

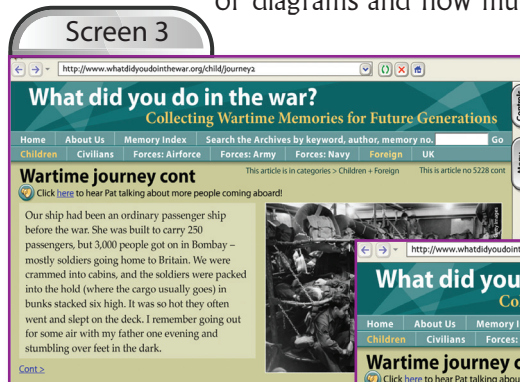
- Before clicking on the link *Wartime journey*, ask the children to predict the features of the next screen. (The second memory: a text account of a wartime journey, a map and photograph. A speaker icon enables children to listen to part of the memory. There is a link to screen 3 where the memory continues.)



- Click on the link and read the text together. Ask them why a map is included. Read the labels on the map and talk about what the children know about these places.
- Point out the link *Cont>*. Ask the children what this abbreviation means (continued) and what they expect to happen when they click it. Follow the link to screen 3. Look at the photograph, read the text and listen to the audio clip.
- Continue to screen 4. Listen to the audio clip and read the text. Ask what extra information is provided by the photograph and the destroyer sound effect. Ask: *What does it add to our knowledge?* (Detail, atmosphere, realism.)
- Discuss how the website is organised (how text and illustrations are arranged on the screen, where links and icons are displayed). Ask the children to think about how easy or difficult it is to find information on the website.

Writing activities

- Explain to the children that they are going to design their own website page. Choose a topic from another area of the curriculum that the class has been working on and ask them to use the topic as a basis for their own website page. As a class, draw up a list of the features needed for a website page. (For example: web address, website title, navigation buttons for links to other pages and sound or video, illustrations and/or animations.)
- Arrange the children into pairs and ask them to work together to plan their website page on paper. Ask them to experiment with different colours and styles/size of writing to help users locate key information. Encourage them to think about where to place illustrations, photos or diagrams and how much information they should include. Explain that they should make their web page attractive to users in order to encourage people to read it.



Whiteboard tools

- Whiteboard tools used on the screen shots include:
 - Outline box
 - Outline circle
 - Line tool
 - T Text tool
 - Colour used

Assessment

- Are the children aware that a website contains features not found on a paper-based text (for example audio, navigation buttons and links)?
- Ensure that the children understand that a website page does not need to be read in sequence but selected according to needs.

References to 100 Literacy Framework Lessons

- Non-fiction Unit 1 Recounts pages 97–116
- Non-fiction Unit 2 Information texts pages 117–132

Photocopiable

- See page 34 or CD-ROM.

NAME _____ DATE _____

Understanding websites

Look at these website abbreviations.

- Find the meaning of each abbreviation and write the full term in the table.
- Use a dictionary to help you.

Abbreviation	Term in full
www	
url	
url	
url	
url	
url	

Look at these website terms.

- Find the meaning of each term and write it in the table.
- Use a dictionary to help you.

Website term	Definition
Home page	
open	
insert	
click	
double click	
download	
address	
upload	