

# Evaluating Web Sites for Classroom Use

Google references over 8 billion Web pages, Yahoo claims to reference even more. There are millions of Web sites on the Internet and the number just keeps growing. Publishing a Web site only requires access to the Internet. The Internet has no editorial board or legal team overseeing what is posted, it is a truly democratic form of communication where anyone can pretty much post anything they want. Because of that openness, learning to critically analyze Internet content is extremely important.



## Analyzing the Content of a Web Site

One of the first skills to develop when learning to evaluate a Web site is the ability to “read” a Web site. Most people develop “clickitis” when they visit a Web site for the first time. Clickitis is the overwhelming need to click on a link without completely evaluating all of the content available at a site. By immediately clicking on a link, users frequently miss the content they are really looking for or fail to fully discover all of the resources a site has to offer. The cure for clickitis is learning to take a step back and get a feel for how a Web site is organized and what it Web site has to offer. One technique to help break down and analyze the content of an unfamiliar Web site is using the C-method for reading a site.

## The C-Method for Evaluating Web Site Content

Whenever you go to a new web page. Evaluate the content using the shape of the letter “C.” The C stands for Content! Using the C-Method, you analyze the content on the top of the page, on the left-hand side of the page, and on the bottom of the page.

## The Top of the Page

First, look at the URL of the site. This will tell you a number of things. You can determine where the information is coming from by looking at the domain extension of the site. If it is from outside of the U.S., the domain extension will be a two-letter country code like **FR** for France or **CA** for Canada. If the site is from inside the United State, you can determine the type of organization or institution providing or hosting the information by looking at the three-letter domain extension. For example, if the information is from a government source its domain extension will be **gov**.

## Reading an URL

You can also determine where you are in a site by looking at the URL (Uniform Resource Locator.)

*For example, by looking at the URL*  
[nhptv.org/kn/vs/artlab.htm](http://nhptv.org/kn/vs/artlab.htm)

By looking at this URL, you can determine that the hosting institution or organization is **nhptv** - most major sites use their name or acronym in their Web address. You can also determine that the site is from a non-profit from the domain extension **ORG**.

Next, you can determine that the file name of the page you are looking at is called [artlab.htm](#) and it is in a folder called **vs** which is in a folder called **kn**. Each / in an URL indicates a folder.

If you are deep into a site, you can put your cursor at the end of the URL and click twice and then backspace to the first / you come to and hit the enter key on your keyboard. Frequently this will take you to the page that represents the folder that the individual page is stored in. You can continue to backspace to each / and repeat the process until you come to the domain extension. This will take you to the front page for the entire site where you can check on the other resources the site has to offer and you can further analyze the quality of the information provider.

## More On the Top

After looking at the URL of the site, you can move on and look at the top of the actual Web page.

## Content and Provider Identification

Is there a title, logo, or other identifying information for the site at the top of the page?

## Site Navigation

Look for a site navigation menu. If it is a pull-down menu, look at the sections under each main heading. There are some things you should look for in the main navigation for the site. Check to see if there is a special section for teachers, students, or kids. Is there a site map or site index section? This can give you a quick overview of the entire site. Is there a search feature that will let you quickly find what you are looking for? Is there an About Us, Who We Are, or Mission section? If there is, check it out and find out who is providing the information, why they are providing it, and whether or not who they are might affect the information they are providing. If you find that the source of information is questionable, you can leave the site at this point!



## Advertising

Is there advertising on the top of the page? If there is advertising, how might the advertising impact the content the site is providing? For example, if the site reviews books and has an ad for Amazon, is the site only reviewing books that can be purchased from Amazon? Does the site have pop-up ads? Will these ads distract your students? Does the site use deceptive ads that look like error messages? If the site is for young children are ads clearly marked?

## Off to the Side

After fully examining the information at the top of a Web page, look at the left side of the page. On many pages, you will find additional navigation tools, advertising, and special features of the site. On some sites, the right side of the page may also be used.

## Down on the Bottom

Once you have gathered all the information you can about the site from the top and the side of the page, scroll down to the bottom of the page. Many sites use the bottom of the page for legal notices like usage rights, disclaimers, and copyright information. Some sites may also place contact information or **About Us** sections at the bottom of the page or links to the root of the site.

Once you have looked at the content of the page using the C-shape, you can then look at additional content in the middle of the page and determine where you will find the information you need. With practice, it will take less than a minute to evaluate the content offered by a site using the C-method.

Not all Web sites use the C shape for their layout. But you can use some of the same techniques and look for the some types of information at these sites with a little adjustment. The key is to find out who is offering the information, what information they are offering, and where they keep that information!

### More Information on Web Domains

#### IANA

<http://www.iana.org>

Learn more about Web domains at this site from the Internet Assigned Numbers Authority (IANA).

# CARE Method for Evaluating Web Sites

The CARE Method looks at four factors:

**C**ontent  
**A**uthority  
**R**eliability  
**E**ase of Use

## Content

There are a number of factors to consider when looking at the content of a Web site. You will want to make sure that the content at the site is age and grade appropriate. Does the content cover the objectives you are working on with your students? Are the concepts covered understandable? Is the reading and language level appropriate? Is the point of view appropriate? Is there an obvious bias in the information? Is there information left out? Will the information appeal to the students? Is the information unique or could you find it in other sources? Is the use of graphics used on the site appropriate to the content or do they distract from the content? Is the information up-to-date?

## Authority

What organization, institution, or individual is posting the information? What are their credentials? Why would they put the information on the Web? Do they have a bias? What information might be missing from the site due to bias?

There are four types of credentials to look for when looking at the authority of a site:

### Primary Sources

These sites host primary source materials like documents, photographs, images of art objects, data, journals, and audio interviews. The Web site serves as a virtual museum of library and allows the end user to view or use these objects online.

### Expert Sources

An expert source has specific credentials to present a particular type of information. For example, if you are researching animals, a credentialed zoo would be considered an expert source on the animals in that zoo. If you are researching Mars, NASA would be considered an expert source.

### Trusted Source

A trusted source is an organization, institution, or individual that uses expert sources for the information on their site. For example a newspaper or newsmagazine site could be considered a trusted source for information about a subject. Determining what is and is not a trusted source is subjective and may change from topic to topic. Trusted sources can be used in research, but if the same information can be found from a primary or expert source, it is better to rely on those sources.

### Questionable Source

A questionable source is one in which the credentials of the organization, institution, or individual are doubtful or can't be determined. Questionable sources can run the gamut from providing high-quality information to providing absolute garbage! If you can't determine the credentials of a source, you should not use that source in the classroom or for any type of research.

### Checking Up On a Site!

You can find out who a site is registered to at [www.easywhois.com](http://www.easywhois.com)

You can also use google to check out the credentials of an organization or individual. Run a google search and see if others sites have good things to say about the source.

Run a link report to see who is linking to a site. Go to google and type in **link:** Then put in the Web address of the site and hit search. You will get a list of sites that have linked to that site. You can often determine how credible a site is by seeing who is linking to it and what they are saying about it.

## Reliability

Information on the Internet can be very ephemeral! Sites come and go at the drop of a hat. Information that was on a site on Monday can be gone by Tuesday! Evaluating a site in terms of the likelihood that it will be there when you need it is critical if you are planning on using the site with students. Be wary of sites that are managed by one individual. If the individual moves, gets sick, or gets bored, the site can disappear. Sites from areas around the world that are susceptible to natural disaster or political upheaval may also not be there when you need them. Load time on a site can also be very important. Some sites were not built for heavy traffic and even a handful of students accessing the site at the same time can slow down load times.

### Accessing Sites That Have Disappeared

If the site you are looking for has vanished, don't panic! There is a Web site that is archiving the Internet.

archive.org lets you access Web sites back to 1996. You can access most of the information on the sites, although there is a limit to how deep you can go into the site. Archive.org takes "virtual snapshots" of major Web sites on a regular basis and then stores those "snapshots." There are some sites, like the New York Times which have declined to be archived and you must know the Web address of the site you want to access.

## Ease of Use

Sometimes the site design itself can overwhelm content. Look at the aesthetics of how information on the site is presented and look at the technologies used in presenting the site when evaluating a site for student use. How easy will it be for your students to access the information at the site? Is the navigation system easy to use? Is the site layout logical? Will you need special plug-ins to access resources at the site? Are the fonts, font sizes, colors, and backgrounds well-designed for easy reading? Are directions for online games, puzzles, and other activities clear and understandable?

### Mandatory Plug-ins

There are certain plug-ins that you will need to have installed on your computer to insure smooth Web browsing. These plug-ins allow you to access certain types of files and applications on Web pages.

#### Adobe Acrobat Reader

adobe.com

Adobe Acrobat Reader allows you to access PDF files. On many sites lesson plans, black line masters, and articles are in PDF format.

