NORTHSTAR DIGITAL LITERACY
A program of Literacy Minnesota

Internet Basics, Lesson 4: Search Terms

Northstar Digital Literacy Standards *This lesson aligns with the following standard/s.*	Vocabulary *This lesson focuses on the following digital literacy terms.*
12. Perform internet search using clear parameters (terms and filters).	**address bar** **images** **search bar** **search engine** **search terms**

Technology Concepts
Important lesson background and teaching tips for instructors

In this lesson, learners will practice writing **search terms** in order to find accurate and relevant information. They will practice changing questions into **search terms** by including content words and excluding irrelevant grammatical words, i.e. the, of, on, etc.

Teaching Tips:
- Be sure to point out the auto-complete feature, this feature can save time while writing **search terms**. Some learners may not notice the auto-complete, this feature finishes a **URL** for a site you have previously visited, i.e. when I type 'go', the computer fills in 'google.com'. Encourage learners to stop typing after a few letters and see what websites appear in the auto-complete.
- While this lesson is based on Google and Google Chrome, it should be applicable to other **search engines**/browsers. If you choose to teach another **search engine**/browser, confirm everything operates the same before teaching the lesson.
- In Google Chrome, and most other browsers, the **address bar** (where you type web addresses) can also function as a **search bar**. Have learners practice using both the **address bar** and **search bar** to type **search terms**.

Teacher Prep Guide
Follow these steps to prepare for teaching this lesson

General Prep	❏ **Confirm answers for Handout A.**
Do It Together 2	❏ **Copy Handout A for each learner.**
Task	❏ **Copy Handout B for each learner.**
Vocabulary Work	❏ **Copy Handout C for each learner.**

Warm Up
Find out what learners know and prime them for the work ahead.

Pair/Small Group Work (Think-Pair-Share)**:**
- ➔ *Directions: Give two minutes to think about questions projected on screen, then discuss in pairs for two minutes, and finally share together as a class.*

    ◆ Have you used Google to search for information on the internet?
    ◆ If yes, what did you search for?
    ◆ If no, what do you want to search for on the internet?

We will Learn...
Sharing learner friendly objectives helps set goals for today's learning.

List objectives on board or project. Read through them together to set goals for today's learning.

We will learn to:

use a **search engine** (Google) to find information on the internet.

write clear **search terms** in the **search bar**.

MODEL & EXPLAIN 1
Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, they should not work on their own computers at this time.

<u>**Search Engines and Search Bars**</u>
- ➔ Say to learners:
    ◆ "Sometimes, when you use the internet you need to find information, but don't know where to find the information you need. For example, if you need to apply for a driver's license, but don't know the web address where you can apply, you can use Google (or another **search engine**) to find it."
    ◆ "A **search engine** helps you to find websites. Google is a popular **search engine**. There are many others. You can type the important words in the **search engine** to help you find what you are looking for."
- ➔ Project and show to learners:
    ◆ Open Google.
    ◆ Write 'apply driver's license [your state or city]' in the **search bar.**
    ◆ Open the corresponding website.
- ➔ Say to learners:
    ◆ "There are two places where you can write words to help you find information."
- ➔ Show learners:

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- ◆ The main **search bar.**
- ◆ The **address bar.**
- ◆ Write the same search in both places to show they give the same result.

DO IT TOGETHER 1

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- ➔ Ask learners:
  - ◆ "Where can you type words to help you find information?" (**search bar**).
  - ◆ "How many **search bars** are on Google's website?" (two).
- ➔ Project and show learners the two search bar options in Google again.

MODEL & EXPLAIN 2

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, they should not work on their own computers at this time.

Search Terms

- ➔ Say to learners:
  - ◆ "The words you type in the **search bar** are called **search terms**. For example, my **search terms** before were "apply driver's license [your state or city]."
  - ◆ "**Search terms** should be simple, clear, and have only important words."
  - ◆ "For example, to learn who the president of South Korea is, you only need to write 'president South Korea'**.**
- ➔ Show learners:
  - ◆ Type 'president South Korea' in the **search bar**.
  - ◆ Type 'who is the president of South Korea' in the **search bar** to show they bring the same result.
- ➔ Say to learners:
  - ◆ "On Google, you can also search for **images** (pictures), maps, or news."
- ➔ Search for and show learners an **image** of the president of South Korea and a map of South Korea.

