Introduction
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Unit Introduction

I. TITLE: The Computer Survival Guide for English Language Learners

II. GRADE LEVEL: Adult Education

III. TARGET GROUP: Sheltered Content Course

IV. SOURCE OF WRITTEN READING MATERIALS:


V. SOURCE OF LESSONS:


VI. LEARNING GOALS:

- I want my students to know how to create and print a word document.
- I want my students to know how to search for and find content on the Internet.
- I want my students to know how to communicate using email.

VII: DISCLAIMER:

The following lessons are written for users of Apple computers.

*Prerequisite computer literacy includes knowledge of:*
- Basic computer components: mouse, keyboard, screen.
- Elementary typing skills: letters, numbers, return, delete, spacebar, shift.

*Required materials include:*  
- Access to a computer lab with digital projection of teacher’s computer.  
- Computer terminals for each student in the class.  
- Access to a printer.
Author's note:

This unit is unique because it, over time, only depreciates in value. The more children are born into the world of computers, the less strict attention will be needed for learning how to use them. However, there are still numerous individuals considered ‘digital immigrants’ who are without this foundational knowledge. This unit is dedicated to this silent minority who are also in need of learning the English language. Ultimately, the following three lessons are aimed to illuminate some of the basic essentials for survival in an increasingly technological and globalized society.
THE COMPUTER SURVIVAL GUIDE
for English Language Learners

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Lesson 1
## THE COMPUTER SURVIVAL GUIDE for English Language Learners

### [Lesson One: Creating Word Documents]

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<td>1. Students will listen to and describe the steps for creating a new Microsoft Word document.</td>
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<td>2. Students will be able to compose, copy, and paste original text in a new Word Document.</td>
<td>2. Students will write text in a Word document based on computer vocabulary: open, close, program, new, document, text, enter.</td>
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<td>3. Students will be able to proofread and edit a typed document while using a ‘Spelling &amp; Grammar’ tool.</td>
<td>3. Students will read original work to distinguish errors using vocabulary: red, spelling, green, grammar, change, ignore, and write corrections as necessary.</td>
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<td>4. Students will be able to save and print their Word Document.</td>
<td>4. Students will be able to demonstrate understanding of present progressive “-ing” and past tense “-ed” through the vocabulary words: “Save” and “Print.”</td>
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<td>Students will follow sheltered instruction on how to open a new Word document and discuss the steps in pairs using phrases from a Graphic Organizer.</td>
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<tr>
<td>Listening &amp; Speaking: Saving and Printing the Document.</td>
<td>Students will follow instruction on how to save and print, and will then orally demonstrate this process and their completed document to the class.</td>
<td>Students will follow instruction on how to save and print, and will use basic sentences to identify the document’s status.</td>
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<td>Students will follow sheltered instruction on how to save and print, and discuss in groups using one-two word descriptions to identify the status of their document.</td>
<td>Students will follow sheltered instruction on how to save and print, and then identify the status of their document to the class using terms from a word bank.</td>
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# THE COMPUTER SURVIVAL GUIDE
for English Language Learners

Functional/Notational Chart for Lesson One
Adult - Sheltered Content Course

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression(s)</th>
<th>Words/Phrases</th>
<th>Grammar</th>
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<tbody>
<tr>
<td>Define</td>
<td>The functions of the toolbar buttons.</td>
<td>1.) The ___ button is used ___...&lt;br&gt;2.)... a new ___.&lt;br&gt;...&lt;br&gt;...the ___ and ___ in a Word document.&lt;br&gt;...a word document.</td>
<td>1a.) new, copy, paste, Spelling and Grammar, save, print;&lt;br&gt;1b.) to open, to copy, to paste, to check, to save, to print;&lt;br&gt;2.) document, text, spelling, grammar, the W, OK, the red X, the New File button;&lt;br&gt;to open, to close;&lt;br&gt;program, document, new document.</td>
<td>Nouns, Infinitives</td>
</tr>
<tr>
<td>Describe</td>
<td>Steps for creating a new Microsoft Word Document.</td>
<td>I need to click ___ in order ___ the/a ___.</td>
<td></td>
<td>Nouns, Infinitives</td>
</tr>
<tr>
<td>Classify and Compare</td>
<td>Types of Mistakes</td>
<td>1.) Because ___ is ___ it is a ___ mistake.&lt;br&gt;2.) I will ___ the mistake.</td>
<td>1.) *original text, Red, green;&lt;br&gt;2.) change, ignore.</td>
<td>Adverb Clauses, Adjectives, Verbs</td>
</tr>
<tr>
<td>Identify</td>
<td>The status of a document.</td>
<td>I clicked the ___ button and my document is ___.</td>
<td>Save, Print;&lt;br&gt;saved, printing, printed.</td>
<td>Nouns, Present progressive Verbs, Past Tense Verbs</td>
</tr>
</tbody>
</table>
Estimated Time: Approximately 1 hour 45 minutes

At the end of this lesson, students will be able to:
- How to open Microsoft Word and create a new document.
- How to enter and modify text using Copy and Paste tools.
- How to edit a document using the Spelling and Grammar tool.
- How to save and print a completed document.

Introduction (5 minutes):

Begin by informing students that, “Today we will learn how to use Microsoft Word to make a document.” Ask the class if anyone knows what a “document” is. Have them discuss in small groups for one minute where they have heard this word before and what it might mean. The use of L1 is acceptable, especially for lower level students.

Next, distribute the handout for Toolbar Identification (pages 17-20) and tell the class that this is an example of a “document.” Use other realia available in the room (signs, syllabus, books, etc.) and tell the class that these are other examples of “documents.” Finally, tell the class to keep the document on their desks during the entire lesson.

Part 1 (5 minutes): Open Microsoft Word.

First and foremost, make sure the instructor’s computer and overhead projector are on so the entire class can view your screen. Second, be sure that each student is logged onto his or her computer and can view the OS desktop.

Tell the class to look at the bottom of their screens and inform them that the icons on the bottom are all “programs.” You should further highlight these ‘programs’ on the instructor’s screen by bringing the mouse over the toolbar, which will enlarge them on the projection. Inform the class that we will use a “program,” called Microsoft Word to make our document. Reiterate this by using the phrase, “Microsoft Word is a program, it is used to make documents;” write this phrase on the board.

Next you will begin a demonstration on the instructor’s computer on how to open the Microsoft Word program. Begin by saying “we use the mouse to click.” Hold up the mouse and gesture clicking while repeating the phrase. Then tell students they must “click the ‘W’ to open the program.” Repeat the phrase as you open Word on your own computer. Note: be sure to speak slowly by breaking the statement into two distinct parts: i.e. “click the ‘W’ (pause) to open the program” (put emphasis on all underlined words).
Direct the class to do the same at their computer terminals. A quick walk around the room will help ensure each student has done so. If some students have clicked the wrong program, hit Control+Q on their keyboard and ask them to try again. For retrials it is imperative to reiterate the sentence above. Once the entire class has clicked the W to open the program, begin writing a numbered list of steps on the board, beginning with: “1. Click the W to open the program.”

Now students will see the following screen:

![Image of computer screen]

Tell the class to “click ‘OK’ to open a new document;” while demonstrating this on the instructor’s computer. Completing this step will automatically bring up a blank word document. Make the announcement that “the document is open!” Ask the class if their computer screens look the same as yours; if some do not, walk to their terminal and hit Control+Q to quit the program and have them try again from the beginning. Write the second step on the list of steps on the board: “2. Click OK to open a new document.”

At this point, reiterate the first two steps by first reading them from the board and then performing a narrated demonstration. After the second step, ask the class what is the opposite of ‘open.’ This may be phrased as, “if it’s not open, it’s ___.” If your class is not able to answer the question, use the door as realia and say, “open” as you open it, and “closed” as you close it. To the entire class, point out the red X at the top of the document and demonstrate clicking it to close the document, as you do this narrate by saying “click the red X to close the document.” Then announce that the “document is closed,” and ask the class to do the same.

![Image of computer screen]

Walk around the class asking, “closed?” as they do so and try to elicit TPR/verbal confirmation. Once the entire class has completed the third step, write it on the board, which will be “click the red X to close the document.”
At this point you can reiterate to the class that their "documents are closed." Ask the students what they think the fourth step will be on the board. Take a second to call on students and have them paraphrase or read the first three steps aloud.

Tell them you "want to open a new document;" write the word ‘New’ on the board. Point out the ‘New’ button on the toolbar of the instructor’s computer and draw the button on the board under the word ‘New.’ Demonstrate clicking the ‘New’ button on the instructor’s computer and exclaim that you “have a new document!” (Click on the ‘New’ button again to create an additional document for added emphasis.) Tell the class that we “click the New button to open new documents.”

Tell the class to look for the ‘New’ button on their own computer screens and to click it. Explicitly tell students that you “want them to click on the new button and open a new document.” Walk around the room and look for a blank document on each student’s computer; provide additional help if necessary. Now ask the students to locate this button on their Toolbar Identification sheets and finally, define the fourth step on the board as: “click the New button to open a new document.”

Review for Assessment (10-12 minutes):

Reviewing for assessment will vary depending on the level of students, but should, at every level, seek to demonstrate the steps necessary to open Microsoft Word and open/close a new document. To help students at every level, pass out the graphic organizer (pages 14-16) that will help explain these steps. First give an example of how to complete the organizer by drawing lines and using vocabulary from the word bank where needed. Be sure to prompt students in the class to provide the answers for your example. Allow students to work in groups or with a partner to complete them, and then have:

Level 5 students: orally explain and the steps and direct level-4 groups to perform them.
Level 4 students: orally identify these steps as they are performed with L5 support.
Level 3 students: perform and discuss the steps in pairs using sentence starters from the Graphic Organizer.
Level 2 students: discuss and perform the steps in groups using one-two word phrases based on sentence starters in the Graphic Organizer.
Level 1 students: perform and identify the steps by pointing them out to a partner in the Graphic Organizer.
Part 2a (20 minutes) Entering Text Into the Document

Tell the class that we are now going to “learn how to enter and edit text in our documents.” Write the phrase “Enter and Edit Text” on the board. Ask the class if they know what the word “text” means. Refer to the Graphic Organizer, Toolbar worksheet and other examples in the room as text realities; tell students that these are examples of ‘text’ as you point to the words. Now point to the word ‘Enter’ and tell students you are “going to enter text into the document using the keyboard;” repeat this phrase and use hand gestures referencing the keyboard to emphasize ‘enter.’

Type your name into the Word document and reiterate the fact that you “used the keyboard to enter text into the document.” Tell students you now want them to “enter text” by typing their own names. Walk around the room and check student progress by using the phrase, “(You’ve entered text?” to elicit TPR/verbal confirmation.

Once students have successfully entered their names into the document, instruct them to hit the Enter/Return key by holding up your keyboard and saying “hit the Enter/Return key twice.” If necessary, repeat this instruction simply using the words, “one” and “two” as it is performed.

Tell students “we will now enter more text into the document.” Here the class will enter additional text based on their level of English proficiency. Entries should be based on vocabulary from a word bank, whose contents you should already have on the board (from Part I’s four steps to open a word document). Highlight the following words where they are written: open, program, close, new, document, text, enter; students will also have this set of words on their graphic organizer from the last section. Go over them briefly by modeling examples on the instructor’s computer.

Type a short sentence or two into the instructor’s computer as an example. A sample sentence may be, “This is how you enter text into a document.” As you do this, let them have a verbal reminder that you are “entering text into a document.” A short verbal assessment may be to simply ask “OK, what am I entering?” and allow for individual or choral responses. Then, assign the following:

**Level 5 students:** will individually write a short paragraph that uses vocabulary words.

The topic of the exercise may be ‘what new things we have learned in class today.’

**Level 4 students:** will write 3-4 sentences that contain at least one vocabulary word each.

The topic of the exercise may also be ‘what new things we learned in class today.’

**Level 3 students:** will work in pairs and to complete new sentence starters based on sentences from handouts and the board and enter them into the document:

“Microsoft word is a _____, we use it to make _____. “To open the _____ Microsoft Word, the first step is ____. I use the ____ button in order to ____ a _____.

**Level 2 students** will work in groups to discuss and complete sentence starters found in the Graphic Organizer and Toolbar Identification worksheet. These will then be entered into the document.

**Level 1 students:** will use words only from the word bank on their Graphic Organizers and enter them directly into the document.

Walk around the room and monitor the progress of text entry. If there are struggling students, try to pair them with those who are performing at a higher level. Assessment here may be informal, and can be done by individually checking the progress of students.
Part 2b. (15 minutes): Modifying the text.

Once students have entered text into their documents, tell the class “now we are going to edit our text.” Ask the class what they think it means to ‘edit text.’ After responses are given, give a puzzled glaze towards the word ‘edit’ on the board, erase the letter ‘e,’ change the capitalization, and say “this is an example of editing text” with a satisfied look on your face. Repeat these gestures as you add the word “text” next to the word ‘edit’ as it is written and say, “this is another example of editing.”

In either case, on the instructor’s computer, demonstrate how to select text by holding down the mouse and dragging it over the text. Hold up the mouse in front of the class and explicitly state that you need to “click and drag,” by clicking the mouse button and then and moving your arm from one side to the other. Ask students to perform this task along with you on their computers. Restate that “we are going to click and drag” at the exact times when clicking and dragging.

Take a quick walk around the room to see if students can perform or have completed this short task. If they have trouble, a hand-over-hand technique may be incredibly useful where you literally place your hand over the student’s and lead them through; in any additional explanations be sure to emphasize the “click and drag.”

Return to the instructor’s computer once again and re-demonstrate clicking and dragging from different points around your name. As this action requires hand eye coordination (and can serve as a fun activity in the meantime), have the class practice clicking and dragging for a minute.

Once text has been selected, tell the students to look at their Toolbar Identification worksheets. Draw the button for copy on the board underneath the word “edit” and ask them to locate this button on the screen as well as the page. When the button has been located, write the words “copy” above its picture on the board. Tell the class to click this button when their text is highlighted. Give a demonstration on the instructor’s computer of clicking this button.

Once students have clicked the copy button, have them click anywhere below the original text, point out the paste button on the instructors computer, and ask them to click it. Perform the pasting task on the instructor’s computer to paste a copy of your own name. Tell the class to “click copy, (pause) and paste,” be sure to align these words with their corresponding actions, explicitly pointing out where each button is located. Draw the paste icon on the board and label it “paste.” Repeat this process and ask them to do the same a few times to gain familiarity with it.
After a few minutes of practice amongst the class, tell students that, "copying and pasting are types of editing." This statement should be directed to the board, which has the copy and paste icons beneath the word 'Edit;' gesture their hierarchy.

Ask them now what is a "copy?" Use multiple printouts of the handouts to show that these are copies. Begin with one and hold it up to exclaim that it's a "document with text," and then hold up a second copy of the handout and say this is a "copy of the document." Repeat this process with additional copies for added emphasis. Finally, tell students that in the program (Microsoft Word) we use "the copy button to copy text." Simply write "copy text" on the board underneath the drawing of the copy button.

Next ask them what does "paste" mean? The best realia here is any type of glue you might have available. Tell students that in the program (Microsoft Word) we use "the paste button to paste text." Write the words "paste text" underneath the drawing of the paste button on the board.

