NORTHSTAR DIGITAL LITERACY
A program of Literacy Minnesota

Internet Basics, Lesson 3: Tabs and Favorites

Northstar Digital Literacy Standards *This lesson aligns with the following standard/s.*	Vocabulary *This lesson focuses on the following digital literacy terms.*
11. Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back). 15. Identify and work with tabs and windows.	**favorite (bookmark)** **tab** **browser**

Technology Concepts
Important lesson background and teaching tips for instructors

In this lesson, learners will practice using tools to help navigate multiple websites efficiently. They will learn to use **bookmarks** to easily access frequently used websites. Learners will also practice navigating multiple websites using **tabs**.

Teaching Tips:
- On some computers, the **bookmarks** bar may not be visible. It can be opened in the **browser** settings menu. On some **browsers** you can also open with Ctrl+Shift+B.

Teacher Prep Guide
Follow these steps to prepare for teaching this lesson

General Prep	❏ **Prepare by bringing a book, a bookmark (or piece of paper), and a binder with tabs to show learners.** ❏ **Add bookmarks to the projected computer's browser (if needed).** ❏ **Prepare to project Reference A for Do It Together 1.** ❏ **Prepare to project Reference B for Pair Explore.**
Do It Together 2	❏ **Copy Handout A for each learner.**
Task	❏ **Copy Handout B for each learner.**
Vocabulary Work	❏ **Copy Handout C for each learner.**

Warm Up
Find out what learners know and prime them for the work ahead.

- ➔ Show learners a book and a **bookmark**. Explain what the **bookmark** is for.
- ➔ Say to learners:
  - ◆ "This is a real **bookmark**. There are also **bookmarks** on the internet."
- ➔ Ask learners:
  - ◆ "What do you think internet **bookmarks** do? Talk to the people next to you and guess."
- ➔ Show learners the **tabs** on the binder. Explain what they are for.
- ➔ Ask learners:
  - ◆ "There are also **tabs** on the internet. What do you think they are for? Talk to the people next to you and guess."

We will Learn…
Sharing learner friendly objectives helps set goals for today's learning.

List objectives on board or project. Read through them together to set goals for today's learning.

We will learn to:

use **favorites**/**bookmarks** to go to a website.

add a new **favorite**/**bookmark** to the **browser**.

open multiple **tabs** to look at information on more than one website.

close a **tab**.

MODEL & EXPLAIN 1
Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, they should not work on their own computers at this time.

Bookmarks

- ➔ Say to learners:
  - ◆ "There are some websites that we use a lot. For example, some people use email websites like Gmail everyday. The application we use to go to the internet is a **browser**. On the **browser**, we can add a **button** called a **favorite**. On some **browsers**, **favorites** are called **bookmarks**."
- ➔ Show learners where the **bookmarks** are.
- ➔ Open one or two **bookmarks.**
- ➔ Show learners how to add a new page to **favorites** (on Google Chrome, click the star in the address bar).

DO IT TOGETHER 1

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

➜ Support learners in opening an internet **browser** on their computers.
➜ Ask learners:
   ◆ "What **bookmarks** are on your computer?"
   ◆ "What do you click to add a new page to **favorites**?" (the star)
➜ Alternatively, if no **bookmarks** are on the computers, project **Reference A**. Learners can discuss in pairs.

MODEL & EXPLAIN 2

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, they should not work on their own computers at this time.

<u>Tabs</u>

➜ Say to learners:
   ◆ "Sometimes, when we use the internet, we need to look at information on several different pages. On a **browser**, we can open a second page in a new **tab.** The **tab** is at the top of the **browser. Tabs** show the open internet pages in our **browser**. You can have many **tabs** open at the same time, to see different pages."
➜ Show learners how to open and close a new **tab**.
➜ Provide a contextualized example of when you might do this by going to **monster.com** and **indeed.com** and talk through comparing different job postings for the same job, such as 'Registered Nurse.'

DO IT TOGETHER 2

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

➜ Ask learners:
   ◆ "How do you open a **tab**?" (click the plus sign)
   ◆ "How do you close a **tab**?" (click the X)
➜ Give **Handout A** to learners.
➜ Learners read the **tabs** to decide what they think the person is looking for.
➜ Check answers together as a class.

PAIR EXPLORE

*Teacher has modeled the skills, and skills have been practiced together. Now, allow learners time to explore these skills with a partner **without step-by-step guidance from the teacher**. *Refer to the "How to Facilitate Pair Explore" for teacher support.*

➜ Project list on the board for learners (**Reference B**). Then, with a partner, learners:
   ◆ Click on a **bookmark**.
   ◆ Open a new **tab** and go to **monster.com**.
   ◆ Open a new **tab** and go to **indeed.com**.
   ◆ Close the **tab** for **monster.com**.

