# NORTHSTAR DIGITAL LITERACY
**A program of Literacy Minnesota**

## Internet Basics, Lesson 5: Search Results

| Northstar Digital Literacy Standards<br>*This lesson aligns with the following standard/s.* | Vocabulary<br>*This lesson focuses on the following digital literacy terms.* |
|---|---|
| 12. Perform internet search using clear parameters (terms and filters). | **description**<br>**link**<br>**right click**<br>**search bar**<br>**search results**<br>**web address** |

### Technology Concepts
*Important lesson background and teaching tips for instructors*

In this lesson, learners will practice analyzing the **results** of a Google search in order to identify the best **search results**. Google searches can deliver hundreds of websites - it is important for learners to gain experience reading the **blue links** first to identify websites more likely to have the information they are looking for. They should also identify the **web address** for the **result** of their search.

**Teaching Tips:**
- A Google **search results** page can vary widely - some searches give you maps, others will give you images. Show learners how the Google **search results** page changes depending on what you are searching for.
- This lesson was written around Google but will work for other major search engines, including Bing and Yahoo.

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

| General prep | ❏ **Prepare to project Reference A for Pair Explore.**<br>❏ **Prepare to project Reference B for learners who need extra spelling support.** |
|---|---|
| Task | ❏ **Copy Handout A for each learner.**<br>❏ **Copy Reference B, if desired.** |
| Vocabulary Work | ❏ **Copy Handout B for each learner (half sheet).** |

## 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 <u>think</u> about questions projected on screen, then discuss in <u>pairs</u> for two minutes, and finally <u>share</u> together as a class.*

◆ Where are your favorite places to shop?
◆ Why are these stores your favorite places to shop?
◆ If something you want was available at many stores, how would you decide which store to buy it from?

## 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:**

read the **results** of a Google search to identify the best websites to find the information you're looking for.

open a **link** in a new tab using **right click**.

## 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 Results</u>
➔ Say to learners:
◆ "When you use Google to search for information, Google will find many websites that may help you find what you are looking for. For example, if searching for 'running shoes', Google will find every website that has something about running shoes."
➔ Project your screen.
➔ Open a Google browser and enter 'running shoes' into the **search bar**.
➔ Show learners the **results**.
➔ Say to learners:
◆ "Each of these **links** goes to a different website. All of these links are called **results**."
◆ "The <u>blue</u> letters are a **link** that goes to the website. When you use Google, read the <u>blue</u> letters first. The blue letters tell you what is on the website."
◆ "You should also look for the **web address** (**URL**). The **web address** will start with http." "
◆ "The bottom <u>black</u> words are a detailed **description** of what is on the website."
➔ Click a **link** and show the learners what is on the website. Click the back button to go back to the **results**.

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## 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 while referring to a Google search result for 'running shoes':
- ◆ "What are the blue letters?" (a **link** to the website)
- ◆ "What is the **web address** for this result?"
➔ With your screen projected, point to a result on the search for 'running shoes' and ask learners:
- ◆ "What website does this **link** go to?"
- ◆ Learner answers will vary based on the **web address/URL**, *i.e.* "Amazon" or "Nike."
➔ Tell learners to write 'computer bag' into the **search bar** on their computer.
- ◆ Ask learners to count how many **results** on their page go to 'Amazon' (or another retailer/store).

## 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.*

### Opening Links in New Tabs

➔ Say to learners:
- ◆ "If you want to compare shoe prices on a few different websites, you can **right click** to open a **link** in a new tab. When you open a **link** in a new tab, you can open more than one website and compare them."
➔ Show learners the following:
- ◆ **Right click** a couple **links** to open them in new tabs.
- ◆ Show learners different tabs and compare items.
- ◆ Return to the **results** page.

## 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.*

➔ Write the following questions on the board.
- ◆ "How do you open a **link** in a new tab?" (**right click**)
- ◆ "Where does the new tab open?" (at the top)
➔ Have learners turn and talk and then share out.