#### RealPlayer

real.com

This plug-in lets you watch online movies and listen to online audio.

#### QuickTime

apple.com/quicktime

This plug-in lets you watch online movies and listen to online audio.

#### Macromedia Flash

macromedia.com/software/flashplayer

This plug-in lets you access Flash animated movies.

New Hampshire Public Television Knowledge Network  
Phone: 1-800-639-3413 Email: [know@nhptv.org](mailto:know@nhptv.org) Web: [www.nhptv.org/kn](http://www.nhptv.org/kn)



# Helping Students Evaluate Web Sites

There are two purposes to using the Internet in the classroom. The first is to deliver content to students. The second is to help students develop critical thinking skills when using the Internet. Both purposes should be covered is one of the prime sources of information, opinion and entertainment for today's student. Learning how to critically analyze information and information sources is a critical skill for your students to develop. When you use the Internet with students, look for ways to deliver curriculum-based content and for ways to help your students become better at interpreting, analyzing, and synthesizing information they find on the Internet.



## Development of Evaluation Skills

A student's ability to evaluate a web site and its content will depend on the student's age.

### Grades K-3

K-3 students trust all sources of information. When you are working with this age student, discuss with them where information comes from and encourage them to find information from a variety of sources, including, but not limited to the Internet. Pre-select the Internet sources students use. Students in the early grades should be closely supervised and should be given specific tasks to complete when they are using the Internet. At this age, teacher-led use of the Internet is usually more appropriate than individual student use. Exceptions to teacher-led use might include sites that have interactive activities, well-designed sites for K-3 students that are easily navigated, and sites that the teacher has previewed and created specific tasks for the student to complete.

### Evaluation Skills for K-3 Students

- Identifying the source of information.
- Identifying advertising and content.
- Identifying important information.
- Separating fact from opinion.
- Learning navigation structure of a Web site.

### Grades 4-6

Students in grades 4-6 are also trust the truth of information they find on the web, especially if the site is well organized and graphically appealing. They are easily taken in by sites that look "good." At this age, students can work independently, but teachers should continue to pre-identify appropriate sites or use a student-friendly search engines or directories with the students. Skills to work with students at this age group include identifying fact and opinion, analyzing information sources, and validating information. Visit sites with your students and discuss content and why an organization would post that type of information on its site. Discuss whether the provider is presenting both sides of an issue or using biased or leading language. At this age, you might have students confirm information found with two separate sources if the original source is not a primary or expert source.

### Grades 7-12

Students in grades 7-12 students are much more savvy about content they find on the Internet. They are not as easily taken in by a flashy site. They can more closely analyze content and information providers, but will still place trust in online sources if they aren't prompted to question content and sources. Students should continue to refine their ability to separate fact from opinion, they should be required to document multiple sources for information from non-original sources and they should learn how to cite all sources using APA, MLA, Chicago or other accepted citation style. Students at this level should be able to determine if an Internet source of information is a primary source, an expert source, a trusted source, or a questionable source. They should be able to identify bias and advocacy on Web sites and should be able to question not only what is covered on a Web site, but also what is not covered.

# Basic Student Rubric for Evaluating Web Sites



What Information are you looking for?

Name of Site:

URL of Site:

Site Owner or Author:

Content Provider:

- primary       trusted  
 expert       questionable

Date Accessed:

Date Information Posted or Created:

Type of Resources:

- news       games/activities  
 articles       images  
 data       movies  
 documents       other

Type of Site:

- educational       nonprofit  
 commercial       entertainment  
 government       other  
 informational

Score each category on a scale of 1-5, with 1 being the lowest score and 5 the highest)

**Overall Performance and Design of Site**

1. The site loads quickly.

1 2 3 4 5

2. It is easy to find information on the site.

1 2 3 4 5

3. The links on the site work.

1 2 3 4 5

4. Graphics and colors on the site are good and help explain the content.

1 2 3 4 5

**Content on Site**

1. There is a lot of interesting information on the site that was easy to understand.

1 2 3 4 5

2. This site had what I was looking for.

1 2 3 4 5

3. The links on this site lead to places that also have good information.

1 2 3 4 5

4. I would give this site an overall rating of

1 2 3 4 5

**Other Comments:**

# Keypals: Communicating Via Email with Other Classes!

Using email to communicate with another class is a great way for your students practice reading and writing skills in an authentic situation. There are many ways to set up an email exchange. There are also some basic safety guidelines that you should follow.



## Safety and Privacy Guidelines

- Never use a student's home email address for correspondence. All classroom email exchanges should either use the teacher's email address or a special email address should be set up for the exchange. You should monitor all messages coming to the class and leaving the class.
- Use a service that specializes in classroom email exchanges or work with a teacher that you know.
- Students should never give out personal information like their own email address, phone number, or address in any classroom email exchange. Students should never use their last name.

## Tips for a Successful Keypal Exchange

- Develop a focus and a timeline for the exchange. A joint project or activity will give the students in both classrooms a reason for composing an email and you will get a better quality of work than if the exchange was simply left open.
- Establish a reasonable schedule for email exchanges and stick to it! Remember to plan for breaks like vacations and testing.
- Have your students practice their email skills! This is a great opportunity to talk about netiquette and Internet safety.
- Set aside classroom time for students to read and respond to email.
- Consider letting students work in groups. That way if a student is absent or drops out there will still be a response to the other class.
- Have students respond to emails using a word processor and then paste their responses into an email. You might consider pasting all the students' responses in a single email so the other teacher only has to open and print one document for his or her class!
- Focus on one aspect of writing with each response. For example, you might have the students work on descriptive language in one post or punctuation in another.

## Keypal Project Ideas

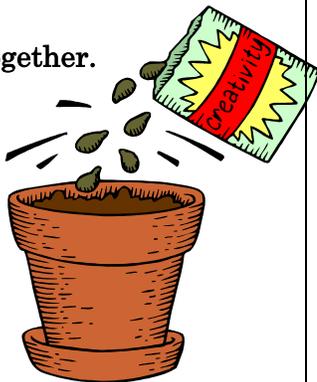
**Read and respond to a book together.** This will call for extensive collaboration between you and the other teacher, but it is a great way to motivate students to read and write.

**Exchange creative writing.** You might have students exchange poetry or stories, or you could have one group start a poem or story and have the other group add to it and exchange the work back and forth until it's finished.

**Write a collaborative report.** Students can work together on a research paper. They can work out a division of responsibilities and then work together to write a final paper. They can edit each other's work and collaborate on the final paper.

### Conduct an experiment together.

Students at each site can gather data, test theories and report findings. For example: Have a plant-growing contest! Plant seeds on the same day and record plant growth.



**Write in Character.** Have each group write as a famous character from literature or history and see if the other students can identify them.

**Create a travel brochure.** Have each group create a travel brochure for their city.

### Some other ideas:

Exchange book, music, web site, or movie reviews.

Write a description of an imaginary creature and have the other group draw a picture of it.

Exchange local or regional myths, stories, slang, or fads.

Compare prices for common items.

## Web-based Email Resources

### Gaggle Net

[www.gaggle.net](http://www.gaggle.net)

If you decide to have your students communicate directly with other students, you might consider Gaggle. This is a free and fee email service for students. A special teacher account lets you view the contents of your students' e-mail. You can review any message sent or received by students. You can suspend a student's account and change passwords and screen name. **Note:** There are advertisements with the free system, but they are kid friendly.

### Epals

[www.epals.com](http://www.epals.com)

This site lets you connect with students and teachers from around the world in a safe, controlled online environment. You can create a free classroom account with up to 35 student accounts. All email is restricted to other schools and students using the service. You can search for teachers looking to do an email exchange and you can post a profile of your class and the type of exchange you would like to participate in. You will also find more involved classroom projects at the site, a teacher discussion board, and guide to using the service in the classroom with teaching tips and ideas.

### Scholastic Classport

[www.epals.com/in/1002](http://www.epals.com/in/1002)

Scholastic's Global Classport lets you communicate with classrooms in 182 countries, and collaborate with teachers around the world. It is powered by ePALS and provides the same types of teacher controls and filters.

# Ask an Expert

## Going to the Source

The Internet gives your students access to writers, scientists, historians, and other experts in all manner of fields. It also gives you access to people with experiences different from those of your students. For example you might have your students communicate with someone you know who lives in another country or someone in the community who can share their experiences with the class. You can also conduct interviews via email. You might interview an author, politician, artist, or other individual using email. You can also find experts on the Internet. There are many sites that have an Ask the Expert feature. There are also sites the catalogue other sites with Ask an Expert features.



