



Unit 2.5 – Effective Searching



Year Group: 2
Number of
Lessons: 3

From **2**simple



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Introduction

Skillful searches are essential for 21st-century learning and information literacy. With abundant information at our fingertips, it is important to teach and reinforce good searching. In Lesson 1, the pupils will look at the Internet, the web, browsers and search engines. After becoming acquainted with the basics of the Internet and how it works, students will be ready to dive into searching with Google.

In Lesson 2, you will teach the pupils the basics of search: where to type in their query and how to understand the pages of results. The pupils will look at the main pages and buttons they will encounter while using search engines.

These lessons allow the children to develop an understanding of what the Internet is. It will also give them the basic tools to help them search for information more effectively.

The lessons are not tied to a browser but the screenshots are all from Chrome.

Some of the resources and tasks have been adapted from those published by Google under Creative Commons Attribution-ShareAlike: <https://sites.google.com/site/gwebsearcheducation/lessonplans>.

These lesson plans make use of the facility within Purple Mash to set activities for pupils that they can then complete and hand in online (2Dos). This enables you to assess their work easily as well as distribute resources to all pupils. If children have not opened 2Dos before, they will need more detailed instructions about how to do this.

If your pupils do not have individual logins for Purple Mash, we can help you with this. Contact your school Purple Mash administrator or email us at support@2simple.com.

A teacher's guide to 2Dos can be found in the Teacher section: [2Dos Guide](#).



Year 2 – Medium-term Plan

Lesson	Aims	Success Criteria
<u>1</u>	To understand the terminology associated with searching.	<ul style="list-style-type: none"> • I can recall the meaning of key Internet terms. • I have completed a quiz about the Internet.
<u>2</u>	To gain a better understanding of searching on the Internet.	<ul style="list-style-type: none"> • I can identify the basic parts of a web search engine search page. • I have learnt to read a web search results page. • I can search for answers to a quiz on the Internet.
<u>3</u>	To create a leaflet to help someone search for information on the Internet.	<ul style="list-style-type: none"> • I have created a leaflet to consolidate my knowledge of effective Internet searching.



Lesson 1

Aims

- To understand the terminology associated with searching.

Success criteria

- I can recall the meaning of key Internet terms.
- I have completed a quiz about the Internet.

Resources

Unless otherwise stated, all resources can be found on the [main unit 2.5 page](#). From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- [Introduction to the Internet](#).presentation.
- [Internet quiz](#); this is available as a Purple Mash quiz that you can set as a 2Do for your class. It is also available as a paper-based version to photocopy for your class: [Internet Quiz – Lesson 1 – Worksheet 1](#).
- The answers are at [Internet Quiz – Lesson 1 – Worksheet 1 – Answers](#).

Activities

1. Share the learning objectives and success criteria.
2. Use the presentation 'All about Search Engines'.
3. Ask the class to complete the worksheet or quiz based upon what they have learnt.
4. Some children may benefit from working in smaller groups with an adult.



Lesson 2

Aims

- To gain a better understanding of searching the Internet.

Success criteria

- I can identify the basic parts of a web search engine search page.
- I have learnt to read a web search results page.
- I can search for answers to a quiz on the Internet.

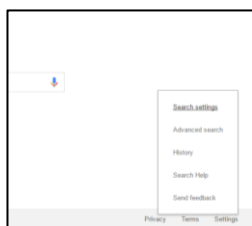
Resources

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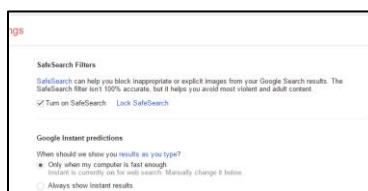
- ['Effective Search'](#) presentation.
- A search engine. For the lesson screen shots, Google has been used as this is what many of the children will be familiar with at home.
- [Lesson 2 – Worksheet 1](#) – Finding out about dinosaurs. Each child will need a copy; this is at the end of this document.
- [Lesson 2 – Worksheet 1 – Finding out about dinosaurs – Answers](#).
- [Dinosaur Quiz](#).

