



Learner Analysis

1. General Characteristics:

Approximate Age	➤ There are twenty students that are approximately 8-9 years of age.
Education and Ability Levels	➤ Students are currently enrolled in 3 rd grade. ➤ Three students are labeled gifted & talented. ➤ Reading abilities range from 1.8 to 6.3. ➤ All students are in regular education.
Behavior Considerations	➤ There are no unordinary behaviors. ➤ Class can be very talkative.
Previous Experience with the Topic	➤ Students may know more about information security than their teacher. ➤ Students have passwords for logging onto LAN system. ➤ Students have passwords for Accelerated Reader.
Attitudes Toward Content	➤ My students are generally from above average socio-economic families and are not overly excited about computers. ➤ None of the students are uncomfortable using computers.
Attitudes Toward Content Provider	➤ Students have a strong rapport with Mr. Perdue. ➤ Students feel comfortable asking appropriate questions.

2. Entry Competencies:

Prior to the start of instruction, students should:

- be able to login into the system.
- have experience with the Internet.
- know basic word processing skills.

3. Learning Styles:

Instructional Strategies to Use:

- cooperative learning
- role playing
- simulations
- hands-on activities
- projects
- discussion

Instructional Strategies to Avoid:

- long lectures
- anything that overwhelms

Objectives

1. Through the use of the Internet, the third grade students will be able to locate kid friendly search engines on a consistent basis.
2. While writing reports, the third grade students will demonstrate an ability to effectively use kid friendly search engines to find pertinent information about a chosen topic at least 75% of the time.

Because of word processed researched documents being created, the third grade students will be effective at managing every file that has been accumulated.

Learning Process

1. Preview the Materials

- The teacher will preview all materials before instruction begins. This includes:

Materials	Select & Use / Modify / Design
Interest Inventory	Design: To be administered in the classroom.
Books	Select & Use: school/public libraries
LCD Projector	Select & Use: computer lab
Internet	Select & Use: computer lab: Certain search engines and sites will be used by students.
Student Writing Center	Select & Use: computer lab
Pictures/Tables	Select & Use / Modify / Design: The enrichment exercise will have students going back into their Internet searches and finding pictures and tables that can supplement their projects. The selected items can be changed to the desire of the student.

2. Prepare the Materials

- The teacher will interview the students to gather information on what subject matter they would like to have for their research topic.
- The teacher will gather library books that reflect the students' interest that can be used as reference material for their research.
- The teacher selects the materials. The books are selected to reflect students' reading abilities.

3. Prepare the Environment

- The teacher will arrange the LCD projector in the computer lab in an efficient manner. All students will benefit from this presentation.
- Students will use previous computer lab guidelines that have been established by the teacher.
- Students will be reminded repeatedly to be patient when on the Internet. The teacher and teacher's aid will be stretched thin when helping students that have no prior experience with Internet use.

4. Prepare the Learners

- Internet permission slips will be taken care of prior to implementing any of the lesson procedures.
- The interest inventories that are given in the beginning will also act as a motivator for students. Students are encouraged to think of topics that interest them.
- The LCD projector will be used by the teacher to demonstrate to students how to operate the Internet.
- The teacher will stress to students the importance of being patient, especially in the early going.

5. Provide the Learning Experience

- (Day 1) Students will be given an opportunity to select a research topic. The topic may be about anything that the students find interesting. An interest inventory may help students decide.
- (Day 2) Students will check out books from the school library and books from me that I have gotten from the public library. These books will give background knowledge to students about their chosen topic. Adequate time will be given for students to review these books. They may also take them home.
- (Days 3-5) The teacher will demonstrate for the class, during whole group instruction in the computer lab, how to search for information on the Internet. A LCD projector will be used for this demonstration. Students will then practice using the Internet in the computer lab. They will be given time to search for information about their topic. They will use kid friendly search engines that the teacher has chosen for them. The use of a computer lab assistant will help students appropriately keep on task. This will also help to estimate the percentages of times students found pertinent information with their keyword searches.
- (Days 6-8) By now, students have lots of information that they can apply to their research reports. The reports must be written on notebook paper. Also, students must list where they received their information. All they will need for the completion of their bibliography is the name of the book or the name of the web site.
- (Days 9-10) Students will now word process their research reports that they have handwritten. They will use *Student Writing Center*. They are familiar with this program. The other writings they have done are with this software. Before they print a hard copy, they must save their document along with the other documents they have saved on their disks. Therefore they know how to do this.
- (Enrichment) Students may add graphic aids such as pictures or tables by going back to the Internet and finding them.

Participation Checklist

Object #	Activity	Learner Participation
1,2,3	Students will be given an opportunity to select a research topic. The topic may be about anything that the students find interesting. An interest inventory may help students decide.	Students must actively be involved in working to obtain objectives. By choosing a topic of their choice, motivation has been established.
3	Students will check out books from the school library and books from me that I have gotten from the public library. These books will give background knowledge to students about their chosen topic. Adequate time will be given for students to review these books. They may also take them home.	This information will direct students in their writings. The writings will be word processed by the students and then filed according to their file management specifications.
2,3	The teacher will demonstrate for the class, during whole group instruction in the computer lab, how to search for information on the Internet. A LCD projector will be used for this demonstration. Students will then practice using the Internet in the computer lab. They will be given time to search for information about their topic. They will use kid friendly search engines that the teacher has chosen for them. The use of a computer lab assistant will help students appropriately keep on task. This will also help to estimate the percentages of times students found pertinent information with their keyword searches.	This activity requires students to actively use the Internet. More specifically they will be using the kid friendly search engines.

Using Kid-Friendly Search Engines by Sam Perdue

1,2,3	By now, students have lots of information that they can apply to their research reports. The reports must be written on notebook paper. Also, students must list where they received their information. All they will need for the completion of their bibliography is the name of the book or the name of the web site.	This activity does not apply directly to any of the three objectives. However, it is critical for students to have this step to give meaning to this project. Requires students to utilize research in a rough draft.
3	Students will now word process their research reports that they have handwritten. They will use <i>Student Writing Center</i> . They are familiar with this program. The other writings they have done are with this software. Before they print a hard copy, they must save their document along with the other documents they have saved on their disks. Therefore they know how to do this.	Students now apply their skills to reinforce the importance of file management.
1,2	(Enrichment) Students may add graphic aids such as pictures or tables by going back to the Internet and finding them.	The kid friendly search engines will be applied for more practice to become more proficient at using the Internet.