

TEACHER'S NAME: Michele C.

REEP LEVEL(s): 100/150

LIFESKILLS UNIT: Work and Technology

LESSON OBJECTIVE: basic Internet navigation

TECHNOLOGY INTEGRATION (if any): Objectives #10-13 of [REEP Technology Curriculum](#) - Identify the parts of a web page and website addresses; Access the Internet by using a browser icon or the Start menu; Given a web address, (URL) access the appropriate web site using a web browser; and Navigate and find information on a particular web site by scrolling, clicking on links, and using the browser navigation and drop down menus.

LANGUAGE SKILLS TARGETED IN THIS LESSON (X all that apply):

Speaking Listening Reading Writing

ESTIMATED TIME: 90 minutes (30 min in classroom, 60 minutes in computer lab)

RESOURCES AND MATERIALS NEEDED:

- handout: file: 100-150_Browser_vocab_handout
- worksheet file: 100-150_Browser_vocab_worksheet
- transparency file: 100-150_URL
- handout file: 100-150_Navigation_flashcards
- handout file: 100-150_navigation_REEPworld
- computers connected to Internet
- website vetted by teacher for Work Unit language practice for beginning levels; see www.reepworld.org Student Links page.

LESSON PLAN AND TEACHER'S NOTES

Pre-requisite: Basic computer vocabulary

Motivation/Background Building:

Depending on the needs of the students, complete the Basic Computer vocabulary lesson plan. Students should be able to demonstrate ability to do objectives #1-4 of the REEP Technology Curriculum as a prerequisite to this lesson plan. Allow for 1-2 sessions in the computer lab where the students use a language practice software or a beginner-friendly website (see www.reepworld.org Student Links page) individually or in pairs to build confidence and increase comfort with using the computer. Teacher should model, step-by-step, how to open a browser, navigate to, and use the website, allowing students to practice. This gives the students sufficient concrete experience before asking them to describe the interface and actions with new vocabulary.

Once students have been to 1 or 2 websites with the teacher in the lab, then move on to presenting the vocabulary to describe these actions:

Make a conceptual connection from places in the 'real' community to places in the 'virtual' community on the Internet. a. What are your favorite places in the community? What do you do there? (list on

board in categories: Where? What?) b. Do you use the Internet? What are your favorite websites? What do you do on those websites? (list on board in categories: Where? What?) If students have no prior experience, ask about the websites they already visited in the lab.

Presentation 1: (if possible, conduct these activities in the lab environment)

Vocabulary building activities for Browser interface and URLs (classroom) worksheet on transparency with flashcards to label with students: "100-150_Browser_vocab_handout"

Practice 1 & Evaluation:

Students complete worksheet "100-150_Browser_vocab_worksheet"

Presentation 2:

Above the Community Places list write "Address" and above the Internet list write "Address". Write the address for a community place, such as the school. Ask, "Are Internet addresses the same?" Cross out "Address" over the Internet list and write "URL". Use the school's URL on the following transparency to demonstrate the parts of a URL: "100-150_URL"; or draw a visual of your own on the board.

Practice 2 & Evaluation:

Choose 5 popular, easy to remember URLs of significance to the students and put the components to the URLs on flashcards for the whole class to assemble together on the board. Practice saying the URL together: "w w w" "dot" "reepworld" "dot" "com", etc. Label each completed URL with the name of the organization or location it refers to on the left of it, and number the lines #1-5. Set up a pair dialogue practice with 5 examples, and teacher models with student volunteer first: A. "What is the URL for _____?" B. "It's _____." A. "Thanks!" B. "No problem."

Presentation 3:

Have students circle the URL that you've chosen to visit that day before going into the lab and explain, "Today, we will visit this Internet address, this URL. At this URL, we can practice English. What do you think? Will that be Easy – So-So – or Difficult?" Listen for responses. (Use this same question to assess after the activity.) Remind them to bring those papers with them. Group students in cross-tech-ability pairs before they enter the computer lab.