Now that students have copied and pasted entered text, have them perform specific tasks based on their level of English proficiency. Provide a model on the instructor’s computer at each level before assigning the following tasks for:

Level 5 students: copy and paste each sentence in their paragraph in the opposite order it is written.
Level 4 students: copy and paste sentences in a new order to rearrange them.
Level 3 students: work in pairs to copy and paste only vocabulary words from sentences.
Level 2 students: work in groups to copy and paste only vocabulary words from sentences.
Level 1 students: copy and paste each word in a new order to rearrange them.

Be sure to walk around and monitor this part closely. Where problem areas occur you should once again try to help students individually. If students have trouble, assigning them a partner will be helpful they do not already have one. Afterward, taking a break at this point might be nice because we have reached the halfway point. This doesn’t mean to necessarily let the students out of the classroom, but allow them to explore for a few minutes, at their computer terminals, the various activities covered up until this point.
Part 3. (25 minutes): Editing a Document Using the Spelling and Grammar Tool

Tell the class that we are now going to “do one final edit to our document: check the spelling and grammar.” At this point, there is presumably a lot of material on the board and so everything could be erased, with the exception of the copy and paste items because they are also under the ‘edit’ category.

Begin this portion of the class by writing your name on the board, but spell it wrong; i.e. “Pualson.” Ask the class what is wrong with the way your name looks, and ask a student to come up to the board and correct it; in this case, “Paulson.” Tell the student “thank you” and draw a (red) squiggly line underneath the misspelled word.

Point out that words with red underneath them are “Spelling mistakes.” Write the words “spelling mistake” next to the underlined and misspelled word on the board. Next, thank the student again who made the correction and write the phrase “you Thank” on the board. Draw a (green) squiggly line underneath it and ask the class what is wrong with this phrase. You should ask a student to come up to make the correction, and then announce, “it is a grammar mistake.” Write the words “grammar mistake” on the board next to this word. Point out that “in the program Word, grammar mistakes are green,” and reiterate that, “spelling mistakes are red.”

Ask the class if they see any of these mistakes on their screen. You may phrase this as “does anyone see red or green on their screen?” Inevitably, most (if not all) of their names will come up as spelling errors. The easiest way to explain this is to have a dictionary on hand and point to the dictionary, then point to the student, and then shake your head to say they are not in there. And whether there are additional mistakes or not, have student pair off and discuss ways they think they could fix these problems. Allow 1-2 minutes for discussion.

During peer discussions, draw the Spelling and Grammar button on the board and put the words “Spelling and Grammar” underneath it. When you bring the class back together, direct students to their Toolbar Identification sheet to find this button. Next, tell students to look on their screens to locate this button in the program.

Point to the button as it’s written on the board and tell students this is the “Spelling and Grammar button.” When making the emphasis on spelling in grammar, it is helpful to make gestures toward your examples of spelling and grammar on the board. Now tell them “we use the Spelling and Grammar tool to check spelling and grammar in a document.” Write the words, “check spelling and grammar” on the board underneath the diagram. Now show the entire class where to click the button on the instructor’s computer and ask them to do the same.
The first error students should encounter is a spelling error of their own last name. Tell the class "we can do two things when we click the Spelling and Grammar button." Gesture with your hands to signal the number two. Hold up one finger and write the word, "Ignore" on the board, and then hold up a second finger and write the word "Change" on the board. Ask the students to look for these words on the menu that has popped up.

Refer to the revision your student volunteer made earlier, point to it and exclaim "change!" Draw a line on the board from the word "change" to the change you are referring to.

Now ask the class what the word "ignore" might mean. Let them answer it if they can, and if they do, ask for an example. However, a great way to show how what this word means is to underline your last name on the board spelled correctly, underline it red, and gesture back to the dictionary. Look back to the word again on the board, shake your head, and erase the underline. Tell the class that you are "ignoring this" and gesture appropriately with your hands to say you don't want to do this because the word is right; simply shaking your head first and then pointing to your name with a thumbs up is effective. Tell the class to "click the ignore button for your last name" while giving a demonstration on the instructor's computer of selecting the ignore button.

Tell the class we will now "read the document and look for spelling and grammar mistakes;" gesture to your eyes and then the instructor's screen. Before assigning the following tasks, give a demonstration for each level present in your class. Then tell students "when we are done we will discuss the changes," and make reference to the 'ignore' and 'change' examples on the board. Be sure to closely monitor these activities by walking around the room due to the inherent problems in Word's dictionary.

**Level 5 students:** will read a partner's work to classify mistakes, and will make suggestions in writing before using the Spelling and Grammar tool.

**Level 4 students:** will work with a partner to write basic sentences and classify each error before using the Spelling and Grammar tool.

**Level 3 students:** will use sentence starters to classify each error and will help Level-2 students with classification before using the Spelling and Grammar tool:
Because ___ is ___, it is a ___ mistake. I will ___ the mistake.

**Level 2 students:** will work in groups with Level-3 support to complete sentence starters to classify each error before using the Spelling and Grammar tool:
___ is ___ and is a ___ mistake. I will ___ the mistake.

**Level 1 students:** will work in groups to classify errors by writing them into a chart. They will then use the Spelling and Grammar tools and discuss changes in L1.
Step 4. (15 minutes): Saving and Printing the Document

Tell the class that “we have one more activity in our lesson today, and we will learn how to save and print our documents;” write the words “save” and “print” on the board. Now tell students to look at their Toolbar Identification sheets. Point out that there are only two buttons left to learn. Ask them to find the first button on their own screens, and be sure to point out where it is located on the instructor’s computer. Announce to the class that “this is the save button.” Draw the icon for the save button underneath the word “save” on the board. Now ask students to discuss what this might do with the person sitting next to them (2 minutes max).

After the students have discussed, take any handout you used earlier and show it again to the class. Tell them “if I want to keep this, I will save it;” pointing to the document and giving it a thumbs up will help make this clear. Next make a gesture towards the garbage can and use facial expression to show you don’t want to throw it away. Finally, place the text into a bag or other safe place and declare it “saved!” with a sigh of relief. Now ask the class, as a whole, “when we use the save button, what will be saved?” Following their answer, explicate that “we use the save button to save documents;” write “save documents” under the button drawing on the board. Make one more quick reference to the ‘saved’ handout you’ve used as an example.

Return to the instructor’s computer to show where the save button is located again and demonstrate clicking on it. Ask the class to do the same, pointing out once more where it’s located. Once clicked, all students will see the following window: simply ask for confirmation that they see it, and if not, personally help the student.

Return to the front of the room and tell students that “now we need a name for our document.” Highlight the textbox with the mouse as you say this. For clarity’s sake enter
your own name as the filename. Tell students “I want to name my document Paulson.”

Now ask students to enter their own names in this field; accompany the request with gestures toward the student and then toward the keyboard, saying, “enter your name” as clearly as possible. Try to gain confirmation that the class has done so by TPR/verbal responses from each student to the question “did you enter your name?”

Once everyone is confirmed to have entered their name into the field, from the instructor’s computer, give a demonstration clicking on the “Save” button on the menu, which is highlighted in blue. Directly after clicking this button, make the exclamation, “Saved!” gesture back to the handout realia you used moments ago. Repeat once more, “saved,” and write the word on the board in a word bank. Direct the class to click on this button as well and tell students to raise their hand “when the document is saved.” Repeating this sentence two or three more times may be invaluable, especially if raising your hand at the same time you use the word “saved.” Eventually, as the hands start to raise, elicit TPR/verbal responses from students to the simple question “saved?”

Tell the class “we are now ready to do our final step, print the document.” Ask the students if anyone can tell you what it means to print something. Walk over to the printer in the room and tell them “this is a printer and we use it to print.” Then demonstrate printing to the class by printing your own document. After you click the print button, make the statement “printing!” Repeat this statement a few times as you walk over to the printer. When the document finally prints out, hold it up to the class and exclaim, “printed.”

Now ask the class how you did this; as a hint, tell them to look at their Toolbar Identification sheets. Then ask for the name of the final button on the sheet, and from the board they should be able to tell you, “print.” In all cases draw, the print button underneath the word “print” on the board. Ask students to look for this button on their screens.

Demonstrate on the instructor’s computer where the button is located and then click on it. Ask students to do the same. When the print button is clicked a window will come up asking to select the printer and number of copies. Luckily, most computer labs are already preset to the printer that is in the room.
As this window comes up, show students where the print button is located (highlighted in blue). Tell them to simply watch, and then click the print button. As soon as you click the button, reiterate the word “printing,” by writing “the document is printing” on the board and then repeating it as you walk toward the printer. When the document finally comes out, again make the exclamation, “printed, the document is printed.” Draw an arrow from the word “printing” and write “the document is printed” at the end of the arrow. Write the words “printing” and “printed” in the word bank.

Ask for a volunteer to click on the print button on their screen. As they click the button, prompt them to use the words or phrases on the board for “printing.” Now ask them to come up and retrieve their document from the printer, prompting them with the words or phrases for “printed” when it’s ready.

Now ask the class, as a whole, what we use the print button for. Tell them we use the “print button to print documents,” and write the words “print documents” underneath the drawing on the board.

Finally, assign tasks where students will print their own document. You may want to have groups of students print at different times, or have students print by pairs; sending all the documents to the printer at the same time will lead to confusion and probable technological issues.

**Level 5 students:** will demonstrate this process and their completed document to the class in an oral presentation.

**Level 4 students:** will identify the status of the document using phrases from the board in with the prompt “I clicked the ___ button and...” in group discussion.

**Level 3 students** will work in pairs to identify the status of the document using a sentence starter: I clicked the ____ button and my document is ____.

**Level 2 students** will work in groups and use one-two word descriptions to identify the status of the document: Document _____ (saved/printing/printed).

**Level 1 students:** will identify status of the document to the class using words from the word bank on the board: saved, printing, printed.

**Review and Closing (10 minutes):**

When the class has finished completing these tasks, review the material from the lesson by giving a demonstration on the instructor’s computer; reiterate all key vocabulary and go over both handouts. Next tell students where they can access free computers to keep exploring Word, such as the library, if not in your own class. Finally, thank them for their time and tell them next time “we will learn how to use the Internet.”
Steps to make a New Document

Draw a line and connect the step with a picture.

Key Words

close, open, new, program, document

1. Click the W to **open** the **program** Microsoft Word.

2. Click "OK" to **open** a new **document**.

3. Click the red-X to **close** the **document**.

4. Click the "**new**" button in the toolbar to **open** a new **document**.
Steps to make a New Document
Use the words to complete the sentences, then draw a line to connect the step with a picture.

Word Bank
close, open, new, program, document

1. Click the W to ____ the ____ Microsoft Word.

2. Click “OK” to ____ a new ____.

3. Click the red-X to ____ the ____.

4. Click the “____” button in the toolbar to ____ a ____ document.
Steps to make a New Document
Use key words to complete the steps for making a new document. Then draw a line to connect each step with the correct picture.

Key Words
close, open, new, program, document

1. Click the W to:

2. Click “OK” to:

3. Click the red-X to:

4. Click the “___” button to:
Identify the Toolbar Button:

<table>
<thead>
<tr>
<th>Button</th>
<th>Description</th>
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<tbody>
<tr>
<td>The ![image] is used to</td>
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<td>The ![image] is used to</td>
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</tbody>
</table>

print button  
new button  
paste button  
copy button  
save button  
spelling & grammar button

check the spelling and grammar  
copy text  
open a new document  
print a document  
paste text  
save a document
Identify the Toolbar Button:

The _____ button is used to _____ a new _______.

The _____ button is used to _______ _______.

The _____ button is used to _______ _______.

The _____ and _____ button is used to _______ the _______ and _______ in a Word document.

The _____ button is used to _______ a Word document.

The _____ button is used to _______ a Word document.

Word Bank

new, print, copy, paste, save, check document, spelling, grammar, open, text
Identify the Toolbar Button:

The ______ button is used to _____ a new ________.

The _____ button is used to ______ ________.

The _____ button is used to ______ ________.

The ______ button is used to ______ the ________ and ________ in a Word document.

The _____ button is used to _____ a Word document.

The _____ button is used to _____ a Word document.
Identify the Toolbar Button:

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<tr>
<th>Button:</th>
<th>Is used to:</th>
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</table>
# Spelling and Grammar Mistakes

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<thead>
<tr>
<th>Spelling</th>
<th>Grammar</th>
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</thead>
<tbody>
<tr>
<td>spelling</td>
<td>&quot;you thank.&quot;</td>
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<tr>
<td>.psellign =</td>
<td>= &quot;Thank You.&quot;</td>
</tr>
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<th>htis -&gt; this</th>
<th>Change</th>
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<th>Paulson,</th>
<th>Ignore</th>
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THE COMPUTER SURVIVAL GUIDE
for English Language Learners

Reflections on Lesson One

The first lesson of this unit departs entirely from original lesson plan upon which it is based. However, this variation was necessary so that various sheltered strategies could be implemented throughout.

The first noteworthy aspect of the revision deals with the discourse from the instructor. In every instance of teacher-centered discussion, directions and key vocabulary were repeated to the class for added emphasis. The reiteration of such phrases helps make them more salient for the language learner as more exposure only breeds more chances to associate meaning. And not only is the quantity of this discourse adjusted here, but the quality as well. Speaking slowly and breaking phrases up into parts further contributes to the saliency of vocabulary for students, for example, “click the W (pause) to open the program.”

The instructor’s discourse was further modified through modeling. In cases where the teacher is asked to explain a certain action, the action must be performed at the very same time explanation takes place. For example, above when telling students to “click the W to open the program,” one finds the instructor literally clicking on the W and opening the program at the exact times these words are articulated. Thus, we again increase the potential to truly grasp the meaning of words through the synchronization of their sound and significance.
Modeling activities in computer-based lessons is an imperative for students who are newcomers to the medium. They are literally dealing with an unfamiliar world and simply ‘saying it’ is entirely insufficient. When exploring topics like the function of the toolbar, it is more efficient to first show students the cause and effect of clicking on different things because no language ability is required. This is why modeling takes center stage through much of the lesson as the teacher demonstrates how to open the program, enter text, modify text, check for mistakes and finalize work through saving and printing.

The material in this lesson was brought to life in similar ways through the use of “realia.” This utilizes real-life examples of the content material and was seen in this lesson through documents, text, and printed material among others. Realia is a particularly verdant resource in computer-literacy lessons because the use of the computer as learning takes place is as real as it gets. Additionally, most classroom material has been produced by a word processing (or other type of computer) program and the products of the lesson were abundantly present.

These approaches in teaching amount to the contextualization of material for the students, and the final attribute in the lesson to this end was group work. What is perhaps the keystone of providing context, group work went beyond the former’s ability to reveal “where” the material was found, and illuminated “when” it will be encountered by placing it in the here-and-now. Group work also provided students the chance to negotiate the meaning of material with peers, which was significantly conducive to learning as they were able to question, manipulate and collaborate on the task at hand. It is for this reason that group work was featured in the very first part of the lesson especially, where we find the introduction of a new learning platform in Microsoft Word. And while computer work may seem like an individual endeavor, peer collaboration
continued in the entry of text for mid-level students (2 & 3), the proofreading portion, and the finalization of work through saving and printing for all levels of students.

Creating this learner-centered environment was also made possible by the sequencing of material for the class. In a typical lesson, students are presented with the text or definitions of material and then carry on with a top-down approach. In this lesson, however, a more bottom-up approach was enacted by first asking questions to students, such as “who knows what a document is?” This helped establish a shared history between teacher and student, and from there the class progressed with a hands-on experience of opening a Word document before giving a formal definition for how to do it.

