



### 3.9 Recording Text from the Internet to Word (cont. from 3.8)

#### Prerequisite Skills and Knowledge

- ∞ Basic knowledge of MS Word
- ∞ Basic keyboarding skills
- ∞ Knowledge of how to open saved work
- ∞ Knowledge of how to print
- ∞ Basic Internet navigation skills

#### Time Required

- ∞ Mini-lesson and guided practice: 15 minutes for the mini-lesson and 20-25 minutes for guided practice. This lesson may take several consecutive lessons to complete, depending on keyboarding skills.

#### Materials

- ∞ Computer lab, MS Word loaded on student computers, LCD projector, Internet access
- ∞ The MS Word table students created in the previous lesson 3.8 will be used in conjunction with this lesson.
- ∞ Website addresses as well as the steps for navigating to the Britannica Elementary web page written on chart paper or in a document to be projected using the LCD projector.

#### Intended Learning

- ∞ Students will type in a URL in an Internet browser and then multi-task between the Internet and MS Word so they can record evidence of non-fiction features on 2 Internet web pages. Students will also format the assignment to produce a final product. **This lesson is intended to be used in conjunction with or after Literacy Unit 2 has been taught in the classroom.**

#### District Technology Standards

##### Uses Technology Effectively

- ∞ Navigation
  - Saves and opens files from hard drive, USB flash drive, or server.
  - Multi-tasks between multiple applications.
- ∞ Internet browser
  - Enters URLs in browser

##### Produces Quality Work

- Word Processing
  - Creates word processing documents for a variety of purposes.

#### Big Ideas from Literacy Guide - Unit 2, Writing

- ∞ Organize information in a clear, easy-to-follow way.
- ∞ Include text features, such as labels, bold print headings, pictures, white spaces, and page breaks.

Mini-Lesson

Notes

**Connection - preparing students' thinking**

*In the last lesson we created a table that includes the features of non-fiction text. Do you think you will find those same features on the Internet? Why or why not?*

*How can these features help you to read text on the Internet?*

**Teaching - Mini Lesson**

Teacher explains that in this lesson, students will be evaluating 2 websites to see if each includes these features, and then they will record this information in the table they created in the last lesson.

Explain they will be learning how to type in a URL and then go between 2 programs/applications to complete the assignment.

Students will also be using their word processing formatting skills to produce a finished piece of work that will be printed.

Teacher models how to open the saved document from the last lesson. Review the non-fiction features.

Next, explain that every place/page on the Internet has an address called a URL. Open the Internet browser and model how to type in the following URL: <http://lion.dpsk12.org> and then press enter/return.

Show students how to navigate the following: click on the "Online Databases" link; Under the Encyclopedias, click on "Britannica Elementary"; click on "Science" link; next to **Animals** click on "view subcategories"; next to **Mammals** click on "view subcategories"; click on "ape".

Discuss which features they see on this web page (table of contents, bold print, headings, caption, photo, glossary). Compare where and how the features are used on the Internet vs. in a book. For example on the Britannica website, they can double click on a word and a new window opens up to give the definition.

Next, model how to go back to the MS Word table. In the box next to each feature (under Britannica Elementary), write yes/no if that feature is on the web site or not. If it is, write where it is located or how many there are (see example below lesson). Students need to write in complete sentences with capitals and periods.

Show students how to multi-task between the 2 programs to complete the assignment.

Once they have completed the evaluation for Britannica Elementary, have them go to <http://www.kidzone.ws/>, click on "Animal Facts", select an animal and complete the other column.

Remind students to use their formatting skills to make a final product.

Students will save and print when the assignment is complete.

**Active Engagement - Guided Practice**

Seated at computers students will open the saved MS Word table and open

URL: Uniform Resource Locator, previously Universal Resource Locator

the Internet browser. They will type in the URL and navigate to the instructed web page. **They may choose a different animal.** They will multi-task between the 2 programs to complete the assignment.

**Link**

Students will work independently to complete the table. They should complete the table remembering what each feature is.

**Independent Practice**

**Teacher**

- ∞ Circulate and answer individual questions, progress check for daily participation on class spreadsheet.

**Students**

- ∞ Work independently, navigate between 2 programs, finish table, save finished work, print and ask for help when necessary.

**Sharing/Closure**

- ∞ Ask students to compare their finished tables with a partner, and then have 2 or 3 pairs share with the whole class.
- ∞ Ask for any difficulties they encountered. What was easy? What was difficult?

**Assessment**

- ∞ Progress/Monitor for navigation and Internet browsing using a checksheet as you walk around and observe students. Using a rubric with a score of 1-4, a “3” is given for successfully navigating to saved work and typing in the URLs correctly.
- ∞ Teacher will assess the printed tables. A “3” indicates the table is created correctly and MOST sentences include proper capitalization, punctuation, and the usage of formatting.

Example of Student Work

	<b><u>Britannica Elementary</u></b>	<b><u>Kid Zone</u></b>
Table of Contents	Yes, it is on the left near the top.	
Photos	Yes, there are 5 photos.	
Bold print	Yes, the headings are in bold print.	
Headings	Yes, there are 5 headings.	
Captions	Yes, they are below the photos.	
Glossary	Yes, double click on the word.	

Index

No, there is no index.