

Windows 10, Lesson 1: Finding and Opening Programs

Northstar Digital Literacy Standards <i>This lesson aligns with the following standard/s.</i>	Vocabulary <i>This lesson focuses on the following digital literacy terms.</i>
<p>2. Identify the parts of the Windows 10 interface (desktop, taskbar, etc.).</p> <p>3. Demonstrate knowledge of the Windows Start Menu, including Get Help.</p> <p>4. Use the search bar to locate a file, program, or document.</p> <p>6. Start and exit programs.</p>	<p>application/app/program</p> <p>search bar</p> <p>desktop</p> <p>Start Menu</p> <p>taskbar</p>

Technology Concepts
Important lesson background and teaching tips for instructors

In this lesson, learners will practice multiple ways to find and open **programs** using the **Start Menu**, the **taskbar**, and the **desktop**. They will also be able to find, open, and use the **search bar** to locate **programs**.

Teaching Tips:

- If learners have their own computers, consider showing them how to add/remove **programs** from the **taskbar** and/or **desktop**.

Teacher Prep Guide <i>Follow these steps to prepare for teaching this lesson</i>	
General Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare to project Reference A for Warm Up. <input type="checkbox"/> Prepare to project Reference B for Model & Explain. <input type="checkbox"/> Prepare to project Reference C for Do It Together. <input type="checkbox"/> Prepare to project Reference D for Pair Explore.
Task	<ul style="list-style-type: none"> <input type="checkbox"/> Copy Handout A for each learner and confirm answers prior to class.
Vocabulary Work	<ul style="list-style-type: none"> <input type="checkbox"/> Copy Handout B for each learner.

Warm Up

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

- Ask learners the following. As the class shares answers, write their answers on the board or projected screen:
 - ◆ “Desks have places to store office supplies. What kinds of office supplies are usually in or on a desk? What are some of the tools we use?” (pencil, pen, calculator, eraser, ruler, etc.)
- Project [Reference A](#). Say to learners while referencing the picture of the desk:
 - ◆ “Desks have places to keep office tools. We can keep them on the **desktop**, in a drawer, or in a cabinet.”
 - ◆ “Where would you put the office supplies you listed? Why?”
- In pairs, learners go through the class-created list on the board and discuss where they would put each office supply: on the **desktop**, in a drawer, or in a cabinet. Why?
- When pairs finish, share answers together as a class.

We will Learn...

Sharing learner friendly objectives helps set goals for today's learning.

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

We will learn to:

open and close **programs**.

recognize places on the computer where **programs** can be found.

identify places on the computer where commonly used **programs** can be saved for quick access.

MODEL & EXPLAIN

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

Programs

- Say to learners:
 - ◆ “Many people keep office supplies on their desks like pencils, paper, erasers, or a calculator. A computer's tools are called **programs**. Computers have **programs** to help do math, write, and keep a calendar.”
 - ◆ “Sometimes **programs** are also called **applications** or **apps**. Similar to a real life desk, computers and smartphones have **apps**, or tools, that help us complete tasks.”
- Ask learners:

- ◆ “Do you have a smartphone? If so, what **apps/programs** do you use on your phone to help you complete tasks?”

Finding and Opening Programs

- Say to learners:
 - ◆ “On a Windows computer, you can find all of the **programs** in the **Start Menu**. **Programs** are organized alphabetically (A, B, C order) in the **Start Menu**.”
- Say to learners:
 - ◆ “I want to find a **program** to help me search the internet. I want to find a coffee shop near me. I can use the **program** Microsoft Edge to help. Microsoft Edge is a **program** for using the internet.”
- Project and show learners:
 - ◆ Click the **Start Menu** button.
 - ◆ Find ‘Microsoft Edge’ and open it.
 - ◆ Search for ‘coffee shop’.
 - ◆ Point out the X button, then click it to close ‘Edge’.
- Say to learners:
 - ◆ “There are many **programs** in the **Start Menu**. To make it easier to find **programs**, you can use the **search bar**. Instead of scrolling through the **Start Menu**, the **search bar** can help you find the **program** you’re looking for.”
- Project and show learners:
 - ◆ Click on the **search bar** and type ‘Edge’.
 - ◆ Click on it to open ‘Microsoft Edge’.
- Ask learners:
 - ◆ “What are two ways to find **programs** on the computer?” (scroll through the **Start Menu** or use the **search bar**)