When formal definitions were finally given to the class, each student was able to use the Graphic Organizer and Toolbar Identification worksheets as discussion supplements. What’s more, the teacher was encouraged to continually walk around the room to take questions or question students directly to check for understanding. This amounted to a dynamic relationship between the material and the student where the content was able to have been actively engaged in and was not undisclosed – all to ensure learning was taking place.

Ultimately, a comparative review will find that the original lesson plan made no attempt to explain how each activity should be structured or explained within the classroom. Furthermore, the original was teacher-centered entirely and all group work required a prerequisite knowledge of other computer programs like PowerPoint and the Internet. Certain features of the program that were covered often seemed extraneous or specific to certain types of work. The current revision of tasks into creating, modifying, editing and printing documents seeks to integrate all of the fundamental components for using Microsoft Word, while at the same time allowing for the development of the production and understanding of the English language.
Lesson 2
# THE COMPUTER SURVIVAL GUIDE
for English Language Learners

## [Lesson Two: Searching the Internet]

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to identify why people use the Internet.</td>
<td>1. Students will be able to predict and write uses of the Internet into a Graphic Organizer.</td>
</tr>
<tr>
<td>2. Students will be able to access an Internet browser.</td>
<td>2. Students will be able describe how to access Google.com using vocabulary: <em>Address, Website</em>.</td>
</tr>
<tr>
<td>3. Students will be able to explain the relationship between the Internet and Safari toolbar.</td>
<td>3. Students will be able demonstrate use of: <em>Back, Forward, Stop/Refresh, Home, Links, Webpage, Address Bar</em>.</td>
</tr>
<tr>
<td>4. Students will be able to demonstrate Internet searches using the search engine Google.</td>
<td>4. Students will be able to write results of practice searches into a Webquest journal and compare their findings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic &amp; Domain</th>
<th>Level Five: Fluent to Bridging</th>
<th>Level Four: Expanding Fluency</th>
<th>Level Three: Speech Emergent</th>
<th>Level Two: Early Production</th>
<th>Level One: Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening &amp; Writing: Discussing uses of the Internet</td>
<td>In groups, students will predict uses of the Internet. During sheltered discussion they will write original sentences on uses in a Graphic Organizer.</td>
<td>In pairs, students will predict uses of the Internet. During sheltered discussion, they will use a phrase bank to write sentences on uses in a Graphic Organizer.</td>
<td>In groups, students will predict uses of the Internet. During sheltered discussion, they will use a phrase bank to write sentences on uses in a Graphic Organizer.</td>
<td>In pairs, students will predict uses of the Internet. During sheltered discussion, they will use a phrase bank to write sentences on uses in a Graphic Organizer.</td>
<td>In groups, students will predict uses of the Internet. During sheltered discussion, they will use a word bank to write words on uses in a Graphic Organizer.</td>
</tr>
<tr>
<td>Listening &amp; Speaking: Accessing the Internet</td>
<td>Students will follow sheltered instruction on how to access Google.com and will orally explain steps to level-4 groups as they are performed.</td>
<td>Students will follow sheltered instruction on how to access Google.com and will use level-5 support to orally define steps as they are performed.</td>
<td>Students will follow sheltered instruction on how to access Google.com and will reference a bulleted list while narrating the steps as they are performed.</td>
<td>Students will follow sheltered instruction on how to access Google.com and will use level-5 support to orally define steps as they are performed.</td>
<td>Students will follow sheltered instruction on how to access Google.com and will point to steps on a bulleted list as they are performed.</td>
</tr>
<tr>
<td>Writing &amp; Speaking: Navigating the Internet &amp; the Safari Toolbar.</td>
<td>Students will work with a partner and use flashcards to demonstrate toolbar functions. They will then write 2-3 sentences to label functions in a toolbar diagram.</td>
<td>Students will work with a partner and use flashcards to demonstrate toolbar functions. They will then write a sentence to label functions in a toolbar diagram.</td>
<td>Students will work with groups and use flashcards to demonstrate toolbar functions. They will then complete a sentence starters to label functions in a toolbar diagram.</td>
<td>Students will work with groups and use flashcards to demonstrate toolbar functions. They will then complete a sentence starters to label functions in a toolbar diagram.</td>
<td>Students will work with a partner and use flashcards to demonstrate toolbar functions using TPR. They will then match definitions to label functions in a toolbar diagram.</td>
</tr>
<tr>
<td>Reading, Writing &amp; Speaking: Searching the Internet.</td>
<td>Students will perform practice searches online and write their results in complete sentences in a Webquest journal. They will then interview a partner and give an oral presentation on them.</td>
<td>Students will perform practice searches online and use sentence starters to write their results in a Webquest journal. They will then interview a partner and write a haiku about them to be read to the class.</td>
<td>Students will perform practice searches online and write one-two word descriptions of their results in a Webquest journal. They will then interview a partner and write a haiku about them to be read to the class.</td>
<td>Students will perform practice searches online and write one-two word descriptions of their results in a Webquest journal. They will then share results with a partner and complete a T-chart for a gallery walk.</td>
<td>Students will perform practice searches online and copy their results into a chart in a Webquest journal. They will then share results with a partner and complete a T-chart for a gallery walk.</td>
</tr>
</tbody>
</table>
# THE COMPUTER SURVIVAL GUIDE
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## Functional/Notational Chart for Lesson Two
**Adult - Sheltered Content Course**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression(s)</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict and Describe</td>
<td>Uses of the Internet</td>
<td>We use the Internet __, __.</td>
<td>1a.) To play, to communicate, to shop, to read, to watch, to listen;</td>
<td>Infinitives, Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1b.) games, with people, for things, information, videos, games</td>
<td></td>
</tr>
<tr>
<td>List</td>
<td>The steps to access</td>
<td>1.) __, I need to __ the __.</td>
<td>First, Second, Third;</td>
<td>Numbers (Ordinals), Verbs, Nouns.</td>
</tr>
<tr>
<td></td>
<td>google.com</td>
<td></td>
<td>Click, Type, Hit;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Safari logo, the address, the &quot;Enter&quot; key.</td>
<td></td>
</tr>
<tr>
<td>Define</td>
<td>Functions of the</td>
<td>1.) The __ button is used __ webpage.</td>
<td>1a.) back, forward, stop, reload, home;</td>
<td>Nouns, Phrasal Verbs (Transitive)</td>
</tr>
<tr>
<td></td>
<td>Safari toolbar.</td>
<td></td>
<td>1b.) to go to a previous, to stop a, to reload a, to return to the home;</td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td>Results of Internet</td>
<td>1.) I searched for __ at __.</td>
<td>1a.) *Ss home country, the weather in *Ss home country, the world population, *Ss selected topic</td>
<td>Nouns, Reported Speech</td>
</tr>
<tr>
<td></td>
<td>Webquest.</td>
<td>2.) A link I clicked on was __.</td>
<td>1b.) *Website address,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.) What I found was that __.</td>
<td>2.) *link title;</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>3.) *Ss description;</td>
<td></td>
</tr>
<tr>
<td>Compare and Report</td>
<td>Results of partner's</td>
<td>1.) My partner, __ is from __,</td>
<td>1a.) Mr. Ms. Mrs.;</td>
<td>Titles, Conjunctions (Subordinating), Conjunctions (Coordinating)</td>
</tr>
<tr>
<td></td>
<td>Webquest.</td>
<td>while I am from __.</td>
<td>1b.) *Ss last name;</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2.) __ chose to search for __, but I searched for __.</td>
<td>1c.) *Ss home country;</td>
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<td></td>
<td></td>
<td></td>
<td>2a.) He, She, *Ss name;</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2b.) *Ss selected topic</td>
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</tbody>
</table>
THE COMPUTER SURVIVAL GUIDE
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Lesson Plan Two: Searching The Internet

Estimated Time: Approximately 2.5 hours

In this lesson, students will learn to:

- Predict and describe the uses of the Internet.
- Explain the steps for getting on the Internet.
- Explain and demonstrate the relationship between the Internet and the Safari toolbar.
- Perform searches using the Google search engine and compare their results with peers.

Introduction (5 minutes):

Begin by informing the class that today we will “learn how to use the Internet.” Follow this statement with the question, “What is the Internet?” using a puzzled facial expression. Ask some volunteers to tell you what the Internet is. As the student responses are given, write them on the board for the class to see. If possible try to gesture or draw these responses as well. After about a minute more of open discussion, refer to the Internet poster (page 36) and ask a student to read it aloud. Repeat their response, “the Internet is a connection of computers all over the world!” Be sure to enunciate this phrase carefully and reference the images of computers when you say “computers” and the connecting lines when you say “connection.” Give the class positive reinforcement by repeating, “Yes, a connection of computers all over the world,” with the same gestures.

Part 1 (10 minutes): Uses of the Internet.

Divide the students into groups (level 5, level 3, level 1) or partners (level 4, level 2) and ask the class, “why do we use the Internet?” Use gestures to scaffold this question by placing both palms upwards, raising your eyebrows, and sticking out your lower lip. Rephrase the statement with the two words, “Internet...why?” Instruct students to work with their partners and allow 4-5 minutes time for them to discuss their own ideas in English or L1 where needed. As the students are brainstorming, pass out the graphic organizer Why we use the Internet (pages 37-40) according to language level proficiency.

Once the graphic organizers are passed out and the students continue working, bring up a copy of the organizer on the digital projector. After about another two minutes or so of student discussion, bring the class back together by saying “OK class, I want to know why we use the Internet.” Employ the same gestures used earlier, making sure to enunciate “why” and “Internet” in the question.

When the students begin to give their answers, try to bridge them into the six categories suggested by the organizer: to communicate, to play, to shop, to listen (to music), to read, and to play (games). For example, if a student gives the response, “to chat,” rephrase it by saying “yes, or to communicate.” Point to the picture of the two people communicating and type in the words “to communicate” in the space provided.
Ask students to write in their handout as you go through this exercise. Repeat this process until the entire organizer is complete on both the projector and student worksheets.

Level 5 students: will write original sentences in their Graphic Organizers.
Level 4 students: will write sentences in their Graphic Organizer based on a phrase bank.
Level 3 students: will write sentences in their Graphic Organizer based on a phrase bank.
Level 2 students: will write phrases in their Graphic Organizer based on a phrase bank.
Level 1 students: will write words in their Graphic Organizer based on a word bank.

Part 2 (15 Minutes): Accessing the Internet

Like the last lesson, make sure the instructor’s computer and overhead projector are on so the entire class can view your screen. Second, be sure that each student is logged onto his or her computer and can view the OS desktop. Before you begin this section, pass out the Internet Identification Sheet (pages 41-45) and ask that students keep it on their desks for the duration of the lesson. Begin by writing “www.google.com” on the board. Ask students if they have seen anything like this before. Allow volunteers to give oral responses to where they may have seen it. Now ask the class, “what does this mean?” Wait for responses and then tell the class that this is an “address for a website;” write the words “website address” on the board underneath it.

Make the announcement that, “we will use Safari to go there.” Highlight where this program is located on the instructor’s computer. Write the name “Safari” on the board. Ask for a volunteer to tell you what Safari might be. Based on the last lesson, students should be able to suggest that it is a “program” (because of where it is located). In either case, write “(program)” beneath the word “Safari.”

Once again, use the instructor’s computer to point out where the Safari icon is in the dock. Model clicking on the Safari logo, and as you do this, clearly state, “OK class, click on the Safari logo.”
This will open the browser to a blank page (about:blank); quickly walk around the room and informally assess that each student has opened the browser correctly. Once the entire class has their browsers open, begin a bulleted list separate from everything else on the board, beginning with, “First, Click the Safari logo.” Read this phrase aloud when you have written it and allow processing time for students to hear and read the information at their own pace.

Now direct the students’ attention to the white space at the top of the Safari browser on the instructor’s screen. Using the Internet Identification handout, point out that this is the “address bar,” and write this phrase on the board. Ask for a volunteer to come up to the instructor’s computer and “click on the address bar.” For your volunteer, reference the Google address on the board by circling it and then point to the address bar on the screen. Ask them to “enter the address in the bar,” gesturing the act of typing with your hands as you articulate the word “enter.” Once the student has put the web address into your browser, continue your bulleted list on the board with, “Second, enter the website address.” Read this aloud after it is written, giving time students to process the information once more.

Hold up the instructor’s keyboard to the class and point to the Return key on the bottom right of your keyboard. When everyone in the room can see the button, have your volunteer press it. This will bring up Google homepage for the entire class to see. Finish your bulleted list on the board by writing the third step, “Third, Press Return.” Now ask the class to try steps two and three along with their peers. As they go through this process, walk around the room and make sure students are accessing the Google homepage. The students may be grouped in the same way as before, and:

Level 5 students: will perform these steps and orally explain them to level-4 students.
Level 4 students: will perform the steps with level-5 support and orally state them as they are performed.
Level 3 students: work with their groups and reference the bulleted list while narrating the steps as they are performed.
Level 2 students: work with their group to read the steps off the bulleted list as they are performed.
Level 1 students: will point to the steps on the bulleted lists as they are performed.

As the students are working through these short few steps, begin passing out the Anatomy of A Website graphic organizer (page 47). Try to place it face down on their desks so it does not distract them from the task at hand. If you can see that some students are performing well with this activity, congratulate them on their efforts. However, if you see some students or groups struggling, try referring to the bulleted list and see what step or steps were problematic for them.
Part 3a (15-20 Minutes): Navigating the Internet

Following the conclusion of the previous activity, tell students “we are looking at a website.” On the board, erase the bulleted list and write the word “website” in its place. Now ask students to turn over their handout they were given: the Anatomy of a Website. Point to the different labeled ‘pages’ featured in this graphic organizer and announce that, “Websites are made up of webpages.” Draw at least two lines underneath the word ‘website’ on the board and write ‘webpage’ at the end of each. You may want to make use of any thick book or printed packet in the room as realia; hold it up to the class and flip through the pages, rephrasing, “like a book, a website has many pages.” Gesture back to the diagram you have written on the board as you do this.

Direct the class’ attention to the handout and tell them that “in order to get to different webpages, we have to use links.” Write the word ‘links’ on the board directly between the words ‘webpages’ on the board. Use the mouse to point out the different links at the top of the page and emphasize that these are “links.” Take a second to let the concept settle and follow up by asking students what they think will happen if you “clicked on one of the links.” Following student responses, show the class what will happen by clicking on the ‘Images’ link on the Google homepage. Tell the class that “Links let you move to a new part of the website.” Remind them that we are “on the website Google, and links bring you to a new page on the website.” Invite all students to “click on this link to move to a new page on the website.” The entire class should see:
Now is a crucial time to check for understanding, so ask for a volunteer to tell you “what website we are on.” If this volunteer is not shy, have them come up to the board and label this on the diagram. Next, ask the class if anyone can tell you what we are looking at on our screens. This may be a troublesome question at this point, but the answer you are looking for is that “we are looking at the ‘Images’ webpage.” In either case of student or teacher given response, write the word “Images” on the board next to where your diagram reads “Webpages.” Finally, ask the class, “how did we get to the Images webpage?” Again, no matter the source of this answer, be sure to reference the diagram on the board when it is provided. Close your comprehension check by asking a student or two to paraphrase everything that has taken place up until this point.

Provide a short interlude by splitting students up again into their groupings and allowing them to experiment clicking on different links. However, be sure they know that they should also be working on their Internet Identification Sheets at this time. Walk around for the five to eight minutes or so in which this takes place. As students react to their first instance of “surfing the net,” try to elicit some verbal conversation on how they feel about it. At the end of the interlude, suddenly tell everyone to freeze.