Activities

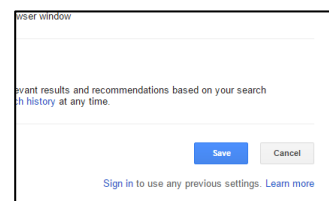
1. Share the learning objectives and success criteria with the children. Recap the learning from the last lesson.
2. Although your school Internet access is likely to be filtered, it is advisable to make sure that the Google Safe Search filters are turned on before the lesson. To do this:



Click on Settings at the bottom right of the Google home page and then click Search Settings.



Turn on SafeSearch by clicking in the box. This can help you block inappropriate or explicit images from your Google Search results. The SafeSearch filter isn't 100% accurate, but it helps you avoid most violent and adult content.



Scroll down to the bottom of the screen and click Save.



Purple Mash Computing Scheme of Work – Unit 2.5 – Lesson 2

3. Show the children Slide 2. Who has seen this screen before? What does it do? Explain that this screen is called a search engine. Do the children know of any other search engines?
4. Ask the children how they use the search engine on Slide 2. Note we are using www.google.co.uk rather than www.google.com. This means the answers from UK sites will be given preference.
5. Show the children Slide 3. Show them where to enter their search terms into Google's search bar. Demonstrate that they can click the Google Search button or just hit Enter. Run a quick search for 'Dinosaurs' and ask the students to observe what happens.
6. Show the I'm Feeling Lucky button and ask students what they think that button does. Explain the button takes me directly to the page Google would suggest as the top link in my search results.
7. Slide 4. Look at the results after you search. What kind of results have appeared on the screen? (Your results may appear slightly differently.)

The image shows a screenshot of a Google search for 'Dinosaur'. The search bar at the top contains the word 'Dinosaur'. Below the search bar, the results are displayed. Callout boxes point to various elements:

- Number of results and time taken to search:** Points to the text 'About 61,500,000 results (0.47 seconds)'.
- Top two answers are online encyclopaedias:** Points to the first two search results, 'Dinosaur - Wikipedia' and 'Dinosaur Facts | Types of Dinosaurs | DK Find Out'.
- Images:** Points to the 'Images' section on the right, which shows a grid of dinosaur-related images.
- Key information:** Points to the 'Dinosaur' knowledge panel on the right, which includes scientific classification and lower classifications.
- YouTube videos:** Points to a video thumbnail in the search results.

8. Show Slide 5. Look at the list of different search tools in the upper left corner of the Google homepage. Ask the students if they have used any of these. Click on them to show the different kinds of results they produce.
9. Explain that as well as searching for words we can also ask the search engine a question. For example, if we want to find out how tall a Tyrannosaurus Rex was, we can type the question into the search engine. Show the children the answers.
10. Why is asking questions a more effective way to search than just putting in a word?
11. Ask the class if they have any ideas how search engines like Google give the results that people want? – Google uses very complex computer algorithms to record the search that the millions of users do and what they then select from the results. This means that Google presents the likely things that you want first based upon what other people choose.
12. Can the children relate this to their digital footprint? This was discussed in Unit 2.2 – Online Safety. Google collects information about searches and this can become part of your digital footprint. Adults often have their own logins to search engines like Google which means that their favourite sites are



Purple Mash Computing Scheme of Work – Unit 2.5 – Lesson 2

saved along with things like logins and passwords for other sites. It makes it convenient to use because the adult doesn't have to remember so many passwords but the reason that Google and other search engines can do this is because they sell information about their users to other companies. There are search engines that do not sell your information but because they have many fewer users, their search results might not be as accurate as the better-known search engines.