In the computer lab

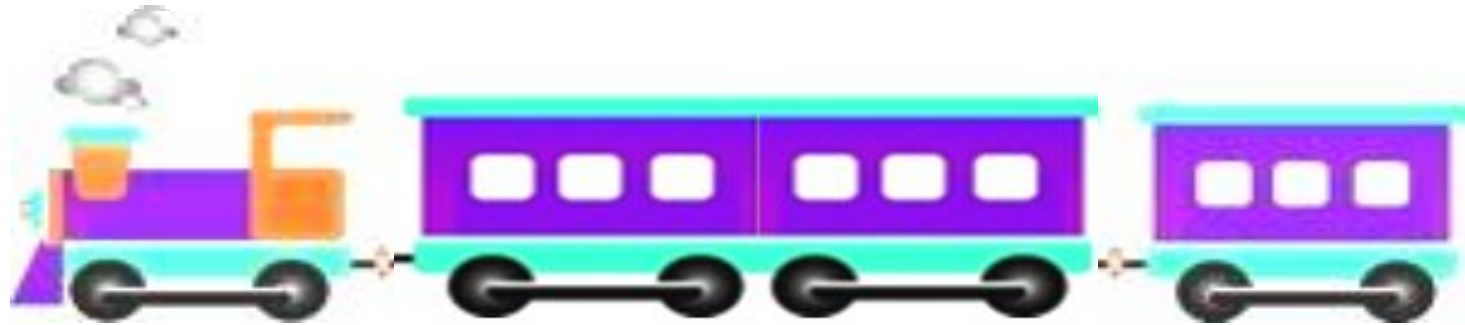
Teacher or Lab assistant demonstrates how to get to the English practice website of choice on the Student Links page of www.reepworld.org. Student pairs complete the same steps TWICE. (Handout file: "100-150_navigation_REEPworld")

Application:

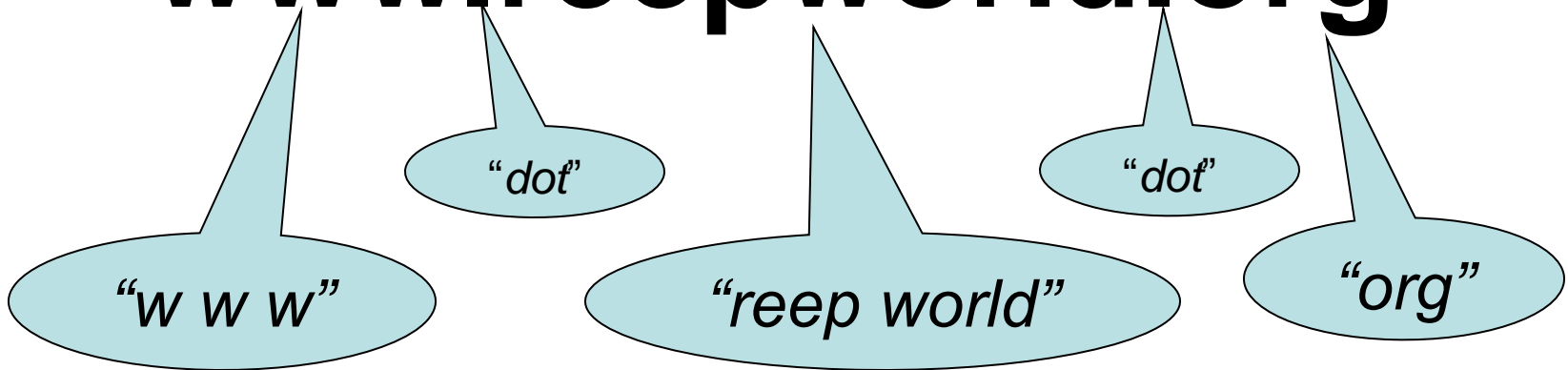
Depending on students' abilities, prepare them to do the same Work Unit-related practice on a website, such as a REEPworld Work story unit, or another beginner-friendly website on the Student Links page.

Extension Activities for the Classroom and Beyond:


A follow up pair activity for the next lab class can be to complete a brief and very basic info hunt on a similarly beginner-friendly English practice website or teacher's own class wiki page. Depending on the level of the language activity, consider like-language-ability pairs or other such pairings.




www.reepworld.org



Practice English on the Internet !


1. Open the Internet Explorer **browser**. Double click on .
2. Type **www.reepworld.org** in the address bar. Press **Enter** on the keyboard.

