

Teacher's Notes and Starters

Lesson 1

Starter

1. W17 – understand and have the terminology to describe the role of word classes
 2. W21 – read accurately and use correctly, vocabulary which relates to key concepts in a subject
1. Introduce the fact that the invention of the Internet has led to new words being added to everyday English. Ask for examples that pupils know – brainstorm up on the board.
 2. Put up the left column of the list below and ask pupils to either explain or guess what they mean.

| | |
|---------------|---|
| Browser | A programme, such as Netscape or Internet Explorer, which allows you to surf the internet |
| Download | Save information to your own computer |
| FAQs | Frequently Asked Questions. |
| Home page | Either the first page loaded by your browser at start-up, or the main web page for a web site. |
| HTML | HyperText Markup Language. The language used to create Web documents. |
| Links | A signpost to another document. When you click on a link, that document will be displayed for you to look at. |
| Modem | MODulator/DEModulator. Device that lets a computer communicate with another over a standard telephone line. |
| Navigate | To move around the world wide web. |
| Search engine | A database of Web pages that you can use to find other web sites. |
| Surf | Skipping from page to page around the Web by following links |
| Upload | Adding files, information and web pages to the Net |
| URL | Uniform Resource Locator! The address system used on the World Wide Web. E.g. www.hotmail.com |
| The Web | The World Wide Web or WWW. Documents published on the Internet that are found by 'point-and-click'. A Web page is a single document. A Web site is a collection of related pages. |
| WYSIWYG | What You See Is What You Get. What you type is the way it comes out. |

3. Ask pupils to identify abbreviations in the list. Why are there so many abbreviations used in 'techno-language'?
4. Look at some of the verbs used, eg, surf. Why has this verb been used to describe the process of finding information on the Net? Some possible suggestions may include: it's active; sounds fun, enjoyable; quite a 'young' sport – does the Internet appeal to young people more?; when you surf, you ride on a wave and skim the surface – surfing the net can mean to just browse quickly and not go into too much detail, the idea of speed – the Internet helps you find things quickly(!)
-or down/up load -the word load implies heaviness, a large amount of something (information), suggesting the Internet is full of information?

Web quest (resource 1)

It might be a good idea to give pairs of pupils different search engines to look on – which would elicit a discussion of which engines are best for different purposes.

Try:

www.yahoo.co.uk
www.excite.co.uk

www.about.com
www.ask.co.uk

www.google.com
www.lycos.co.uk

The purpose of the task is to demonstrate to pupils that although the Internet is an excellent resource, it is not always easy to find exactly what you want. Encourage them to start with 1 rather general key word, then refine their search, putting most important words first, etc.

Lesson 2

Starter

W21– read accurately and use correctly, vocabulary which relates to key concepts in a subject.

R5 – Appraise the value and relevance of information found

1. What does it mean for information to be reliable/relevant?
(If pupils have looked up the words for homework, let them feedback)
Use dictionaries if necessary.
2. Establish that in research, information has to be evaluated to ensure that it is:
-reliable: ie, that the data, or information gathered is trustworthy – there is no bias
-relevant ie: that it helps answer your query, or provides you with useful information
3. Look at *a range of texts*, eg, an advert, a book blurb, the opening of a news article, a piece of information from an encyclopaedia. Make sure that the source is included. Pupils to hold up 'reliable' or 'unreliable' cards. Ask individuals to say why. Draw out the idea that you need to know about the purpose of the text, and who wrote it.

Web detective (resource 2)

The purpose of this task is to get pupils looking critically at the information they find on the web, and to evaluate how useful or valid the information is. The URLs will lead pupils to sites with contrasting purposes/audiences. The site may be biased in some way, or quite neutral. It might be worth explaining these terms to pupils if they haven't come across them before..

Using the grid, they should note down who they think the site is aimed at, what the purpose of the site is, and how reliable the information is.

An extension task might be to find other sites, either on one of the topics selected, or on a topic of their choice, where different angles on the same information is given.

Lesson 3

Starter

R10 – identify how media texts are tailored to suit their audiences and recognise that audience responses vary

1. (Feedback from homework on web-sites and audience, if done)
2. How do web-sites make money? - Ideas from pupils. Should elicit that a lot of web-sites sell advertising space. So, as well as providing information, web-sites need to be effective – so that people want to read them. Popular sites are more likely to attract advertisers, and therefore make money.
3. Brainstorm - from your own experience, what makes a bad information website?
4. Possible responses: slow to download/too many graphics/difficult to navigate/bright colours/ difficult to look at for too long/language too difficult for the audience/too much text in a large block/information not reliable
5. Draw together ideas – good web-sites need to be clear + easy to read, easy to navigate, contain useful +reliable information, and use appropriate language for the audience.

Web critic >> Evaluating a school web-site (resource 3)

The purpose of this task is for pupils to identify how a website could be improved, and to get them to start thinking about the next task of designing a mini-website aimed at Year 6 pupils coming to the school.

Obviously, it is useful if the school's own web site could be used. If one doesn't exist, then other schools in the area are easily found on the web.

Pupils should use the evaluation grid to explore the good/bad points of the site.

If they are familiar with Powerpoint, some groups could use this to present conclusions and recommendations back to the class.