Desktop and Taskbar

- Project [Reference B](#) and say to learners:
 - ◆ “At my desk, I use pencils frequently, so I keep them on my **desktop**. Computers also have tools, or **programs**. To make it easier to find frequently used **programs**, I can put them on the **desktop** or on the **taskbar**.”
 - ◆ “The **taskbar** is located at the bottom of the computer’s **desktop** screen. The **taskbar** is a place to keep **programs** you use often and see what **programs** are currently open.”
 - ◆ “The **desktop** is the all of the space above the **taskbar**.”
- Referring to [Reference B](#), ask learners:
 - ◆ “What **program** do you see in the **taskbar** here?” (Edge)
 - ◆ “What **programs** are on the **desktop**?” (Excel, Word, Firefox)

DO IT TOGETHER

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

- Ask learners the following aloud. Learners discuss in pairs before sharing answers as a class:
 - ◆ “Where can you find all of the computer’s **programs**?” (the **Start Menu**)
 - ◆ “What can you use to help search for a **program**?” (the **search bar**)
- Project [Reference C](#) and ask learners:
 - ◆ “Where is Firefox (a **program** to search the internet)?” (**desktop** and **taskbar**)
 - ◆ “Where is Edge (a **program** to search the internet)?” (**desktop**)
 - ◆ “Where is Word (a **program** to create documents)?” (**desktop** and **taskbar**)
 - ◆ “Where is Excel (a **program** to create spreadsheets of numbers)?” (**desktop** and **taskbar**)

PAIR EXPLORE

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

- Project [Reference D](#) - for learners. Then, in pairs sharing a computer, learners try to:
 1. Use the **Start Menu** to open ‘Microsoft Edge’.
 2. Search for “weather today”.
 3. Close ‘Microsoft Edge’.
 4. Use the **search bar** to open ‘Word’.
 5. Type your names.
 6. Close ‘Word’ (click ‘don’t save’).

Task

Learners practice skills by completing an authentic task/s.

- Give learners [Handout A](#).
- Learners find and open the **programs** listed and use them to answer the questions.
- Support learners in navigating the ‘Calculator’ and ‘Calendar’ **apps** as needed.
- Check answers as a class.

Vocabulary Work

Learners practice vocabulary presented within the lesson.

- Give learners [Handout B](#).
- Learners label the picture with the correct vocabulary words.
- Check answers together as a class ([Reference B](#) has projectable answers).

