

Unit 2C Finding information

ABOUT THE UNIT

In this unit children learn to search for information held on a CD-ROM. The children are introduced to CD-ROM as a means of storing large amounts of information. They are taught to use menus, indexes and key words to search for pictures and gather information.

Children will apply what they have learnt in this unit when using electronic information sources, such as CD-ROM and the World Wide Web, for other subjects.

WHERE THE UNIT FITS IN

This unit assumes that children:

- can select icons
- can use print-based contents pages and indexes.

TECHNICAL VOCABULARY

- search
- CD-ROM
- menu
- index
- key word
- hot links
- hyperlinks

RESOURCES

- a CD-ROM encyclopaedia that can be searched by menu, index and key word

EXPECTATIONS

at the end of this unit

| | |
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| <i>most children will:</i> | search a CD-ROM purposefully; follow straightforward lines of enquiry |
| <i>some children will not have made so much progress and will:</i> | navigate a CD-ROM |
| <i>some children will have progressed further and will:</i> | search a CD-ROM purposefully; follow straightforward lines of enquiry; choose the most appropriate search techniques for their purposes |

| LEARNING OBJECTIVES | POSSIBLE TEACHING ACTIVITIES | LEARNING OUTCOMES | POINTS TO NOTE |
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| SETTING THE SCENE | | | |
| CHILDREN SHOULD LEARN | <ul style="list-style-type: none"> ◆ Remind the class how they use books to find information and that longer books have indexes to help them find information. Show the class that a CD-ROM contains as much information as several large books by using the buttons to navigate through pages. Discuss ways of finding information on a CD-ROM. | CHILDREN | <ul style="list-style-type: none"> • recognise that CD-ROMs hold large amounts of information • recognise the need to use search tools |
| SHORT FOCUSED TASKS | | | |
| <ul style="list-style-type: none"> • technique: to search using menus | <ul style="list-style-type: none"> ◆ Use a CD-ROM encyclopaedia to demonstrate how to locate information using menus. ◆ Ask the class which item in the menu should be selected to locate particular information, eg selecting 'the seashore' to locate information on crabs. | <ul style="list-style-type: none"> • use menus to locate information | <ul style="list-style-type: none"> • Check that the relevant information can be found. |
| <ul style="list-style-type: none"> • technique: to search using the index | <ul style="list-style-type: none"> ◆ Use a CD-ROM encyclopaedia to demonstrate how to locate information using the index. Demonstrate how to return to the menu/home page. ◆ Ask the class to use the index to locate particular information. | <ul style="list-style-type: none"> • use an index to locate information | <ul style="list-style-type: none"> • Children who find the work difficult could be helped with the first part of the search, eg search on 'animals' and then ask the children to narrow down the search. |
| <ul style="list-style-type: none"> • technique: to search using key words | <ul style="list-style-type: none"> ◆ Use a CD-ROM encyclopaedia to demonstrate how to locate information using a key word. Ask the children to suggest some words to try. Deliberately mistype one word to show that words must be spelt correctly. Show that idiosyncratic words, such as 'kitty', are not recognised. Explain that some items can be found using more than one word, eg information on lions could be found using 'Africa' or 'zoo'. ◆ Ask children to work in pairs to use the CD-ROM to find pictures of animals, eg animals with fur, three animals that live in the sea. Ask them to use a key word to search by name or attribute. | <ul style="list-style-type: none"> • use key words to locate information | <ul style="list-style-type: none"> • Children expect the computer to 'think', eg to understand that 'tiny' means the same as 'small', or to understand incorrect spellings. • Children who have difficulties spelling could be given a card with the name of the animal to be searched. |
| <ul style="list-style-type: none"> • key idea: that information can be connected in different ways at the same time • technique: to use hot links or hyperlinks to navigate a CD-ROM | <ul style="list-style-type: none"> ◆ Use a CD-ROM encyclopaedia to demonstrate how to use hot links or hyperlinks to find more information about a particular subject. Show the class how to retrace their steps using the back and forward buttons. ◆ Ask children to work in pairs to experiment freely with the package. | <ul style="list-style-type: none"> • feel confident navigating a CD-ROM • begin to search for information with some purpose • use hot links and hyperlinks | <ul style="list-style-type: none"> • First explorations should have some purpose and children need to be given time to experiment. • Choose an obvious feature in your task definition so that all groups will succeed in finding information. |
| INTEGRATED TASK | | | |
| <ul style="list-style-type: none"> • to use appropriate search techniques to find information • to use straightforward lines of enquiry | <ul style="list-style-type: none"> ◆ As part of a class project on animals that live in different environments, choose two contrasting areas, eg a pond and a field. Remind the class of the different ways of searching for information on a CD-ROM. ◆ Ask the children to work in small groups to research different habitats on a CD-ROM encyclopaedia. Remind the class to use the back button to retrace their steps if they get lost. Help children to copy information into a word processor and ask them to write one sentence about the animals they found. The sentence should include the key word they used. ◆ Ask the class to compare searching for information on a CD-ROM with searching for information in printed encyclopaedias. Ask them to consider which is quicker or more convenient. | <ul style="list-style-type: none"> • use appropriate techniques and straightforward enquiries to locate information on a CD-ROM | <p>Search facilities vary in complexity and flexibility. Spend some time familiarising yourself with the system.</p> <p>Remind the class that an advantage of using an index or menu is that they know the information is there, a key word might not be.</p> <p>Children with difficulties could be given a habitat from a main menu or the index.</p> <p>Children who are confident searching could be given an unusual or highly specific environment, where the key words are not obvious, eg 'recreation ground'.</p> |



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