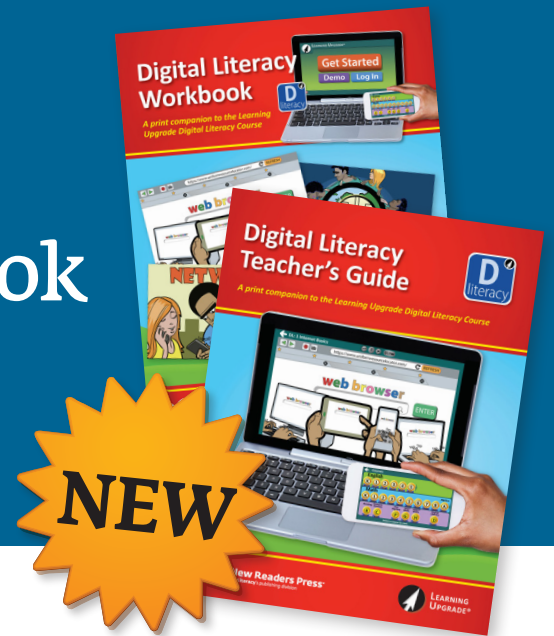




LEARNING
UPGRADE®

Digital Literacy Workbook and Teacher's Guide

A print companion to the Learning Upgrade Digital Literacy course



Digital Literacy Workbook

The workbook provides additional instruction, support, and practice for all 60 lessons in the Learning Upgrade Digital Literacy course.

- 2-page lessons include vocabulary, skill review, practice, and discussion topics
- Projects offer an opportunity for learners to work independently or in groups to apply the lesson skills
- Final Challenge wraps things up with a 60-question test to review the course content
- Sample lesson topics: Internet Basics, App Store Programs, Data Organization, Video Conference, Net Etiquette, Online Relationships, Digital Identity, News Sources, Virtual Reality, Job Search, and many more!

LESSON
1 **Internet Basics**

Practice
You found a website you wanted to explore. But you want to finish reading the first article.

★ 📌 ↻

Apply
Read the scenario. Write the numbers 1-5 in order to answer the question.
You open a web browser to search for a bicycle. You want to be able to come back to the page later. Write an X next to the icons you would use.

Describe how you will complete the scenario.

Discuss
Read the sentences. Work with one or two partners. You are making lasagna for dinner, and you need to find a recipe. If there is something else you can use for the recipe, what keywords should you use to search for it? Can you come up with a search strategy for the internet?

Project
Consider the scenario in the discussion. Write a search strategy for the browser's search box. Repeat this with a different scenario. How can you use what you learned for future searches?





LEARNING GOAL
In this lesson, you will learn how to connect to and navigate the internet.

VOCABULARY
internet – worldwide system of computer networks
web browser – program that connects users to the internet
website – collection of more than one web page; place on the internet that contains information
tab – placeholder for a web page in a browser
URL – web page's unique address, shown in the search bar

Skill Review
Internet users enter a website's URL or keywords into a browser's search bar to find information on the internet.

Search..... 🔍

Web browsers include Apple Safari, Google Chrome, and Mozilla Firefox. Tabs will help you navigate several websites at the same time. You can get back to websites you have visited before by adding them to your favorites, bookmarking them, or checking your browser history. Icons or buttons (pictures that represent something that you can click on) can help you navigate the internet. Here are some basic internet icons:

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Answers: page XX

LESSON 1: INTERNET BASICS 7



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Digital Literacy Teacher's Guide

The Teacher's Guide provides instructor support for using the Digital Literacy companion workbook with the Learning Upgrade Digital Literacy Course.

- Learning Goals based on ISTE and/or Northstar Digital Literacy standards
- Tips for previewing and reinforcing key vocabulary
- Teaching strategies for skill review to use with a whole class, small groups, or 1:1 instruction
- Step Up and Step Down activities to reach struggling students or to challenge accelerated students
- Tips for using the digital course and the workbook for blended learning

LESSON

1

Internet Basics

LEARNING GOAL

In this lesson, you will learn how to connect to and navigate the internet.

STANDARDS

ISTE Standard 1d: Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies.

- Northstar Standard 1-11 Identify icons on desktop.
- Northstar Standard 2-1 Identify the different ways a person can connect to the internet.
- Northstar Standard 2-2 Demonstrate knowledge of browsers and identify commonly used browsers.
- Northstar Standard 2-11 Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).
- Northstar Standard 2-15 Identify and work with tabs and windows.

PREREQUISITE SKILLS

Students should be familiar with basic computer usage.

VOCABULARY

Review familiar vocabulary terms and pre-teach any new terms. Explain that when speaking about the internet, many words, such as *URL*, are acronyms. Ask students to use the terms in a sentence to demonstrate understanding.

SKILL REVIEW

Introduce the icons, and make sure students understand what an icon is. If students mention other meanings of the word icon, explain how the word is used in the context of computers. Explain that an icon is used to represent something. Icons on a screen are often clickable.

Go over each icon individually. Ask students if they can name any other icons. If they are useful to this lesson, draw them and share their meanings with the class.

PRACTICE

Have a student read the scenario. Ask students what each of the icons means. If you click on an icon, what will the computer do?

Step Up: For students who want or need more practice, ask them to come up with a way to remember each icon. For example, they may point out that a star often represents something you really like. So it is logical that this is the

icon used for favorites. Also, the bookmark icon looks like a bookmark you would put in a paper book to hold your place.

APPLY

Ask students to work individually or with a partner to read the scenario, name the icons, and read the question.

Then ask students to explain to the class why they chose the icons they did. For example, why do you have to click on a browser icon first? Have students describe what each icon represents, what it does, and why it would or would not be helpful in the scenario. [Example: The refresh and next icons would not help you navigate to the website you chose or save it for later.]

Ask students to share their answers to the question.

DISCUSS

Have a student read the paragraph. Ask students to brainstorm a list of keywords they could search. Write them down. Discuss why some keywords, while they may seem appropriate, will not get you the answer very quickly, if at all. [Example: *ricotta cheese in lasagna* may seem like logical keywords, but it is likely to only give you dozens of recipes for lasagna that use ricotta cheese.]

Have students share the tips they brainstormed. [Example: Ask a complete question such as, "What can I substitute for ricotta cheese in lasagna?"]

PROJECT

The project can be completed immediately if students have access to the internet. Otherwise, it can be a homework assignment. Have students read the scenario. Ask students which keywords they think will give them the quickest results. Have students complete their searches, searching several keywords they had come up with. Have them share whether they were correct about which keywords would be best.

Ask if anyone noticed that if they search the best keywords, they can save steps. They will not have to click on a website to find the answer. [Example: Browsers will often give you the answer from a website without your having to click on it.] Review the tips students had come up with earlier. Were they effective? How would they change them? What is the best advice they can now give other users about keywords?

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