Wrap-Up

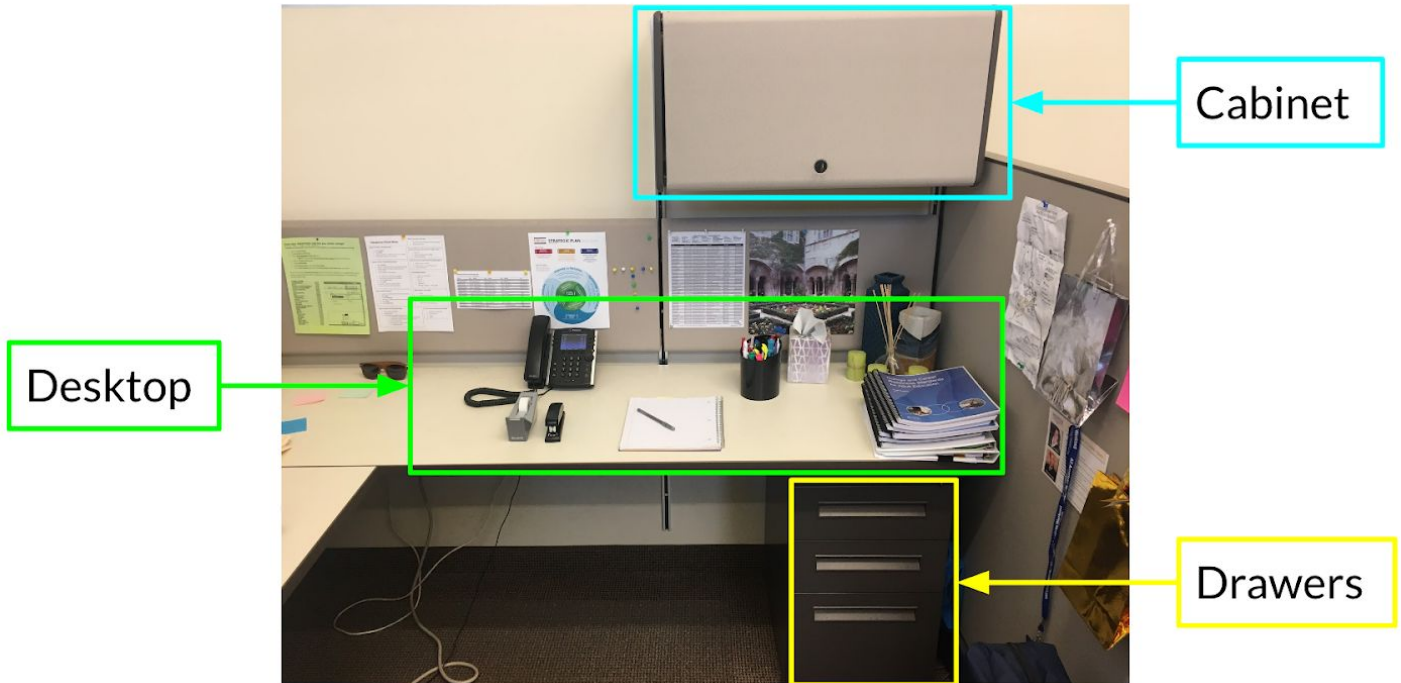
A final check in with learners. An opportunity to review, reflect, or check for understanding.

- Ask learners the following aloud. Learners discuss in pairs before sharing answers as a class:
- ◆ “Where can you find the computer’s **programs**?” (the **Start Menu**)
 - ◆ “What can you use to search for a **program**?” (the **search bar**)
 - ◆ “Where can you put **programs** you use often?” (**desktop, taskbar**)

