



Lesson Plan 13: Using Google Chrome

Lesson Overview: In this lesson, students will learn parts of the Google Chrome window, how to navigate in Chrome using linked text and objects and the back and forward buttons, and how to scroll in a window.

Lesson Objectives:

Students will:

- Review how to log on, log off, lock, sign out of, and shut down a computer.
- Review parts of the desktop and open an app on the desktop or taskbar or by searching for the app in the Windows search bar.
- Review how to minimize, maximize, restore, and close an app window.
- Check their Internet connection, open the Google Chrome browser, and identify parts of the browser window.
- Type in and open a web address using the web address bar of the Chrome window.
- Navigate the Internet using text links, image links, and the browser back and forward buttons.

Materials and Setup

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (laptops, tablets, desktop computers)

Supplies/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: The Chrome Window

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** Before you begin the explanation section of the lesson when students open Chrome, ask them to open up WordPad and to type the name of 2 or 3 websites you want them to visit today. A good site for beginners is <https://www.manythings.org/e/easy.html>. You can just write **manythings.org/e/easy.html** to make it easier for students to type. For more advanced students, include the `http://` or `https://` that is part of the website name so they practice typing the colon and backslash.

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Standards

Adult English Language Proficiency Content Standard(s)

- 1.1. Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.
- 2.1. Actively listen to others . . . and respond to simple yes/no questions and some wh- questions.

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet (upper and lower case)
- W1.1: Write the letters of the English alphabet (upper and lower case)
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- L3.4: Recognize imperative constructions
- L5.4: Comprehend simple single-step instructions, explanations, and directions.
- S2.9: Use specialized vocabulary (e.g., technical, academic)

Seattle Digital Equity Initiative Skill(s)

- SDEI EF.3: Use Basic Browser Tools
- SDEI EF.5: Understand My Computer
- SDEI WO.2: Follow Workplace Rules and Policies

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Basic Computer Skills 11: Identify icons on desktop
- Windows 2: Minimize and maximize windows
- Windows 3: Open, close and switch between windows
- Windows 5: Identify the parts of the Windows 10 interface (desktop, taskbar, etc.)
- Internet Basics 1: Demonstrate knowledge of browsers and identify commonly used browsers
- Internet Basics 10: Identify address bar and demonstrate understanding of its functionality.
- Internet Basics 14: Identify and make use of common website interactions (e.g., play buttons, hyperlinks)

Key Vocabulary

- | | |
|-------------------------|------------------------------|
| • Google Chrome | • webpage address / url |
| • Internet Browser | • tab |
| • Webpage | • scroll bar |
| • back arrow | • link |
| • forward arrow | • linked text / linked image |
| • reload / refresh page | |
| • address bar | |

Reinforced vocabulary: desktop, app, double-click, minimize/maximize/restore/close windows.

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ENGAGEMENT

NOTES

- **Say:** We are going to start out today by reviewing everything we've learned so far about your computer.
- Have your computer connected to your projector and the screen but either turned off or asleep.
- **Ask:** What do I need to do first? (Wait for responses – you need to turn on the computer or you need to wake the computer up. Turn on or wake up the computer.)
- **Ask:** What comes next? (Wait for responses – you need to login. Login.)
- **Ask:** What do you see on the desktop? (Wait for students to identify various items, such as taskbar, Windows search bar, Windows start menu, various icons, etc.)
- **Ask:** How can I lock my computer using my keyboard? (Wait for responses – students need to tell you use the Windows-L shortcut. Demonstrate and then sign back in.)
- **Ask:** How can I use my keyboard to sign out of my computer? (Wait for responses – students need to tell you to use the Ctrl/Alt/Del keyboard shortcut. Demonstrate and sign back into the computer.)
- **Say:** I want to look for an app that I do not see on the desktop. What do I need to do? (Wait for responses—students need to tell you that you use the Windows search bar to search for the app. Demonstrate by searching for WordPad and opening it.)
- **Say:** I want to resize my window. What can I do to make it smaller? (Wait for responses—students need to tell you to use the restore symbol. Demonstrate.)
- **Say:** Now I want to maximize my window. That makes my window big again. What do I do? (Wait for responses—students need to tell you to use the maximize symbol. Demonstrate.)
- **Say:** Now I don't want to see the window. I want to hide it. What can I do? (Wait for responses—students need to tell you to use the minimize symbol. Demonstrate.)
- **Say:** I want to maximize my window again. What do I do? (Wait for responses—students need to tell you to find the icon for WordPad on the taskbar and click on it. Demonstrate.)
- **Say:** Finally, I want to close my app. How can I do that? (Wait for responses—students need to tell you click on the X. Demonstrate and put No when you are asked if you want to save the document.)
- **Say:** Well, now you know a lot about your computer. We are ready now to get on the Internet. Today we will learn about how to use the Google Chrome window.

