

UNIT 1: INTERNET BASICS LESSON 1: WHAT IS THE INTERNET?

LESSON OVERVIEW

The Internet is a computer network that connects people across the world. This means that people all over the world can view and interact with the same websites and each other.

Time: ~25 minutes

OBJECTIVE

Student is able to identify basic Internet terminology.

PRINT PREPARATION

1. Print this units Dollar Tracker.
2. Review sequence of activities in lesson.
3. Identify which supplements you will use.
4. Print/Copy/Laminate materials that fit your students' needs.
5. Refer to your Level 1 Guide to read about effective practices.

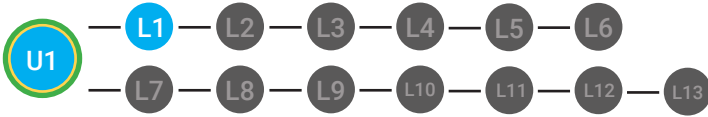
ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 1**
5. Select **Lesson 1 - What is the internet?**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.



LESSON PLAN

WARM UP

1. Write the word Internet on the board
2. Ask students, **“For a participation dollar, write down the first word that comes to mind when thinking of the word internet.”**

Possible Answers: video games, YouTube, Facebook, Google email

3. Have students share their choices using differentiation.



4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



“Marcus thinks of YouTube. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”



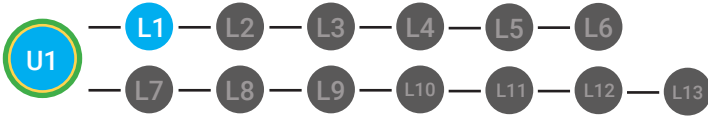
Use supplemental material Image Exchange Cards **1.1.1**. See **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

Award at least four participation dollars.

- T1** Write down answer in their notebook or a post-it to stick on the board. Student shares verbally.
- T2** Rephrase question to a Yes/No answer prompt OR partner with a Tier 1 student.
- T3** Have students point to **Image Exchange cards [1.1.1]** or points to **Yes or No Image Exchange Card [1.IEC.Y/N]** for rephrased question.




5. Ask, “For a participation dollar, who can tell me where you use the internet?”

Possible Answers: home, school, library, friend/family’s house



6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



Use supplemental material Image Exchange Cards **1.1.2**. See  **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION



T1 Verbal response with description of an experience



T2 Verbal response or holds up **Image Exchange cards** [1.1.2] to hold up or point to potential vocabulary word or icon.



T3 Holds up or points to **Image Exchange cards** [1.1.2] to hold up or point to potential vocabulary word or icon.




7. Ask, “For a participation dollar, what is the first word that comes to mind when you ‘network’?”

Possible Answers: an interconnected group, a system, connection, social network



8. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



Use supplemental material Image Exchange Cards **1.1.3**. See  **DIFFERENTIATION** below to identify supplements needed for your students.



“Marcus thinks of home. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Award at least four participation dollars.



REDIRECTION: Use social network (i.e. Facebook) as an example to get students to understand a network is an interconnected group.



“Marcus thinks of a system. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Award at least four participation dollars.



DIFFERENTIATION

- T1** Verbal response
- T2** verbal response or student can draw an image
- T3** Holds up or points to **Image Exchange cards** [1.1.3] to hold up or point to potential vocabulary word or icon representing networks.

GUIDED WATCHING

- ?** 1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*
Answer: Internet

- +\$** 2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]

📄 Use supplemental material Badge Board **1.BADGE**. See **👤** DIFFERENTIATION below to identify supplements needed for your students.

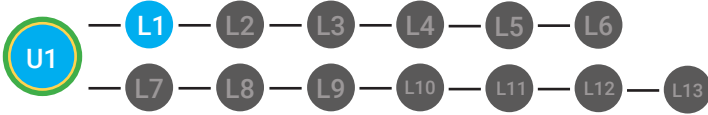
+\$
“Marcus answers Internet. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”



DIFFERENTIATION

- T1** Correct Verbal Response.
- T2** Writes down badge name using **Badge Board** [1.BADGE] for this unit.
- T3** Uses **Badge Board** [1.BADGE] for this unit.

