Teaching your child about technology doesn’t have to be overwhelming. *Kids, Computers, and Learning: An Activity Guide for Parents* provides you with everything you need to effectively teach your child technology. With more than 100 activities on topics including online safety, Internet research, and multimedia presentations, you can supplement your child’s computer education or prepare young children for school in the digital age. The accompanying CD has a workbook, grade book, answer keys and more.

Children will use the World Wide Web throughout their lives for research, entertainment, and communication, so it is important that they have a strong understanding of the Web from an early age. Chapter 4 includes 10 activities that teach your child what that environment is and how it works. You will also find ideas for enrichment and tips for extending the activities.
The World Wide Web

Objective
Children will learn about basic navigation on the World Wide Web, Internet infrastructure, URLs (Uniform Resource Locators), web browsers, IP (Internet Protocol) addresses, download speeds, switches, and hubs.

Purpose
At the completion of this chapter, your child should have a sound understanding of how the Internet works and how to navigate the World Wide Web. Provide personal meaning about the World Wide Web to your children by encouraging them to take ownership of the information so that they will be committed to learning. For example, the online learning tutorials could be their first exposure to an online class. Some children take similar online classes through a home school environment. Many adults earn a college degree by taking online courses. Furthermore, as your children learn more about navigating using web browsers, their knowledge will produce intelligent and safe surfing. Encourage your children to focus on this chapter and learn all that they can about the World Wide Web!
Activities Overview

The following chart categorizes each activity to help you to plan the lessons. For example, if you feel that your child would benefit from an arts and crafts activity at a particular time, then choose an activity in the arts and crafts column.

Remember, don’t hurry to complete an activity just to have it completed. Your child should work at his or her own pace and really understand the concepts. Create a positive atmosphere while encouraging your child to learn with confidence. To get started, you may decide to plan a fun activity to inspire your child and focus your child’s attention on the World Wide Web. If possible, take your child on a tour of a server room at a local business. Explain that all of the computers at businesses are connected to a server, and then the server is connected to other computers that are part of the Internet.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Worksheet</th>
<th>Modifiable</th>
<th>Internet Access</th>
<th>Game</th>
<th>Learning Card</th>
<th>Slide Show</th>
<th>Arts and Crafts</th>
<th>Answer Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. World Wide Web Slide Show</td>
<td>✓</td>
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<td>2. Internet Tutorials</td>
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<td>3. URL Worksheet</td>
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<td>7. Internet Protocol (IP) Address</td>
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<td>8. Internet Connection Speeds</td>
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<td>9. Switches and Hubs</td>
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<td>10. Quiz</td>
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* Easily modifiable for younger children
## CD Supplements

The following chart lists all of the CD supplements for this chapter and provides the CD filename, supplement title, and activity number. To make locating and using these supplements faster and easier, it is recommended that you copy all files to your hard drive before beginning the lessons.

<table>
<thead>
<tr>
<th>CD Filename</th>
<th>Title</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A</td>
<td>World Wide Web Slide Show</td>
<td>1</td>
</tr>
<tr>
<td>4B</td>
<td>How the Internet Works Worksheet I</td>
<td>2</td>
</tr>
<tr>
<td>4C</td>
<td>How the Internet Works Worksheet II</td>
<td>2</td>
</tr>
<tr>
<td>4D</td>
<td>How the Internet Works Worksheet I Answers</td>
<td>2</td>
</tr>
<tr>
<td>4E</td>
<td>How the Internet Works Worksheet II Answers</td>
<td>2</td>
</tr>
<tr>
<td>4F</td>
<td>URL Worksheet</td>
<td>3</td>
</tr>
<tr>
<td>4G</td>
<td>URL Worksheet Answers</td>
<td>3</td>
</tr>
<tr>
<td>4H</td>
<td>URL Cards</td>
<td>4</td>
</tr>
<tr>
<td>4I</td>
<td>Web Browser Worksheet I</td>
<td>5</td>
</tr>
<tr>
<td>4J</td>
<td>Web Browser Worksheet II</td>
<td>5</td>
</tr>
<tr>
<td>4K</td>
<td>Web Browser Worksheet I Answers</td>
<td>5</td>
</tr>
<tr>
<td>4L</td>
<td>Web Browser Worksheet II Answers</td>
<td>5</td>
</tr>
<tr>
<td>4M</td>
<td>Switches and Hubs Worksheet</td>
<td>9</td>
</tr>
<tr>
<td>4N</td>
<td>Switches and Hubs Worksheet Answers</td>
<td>9</td>
</tr>
<tr>
<td>4O</td>
<td>World Wide Web Quiz</td>
<td>10</td>
</tr>
<tr>
<td>4P</td>
<td>World Wide Web Quiz Answers</td>
<td>10</td>
</tr>
<tr>
<td>4Q</td>
<td>World Wide Web Vocabulary</td>
<td>Optional</td>
</tr>
</tbody>
</table>
Variations for Younger Children