### Tips for Using Ask an Expert Resources

- As with Keypal exchanges, never use a student's home email address for correspondence and students should not give out any personal information.
  - If you use an Ask the Expert feature of a Web site, be sure to read the instructions for asking a question! Many sites have strict policies and guidelines. Also check to see if the site has an archive of previously asked questions.
  - Evaluate your curriculum to determine where an expert source would be an added benefit. Look for areas of the curriculum that leave more questions than answers. For example, if you are studying ecosystems.
- Make sure your expert is an expert! If you can, find experts from expert sources! For example, if you are looking for an expert in space, someone from NASA would be perfect! If you are not sure about the qualifications of the expert, do a Google search on them and see if they have the credentials to answer your students' questions! And finally, don't forget about local sources for experts.
  - Don't waste an expert source's time with questions that could be answered from other sources! The purpose of asking a question of an expert is that they have a unique perspective or experience that can't be found elsewhere. Work you're your students to identify questions for the expert and have your students carefully evaluate their questions before sending them off!
  - Contact the expert before your students do. This is a great way for you to tell the expert a little more about your students, find out what types of questions they feel comfortable answering, and finding out how long it will take for the expert to respond to your students.
  - Make sure that your students take the time to thank the expert for their time and input. If what they learned from the expert results in any kind of written work, you might want to send a copy to the expert. Don't limit your thank you notes to email, A written thank you from the students is always appreciated!

## Web-based Expert Sources

### Ask an Expert

[askanexpert.com](http://askanexpert.com)

This site from Pitsco is designed for use for schools and students. It indexes Web sites with kid-friendly Ask and Expert feature. You can search the site by keyword, or you can browse the site by topic.

### AskA+ Locator

[www.vrd.org/locator/subject.shtml](http://www.vrd.org/locator/subject.shtml)

This site from the Virtual Reference Desk, indexes Web sites with an Ask and Expert feature. You can locate sites by topic area.

### Access Excellence: Let's Collaborate

[www.accessexcellence.org/LC](http://www.accessexcellence.org/LC)

This site for educators has communities of teachers and scientists talking about the latest development in the biological sciences and sharing ideas for working with students.

### Internet Public Library

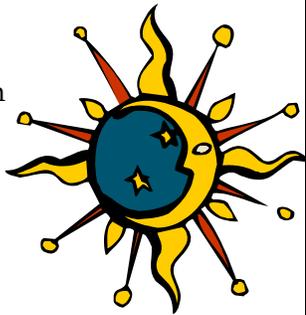
[www.ipl.org/div/askus](http://www.ipl.org/div/askus)

Have an unanswered question? Fill out an online form and submit your question and the folks at the Internet Public Library at the University of Michigan will try to help!

### Ask Dr. Universe

[www.wsu.edu/DrUniverse](http://www.wsu.edu/DrUniverse)

This site from Washington State University is designed for elementary school students and answers a wide-variety of science questions.



### Ask the Space Scientist

[image.gsfc.nasa.gov/poetry/ask/askmag.html](http://image.gsfc.nasa.gov/poetry/ask/askmag.html)

If you have a question about the interactions of the sun and the Earth, Dr. Sten Odenwald at NASA will take a whack at them.

### Ask an Astrophysicist

[imagine.gsfc.nasa.gov/docs/ask\\_astro/ask\\_an\\_astronomer.html](http://imagine.gsfc.nasa.gov/docs/ask_astro/ask_an_astronomer.html)

Have a question about black holes, quasars, or relativity? The scientists at NASA's Laboratory for High Energy Astrophysics may have an answer for you.

### Ask a Biologist

[askbiologist.asu.edu](http://askbiologist.asu.edu)

This site from Arizona State University is intended for students in grades K-12 and their teachers. In addition to the Ask a Biologist feature, you will find activities, experiments, articles, Web links, and a Mystery Image Gallery.

### Ask Dr. Math

[mathforum.org/dr.math/dr-math.html](http://mathforum.org/dr.math/dr-math.html)

Submit your math question to Dr. Math or look at past questions at this site from the Math Forum at Drexel University.

### How Things Work

[howthingswork.virginia.edu/home.html](http://howthingswork.virginia.edu/home.html)

This site from the University of Virginia answers questions about the physics of everyday things.

### Ask Shamu

[www.seaworld.org/ask-shamu/index.htm](http://www.seaworld.org/ask-shamu/index.htm)

Do you have a question about an animal? You can email or phone the folks at SeaWorld/Busch Gardens for an answer, or you can look through their question archives.

### Ask a Geologist

[walrus.wr.usgs.gov/ask-a-geologist](http://walrus.wr.usgs.gov/ask-a-geologist)

Do you have a question about volcanoes, earthquakes, mountains, rocks, maps, ground water, lakes, or rivers? The folks at the U.S. Geological Survey may have an answer for you.

### Ask an Earth Scientist

[www.soest.hawaii.edu/GG/ASK/askanerd.html](http://www.soest.hawaii.edu/GG/ASK/askanerd.html)

This site from the Department of Geology and Geophysics at the University of Hawaii answers your Earth science questions. You can submit a question or look through the archive of previous questions.

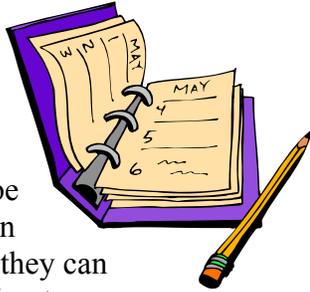
### Ask Joan of Art

[americanart.si.edu/search/search\\_ajoa.cfm](http://americanart.si.edu/search/search_ajoa.cfm)

Do you have a question about American Art. Joan of Art at the Smithsonian American Art Museum may have an answer for you!

# Blogging in the K-6 Classroom

Web logs or blogs are online journals or diaries. They can be a great resource for helping students develop their writing skills. Blogs can be public or private. They can focus on a single topic or they can be more eclectic. In addition to allowing students to create entries, blogs also let others comment on what has been posted. Blogs can also be used by teachers to connect with other educators, to share experiences, or communicate with parents or students.



## Reasons for Using Blogs in the Classroom

- Most students are familiar with blogging and are comfortable with the concept.
- Blogging is a non-threatening way for reluctant readers and writers to practice and refine their skills.
- Students who post their writing on the Web are likely to be more careful with their facts and their writing.
- Blogs are immediate. Students can see their work online in seconds.
- Blogs can build community.
- Blogs encourage reflective thought.
- Blogs can be multidisciplinary.

## Tips for Using Blogs in the Classroom

- Find a blogging service that will give you the resources and flexibility you need.
- Develop a focus for student blogs. Whether the blogs are daily reflections, reading reflections, classroom experiences, a blog about a student's hobby, or a blog from a character for literature or history, each student should have a definite focus for their blog.
- Make sure students understand the importance of not sharing personal information like last names, home email addresses, or street addresses.
- Get parental permission before starting a blogging project! Make sure they understand what the blogs will be used for and what protections are in place.
- Make sure students understand netiquette! They need to understand how the written word can be misinterpreted. They need to know how to respond to the feedback they get in a constructive way and how to give constructive feedback to other bloggers.
- Set goals and expectations for blogging. Your goals should reflect the focus you set for the blogs.
- Establish rules of conduct for blogging.
- If you are uncomfortable with individual student blogs, consider a class blog!

## Things To Do With a Classroom Blog

- Create an online book club.
- Have students comment on news and current events.
- Have students respond to what they are currently learning in the classroom.

Have students write using vocabulary and spelling words.

- Have students respond to quotes, poetry, art...
- Have students post data from classroom experiments.
- Have students write book, movie, music, Web site or TV reviews.
- Communicate with another class.
- Have students write blog entries as a character from a book or as a person from history.



## Blog Services

### Blogger.com

[askanexpert.com](http://askanexpert.com)

This is one of the largest free blogging services on the Internet. It takes you step-by-step through the process of setting up your blog.

### Motime

[www.motime.com](http://www.motime.com)

This free service lets you quickly create a blog.

### School Blogs

[www.schoolblogs.com](http://www.schoolblogs.com)

This blog creation site is designed specifically for the K-12 classroom.

### BlogMeister

[classblogmeister.com](http://classblogmeister.com)

Another service designed specifically for schools.

## Kidzlogs

[www.haranbanjo.com/kidzlog](http://www.haranbanjo.com/kidzlog)

You can download this blogging software and install it on a local server and create passwords for users. You can use a limited free version or pay for a fuller version.

## Bloglines

[www.bloglines.com](http://www.bloglines.com)

This service lets you aggregate content for different blogs on one page! Its like creating your own personal news magazine! You can also share your blogline with others.