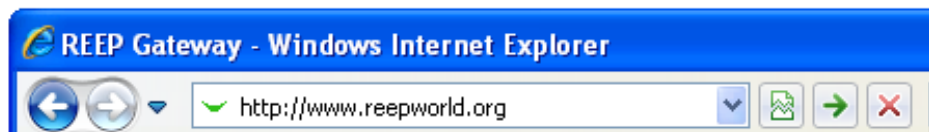



4. Click on **Student ESL Links** for English practice websites. 
5. Click on _____ in the top menu.
6. Look for _____. Click on the link.

----- cut here -----


Practice English on the Internet !

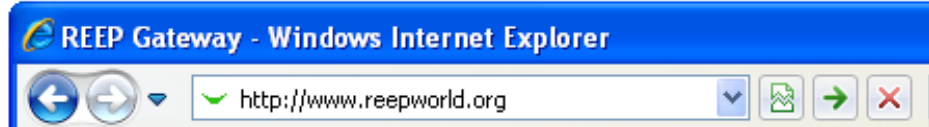
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2. Type **www.reepworld.org** in the address bar. Press **Enter** on the keyboard.



4. Click on **Student ESL Links** for English practice websites. 
5. Click on _____ in the top menu.
6. Look for _____. Click on the link.

Practice English on the Internet !

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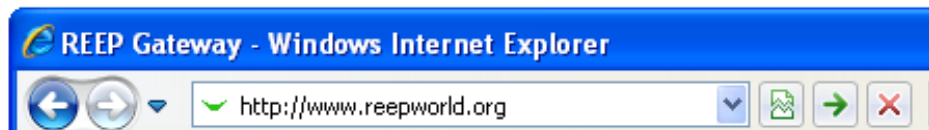
English Practice

1. Click on **English Practice**.
2. Click on _____.
3. Click on _____.

----- cut here -----

Practice English on the Internet !

1. Open the Internet Explorer **browser**. Double click on .
2. Type **www.reepworld.org** in the address bar. Press **Enter** on the keyboard.



English Practice

1. Click on **English Practice**.
2. Click on _____.
3. Click on _____.

Basic Navigation: reading a URL
Flashcards

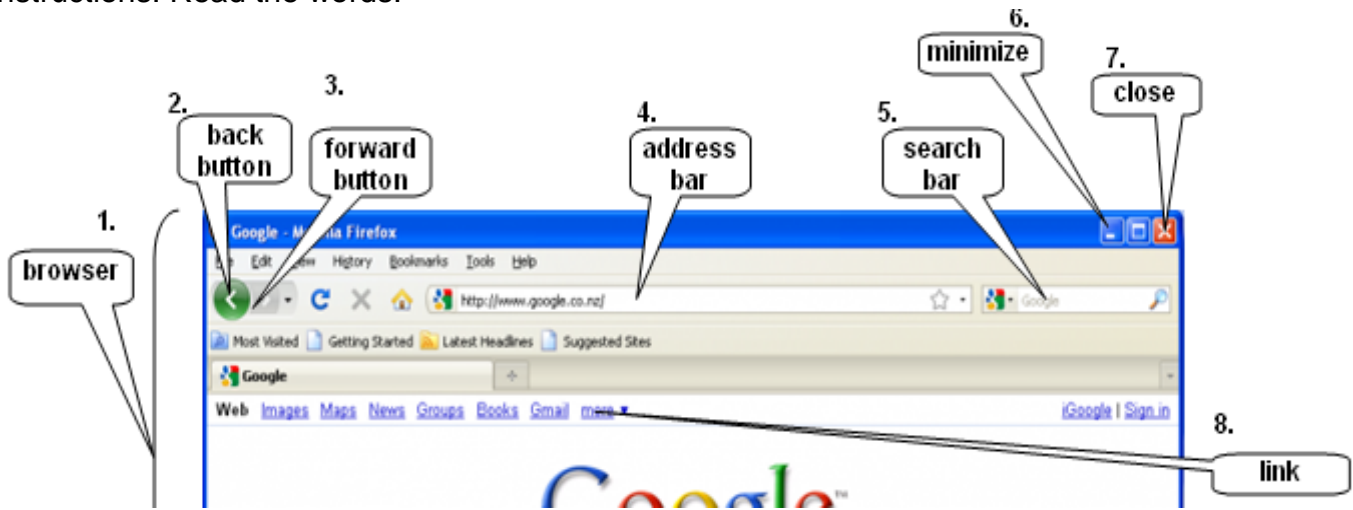
www	●	reepworld	●	com
www	●	arlingtonfreeclinic	●	org
www	●	wmata	●	com
www	●	google	●	com
www	●	apsva	●	us

