



## Texas School for the Blind and Visually Impaired

### Instructional Resources Library

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## Microsoft Word: File Explorer and Practice Locating, Reading, and Closing Documents with JAWS (and with or without a Focus 40 braille display)

**Age(s) / Grade Level(s):** Beginning JAWS Learners

**Subject(s):** Technology

**Length of time:** 45 minutes

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### Curriculum Standards

RULE §126.8 Technology Applications, Grade 3, Adopted 2022

(11) Practical technology concepts--processes. The student engages with technology systems, concepts, and operations. The student is expected to:

(A) compare and contrast applications such as word processor, spreadsheet, and presentation tools for relevance to an assigned task; and

(B) perform software application functions such as inserting or deleting text, inserting images, and formatting page layout and margins

### Objective(s)

- Student will open File Explorer and go to a specific folder to locate and open files
- Student will practice reading what is written in opened files

### Materials Needed

- Computer
- List of Commands for JAWS and Focus 40
- Word Documents to practice opening and reading

### Lesson/Activity Sequence

1. In this lesson, you will learn how to go to File Explorer to locate files. Then, you will learn how to open and read them.
2. File/Folder Organization:

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- a. Before we begin, let's talk a little bit about file/folder organization. Do you currently have folders set up to store your documents for school (if not on the computer, perhaps another device, like a braille notetaker)? Why is it important to have different folders for your classes? (So you can easily find your work later) What kinds of names are helpful when creating your folders?
- b. We have created a folder for you to store work for this class. It's called the TSBVI folder. The place that we store work on the computer is called File Explorer. So, to open File Explorer, press Windows + E (Dots 4 8 chord, Dots 1 5) or Windows Key (Dots 3 4 chord), then search for File Explorer.
- c. Navigate to "TreeView" - Tab moves you forward in File Explorer, Shift-Tab moves you backwards (on the Braille display, Tab and Shift Tab are Dots 4 5 chord or Dots 1 2 chord - it takes less steps to move backwards to get to TreeView, so I recommend using Shift-Tab. Any ideas why it might be called TreeView? (This area is like the trunk of a tree - it has a trunk-like structure [root folders], with branches that you can extend out on [when you open a folder within a folder, for instance]).
- d. Once in TreeView, use your down arrow (Dot 4 chord) or D until you get to Documents, then press Enter to open Documents.
- e. Now you'll need to move from TreeView to go into Documents; press Tab to do this.
- f. Once you're in Documents, this is where you will look for the TSBVI folder. You can use your down arrow (Dot 4 chord) to listen for it.
- g. Once you hear your folder name, press Enter (Dot 8) to open it. Now you can use your down arrow (Dot 4 chord) to navigate down the list of files in here. Let's open the first one and practice reading it.
- h. Let's jump up to the top of the document by pressing Ctrl + Home (Dots 1 2 3 chord). Notice that JAWS says "top of file." Let's ask JAWS to "read all" by pressing Caps Lock A (Dots 1 2 4 5 6 chord). What was it like to listen to what you wrote? What are some other ways you can move through and listen to the text? (Up/down arrow [Dot 1 or Dot 4 chord] to move by line, Ctrl left/right arrow [Dot 2 space or Dot 5 space] to move by word, left/right arrow [Dot 3 space or Dot 6 space] to move by character). Now let's use your braille display - notice what happens when you move by line vs. when you use your panning buttons. Notice JAWS is silent as you move through the braille using the panning buttons.
- i. Great job reading your document! What was it like to read it on the display versus listening to JAWS read it? Why might the braille display be helpful for longer documents that you need to read?
- j. You have opened and read several documents. What do you think of this process? Is it easy or hard? What was your favorite document to read? What is your favorite reading command?
- k. Now, let's close the document. Press Alt + F4 (Dots 1 6 8 chord, Dots 1 4 5).
- l. Did your document close? How can we check? (Alt + Tab Tab Tab or Caps Lock + T [Right Shift + B])
- m. For further practice if time: open "Writing Prompts [or other document]", read the choices, choose one, and open a new blank document to write the response, then practice reading it.

### 3. Questions?

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## How Will I Assess Student Progress?

- Student is able to open File Explorer
- Student can locate files in a specific folder in the Documents Library
- Student can read and close files

## Differentiation

### Differentiate by Learning Modality

#### *Tactile Learners*

- Use tactile diagrams of folder structures (like a branching tree) to show the concept of TreeView.
- Let students physically explore Braille display feedback while navigating files.

#### *Visual Learners*

- Show large-print screenshots of File Explorer, highlighting the Search Box, TreeView, and Documents folder.
- Color-code icons for folders and files.

#### *Auditory Learners*

- Emphasize JAWS feedback; ask students to narrate what they hear as they
- Use sound effects or verbal call-outs to reinforce folder hierarchy.

### Differentiate by Skill Level

#### *Beginner*

- Focus only on opening File Explorer, finding the Documents folder, and locating a single file to open and read.
- Provide step-by-step modeling and repeat commands together.

#### *Intermediate*

- Have students open multiple folders, switch between them, and practice using “read all” vs. braille panning.
- Introduce basic navigation shortcuts (Tab, Shift+Tab, Ctrl+Home).

#### *Advanced*

- Have students create new folders, rename them with descriptive titles, and save new documents to correct locations.
- Encourage troubleshooting: “You got lost in File Explorer. How do you get back?”

### Differentiate by Support and Scaffolding

#### *High Support*

- Use hand-under-hand guidance for locating keys and Braille display commands.
- Provide a simple tactile flowchart of “Open Explorer → TreeView → Documents → File.”

#### *Medium Support*

- Give students a printed or braille “cheat sheet” of key commands.

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- Offer verbal prompts but encourage independent navigation steps.

### *Low Support*

- Challenge students to teach a peer how to open a document.
- Give a “scavenger hunt” challenge: locate a specific file without step-by-step guidance.

### **Next Steps/Lesson**

- Saving, Naming, and Organizing Files into Folders