



## LESSON PLAN

**Level:** Grades 4 to 6

**About the Author:** This lesson was written for MediaSmarts by Ethan Anderson

**Duration:** 1-2 hours

*This lesson is part of the [Understanding the Internet](#) lesson series.*

# Understanding the Internet Lesson 1: Using the Internet



This lesson is part of USE, UNDERSTAND & CREATE: A Digital Literacy Framework for Canadian Schools: <http://mediasmarts.ca/teacher-resources/digital-literacy-framework>.

## Overview

---

In this lesson, students will explore their own experiences with online activities, build a common vocabulary of online-related terminology and identify purposes and methods of online interactions from the user's perspective.

## Learning Outcomes

---

- Students will have an understanding of what the Internet is, its purpose and function for users.
- Students will develop a clear online lexicon and a working understanding of online-related vocabulary.

## Preparation and Materials

---

Photocopy the following:

- *Thinking Chart*
- *My Online Dictionary*

Arrange access to computers with Internet connectivity for all students.

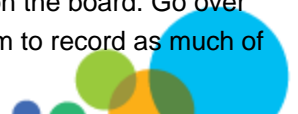
Provide students with 8" x 11" pages cut in half.

## Procedure

---

Begin the class by asking students to think about and describe the experiences they have had on the Internet in the past two days. Have students engage in a *Think, Pair, Share* conversation with a partner nearby: each student should think privately about the question, then share their reflection with a partner.

Once complete, give the students a copy of the *Thinking Chart* and write the guiding questions on the board. Go over each question and have students suggest a few possible responses for each one. Then ask them to record as much of



their own ideas as possible in an 8-10 minute window. Place students into working groups of four and have them share the ideas from their *Thinking Chart*. They may include new thinking from their peers, but are asked not to erase or scratch out their own original ideas.

Ask each group to contribute some of the ideas they have collaborated on, and compile students' ideas in a chart that the class can refer to later. Once complete, lead a brief summative discussion to highlight and clarify the important knowledge, address any misconceptions and restate the existing questions.

Ensure that this discussion yields a clear understanding that the Internet is an incredibly diverse online world that can be accessed by a variety of devices for a multitude of different purposes.

### **Defining the Internet**

Ask students: "What are important words that I would need to know if I wanted to visit some websites online? What vocabulary would I need to understand if I was going to have a conversation with other people about my online experiences?"

Ask the groups to come up with a definition for "the Internet". After five minutes of thinking and writing time, each group will share their definition. Facilitate a conversation that will end with a common definition of "the Internet". Ensure that this definition includes the concept that the Internet connects people all across the world and is used to share a wide variety of information through text, audio, images, and video.

Through *Think, Pair, Share*, the students will brainstorm a list of key terms needed for discussions about the world of the Internet. After about five minutes, students will come up to the board one at a time to add the words they came up with to a common list of terms.

Distribute the *My Online Dictionary* handout and have students break up into partners. Each partnership will be responsible for creating the definition for one of the online terms, and recording their final definition on a sheet of paper provided by the teacher.

Students can use their own schema, dictionaries, or online searches to come up with simple definitions for the terms. Once complete, they will present their terms to the class for clarification and consensus. These definitions should stay posted under the co-created definition for "the Internet". This activity can then be connected to a weekly "Word Study" activity or centre where the students are given time to record these definitions on their own pages.

At this point in the unit, allow students to choose the words on the list. This will be a work in progress and words can be added as a group when they are discovered through future lessons and investigations.

### **My Internet**

Ask students to begin working on a list of activities that will allow them to share their most common uses of the Internet. Ask the students to create a list that reflects their regular Internet usage, and to include any Web addresses or images that help support their thinking. Ask each of them to consider the purpose of each Internet activity they engage in and what they generally use the Internet for.

Students will need to submit this list when complete, as a future lesson will begin by reflecting on their thoughts from this task.



## Thinking Chart

---

<b>What I know FOR SURE about the Internet</b>	<b>What I think is true about the Internet</b>	<b>What I want to know about the Internet</b>



## My Online Dictionary

Please make sure to follow common dictionary format:

	<p><b>word</b>, <i>type of word</i>.</p> <p>Definition.</p> <p>One sentence to show how the word is used.</p> <p><i>Any important images connected to the word.</i></p>
<p><b>hypertext</b>, <i>noun</i>.</p> <p>Words on a Web page that are underlined or highlighted. Clicking on hypertext will take you to another place online.</p> <p><b>Hypertext</b> is used to create <b>hyperlinks</b>.</p> <p>Often different websites that share similar information are connected by <b>hypertext</b>. The <b>hyperlink</b> for the CBC main website is: <a href="http://www.cbc.ca">http://www.cbc.ca</a>.</p>	