Grade: 4th
Strategy: Visualizing
Technique: Story Mapping
Text Type: Media Literacy

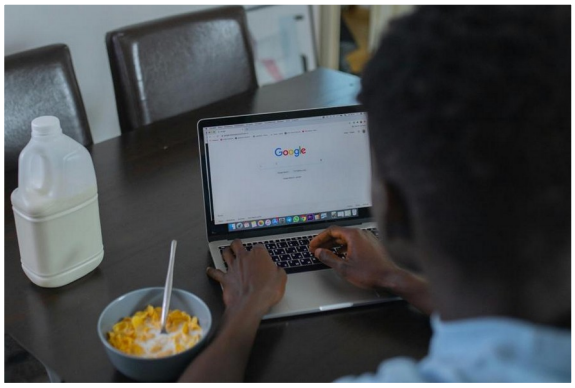
Navigating the Internet

Aims of the Lesson

- Enable students to use the **Story Mapping** strategy to identify key concepts related to navigating the internet.
- Help students understand **sequence expressions** (First, Next, Then, Finally) to organize how internet searches work.
- Encourage students to compare and refine their story maps to deepen their understanding of safe internet navigation.

Lesson Plan: Story Mapping – Navigating the Internet
Process Phase 1: Planning (Teacher's Perspective)

- Selects and introduces key time/sequence expressions such as **First, Next, Then, Finally**.
- Prepares a **story map template** with sections for Beginning, Middle, and End.
- Show image related to internet navigation and asks students to describe them.
- Writes key words **Internet, search engine and website** on the board and explain them
  - **Internet** :A giant web that connects computers, phones, and other devices all over the world. It helps us find information, watch videos, and send messages.
  - **Search Engine**: A special website, like Google, that helps people find information by typing in words. It shows a list of websites related to what you are looking for.
  - **Website**: A place on the internet where you can read information, watch videos, or play games. Each website has a unique address and different topics.



Cognitive Stage 1: Pre-Reading (Student's Perspective)

- Observes images and keywords to predict what the text will be about.
- Uses these clues to create a **map** of internet navigation.

Process Phase 2: Teaching (Teacher's Perspective)

- Divides students into small groups and assigns each group a section of the story map:

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- **Group 1:** What is the internet?
- **Group 2:** How do we search for information?
- **Group 3:** What are search engines and browsers?
- **Group 4:** Why is online safety important?

- Guides students to read the text and fill in their section of the story map using **key time expressions**.
- Encourages students to write only **key words** to mark important ideas.

Cognitive Stage 2: During Reading (Student's Perspective)

- Reads their assigned section carefully.
- Fills in the **story map template** with key words and sequence phrases.
- Discusses findings with their group members.

Process Phase 3: Feedback (Teacher's Perspective)

- Asks students to switch partners and compare their story maps.
- Leads a class discussion with guiding questions:
  - **What do search engines help us do?**
  - **Why should we be careful online?**
  - **How can we tell if a website is safe?**

Cognitive Stage 3: Post-Reading (Student's Perspective)

- Revises their story map based on peer feedback.
- Writes full sentences using **time expressions** (First, Next, Then, Finally).
- Discusses the importance of safe internet use and writes a **summary sentence** about what they learned.

Modes of Communication (Skills):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (**internet, search engine, website**) and read the text. After reading, they listen to their peers and review their story maps to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in groups to categorize information into internet basics, searching for information, search engines and browsers, and online safety. They discuss and negotiate the structure of their story maps, ensuring logical sequencing.
- **Presentational (Productive):** Students present their completed story maps to the class, explaining how to navigate the internet safely. They summarize key details using sequence expressions and reflect on why online safety is important.

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