## Blogs About Blogging in the Classroom

### Looking Into Practical & Productive Blogging

[blue1.emerson.u98.k12.me.us/ricksblog](http://blue1.emerson.u98.k12.me.us/ricksblog)

### Reflections on Classroom Use of Blogs

[jsiporin.motime.com](http://jsiporin.motime.com)

### WebLogg-ed

[www.weblogg-ed.com](http://www.weblogg-ed.com)

### Educational Blogs

[educational.blogs.com](http://educational.blogs.com)

## K-6 Blog Examples

### A Kindergarten Web Log

[akinderblog.blogspot.com](http://akinderblog.blogspot.com)

### The Adventures of Jefferson Bear

[jeffersonbear.motime.com](http://jeffersonbear.motime.com)

### Revolutionary War Project

[rev.motime.com](http://rev.motime.com)

### J.H. House Elementary

[jhhweb.rockdale.k12.ga.us](http://jhhweb.rockdale.k12.ga.us)

### NewsQuest

[www.schoolblogs.com/NewsQuest](http://www.schoolblogs.com/NewsQuest)

### Awesome Readers and Writers

[mrsd.tblog.com](http://mrsd.tblog.com)

# Collecting Daily/Weekly Data

The Internet is a great place for your students to gather and use real data on a daily or weekly basis! Data driven projects are also great for maximizing the use of a single or a few computers in the classroom. They allow for “get-it-and-git” use of the Internet. A “get-it-and-git” use of the Internet is when students can collect and record information in a few minutes. Students need to learn that there are many uses of the Internet that don’t involve hours online!



## Tips for Daily/Weekly Data Collection Projects

- Select topics that have enough data to allow every student the opportunity to collect information.
- Be sure to carefully evaluate data sources to insure that the information provided is accurate and up to date.
- Look for projects that enhance work you are already doing in the classroom. For example: collect weather data if you are doing a unit on weather, collect batting averages if you are working on percentages, collect.
- Create a reporting system for collecting the data. For example charts, graphs, oral reports, written reports.
- Have the students analyze the data that has been collected. Is there a trend in the data? Can they make predictions based on the data? Can they draw any conclusions from the data?

## Sample Data Sources

### Animals

**Enature**  
enature.com

**NatureWorks**  
nhptv.org/natureworks

**Animal Diversity Web**  
animaldiversity.ummz.umich.edu

### Weather

**Weather Channel**  
weather.com

**Weather Underground**  
www.wunderground.com

**BBC Weather**  
www.bbc.co.uk/weather/world

### Places

**Stately Knowledge**  
www.ipl.org/div/kidspace/stateknow

**CIA World Factbook**  
www.cia.gov/cia/publications/factbook

### Web Cams

**Discovery Cams**  
dsc.discovery.com/cams/cams.html

**National Zoo**  
nationalzoo.si.edu/Animals/WebCams

**Africam**  
www.africam.co.za

**Crane Cam**  
magma.nationalgeographic.com/ngm/cranecam

# Introduction to Web Browsers

Web browsers are software that allows you to access Web sites. Popular Web browsers include: Microsoft Explorer, Netscape Navigator, Firefox, and Opera. They all have some basic features in common. You will want to use latest version for these browsers for the best results on the Web. All of these browsers are available for free download. Because Microsoft Explorer is currently the most popular browser, we will focus on its features.

## The Homepage

When you click on your browser icon, a homepage will appear. If it hasn't been set, it will default to a pre-set homepage. You will want to set your own homepage for classroom use. It is a good idea to set your homepage to a child-friendly site so you can control your student's access to Web sites.

## Web Browser Sources



### Internet Explorer

[www.microsoft.com/windows/ie](http://www.microsoft.com/windows/ie)  
Microsoft Internet Explorer is currently the most popular browser and is used by about 80% of Internet users.



### Netscape

[www.netscape.com](http://www.netscape.com)  
Netscape was the first commercial browser.



### Firefox

[www.mozilla.org/products/firefox](http://www.mozilla.org/products/firefox)  
This newer browser developed by Mozilla, the group the created Netscape, is growing in popularity.



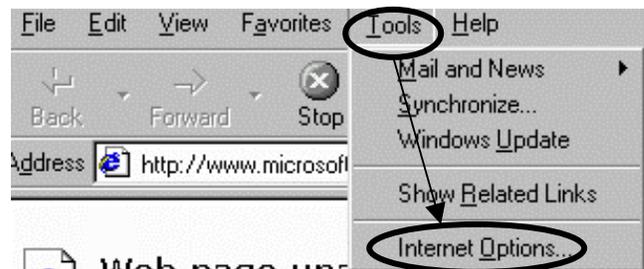
### Opera

[www.opera.com](http://www.opera.com)  
This browser from Norway is frequently used for smaller devices like

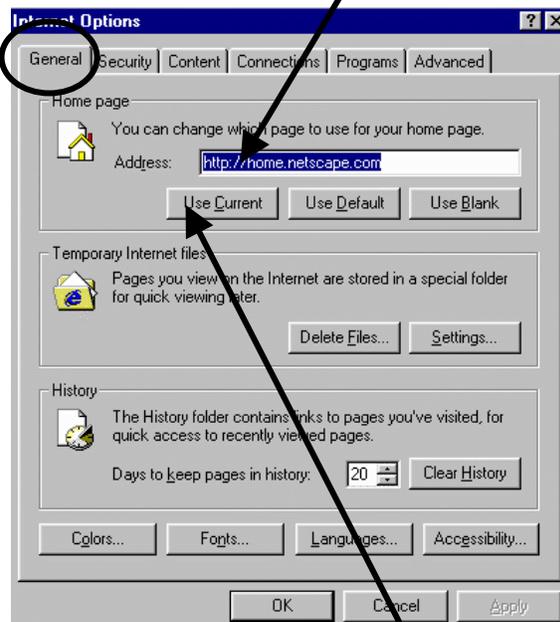
cell phones and handheld devices.

## Steps for Setting Your Homepage

1. Go to the **Tools** menu and left click **Internet options**.



2. Make sure the **General** tab is selected.
3. Place your cursor in the **Address** box.
4. Type in the full address, including the **http://** of the Web site you would like as your homepage.



5. If you are browsing the site you would like as your homepage, click on the **Use Current** button.

# The Browser Toolbar

## Browser Toolbar Icons

The row of buttons at the top of your browser is the **toolbar**. It allows you to perform some basic browser functions and helps you navigate the Web.

### BACK

Takes you to the last page you visited.

### Forward

Takes you forward one page.

### Home

Takes you to your preset home page.

### Refresh

Reloads a page.

### Search

Opens a search page.

### Stop

Stops the current page load. If a page is not loading after a reasonable period of time, hit stop. Sometimes the page will load most of its content. If it loads, hit refresh or reload and see if the rest of the page loads.

### Favorites

Allows you to store and file the Web address of the site you are currently viewing. This same feature is called "Bookmark" in Netscape.

### History

Keeps a running list of web sites visited for a set period of time.

**Toolbar Tip:** Clicking with your right mouse button on the small black arrow next to the back and forward buttons will open a list of sites you have visited. Clicking on the sites will take you to them. This can save you from having to hit back a million times. It is also useful for sites that reload themselves when you hit the back button.

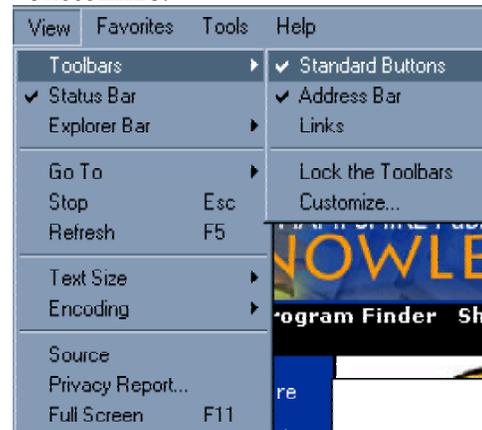


## Customizing the Browser Toolbar

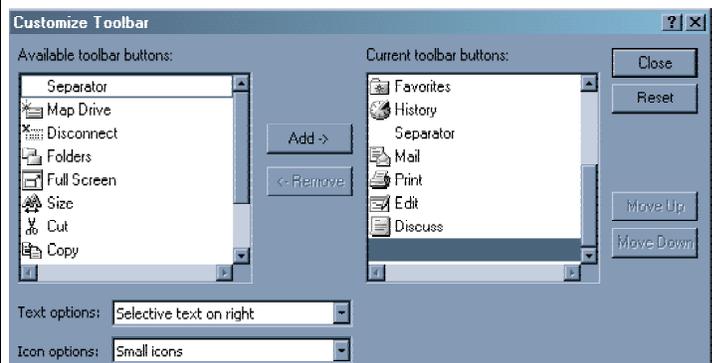
You can customize your browser toolbar so the features you need are always available to you.

### Steps for Customizing Your Toolbar

1. Click on the view menu and select customize.



2. A customize toolbar box will open.



3. On the left are all of the available toolbar buttons. On the right are all of the buttons that are currently visible.

4. To add a button, simply select it from the list on the left and then click add.

5. To delete a button, select it from the list on the right and then click remove.

6. You can also change the way text displays with the icons on your toolbar and change the size of the icons on the toolbar from the Customize Toolbar menu.