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Task
Learners practice skills by completing an authentic task/s.

➔ Say to learners:
◆ "The internet is a great place to look for jobs. There are many websites to look for jobs. Each website is a little different . When you are looking for jobs you may choose to open different **tabs** to compare jobs on different websites."
◆ Demonstrate how to use **monster.com** and **indeed.com** to search for the 'Employer Name,' 'Job Requirements/Qualifications,' and 'Hours' (full time or part time) of a job posting.
➔ Model how to complete the task by filling out the first job listed in **Handout B**.
➔ Give learners **Handout B**.
◆ Learners open **tabs** and navigate between **indeed.com** and **monster.com** to look for information about the jobs listed on **Handout B**.
◆ Come together as a class, have learners share the information they have gathered on the jobs.

Vocabulary Work
Learners practice vocabulary presented within the lesson.

➔ Give **Handout C** to learners.
➔ Write/project this list:
◆ **Tab**
◆ **Bookmark/favorite**
◆ Open a new **tab**
◆ Close this **tab**.
◆ Add a new page to **favorites**.
➔ Learners work to label the window in **Handout C**.
➔ Review answers together.

Wrap-Up
A final check in with learners. An opportunity to review, reflect, or check for understanding.

➔ Ask each question aloud. Then, have learners turn and talk and then share out:
◆ "I want to compare the prices of shoes from two different shopping websites. How can I open another website without closing the first one?" (open a new **tab**).
◆ "I use the Gmail website everyday. What can I do so I don't have to type the web address every time?" (add it to **favorites**).

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Bookmarks and Favorites

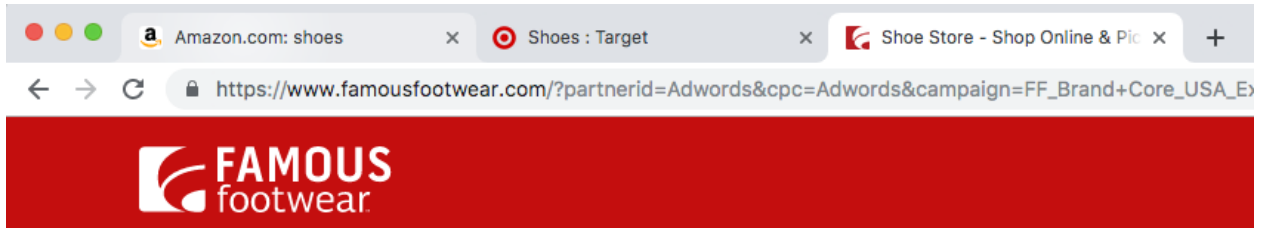## What bookmarks does this browser have?

Directions: Complete the following with a partner.

1. Click on a bookmark.

2. Open a new tab and go to **monster.com**.

3. Open a new tab and go to **indeed.com**.
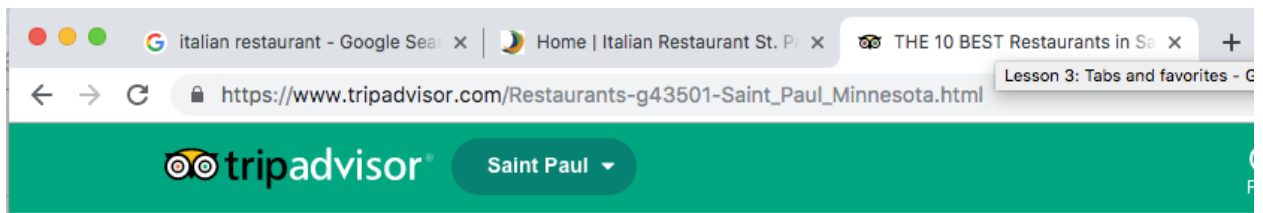
4. Close the tab for **monster.com**.
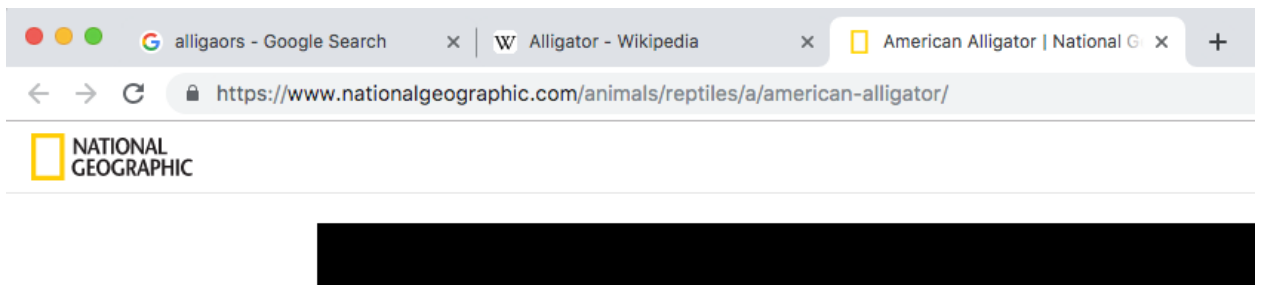
Readings Tabs