Walk around the room again and see what webpages people have ended up on. Ask volunteers to read the “address” of their “webpage” and to describe what they see. (You may want to give the first example reading the address so students read only the domain name and not the entire url; i.e. google.com, not google.com/users/gmail etc...) Repeat this questionnaire until someone has given you a website that is not Google-related. At that moment, tell the students, “a-ha!” and ask the students to look at their Anatomy of a Website organizer. Ask the class if anyone can tell you what has happened in this case.

Following student responses, tell the class that, “yes, they clicked on an external link.” Refer to the Anatomy handout and ask where an external link will bring you. Confirm all answers by stating, “An external link will bring you to a new website, which has its own webpages.” Write the word “website” on the board again and label it with the domain name given by the student; connect this word with your original diagram using the word “link” in between the two. Now ask students, “how can we get back to Google from here?” Look puzzled and be sure to explicitly trace the steps back to the Google website from the one provided by your student. Tell the class, “to do so, we must learn the toolbar.”

Part 3b (25 minutes): Navigating the Safari Toolbar

Use the instructor’s computer to point out the toolbar by bringing the mouse over it. Ask the students to describe what they see. Add a sense of inquiry to their statements by stating, “I wonder how they work.” Following the previous lesson on Word documents (Lesson One), students should be familiar working with a toolbar already. Therefore, try to bridge this knowledge and elicit some of their experiences from the previous exercises. As the discussion continues, tell the class to look at their Internet Identification Sheet that was passed out earlier.
Draw the students' attention to the left side of this handout where all of the function buttons from the toolbar are highlighted. Ask for a volunteer to come to the front of the class and use the instructor's computer, which should still be on the Google 'Images' webpage. Point to the first icon on the toolbar, the back button, and ask them to click it. Ask "could you please click the back button." This will bring the computer back to the Google homepage:

When the browser changes, ask the volunteer to explain what just happened. If they are not able to, then ask additional students for a response. During this interaction, bridge the students' answers into the statement, "we went back to the previous page." Write the word "back" on the board and the phrase "to the previous page" underneath it. Refer to your diagram and gesture this sequence by tracing the line "Webpage: Images" back to "Website: Google." Ask the students in the class to click on this button as well. As they execute this action, ask a student to state the address they were brought back to. Verbally frame their response as "my previous website was ______." 

Now draw the students' attention to the forward button on the handout. Locate this button on the screen by moving the mouse over it. Tell your volunteer that you "wonder what will happen if this button is clicked." Instruct them to click on the button and then ask them to describe what happened. Write the word "forward" on the board and underneath it put "to the previous page."

Point out to the class that these two buttons have the same definition. Tell them, "you wonder why they are the same." Allow time for student processing and possible answers to this inquisition. After a half-minute or so, draw a timeline on the board next to your website diagram. Draw the number 1 next to the website portion and the number 2 next to the webpage portion, then draw a 0 and write "about:blank" next to it. Continue by placing 0 at the very beginning of your timeline and then the numbers 1 and 2 to the right of it respectively.

Ask your volunteer to place their hand on the spot where the instructor's computer is at present (2 = 'Images' webpage). Next, tell the class that you "wonder where they would have to move their hand if you pressed the back button."
Ask for an additional student to answer this question. Repeat the rule on the board that the “back button” will move you “to the previous page.” Once an answer has been given, demonstrate clicking on the back button on the instructor’s computer to confirm or deny their predictions. Doing so will bring up the Google homepage on the display. Use the same questioning techniques for the “forward” button. When the instructor’s screen returns to the ‘Images’ website, ask the class why is it not possible to select forward? Refer to the timeline on the board as responses are given, and bridge them into the statement, “we haven’t gone any further.” Highlight the ‘forward’ and ‘back’ buttons on the instructor’s computer and then point to the students indicating they try them out.

After a minute or so of experimenting with these buttons, ask the students “how do we get back here,” referring to ‘0’ on the timeline. Allow students time to formulate their answers, and instruct your volunteer to click on the “Home” button. This will bring the instructor’s computer back to the (about:blank) screen. Write the word “home” on the board and underneath it put, “return to home page.” After this is written, restate “return to home page,” as you make direct reference to the 0 on the timeline.

Now, divide the class into groups (Levels 3 and 2) and partners (Levels 5, 4, and 1), and pass out the Toolbar flashcards (page 46). Tell your volunteer you will need them for one more demonstration. Begin by clicking on a number of different links from google.com. This should bring you through a large number of websites in a relatively short amount of time. Have your volunteer hold up flashcards and read the descriptions on them that tell you what to do. Model responses to the flash cards, and as you highlight the two buttons that were not mentioned, “Stop” and “Refresh.” Point out the former first and select the button as one of your webpages is loading. Ask someone from the class to describe what happened to your frozen page. Tell them you “clicked the stop button, like a stop sign, this made the page stop loading.” Try to pantomime this phrase as you say it.

Next, ask a different student what you should do to fix the problem. The button will have changed from ‘Stop’ to ‘Refresh’ and you should point this out to the class on the instructor’s computer. Take a drink of water if one is available and let out a sound to indicate you have been ‘refreshed.’ Tell them the “page needs to be refreshed too, so I will click the refresh button.” Ask the volunteer if there is a flashcard for this, and when it is held up, press the button and let out a sigh of relief as the webpage reloads.

Review and Assessment (5-7 minutes):

Allow the students to work with the toolbar flashcards with peers in order to complete their Internet Identification Sheets and become familiar with the concepts:

- **Level 5 students**: will work with a partner and use flashcards to demonstrate toolbar functions. They will then write 2-3 sentences to label functions.
- **Level 4 students**: will work with a partner and use flashcards to demonstrate toolbar functions. They will then write a sentence to label functions.
- **Level 3 students**: will work with groups and use flashcards to demonstrate toolbar functions. They will then complete sentence starters to label functions.
- **Level 2 students**: will use flashcards in small groups to demonstrate toolbar functions. They will then complete sentence starters to label functions.
- **Level 1 students**: will work with a partner and use flashcards to demonstrate functions using TPR. They will then match definitions to label functions.
Academic Interlude:

Take a Ten-Minute Break
Part 4 (45 minutes): Searching the Internet in a Webquest

It is a good idea to give the students a break for a few minutes at this point in the lesson. Most of the intensive learning has been accomplished, and application of materials can be just as time consuming. While the students are on their break, pass out the Webquest Journals (pages 49-61) to each student according language proficiency.

Tell the class that we will now “use what we know about the Internet to go on a Webquest.” Before doing anything else, tell students to think of any topic in the world they want to know about. Give them an example of your own original topic, such as “I wonder what it’s like to live in Antarctica.” Write your topic on the board and have them write their own topics on the back of their Webquest Journals. Once students have all written down a topic, tell them to turn their journals face-up.

Next tell the class to log onto Google.com. Give them a demonstration of logging on and entering a search item using “United States” as your topic. Begin a bulleted list on the board beginning with “1. United States.” Point to the list featured on the screen and tell them that these are “results.” Ask students to give you a better name for these results. They should tell you that these are “links;” and if they do, be sure to ask “where do links will take us?”

Now point out the web address beneath each link in your search results. Select one of the results listed and write the name of the website as the second item on your bulleted list, i.e. “cia.gov.” Tell the class now we know “what I am looking for and where I will find it. Reference your topic and web address as you make this statement.

Now ask students what information is missing. Use the same questioning expressions from earlier in the lesson. Demonstrate clicking on the link ‘people’ and tell the class that we need to know “how I found the information.” Write the third bulleted point on your list as “Links: people.”

Tell the class that once you “explore the links, the more information you will find.” Point out all of the different links available on your screen and note you’re your link shows you “the population of the United States. Create your last bulleted point and write some information on the on where your mock-Webquest has ended up. Tell students that “we must write what we have found.” Complete the bulleted list with a description: “population of the United States is 307,212,123!” Tell students that we have “successfully searched online for information on my country.” Reference the bulleted list as you make this statement. Tell students that now you “want to know about them.” Gesture to your brain and then point to the class as you say this.
Draw the outline of a brain on the board and tell students “I want to know about your country.” Direct the students’ attention to their Webquest journals, which has a chart to research this information. Next tell students that you want to know more, and “wonder what the weather is like in their country.” Point to Webquest journals again and use the picture to help explain this. Write a second research topic in the brain on the board: “the weather in your country.” Now tell students that you need their help to answer one last question, “How many people live in the world?” Reference the journals as you make this request, pointing to the chart for this topic. Write “world population” in the brain on the board and tell students that they are “going on a Webquest to search for this information.” Hesitate for a second and hold up one finger to indicate you have an idea. Turn your Webquest journal over and point to where you have written your own topic on the back. Write the words “your topic” in the brain on the board. Announce to the class that we are “now ready to go on a Webquest.” Allow approximately 25 minutes for students to search for this information online. Walk around the room and assess student progress as they are working.

Level 5 students: will write their results in complete sentences in the Webquest journal.
Level 4 students: will use sentence starters to write their results in the Webquest journal.
Level 3 students: will use sentence starters to write their results in the Webquest journal.
Level 2 students: will write one-two word descriptions of their results in the Webquest journal.
Level 1 students: copy their results into a chart in the Webquest journal.

When students have filled out their Webquest journals, announce that “now we will get a chance to share our journey together.” As you say this hold up a journal and point to all students in the room. Ask for a volunteer to report out to the class on what they found on their Webquest. Thank this student and tell the class to work with peers for the next 15 minutes to complete the following:

Level 5 students: will interview a partner and give an oral presentation on them.
Level 4 students: will interview a partner and write a haiku about them to be read to the class.
Level 3 students: will interview a partner and write a haiku about them to be hung up in a gallery walk.
Level 2 students: will share results with a partner and report out to the class.
Level 1 students: will share results with a partner and complete a T-chart (page 48) for a gallery walk.

Following the presentations thank everyone for participating in today’s lesson. Remind them where they can access these resources for free in places like the public library or their own school. Tell them that next time, “we will be learning how to communicate over the Internet by writing email.”
The Internet

A Connection of Computers

All Over the World
Why we use the Internet

Use the word bank to fill in the boxes

Internet

To watch
To listen
To read
To shop
To communicate
To play
Why we use the Internet

Use the phrase bank to fill in the boxes

Internet

To watch
To listen
To read
To shop
To communicate
To play

games
with people
information
videos
music
for things
Why we use the Internet

Use the phrase bank to complete the sentences and fill in the boxes.

Internet

We use the internet...

To watch
To listen
To read
To shop
To communicate
To play

→

games
with people
information
videos
music
for things
Why we use the Internet
Internet Identification Sheet

Use the words below to label the diagram. Match the definitions.

Definitions

Home, Stop/Refresh, Forward, Links, Webpage, Back, Address Bar,

where you enter a Website's address. used to return to the home webpage used to go to a previous webpage used to stop/reload a webpage used to go to a previous webpage a part of a Website containing information let you move to other pages on a Website.
Internet Identification Sheet

Use the words below to label the diagram. Use the clues to complete the definitions.

Definitions

Home,
Stop/Refresh,
Forward, Links,
Webpage, Back,
Address Bar,
where you _____ a Website's address.
used _____ the home webpage
used to go to a ______ web page
used to ______ a web page
used to go to a ______ web page
a part of a Website containing _________,
let you _____ to other pages on a Website.

Clues

enter
previous
move
information
stop/reload
return to
Internet Identification Sheet

Use the words below to label the diagram. Match the definitions.

**Definitions**

Home, Stop/Refresh, Forward, Links, Webpage, Back, Address Bar,

where you _____ a Website’s _____.
used _____ the _____ page
used to go to a ______ webpage
used to ______ a webpage
used to go to a ______ webpage
a part of a ______ containing ______.
let you _____ to other ______ on a Website.

**Clues**
to return to/home Website/information enter/address previous move/pages reload
Internet Identification Sheet

Use the words below to label the diagram. Use the clues to help write their definitions.

Definitions

Home, Stop/Refresh, Forward, Links, Webpage, Back, Address Bar,

Clues

to return to/home
Website/information
enter/address
previous
move/pages
stop/reload
Internet Identification Sheet

Use the words below to label the diagram and write their definition in complete sentences.

Definitions

Home, Stop/Refresh, Forward, Links, Webpage, Back, Address Bar,

Webpage: ____________________________
Links: ______________________________
Address Bar: _________________________
Home: _______________________________
Stop/Refresh: ________________________
Back: _______________________________
Forward: ____________________________
Safari Toolbar Button Flashcards

(Write the name of the button on the back of each card. This will allow students to read them aloud to their partner during the activity.)

BACK
FORWARD
STOP
HOME
REFRESH
<table>
<thead>
<tr>
<th></th>
<th>Student A:</th>
<th>Student B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Webquest Journal

Example:

1.) Search: United States, at: cia.gov

2.) Link: people.

3.) Information:
   Population: 7307212123 (July 2009 est.)

Write Webquest results in the charts
### Home Country

1. Search: ____________,
at: ________________.

2.) Link: ________________.

3.) Info:
   
   ____________________________________________
   
   ____________________________________________
   
   ____________________________________________

### Weather in Home Country

1. Search: ____________,
at: ________________.

2.) Link: ________________.

3.) Info:
   
   ____________________________________________
   
   ____________________________________________
   
   ____________________________________________
## World Population

1. Search: ____________
at: _________________.

2.) Link: _________________.

3.) Info:
   
   ______________________________________________________________________
   
   ______________________________________________________________________
   
   ______________________________________________________________________

## Your Own Topic

1. Search: ____________
at: _________________.

2.) Link: _________________.

3.) Info:
   
   ______________________________________________________________________
   
   ______________________________________________________________________
   
   ______________________________________________________________________
Example

1.) I searched cia.gov for United States.

2.) I clicked the link: people.

3.) I found:

Population: 730,721,123.

Write Webquest results into the charts
## Your Home Country

1.) I searched _______ for _________.

2.) I clicked the link: 

   _____________.

3.) I found:  

   ________________

   ________________

   ________________

---

## The Weather in Your Home Country

1.) I searched _______ for _________.

2.) I clicked the link: 

   _____________.

3.) I found:  

   ________________

   ________________

   ________________
The World Population

1.) I searched ________ for

___________.

2.) I clicked the link:

___________.

3.) I found:

_________________

_________________

_________________

_________________

Choose Your Own Topic

1.) I searched ________ for

___________.

2.) I clicked the link:

___________.

3.) I found:

_________________

_________________

_________________
1.) I searched online at cia.gov for the United States.

2.) A link I clicked on was: people.

3.) What I found was:
Population: 307,212,123 (July 2009 est.)

Write the results of your Webquest into the charts.
### Your Home Country

1. I searched online at ________ for ____________.
2. A link I clicked on was: ____________.
3. What I found was:
   -
   -
   -

### The Weather in Your Home Country

1. I searched online at ________ for ____________.
2. A link I clicked on was: ____________.
3. What I found was:
   -
   -
   -
The World's Population
1.) I searched online at __________ for __________.
2.) A link I clicked on was: __________.
3.) What I found was:

__________________________
__________________________
__________________________

Choose Your Own Topic
1.) I searched online at __________ for __________.
2.) A link I clicked on was: __________.
3.) What I found was:

__________________________
__________________________
__________________________
My Webquest Journal

Example

Background:
I searched online at cia.gov for The United States.

How: A link I clicked on was: people.

Search Results: What I found was that the population is 730,721,123 (est.).