13. Have a look at <https://duckduckgo.com/> , they are an example of a search engine that does not share data. You could compare the search results for this with Google and let children make an informed choice about which to use.
14. For the next activity, you can either use the worksheet and quiz based around dinosaurs or create your own linked to a curriculum topic. The children use the worksheet [Lesson 2 – Worksheet 1 – Finding out about dinosaurs](#) and then check their answers using the [Multiple-Choice Quiz – Dinosaurs](#).



Lesson 3

Aims

- To create a leaflet to help someone search for information on the Internet.

Success criteria

- I have created a leaflet to consolidate my knowledge of effective Internet searching.

Resources

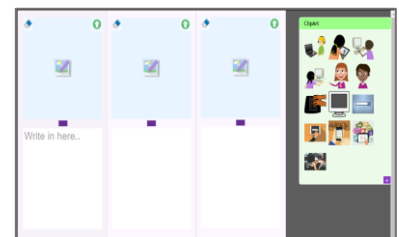
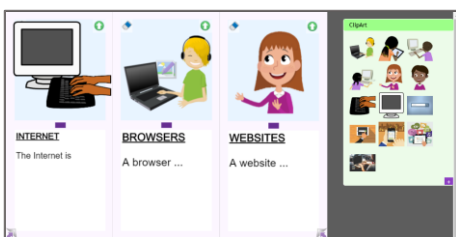
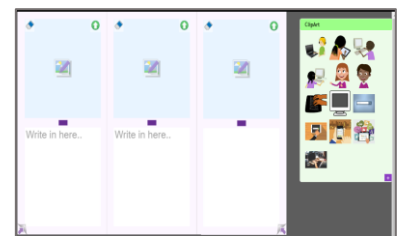
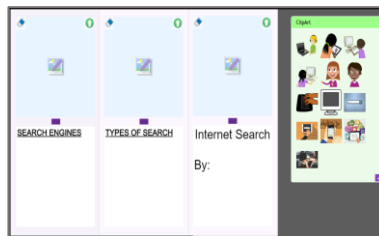
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- [Search Leaflet Example.pdf](#)
- [Search Leaflet Example](#)
- Set one of the following templates as a 2Do for the children in your class. There are three differentiated templates, so you could set different ones for different groups within the class.
 - [Search Leaflet 1](#): This template has the pictures in place and requires the children to finish off the simple sentences. Aimed at lowest-ability children.
 - [Search Leaflet 2](#): This template has heading for each of the sections on the leaflet. The children select clipart from the clipart bank. Aimed at middle-ability pupils.
 - [Search Leaflet 3](#): This template is blank and has a clipart bank of suitable resources. Aimed at upper-ability pupils.

Search Leaflet 1

Search Leaflet 2

Search Leaflet 3



Activities

- Share the learning objectives and success criteria with the children. Recap the learning from the last two lessons.
- Explain that the children will use Purple Mash 2Publish Plus to create a leaflet about the Internet and to help people search for information.



Purple Mash Computing Scheme of Work – Unit 2.5 – Lesson 3

3. Show the children [Search Leaflet Example](#) or [Search Leaflet Example.pdf](#). This is an example of what the children could produce.
4. Explain that you have set a 2Publish template for children to use to create their leaflets. Direct them in how to find the templates within their 2Dos.
5. Children should create their leaflets and refer to what they have previously learnt in the lessons.
6. The finished leaflet can then be printed off and displayed.

Name _____ Date _____

Can you answer these questions about the Internet?



1) Fill in the missing words to help describe what the Internet is.

The I _____ is a n _____ of computers that are c _____ together.

2) What is the difference between the World Wide Web and the Internet?

3) What is the tool that we use to access the Internet called?

Use these pictures as a reminder



Don't forget to turn over and answer the rest of the questions.



4) Put a line under the right answer.

