

## Internet Basics, Lesson 1: Connecting to the Internet

<b>Northstar Digital Literacy Standards</b> <i>This lesson aligns with the following standard/s.</i>	<b>Vocabulary</b> <i>This lesson focuses on the following digital literacy terms.</i>
1. Identify the different ways a person can connect to the internet. 2. Demonstrate knowledge of browsers and identify commonly used browsers. 4. Identify top-level domains (e.g., .edu, .com, .org). 10. Identify address bar and demonstrate understanding of its functionality.	<b>address bar</b> <b>browser</b> <b>cable/DSL</b> <b>top-level domain</b> <b>internet</b> <b>web address/URL</b> <b>wireless (WiFi)</b>

### Technology Concepts

*Important lesson background and teaching tips for instructors*

In this lesson, learners will practice how to connect to the **internet**. Learners will begin to recognize hardware that connects computers to the **internet** and be able to identify the icons for various **internet browsers**. They will also learn to accurately write a **URL** into the **address bar**.

**Teaching Tips:**

- Be sure to point out the auto-complete feature. Some learners may not notice 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.
- Depending on your site, you might also need to show learners how to connect to WiFi.

<b>Teacher Prep Guide</b> <i>Follow these steps to prepare for teaching this lesson</i>	
General Prep	<input type="checkbox"/> <b>Confirm how to connect lab computers to the internet.</b> <input type="checkbox"/> <b>Prepare to project <a href="#">Reference A</a> for Model &amp; Explain 1.</b>
Do It Together 1	<input type="checkbox"/> <b>Copy <a href="#">Handout A</a> for each learner.</b>
Do It Together 2	<input type="checkbox"/> <b>Copy <a href="#">Handout B</a> for each learner (half sheet).</b>
Task	<input type="checkbox"/> <b>Copy <a href="#">Handout C</a> for each learner (half sheet).</b>
Vocabulary Work	<input type="checkbox"/> <b>Copy <a href="#">Handout D</a> for each learner.</b>

## 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.

- ◆ What have you used the **internet** for in the past?
- ◆ What can you use the **internet** for?
- ◆ What do you want to use the **internet** for?

## 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:

recognize different ways to connect to the **internet**.

open an **internet browser**.

write a **web address** or **URL** into the **address bar**.

understand the meaning of the letters at the end of a website (.com, .org)

## 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.

### What is the internet?

→ Say to learners:

- ◆ "You can use the **internet** to do a lot of things: buy things, watch videos, listen to music, find directions."
- ◆ "The **internet** is something that lets computers talk to other computers in the world."
- ◆ "When you use the **internet**, your computer communicates with another computer to get information."
- ◆ "For example, if you want to look for shoes on Amazon's website, your computer communicates with Amazon's computer and asks for the information."

→ Project pictures of **internet** hardware on [Reference A](#).

→ Say to learners:

- ◆ “In order to communicate with another computer, your computer needs to connect to the **internet**. Some computers use wires called **cable/DSL**. Other computers connect **wirelessly**, using a **wireless** router. Also, smartphones can connect to the **internet wirelessly** using cell phone data.”

→ Say to learners:

- ◆ “To use the **internet**, computers use something called an **internet browser**. A **browser** is a tool that helps you use the **internet**. There are many different **browsers**. Some popular **browsers** are Chrome, Firefox, Safari, and Edge.”

→ Project pictures of the **browser** icons on [Reference A](#).

→ Using the projected computer, demonstrate to learners how to:

- ◆ Make sure the computer is connected to the **internet**.
- ◆ Open an **internet browser**.

## 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.*

→ Give [Handout A](#) to learners.

→ Learners work in pairs to circle each item that can connect to the **internet** and to circle each of the **internet browser** icons.

→ As a class check answers and ask learners:

- ◆ “What items can connect to the **internet**?”
- ◆ “Which of these are **internet browsers**?”

## 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.*

### Web Addresses

→ Say to learners:

- ◆ “If you want to call someone, you call their phone number. Computers have something similar to a phone number called a **web address** or a **URL**. For example, the **URL** for Facebook’s website is facebook.com.”

→ Project and show learners the **address bar** in a **browser**.

→ Say to learners:

- ◆ “In a **browser**, you write the **web address/URL** into a place called the **address bar**.”

→ Type a **web address** and go to a website.

→ Say to learners:

- ◆ “Just like a phone number, it is very important that you do not make mistakes. If you make a typing mistake, you will go to the wrong website.”

→ Write a **web address** incorrectly, such as ‘amazo.com’ in the **browser** to model this.

→ Say to learners:

- ◆ “All websites end in something like “.com.” The .com at the end is called a **top-level domain**. The **top-level domain** helps you know what kind of website it is. For example, lots of websites from Canada end in .ca or in the United Kingdom they end in .co.uk.”

## 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 B](#) to learners.
- Remind learners that correct **web addresses**:
  - ◆ Do NOT have spaces
  - ◆ Do have one dot before the **domain**
  - ◆ Do include a **domain**, such as .com
- Learners work in pairs, with teacher support, to identify and fix the errors in the **web addresses** on [Handout B](#).
- Review answers together as a class. Write the correct **web addresses** on the board to use in Pair Explore (list included below).
  - ◆ amazon.com
  - ◆ google.com
  - ◆ target.com
  - ◆ yahoo.com
  - ◆ cnn.com

## 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.

- Ask learners to work in pairs to open the websites written on the board (from Do It Together 2).
- If pairs finish early, encourage them to practice going to other websites they know.