Write the outline of your Webquest in complete sentences into the charts.
<table>
<thead>
<tr>
<th>Your Home Country</th>
<th>The Weather in Your Home Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website &amp; Topic:</td>
<td>Website &amp; Topic:</td>
</tr>
<tr>
<td>How:</td>
<td>How:</td>
</tr>
<tr>
<td>Search Results (1 paragraph):</td>
<td>Search Results (1 paragraph):</td>
</tr>
</tbody>
</table>
### The World's Population

**Website & Topic:**

**How:**

**Search Results (1 paragraph):**

---

### Choose Your Own Topic

**Website & Topic:**

**How:**

**Search Results (1 paragraph):**
THE COMPUTER SURVIVAL GUIDE
for English Language Learners

Reflections on Lesson Two

With a similar theme to the first lesson in this unit, the original lesson plan was disregarded almost entirely to make way for sheltered strategies. This comes as a result of the original being written for a mainstream audience and written by teachers in a relatively brief way. Accordingly, it was insufficient to provide for the language learning strategies ELLs demand. This is most apparent in length, which (in this author’s opinion) is still relatively short given the wide breadth of the Internet as a subject.

Timing in this lesson was a key component for making the content comprehensible. In sections, such as explaining the layout of the Internet, the teacher pauses her instruction and stops to check for understanding. This is a cognitive imperative for students who are not only learning new material, but also a new language as well. At this point in the lesson, we also see how checking for understanding does not have to be teacher-centered as the students are asked to paraphrase the material. In the classroom this provides student-generated input for others to pick up on. Linguistically, it gives the volunteering student a chance to turn their own output into input, while their peers are given an opportunity to hear English from a source other than the teacher.

Temporally, the original lesson further overlooked the ELL as ‘mundane’ topics like the Safari toolbar functions were left out entirely. However, such topics proved to be a rich source of interaction between students, and thus a great opportunity to practice
their language skills. One of the most noteworthy adaptations in this lesson was the modification of original text. These examples come from the book *Computers for Seniors for Dummies*. What was originally an intimidating three of four pages of text has been translated into the two graphic organizers *Why We Use The Internet* and the *Internet Identification Sheet*. This transformation was perhaps more effective than the original text as their completion demanded student input. Thus, what was once a sedentary source of knowledge became an active learning experience. The latter organizer illustrated this beautifully because everything entered into this graphic came as the result of interactions between students. Consequently, the modified version of the text provided an opportunity for the individual develop their solidarity while expanding their academic horizon.

To ensure such a horizon continued to expand the speech from the teacher was specifically tuned to the level of the language learner. In the opening of this lesson, one finds the instructor asking very simple, and short, questions to the class such as "What is the internet," and "why...Internet." This approach is maintained throughout, recurring in questions about webpages and statements about toolbar buttons. What's more, much of this teacher talk was scaffolded by modeling; for example, literally clicking on the Safari logo as students are instructed to do so. By supplementing speech with a physical action, the instruction once again become more salient, while also speaking to multiple levels of intelligences and language proficiency.

This lesson also featured a great deal of group work between students. In nearly every activity from predicting the uses of the Internet, to sharing Webquest results, students are not left alone to discover the content of the course. Residually, the meanings
of these activities were negotiated among peers, reflecting the way we learned our own first language – socially.

The final defining characteristic of this lesson was the amount of time dedicated to students’ background knowledge. At the outset, students are asked to think and then vocalize what they know about the Internet. They are even challenged to consider topics from the first lesson, like the location of programs on a computer. In the Webquest, leaving search topics open to decision helped activate prior schemata and expand upon them. In the language-learning environment, this activation of prior knowledge is crucial because it not only makes the material more personal, but it accesses what students have already accomplished academically. Suffice to say, language learning is a cumulative experience.

Ultimately, from these changes it appears obvious how drastically this lesson was modified. Such changes are a necessary element for English language learners in the content-based classroom. Without them, we run the risk of leaving students behind to a degree inversely proportional to the modifications you see here.
Lesson 3
# THE COMPUTER SURVIVAL GUIDE for English Language Learners

## [Lesson Three: E-Mail Communication]

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to create a Gmail account.</td>
<td>1. Students will be able to write personal information and will create an original username for a Gmail account.</td>
</tr>
<tr>
<td>2. Students will be able to compose (Send) and review (Receive) E-Mail messages.</td>
<td>2. Students will be able to write original E-Mail messages and will read received correspondence.</td>
</tr>
<tr>
<td>3. Students will be able to Reply and Forward E-Mail.</td>
<td>3. Students will be able to write E-Mail responses and demonstrate how to Forward a message to the instructor.</td>
</tr>
<tr>
<td>4. Students will be able to add an Attachment to Email.</td>
<td>4. Students will be able to demonstrate understanding of present progressive “ing” and past tense “ed” through the vocabulary words: “Load” and “Attach.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic &amp; Domain</th>
<th>Level Five: Fluent to Bridging</th>
<th>Level Four: Expanding Fluency</th>
<th>Level Three: Speech Emergent</th>
<th>Level Two: Early Production</th>
<th>Level One: Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking &amp; Writing: Creating a Gmail account.</td>
<td>Students will work in pairs to fill out a modified personal information form and individually to compose a list of original usernames. They will then follow sheltered instruction on how to sign up for Gmail.</td>
<td>Students will work in pairs to fill out a modified personal information form and individually to compose a list of original usernames. They will then follow sheltered instruction on how to sign up for Gmail.</td>
<td>Students will work in groups to fill out a modified personal information form and individually to compose a list of original usernames. They will then follow sheltered instruction on how to sign up for Gmail.</td>
<td>Students will work in groups to fill out a modified personal information form and individually to compose a list of original usernames. They will then follow sheltered instruction on how to sign up for Gmail.</td>
<td>Students will work in groups to fill out a modified personal information form and individually to compose a list of original usernames. They will then follow sheltered instruction on how to sign up for Gmail.</td>
</tr>
<tr>
<td>Reading &amp; Writing: Sending and Receiving E-Mail.</td>
<td>Students will select a peer email at random and will write a paragraph asking them about their identity. They will later work with a partner to orally summarize responses, determine recipients, and defend conclusions.</td>
<td>Students will select a peer email at random and will write 3-4 sentences asking them about their identity. They will later work in groups to summarize responses, determine recipients, and orally defend their conclusions.</td>
<td>Students will select a peer email at random and will use sentence starters to ask them about their identity. They will later work with a partner to summarize responses in a chart, determine recipients, and orally defend their conclusions.</td>
<td>Students will select a peer email at random and will use sentence starters to ask them about their identity. They will later work in groups to summarize responses in a chart and determine recipients using a phrase-book.</td>
<td>Students will select a peer email at random and will write to them in their L1 asking about their identity. They will later work in groups to discuss responses and will use a phrase-book/TPR to demonstrate their conclusions.</td>
</tr>
<tr>
<td>Reading &amp; Writing: Replying and Forwarding E-Mail.</td>
<td>Students will write 3-4 sentences in response to peer emails and will forward responses to the instructor.</td>
<td>Students will submit complete sentence starters to reply to peer emails and will forward responses to the instructor.</td>
<td>Students will use a phrase-wall to write responses to peer emails and will forward responses to the instructor.</td>
<td>Students will use their L1 to write response to peer email and will forward responses to the instructor.</td>
<td>Students will use their L1 to write response to peer email and will forward responses to the instructor.</td>
</tr>
<tr>
<td>Listening &amp; Speaking: Adding an Attachment To E-Mail.</td>
<td>Students will follow sheltered instruction for adding attachments and will orally describe this process in an oral presentation to the class.</td>
<td>Students will follow sheltered instruction for adding attachments and will orally describe this process to level-3 groups as it is demonstrated.</td>
<td>Students will follow sheltered instruction for adding attachments and will follow level-4 support to orally describe this process as it is demonstrated.</td>
<td>Students will follow sheltered instruction for adding attachments and will use one-two word descriptions as they demonstrate this process in groups.</td>
<td>Students will follow sheltered instruction for adding attachments and will demonstrate this process by sending an email to the instructor with an attachment.</td>
</tr>
</tbody>
</table>
# The Computer Survival Guide

**for English Language Learners**

Functional/Notational Chart for Lesson Three

**Adult – Sheltered Content Course**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression(s)</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe</strong></td>
<td>Personal Information</td>
<td>1.) My full name is __________.</td>
<td>1.) *Ss name</td>
<td>Past Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.) I was born on __________.</td>
<td>2.) *Ss birthday (mm/dd/yyyy)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.) My first phone number was __________.</td>
<td>3.) *Ss phone number</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.) My first teacher’s name was __________.</td>
<td>4.) *Name of Ss first teacher.</td>
<td></td>
</tr>
<tr>
<td><strong>Request</strong></td>
<td>Anonymous Email account holder</td>
<td>1.) What do you __________ like?</td>
<td>1.) Look, sound;</td>
<td>Interrogatives, Inverted Wh-</td>
</tr>
<tr>
<td>Information</td>
<td></td>
<td>2.) Are you a __________.</td>
<td>2.) Male, Female, first-year student;</td>
<td>questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.) Have we __________ before?</td>
<td>3.) met, talked, worked together, taken a class together;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.) Where do you __________.</td>
<td>4.) live, sit in class, park on campus</td>
<td></td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>Aspects of yourself</td>
<td>1.) I am a __________ __________.</td>
<td>1a.) Short, tall, funny, loud, quiet, male, female, first-year second-year</td>
<td>Adjectives, Present</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.) We have __________ before.</td>
<td>1b.) person, individual, student;</td>
<td>Perfect Tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.) Presently, I __________ at __________.</td>
<td>2.) (never) met, (never) spoken, (never) worked together;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3a.) live, sit, park, 3b.) *Ss description</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>List</strong></td>
<td>The steps to attaching a document</td>
<td>__________, I will need to __________.</td>
<td>1a.) First, Then, Last</td>
<td>Numerals (Ordinals), Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1b.) Click attachments, select a file, click upload</td>
<td>(transitive)</td>
</tr>
</tbody>
</table>
THE COMPUTER SURVIVAL GUIDE
for English Language Learners

Lesson Plan Three: E-Mail Communication

Estimated Time: Approximately 1.5 hours

In this lesson, students will learn to:

- Sign up for a new Gmail account.
- Send and Receive E-Mail messages.
- Reply and Forward E-Mail messages.
- Add Attachments to E-Mail messages.

Introduction (5-7 minutes):

Before this lesson begins, be sure that the instructor’s computer and overhead projector are on so the entire class can view your screen. Also, be sure that each student is logged onto his or her computer and can view the OS desktop. Open your class by telling students “Today we will learn how to communicate using e-mail.” Write the word ‘E-Mail’ on the board. Ask the students where they have heard or seen this word before. Allow 1 minute for student responses. Remind students that, “to communicate” was one of the uses of the Internet we noted in our previous lesson. Refer to the graphic organizer Why We Use The Internet (pages 37-40), and say, “we use E-mail to communicate.”

Next pass around the Business Cards (page 76) to the class. As they come around the room tell students you want students to “identify examples of email.” Have students come up to the board and write down what they see on each business card. Announce to the students that these are “examples of email addresses.” Write “addresses” on the board next to what your students have written and reinforce with the statement, “email addresses.” Now ask students where we have used this term before. Be sure to bridge student answers to the previous lesson where we discussed “website addresses.”

Write “paulson1@gmail.com” on the board and tell students “this is my email address.” Draw an arrow to your username and an arrow to the service provider; then ask students what these two things are. If and when they say that the left arrow points to your name, scaffold their response by stating, “yes, this is my name, but in email we have a username.” Write the word ‘username’ at the beginning of the left arrow. Now point to the arrow on the right side and ask students what this is. Connecting to the previous lesson, students should point out that it is a ‘website.’ Agree with them and then tell them that “this website provides service for my email;” write service next to the arrow. Model reading your email as “my username is paulson1 and my service is Gmail. My email is Paulson-d-one-at-Gmail-dot-com;” point to each part as you articulate them. Ask a few students to verbally identify other emails provided by the Business Cards, using the sentence frame, “the username is ____ and the service is _____. His/her E-Mail address is ____ at ____ .com.” Tell the class, “We need an address to write to someone.” Gesture ‘writing’ as you say this by either holding up a pencil or pantomiming writing with your hands. Then tell them that “now we will learn how to sign up for a Gmail email address.”

1 Here you would use your own email address. To make the connection to the previous lesson more salient, it is best to have your own Gmail account prior to the beginning of this lesson.
Part 1 (20 minutes): Creating a Gmail account

Moving into this section, your students will need the Gmail Personal Information Form (pages 76-78). Tell them “this is the information we need to create an email address.” Remind the class that it is free to sign up. Once everyone in the class has a copy of the Information Form, begin by pointing out Barack Obama who is used as the example. Point to his first and last name on the sheet and ask a volunteer to read it aloud. As the response is given, transcribe what they are saying by writing his name on the board. Also, write “first name” and “last name” next to either.

Next draw a timeline on the board underneath his name. Begin this timeline with his birthday “08-04-1962” and finish it with the current date. Refer back to the beginning of the timeline and state clearly that this was “the day he was born. His birthday.” Now trace your hand across the timeline and draw a phone near the beginning. Make note to the class that there is a space for phone numbers listed on the Information Form. Tell them that this is “not the phone number today, but the first one.” Scaffold this sentence by writing “2010” on the board, shake your head, cross it out “2010,” and continue in descending order down the timeline. “Repeat that it was his first phone number,” as you point towards the beginning of the timeline.

Right next to the telephone, draw a picture of a school or a teacher and then refer back to the Information Form where it has a name listed next to his “1st teacher.” Point to yourself and say “not a teacher today, but the first teacher, a long time ago.” As you mention this, reference the far end of the timeline once more. Remind students that this is the information we need to “sign up for an Email account.”

Ask the class why they think we need to talk about phone numbers or teacher’s names. Following their responses be sure to tell them that we need this information to keep our accounts “safe and secret.” Clasp your hands together as you articulate the former word, and put your finger over your lips after you mention the latter. Tell them that these are “security questions,” and write this word on the board. Ask for a volunteer to tell you why these are so special. With their answers, tell students that they “keep other people away...only you know the answer.” Use gestures with these sentences by pointing to a general ‘people’ in the distance, expressing a grim look on your face, and then specifically to students in the class with more complacency.

Break students up into groups for levels 1, 2 and 3, while levels 4 and 5 can work in pairs. Tell the class that we are going to work for “the next five minutes to complete this form.” Be sure to point to the top half of the form as you say this because this is the only sections students should be working on at this point. Walk around the room and informally assess how students are doing with this activity. Particularly, if you have level 4 or 5 students, pay attention to where they have been asked to create their own security questions.

Upon the completion of the forms, tell students that we now need to create two things: “a username and a password.” Write these two words on the board as you say this. Ask the class to think of their Webquest searches when they looked for the world population. Inquire to see if a volunteer will remind you of their results. Tell students that, “with so many people in the world, many usernames are already taken.” Demonstrate coming up with a short list of usernames for yourself on the board, and then ask the students to individually do the same. Tell them “we will work for 5 minutes coming up with our own usernames.”
As the class is busy creating their own usernames, begin to write the criterion for a good password on the board: "6 (ABCDE...), 1 (12345...) and 1 (!@#$%^...). This is also listed on their Information Forms and will be easy to reference once you bring the class back together.

Once students have listed their ideas for their usernames, tell them that we now "need a password." Write this word on the board and ask for a volunteer to tell you its meaning. Tell the class that a password "is a secret code to use their E-mail." Be sure to place your finger over your lips upon the completion of this statement. Refer to the criterion on the board and tell students that they will need at least this to have a "good password." Give a demonstration of creating your own password using what's written on the board as a key. Afterwards, have students individually create their own passwords on the back of their Information Form.