## The Location Box

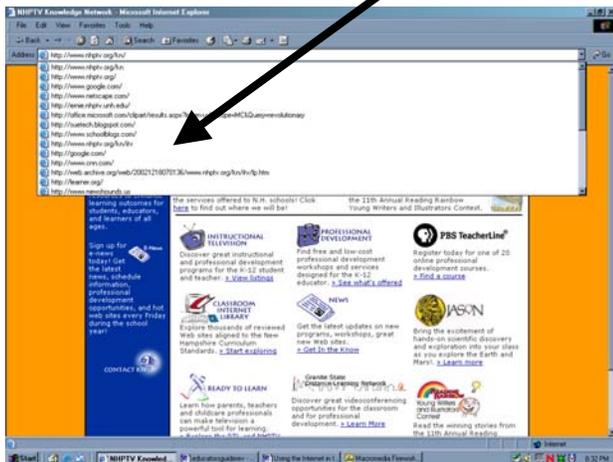
Under the Toolbar you will find the "Address box." This is where you type in the address or URL (uniform resource locator) of a Web site.



After you type in the address, hit the enter key and the browser will start to load the page. As the browser is locating and loading the page, the browser icon at the top right-hand corner of the browser will become animated. You will also see a status report at the bottom left-hand corner of the screen. When the icon stops moving and the indicator at the bottom says "done" the page has fully loaded.



At the end of the Address box you should see a down arrow. If you click on it with your left mouse button, you will get a list of sites you have recently visited where you typed in a web address. You can click on any of these sites to return to the site.



## The Menu Bar



The top bar of your browser is the menu bar, It includes all of the selections you will find on the tool bar and the location bar as well as some additional features. These features may vary from version to version. Take some time to explore them.

### What's Under File?

File	Edit	View	Favorites	<b>New</b> – opens a new browser window. This allows you to have more than one Web site open at a time.
New				<b>Edit</b> – Lets you open the page in a Web editor.
Open...			Ctrl+O	
Edit with Netscape				<b>Open</b> – Lets you open a new web site or a file from your computer.
Save			Ctrl+S	
Save As...				<b>Save/Save As</b> – Lets you save a Web page.
Page Setup...				
Print...			Ctrl+P	
Print Preview...				
Send				
Import and Export...				
Properties				
Work Offline				
Close				

**Page Setup** – Allows you to set printing parameters.

**Print** – Lets you print a page.

**Print Preview** – Shows you what the page(s) will look like when printed.

**Send** – Lets you email the page or the page address or create a shortcut to the site on your desktop.

**Import/Export** – Lets you import or export your Favorites from one location to another.

**Properties** – Shows you basic properties of the site like size and date it was created.

**Work Offline** – If you have saved a page, this lets you open it and view it without the browser trying to connect to the Internet.

**Close** – Closes the browser

## What's Under Edit?

Edit	View	Favorites	Tools	
Cut			Ctrl+X	<b>Copy</b> – Lets you copy selected content on a page.
Copy			Ctrl+C	<b>Select All</b> – Selects all the content on a page – text and images.
Paste			Ctrl+V	<b>Find on this Page</b> - Lets you locate a word or phrase on a page.
Select All			Ctrl+A	
Find (on This Page)...			Ctrl+F	

**Copying a Web Page/Screen Capture** – If you want to copy a web page, you can use the select all then select copy. Once you have done that you can then paste what you have copied into a word document or other application. You can then edit the text and move or delete images.

If you simply want to capture an image of a Web site, and you are using a PC, you can hit your Print Screen Key or F13 key on your computer keyboard and then paste an image of the site into another application. If you have multiple applications open, hitting the Alt Key and the Print Screen Key will capture only the active window.

If you are using a MAC, use Shift-Apple-3 or use the Grab feature.

**See the example below. Tip:** Use the screen capture option to create Web worksheets for students.



## What's Under View?

View	Favorites	Tools	
Toolbars			<b>Toolbars</b> – You can activate or deactivate toolbars from here. You can add or hide from view the icon toolbar, the address toolbar, or the links toolbar. <b>Tip:</b> If you hide the address toolbar, students can't type in Web addresses. You can also customize your toolbar, lock your toolbar, or change the appearance of your toolbar from here.
✓ Status Bar			<b>Status Bar</b> – You can activate or hide the status bar that appears at the bottom of your browser window from here.
Explorer Bar			<b>Explorer Bar</b> – You can activate a variety of Explorer function from here including search, favorites, history and folders.
Go To			<b>Go To</b> – You can jump to various Web pages that you have visited from here or return to your homepage.
Stop		Esc	<b>Stop</b> – Stops a page load. Use this if a page is taking too long to download.
Refresh		F5	<b>Refresh</b> – Reloads a Web page. Use this if a page hasn't fully loaded.
Text Size			<b>Text Size</b> - You can change the size of the text on a Web page. This is extremely helpful if you are projecting the site onto a screen, have a visually impaired student, or if you are teaching children learning to read.
Encoding			<b>Encoding</b> – This helps your browser determine what language a page is written in. It should work automatically. If you come across a page written in a language the browser can't display, you should get a gray popup box prompting you to download a language package.
Source			<b>Source</b> – Displays the HTML code for a page.
Privacy Report...			<b>Privacy Report</b> – Shows you the content on a page and any cookies that have been blocked based on your settings. You can also set your privacy setting from here, or customize how your browser handles cookies from a particular site.
Full Screen		F11	<b>Full Screen</b> – Displays a Web site in full screen. This is useful if you are projecting a Web site.

**Status Bar** – You can activate or hide the status bar that appears at the bottom of your browser window from here.

**Explorer Bar** – You can activate a variety of Explorer function from here including search, favorites, history and folders.

**Go To** – You can jump to various Web pages that you have visited from here or return to your homepage.

**Stop** – Stops a page load. Use this if a page is taking too long to download.

**Refresh** – Reloads a Web page. Use this if a page hasn't fully loaded.

**Text Size** - You can change the size of the text on a Web page. This is extremely helpful if you are projecting the site onto a screen, have a visually impaired student, or if you are teaching children learning to read.

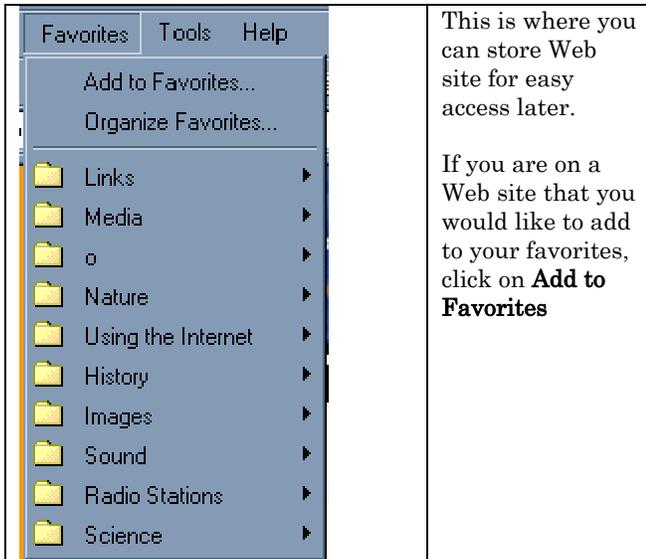
**Encoding** – This helps your browser determine what language a page is written in. It should work automatically. If you come across a page written in a language the browser can't display, you should get a gray popup box prompting you to download a language package.

**Source** – Displays the HTML code for a page.

**Privacy Report** – Shows you the content on a page and any cookies that have been blocked based on your settings. You can also set your privacy setting from here, or customize how your browser handles cookies from a particular site.

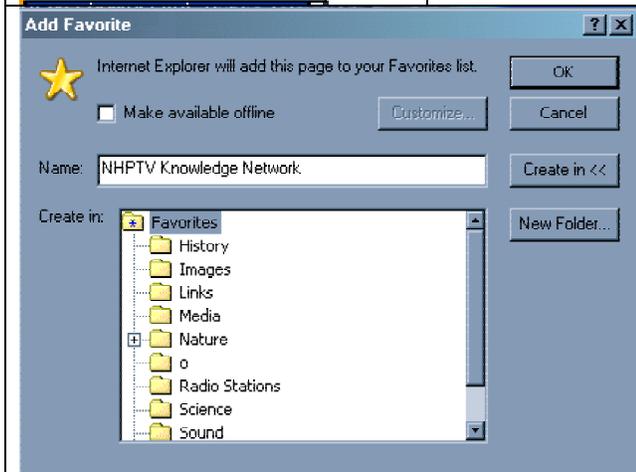
**Full Screen** – Displays a Web site in full screen. This is useful if you are projecting a Web site.

