



1.12: Navigating and Using Bookmarks in a Browser (continued)

Prerequisite Skills and Knowledge

- ∞ Students must have completed Lessons 15 and 16 before participating in this lesson.
- ∞ Students should know how to print a document from previous lessons.

Time Required

- ∞ Mini-lesson and guided practice: 20 minutes

Materials

- ∞ DPS LION website as home page. (<http://lion.dpsk12.org>)
- ∞ Two images from KidSearch which provokes wondering and questioning. (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.
- ∞ Students use an image to frame a question or a wondering for future research.
- ∞ Students determine an appropriate keyword so they can search for a desired image.

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 of their learning from Lessons 15 and 16. Ask them to tell an elbow partner how to search for a picture in the KidSearch database. (If you made a chart in the previous lesson with the steps, be sure students

Notes

Check with the classroom teacher. If you can collaborate with the classroom teacher with this series of lessons, they will become even more meaningful for the students. If you

remember to use it as a reference.)

Teaching - Mini Lesson

Show students the image you have chosen from KidSearch - (if you have a demonstration screen, use this as an opportunity to click through the steps quickly as a reminder for students.) Explain to the students that along with gathering information from a picture, they can also make us wonder or raise questions about what we don't know or can't tell from the picture. Give them some examples of your own wonderings or questions from your picture. Ask the class if they have any different wonderings or questions about this first picture.

Active Engagement - Guided Practice

Display the 2nd image you have pre-selected. Ask students to turn to a partner and talk about what this picture makes them wonder or what questions it makes them think of. Share out with the group a few of these.

Link

Send students to computers, asking them to go to a picture they looked at in one of the previous lessons. Remind them that today instead of reading the picture, which they have already done in a previous class, they are to wonder and question about their picture. Students are to find their picture, print it and write at least 2 wonderings or questions on the back of the picture.

Independent Practice

Teacher

- ∞ Walk around and monitor student progress, helping individuals as necessary.
- ∞ Assist students with printing, if necessary.
- ∞ 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, print the image.
- ∞ Think about wonderings or questions you have from reading this image. Write at least 2 wonderings or questions on the back of the picture.

Sharing/Closure

- ∞ Ask students to share their picture and their questions with a partner.

are doing these lessons in January and February when the literacy reading and writing units are on nonfiction reading and writing, you may be able to tie these lessons directly into the writing and reading occurring in the classroom.

Differentiation:

- ∞ Advanced students may be able to write more questions.
- ∞ Some students may still need to work with a partner today.

Assessment	
<ul style="list-style-type: none"> ∞ Progress monitor each student on your class list or spreadsheet with a score of 1-4, according to their proficiency during independent practice. A "3" in "produces quality work" would indicate that the student was able to determine an appropriate keyword and click on correct links by following 	

directions in order to find a related image, print the image and write at least 2 wonderings about the subject of the picture.