At this point tell the class that "we have created usernames and passwords" and are now "ready to sign up for an email account." Draw the students' attention to the instructor's computer and open the Safari browser to log on to gmail.com. Write this URL on the board and ask your students to log on.

When the entire class has the Gmail homepage on their screen, demonstrate clicking on the "Create an account" link. When performing this action, bring the mouse over the link and ask students what you are about to click on. Following responses, remind them that this "link will take you to a new webpage." Now click the link and prompt the class to follow your lead.

The next webpage features the fields where students must enter in their information. (There is the option here to change the settings to a student's L1 if they are intimidated). Tell the class to use their Identification Forms to complete this section. However, before they proceed, demonstrate selecting a desired login name and checking for availability. Tell students "this is where we see if someone has our username." Repeat the process until you find a username that is not already taken. Instruct the class to enter in their own usernames and see if they are available. Walk around the room and support students who might have trouble finding a name. Once all students have selected a desired username, tell them we will use our Information Forms to complete the remainder of the fields.
Direct the class to the top of the webpage where it is asking for “First and Last name.” Demonstrate typing in your own name and instruct the students to do the same. Informally assess from the instructor’s computer that everyone has done this. Next, on your own computer, scroll down to where it says “password.” Demonstrate entering in your own password twice and tell students to follow your lead. Continue this process until you reach the section that asks for a security question.

Demonstrate clicking on the drop-down menu and point out that there are “different questions we can use.” Select the one about your first phone number for simplicity and enter the answer in the field. Let students know that they can “select any of the questions” from the Identification Forms. The final portion of this process may prove to be the most problematic because it requires typing in a word that is aesthetically modified. Tell your students “you must type the letters that you see” as you use the mouse to highlight it on the screen. Give the class an example of this process by reading each letter aloud as it is typed into the computer. Walk around the room and help students who may have trouble completing this. Do not be shy to literally type the word in for them, as this step is inconsequential to the overall purpose of this lesson.

Finally, when students have completed all of the required fields for Gmail registration, direct their attention to the lower portion of the page that says “I agree.” Demonstrate clicking on this and have the class repeat your actions. The following page will be their inbox and you can tell the class, “Congratulations, you now have an E-mail account!”
Part 2 (30 minutes): Sending and Receiving Email

Direct the students’ attention to the bottom portion of the Identification Form where they will find their own “Gmail card.” Tell them to fill this card out and keep it with them so they can remember their username and password. As they are doing this, pass out the listening guide (page 80-85) to everyone in the class. Once all students have filled out their Gmail card, ask them to write their email address on a scrap piece of paper. Tell the class that we are going to participate in an “Email mystery.”

Collect all of the email addresses from the students and place them into a hat or bin. Next, walk around to each student and ask him or her to pick out a name. As names are selected, prompt the student to read the email address aloud to the class. This will allow everyone to know who they have selected, while no one will know whom they have selected.

Tell the class that now we must “try to find out who these people are,” and to do so, “we will need to write an email.” Pose an open question to the students that you “wonder what would be some good questions” to find out who this person is. As the class gives you their response to this inquisition, begin writing their statements into a phrase-wall on the board. You may want to add basic interrogatives like “what do you look like,” and “are you male/female” if they are not suggested by the class. However, the main purpose here is to construct an entirely student-centered interrogation. Allow approximately five minutes for the students to make more suggestions. Once the phrase wall is complete, demonstrate clicking on the “Compose Mail” tab on the instructor’s computer. Tell students “we click on this link to write a new email.” Point to this link on the listening guide and ask students to click on it as well.

When all students have successfully opened a blank email, reference the listening guide and point to the “To” section on the instructor’s screen. Inform students that this is where we “enter in the Email we are writing to.” Demonstrate entering in an E-mail address in this field by typing in your own. Instruct students to type in the E-mail address of the person they have randomly selected. Walk around the class quickly to check and see that all students are on the same page. When this is confirmed, go ahead and assign the following to various levels of students:
Level 5 students: write a paragraph to their mystery E-mail about their identity.
Level 4 students: will write 3-4 sentences to their mystery E-Mail asking about their identity.
Level 3 students: will use the sentence starters “What do you ___ like, Are you a _____, Have we ___ before and Where do you ____? to write to their mystery E-Mail and ask about their identity.
Level 2 students: will phrases from the phrase wall and write to their mystery E-mail and ask about their identity.
Level 1 students: will write to their mystery E-mail in their L1 and ask about their identity.

Allow the students a full 15 minutes to complete their writing. It is important to walk around the room and check for problems where that may crop up. Once the class, as a whole, feels comfortable about what they have constructed, bring everyone back together to format their email.

Tell students “since we are writing to someone, we must write properly.” Bring the class’s attention to the instructor’s computer where you can type in the textbox of a blank email. Ask students if they can suggest how you should address your letter. Begin by typing “Dear” and then ask, “Who am I writing to?” Following the student responses tell them that you “don’t know who it is,” and “when we don’t know who someone is, in English, they are called anonymous.” Type this name into your textbox of the blank email and write it on the board. Now tell students to put this greeting on their email messages by pointing to the board and gesturing to them. Once the entire class has entered this in, refer to the listening guide and point out the send button. Write the word “send” on the board and tell them “clicking on this will send your E-mail.” Ask them to do this and then simply wait.

Write the word “Inbox” on the board and ask students to find it on their listening guides. Tell them that this is “where all of our emails end up.” Ask them to click on this at their own computers and look for the new E-mail messages. Tell the class “congratulations you have just sent and received your very first email.”
Part 3 (15 minutes): Replying and Forwarding E-Mail

Announce to the class that, “when E-mail is new, it appears to be bold.” Highlight the bold text in your own inbox as you make this statement. Demonstrate clicking on your own unread email on the instructor’s computer. Direct students to open their mail in their Inbox so they see the following screen:

![Email screenshot]

Tell students that we have “a lot of questions here about who we are.” Make reference to the phrase-chart written on the board and then back to the student terminals. Pose the inquisition, “I wonder what we could say in response.” Allow approximately 3-5 minutes for student responses to this question. The goal here is to, again, create a student generated phrase-wall. However, feel free to add Present Perfect statements if they are not suggested, such as “I am a female first-year student,” “I live in Bridgeport,” and “We have never met before,” etc. Upon the completion of this phrase-wall, direct the student’s attention back to your computer. Use the mouse to highlight the “reply” link and write this word on the board. Ask for a volunteer to tell you what the significance of this button is. Tell them that it is used to “write back,” as you write this phrase on the board. Direct the class to click on this link in their inbox. All students should see the screen below. Walk around the room and check for confirmation that students have all performed this action. Now that the class is ready to send replies, have students independently work at various levels for the next 10 minutes to have:

- **Level 5 students**: write paragraphs in response to peer emails.
- **Level 4 students**: write 3-4 sentences in response to peer emails.
- **Level 3 students**: complete sentence starters “I am a ____, We have __ before, Presently, I __ at ____ to reply to peer emails.
- **Level 2 students**: use the phrase-wall to write responses to peer emails.
- **Level 1 students**: use their L1 to write response to peer emails.
Continue to walk around the room and check for understanding as this assignment unfolds. Ask students to remind you whom they are writing to at the present moment and also what kind of communication they are using. Gesture specifically toward the words “email” and “reply” on the board as they confirm with you.

When the students eventually complete the writing assignment, ask for a volunteer to explain how this E-mail should be addressed. Allow them to come up to the instructor’s computer and demonstrate for the class. As this is modeled, transcribe what the student is writing onto the board, particularly to note the word, “anonymous.” Next, draw their attention back to the listening guide and highlight the send button. Ask for a student volunteer to remind you what will happen when you click this button. After their statements, instruct the class to click this button on their computers.

Now tell students that we are going to learn how to “forward these E-mails.” On the instructor’s computer click on your Inbox and open your most recent message. Use the mouse to highlight at the bottom of the screen where it says “Forward.” Write this word on the board and ask for a different student volunteer to say what this feature might do.

For a realistic explanation, take a copy of the listening guide and two students in your class as examples. Tell students that you “will ‘send’ this listening guide to (student A).” On the board, write, “To: (Student A)” and “From: Your Name.” Now make reference to (Student B) and tell students that (Student A) wants to “Forward it to (Student B).” Write “Fwd: (Student B)” Demonstrate this by physically giving (Student A) the copy of the listening guide, and then having (Student A) pass it off to (Student B). Following your demonstration, ask a different student to paraphrase what just happened. Try to tap into the students’ prior knowledge from Lesson One on “copying,” and tell students “we use forward to send copies of emails.” Write “send copies” underneath the word ‘Forward’ on the board. Now turn to the instructor’s computer, select the forward button and type your own email address into the box. Hit send, and then show the class that a copy of the message was sent to your own Inbox. Ask students to go into their Inbox and “Forward you the email they have just received” or their “new E-mail.” This will afford you assessment as you Inbox fills up for better or worse.
Part 3b (20 minutes): Sending and Receiving Email Revisited

Pass out the KWL chart (page 85-87) to the students so they can take notes on their E-mail. Tell the class that we will now work with our E-mail to solve the E-mail mystery. Instruct students to check their Inboxes by “clicking” on the “Inbox link.” Demonstrate reading a volunteer’s newest email and writing information in the left column, “know,” of the KWL. To do so, ask for a student to let you read part of a message on their screen. Read what you see out loud to the class and paraphrase this piece of information as you write it on the board. Draw a KWL chart around what you have written. Next, look intensely at what is there and gesture that you are interested to know more. Fill in one entry for the W section of this chart and tell your class, “I really wonder ____.” Ask someone in the room to predict what the last portion of the chart will contain. Confirm to students it is what “you have learned.”

Divide students in pairs (level 5 and 3) and into groups (level 4, 2 and 1) to read E-mails and fill in this entire chart. When students complete the first section, encourage them to work in this same grouping to formulate wonderment questions they would like answered. Finally instruct students to compare the contents of their E-mails and fill in the final section of the KWL chart. Once it is complete,

Level 5 students: will work with a partner to orally present their summary of their responses, how they determined mystery recipients and why they defend their conclusions.

Level 4 students: will work in groups to summarize responses, determine recipients, and orally defend their conclusions.

Level 3 students: will work with a partner to summarize responses in a chart, determine recipients, and orally defend their conclusions using sentence starters “We ____ believe the mystery student was ____ because ____.

Level 2 students: will work in groups to summarize responses in a chart and determine recipients using a oral descriptions from a phrase-bank.

Level 1 students: will work in groups to discuss responses and will use a Phrase-bank/TPR to demonstrate their conclusions.

Part 4 (15 minutes): Adding an Attachment to E-mail

Tell students that we have one more step to learn before we can depart for today: “attachments.” Ask the students to give you a description of what an attachment is. Make reference to different things in the room and state how they are attached, for example, “The door is attached to the wall,” or “My head is attached to my neck.” Through these anecdotes, ask students to give you examples of other things that are attached, using the sentence frame, “____ is attached to ____.”

After a few minutes of this type of word play, ask them “What is attached to an E-Mail?” Tell them to think of their first lesson on Microsoft word. Hopefully, this will inspire students to respond “Documents are attached to E-mail.” Write this sentence on the board.

On the instructor’s computer, click the “Compose Mail” to open a blank E-mail. Enter in your own address and ask someone to come up and show you where they can add an attachment. Allow students to bring their listening guides with them, and direct them to click on the “Attach a file” link. Write this step on the board.
This will bring up the window to “Select a File,” and you should write this as a second step on the board. Prompt the student volunteer pick any file that is readily available on the desktop. Tell them to “click OK.” A loading bar will now appear on the E-mail message, and you should announce to the class that your “attachment is Loading.” Write this phrase on the board after step two. Once it is complete, reiterate that the “document is attached to the E-mail.”

Ask a different student to verbally give these directions to the student at the instructor’s computer. Have them narrate the steps for attaching another document. Specifically, tell them you are interested to know “when it is loading, and when it is attached...like your head.” Engage all students in this activity by means of the following:

Level 5 students: will demonstrate this process in an oral presentation to the class.
Level 4 students: will orally describe this process to level-3 groups as it is demonstrated.
Level 3 students: will follow level-4 support to orally describe this process as it is demonstrated.
Level 2 students: will use one-two word descriptions as they demonstrate this process in groups.
Level 1 students: will demonstrate this process by sending an email to the instructor with an attachment.

As the students are completing this final task, write them an E-Mail thanking them for their time in your class. Remind them where they can access computer resources for free and continue the correspondence among their new online community.
Sample Business Cards for Email Identification
First Name: Barack
Last Name: Obama
1st Phone Number: 202-928-9273
Birthday: 08-04-1961
1st Teacher's Name: Mrs. Piper
Username/Email: barack.obama@gmail.com
Password: YesUSA3!
Email Address: barack.obama@gmail.com

Passwords need at least:
- 6 (AaBbCcDdEeEfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz)
- 1 (1234567890)
- 1 (!@#$%^&*)

My ideas for Usernames:

Email Address/Username: barack.obama@gmail.com
Password: Gmail

Cut out this card and keep it safe!
1. My full name is ____________________________.

2. I was born on ____________________________.

3. My first phone number was__________________.

4. My first teacher’s name was__________________.

Passwords need at least:
- 6 (AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz)
- 1 (123-4567890)
- 1 (!@#$%^&*)

Write password ideas on the back. ->

My ideas for Usernames

Email Address/Username: barack.obama@gmail.com
Password: ____________________________

Cut out this card and keep it safe!
# Personal Information Form

<table>
<thead>
<tr>
<th>First Name</th>
<th>Barack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td>Obama</td>
</tr>
<tr>
<td>1st Phone Number</td>
<td>202-928-9273</td>
</tr>
<tr>
<td>Birthday</td>
<td>08-04-1961</td>
</tr>
<tr>
<td>1st Teacher’s Name</td>
<td>Mrs. Piper</td>
</tr>
<tr>
<td>Username/Email</td>
<td>barack.obama</td>
</tr>
<tr>
<td>Password</td>
<td>YesUSA3!</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:barack.obama@gmail.com">barack.obama@gmail.com</a></td>
</tr>
</tbody>
</table>

1. My full name is __________________________.
2. I was born on ____________________________.
3. My first phone number was______________.
4. My first teacher’s name was______________.
5. My own security question:______________.
   • Answer: ____________________________.

Using the information here, write a few sentences about yourself in the space below. Think of these when you make your Username.

Passwords need **at least**:  
- 6 (AaBbCcDdEeFfGgHhiUjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz)  
- 1 (1234567890)  
- 1 (@#$%^&*+)  

Write password ideas on the back →

---

My ideas for Usernames

Email Address/Username: @gmail.com

Password: [Gmail]

Cut out this card and keep it safe!
The Gmail-box ‘Click-To’ Listening Guide
Label the Diagram with the Descriptions

Send an Email
Enter the E-Mail address
Begin writing your E-Mail
Attach a document to an E-Mail
Write a new E-Mail

See folders of saved E-Mail.

Check the spelling of your E-Mail
The Gmail-box ‘Click-To’ Listening Guide

Complete the descriptions to label the diagram

1. _____ an Email.
2. Enter the E-Mail _____.
3. Begin _____ your E-mail.
4. Attach a _____ to an E-Mail.
5. _____ a new E-Mail.

See folders of saved E-Mail.

