

Basic Computer Skills, Lesson 3: Mouse Shapes

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>		
6. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links)). 10. Access and control audio output features (volume, mute, speakers and headphones). 16. Identify whether or not a computer is connected to the internet.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 0;"> hand i-beam mouse mute </td> <td style="width: 50%; padding: 0;"> pointer spinning wheel WiFi </td> </tr> </table>	hand i-beam mouse mute	pointer spinning wheel WiFi
hand i-beam mouse mute	pointer spinning wheel WiFi		

Technology Concepts
Important lesson background and teaching tips for instructors

In this lesson, learners will be introduced to the differences in **mouse** shapes. They will also learn how to adjust the volume and check the **WiFi** connection. After this lesson, learners should be able to identify **mouse** shapes and their uses.

Teaching Tips:

- Since the **spinning wheel mouse** does not pop up too often in real life, use the images provided to show learners.

Teacher Prep Guide <i>Follow these steps to prepare for teaching this lesson</i>	
General Prep	<input type="checkbox"/> Prepare to project Reference A , Reference B , and Reference C .
Warm Up	<input type="checkbox"/> Copy Handout A for each learner.
Pair Explore	<input type="checkbox"/> Copy Handout B for each learner.
Task 1	<input type="checkbox"/> Copy Handout C for each learner.
Task 2	<input type="checkbox"/> Make copies of Handout D , if desired.
Vocabulary Work	<input type="checkbox"/> Copy Handout E for each learner.

Warm Up

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

Pair/Small Group Work:

- Give learners [Handout A](#).
- Ask learners to draw a line to guess the use for each shape.
- Do not share the correct answers at this time. Let learners know they will have time later to see if their predictions were correct.

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:

check if the computer is connected to the internet to complete a task.

increase, decrease, and **mute** the volume.

use escape to get out of full-screen.

recognize the uses of different **mouse** shapes.

MODEL & EXPLAIN

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

Mouse Shapes

- Project the desktop screen.
- Say to learners:
 - ◆ “A **mouse** shows your position on the desktop, or in a file, in order to click or type.”
- Point out the **mouse** on your desktop screen.
- Say to learners:
 - ◆ “Different **mouse** shapes allow you to do different things. When you see a **mouse** shape, it tells you what you can do specifically in that place.”
- Project [Reference A](#), and say the name and purpose of each **mouse** shape as you point to it.
 - ◆ “**Pointer** opens files and folders.”
 - ◆ “**I-beam** shows places to insert text.”
 - ◆ “**Hand** clicks on internet links.”
 - ◆ “**Spinning Wheel** shows the computer is thinking and you need to wait.”

Introduction to Using Mouse Shapes

→ Project and model for learners how to:

- ◆ turn on and log on to computers.
- ◆ check for **WiFi** connection. Show or project [Reference A, page 6](#). Explain that if the computer is NOT connected to **WiFi**, it will have one of the symbols in [Reference A, page 7](#).
- ◆ right click on desktop to create new folder.
 - “Learners notice **mouse** is in **pointer** shape to create a new folder.”
- ◆ rename folder with a learner's name.
 - “Learners notice **mouse** is in **i-beam** shape to rename the folder.”
- ◆ open browser and search for an image.
 - “Learners notice **mouse** is in **hand** shape to select image link.”
- ◆ right click image and save it to the desktop.
 - “Learners notice **mouse** is in **pointer** shape when right-clicking.”
- ◆ open up a browser (Point out the different choices in browsers.) and go to Youtube.com (or another video streaming site).
 - “Learners notice **mouse** is in **i-beam** shape to type in a website.”
- ◆ click on any video.
 - “Learners notice **mouse** is in **hand** shape to select a video.”
- ◆ hover over square on bottom right corner of video.
 - “Learners see the words “full screen.”
- ◆ click on the square to view it at full screen .
 - “Learners notice **mouse** is in **hand** shape to change to “full screen.”
- ◆ adjust volume.
- ◆ **mute** volume.
- ◆ **unmute** volume.
- ◆ click “ESC” to leave full screen.

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.