Directions: Read the three tabs in the picture. Write down what you think the person is looking for.

1) I think they are looking for _____.

2) I think they are looking for _____.

3) I think they are looking for _____.

Looking for Jobs

Directions: Choose one job listing on both websites using the given job title. Write down the required information in the boxes about that job.

Job 1: **Nurse**

	monster.com	indeed.com
Employer name		
One job requirement/ qualification		
Hours (full time/part time)		

Job 2: **Custodian**

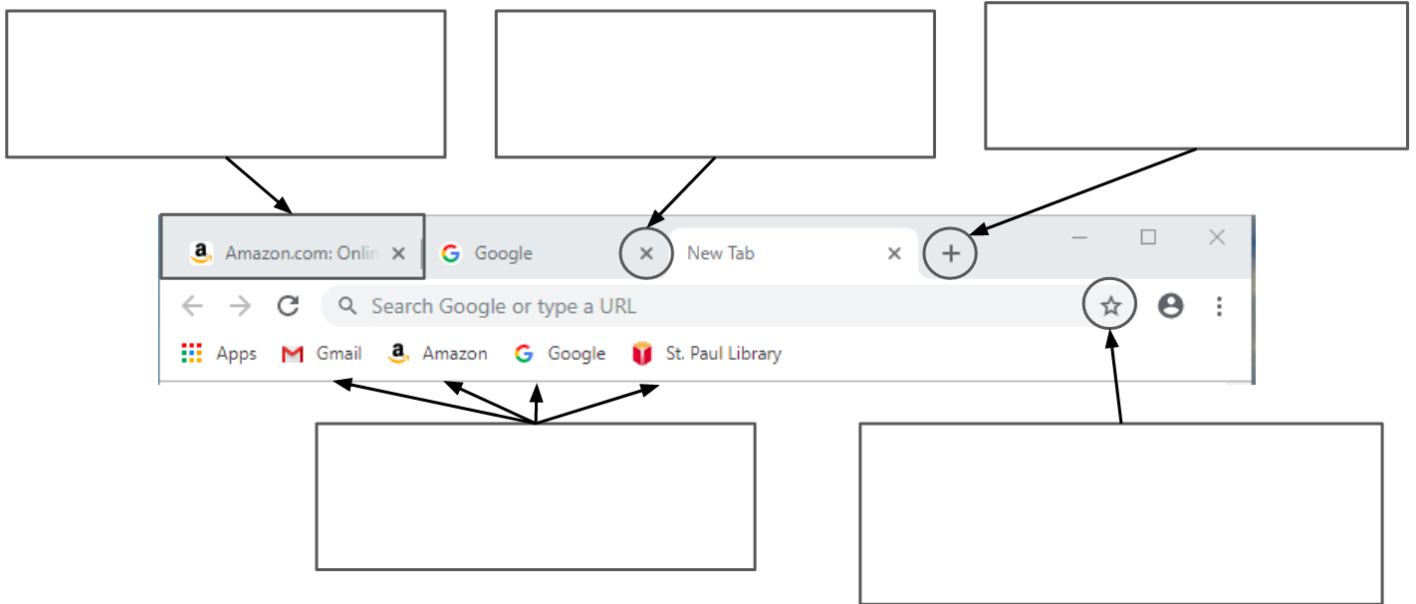|	monster.com	indeed.com
Employer name		
One job requirement/ qualification		
Hours (full time/part time)		

Handout C

<u>Tabs and Favorites</u>

Directions: Label the picture with the vocabulary words below.

Vocabulary Words:

Tab	bookmark/favorite	open a new tab
close this tab	add a new page to favorites	

Tabs and Favorites

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Tab

Close this tab

Open a new tab

Bookmarks/favorites

Add a new page to favorites