Children are able to navigate the World Wide Web at an early age because computers are readily available to them. Prepare appropriate activities that will allow younger children to explore ideas while giving them sufficient exposure to the World Wide Web. Feel free to modify the activities, for example by removing a step, to meet the needs of your child. Monitor your child’s expression to see if he is showing signs of frustration because the activity is too difficult or signs of boredom because the activity is too easy then modify the activity to help him succeed on his individual level. You could even make up your own activities. The following ideas may help.

- Concentrate on a few of the vocabulary terms, instead of teaching all of the skills that are discussed throughout the chapter. You may want to expose your child to all of the skills, but focus on one or two at a time.

- Choose one online tutorial to use and show your child how to navigate using that particular website. While viewing the online tutorial, have him point to the pictures while you read the information to your child, especially if he is still learning to read.

- When explaining web browsers to your children, you may want to show them only one web browser. When teaching about navigation using the web browser, draw a simple house on a piece of paper to represent the home icon on the web browser. Ask your child to find the home icon on the web browser on his computer. Explain to your child that this icon takes you to a specific page called the home page. Continue to draw pictures and teach about other icons on the web browser such as Stop, Refresh, Back, and Forward.

Internet Safety

In this chapter, some activities require Internet access. Remind your child to think about Internet safety during these activities. You may want to review the Internet safety tips on pages 10–11.

Fun Decorations

Decorate your home to make this chapter refreshing and fun for everyone. Referring to the room decorations throughout the chapter will help your child think about the World Wide Web and how the Internet really works.
The following are some ideas that might help you with decorations.

- Print the slides from the World Wide Web Slide Show (CD Supplement 4A), staple them to brightly colored construction paper, and display them in your home.
- Dedicate a section of your house to learning about the World Wide Web. Refer to the information located in that area of your home throughout this chapter. Use a banner or letter cutouts to spell out “The World Wide Web,” the topic of this chapter. Hang completed work in this area.
- Change the screensaver or the desktop background of your computer to a picture of something, such as a spiderweb, that represents what your child will be learning in this chapter.
- Make a large spiderweb using yarn, markers, or string on a poster board and label it “World Wide Web.” Attach four or five pictures of different computers on the web.
- Using a large piece of paper, write a URL that your child uses often, such as a community website, and hang it on the wall. Use this for Activity 4: URL Cards.
- Display posters of the Internet framework or a map of the Internet. Here are a couple examples: www.unc.edu/~unclng/internet-map.gif or www.ics.uci.edu/~wscacchi/Tech-EC/EC-EB/Internet-map.gif

Vocabulary

Review the following terms with your child so that he or she can have a basic understanding of the vocabulary used in this chapter. You could also have your child write the definitions in the World Wide Web Vocabulary worksheet (CD Supplement 4Q).

**computer:** A programmable machine that processes information.

**domain name:** Words and dots that represent a specific destination used in URLs.

**firewall:** A system that restricts the types of services that are accessible on internal systems from the Internet.

**Internet:** A worldwide network connecting millions of computers.
IP Address: Internet Protocol Address. Every computer that connects to the Internet must have a unique number that allows information from it to be routed to another system.

network: Computers connected together that share information.

router: A device that moves data from one network to another.

server: A computer on a network that provides resources for other systems.

switch/hub: A device that allows computers to connect with other computers that reside on the same network.

URL: Uniform Resource Locator. A complete address on the Internet used to locate a specific page.

web browser: Software that allows you to locate and view webpages on the World Wide Web. For example, Mozilla Firefox or Microsoft Internet Explorer.

