



Lesson Plan 18: Searching the Internet

Lesson Overview: In this lesson, students will learn how to perform a simple Internet search, evaluate and open search results, and read several search results to answer questions about one or more topics.

Lesson Objectives

Students will:

- Perform an Internet search on one or more topics by typing in one or more key words.
- Evaluate the search results to choose results that are not advertisements, have secure websites, and are most likely to have information on the topic.
- Identify government, educational, and non-profit websites with the domains .gov, .edu, and .org.
- Open several search results, read them, and use them to answer questions about one or more topics.

Materials and Setup

Technology /Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student devices (laptops, tablets, desktop computers)

Supplies/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: Where Do These Words Come From?
- Handout 2: How to Search the Internet
- Handout 3: Choosing Search Terms
- Handout 4: Choosing Search Results
- Handout 5: Internet Search Project 1
- (Optional) Handout 6: Internet Search Project 2

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for this lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** Students will practice keyboarding in this lesson as they type in search terms. For further keyboarding practice, you can ask students at the end of the day to text something they learned from the Internet either to themselves or to your Google Voice number. For students who are using email, ask them to email you this information.

Adult English Language Proficiency Content Standard(s)

- 1.1. Use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.

Lesson 18: Searching the Internet

- 2.1. Actively listen to others . . . and respond to simple yes/no questions and some wh- questions.

CASAS Content Standard(s)

- R1.1: Identify the letters of the English alphabet (upper and lower case)
- W1.1: Write the letters of the English alphabet (upper and lower case)
- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- L3.4: Recognize imperative constructions
- L5.4: Comprehend simple single-step instructions, explanations, and directions
- S2.9: Use specialized vocabulary (e.g., technical, academic)

Seattle Digital Equity Initiative Skill(s)

- EF.3: Use Basic Browser Tools
- EF.5: Understand My Computer
- IS.5 Info search strategies [including search and browse skills]

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Internet Basics 1: Demonstrate knowledge of browsers and identify commonly used browsers.
- Internet Basics 10: Identify address bar and demonstrate understanding of its functionality.
- Internet Basics 12: Perform internet search using clear parameters (terms and filters).
- Internet Basics 14: Identify and make use of common website interactions (e.g., play buttons, hyperlinks)
- Information Literacy 16: Demonstrate use of efficient search strategies to hone in on relevant information.

Key Vocabulary

- Internet Search
- topic
- search terms
- search results

- website
- domain

Reinforced vocabulary: Google Chrome, web page, back arrow, address bar, webpage address, link

ENGAGEMENT

Notes

- **Say:** Who uses the Internet to find information? What information do you look for? (Take responses.)
- **Say:** We’re going to make a list of all of the information you can find on the Internet. You will work in groups of 3 to 5 to make a list. Then you will write your list on the whiteboard.
- **Say:** One person will write the list. Every person will talk. This is called a brainstorm (Write brainstorm on the board.)
- **Say:** This is a compound word. It has 2 words that make one.
- **Ask:** Where is your brain? (See if some students can point to their heads to indicate their brain.) What is a storm? (See if a student can describe a storm.)
- Ensure that students understand what a brainstorm is. Then facilitate the small group brainstorm. Tell students that they have about 5 minutes to brainstorm.
- **Say:** It’s time to stop. I need 2 people to come to the board from your group. One

Lesson 18: Searching the Internet

person has the list. The other person writes the words on the board. (Facilitate students as they write their words on the board.)

- Comment on the list and review the items. Add any items that you believe are important but were left off (information about job openings, school closures, weather, news, movie times, addresses and phone numbers for businesses and restaurants, etc.).
- **Say:** Today you will learn vocabulary that we use for Internet searches. You will practice with search terms and learn about choosing the best search results. You will also use the Internet to complete a project about popular names in the United States.