Reference A

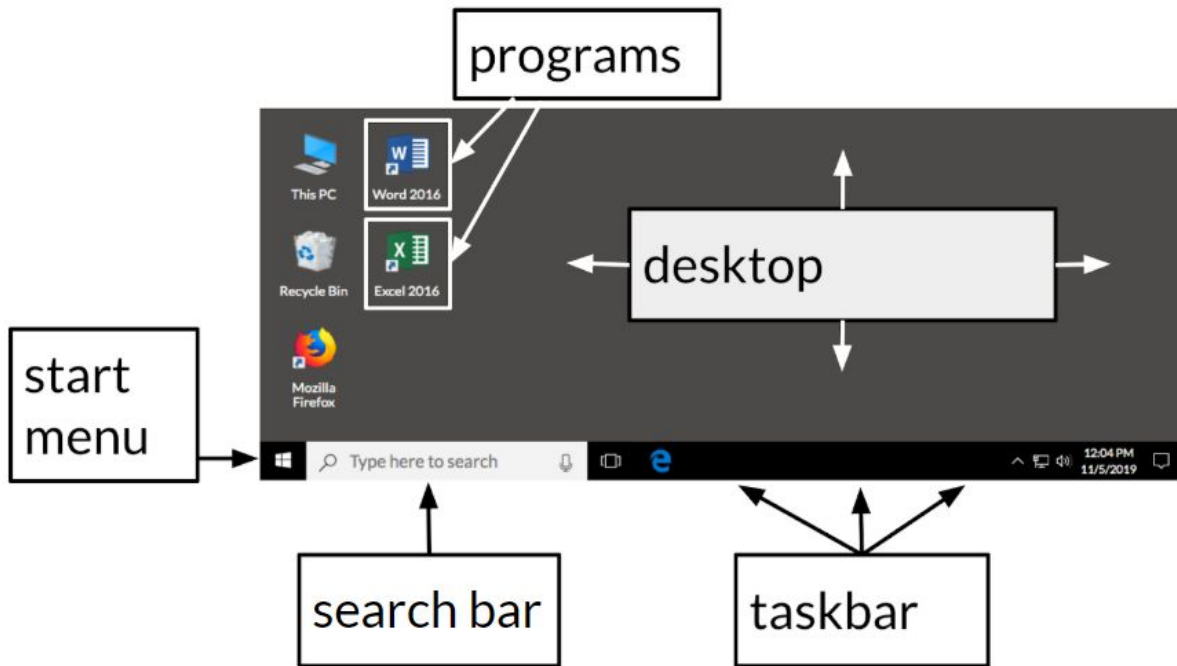
Organizing a Desk

Directions: You can put office supplies on your desktop, in the drawers, or in a cabinet.
Where would you put your office supplies?



Reference B

Places on the Desktop



Reference C

Organizing Programs

Directions: Can you find the following programs on the computer screen below?

Where is...?



Firefox



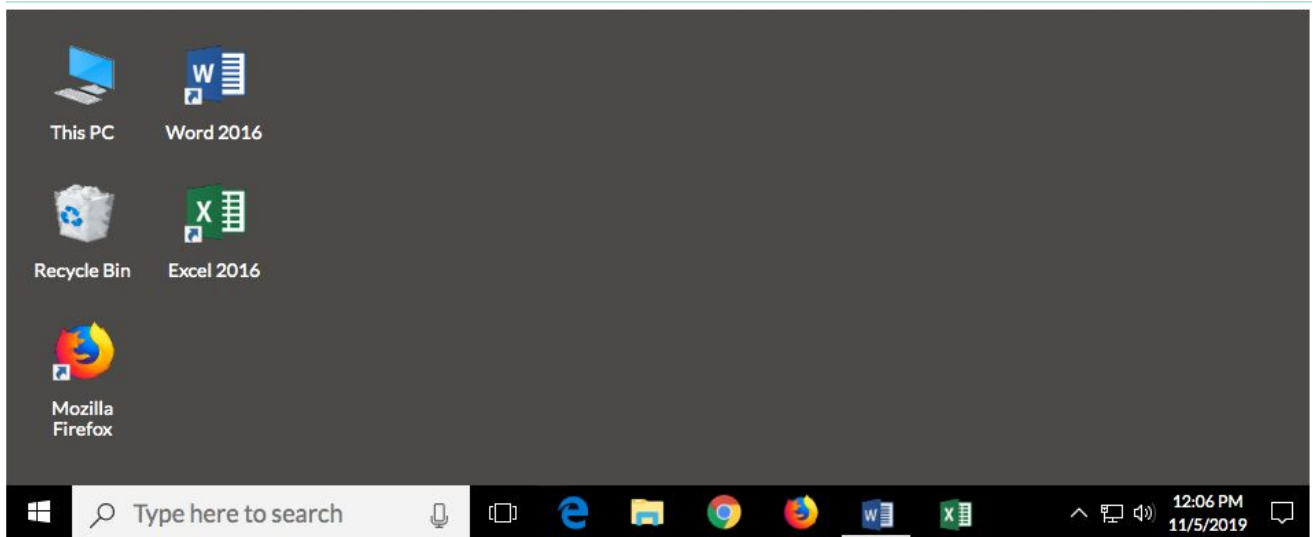
Edge



Word



Excel



Reference D

Pair Explore

Directions: Complete the following with a partner on one computer.

1. Use the **Start Menu** to open 'Microsoft Edge'.
2. Search for "weather today".
3. Close 'Microsoft Edge'.
4. Use the **search bar** to open 'Word'.
5. Type your names.
6. Close 'Word' (click 'don't save').

Handout A

Opening Programs

Directions: Find and open the following programs. Use the programs to help answer the questions below.

Find and open the **Calculator**



Use the **calculator** to find the answers.

1) $15219 + 827 =$ _____

2) $99,309 - 52,682 =$ _____

3) $132 \times 17 =$ _____

Find and open the **Calendar**



Use the **calendar** to find the answers.

4) What day of the week is March 22nd? _____

5) How many Fridays are in May this year? _____

Handout B

Places on the Desktop

Directions: Use the vocabulary words to label the picture below.

desktop	Start Menu	taskbar	search bar	programs
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