## Task

Learners practice skills by completing an authentic task/s.

- Say to learners:
  - ◆ “There are four common **top-level domains** you should know. These **top-level domain** names are used a lot and help you understand what a website is for. **Top-level domain** names are .com, .org, .edu and .gov. In this activity, you will go to some websites to find the meaning of these **top-level domains**.”
- Give [Handout C](#) to learners.
- Learners go to the websites listed in [Handout C](#). Learners work in pairs/small groups to guess what the **top-level domains** mean.
- Review answers as a class when finished.
  - ◆ .edu - universities/colleges (not K-12 schools); short for ‘education’
  - ◆ .gov - governments

- ◆ .org - organizations
- ◆ .com - businesses; short for 'commercial'

## Vocabulary Work

*Learners practice vocabulary presented within the lesson.*

- Give [Handout D](#) to learners.
- Learners work in pairs to write the correct words in the table under the pictures in [Handout D](#).
- Check answers together as a class.

## Wrap-Up





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

- Write the following questions on the board.
- Learners work in pairs to discuss the following questions:
  - ◆ "How can my computer connect to the **internet**?" (**wireless, cable DSL, through smartphones**)
  - ◆ "Tell me the name of an **internet browser**." (Chrome, Firefox, Safari, Edge)
  - ◆ "What do you call the address for a specific website?" (**Web address/URL**)
  - ◆ "Where do you write a **web address** or **URL**?" (**address bar**)





Reference A

# Connecting to the Internet

Hardware:

 		
Wireless Router	Cable/DSL	Smartphone





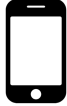

Internet Browsers:

			
Chrome	Firefox	Safari	Edge










Handout A

Connecting to the Internet

Directions for Hardware: Circle the items that can connect a computer to the internet.

		
Wireless router	Printer	Cable/DSL
		
Lightbulb	Smartphone	Power plug

Directions for Internet Browsers: Find and circle the internet browsers.

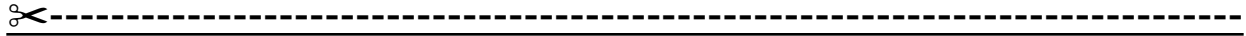
		
		
		

**Handout B**

**Web addresses/URL**

*Directions: Fix the mistakes in the URLs below.*

<b>Wrong</b>	<b>Right</b>
amazoncom	<i>amazon.com</i>
google .com	
target..com	
yahoo.con	
cnncom	



**Web addresses/URL**

*Directions: Fix the mistakes in the URLs below.*

<b>Wrong</b>	<b>Right</b>
amazoncom	<i>amazon.com</i>
google .com	
target..com	
yahoo.con	
cnncom	



Handout C

**Common Top-Level Domains**

Directions: Go to these websites. Look at the content and try to guess the meaning of the top-level domain.

<b>.edu</b>	<b>.gov</b>	<b>.org</b>	<b>.com</b>
umn.edu harvard.edu austincc.edu	state.gov cdc.gov epa.gov	hclib.org nhm.org spps.org	cnn.com ebay.com target.com

**.edu** is for \_\_\_\_\_

**.gov** is for \_\_\_\_\_

**.org** is for \_\_\_\_\_

**.com** is for \_\_\_\_\_



**Common Top-Level Domains**

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<b>.edu</b>	<b>.gov</b>	<b>.org</b>	<b>.com</b>
umn.edu harvard.edu austincc.edu	state.gov cdc.gov epa.gov	hclib.org nhm.org spps.org	cnn.com ebay.com target.com

**.edu** is for \_\_\_\_\_

**.gov** is for \_\_\_\_\_

**.org** is for \_\_\_\_\_

**.com** is for \_\_\_\_\_



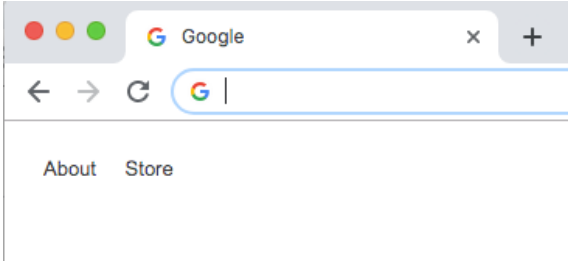

Handout D

Connecting the Internet - Vocabulary

Directions: Write the correct words under the pictures.

Vocabulary:

address bar	browser	cable/DSL
top-level domains	web address/URL	wireless router

	
	<u><a href="http://www.nytimes.com">www.nytimes.com</a></u>
<p>.org .edu .com .gov</p>	



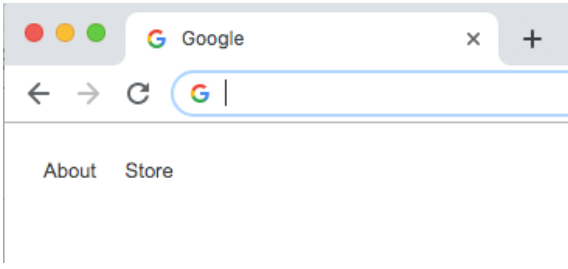

Handout D (ANSWERS)

## Connecting the Internet - Vocabulary

Directions: Write the correct words under the pictures.

**Vocabulary:**

address bar	browser	cable/DSL
top-level domains	web address/URL	wireless router

	
wireless router	browser
	<u><b>www.nytimes.com</b></u>
address bar	web address/URL
.org .edu .com .gov	
top-level domains	cable/DSL