## What's Under Favorites?



This is where you can store Web site for easy access later.

If you are on a Web site that you would like to add to your favorites, click on **Add to Favorites**



The **Add Favorite** window will open.

If you click **OK**, the site will be added to a running list. This is the easiest way to add a site, but after some time, you will be left with a long list of Web sites and may have trouble finding the ones you are looking for!

A more organized way to save your Favorites is to create content folders and save your favorite sites in the appropriate folder.

To create a new folder, click on **New Folder**.

A new folder will be added to your list. You can then give a name to the folder. Once you have created a folder, you can even create folders within that folder by clicking on the folder and then clicking New Folder. To save your Web site in a folder, click on the appropriate folder and then click **Create In**.

## Organizing Favorites



The most effective way to access favorites is to organize them! From the **Organize Favorites** menu you can create folders, move favorites, rename favorites, and delete favorites. You might consider pre-creating folders for your favorites. Create folders for all of the content you think you are going to access on the Web. This way when you find a site you want to keep, you will already have a place to file it!

## Saving Your Favorites as a Web Page

You can use the Export feature to save all of your favorites or any of the individual favorite folders as a web page.

1. Go to the file menu and select **Import and Export**.
2. Click on **Next**.
3. Select **Export Favorites**.
4. Click **Next** if you wish to select all of your favorites, or **select a file** to select the sites within that file and then click **Next**.
5. Select **Export to a file or an address**.
6. Click **Browse** and select a location to save to. The file name is bookmark, you can change this to another name if you like. Click **Save**.

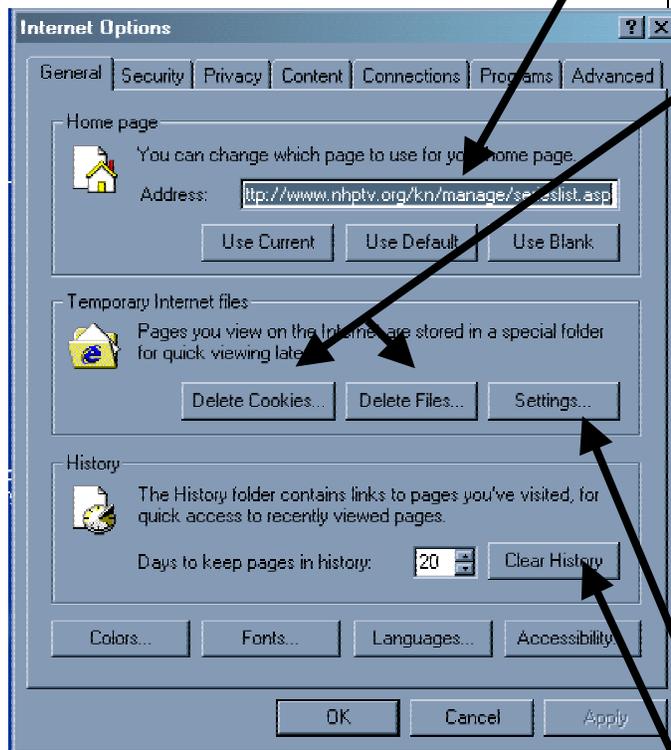
You have now saved your favorites as a Web page. You can open the page from your browser by going to File, clicking on open and locating the file.

**Tip:** Create a folder in your Favorites with Web sites for your students to use. Export the file and use it as the homepage on computers in your classroom!

## What's Under Tools?

Tools	<b>Mail and News</b> Lets you connect to e-mail and news groups.
Mail and News	
Synchronize...	<b>Synchronize</b> – This will automatically update offline web pages you have saved so you have the latest version.
Windows Update	
Internet Options...	<b>Windows Update</b> – Connects you to the Windows Update page on the Web where you can download the latest updates to Windows.

## Internet Options



### Colors

You can change the color of page backgrounds, text and links from here.

### Fonts

You can change the fonts displayed on Web pages that don't have a specified font from here.

### Languages

You can add languages here to view Web sites that display in another language.

### Accessibility

You can set your browser to ignore fonts, font sizes, and colors specified by Web pages.

## Internet Options – General Tab

### Set your homepage.

If you are on the page you wish to set as your home page, click current. If you are not at the site, type in the full address of the web site or file. For a Web site remember to use the http:// for a file use the complete path to the file. For example:  
file:///C:/bookmark.htm

### Delete your Cookies or Temporary Files

Clicking on these buttons will delete cookies and temporary Web files. Cookies are pieces of text from Web sites that are stored on your computer that serve as Ids. They do many helpful things like store user preferences and store items in a shopping cart when you are shopping at a site. Cookies can also be an invasion of your privacy in that they can track where you go on a site.

Whenever you visit a site on the Web, the content of the site, text and images, is stored on your computer in a temporary file. This helps speed up download when you re-visit the site, because your browser will only download content that has changes since your last visit.

### Settings

You can set your preferences for temporary files, view the content of the files, and set how much space to devote to the files from here.

### History

You can clear your history from here or change the number of days to keep pages in the history.  
**Tip:** In the classroom, set the history for a day or two only and check it everyday to see where the students have been.

# The Role of the Internet in the Classroom

The Internet opens the world up to you and your students. It allows you to both access and publish information and it allows your students to be active participants in their learning. What will you find on the Internet and the Web? Resources, ideas, and activities in all the curriculum areas, access to experts and peers, and lots more! As the Internet grows, more and more information is being added daily. Below are some examples of some of the types of information and resources you can find on the Internet.

- News and Information
- Guides and Tutorials
- Primary Source Materials
- Government Resources
- Access to Experts
- Online Projects
- Games, Puzzles, and Simulations
- Virtual Field Trips
- Reference and Research
- Experiments
- Lesson Plans and Activities

# News and Information

There are thousands of sites from news sources around the world.

Most major newspapers, magazines, and radio and television station now have Web sites. These sites can give



you and your students instant access to events around the world as they happen. These sites can also be used in language arts and social studies classes to help your students critically analyze the media and enhance their communication skills.

## Ideas for Using News and Information Sites in the Classroom

### Comparing News Sources

Check with more than one news source and compare the way the same news stories are reported. You could compare state and local sites, out of state sites, national sites or international sites. Is there a difference in perspective, the weight given to a story, placement of a story, quotes used and sources cited, language used, images used. How do all of these effect the impact of the story? You might break students up into groups and have each group look at two different sources or have each group look at the same source, but focus on different aspects of the story.

### Student Activity: What's the News?

Have your students visit the three separate news sites and record the following:

**National Lead Stories**

**Local Lead Stories**

**Feature Stories**

**Lead Sports Stories**

After students record the lead stories, have them compare what the leads were from each source. If the leads were different, why were they different. Discuss what factors impact news that is selected for a lead story.

## Daily/Weekly Reporting

Use news and information sites to have your students record daily news. Each student or group of students might be responsible for checking and reporting stories either in a written form or in an oral report. You might create different bureaus for example: sports, state news, international news, city news, politics, education, and health. At the end of the week students might create a class newspaper with the news they have gathered.

## General News Sites

### Newslink

[newslink.org](http://newslink.org)

This site from the American Journalism Review provides one-stop shopping for newspapers across the country and around the world. You'll also find links to TV and radio stations and magazines.

### BBC News

[news.bbc.co.uk](http://news.bbc.co.uk)

The BBC provides exceptional coverage of news from around the world. The site features daily news from Africa, the Americas, Asia and the Pacific, Europe, the Middle East, and South Asia.. You'll also find photo collections, country profiles, and live radio and video feeds. In addition, you can display the news in 43 languages.

### CNN

[www.cnn.com](http://www.cnn.com)

News from around the country and the world updated as news breaks. You'll also find video clips and transcripts from CNN news and interview shows.

### Google News

[news.google.com](http://news.google.com)

Using Google News, you can type in a search term and get news stories that match that term from web news sources including newspapers, magazines, blogs, newsletters, and broadcast sources.

## Classroom News Sites

These news sites are intended for use in the K-12 classroom.

### Time for Kids

[www.timeforkids.com](http://www.timeforkids.com)

This site from Time magazine for students in grades 3-8 features daily news stories. You will also find poll questions, reports from kids, interactive games, and a Web directory of sites for students in science, social studies, math, language arts, and the arts. You can also search the news archive for stories going back as far as 1998.

### Scholastic News

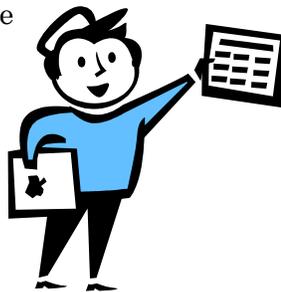
[teacher.scholastic.com/scholasticnews](http://teacher.scholastic.com/scholasticnews).