World Wide Web: A network of webpages that can be viewed using a web browser.

NETS•S Addressed

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems
b. select and use applications effectively and productively
c. troubleshoot systems and applications
d. transfer current knowledge to the learning of new technologies

Grades

Your child will have many opportunities to show all he has learned about the World Wide Web in this chapter. Clearly explain throughout the chapter all that is expected of him. Your child's previous knowledge of the World Wide Web may be considered when deciding the assessment
method. Determine a way to authentically evaluate your child based on his individual accomplishments and creative abilities. The following are some suggestions that might help you to assess your child.

- Use the answer keys in the various activities to grade the supplements that your child has completed. Base the grades on accuracy or completion. The answer keys can be found on the CD.
- You may want to use the Grade Book located in Appendix A at the back of this book to record your child’s assignments and grades.
- Keep a running record of your child’s progress to determine comprehension and understanding of the content. Record these observations on paper or in the Grade Book (Appendix A).
- Ask your child to write down the definitions to the vocabulary words in this chapter, using the World Wide Web Vocabulary worksheet (CD Supplement 4Q). This worksheet can be graded.
- Assess your child when he takes the quizzes that are a part of the online tutorials.
- Ask your child to share some interesting trivia that he has learned while using the online tutorials.
- Have your child explain how the Internet works using his own words. Encourage him to use the information learned throughout the chapter.

**Enrichment**

Think of ways to expand your child’s mind about the World Wide Web and the Internet. The enrichment activities will cause your child to think outside the box and further her understanding about the Internet. Choose one of these extended activities, or come up with your own ideas to encourage your child to go beyond all that she has learned in this chapter.

- Encourage your child to play the tutorials again to learn more about the Internet.
- Show your child some online learning courses she could take or certificates that she could acquire online now or when she is older. Talk to your child about colleges and universities that offer online certificates or degrees.
- Encourage your child to learn about other topics using online tutorials. Research and find some fun and interesting online learning tutorials that spark the interests of your child.
To motivate higher-level thinking, ask your child to explain how she thinks the Internet may change in the future.

• Have your child research the history of the World Wide Web and explain how it is part of the Internet.

• Have your child research and explain other web browser items not discussed in this chapter, such as History, Bookmarks, Tabs, Help, and Print.

• Have your child type a URL in an address bar, and then modify it to see what happens to the webpage. For example, modify or delete the text after the domain name.

• Have your child research and then write a report explaining the complex parts of the URL such as top-level domain, subdomain, ports, and directories.

• Have your child research online to find out more about IP addresses, such as the difference between public and private IP addresses.

• Have your child think about and plan out ways to increase the Internet connection speed in your home.

**Closure**

Promote a sense of accomplishment at the completion of the chapter. Allow a few moments for your child to contemplate all that he has learned about the World Wide Web and the Internet. The following are some suggestions for closure activities.

• Ask, “What have you learned about the World Wide Web?” Encourage your child to share a few interesting facts or trivia learned during this chapter.

• Ask your child to share his favorite activity in this chapter.
Activity 1

World Wide Web Slide Show

Goal

Your child will watch a slide show and learn about the World Wide Web, the Internet, URLs, and web browsers.

Materials

- World Wide Web Slide Show (CD Supplement 4A)
- computer
- paper
- colored pencils, markers, or crayons

Steps

1. Prepare

Open the World Wide Web Slide Show (CD Supplement 4A). Click Slide Show > View Slide Show when you are ready to begin.

2. Learn

As you advance each slide, have your child read along with you to give your child some basic understanding about the World Wide Web, the Internet, URLs, and web browsers.

3. Review

Show the slide show again and have your child recall the definitions before they appear on the screen. Your child could advance the slides during the multimedia presentation.
4. **Draw**

Have your child use colored pencils, markers, or crayons to draw a picture showing how the Internet works.

**Tip**

Check out a book from your local library about the World Wide Web and the Internet for your child to read.
Activity 2

Internet Tutorials

Goal

Your child will use an online tutorial to learn about the Internet and complete a worksheet.

