



### 3.7 Internet: URLs & Bookmarks/Favorites

#### 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 “Bookmarks/Favorites Directions” sheet for each student
- ∞ **NOTE: Double check the websites and direction sheet before teaching this lesson. If these websites are no longer active, you should add another website in its place and change the student directions sheet.**

#### Intended Learning

- ∞ Students will type in URL's and add the websites to the bookmarks/favorites so they can access websites at a later time.
- ∞ Students will use bookmarks/favorites so they can access websites they previously visited.

#### District Technology Standards Uses Technology Effectively

- Basic Vocabulary
  - Browser, window, URL, www, favorites/bookmarks
- Internet browser
  - Enters URLs in browser
  - Uses favorites/bookmarks to save Internet addresses
  - 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

##### Connection - preparing students' thinking

*In a previous lesson, when we made the multiplication facts chart, we used a shortcut to make the chart. Who remembers what we did? (copy and paste)*

##### Teaching - Mini Lesson

With students seated in front, explain to students that in this lesson they

#### Notes

will be learning how to use another shortcut when they use the Internet called bookmarks/favorites.

Model for students how to open the Internet browser (review what a **browser** is), explain how the browser **window** works, and review how websites have addresses called **URL's**. Review where to enter the **URL** and what "www" stands for. Remind students there are no spaces in URL's. Once the URL is typed, press the return/enter key. Type in the first website: **kids.niehs.nih.gov**.

Show students how to add the website to the **bookmarks/favorites**. Explain how bookmarks/favorites work and how they save time. Model for students how to edit the names. Save the first website as "NIEHS." The Directions sheet will tell the students what name to use when saving the websites.

Pass out the "Bookmarks/Favorites Directions" sheet to students. Tell students they will navigate to the different websites and add them to the bookmarks/favorites. Explain they will need to follow the steps on the sheet (they may not do the activities as they go along).

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 first URL, edit the name, and then add the website to the bookmarks/favorites.

#### **Link**

Students should navigate to each website, add it to bookmarks/favorites, so they can go back and do the activities later.

### **Independent Practice**

#### **Teacher**

- ∞ Circulate and assist individual, check to that students have entered the URL correctly and book marking the websites correctly.

#### **Students**

- ∞ Work independently, students type in the URL and navigate the website. Once there, they will add it to bookmarks/favorites, editing the name before they save it.
- ∞ After entering all the websites into the bookmarks/favorites, students will revisit the website by using the bookmarks/favorites they created earlier.

### **Sharing/Closure**

- ∞ Ask for any difficulties they encountered. What was easy? What was difficult? How was the shortcut using bookmarks/favorites?

- ∞ Have students share what they completed on the different websites.

**Assessment**

- ∞ Progress/Monitor for daily participation using a checklist 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, adding the 4 websites to the bookmarks/favorites.