

Windows 10, Lesson 2: Managing Windows

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>
2. Identify the parts of the Windows 10 interface (desktop, taskbar, etc.). 4. Use the search bar to locate a file, program, or document. 6. Start and exit programs. 7. Minimize and maximize windows. 8. Open, close and switch between windows.	maximize minimize restore down taskbar window

Technology Concepts <i>Important lesson background and teaching tips for instructors</i>
<p>In this lesson, learners will practice minimizing and maximizing windows, moving windows, and changing window size in order to manage their workspace.</p> <p>Teaching Tips:</p> <ul style="list-style-type: none"> In this lesson, learners need to be able to click and hold to drag windows. If learners in your class need additional support with these skills, consider practicing before this lesson. These skills are covered in Basic Computer Skills, Lesson 2: Mouse Skills.

Teacher Prep Guide <i>Follow these steps to prepare for teaching this lesson</i>	
General Prep	<input type="checkbox"/> Prepare to project Reference A for Model & Explain 1. <input type="checkbox"/> Prepare to project Reference B for Pair Explore.
Vocabulary Work	<input type="checkbox"/> Copy Handout A for each learner.

Warm Up

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

Pair/Small Group Work (Think-Pair-Share):

- Give two minutes to think about questions projected on screen, then discuss in pairs for two minutes, and finally share together as a class.
 - ◆ “How do you organize your workspace or desk?”
 - ◆ “Multitasking means doing a couple of things at the same time. Do you multitask? What tasks do you do at the same time?”

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 programs using the search bar.

manage computer workspaces by moving, switching between, and changing the size of **windows**.

MODEL & EXPLAIN 1

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.

Windows

- Say to learners:
 - ◆ “A computer has a lot of different tools. These tools are called programs. A computer has different programs for tasks such as writing, editing pictures, or making videos.”
 - ◆ “I want to search for information about my local library on the internet. So, I need to find a program to use the internet like ‘Edge’.”
 - ◆ “To find ‘Edge’, I can use the search bar.”
- Project and show learners:
 - ◆ Click on the search bar.
 - ◆ Search for ‘Edge’ and open it.
 - ◆ Search for your local library.
 - ◆ Open your local library’s website.
- Say to learners:

- ◆ “When you open a program, it opens a **window**. A **window** is the space a program uses on the computer screen. You can open and close a **window**.”
- ◆ “On a computer, you can use or manage many **windows** at the same time. You can move **windows**, change the **window** size, and switch between **windows**. This helps you multitask when using your computer.”

→ Ask learners:

- ◆ “How many **windows** do I have open now?” (one)

→ Say to learners:

- ◆ “I can have more than one **window** open at the same time. I want to open another program to write down notes about times my library is open.”

→ Project and show learners:

- ◆ Use the search bar to open Microsoft Word.

→ Ask learners:

- ◆ “How many **windows** are open now?” (two)

Switching Between Windows

→ Say to learners:

- ◆ “I have two **windows** open. I want to switch back to the internet. To switch, I can click on the other **window**, or I can click on the program’s icon in the **taskbar**.”

→ Project and show learners:

- ◆ Point out the program icons in the **taskbar**.
- ◆ Click on the **window** for Edge.
- ◆ To switch back to Word, click on the Word icon in the **taskbar**.

Moving Windows

→ Say to learners:

- ◆ “I want to read information about my library’s hours on the website and write notes about it. I can move my **windows** so they are next to each other. To do so, I click and hold the top of the **window**.”

→ Project and show learners:

- ◆ Move the Edge **window** to the left side of the screen.
- ◆ Move the Word **window** to the right side of the screen. Make sure they overlap.

→ Ask learners:

- ◆ “How can moving a **window** be helpful while working on a computer?”

Changing Window Size

→ Say to learners:

- ◆ “The Word **window** is covering part of the Edge **window** so I can’t see the information. I can change the **window** size.”

→ Project and show learners:

- ◆ Move to the edge of the Word **window** until the mouse changes to a double-sided arrow ([Reference A](#) has a larger image of this button.)
- ◆ Point out the double-sided arrow mouse shape to learners.