Basic Browser Vocabulary

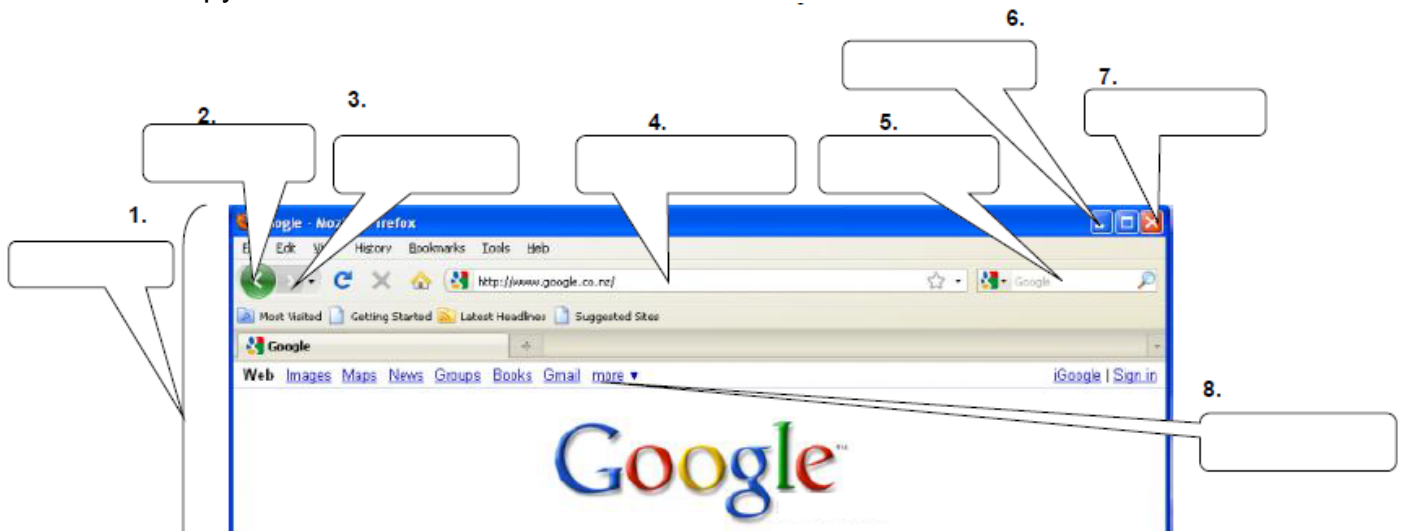
Handout A

A. Vocabulary






Instructions: Read the words.



Instructions: Copy the words.



Instructions: Match the picture and the correct word.

- | | | |
|----|---|-------------------|
| 1. |  | A. close |
| 2. |  | B. address bar |
| 3. |  | C. forward button |
| 4. |  | D. minimize |
| 5. |  | E. back button |
- A dashed arrow points from the minimize button icon (1) to the address bar (5).

B. Definitions

Instructions: Copy the definition on the line.

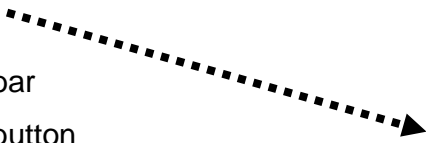
Vocabulary	Definition	Copy the definition.
1. Browser:	program to use the Internet	<i>program to use the Internet</i>
2. Back button:	go back one page	
3. Forward button:	go forward one page	
4. Address bar:	type a website address	
5. Search bar:	look for information on the Internet	
6. Minimize:	make the browser small	
7. Close:	close the browser	
8. Link:	go to a different page	

C. Partner check 1 – speaking, listening

Instructions: Student A reads a definition. Student B listens and says the correct vocabulary.

D. Match

Instructions: Draw a line from the vocabulary to the correct definition.