<p>www.2simple.com is a website / webpage</p> <p>www.2simple.com/contact is a website / webpage</p>

5) Complete these sentences

<p>A web address is</p> <hr/> <hr/>
<p>A search engine is</p> <hr/> <hr/>

1. Fill in the missing words to help describe what the Internet is.

The Internet is a network of computers that are connected together.

2. What is the difference between the World Wide Web and the internet?

The World Wide Web is part of the Internet. The Internet also includes email, online gaming and messaging.

3. What is the tool that we use to access the Internet called?

Browser

4. Put a line under the right answer.

www.2simple.com is a website / webpage

www.2simple.com/contact is a website / webpage

5. Complete these sentences

A web address is the way to find a page or site on the Internet.

A search engine is a program to help find pages on the Internet.

Name _____ Date _____

Use a search engine to answer these dinosaur questions.
Remember: typing a question may help you find the best answer.



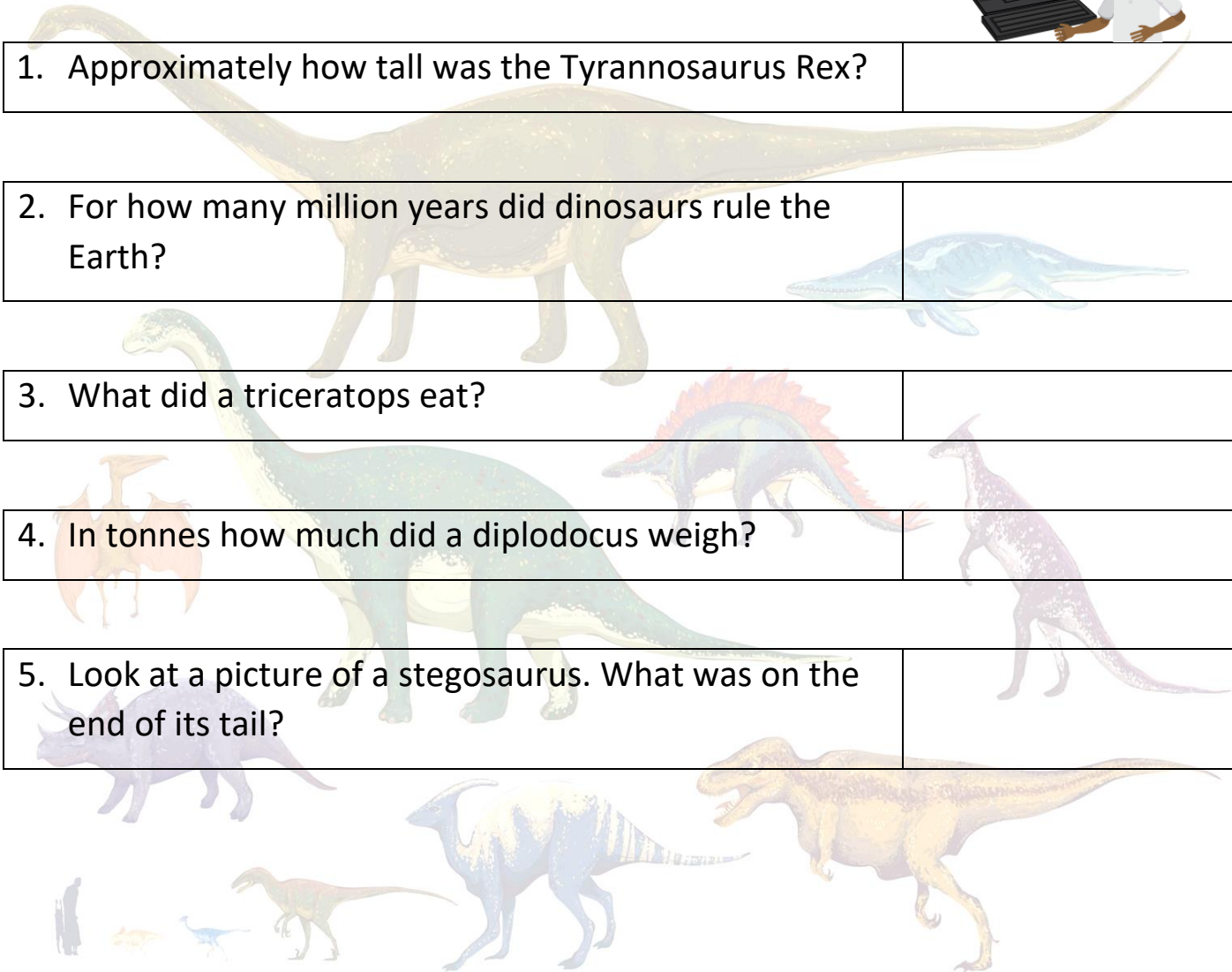
1. Approximately how tall was the Tyrannosaurus Rex?