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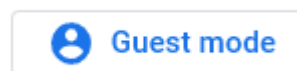
EXPLORATION

- Pass out **Handout 1: The Chrome Window**.
- Ask students to look at their handout of the Google Chrome Window.
- For each of the Chrome window items below, point it out on your screen and ask students to repeat the word. Then ask students to find and point to the item on their handout.
 - webpage
 - back arrow
 - forward arrow
 - reload / refresh page
 - webpage address / url
 - address bar
 - text link
 - image link
 - scroll bar

EXPLANATION

- **Say:** Now I will demonstrate opening the Chrome browser. I want you to follow me on your own computers. Please set up your computer. Remember to check for your Internet connection before you log in! If students have difficulty remembering how to do this, log off your computer and ask them to follow you as you check for the Internet connection and log in.
- Show students how to open the Chrome app from the taskbar and/or from the desktop. You may need to demonstrate double clicking if students have not been introduced to this prior to this lesson.
- If your device has multiple Chrome profiles, show students the profile they need to select. If the devices have not been set up with any profiles, show students how to one of the following:

(1) Click on the “Guest Mode” button on the bottom left of the screen.



OR

2) Select Add / Continue without an account/ Type in a profile name/ Done.
Also show students how to close the pop-up message from Chrome that reads, “You can switch between Chrome profiles here.” (Click on the x to close the window.)

ELABORATION

Before you begin this activity, write one or two websites that you want students to open on the board. Project your computer so students can watch and follow what you are doing.

- First, click in the Chrome address bar and **Ask:** What is this box called? (the address bar).

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- **Say:** Please watch me and then repeat what I do. I am going to type in a web page address in the address bar. You need to type it exactly as I have it on the board. (Make sure you write a web page address, not a search term, on the board for students to type.)
- Demonstrate the following and have students follow you. Stop after each action and check that students are able to do each.
 - Scroll up and down the window.
 - Click on a text link.
 - Click on the back arrow.
 - Click on an image link.
 - Click on the back arrow.
 - Click on the forward arrow.
 - Click on the reload / refresh page icon.
 - Restore down the Chrome window (double squares symbol).
 - Minimize the Chrome window (underline symbol). Point out to students that they have two Chrome icons on the taskbar. That is because they have Chrome open and minimized.
 - Hover your mouse over the 2 different Chrome icons on the taskbar. Explain to students what hover means.
 - Ask students to hover their mouse over the 2 Chrome icons. Ask students what is different about the 2 Chrome icons when they hover the mouse over them. (One says Google Chrome and the other shows the web page they are looking at.)
 - Restore the Chrome window by tapping on the Chrome icon that shows the web page when they hover the mouse over it.
- As time permits, have students type in another website and explore it using the links and back button.
- Close Chrome by tapping the close button (x) in the upper right corner.

EVALUATION

- Ask students to open Chrome and navigate to a web page address of your choice that you have written on the board.
- Ask them to click on a text link.
- Ask them to go back to the first web page.
- Ask them to close Chrome.

Differentiation Resources to Meet Diverse Learner Needs

- For additional instruction and practice with Google Chrome, use [Skillblox](#) playlist Browsing in Chrome with access code **JRUG73**.
- Have advanced students open up Chrome and WordPad or Word at the same time. Show them how to use ALT+TAB to switch between Chrome and Word. Tell them that this combination switches between open tabs on their computer. They can also use the taskbar to return to open applications.