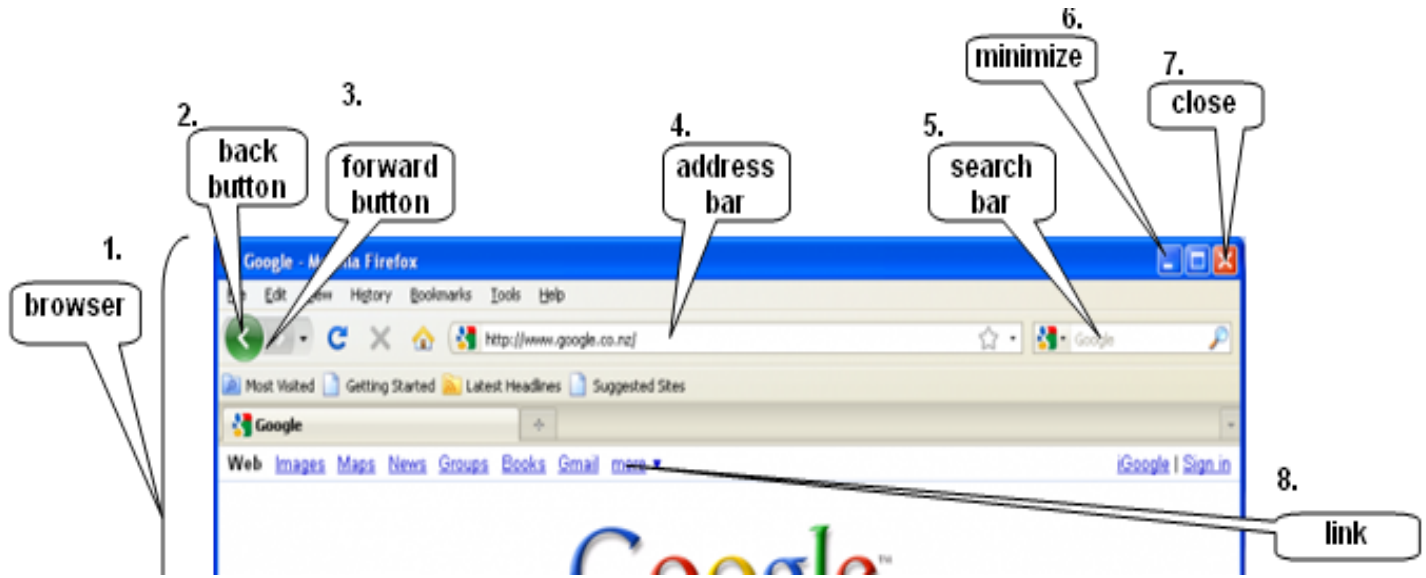
- | | |
|-------------------|---|
| 1. Minimize | a. Look for information on the Internet |
| 2. Address bar | b. go back one page |
| 3. Forward button | c. make the browser small |
| 4. Search bar | d. type a website address |
| 5. Browser | e. go forward one page |
| 6. Back button | f. close the browser |
| 7. Close | g. program to use the Internet |
- 

Basic Browser Vocabulary






Handout B

A. Vocabulary

Instructions: Listen and repeat.



Instructions: Write the vocabulary next to the picture.

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

B. Definitions

Instructions: Copy the definition on the line.

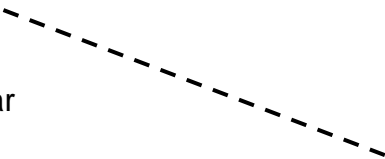
Vocabulary	Definition	Copy the definition.
1. Browser:	program to use the Internet	<i>program to use the Internet</i>
2. Back button:	go back one page	
3. Forward button:	go forward one page	
4. Address bar:	type a website address	
5. Search bar:	look for information on the Internet	
6. Minimize:	make the browser small	
7. Close:	close the browser	
8. Link:	go to a different page	

C. Partner check 1 – speaking, listening

Instructions: Student A reads a definition. Student B listens and says the correct vocabulary.