- Project the screen while completing each of the following tasks.
- For each of these tasks, ask learners:
 - ◆ “What shape of **mouse** do you notice while I complete this task?”
- Be explicit about the words “file,” “type,” and “link” as you point them out during each task.
 - **I-beam** types.
 - **Pointer** opens a file.
 - **Hand** opens a link.
- Tasks:
 - ◆ Open a file. (Notice: **Pointer** opens a file.)
 - ◆ Rename a file. (Notice: **I-beam** types name of a file.)

- ◆ Open a Word document, type something into the document. (Notice: **I-beam** types something in a document.)
- ◆ Type a website into the search bar. (Notice: **I-beam** types a website.)
- ◆ Go to Google Images. Open a photo link. (Notice: hand opens a link.)
- ◆ Search for something on Google. Click on a website link. (Notice: hand opens a link.)

- Project [Reference B](#), and have learners turn-and-talk and then share out about the document:
- ◆ “What should we do if we can’t hear the video?” (increase volume)
 - ◆ “What should we do if we want the computer to be quiet?” (**mute**)
 - ◆ “What should we do if we want the **volume** to increase again?” (click **mute** again)

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.*

- Say to learners:
- ◆ “As you try each step, pay attention to the **mouse** shape.”
- Give learners [Handout B](#).
- Support learners as they follow the steps.

Task 1

Learners practice skills by completing an authentic task/s.

- Give pairs [Handout C](#).
- Write this list on the board or project.
- ◆ turn on and log on to computers.
 - ◆ right click on desktop to create new folder.
 - ◆ rename folder with their name.
 - ◆ open browser and search for an image.
 - ◆ right click image and save it to the desktop.
- Say to learners:
- ◆ “As you try each step, pay attention to the **mouse** shape.”
 - ◆ “Fill out [Handout C](#) as you try the activities.”
- When learners have completed the task, check answers together.

Task 2

Learners practice skills by completing an authentic task/s.

- Divide class into two teams.
- Project or copy one sentence from [Reference C](#) on board, with a **mouse** shape missing. (Alternatively, [Handout D](#) can be given.)
- One representative from each team has a chance to state correct answer.

- Whichever team states correct answer first earns a point.
- Project these sentences one at a time from [Reference C](#):
 1. This **mouse** shape opens a file. (**pointer**)
 2. This **mouse** shape types a website. (**i-beam**)
 3. This **mouse** shape types name of a file. (**i-beam**)
 4. This **mouse** shape drags a file on the desktop. (**pointer**)
 5. This **mouse** shape types something in a document. (**i-beam**)
 6. This **mouse** shape clicks to open a photo link. (**hand**)
 7. This **mouse** shape clicks to open a website link. (**hand**)

Vocabulary Work

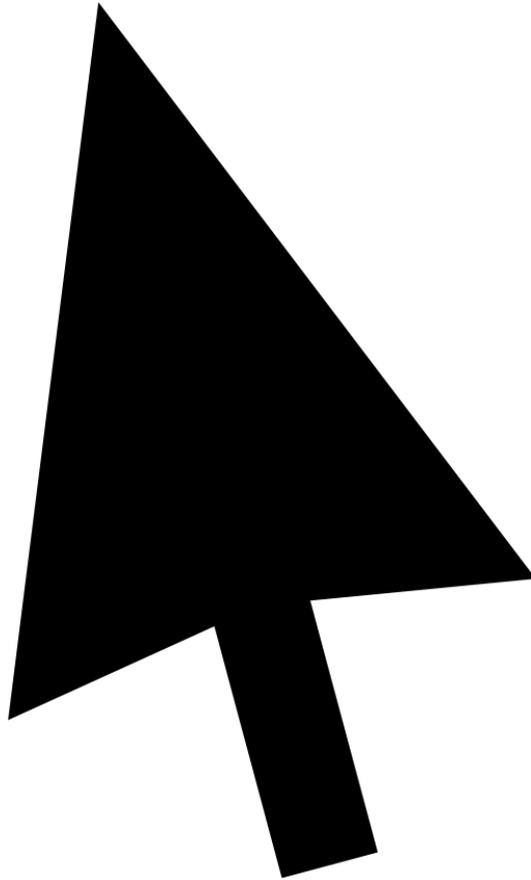
Learners practice vocabulary presented within the lesson.