Check the spelling of your E-Mail
The Gmail-box 'Click-To' Listening Guide
Complete the descriptions to label the diagram

1. Send _____.
2. _____ the E-Mail _____.
3. Begin _____ your _____.
4. _____ a _____ to an E-Mail
5. _____ a _____ E-Mail

Enter /address
Write/ new
an /Email
Attach /document
Writing/ E-Mail

See folders of
saved E-Mail.

Check the spelling
of your E-Mail.
The Gmail-box ‘Click-To’ Listening Guide

Complete the descriptions to help label the diagram

1. Send a ________
2. Enter the ________
3. ________ your E-Mail
4. Attach a ________ to an ________
5. ________ a ________ E-Mail

See folders of saved E-Mail.

Check the spelling of your E-Mail
The Gmail-box ‘Click-To’ Listening Guide
Label the diagram with your own descriptions

See folders of saved E-Mail.
E-Mail Mystery KWL

<table>
<thead>
<tr>
<th>Know</th>
<th>Want to Know</th>
<th>Learned</th>
</tr>
</thead>
</table>

Phrase Bank

I believe __________.
I know ______________.
My Mystery E-Mail might be:
(You are/____ is) my mystery E-mail.

I don't think __________.
I do not know ________.
My mystery E-Mail is not:
(You are/____ is) not my mystery E-mail.
## E-Mail Mystery KWL

<table>
<thead>
<tr>
<th>Know</th>
<th>Want to Know</th>
<th>Learned</th>
</tr>
</thead>
</table>

**Phrase Bank**

- It seems that ________.
- I believe that ________.
- I know that ________.
- My Mystery E-Mail might be: (You are/___is) my mystery E-mail.

- It’s obvious that ________.
- I don’t think that ________.
- I still do not know that ________.
- My mystery E-Mail is not: (You are/___ is) not my mystery E-mail.
## E-Mail Mystery KWL

<table>
<thead>
<tr>
<th>Know</th>
<th>Want to Know</th>
<th>Learned</th>
</tr>
</thead>
</table>

### A helpful Phrase Bank

- It seems that ______.
- According to ____, ______.
- I am certain that ______.
- My Mystery E-Mail might be: (You are/___ is) my mystery E-mail.

### However, And, Or, But, While,

- Clearly, ___ is not ___.
- Despite ____, ______.
- I still do not know ____.
- My mystery E-Mail is not: (You are/___ is) not my mystery E-mail.
THE COMPUTER SURVIVAL GUIDE
for English Language Learners

Reflections on Lesson Three

This lesson was unique for many reasons. First and foremost, it is the only lesson in this unit that borrows heavily from the original lesson source. The idea to have students send emails to one another and find out whom they are communicating with is not novel. However, what is interesting about this approach is that it afforded the benefit of interaction between individuals, and this interaction took place entirely through the medium of language. In this way, students were able to further develop their linguistic skill while also getting to know their peers on a deeper level.

Conceptually, this lesson was unique because it delved into a deeper cognitive level established by previous lessons in the unit. Less time was needed to explain vocabulary terms like "link," "website" and "program," as prior knowledge was activated. This was explored in a sustained context throughout vis-à-vis the constant use of computers.

Much of the information students were working with had a strictly student-centered focus as well. This was especially true through the KWL chart, which was specifically implemented to find out more about peers. The success of this chart rested entirely on the grouped interactions between students as each domain could only be completed through inter- or intra- personal communication. For the language learner, the benefits here are invaluable due to the essential use of L2 input and output.
What also made this lesson unique was the strict attention paid to the paralinguistic elements of teacher-talk. When referring to things like the timeline or passwords, the instructor necessarily had to strategize their expressions. This approach helps alleviate the linguistic demands of Content-based instruction environments, and makes way for further intellectual development. This correlates directly to scaffolded speech, which has been a constant theme throughout. In instances where the teacher was explaining an action, or asking students to navigate a certain area of a webpage, literally performing these events as they were discussed helped reinforce connections between the sights and sounds of the linguistic world. The concept of modeling sought to do just that too, and this was employed when explaining how to fill out the Gmail account information, sending an email, and even completing the KWL chart.

Realia was used at the very beginning of the lesson though the use of the business cards. For what seems like an inherently de-contextualized topic, email addresses were brought to life by bridging them to economy – something meaningful to all adults who are in need of the English language here in this country. This lesson was also unique because it made use of a listening guide. Having been adapted for all five levels of language proficiency, this handout served as a base during the lesson where students could both maintain focus and develop linguistically.

All in all, what we have found here is a collection of sheltered strategies to help the English language learner in the classroom. It is my sincere hope that TESOL practitioners can effectively implement these on a regular basis. Learning content and language goes beyond the classroom and speaks to these students’ hopes and dreams for the future. The strategies found here are what may help build such dreams into reality.
Checklists
## Grammar and Functions Checklist

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<th>Lesson</th>
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</thead>
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<td>Adverb Clauses</td>
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<tr>
<td>Conjunctions (Coordinating)</td>
<td>2</td>
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<td>Conjunctions (Subordinating)</td>
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<td>Nouns</td>
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<tr>
<td>Numerals (Cardinals)</td>
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<tr>
<td>Numerals (Ordinals)</td>
<td>3</td>
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<tr>
<td>Past Tense Verbs</td>
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<td>Present Perfect Tense</td>
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<td>2</td>
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<tr>
<td>Titles</td>
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<td>Wh- Questions, Inverted</td>
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<tr>
<td>Verbs</td>
<td>1, 2, 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
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<tbody>
<tr>
<td>Compare, Classify and</td>
<td>1</td>
</tr>
<tr>
<td>Compare, Report and</td>
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<tr>
<td>Define</td>
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<td>Describe</td>
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<td>List</td>
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<td>Predict</td>
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<td>Request Information</td>
<td>3</td>
</tr>
<tr>
<td>State</td>
<td>3</td>
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</table>
# Sheltered ELL Strategies Checklist

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<td>1b. Develop Vocabulary</td>
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</tr>
<tr>
<td>1d. Model (Instructions, Processes)</td>
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</tr>
<tr>
<td>1e. Create Opportunities to Negotiate Meaning/Check Understanding</td>
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<td>27, 29, 31, 35</td>
<td>67, 69-75</td>
</tr>
<tr>
<td>2. Make Text Comprehensible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a. Intentional Use of Graphic Organizers</td>
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<td>27-31</td>
<td>66-70, 74</td>
</tr>
<tr>
<td>2b. Modify Written Text</td>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>3. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a. Pace Teacher’s Speech</td>
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<td>27-35</td>
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</tr>
<tr>
<td>3b. Use of Listening Guides</td>
<td></td>
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<td>3e. Check for Understanding</td>
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<td>29, 31, 35</td>
<td>67, 71, 73,</td>
</tr>
<tr>
<td>4. Engage Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a. Use Teacher Questioning and Response Strategies</td>
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<td>66-68, 70-74</td>
</tr>
<tr>
<td>4b. Practice Instructional Conversations</td>
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<td>27, 30-31, 33, 34-35</td>
<td>66, 69, 70-72</td>
</tr>
<tr>
<td>5. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5a. Use questions appropriate for language proficiency levels in conversations, activities and assessments</td>
<td>5, 6, 8, 10, 13,</td>
<td>28-29, 33, 35</td>
<td>71-72, 74-75</td>
</tr>
<tr>
<td>6. Give Students Voice</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6a. Challenge Students to Produce Extended Talk</td>
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<td>27, 29, 33, 35</td>
<td>67, 71-72, 74-75</td>
</tr>
<tr>
<td>6b. Model Language for Oral and Written Production</td>
<td>3-6, 8-9, 11, 13,</td>
<td>27, 29, 32-33, 34-35</td>
<td>66-67, 69-75</td>
</tr>
<tr>
<td>6c. Use Group/Pair Work to Elicit Student Talk; Students as Researchers.</td>
<td>5, 10, 13,</td>
<td>27, 29, 33, 35</td>
<td>67, 71-72, 74-75</td>
</tr>
</tbody>
</table>
Using Microsoft Word

Using MS Word
Entering and Editing Text

For this lesson you will create a one page document which includes the use of a bulleted list. Suggested possibilities include:

- A note to parents listing things to bring for a field trip
- A lesson/unit plan which lists technology integration

Note: Purple text is to be copied to Paste into the document you create

Step 1. Open Microsoft Word. Remember to leave your browser window open until this lesson is finished.

Step 2. Open a new blank document using keyboard commands

- IBM - Use Ctrl+N (Hold down the Ctrl key and tap the N key one time)
- Macintosh - Use Command+N (Hold down the Command key and tap the N key one time)

Step 3. Enter the following line at the top of the page:

Internet Based Lesson Plan

- Do not use all caps anywhere on the page. The eye has difficulty scanning text in an all caps format, even including headlines.

Step 4. Highlight the line of text and perform the following actions using toolbar buttons, menu items or keyboard combinations:

- Format the text to Bold
 Step 5. Copy the following paragraph and paste it into your document two lines below the headline using toolbar buttons, menu items or keyboard combinations:

Students will work in teams of four to gather information for a report on a chosen topic. Each team will have two weeks to gather the information and one week to prepare a multimedia report, which will be given to the class. The report may be produced as a HyperStudio stack, a PowerPoint slide show, or a Claris HomePage web page. Five Internet sites will be listed as resources where information can be gathered. If a group can not find enough information, searches will be allowed on only the search engine Yahooligans. If any group is going to do a search, the search must be cleared with the teacher first. Below is a list of the classroom stations which will be setup for this unit:

*Click and drag to highlight the paragraph you see above. With the text selected use the toolbar button, menu item or keyboard combination to copy text. Go to the new Word document and paste what you copied using the toolbar button (it looks like a clipboard), menu item (it is in the Edit menu) or keyboard combination (IBM=Ctrl+V, Mac=Command-V).

Step 6. Enter a list of stations in the form of a bulleted list. That can be done in two ways.

1. Select the bulleted list button, copy the list, paste it into the document. (be sure your cursor is at the bullet)
2. Copy and paste the entire list, highlight the list, select the bulleted list button

or

1. Select the items one at a time
2. Copy and paste into the Word document
3. Select the bulleted list button

List of stations

Internet connected student workstation
Encyclopedia CD in a student workstation
Books and/or magazines related to the subject
Printed copies of web pages related to the project topic
Videotape or Laser Disk on the subject.

After all bulleted points have been entered hit the Return/Enter key one time. Another bullet will be displayed at the cursor.

Step 7. Remove the last bullet produced. The most simple way to do that is to deselect the bullet button in the formatting toolbar.

Step 8. Highlight the five bulleted points. Go to the Format menu, select Bullets and Numbering and change the style of the bullet.

Step 9. Add one final paragraph describing what the report should look like. You may generate your own text or copy the paragraph below:

Instructions to students - Your group is to present a report to the class regarding your selected topic. Each person should participate. Remember, you are to include pictures which you copied from the Internet. You should also remember to give credit for each source you quote. Your report can be in the form of a HyperStudio stack, a PowerPoint slide show, or a Claris HomePage web page.
Assignment

Leave your browser window open. Open Microsoft Word, if it is not already open.
1. Open a new Word document type a note to parents about a field trip which your class will be taking.
2. Include a permission section at the bottom of the page. This should include name and address information and be separated from the rest of the document with a dashed line.
3. Use the Insert menu to place the date at the top of your note to the parents.
4. Put the title "Field Trip Permission Form" at the top of this document.
5. Highlight the title, use the Formatting toolbar and put a highlight color behind the title.
6. Save the document.

Next, let's put an image into a document!
Click here to download a copy of the Internet Lesson Plan document
Save this document to your desktop, then open it in Microsoft Word

Go to Inserting and Editing Images in Microsoft Word
Go back to Using Microsoft Word to Produce Classroom Documents

Internet4Classrooms is a collaborative effort by Susan Brooks and Bill Byles
email sbrooks@internet4classrooms.com or bylesb@internet4classrooms.com
Title - Research Mini-lesson: Internet Scavenger Hunt
By - Ryan Scully
Primary Subject - Computers / Internet
Secondary Subjects - Language Arts
Grade Level - 9

Summary:
This mini-lesson is a basic introduction to a student research project. It is designed to familiarize students with various Internet search engines, as well as the media center catalog. Students will learn to refine their searches by using effective keywords to find accurate information. Exploring the topics in the scavenger hunt will increase students' awareness of the wide range of information available on the Internet.

Objectives:
- Students will apply research skills to gather information from the Internet

Standards:
- E2-RS2.4 Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.
- E2-RS3.1 Demonstrate the ability to synthesize information from a variety of sources, including those accessed through the use of technology.

Materials:
- Laptop with projector or computer with Smart Board
- Scavenger Hunt worksheets (below)

Procedures:
- Set up a laptop and projector (if Smart Board is not available) and connect to the Internet.
- Introduce lesson with a class discussion of conducting Internet searches. Ask students, "If you wanted to find information about (example topic), where would you look? Which words would you use in your search?"
- Have students volunteer to conduct "example" searches for the class. Discuss the search terms students might use to search for information and how they can affect the search results.
- Ask students to explain what they know about using Internet search engines. Discuss the various features and search options of major search engines (see scavenger hunt form).
- Ask students if they are familiar with the media center electronic catalog. Have students give examples of resources available in the catalog.
- Visit the media center home page and show students where they can find various resources. Briefly discuss the features and advantages of each.
- Explain that students will complete an Internet scavenger hunt, where they must use search
engines and the media center catalog to find specific pieces of information.
- Distribute the Internet Scavenger Hunt worksheet and go over the instructions for the assignment
- Take students to media center or computer lab and instruct them to log on to the computers.
- Monitor and assist students as they complete the scavenger hunt.
- Once students complete the scavenger hunt, return to the classroom for discussion.
- Have students share their answers to the discussion questions in small groups or as a class.
- Review the lesson and collect scavenger hunt worksheets.

Assessment:
- Scavenger hunt worksheets will be collected and graded for accuracy as a daily grade.

Modifications:
- Teachers may provide web site URLs to guide students who are unfamiliar with Internet searching, or if time for assignment is limited.

---

Name ____________________________  Date ____________________________

Class ____________________________

Internet Research Scavenger Hunt

Use the Internet to complete each task below. List the search terms you used to find your answers, and provide the URL of each web site you used.