2. For how many million years did dinosaurs rule the Earth?

3. What did a triceratops eat?

4. In tonnes how much did a diplodocus weigh?

5. Look at a picture of a stegosaurus. What was on the end of its tail?



1. Approximately how tall was the tyrannosaurus rex?	12m
2. For how many million years did dinosaurs rule the Earth?	165
3. What did a triceratops eat?	Plants
4. In tonnes how much did a diplodocus weigh?	15
5. Look at a picture of a stegosaurus. What was on the end of its tail?	Spikes



Assessment Guidance

The unit overview for year 2 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	<p>With support, children can retrieve relevant digital content using a search engine.</p> <p>Children understand the basic terminology of internet, such as: internet, search, webpage and world wide web (Unit 2.5 Lesson 1. Point 2). Furthermore, they can identify the layout points and features of a search engine (Unit 2.5 Lesson 2. Point 11) such as- 'search bar', 'number of results' and 'key information'. Using this knowledge, they can attempt a simple quiz about the internet (Unit 2.5 Lesson 1. Point 3).</p> <p>Using 2Publish+, children can create a leaflet to demonstrate what they have learned- this may demonstrate a limited understanding but is factually correct (Unit 2.5 Lesson 3. Point 4).</p> <p>Children can apply their learning of effective searching beyond the classroom.</p>
Expected	<p>Children can effectively retrieve relevant, purposeful digital content using a search engine.</p> <p>Children understand the terminology (Unit 2.5 Lesson 1. Point 2), layout and features of a search engine (Unit 2.5 Lesson 2. Point 11). Using this knowledge, they can answer a quiz about the internet (Unit 2.5 Lesson 1. Point 3).</p> <p>Children can apply their learning of effective searching beyond the classroom.</p> <p>In lesson 2, children can relate the creation of a digital footprint to their search history and make contributions to the class discussion about this.</p> <p>Most children will plan and create their own leaflet within Purple Mash which shares their learning about safe searching. They will actively seek out the most appropriate template to use from the three suggested ones which will bring their plan to life (Unit 2.5. Lesson 3 Point 3).</p> <p>Most children can successfully find the solutions for answers to a problem or quiz using a search engine (Unit 2.5. Lesson 2). They understand that they don't have to search for just words, they can also ask a search engine a question (Unit 2.5. Lesson 2 Point 8).</p>
Exceeding	<p>Independently, children can effectively retrieve relevant, purposeful digital content using a search engine and can alter the search phrase to yield relevant results. Children understand the terminology (Unit 2.5 Lesson 1. Point 2), layout and features of a search engine (Unit 2.5 Lesson 2. Point 11) and use this to assist with its effective operation. Using this knowledge, they can answer a quiz about the internet (Unit 2.5 Lesson 1. Point 3).</p> <p>Using 2Publish+ children can create a detailed leaflet, containing correct terminology and accurate explanations of the features and layout of effective searching. This consolidates their acquired knowledge (Unit 2.5 Lesson 3. Point 4).</p> <p>Children can apply their learning of effective searching beyond the classroom.</p>