- Give learners [Handout E](#).
- Learners work to name the **mouse** shapes and their purposes.
- Check answers together as a class.

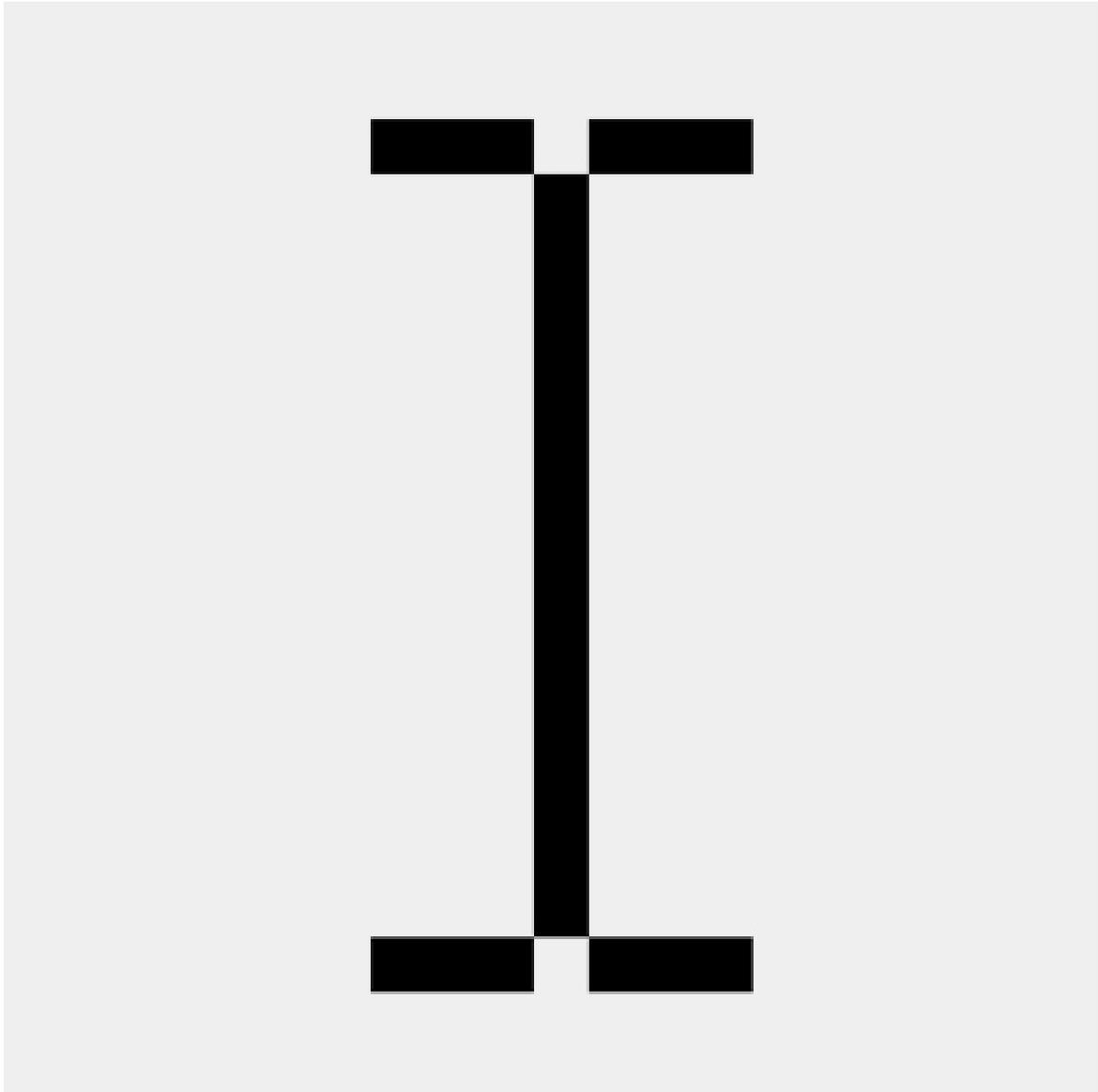
Wrap-Up