<table>
<thead>
<tr>
<th>Task 1:</th>
<th>Find out what the high and low temperatures will be tomorrow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search Terms:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Response:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 2:</th>
<th>Define triskaidekaphobia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search Terms:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Response:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 3:</th>
<th>How many lines are in a limerick?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search Terms:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Task 4:</td>
<td>Where can you find career information in the media center catalog?</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Search Terms:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Response:</td>
<td></td>
</tr>
<tr>
<td>Task 5:</td>
<td>Who was the last NASCAR driver to win the Winston Cup?</td>
</tr>
<tr>
<td>Search Terms:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Response:</td>
<td></td>
</tr>
<tr>
<td>Task 6:</td>
<td>Name a famous author from our state.</td>
</tr>
<tr>
<td>Search Terms:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Response:</td>
<td></td>
</tr>
<tr>
<td>Task 7:</td>
<td>Find 2 books on dream interpretation in the media center catalog.</td>
</tr>
<tr>
<td>Search Terms:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Book Titles:</td>
<td></td>
</tr>
<tr>
<td>Task 8:</td>
<td>Find 3 funny laws in our state.</td>
</tr>
<tr>
<td>Search Terms:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Task 9:</td>
<td>In the media center catalog, find the call number for Jesse Owens, Olympic Hero.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Search Terms:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Call Number:</td>
<td></td>
</tr>
<tr>
<td>Task 10:</td>
<td>Find 2 events at the BI-LO Center in Greenville, South Carolina this month.</td>
</tr>
<tr>
<td>Search Terms:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Events:</td>
<td></td>
</tr>
<tr>
<td>Task 11:</td>
<td>Who wrote the poem &quot;Jabberwocky&quot;?</td>
</tr>
<tr>
<td>Search Terms:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Response:</td>
<td></td>
</tr>
<tr>
<td>Task 12:</td>
<td>What is the high school graduation rate in our state?</td>
</tr>
<tr>
<td>Search Terms:</td>
<td></td>
</tr>
<tr>
<td>URL:</td>
<td></td>
</tr>
<tr>
<td>Response:</td>
<td></td>
</tr>
</tbody>
</table>

Answer the following discussion questions:

1. Which search engine did you use the most? Why?
2. How did you determine effective keywords for your searches?

3. What were some difficulties you had in finding information?

4. Name 4 resources available to you in the media center catalog.

5. Which resource in the media center catalog do you think will be most helpful to you? Why?

E-Mail Ryan Scully!
E-mail-based Lessons

Note
These activities are written for students who have access to the Internet, but little knowledge of it. If your students are more advanced, feel free to skip steps or speed things up.

Activity One: Getting an E-mail Account
Activity Two: E-mailing Each Other
Activity Three: Dialogue Journals via E-mail
Activity Four: Sending Cards
Activity Five: Go Exploring
Activity Six: Writing to the Outside World

Activity One: Getting an E-mail Account
Chances are some of your students already have e-mail accounts. Students with existing accounts may get a new one, just to use in class. Or if they use their old one, they can still participate in many of these activities, and of course, help others.

Note
Students might have lots of questions about the Internet; privacy, directories, screen names, passwords, and a host of other e-mail related topics. So take your time with this activity. Getting an e-mail account could end up taking up several class periods in order to get everything out of this lesson.

Background Knowledge
Be up-front about your knowledge. You don't have to be a computer whiz to get an e-mail account. Let students know how much you know and how experienced you are. If there are things you don't know, you can try and figure it out together, as you go along.

Ask students what they know about e-mail. Questions to fuel a discussion:

- Does anyone have an e-mail account?
- What do people use e-mail for?
- How is e-mail different from regular mail?
- How is it better?
- How is it worse?

Introduce some concepts or vocabulary:

- Web site
- Web address
- Screen name
- Password
- Optional
- Security

Keep it simple. I don't recommend explaining what http, www, URL, and domain mean. It's not necessary for what we are doing here.
You can turn this discussion into a language experience, a group composition, individual compositions, or a list of questions that the group has about e-mail.

2. Go to a Web Site that offers free e-mail accounts. These are some of the more popular ones:
   www.yahoo.com
   www.excite.com
   www.hotmail.com
   www.lycos.com
   www.altavista.com

Preview the process of registering on a few sites before you introduce a site to the class. You might decide that one is easier or better for your students. You can decide which site to go to or let the class explore them and figure out which site to use. For this activity, everybody needs to be using the same one.

3. Once you get to the site, you need to find "e-mail," "mail," "sign up," or "new users."

4. Once you get there, the site will take you step by step. Each one is a little different, but they are all pretty easy to follow. Here are some points to cover before people start filling in forms.

Privacy
Once you get to the sign-up screen, you can have a talk about privacy. Look at everything on the page together before anyone fills in anything. There is probably a "privacy policy" somewhere on the screen. You can have the class look at it. Talk about whether or not students want to use their real names for screen names or more playful or secretive names.

Screen names
Let students know that the screen name they want might be taken. Some search engines will give alternatives if that’s the case. Have each student come up with several different screen names. There can be:
   a screen name for business
   a screen name for friends
   a screen name for school
   a screen name for family
   a screen name for romance, etc

Students can write about what their screen name means, or discuss it in pairs, small groups or as a whole group.

Passwords
Talk about passwords.

   How do they work?
   What are they for?
   Why is "12345" a bad password?
   How can you remember your password?

Security Questions
Some sites ask users to write a secret question and answer. These are used if someone forgets his or her password. If the question can be answered, they tell you the password. The hotmail.com site gives advice about writing good secret questions. Talk about security questions.

   What is it for?
   What is a good security question?
   What is a bad security question?
   The class can brainstorm a list of possible questions

Hints
Some sites let you give a hint that will be stored to help you remember your password. This can be a good vocabulary/thinking exercise. Give a demonstration of a password and have the class brainstorm lists of hints. This gets a little tricky as everyone comes up with their own hints because the passwords should remain private.
Other boxes to check
Some sites have boxes checked off that will place people on mailing lists or in directories. Make sure everyone knows this. You can discuss the pluses and minuses of leaving a box checked. It’s probably a good idea to encourage people to uncheck.

Filling out the Form

Once you’ve discussed all of the above, plus any other concerns students may have, you can start filling things in. The screens will tell you what to do. If students are real beginners with the keyboard, you can print out the screen on paper, and have them fill that in.

Note
You might find a student who is really resistant to getting an e-mail account. If that’s the case, just let it be. You can create as many “dummy” accounts as needed, and they can use those for later activities.

Activity Two: E-mailing Each Other
Reviewing the steps of how to e-mail is more interesting if you have the students write actual e-mails. Let them practice as you guide them.

1. Have each student write down his or her e-mail address on a slip of paper. Put them all in a hat or an envelope.

2. Have each student pick a slip of paper. They should keep it to themselves.

3. Find out who it is. Have students e-mail each other to find out the real person that goes with the screen name they picked. This can be very direct (What's your name?) or more playful (What color are you wearing? Describe your hairstyle? Where in the room are you sitting?)

4. Bring the group back together and talk about what they wrote and how they figured out who was who.

Activity Three: Dialogue Journals
Have each student send you an e-mail. Go over conventions of e-mailing first. Make sure everyone signs his or her real name. Some screen names won’t tell you who it is. A few examples of ideas to get the e-mailing started:

- Ask the students to write something about themselves that they think you should know in order to help them learn.
- Ask students what they would like to get out of the class.
- Ask students to write what they think of the class so far.
- Ask them to write something about their day.

You have to write back to every student. Responses can be short. Keep that in mind if you have a big class. If you ask a question or two, it will help the student with the reply.

You can devote some time every day to these e-mails. Students can read your e-mails at the beginning of class and write back then, or you can have them do it at the end so they can reflect on the day’s lesson.

Note
If every day seems like too often, you can be more flexible. Some students will really take to these dialogues, writing a lot to you, and writing often. For others, it will be more minimal.

Activity Four: Sending Cards
Bluemountain.com lets you send cards via e-mail. Visitors to the site can use the cards just as they are, or write in their own text. It’s a great activity for beginning writers. They can write just a little bit and have a polished complete finished product. Check it out at www.bluemountain.com

Activity Five: Go Exploring
Search Engine home pages have a lot more on them besides e-mail. The yahoo.com site for example has travel, sports, news, shopping, health, humor, fantasy baseball, astrology, movies, and much, much more on the home page.
Have students go to just about any search engine site and start clicking.
Bring the group together and have them report on what they found.
Write recommendations of good places to click on up on the blackboard.
Give students more time to explore those recommendations.
Have more reporting to the group or ask students to write about what they looked at and what they learned.

Activity Six: Writing to the Outside World
Most television networks and newspapers have Web sites. Usually you can just put in www, dot, the name of the network/the cable channel/or the newspaper, dot, and com and get to the site.

These sites are full of information and activities. Students can vote in polls, rate movies and TV shows, do crossword puzzles, write letters to the editor, or sign up for the next "Survivor" series.

1. Put some web addresses on the blackboard. Like these . . .

   www.nytimes.com
   www.nydailynews.com
   www.nypost.com
   www.cnn.com
   www.upn.com
   www.cbs.com
   www.hbo.com
   www.comedycentral.com

2. Either pick one site for everyone to visit or let people pick from the list individually.

3. Give people time to explore the sites.

4. Report back to the group.

5. Ask the group to try and find the place in their sites that asks for opinions or letters to the editor. Give the class a few minutes to search. Then report back to the group.

6. Have everyone write a letter to a newspaper, network, or channel. Have students print them out so they can hand them in to you.
Understanding What the Internet Is

The Internet, cyberspace, the Web... people and the media bounce around many online-related terms these days, and folks sometimes use them incorrectly. Your first step in getting familiar with the Internet is to understand what some of these terms mean.

Here's a list of common Internet-related terms:

- The Internet is a large network of computers that contain information and technology tools that can be accessed by anybody with an Internet connection. (See the next section for information about Internet connections.)

- Residing on that network of computers is a huge set of documents, which form the World Wide Web, usually referred to as just the Web.

- The Web includes Web sites, which are made up of collections of Web pages just as a book is made up of individual pages. Web sites can be informational, host communication tools such as chats or discussion boards that allow people to "talk" via text messages, or enable you to buy or bid for a wide variety of items in an entire online marketplace referred to as the world of e-commerce.

- To get around online, you use a software program called a browser. There are many browsers available, and they're free. Internet Explorer is Microsoft's browser; others include Mozilla Firefox, Google Chrome, and Opera. Browsers offer tools to help you navigate from Web site to Web site and from one Web page to another.

- When you open a Web site, you might see colored text or graphics that represent hyperlinks, also referred to as links. You can click links to move from place to
place within a Web page, on a Web site, or around the Internet. Figure 16-1 shows some hyperlinks indicated by highlighted text or graphics.

A link can be a graphic (such as a company logo) or text. A text link is identifiable by colored text, and it's usually underlined. After you click a link, it usually changes color to show that you've followed the link.
2. Enter a Web site address in the Address bar, as shown in Figure 16-4 (www.Ilookforways.com is my company’s Web site), and then press Enter.

3. On the resulting Web site, click a link (short for hyperlink; a link takes you to another online page or document), display another page on the site using navigation tools on the page such as the Education tab on the page in Figure 16-4), or enter another address in the Address bar to proceed to another page.
Chapter 16: Understanding Internet Basics

The Refresh and Stop buttons on the right end of the Address bar are useful for navigating sites. Clicking the Refresh button re-displays the current page. This is especially useful if a page updates information frequently, such as on a stock market site. You can also use the Refresh button if a page doesn’t load correctly; it might load correctly when refreshed. Clicking the Stop button stops a page that’s loading. So, if you made a mistake entering the address, or if the page is taking longer than you’d like to load, click the Stop button to halt the process.

You can use the Pop-Up Blocker to stop annoying pop-up ads as you browse. Click the Tools menu button and choose Pop-up Blocker. Turn On Pop-up Blocker to activate this feature. You can also use the Pop-up Blocker Settings command on this same menu to specify sites you want to allow pop-ups to appear in.

Use Tabs in Browsers

1. Tabs allow you to have several Web pages open at once and easily switch among them. With Internet Explorer open, click New Tab (the smallest tab on the far right of the tabs).

2. In the new tab that appears, which displays some information about tabs (see Figure 16-6), enter a URL in the Address bar and press Enter. The URL opens in that tab. You can then click other tabs to switch among sites.

3. Click the Quick Tabs button (it consists of four little squares on the far left of the tab) to display a thumbnail of all open tabs (see Figure 16-7), or click the Tab List button (the arrow to the right of the Quick Tabs button) to display a text list of tabs.
Part III: Exploring the Internet

- Work with RSS Feeds. On the Internet you can use RSS Feeds to get content from sites sent to you to keep you up to date on news or opinions from various sources.

- Print content from Web pages. When you find what you want online, such as a graphic image or article, just use the Print feature of IE to generate a hard copy.

- Play Podcasts. You can listen to podcasts, which are audio programs you find on many Web sites covering a variety of topics.

Search the Web

1. You can use words and phrases to search for information on the Web using a search engine. In this example, you'll use Google, a popular search engine. Enter www.google.com in your browser's Address bar.

2. Enter a search term in the text box and then click the Google Search button.

3. In the search results that appear (see Figure 17-1), you can click a link to go to that Web page. If you don't see the link that you need, click and drag the scrollbar to view more results.

- You can use the Internet Explorer search feature to search (it's in the upper-right corner of IE, with a little magnifying glass button on the right edge). Change the search engine used to perform the search by clicking the arrow to the right of the Search field and choosing another provider listed there, or click the Find More Providers link to see a more comprehensive list.
Chapter 19: Keeping In Touch with E-Mail

Create and Send E-Mail

1. Creating e-mail is as simple as filling out a few fields in a form. Open Windows Live Mail in your browser (www.mail.live.com).

2. Sign in, and then click the Mail button on the Windows Live Mail screen, if needed, to go to your inbox.

3. Click the New button to create a new, blank e-mail form (see Figure 19-7).

![A new blank e-mail form](image)

Figure 19-7

4. Type the e-mail address of the recipient(s) in the To field text box. If you want to send a copy of the message, click the Show Cc & Bcc link and enter an address(es) in the Cc or Bcc field text box.
Dave Paulson
Content-based Instruction for ELLs
Dr. Verplaetse
Final Reflective Narrative

Negotiating the Meaning of Education

The past semester has been a transformative experience for me, to say the least. Six months ago I had never used the term L2 in my life. Now, this two-syllable phrase resonates at a level beyond expectation. Suffice to say, my four-month tenure has left a lasting impression.

Looking back, I feel a sense of ignorance for never considering something as simple as posting objectives in a classroom. My experience in learning has always given me goals that were seemingly far-off and distant. Now I see the clear benefits of bringing goals into a local context. Providing a sense of direction in the most immediate sense, I intend to maintain this strategy for the indefinite future.

I experience a similar sentiment in the consideration of group configurations. Previously, I had always preferred to work on my own because the inclusion of others felt like a burden. The learning of language makes it so obviously clear how invaluable these experiences truly are. In hindsight, social learning informs the majority of my own knowledge, and there is no reason at all to rule it out in the classroom.

These past four months have also shown me a deeper level of things I had already loved to begin with. As an Anthropologist, I consider the physical world around me as an embodiment of our culture. As a result of this course, through realia and supplements, I now also see the material world as an embodiment of language. For the ELL classroom, the world itself takes center stage with these real-life examples. I cannot envision myself in their absence as I take the on the role of instructor.
Another area of this class that has fostered profound revelations is comprehensible speech. Clear enunciation and delivery of a lesson have always been important to me, but now I see they are crucial. With the language learner in mind, comprehensibility is reached not only through words, it also comes in their absence. Paralinguistic clues and adequate stopping times give rise to opportunities for information to be processed. Residually, I aim to take a more structured approach in my own speech in the near future. This fundamentally reflects, to me at least, how teaching is as much as an art as it is too a science.

Consequently, one of the most inspiring aspects of this course was the discussion on teacher-talk, or IRE to be more specific. I have wanted to be an educator for some time now, and what has made me gravitate toward this position is the idea that one person can invigorate so many lives. Naturally, this position supposes a seat of authority above the student; my assumption was that a teacher’s discourse would act as the inferno of knowledge into the mind of the student. However, upon the realization that this can be detrimental to the language learner, I now see that the fire resides within the Other - the teacher’s role is simply to feed that flame, and allow it to flourish.

Working with my peers over the last four months has shed a new light on an area I felt so certain about. Ultimately, this has caused a radical shift in my perceptions, approaches and appreciation for learning. This revised understanding is reflective of a negotiation of meaning for education in my life – and now I see that it means so much more.