What in the World Is the World Wide Web?

by Pat Quinn

Book Summary

Five students from the United States, the United Kingdom, and New Zealand ask author Pat Quinn a range of questions about the World Wide Web. They send in their questions by email.

Features of the Book

- The combination of personal narrative and factual text
- The page layout – borders, inserts, different typefaces, italics
- The information in charts and fact boxes
- Specialised vocabulary – *home page, database, download, browser*
- The introduction and conclusion - "Logging On" and "Logging Off"
- The use of illustrations as well as photographs to show further information

Purpose

What in the World Is the World Wide Web? can be used to introduce and reinforce the following skills:

- **S** retrieving information from text to answer questions;
- **S** using a glossary;
- **S** understanding acronyms;
- **S** using the text as a model for personal writing;
- **S** using keywords to search for information;
- **S** using charts to display procedural text.

The Guided Reading Lesson

- **S** Retrieving information from text to answer questions
- **S** Using a glossary
- **S** Understanding acronyms

Introducing the text

Discuss the cover of the book and the title.
- *Who knows what the World Wide Web is?*
- *Why do you think the word "web" is used to describe it?*

Make a list of all of the web-related words the students know – Internet, email, search engine.

Open the book at pages 2 and 3. Study the layout and discuss the features on these pages – the way they look like a computer screen, the symbols at the top of the pages, and the inserts of author Pat Quinn.
- *Why do you think the pages are presented in this way?*
- *Does the layout of the text make it easier or harder to read and understand?*

Read page 3 together. This explains the format of the book and the author's intentions. Discuss any questions that arise. Explain that definitions for the words in bold can be found in the glossary.

Reading and discussing the text

Ask the students to read chapter 1.
- *As you read, make a note of the words that you need meanings for. Any words in bold can be checked in the glossary on page thirty.*

Discuss the meanings of the words the students have found difficult and clarify any information the students have not understood.

Now ask the students to read chapters 2 and 3 independently. As they read, they could think about the question:
- *What is the difference between the Internet and the World Wide Web?*

A lot of new information is introduced in chapter 3, so you may like to direct the students to read specific sections and provide them with focus questions to think about as they read. For example:

Pages 14–15
- *Why are hypertext links so important?*

Page 16
- *Why does Marcel find the Internet useful when doing homework?*

Pages 17–19
- *How do the circles and arrows help you make sense of the text on these pages?*

Throughout this book, acronyms are used widely. Discuss their use and purpose.
- *What is an acronym? Use your dictionary or look at page thirteen for an explanation.*
- *Why do some people use acronyms when writing or sending email?*

As a quick exercise, the students could write a message to a partner using as many acronyms as they can.
- *Could your partner still read and understand what you wrote?*
- *How many letters did you save?*

The students can now read the rest of the text independently.

Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be used as a mini-lesson at a later time.

S Using the text as a model for personal writing

✎ Using the text in the book as a model, the students could write profiles of themselves and ask questions they would like answered on a particular topic. The topic may be related to a theme you are studying in science or social studies. Before they begin, discuss open and closed questions and how the students can phrase their questions to get the most relevant information.
- *What happens if you ask a question that can be answered with "yes" or "no"?*

Use a selection of their questions as the basis for the next activity.

S Using keywords to search for information

The students could brainstorm keywords that could be used to research their questions. Suggest that several students use the Internet to find the information. The others could use the school library for their research. You may want to revise using an index before the students begin.

When the students have finished, ask:
- *Which group was quickest? Why was that?*
- *Which information source was the most useful? How do you judge that?*
- *Which source was the most up to date, the library or the Internet? Which was the most accurate?*
- *Did both groups find the same sorts of information?*

✎ The students could write a comparison of the two sources of information listing the pros and cons of each method. To reinforce the process of using keywords as a search tool, the students could complete the blackline master on page 72.

S Using charts to display procedural text

✎ Ask the students to write a list of simple instructions explaining how to search for information on the Internet or send an email. They could display their instructions in chart form using bullet points. Suggest that the students look at the examples of charts in the book before they begin.