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

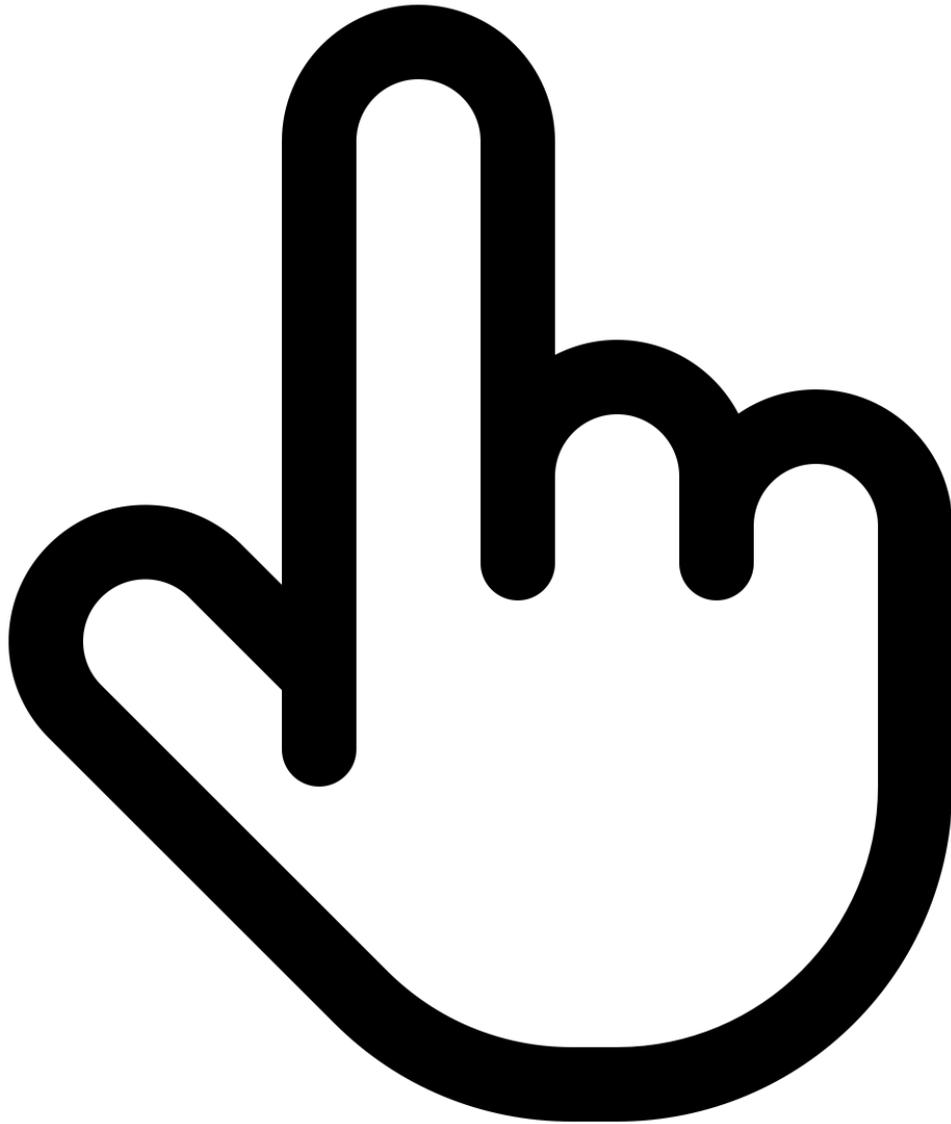
- Have learners take out [Handout A](#) to see if their predictions were correct.
- Review any vocabulary words that need more attention.