- ◆ Click, hold, and drag the **window** to change size.
- ◆ Change the size of both **windows** so they are both visible.
- ◆ Type information about the library’s hours into Word.

DO IT TOGETHER 1

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

- While projecting the desktop screen, ask learners the following aloud. Learners discuss in pairs before sharing answers as a class:
 - ◆ “How many **windows** are open on my screen?” (two)
 - ◆ “What are the two ways I can switch between **windows**?” (click on the **window**/click the program icon in the **taskbar**)
 - ◆ “How can I move a **window**?” (click and hold the top)

MODEL & EXPLAIN 2

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.

Minimizing Windows

- Say to learners:
 - ◆ “I finished typing information about my library. I want to read something on the internet. I am not ready to close my notes about the library, but I want to hide the Word **window**.”
 - ◆ “I don’t have to close it. I can **minimize** it. If I **minimize** it, the **window** will hide in the **taskbar**. I can easily open it again later.”
- Project and show learners:
 - ◆ Point out the **minimize** button (project [Reference A](#) for larger images of this and other buttons.)
 - ◆ **Minimize the window.**
 - ◆ Point out the **minimized window** in the **taskbar**.
 - ◆ Open the **minimized window**. Point out that your work is still there.
 - ◆ **Minimize the window** again.
- Ask learners:
 - ◆ “When you **minimize** a **window**, where does it go?” (**taskbar**)

Maximizing Windows

- Say to learners:
 - ◆ “I just want to use the internet now. I can make the **window** cover the whole screen so I have more space to see. The **maximize**, button makes the **window** cover the screen.”
- Project and show learners:
 - ◆ Point out the **maximize** button (project [Reference A](#) for larger images of this and other buttons.)
 - ◆ **Maximize the window.**
- Say to learners:

- ◆ “To make the **window** return to the previous size, I click the button again. Now, the button is called **restore down**.”

→ Project and show learners:

- ◆ Point out the **restore down** button (project [Reference A](#) for larger images of this and other buttons.)
- ◆ **Restore down the window.**

Closing

→ Say to learners:

- ◆ “To close a **window**, press the X button. This only closes the current **window**.”

→ Project and show learners:

- ◆ Close the Edge **window**.

DO IT TOGETHER 2

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

- While projecting the desktop screen, ask learners the following aloud. Learners discuss in pairs before sharing answers as a class:
- ◆ “What button hides your work but doesn’t close it?” (**minimize**)
 - ◆ “What button makes a **window** cover the whole screen?” (**maximize**)
 - ◆ “What button closes a **window**?” (close button, the X)

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 B](#) for learners. Then, in pairs sharing one computer, learners try to:
1. Use the search bar to open ‘Word’.
 2. Click on “Blank Document”.
 3. Type your names.
 4. **Minimize** the **window**.
 5. Open the **window** again.
 6. **Maximize** the **window**.
 7. **Restore down** the **window**.
 8. Move the **window** around.
 9. Change the **window** size.
 10. Close the document. Click “Don’t Save”.

Task

Learners practice skills by completing an authentic task/s.

→ Say to learners:

- ◆ “We are going to practice using the skills we have learned to manage **windows** on our computers.”
- Move learners into pairs.
- Assign one partner as the *talker*, the other as the *doer*.
- The *doers* close their eyes.
- The *talkers* watch as the teacher **silently** performs one action on the computer.
- 3-5 potential actions:
 - ◆ **Minimize a window.**
 - ◆ **Maximize a window.**
 - ◆ **Restore down.**
 - ◆ Move a **window**.
 - ◆ Change a **window’s** size.
- Then, the teacher stops the computer projection.
- The *doers* open their eyes. The *talkers* give verbal instructions to the *doers*, and the *doers* repeat the same action on their computers.
 - ◆ For example, learners will say to a partner “**Minimize Word**”.
- Repeat for several rounds. If time permits, pairs switch roles.

Vocabulary Work

Learners practice vocabulary presented within the lesson.