DO IT TOGETHER 2

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- ➔ Give **Handout A** to learners, which has a list of questions.
- ➔ On the board or a projected Word document, type the following question:
  - ◆ "What is the time in Mogadishu?"
- ➔ Say to learners:
  - ◆ "To find the time in Mogadishu, you need to type some of these words, but not all of them. What important words should you keep? Which ones can you get rid of?"
- ➔ Go through each word in the question and ask:
  - ◆ "Do you need to type the word 'what'?" (learners answer "no")

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- ◆ "Do you need 'is'?" (no)
- ◆ "Do you need 'time'?" (yes)
- ◆ "Do you need 'Mogadishu'?" (yes)
- ➔ As learners answer, cross off/delete unnecessary words on the board or projected Word document. On **Handout A,** learners should also cross off unnecessary words in the questions.
  - ◆ Ex: "~~What is the~~ time ~~in~~ Mogadishu?"
- ➔ Then, learners should write the simplified **search terms** into the blank (time Mogadishu).
- ➔ Complete question 2 as a class.
- ➔ Then, learners work in pairs to finish writing **search terms** for questions 3-4.
- ➔ Learners work in pairs to write 2 original questions and **search terms**.
- ➔ Learners <u>should not</u> type **search terms** into Google at this point.

PAIR EXPLORE
*Teacher has modeled the skills, and skills have been practiced together. Now, allow learners time to explore these skills with a partner **without step-by-step guidance from the teacher**. *Refer to the "How to Facilitate Pair Explore" for teacher support.*

- ➔ In pairs, learners enter the **search terms** from **Handout A** into Google.
- ➔ Learners write the answers in the blank column next to the questions.
- ➔ Support learners' searches, as needed.

Task
Learners practice skills by completing an authentic task/s.

- ➔ Give learners **Handout B**.
- ➔ Learners pick a country to research. Using Google, they will answer the questions on **Handout B**.
- ➔ Model how to complete the task by completing the first 1-2 questions together while projecting a computer screen.
- ➔ As learners finish, encourage them to search for **maps** and **images** of the country.

Vocabulary Work
Learners practice vocabulary presented within the lesson.

- ➔ Give **Handout C** to learners.
- ➔ Learners use vocabulary from the lesson to label a Google window.
- ➔ Answers:
  1. search bar
  2. search terms
  3. news
  4. images
  5. search bar
- ➔ Check answers together as a class.

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Wrap-Up

A final check in with learners. An opportunity to review, reflect, or check for understanding.

Pair/Small Group Work (Think-Pair-Share)**:**
➔ Teacher reads each statement aloud one-by-one. Give learners a moment to think about the statement you read, then discuss it with a partner, and finally read the statement again so the class can answer it together.
◆ The _____ _____ is a place to write **search terms** (**search bar**).
◆ Google has _____ **search bars** on the main page (two).

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Writing Search Terms

Directions: Cross off words you don't need. Then, write the search terms under the question.

Questions	Answers
Question 1: What is the time in Mogadishu? **Search terms:** _____	
Question 2: What is the weather in Bangkok today? **Search terms:** _____	
Question 3: How much sugar is in a can of Coke? **Search terms:** _____	
Question 4: What is the capital of Uruguay? **Search terms:** _____	
Question 5: _____ **Search terms:** _____	
Question 6: _____ **Search terms:** _____	

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Research a Country

Directions: First, choose one country to research. You can pick any country, here is a list of suggestions. Then, use Google to answer the questions.

Japan	Finland	Ethiopia	Colombia
Egypt	Thailand	Italy	Mexico

What country are you researching? _____

1) What is the capital of the country?

_____

2) What is the population?

_____

3) What language (or languages) do they speak?

_____

4) What are some popular foods in the country?

_____

5) Who is the president or prime minister?

_____

6) Who is a popular singer in that country?
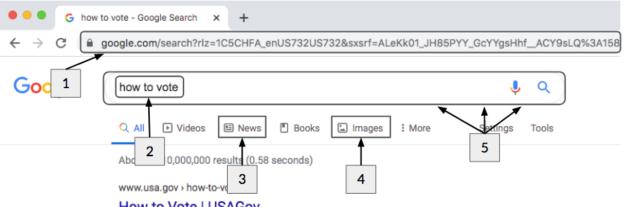
_____

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Search Vocabulary

Directions: Fill in the blank with the vocabulary word that matches the numbered object in the picture.

Vocabulary Words:

address bar	search bar	search terms	news	images

1. _____

2. _____

3. _____

4. _____

5. _____