pointer



i-beam



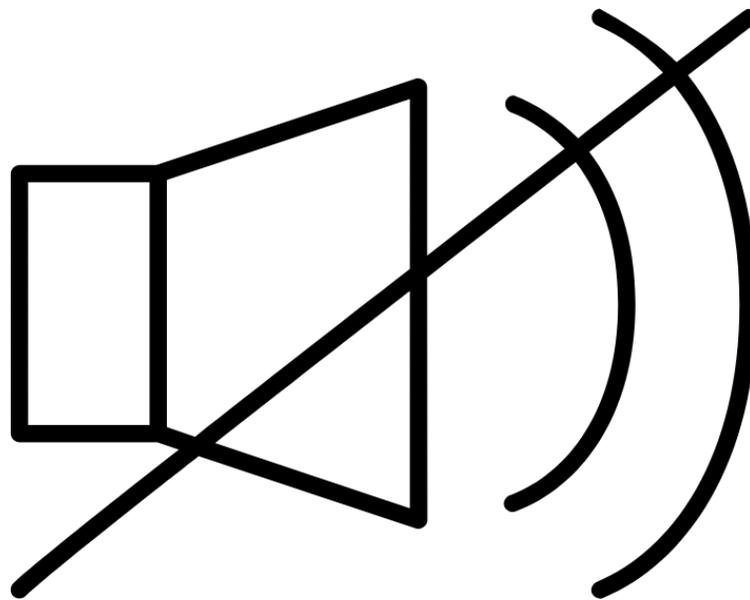
hand

Reference A (page 4)

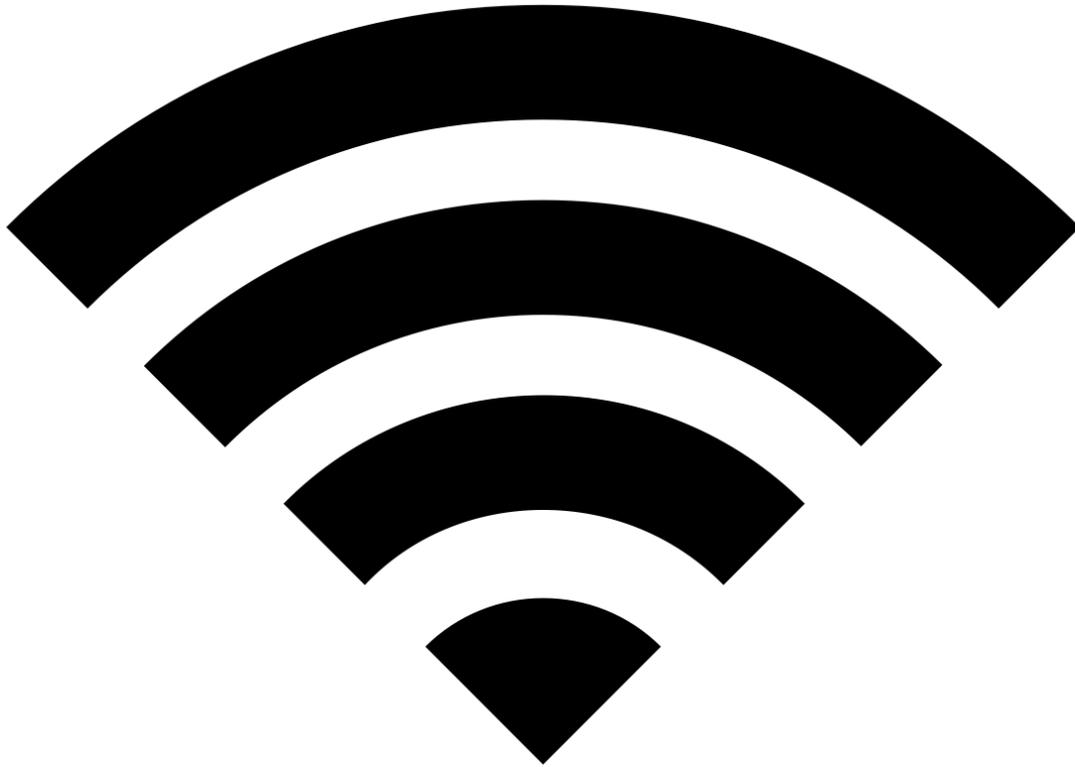


spinning wheel

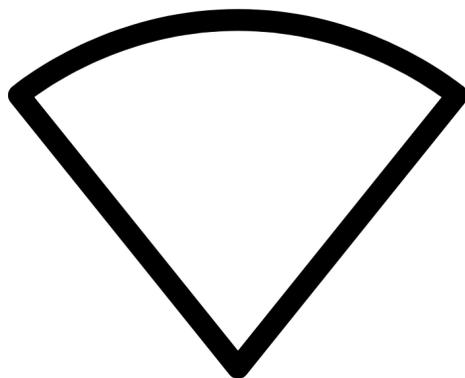
Mute



WiFi Connection



No WiFi Connection



Reference B

Directions: Answer the following questions with your partner. Then, share as a class:

1. “What should we do if we can’t hear the video?”
2. “What should we do if we want the computer to be quiet?”
3. “What should we do if we want the volume to increase again?”

1. This mouse shape clicks to open a file.

2. This mouse shape types a website.

3. This mouse shape types name of a file.

4. This mouse shape drags a file on the desktop.

5. This mouse shape types something in a document.

6. This mouse shape clicks to open a photo link.

7. This mouse shape clicks to open a website link.

Handout A

Directions: Draw a line between the mouse shape or icon and its correct purpose.

<u>Mouse Shape</u>		<u>Mouse Purpose</u>
		inserts or changes text
		opens links
		opens files and folders
		wait
		no sound
		connected to internet

Handout B

Directions: With a partner, complete the practice.

Find a video

1. Open up a browser, like Google.
2. Click on the address bar. Type in **youtube.com**
3. Search for **kittens**
4. Select one kitten video.

Practice Volume Control

1. Adjust volume.
2. Mute volume.
3. Unmute volume.

Adjust Size of Screen

1. Click **the square** on bottom right corner of the video for full screen.
2. Click **ESC** to leave full screen.
3. Choose another video, enlarge it to full screen, click **ESC** to leave full screen.
Repeat as time allows.
4. Log out and shut down computers.

Handout C

Directions: As you try each activity, decide if the statement is true or false.

<u>Mouse Shape</u>	<u>Mouse Use</u>	<u>True or False?</u>
	This mouse shape <u>types</u> a new name for a file.	
	This mouse shape clicks on a <u>file</u> to open it.	
	This mouse shape <u>types</u> a website address.	
	This mouse shape drags a <u>file</u> to a new location.	
	This mouse shape <u>types</u> words in a document.	
	This mouse shape clicks to open a <u>folder</u> .	
	This mouse shape clicks to open a website <u>link</u> .	
	This mouse shape clicks an X to close the window.	

Handout C (ANSWERS)

<u>Mouse Shape</u>	<u>Mouse Use</u>	<u>True or False?</u>
	This mouse shape <u>types</u> a new name for a file.	True
	This mouse shape clicks on a <u>file</u> to open it.	False
	This mouse shape <u>types</u> a website address.	False
	This mouse shape drags a <u>file</u> to a new location.	False
	This mouse shape <u>types</u> words in a document.	True
	This mouse shape clicks to open a <u>folder</u> .	False
	This mouse shape clicks to open a website <u>link</u> .	True
	This mouse shape clicks an X to close the window.	True

Handout D

Directions: Fill in the blanks with the correct vocabulary word. Words will be used multiple times.

Vocabulary Words

hand	i-beam	pointer
		

1. This mouse shape opens a file.

2. This mouse shape types a website.

3. This mouse shape types name of a file.

4. This mouse shape drags a file on the desktop.

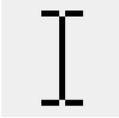
5. This mouse shape types something in a document.

6. This mouse shape clicks to open a photo link.

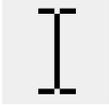
7. This mouse shape clicks to open a website link.

Handout E

Directions: Fill in the correct mouse shape and purpose for each symbol.

Symbol	Mouse Shape Name	Shape Purpose
		
		
		
		
		
		

Handout E (ANSWERS)

Symbol	Mouse Shape	Shape Use
	POINTER	OPEN FILE
	I-BEAM	INSERT TEXT
	HAND	OPEN LINK
	SPINNING WHEEL	WAIT
	WIFI	CONNECTED TO INTERNET
	MUTE	NO SOUND