Scholastic provides daily news stories for kids in grades 3-8. The site also features polls, special reports, interactive games, and news quizzes.

### Newsround

[news.bbc.co.uk/cbbcnews](http://news.bbc.co.uk/cbbcnews)

Take a trip across the Atlantic and check out some news for kids from the BBC! This site features daily news coverage and has polls, quizzes, and games. The site is a companion to a news program for kids and you can view video clips from the show on the site.



### Yahooligans News

[yahooligans.yahoo.com/content/news](http://yahooligans.yahoo.com/content/news)

Yahooligans has created a directory of links to daily kid-friendly news stories from other news sources on the web.

### NY Times Learning Network

[www.nytimes.com/learning/index.html](http://www.nytimes.com/learning/index.html)

This site features daily news summaries, a daily news quiz, a word of the day feature, crossword puzzles, and lesson plans. In addition, you can locate archived resources by subject area.

## Student News Net

[www.studentnewsnet.com](http://www.studentnewsnet.com)

The good news is that this site provides extensive daily coverage of news from around the world written for kids. The bad news is that you must pay a subscription fee to access the site.

## Weekly Reader

[www.weeklyreader.com/kids/index.asp](http://www.weeklyreader.com/kids/index.asp)

You'll find a weekly feature story along with a word of the day at this site. The site also features games and puzzles and activities for grades K-6. A special Teen section has an interactive news quiz and news stories from Teen Newsweek.

## CNN Student News

[cnnstudentnews.cnn.com](http://cnnstudentnews.cnn.com)

This companion site to the classroom news program, CNN Student News, is intended as a resource for the teacher and includes lesson ideas and curriculum materials. You can also view the program on the Web site.

## Science News for Kids

[www.sciencenewsforkids.org](http://www.sciencenewsforkids.org)

This site from Science Service features weekly science news for children ages 9-13. You'll find an article archive organized by topic, puzzles, games, and science fair projects from students across the country.

## National Geographic Kids News

[news.nationalgeographic.com/kids/index.html](http://news.nationalgeographic.com/kids/index.html)

You'll find articles on history, science, nature, and cultures at this site from National Geographic.

## Online Newshour Extra

[www.pbs.org/newshour/extra](http://www.pbs.org/newshour/extra)

This site from PBS Newshour features daily news stories, lesson plans, and a directory of news stories, video clips and other resources organized by subject area.

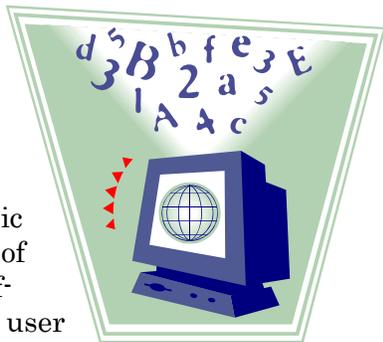
## Sports Illustrated for Kids

[www.sikids.com](http://www.sikids.com)

Updated daily, this site has sports news, scores, and feature stories along with games and other activities.

# Guides and Tutorials

Guides and tutorial are the meat and potatoes of the Internet. These are sites that cover a single topic or concept. Some of these site are self-directing and the user can decide how to access information. Other sites have a sequential path through the content. These types sites can serve as great additions to content that you are covering in the class. They can also serve as research sources, reinforcement, or enrichment.



## Tips for Using Guides and Tutorials in the Classroom

### Pre-select Sites for Classroom Use.

This is especially true of sites for students in grades K-6. This guarantees that the sites are grade and content appropriate. If you can, chose 3-5 quality sites per topic. This is a good number to ensure that students are exposed to a variety of sources but are not overwhelmed with content.

### Establish Goals and Objectives for Using the Sites.

Anytime a student visits a site they should have a reason for going to the site and a task to complete while they are there. Create worksheets, evaluation forms, writing tasks, reporting forms, and other written activities to insure that students are actively engaged in learning when they are on a Web site.

### Create a Web Site Binder

Print out the front pages of Web sites for the content covered in your class, laminate them and place them in a three-ring binder organized by topic. This will give your students a reference book of Web sites to use when researching a topic. If you or your students find new Web sites, add them to the book!

## Establishing the Readability of a Site

Did you know that you can get a readability score on written material by running a spell check in Microsoft Word? Well, you can! This is an especially useful tool when evaluating the reading level of a Web site.

1. Highlight a representative sample of text from the Web site. Go to Edit on your browser menu and click copy.
2. Open up a blank word document and paste in the copied text.
3. In word, go to Tools and click on Options.
4. In the Options box click on the Spelling and Grammar tab.
5. At the bottom of the of the new window click on Show Readability Statistics and click O.K.
6. Run a spell check on the open word document. At the end of the spell check you will get a report screen that will give you a Flesch-Kincaid grade level score.

This score is just a starting point. It uses word and sentence length to calculate a grade level. On a site about dinosaurs, you might get a higher grade level score because of the length of dinosaur names! You will want to carefully look at the content on the site to ensure that your students can read and understand the material.

For example, the above paragraph is a 6.9 the following paragraph has the same information, but is broken up into more sentences and scores a 4.5.

This score is just a starting point. Flesch-Kincaid uses word and sentence length to calculate a grade level. On a site about dinosaurs, you might get a higher score. The length of dinosaur names would make the score higher! You want to carefully look at the content on the site. This will ensure that your students can read and understand the material.

## Sample Sites

This is just a sampling of sites in a variety of topic areas. It would be impossible to create a comprehensive list of sites that fall into the guides and tutorial category. These sites were selected because they are from expert or credible sources and have content appropriate for classroom use.

### **Enchanted Learning Butterflies**

[www.enchantedlearning.com/subjects/butterfly](http://www.enchantedlearning.com/subjects/butterfly)  
Students can click through a variety of topics and learn about butterfly anatomy, classification, life cycle, and more.

### **NASA Kids**

[kids.msfc.nasa.gov](http://kids.msfc.nasa.gov)  
Do you know what you weigh on Mars? Find out at this site for kids from NASA. You can also learn about rockets and airplanes, discover what its like to live in space, explore the solar system and beyond, or play some space games!

### **Knowing Poe**

[knowingpoe.thinkport.org/default\\_flash.asp](http://knowingpoe.thinkport.org/default_flash.asp)  
An invaluable companion to any classroom study of Edgar Allen Poe, this site from Maryland Public Television provides and extensive look the author's life, times, and work.

# Children's Literature on the Web

The Web offers a wide-variety of resources for helping students explore literature. From author studies to book theme extensions, you can use the Web to extend and enhance the impact of books. In addition to resources for students, the Web also offers the teachers a wealth of resources for children's literature. You'll find lesson plans, activities, projects, book reviews, discussion boards, and book extensions all designed to make teaching literature more exciting for you and your students.



## Selecting Books

The Web is a great tool for locating book titles. From online book stores like Amazon and Barnes and Nobles to book review sites designed for teachers and students, you'll find locating just the right titles for classroom use is an easy task using the resources on the Web.

## Online Bookstores

You don't have to buy a book to use the resources at online book stores. Use sites like Amazon to find titles that will be useful in your classroom. In addition to book reviews, many online bookstores offer other services that will make locating just the right title easier.

### Amazon

[www.amazon.com](http://www.amazon.com)

You can read reviews, excerpts, find the 100 most frequently used words in a book, get readability statistics and more.

### Barnes and Noble

[www.barnesandnoble.com](http://www.barnesandnoble.com)

You'll find reviews from critics and readers at this site.

## Children's Book Publishers

All of the major children's book publishers have Web sites with details on book titles and a variety of other resources including lesson plans, games, interactive sites for students and more. They are great resources not just for literature, but also for other subject areas.

### Random House Teacher Center

[www.randomhouse.com/teachers](http://www.randomhouse.com/teachers)

Author bios, teaching ideas, and book info.

### Harper Collins

[www.harperchildrens.com](http://www.harperchildrens.com)

Book reviews, games, and a section on how a book is made.

### Houghton Mifflin

[www.eduplace.com](http://www.eduplace.com)

Site features separate kid's, parent's and teacher sections with games, activities, teaching ideas, book reviews, author profiles and lots more.

### Scholastic

[scholastic.com](http://scholastic.com)

Homepage for Scholastic, site includes sections for parents, teachers and students. You'll find author interviews and live chats, book reviews and teaching ideas, games and lots more.

## Book Review Sites for Students

### Book Hive

[www.bookhive.org](http://www.bookhive.org)

This site from the Public Library of Charlotte & Mecklenburg County features book reviews and students can even add their own comments.



### On-Lion

[kids.nypl.org/index.cfm](http://kids.nypl.org/index.cfm)

You'll find booklists, book reviews, author and illustrator links and more at this site from the NY City Public Library.