D. Match

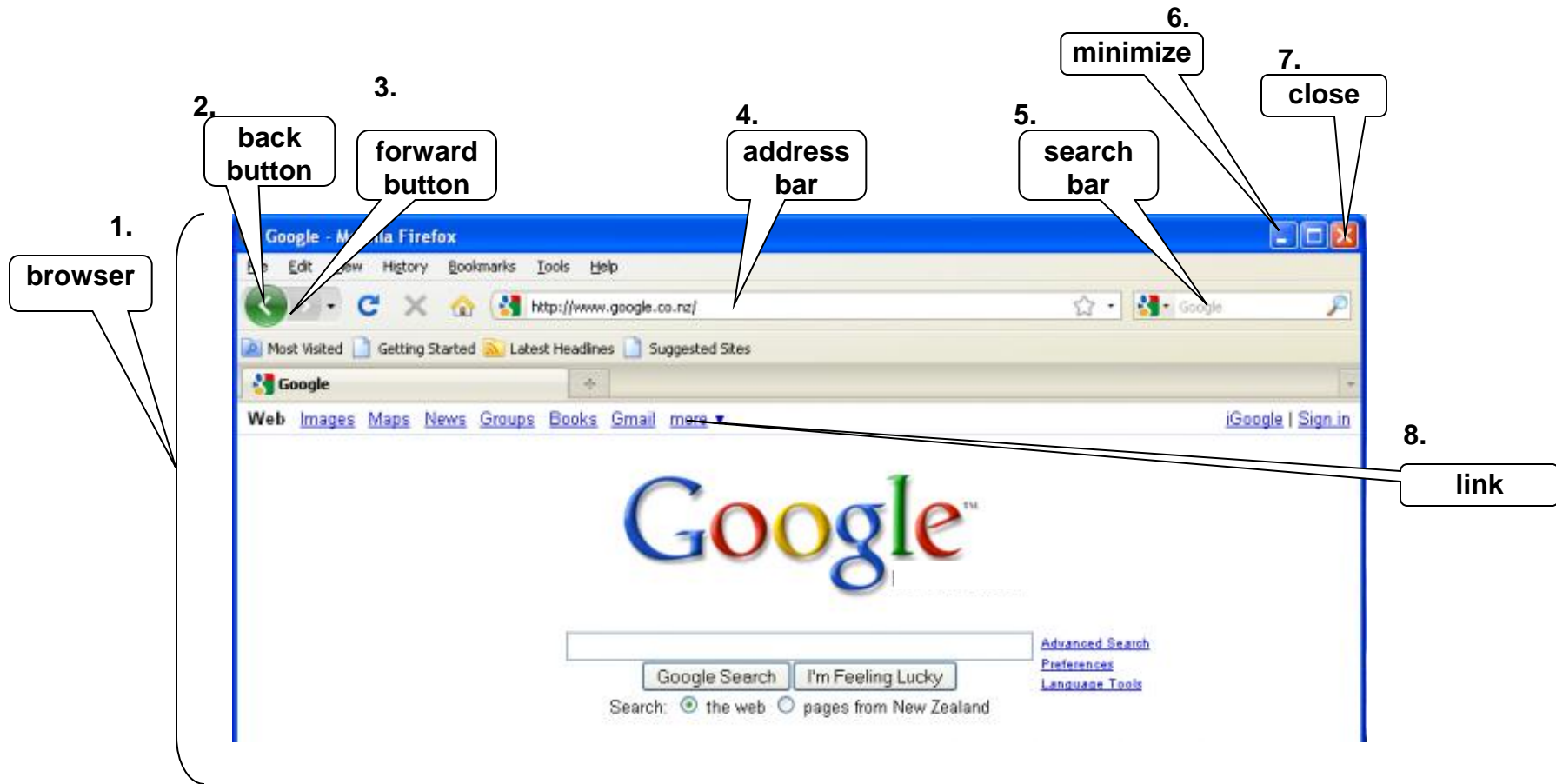
Instructions: Draw a line from the vocabulary to the correct definition.

- | | |
|-------------------|---|
| 1. Minimize | a. Look for information on the Internet |
| 2. Address bar | b. go back one page |
| 3. Forward button | c. make the browser small |
| 4. Search bar | d. type a website address |
| 5. Browser | e. go forward one page |
| 6. Back button | f. close the browser |
| 7. Close | g. program to use the Internet |
- 

E. Partner check 2 – speaking, listening, writing.

Instructions: Student A reads 3 definitions out loud. Student B listens and writes the definitions on a piece of paper notebook. Then switch! Check your work.

Internet Browser *vocabulary*



Internet Browser vocabulary