- Give learners [Handout A](#).
- Learners label the icons with the correct vocabulary words.
- Check answers together as a class.

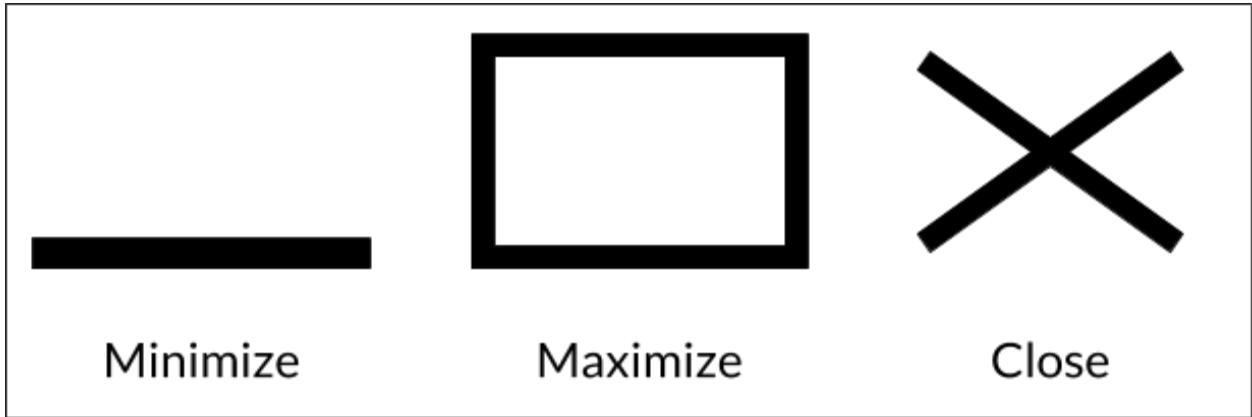
Wrap-Up

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:
 - ◆ “What button makes a **window** as big as the whole screen?” (**maximize**)
 - ◆ “What button makes the **window** go into the **taskbar**?” (**minimize**)
 - ◆ “What button closes the **window**?” (the X)

Reference A

Managing Windows - Buttons



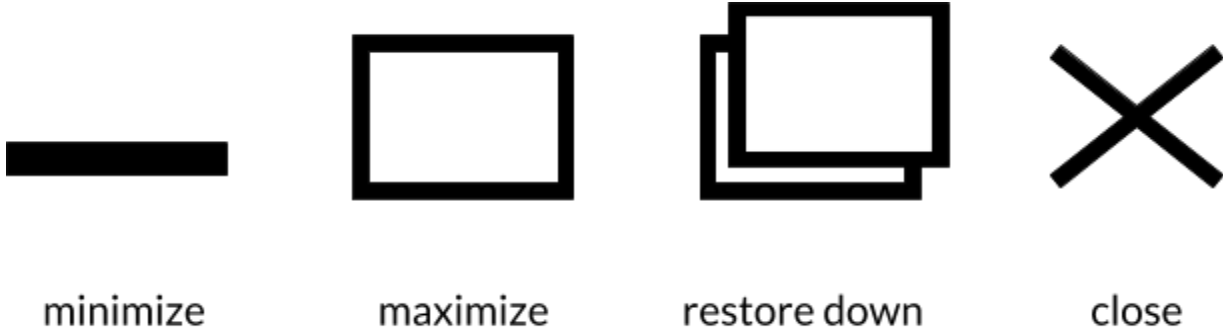
Mouse Shape - Changing Window Size



change window size

Reference B

Pair Explore



Directions: Complete the following steps:

1. Use the search bar a to open “Word”.
2. Click on “Blank Document”.
3. Type your names.
4. **Minimize** the window.
5. Open the window again.
6. **Maximize** the window.
7. **Restore down** the window.
8. Move the window around.
9. Change the window size.
10. Close the document. Click “Don’t Save”.

Handout A

Managing Windows

Directions: Label the pictures with the vocabulary words below.

close	restore down
minimize	maximize