### Kids Reads

[www.kidsreads.com](http://www.kidsreads.com)

This site for kids has book reviews, author information, games, book club guides and lots more.

### Teen Reads

[www.teenreads.com/reviews/index.asp](http://www.teenreads.com/reviews/index.asp)

Reviews of Young Adult titles along with brief author bios.

### World of Reading

[www.worldreading.org](http://www.worldreading.org)

Students can submit and read reviews by other students at this site from the Ann Arbor District Library.

### Morton Grove Public Library Booklist

[www.webrary.org/kids/jbibmenu.html](http://www.webrary.org/kids/jbibmenu.html)

This site features brief overviews of children's books organized by topic.

### How to Write a Book Review

[kotn.ntu.ac.uk/authors/howto.htm](http://kotn.ntu.ac.uk/authors/howto.htm)

Kids can learn the components of a good book review at this site from Kids On the Net.

## General Book Review Sites

### NY Times

[www.nytimes.com](http://www.nytimes.com)

You'll find reviews for the latest books as well as reviews from the past few years. You will need to complete a free registration.

### Midwest Book Review

[www.midwestbookreview.com](http://www.midwestbookreview.com)

Monthly books reviews.

## Award-Winning Books

### Your Kids Library

[yourkidslibrary.com](http://yourkidslibrary.com)

Reviews of all 360 Newbery Medalist and Honor books awarded since 1922.

### Database of Award-Winning Children's Literature

[www.dawcl.com](http://www.dawcl.com)

Create a list of award-winning books to meet your specifications.

## Book Review Sites for Teachers

### Book Talks

[nancykeane.com/booktalks/default.htm](http://nancykeane.com/booktalks/default.htm)

This site from N.H. Librarian Nancy Keane features brief overviews of over 1000 children and young adult titles.

### Carol Hurst's Children's Literature Site

[www.carolhurst.com](http://www.carolhurst.com)

Reviews of books for kids along with ideas of ways to titles in the classroom.

### Children's Book Council

[www.cbcbooks.org](http://www.cbcbooks.org)

Lists of new books, thematic titles, and other resources.

### Book a Minute

[www.rinkworks.com/bookaminute](http://www.rinkworks.com/bookaminute)

For when even the condensed version is too long!

## Author Studies

Once you have located a book, use the Web to learn more about the author. You'll find that many authors have Web sites with profiles, book excerpts, lesson ideas and other resources. In addition to the personal Web sites of authors, you will also find author information, interviews, and live chats with authors at other Web sites.



## Author Web Sites

### Authors and Illustrators on the Web

[www.ucalgary.ca/~dkbrown/authors.html](http://www.ucalgary.ca/~dkbrown/authors.html)  
Links to author Web pages from the Children's Literature Web Guide.

### Index to Children's and Young Adults' Authors and Illustrators

[falcon.jmu.edu/~ramseyil/biochildhome.htm](http://falcon.jmu.edu/~ramseyil/biochildhome.htm)  
Links to a variety of author and illustrator resources including Web sites, interviews, and a name pronunciation guide.

### Scholastic – Authors and Books

[www2.scholastic.com/teachers/authorsandbooks/authorstudies/authorstudies.jhtml](http://www2.scholastic.com/teachers/authorsandbooks/authorstudies/authorstudies.jhtml)  
Profiles, author chats, interviews and more.

### Harper Collins – Authors

[www.harperchildrens.com/hch/author](http://www.harperchildrens.com/hch/author)  
Author interviews, profiles and links.

### Houghton Mifflin Author Spotlight

[www.eduplace.com/author/index\\_flash.html](http://www.eduplace.com/author/index_flash.html)  
Author biographies, interviews, and contact information.

### Yahooligans – Authors

[yahooligans.yahoo.com/school\\_bell/language\\_arts/authors/](http://yahooligans.yahoo.com/school_bell/language_arts/authors/)  
Links to author Web sites.

## Sample Author Sites

**Jan Brett**  
[www.janbrett.com](http://www.janbrett.com)

**Tomie dePaola**  
[www.tomie.com](http://www.tomie.com)

**Eric Carle**  
[www.eric-carle.com](http://www.eric-carle.com)

**Denise Fleming**  
[www.denisefleming.com](http://www.denisefleming.com)

**Beverly Cleary**  
[www.beverlycleary.com](http://www.beverlycleary.com)

**Kevin Henkes**  
[www.kevinhenkes.com](http://www.kevinhenkes.com)

**Roald Dahl**  
[www.roalddahl.com](http://www.roalddahl.com)

**Robert Munsch**  
[www.robertmunsch.com](http://www.robertmunsch.com)

**Dav Pilkey**  
[www.pilkey.com](http://www.pilkey.com)

**Paul Zindel**  
[www.paulzindel.com](http://www.paulzindel.com)

**Mem Fox**  
[www.memfox.com](http://www.memfox.com)

## Book Series Web Sites

### The Alice Series

[www.simonsays.com/content/index.cfm?sid=510](http://www.simonsays.com/content/index.cfm?sid=510)

### Animorphs

[scholastic.com/animorphs/index.htm](http://scholastic.com/animorphs/index.htm)

### Berenstain Bears

[www.berenstainbears.com](http://www.berenstainbears.com)

### Little House Books

[www.littlehousebooks.com](http://www.littlehousebooks.com)

### Goosebumps

[place.scholastic.com/Goosebumps/index.htm](http://place.scholastic.com/Goosebumps/index.htm)

### Harry Potter

[www.scholastic.com/harrypotter/home.asp](http://www.scholastic.com/harrypotter/home.asp)

### Lemony Snicket

[www.lemonysnicket.com](http://www.lemonysnicket.com)

### Magic School Bus

[scholastic.com/MagicSchoolBus/home.htm](http://scholastic.com/MagicSchoolBus/home.htm)

### Narnia

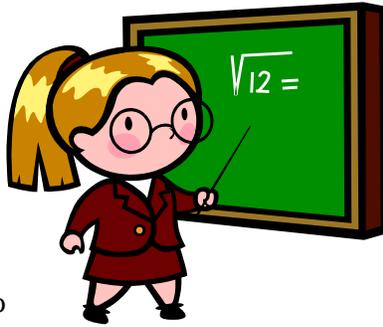
[disney.go.com/disneypictures/narnia](http://disney.go.com/disneypictures/narnia)

### Seussville

[www.seussville.com](http://www.seussville.com)

## Teaching Ideas

Why recreate the wheel? You'll find lots of great teaching ideas, lesson plans, activities and other curriculum resources on the Web that will help you bring literature to life in your class.



## General Resources

### Children's Literature Web Guide

[www.ucalgary.ca/~dkbrown](http://www.ucalgary.ca/~dkbrown)

This site has it all, lists of award-winning books, teaching ideas for books, and links to author pages.

### Fairrosa Cyber Library

[www.fairrosa.info](http://www.fairrosa.info)

Articles, reviews, author links, discussions and more.

### Kay Vandergrift's Special Interest Page

[www.scils.rutgers.edu/~kvander](http://www.scils.rutgers.edu/~kvander)

Hosted by Professor Kay Vandergrift at Rutgers University, this site includes sections covering: Materials for Children, Gender and Culture in Picture Books, Young Adult Literature, History of Children's Literature, Linking Literature with Learning, Feminist Studies, and Professional Writing Resources.

## Teaching Resources

### CyberGuides

[www.sdcoe.k12.ca.us/score/cyberguide.html](http://www.sdcoe.k12.ca.us/score/cyberguide.html)

CyberGuides, developed by the San Diego County Office of Education, are supplementary web-delivered units of instruction centered on core works of literature. They are designed for the classroom with one online computer.

### The Doucette Index to K-12 Teaching Ideas for Literature

[www.educ.ucalgary.ca/litindex](http://www.educ.ucalgary.ca/litindex)

Searchable index to books and web sites with teaching suggestions and ideas.

### Read, Think, Write

[www.readwritethink.org](http://www.readwritethink.org)

This site from the International Reading Association features lesson plans that use literature to explore a variety of themes.

### EdSitement

[edsitement.neh.gov](http://edsitement.neh.gov)

This site from the National Endowment for the Humanities has some great literature lesson plans for older students.

### Discovery School Lesson Plans

[school.discovery.com/lessonplans/lit.html](http://school.discovery.com/lessonplans/lit.html)

A collection of literature lesson plans, primarily for middle and high school.

### PBS Teacher Source

[www.pbs.org/teachersource/arts\\_lit.htm](http://www.pbs.org/teachersource/arts_lit.htm)

Search for art and literature lesson plans from PBS.

### Scholastic Lesson Plans

[teacher.scholastic.com/lessonplans](http://teacher.scholastic.com/lessonplans)

Collection of lesson plans in a variety of subject areas, including literature and reading.