## 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.*

➔ Model how to complete the Pair Explore by doing the following on a projected computer:
- ◆ Search for something to buy.
- ◆ Open three **links** in new tabs.

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- ◆ As a class, decide which item is best.
- ➔ Project **Reference A**. Then, in pairs, learners try to:
  - ◆ Search for something you want to buy.
  - ◆ Choose and open three **links** in new tabs.
  - ◆ Decide which one to buy.
- ➔ Have pairs share with the class about one item they decided to buy.

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

- ➔ Give learners **Handout A**.
- ➔ Model how to complete the assignment by filling out one table in the handout (see **Handout A example**.)
- ➔ Learners write down three things they want to buy.
  - ◆ Project/Give **Reference B** to support learners who have a difficult time identifying items to search for.
- ➔ Learners will search Google for the items on their shopping list.
  - ◆ They should **right click** on three **links** and write down the name of the store and the price.
- ➔ After learners complete their Google searches. Write or project the following questions. Ask learners to write their answers for each item they search for. Then, share as a class.
  - ◆ What item did you search for?
  - ◆ Where did you find the best price for that item?
  - ◆ Would you purchase the item from the site with the best price? Why or why not?

## Vocabulary Work
*Learners practice vocabulary presented within the lesson.*

- ➔ Give learners **Handout B**.
- ➔ Learners label the text samples using lesson vocabulary.
- ➔ Check answers together as a class.

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

- ➔ Project a Google search results page for 'computer mouse.'
- ➔ Ask learners the following questions:
  - ◆ "On the **results** page, what are the blue words?" (**links**)
  - ◆ "What is the **web address** for the first result ?"
  - ◆ "What should you read first on a **results** page?" (the blue letters)

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*Directions: Complete the following steps with your partner.*

1. Choose one item you want to buy.

2. Use Google to search for the item you want to buy.

3. Choose and open <u>three different links</u> in three <u>new tabs</u>.

4. Decide which item to buy.

# Shopping List Suggestions

| | | |
|---|---|---|
| Phone case | Television | Sofa |
| Umbrella | Shoes | Lamp |
| Coat | Laptop | Candle |
| Box of chocolates | Purse | Desk |
| Backpack | Jeans | Watch |

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## Shopping List

*Directions: Write down 3 things you want to buy:*

| | |
|---|---|
| Item 1: _____ | Item 3: _____ |
| Item 2: _____ | |

*Directions: Search for your shopping list on Google. Write down the **prices** from **3 different online stores.***

Item 1:_____

| Name of Online Store | Price |
|---|---|
| | |
| | |
| | |

Item 2: _____

| Name of Online Store | Price |
|---|---|
| | |
| | |
| | |

Item 3: _____

| Name of Online Store | Price |
|---|---|
| | |
| | |
| | |

# Shopping List

*Directions: Write down 3 things you want to buy:*

1.  Computer Bag
2.  Lamp
3.  Men's dress shoes

*Directions: Search for your shopping list on Google. Write down the **prices** from **3 different stores.***

Item 1: Computer Bag

| Name of Store | Price |
|---|---|
| Amazon | $10 |
| Target | $12 |
| Best Buy | $20 |

Item 2: Lamp

| Name of Store | Price |
|---|---|
| Amazon | $16.99 |
| Target | $19.50 |
| Home Depot | $25.99 |

Item 2: Men's dress shoes

| Name of Store | Price |
|---|---|
| Amazon | $36.98 |
| Target | $23.99 |
| Zappos | $53.99 |

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# Reading Search Results

*Directions: Label the text below with the vocabulary words.*

| link | web address | description |
|------|-------------|-------------|

How to Write a Resume | Monster.com

https://www.monster.com/how-to-write-a-resume

Need some basic information about **writing a resume** and making it stand out? Or maybe your looking for advice on how to...

✂---------------------------------------------------------------------------------

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