



1.10: Navigating and Using Bookmarks in a Browser (continued in 1.11)

Prerequisite Skills and Knowledge

- ∞ Students need to know how to use mouse and follow cursor on screen.
- ∞ Students need to be able to identify printed letters from a book in order to copy a word onto the computer.

Time Required

- ∞ Mini-lesson and guided practice: 20 minutes

Materials

- ∞ Be sure DPS LION website is set as the homepage. (<http://lion.dpsk12.org>)
- ∞ Children’s book for modeling (teacher’s choice)
- ∞ Each student needs to have one non-fiction book from their book bag from their classroom (Discuss this with the classroom teacher ahead of time - if the students do not have nonfiction books available in their book bags get them from the library or your school’s book room. Each child needs to have one that they have chosen themselves.)

Intended Learning

- ∞ Students practice opening a link on the computer and navigating an online database using a keyword search so they can print a picture to obtain information pertaining to their interest.
- ∞ Students use background knowledge, wondering and questioning to “read” a picture as an information gathering tool.

District Technology Standards Uses Technology Effectively

- ∞ Internet browser
- ∞ Clicks on bookmarks/favorites or opens a link on the computer desktop.
- ∞ Single clicks to select a link within a website

Big Ideas from Literacy Guide - Unit 4, Reading and Writing

- ∞ Use details, photos, pictures, diagrams, and other graphics to enhance information.
- ∞ Study nonfiction text features (photos) and purposes for which they are used.
- ∞ Use comprehension strategies for nonfiction: background knowledge, wondering, questioning, visualizing, and determining importance

Mini-Lesson

Connection - preparing students’ thinking

Remind students that we use nonfiction materials like the book they brought with them to find information about things that interest us. Ask them if they have ever looked for or found information on the Internet. Explain that today they will get the chance to get information from the Internet using a special part of the Internet called a Data-base.

Teaching - Mini Lesson

Ask students to talk to their elbow partner about whether or not you can learn anything from looking at a picture. Ask a few students to share out what they

Notes

Clicking order:

1. Internet icon (DPS LION as home page)
2. On line databases
3. Kidsearch
4. Images
5. Type keyword
6. Go

thought. Show the students a picture you found in the Kidsearch database - either a printed copy or on a demonstration screen. Ask them if this picture gives any information about the subject you were interested in. (They may very well say “no” since there are no words.) Do a think aloud demonstrating how much information you can glean from a picture.

With students seated on the floor in front of a demonstration screen, model how to open up the internet link on the desktop. Demonstrate how to click on ‘online databases’ (left side). You might need to remind students that when the cursor becomes a small hand, you can click on the link correctly. Choose ‘KidsSearch’ and click on ‘Images’. Then show a book you have brought (or use a student’s as an example) and find a keyword that represents the subject (Examples: penguins, sunflower, soccer). Ask students to share with a partner what they think a keyword would be. Have a few students share with the group. Type this word into the search box and then click ‘Go’. A variety of images will be displayed, and you can choose one that seems appealing and click on it. Ask students to turn and talk to their partner about what information they could gather from this picture. Remind them that they are ‘reading’ the picture. Model the ‘back’ arrow button so students can return to a previous image list.

Active Engagement - Guided Practice

Have students find and point to a keyword in their books and share with a partner. Practice spelling out the word to a partner. This will prepare students to type this word in the images box when they are working independently and be able to quickly find the necessary letters on the keyboard.

Example: “My book is about penguins. I will type P-E-N-G-U-I-N-S.”

Link

Send students to computers in pairs for this lesson. Have them work together to navigate to the KidsSearch database and choose a keyword. Remind them that after they find a picture, they should ‘read’ it to each other, discussing all the information they can gather from the picture.

Independent Practice

Teacher

- ∞ Walk around and monitor student progress, helping pairs as necessary.
- ∞ Assist students in choosing an interesting picture.
- ∞ Use a class list or spreadsheet (can be found on Infinite Campus) to progress monitor the standards for future progress reports and intervention needs.

Students

- ∞ Click on necessary links to type in keyword for image search and select an image.
- ∞ Read the pictures in pairs.

Sharing/Closure

- ∞ Ask pairs of students to share with another pair some of the information

Differentiation:

- ∞ Advanced students may be able to read more than one picture today.
- ∞ Be sure to pair struggling students with a more proficient partner to insure success.

they learned from reading a picture.

Assessment

∞ The only assessment you could do today would be “effort.”