Materials

- How the Internet Works Worksheet I or II (CD Supplement 4B or 4C)
- How the Internet Works Worksheet I or II Answers (CD Supplement 4D or 4E)
- computer with Internet access
- pencil

Steps

1. Prepare

Listed below are several online tutorials. Choose the sites that will be the best for your child’s age and abilities. Become familiar with the websites ahead of time, so you will know how to navigate the sites. Please note that each tutorial explains the Internet in a different way, so it is beneficial to allow your child to use more than one tutorial to maximize her learning experience.


   BrainPop (account required): www.brainpop.com/technology/seeall/


   Internet Explorer 5 in the Classroom: www.actden.com/IE5/

   Looney Tunes Teach the Internet: http://looneytunes2.warnerbros.com/ltti/

   Networks Windows NT: www.actden.com/skills2k/net.htm

2. **Tutorial**

Allow your child to view the online tutorials, or have her complete the sections of the tutorials that you want to focus on with your child. Your child may need to view the tutorials more than once to completely understand the information.

3. **Worksheet**

Decide which How the Internet Works Worksheet (I or II) will best meet the needs of your child. Print out the appropriate worksheet (CD Supplement 4B or 4C).

Explain the directions at the top of the worksheet and give your child sufficient time to complete it. If needed, allow your child to watch the tutorials again or choose a different tutorial for her to find the information she needs to complete the worksheet.

If your child is completing the How the Internet Works Worksheet II, encourage her to write the description of the terms using her own words.

4. **Check**

Use How the Internet Works Worksheet I or II Answers (CD Supplement 4D or 4E) to check your child’s work. Go over any missed items.

**Tips**

While reading the online tutorial, point out specific terms and ask your child what that term means. This will help your child think about the terms and how to come up with a definition. Print out some of the basic facts about the Internet from one of the tutorials and give it to your child to read.
Activity 3

URL Worksheet

Goal

Your child will complete a URL worksheet to learn about the parts of a website address.

Materials

- URL Worksheet (CD Supplement 4F)
- URL Worksheet Answers (CD Supplement 4G)
- computer with Internet access
- pencil

Steps

1. **URL**

   Open a web browser and have your child type a URL in the address bar. Discuss the different parts of the website address including document name, separators, subdirectory name, domain name, and protocol.

2. **Worksheet**

   Have your child use the word list to fill in the boxes with the appropriate term on the URL Worksheet (CD Supplement 4F). If needed, allow your child to view the slide show again or watch a tutorial to complete the worksheet.

3. **Check**

   Use the URL Worksheet Answers (CD Supplement 4G) to check your child’s work. Go over any missed items.
Tips
For fun, have your child find URLs on cereal boxes, toys, games, or other items and talk about the different parts of the URL. URLs are more complicated than what has been presented in this activity; have your child research hosts, top-level domain, FQDN (Fully Qualified Domain Name), and other terms.
Goal

Your child will review the parts of a URL and then play a matching game.

Materials

- URL Cards (CD Supplement 4H)
- scissors
- paper
- markers
- tape
- yarn or string

Steps

1. **Prepare**
   
   Print and then cut out the URL Cards (CD Supplement 4H). Glue them to construction paper for added durability.

2. **Review**
   
   Before you begin, you may want to review the parts of the URL with your child.

3. **Write**
   
   Write a website address on a large piece of paper using large letters and hang it on the wall. If you need more space, attach two or more pieces of paper together with tape. Tape the URL cards close to the address, but in random places on the wall.
4. **Play**

Have your child tape yarn or string onto the URL card and then tape it to the correct place on the website address. Write another URL on different paper and have your child play again.

**Tips**

For more information on URLs, have your child find the meaning of different protocols: http, https, ftp, and sftp. Children could also research the meaning of different top-level domain names such as .com, .net, .edu, .org, .gov and country codes such as .in, .cn, .kr, or .ru. For fun, try www.google.cn.
Activity 5

Web Browsers

Goal

Your child will practice some basic navigation techniques using a web browser and then complete a worksheet.

Materials

- Web Browser Worksheet I or II (CD Supplement 4I or 4J)
- Web Browser Worksheet I or II Answers (CD Supplement 4K or 4L)
- computer with Internet access
- Web browser (Microsoft Internet Explorer or Mozilla Firefox)
- pencil

Steps

1. View

Allow your child to view a web browser at the computer while explaining how to navigate using the navigation toolbar and standard icons.