EXPLORATION

- **Say:** We will start today with an Internet Scavenger Hunt. (Write this on the board.) An Internet Scavenger Hunt means that you will be looking for information on the Internet. It is a game.
- **Say:** Please set up your computers, sign in, and open Google Chrome. (Wait until all students have set up their computers and opened up Google Chrome.)
- Distribute **Handout 1: Where Did These Words Come From?** English uses many words that come from other languages. Today you will use the Internet to find out the origin, or the beginning, of words you use every day in English.
- **Ask:** Can someone read the instructions? (If your students are not able to or comfortable reading the instructions, you can read them to students instead.)
- **Say:** I'll show you how to do the first word on the handout. The word is ammonia. Ammonia is something you use to clean. Ammonia is very good for cleaning windows and glass. The handouts says that you can use "where did the word ammonia come from" for your search terms. I need to type that into the address bar and click on my Enter key. I can see at the top of my search results that the word comes from Egyptian. So go ahead and draw a line from ammonia to Egyptian.
- **Say:** Now it's your turn. You can work on your own or you can work with a partner. See how many words you can find in 10 minutes.
- Facilitate the activity, assisting students as needed as they complete the scavenger hunt. Stop students after 10 minutes even if they have not finished and go over the answers. The answer key is below:

- | | |
|--------------------------|----------------------|
| 1. cookie – Dutch | 6. amen– Hebrew |
| 2. algebra – Arabic | 7. emoji – Japanese |
| 3. kindergarten – German | 8. ketchup – Chinese |
| 4. yogurt – Turkish | 9. shampoo – Hindu |
| 5. tea – Chinese | 10. orange – Persian |

EXPLANATION

- Pass out **Handout 2: How to Search the Internet.**
- Read the handout with students. If you have a more advanced class, you can ask for volunteers to read sections of the handouts. If your class has lower language levels, read the handout to students as they follow along. Then pair them up to read to

Lesson 18: Searching the Internet

each other. Or you can have advanced students work in pairs or independently while you sit with a small group of students with lower language levels to read through and explain the information on the handout.

- Tell students to keep the handout in their folder. It is good for them to look at when they need to search the Internet for information.
- Pass out **Handout 3: Choosing Search Terms**. As a class, complete the first question. Depending on the levels of students in the class, you can choose to have students work independently, with partners, in small groups, or as a whole class to complete the handout. Make sure to explain why an answer is correct as it may not be apparent to students with limited English comprehension.
- Pass out **Handout 4: Choosing Search Results**. Again, complete the first question as a class and then choose how you proceed to have students work through the rest of the handout. Spend time with students going over the section outlined in blue on the handout about thinking about the search results before clicking on them.

ELABORATION

- **Say:** Now that you practiced with search terms and search results, it's time for you to do some more Internet searches.
- Distribute **Handout 5: Internet Search Project 1**. Go over the project instructions with students. As a class, demonstrate the first search. Ask students which search result they think you should open and read. If the search result does not give you the information you need to answer the question on the handout, look at the other search results and explain aloud to students as you evaluate them to choose the next search result you will open and read.
- **Ask:** Is everyone ready to do get on the computer and do the Internet search with the 2nd search terms? Then please set up your computers, sign in, and open Google Chrome to type your search terms.
- Facilitate the activity as you wish. You may want students to work in partners with a higher-level student working with a student with lower language skills because Internet searches involve a lot of reading. Remind students to write down the web page of the search result they use to answer the question.

EVALUATION

- Tell students that to end the lesson, you want them to use the Internet to find answers to 3 questions. Ask students to get out a piece of paper to copy the questions and write their answers.
- Write the questions on the board. You may use different questions that may be more relevant or interesting to your students. The answers are provided below to share with students after they complete the activity.

What U.S. President was the tallest? (Abraham Lincoln)

What U.S. President had an alligator for a pet? (John Quincy Adams)

What U.S. President played the saxophone in a band in high school? (Bill Clinton)

Lesson 18: Searching the Internet

Differentiation Resources to Meet Diverse Learner Needs

For beginning level students:

- Cambridge English Ventures provides downloadable resources for teachers. The Basic Level Projects provides student projects for beginning English learners; almost half of them involve Internet searches. The direct link to the resource is https://www.cambridge.org/files/1414/9262/7494/VENTURES2ED_Projects-LevelBasic-all.pdf. You may need to register for a free account with Cambridge English before downloading the resource.

For more advanced students:

- Ask students to complete **Handout 6: Internet Search Project 2**. In this project, students need to create a topic, list their keywords, and take notes on the topic from 2 to 5 of their search results.
- Include Lessons 1 and 2 of GCFLearnFree’s Digital Media Literacy Tutorial. In these two lessons, students learn many strategies for evaluating the reliability of online content and apply those strategies. Remember that you can slow down the video on YouTube using the settings so students can more readily understand the audio.
 - Lesson 1: [Judging Online Information](#)
 - Lesson 2: [Practice Evaluating a Webpage](#)