

# Leaving Europe: **Searching for Information on the Internet**

Grade: Third

An integrated lesson plan covering 3 sessions of approximately 30 minutes each.

## **Lesson-Planning Approach**

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

## **Lesson Overview**

This lesson is designed for students to become familiar with accessing the Internet to gain educational information. In the process students will access and read information from the Internet and identify the main points of the reading. They will need to launch a search for the information desired within a main web site provided by the teacher. Students will work in groups to accomplish the goals of searching for a specific topic, identifying the main points, copying the information down and presenting this information to the class.

## Lesson Objectives

**Project Objectives:** When students complete this session, they will be able to...

- ❖ Access the Internet to gain information
- ❖ Identify main points of article
- ❖ Launch a search within a web site

**Integration of Other Functional/Academic Skills:** (Critical thinking is required throughout the lesson.) Students will be able to...

*Reading:* Read for meaning  
Identify main points of text

*Writing:* Summarize, define and explain

*Grammar:* Apply standard punctuation and sentence structure

*Technology:* Apply skills to search for information from an Internet site

## State/National Standards (Complete as Appropriate)

Colorado Model Content Standards for Language Arts

Standard 2: Students will read and write for a variety of purposes and audiences.

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening and viewing.

Standard 5: Students read to locate, select and make use of relevant information from a variety of media, reference and technological sources.

Colorado State Standards for Technology

Standard 5: Students will use technology to advance and enrich learning.

Standard 6: Students will use technology to enhance all areas of the fine arts.

## Websites

Support: [www.kidinfo.com](http://www.kidinfo.com)  
[www.encarta.msn](http://www.encarta.msn)  
[www.familyfun.com](http://www.familyfun.com)

## Pre-requisites

- ❖ Third grade level reading
- ❖ Third grade level writing
- ❖ Basic keyboarding skills

## Required Materials

- ❖ Paper and pencil for each group of three or four students
- ❖ List of topic to be researched with some main ideas

## Handouts

- ❖ Step-by-step directions for searching a web site
- ❖ Job descriptions and duties
- ❖ Writing the Internet information
- ❖ Lesson rubric

## Required Equipment/Technology

- ❖ At least on Internet ready computer
- ❖ Several previewed web sites that relate to the topic being researched
- ❖ Overhead projector and sheet optional

## THE LESSON

### Preparation

Activity	Instructor Notes
Discuss the topic	Tell students that they are going to learn how to search for information on the internet. Ask, "What do we need to think about before we do this?" Elicit from the students that we need to know the topic and some main ideas. For example, if we wanted to know more information about Plymouth Colony we would use that as the topic. What specifically would we like to learn about the colony? These things would be the main ideas.
Identify several topics and main ideas with the class	Use the board or overhead projector to list ideas generated by the students. An overhead transparency is helpful if the topics and main ideas need to be displayed for the next day's lesson.
Examine and discuss handouts	Go through handouts and allow for questions and discussion. Make it clear that students are to do their own job as much as possible.

### Presentation

Observe how to get onto the Internet and go to a designated web site.	Students can follow along or even read the steps out loud to direct teacher as she demonstrates how to log on to the Internet, and then search for a site.
Observe how to print a document from the Internet.	Once a desired site is found the document can be printed. Each group will read their document for the information needed. Group members each have jobs that must be followed in order to complete the assignment.

## Performance and Practice

Instructions for students	Teacher notes
Gather your group and decide on jobs	<b>Have a method for picking out your groups randomly or have students assigned to groups ahead of time. You also may need to delegate the jobs for each member within the groups.</b>
Read your job description and duty	<b>Check to see that students are choosing appropriate jobs for their strengths. Scoring will begin as soon as members have decided on jobs.</b>
The group decides on the topic to search for and the main ideas within that topic	<b>Students can choose from the topics and main ideas listed on the board or overhead sheet.</b>
Go to the computer and begin your search	<b>Groups must take turns if only one processor</b>
Print out your information so the next group can search	<b>Encourage group members to follow the step-by-step directions and to help each other.</b>
Complete your job and help others in your group that may need help	<b>Allow groups to help within groups as long as each person is attempting to complete the assigned task.</b>
Present information to the class	

## Lesson Assessment Strategy (Formative – As the lesson progresses)

### Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectation for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students "connecting" to lesson objectives? How?
6. How is this lesson "integrated?"

### Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities either by active observation or by voicing their thoughts?

3. Am I identifying the strengths of each student and pairing/grouping people accordingly? What results am I getting?
4. How are students performing? Are all of them able meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

### Technology

1. Is the technology working?
2. How are students reacting to the technology and what so I need to remember when I teach this lesson again?
3. How are students applying or wanting to apply their technical skills in other areas?

## Step-by-step Web Site Search Handout 1

1. Identify the topic you're interested in.
2. Type in a web site address that is 'kid friendly'.
3. Read to see if your topic is mentioned on the page that comes up.
4. If it is, click on the word that you want more information on.
5. If it isn't, click on the word 'search' and type in the topic you want more information on.
6. Once your information is found, read the page while looking for main ideas. You could write down the main ideas or print that page to look at and mark the main ideas.

### Kid Friendly Web Sites

[www.familyfun.com](http://www.familyfun.com)

[www.encarta.msn](http://www.encarta.msn)

[www.kidinfo.com](http://www.kidinfo.com)

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## Job Descriptions and Duties Handout 2

1. Seeker – Your job is to log on to the 'Kid Friendly' site and search for the topic that your Identifier has chosen. Have the Presenter help you to follow the step-by-step handout to get you to the web site.
2. Identifier – Your job is to choose the topic and the main ideas that the seeker will search for on the Internet. You will work closely with the seeker to make sure that the search is being conducted correctly.
3. Writer – Your job is to copy down the information that is most important from the article. (Use the template for your writing). Use the topic and the main points that the identifier has chosen. You may get help from your group members to make sure that you are writing down the most important information. The Presenter must be able to read and make sense of your writing.
4. Presenter – Your job is to present the finished project to the class. You must tell the class what your topic is and what the main ideas are. During the assignment you will be helping the Seeker to follow directions to log on to the web site. Also make sure that the writer is identifying the topic and the main ideas as she/he writes.



## Writing the Internet Information

Our topic is \_\_\_\_\_.

Our main ideas are:

\_\_\_\_\_  
\_\_\_\_\_.

Write one or two sentences from the article to support each main idea that you have listed. This is what the presenter will read to the group.

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All group members sign the paper and name their jobs.

## Lesson Rubric Handout 4

Item Score	0	1	2	3
Internet Access and Print	Could not gain internet access or print information	Could print information with help and couldn't get onto the Internet	Needed some teacher help to either print or gain access to the Internet	Needed no teacher help to print or gain Internet access
Identify Main Points of Article	Could not identify main points of the article	Identified one of three main points to look for	Identified two of three main points to look for	Identified three or more main points on own to look for
Search within a Web Site	Could not find chosen topic within web site	Needed much of the teachers help to locate topic		Needed no teacher help to locate the topic
Completion of Job Duty	Did not complete job	Job was partially done or done with poor effort.	Job was completed but directions were not followed	Job was completed and directions were followed
Gained Accurate Information	Information gained did not pertain to the topic	Information found was on topic but less important details were sited	Information was on topic but only partially on the main ideas	Information gained was right on the topic and main ideas

## Activity Checklist

Discuss the topic	Discuss the topic
Identify several topics and main ideas with the class	
Examine and discuss handouts	
Observe how to get onto the Internet and go to a designated web site.	
Observe how to print a document from the Internet.	
Gather your group and decide on jobs	
Read your job description and duty	
The group decides on the topic to search for and the main ideas within that topic	
Go to the computer and begin your search	
Print out your information so the next group can search	
Complete your job and help others in your group that may need help	

## Technology Checklist

Observe how to get onto the Internet and go to a designated web site.	
Observe how to print a document from the Internet.	
In group practice on the computer and begin your search.	
Print out your information so the next group can practice their search.	