2. Practice

Practice some basic navigation techniques by calling out icons such as Back, Forward, Refresh, Home, and Stop as your child clicks on the correct icon on the browser.

3. Worksheet

Depending upon the age and ability of your child, have your child complete either Web Browser Worksheet I or II (CD Supplement 4I or 4J). Print the appropriate worksheet. Explain the instructions that are written on the worksheet and answer and questions. Give your child enough time to complete the worksheet.
4. Check

Use the Web Browser I or II Answers (CD Supplement 4K or 4L) to grade your child’s work. Go over any missed items.

Tips
Show your child the differences among various browsers (e.g., Microsoft Internet Explorer or Mozilla Firefox). You may want to show your child how to create a home page or a bookmark for his favorite website. It may be helpful to show your child how to add and remove buttons to the web browser.
Activity 6

Internet Dramatization

Goal

Your child will create a visual representation of the Internet using yarn and boxes.

Materials

• yarn or string
• four small boxes or cartons
• tape
• paper
• colored pencils, markers, or crayons

Steps

1. Question

Ask your child, “When you go online to a website, how does that information get onto your computer screen?” Allow your child to share her answer or write it on a piece of paper. It may be fun to find out your child's ideas of how the Internet works, which also gives you an idea of her level of understanding.

2. Network

Place the boxes or cartons around a room. Have your child stretch yarn across the room to make a web by taping the yarn to the boxes. Explain to your child that information passes through wires from one computer to another. The yarn is a representation of the wires while the boxes are like computers. The information passes very quickly over the wires to computers. This is a very simple explanation of how computers talk to each other in a network.
3. **Internet**

Have your child act as if she is a byte of data going from one box to the other. Tell her to run as fast as she can for 30 seconds to and from the boxes because she is transmitting messages from one computer to another. Then have her sit while you share that the Internet is the largest network of all. It is composed of computers connecting to one another via Internet Service Providers (ISPs). ISPs have numerous modems and routers (modem banks) that allow a home or business computer to communicate on the larger Internet pathway. ISPs connect to each other via national and international communication lines, most of which are made of fiber optics. These lines comprise the backbone of the Internet. They transmit information at extremely high speeds, much faster than any computer is capable of sending or receiving information.

4. **Multiple Networks**

Allow your child to create an entirely new network in another room of your home. Remember to connect the two networks (rooms) using wire (yarn). Share that the Internet consists of many independent networks connected via routers. A router takes the information from one network and transmits it to another network. In that way, a computer network in New York can route messages to a completely different network in Tokyo, Japan. Network engineers work with routers to make communication between networks as efficient as possible.

5. **Draw**

After completing this dramatization, have your child use colored pencils, markers, or crayons to draw a picture showing how the Internet works. You may want to compare this drawing to the picture she made in Activity 1: World Wide Web Slide Show. Have her use her drawing and tell you again in her own words how the Internet works.

**Tips**

Create signs that say *computer*, *wires*, and *byte*, then attach them to the boxes, yarn, and your child during the dramatization. For added fun, be creative and allow your child to create a huge World Wide Web in your home using lots of yarn.
Activity 7

Internet Protocol (IP) Address

Goal

Your child will determine the IP address for his computer.

Materials

- computer with Internet access
- paper and pencil

Steps

1. IP Address

   Everything that connects to the Internet must have an IP address. Explain that just as you have a mailing address for your home, your computer has an IP address so it can connect to the Internet. The Internet Protocol is a set of rules used for communicating on the Internet.

2. Type

   To find the IP address of your computer, go to a command prompt on your computer.