Lesson 4

Starter

S5 – Use the active or passive voice to suit purpose

S13 – Revise the stylistic conventions of the main types of non-fiction

- a) information, which maintains the use of the present tense and the third person, organises and links information clearly; incorporates examples

1. Explain to pupils that they need to make sure the information they write about the school is clear and easy to read.

2. Look at *resource 4 – writing about exotic pets*. With pupils, identify that it uses the third person - they, names, etc. Look at selected sentences, and identify that they are active sentences:

eg. *“Exotic pets are capable of bringing tremendous joy into the lives of their owners”*

What would it be as a passive sentence?

“Owners can get tremendous joy from their exotic pets ..”

Get pupils to identify the difference between the types of sentence. Active sentences are in the present tense.

1. Most information texts are written in the present tense. Is that the case here? Why not? Discuss why an information text is written in the present tense (easier to read, more immediate, etc)
2. Look at use of examples.
3. How would you change this piece of text for a younger audience?
4. This piece of information is about the origins of the cat and is at the start of the book. Why has it been put here? Get pupils to brainstorm other general section headings for ‘the cat’ and suggest an order they would put the information into a book and why.
5. Plenary – recap – a good information text must be easy to read, use active sentences, and be well organised so the information is easy to find.

Starter – using resource 6

W17: Write informal advice, anticipating the needs, interests, and views of the intended reader.

1. Quickly recap information text writing. As part of the task – to create a website aimed at new Year 6 pupils coming to the school, it would be useful to have some advice. How will this be different to the informative writing about the school?
2. Look at [resource 6 -a section of text about writing plays for radio](#). On a text level – how is it different from the informative piece? – use of subheading in question/answer format. Word and sentence level – use of second person – addresses you. Asks questions of the reader. Use of 'do' and 'don't'. Quite informal.
3. Ask pupils to write down one piece of advice about being at secondary school that they would pass on to a new year 6. Try and use the features discussed.
4. Pupils to share advice and comment on style.

Lessons using Front Page

You will need separate web folders already set up for groups to store their pages in.

Ensure that pupils are working on different pages otherwise they will overwrite each other's work.

To link pages with hyperlinks, use the shared borders tool – but do so when all the pages are finished.

Using Front Page 2000 – teacher's notes

Before using: you will need to have created a teacher's web with an index page:

1. Click new - empty web
2. You will have two folders – private and images
3. Rename the first new page as index.htm and save
4. Create as many new pages as needed for the number of pairs in the class. Number or name the pages.
5. You may wish to write something, a merry greeting, perhaps, on the index page.

See next page for a step by step lesson on Front Page

Non-Fiction Texts – Websites

The following is designed to be used as a basic introduction to front page. Take the pupils through step by step. Swap pairs of pupils A and B as necessary. Allow them time to experiment. Allow yourself time to experiment!

In pairs: - name A and B.

What is Front Page?

It is a program for designing web pages.

It is a wysiwyg program (What You See Is What You Get)– but! Can have 'glitches' sometimes – so beware.... what you see is not always what you get!

Pupil A Opening and creating webs and pages

1. Open front page programme (Start menu – (office or programmes) – Front Page)
2. Open your page and save as pair name eg alexsam.htm (nb – no spaces in filenames for the internet and a maximum of 8 characters!) Must have .htm extension.

Get rid of the folder view so you can just see your page (*View – page*)

B Working on your page

Give it a title

Change the font – but only use arial, times new roman, comic sans, verdana or helvetica or tahoma because others won't work sometimes!

Change the font size

Change the font colour

Centre your title

View html – click on the html tab at the bottom of the screen. Switch back to normal view.

Save your work

Give it a page title - *File – save as – change title*. This is important because it is what appears on the top of the visitor's page.

A Using tables

Tables are an easy way to organise your web pages into columns, chunks etc

Insert a two column, two row table (or three columns if working in a three)

Give your column (the one on the left) your own name

Write a paragraph about you in the cell underneath – your name, your interests, your family, your pets, your favourite TV show etc.

Give this cell a different background colour (*right click – cell properties – format background*)

Put a box around the cell above (*right click- cell properties-style-format border*)

B Repeat using tables

Give your column (the one on the right) your own name

Write a paragraph about you in the cell underneath

Give this cell a different background colour

Put a box around the cell above

Using hyperlinks

What are hyperlinks? There are two sorts – they can either link you to a different page, or link you to a different place on the same page (this is called a bookmark or named anchor).

Underneath your table type 'Click here to go to our home page'
Select what you have just typed
Click on the hyperlink icon and link it to the index (home) page
Click ok.
Click on the preview tab. And check that the link has been made.

A. Changing page properties

Change the background colour (*right click – page properties – background*)
Change the hyperlink properties and colours (*as above – change hyperlink colours*)

B. Testing your page

Go back to folder view
Click on Preview in browser – see if the links work!???

Extension activities

Pictures

Insert a picture to go with your writing about each of you
Format the picture by using the tools at the bottom of your screen (eg increase brightness, bring forward, increase contrast, crop etc)
Add some alt.text to your picture – a caption
Make your picture a hyperlink to another page!

Bookmarks

Insert a bookmark called TOP at the top of your page
Add a hyperlink at the bottom of your page called Go To Top of Page

Formatting

Try adding a list (eg of your family)
Table formatting – change the size and shape of columns
Add another row, merge it and put your home hyperlink in the bottom row

Enable hyperlink rollovers

You could also use resource 8 – Creating web pages in Front Page. For this you would need to create a page containing the text in the right column and copy this several times for pairs to access and amend.