



3.6 Internet: URL (website address), Links, and Browsing

Prerequisite Skills and Knowledge

- ∞ Students should have basic mouse and keyboarding skills.

Time Required

- ∞ Mini-lesson and guided practice: 10 minutes for mini-lesson; 20-30 minutes for guided practice

Materials

- ∞ Computer lab, Internet access, LCD projector
- ∞ A copy of “M&M’s Worksheet” for each student, pencils

Intended Learning

- ∞ Students will visit the M&M’s website in order to learn to successfully type a URL and navigate a website.

District Technology Standards Uses Technology Effectively

- Basic Vocabulary
 - Browser, window, URL, www, links, drop-down menu
- Internet browser
 - Enters URLs in browser
 - Single clicks in web pages to open links
- Internet Safety
 - Consults with parents or teachers before communicating on the Internet.
 - Reports to parents or teachers when inappropriate or offensive material is accessed or received.

Big Ideas from Literacy Guide - Unit 2, Reading

- ∞ Use knowledge of text features to support comprehension and locate information
- ∞ Use strategies such as skimming and scanning to support comprehension and locate information.

Mini-Lesson

Notes

Connection - preparing students' thinking

When you need information, what sources can you use to locate that information? (books, encyclopedia, dictionary, thesaurus, Internet, etc.) Why is it important to know how each of these texts are laid out or designed? (to find information quickly without reading all the text)

Teaching - Mini Lesson

With students seated in front, explain to students that in this lesson they will be learning how to type in an Internet address (**URL**) to get to the M&M's website and then will learn how the website is designed so they can locate information.

Model for students how to open the Internet browser (define what a **browser** is) and where to enter the **URL**. Explain how websites have addresses, called **URL's**, just like where they live has an address. Show students how to type in the M&M's website URL: www.m-ms.com, explaining "www" stands for "World Wide Web." Tell students there are no spaces in URL's. Once the URL is typed, press the return/enter key.

Show students how to navigate the website: how it has **drop-down menus** and how to **single click** on the **links** to go to a new page (defining **drop-down menu**, **single click**, and **link** as you go along). Point out how when they go to a new page, the **URL** changes.

Discuss what information they might find on each page in the drop-down menus.

Pass out the M&M's Worksheet to students. Tell students they will navigate to different pages to answer questions. As a group, discuss where they might go to find the answer to the following questions: *In what year were the first M&M's sold? What were the original 6 colors? Who is Red's best friend and how does he describe his appearance? How many products does M&M's sell? What are names of 2 of the top 10 recipes?* Remind students they need to write the answers in **complete sentences**.

Before sending students to the computers review the Internet policy and how students need to notify you if they get to a page that is not appropriate or asks them to enter personal information.

Active Engagement - Guided Practice

Seated at computers, students will open the Internet browser, type in the URL, and begin to locate answers to the questions.

Link

Students should navigate the M&M's website to answer the questions.

Independent Practice

Teacher

∞ Circulate and assist individual, check to that students have entered the URL

Differentiation

correctly and are finding the answers to the questions.

Students

- ∞ Work independently, students type in the URL and navigate the website to answer questions. When they have located the information, they will write it down on the worksheet. Students will turn in the worksheet when they have finished.

Sharing/Closure

- ∞ Ask for any difficulties they encountered. What was easy? What was difficult?
- ∞ Discuss how the website was laid out and how that helped them find the information quickly. Review vocabulary.

Assessment

- ∞ Progress/Monitor for daily participation using a checksheet as you walk around and observe students. Using a rubric with a score of 1-4, a “3” is given if the student actively participates, types in the URL successfully.
- ∞ Teacher will assess the worksheet. A “4” indicates all the questions are correct.