail account.



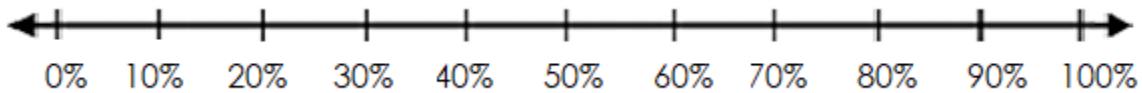
7. I can do an Internet search by typing search terms in the address bar and pressing the enter key.



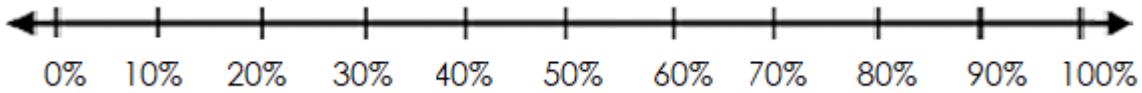
8. I can click on a search result that is a safe website.



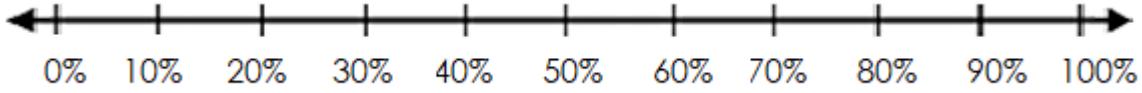
9. I can look for information on the search result.



10. I can use the back arrow on Chrome to go back to my search results.

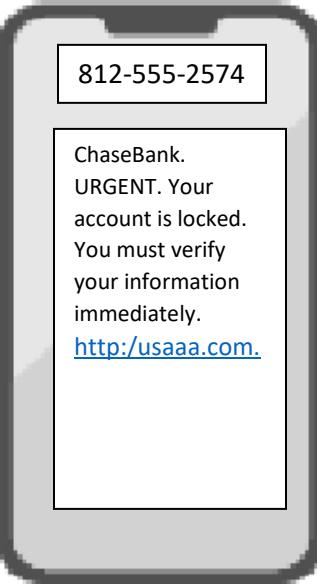
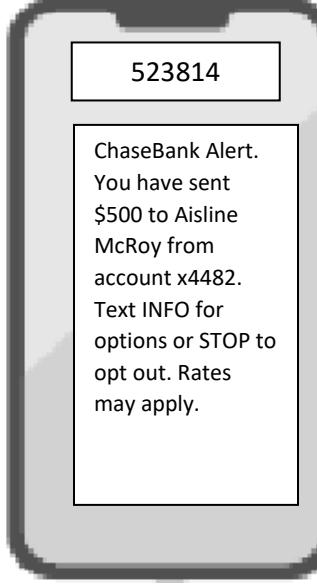


11. I can close Chrome and use Ctrl/Alt/Delete to Sign Out of my computer.



Digital Skills Review

Follow the instructions. Tell your teacher when you finish each instruction. Your teacher will check and put a check mark in the box.

Instructions	Teacher Check
1. Write down the password you hear. Ask clarifying questions.	
2. Which text message is scam? A or B? A)  B) 	

Digital Skills Review

3. Set up your computer and sign in.	
4. Open Chrome and go to gmail.com	
5. Sign in to your Gmail account	
6. Sign out of your Gmail account.	
7. Find the answer to this question: What is the capital city of Belarus?	
8. Close Chrome and use Ctrl/Alt/Delete to sign out.	



Certificate of Completion ESL Educational Achievement

Presented to

For successfully completing the
Digital Advancement and Resilience in Texas
digital skills curriculum.

Awarded by

Date

<input type="text"/>	<input type="text"/>
----------------------	----------------------

