



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 \(tinyurl.com/dartformshome\)](https://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.

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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

- | | |
|-----------------------------|--------------------------------------|
| • online account | • requirements |
| • sign up for/register | • recommendations |
| • form | • practice |
| • fill out/ complete a form | • simulation/simulator |
| • text / text box | • real/not real |
| • tab key | <i>Reinforced vocabulary</i> |
| • follow | • login, username, password, |
| • need to/must/can | backspace key, shift key, enter key, |
| • rules | web page address, address bar |

ENGAGEMENT

- **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.*

NOTES

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- **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.)

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- **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 =).
- **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).

Same (=)	Different (not =)

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- **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

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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.