   **For Windows 2000, XP, or Vista**
   
   Go to: Start > Programs > Accessories > Command Prompt
   
   Type: ipconfig
   
   Press: Enter key

   **For Linux**
   
   Go to: a terminal window
   
   Type: ifconfig | grep inet
   
   Press: Enter key

   **For Macintosh**
   
   Go to: Applications > Utilities > Terminal
   
   Type: ifconfig | grep inet
   
   Press: Return key
3. **Record**

Have your child write down your IP address. You need to find the list of numbers that corresponds to your current network. The IP address is the set of numbers with three periods after the word “inet.” You will see slight variations in how the IP address is listed, depending on your operating system. You should see something similar to this at the command prompt:

```
hpoteete$ ifconfig | grep inet
   inet 192.168.0.78 netmask 0xffffff00 broadcast 192.168.0.255
```

In this example, the IP address that corresponds to the network is 192.168.0.78.
Activity 8

**Internet Connection Speeds**

**Goal**

Your child will use a website to determine her Internet connection speed and record the results.

**Materials**

- computer with Internet access
- paper and pencil

**Steps**

1. **Test Speed**

   Have your child find out the download and upload speed of your Internet connection in your home by using an online speed test such as www.speakeasy.net/speedtest/ or www.speedtest.net.

2. **Record**

   Instruct your child to write the results of the speed test on a piece of paper.

3. **Test Again**

   Sometimes your connection speed changes at different times during the day or night. It will also change depending on how many computers are connected to the network and are actively transmitting information (network congestion). Have your child find out the best time to surf the web using your home computer by testing the connection speed at different times throughout the day.

4. **Best Time**

   Ask your child to write the time of day and the results of the speed tests on a piece of paper. The higher the number, the faster the connection. Have her circle the best time of day to surf the web on your computer, which will be the fastest connection speed.
Activity 9

Switches and Hubs

Goal
Your child will learn about switches and hubs and complete a worksheet.

Materials
- Switches and Hubs Worksheet (CD Supplement 4M)
- Switches and Hubs Worksheet Answers (CD Supplement 4N)
- a computer switch or hub (optional)
- Ethernet cable (optional)

Steps

1. **Show**

   Show your child an actual switch or a hub or a picture of one. You could show him one that you use in your home or go to a computer parts store to show him the device.

   Switches and hubs have ports. The ports are the small network jacks into which you plug your computer network cable. If you have an Ethernet cable, you could also show him how the cable plugs into the port. Switches and hubs connect computers together, creating Local Area Networks (LANs). Remind your child that the Internet is the largest network of all.

2. **Worksheet**

   Have your child complete the Switches and Hubs Worksheet (CD Supplement 4M) to learn more about the differences in these devices.
3. Check

Use the Switches and Hubs Worksheet Answers (CD Supplement 4N) to grade your child’s work. Go over any missed items with your child.

Tips

Allow your child to help you pick out a switch if you need one for your home network. Both switches and hubs are built to transmit data at specific speeds. Be sure to pick a switch or a hub that has a speed rating sufficient for your network—faster is better. Also, pick one that has enough ports for every computer, printer, router, wireless access point, or other network device that you wish to connect to your new Local Area Network (LAN).

Usually, switches and hubs are rated by megabits per second or Mbps (notice the capital “M” for Mega, and the lowercase “b” for bit. A lowercase “m” would represent milli, and an uppercase “B” would represent byte.) Per second is abbreviated “ps.” It is normal to see network units rated as 10/100/1,000 Mbps.
Activity 10

Quiz

Goal

Your child will take a quiz on the information she has learned about the World Wide Web and the Internet.

Materials

- World Wide Web Quiz (CD Supplement 4O)
- World Wide Web Quiz Answers (CD Supplement 4P)
- pencil
- computer with Internet access (optional)

Steps

1. Review

Use any worksheets, drawings, and notes from the activities in this chapter to review the information on the World Wide Web and the Internet.

2. Quiz

Print the World Wide Web Quiz (CD Supplement 4O). Explain the instructions, answer any questions, and provide your child with enough time to complete the quiz.

3. Check

Use the World Wide Web Quiz Answers (CD Supplement 4P) to grade your child’s work. The answers given are only samples because actual answers will vary greatly. Go over any missed questions with your child.

Tip

Allow your child to use her computer to find the answers during the quiz.
In her writing, Holly Poteete draws on her experience and inspiration from more than 10 years working in elementary and middle schools across the United States. Author of two ISTE books as well as Web-based lesson plans, Poteete also leads teacher and parent technology classes. A mother of two, she believes strongly in instilling children with knowledge, creative experiences, and the ethical use of technology when they are young.

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