Award at least four participation dollars.



3. Bring attention to screen, *“Let’s watch this lesson. I know that [student’s name] is actively watching because he has his eyes on the screen. When you hear the word ‘Internet’ give me a thumbs up and I’ll add participate dollars.”*

4. Ask students to give a thumbs up every time they hear and/or see the words internet in the video. Distribute **Thumbs Image Exchange cards** [1.1.THUMB]



5. Play video.




-- Video Ends (Do not click activity Button yet) --



6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]

+\$
“I see students putting there thumbs up and pointing to thumb cards. Nice Job!”



Use supplemental material Thumbs Image Exchange cards **1.1.THUMB** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.

Award at least four participation dollars.



DIFFERENTIATION



T1 Verbal response with examples of experience



T2 Verbal response or holds up **Thumbs Image Exchange cards** [1.1.THUMB] for potential vocabulary word or icon

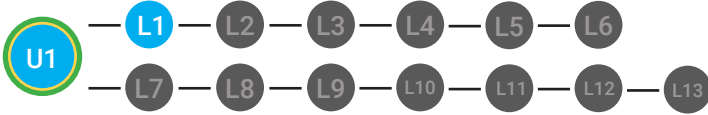


T3 Holds up or points to **Thumbs Image Exchange cards** [1.1.THUMB] to hold up or point to potential vocabulary word or icon



Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: “The internet is a computer network that connects people across the world.”

Throughout the Informal Assessment section, you will prompt students until they use the language from the video to describe the key concept.



Once this is done, have every student in the class use their language to state the key concept.
Then, have the whole class state the key concept together.

You can use phrases like, "What did the video say the/a _____ is?"

INFORMAL ASSESSMENT (AFTER PLAYING VIDEO)



1. Ask, "For a participation dollar, what did the video say the Internet is?"

Possible answers: connect peoples, computer network, used around the world.



Structure prompting to get students to come up with a definition using language from the video.

Key Concept: "The Internet is a computer network that connects people across the world."

Optional: Write the term and definition in notebooks after student responses.



2. Ask, "For a participation dollar, can I view the same website from both my house and classroom? If so why?"

Answer: Yes



3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



"Marcus answers yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."



4. Ask, "For a participation dollar, can I view the same website from both my school and library? If so why?"

Answer: Yes

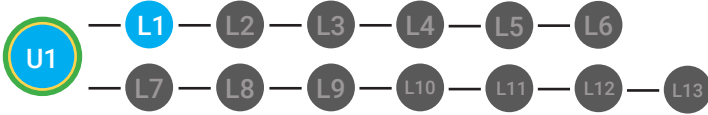



"Marcus answers yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."



5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]

Award at least four participation dollars.



Use supplemental material YES/NO Image Exchange cards
1.IEC.Y/N to students. See  DIFFERENTIATION below to identify supplements needed for your students.



DIFFERENTIATION



Verbal response with examples of experience



Verbal response or holds up **YES/NO Image Exchange cards** [1.IEC.Y/N] for a rephrased question.



Holds up or points to **YES/NO Image Exchange cards** [1.IEC.Y/N] for a rephrased question.

PLAY ACTIVITY VIDEO



1. Ask the class, **“Who would like to unlock the Internet Badge for \$1?”**



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



“Marcus will unlock the internet badge. Nice job participating and earning a dollar Marcus.”

Click Activity Button to Play Activity Video


3. Student discusses with class to choose the correct answer.
a. If student chooses correct answer, have student or whole class dance.

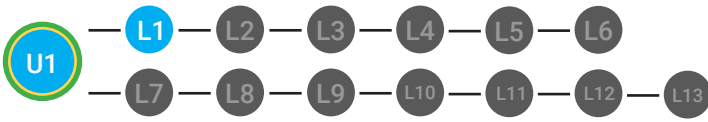
b. If student chooses incorrect answer, repeat Step 3 until student unlocks the badge.



Increase the dollar amount for shy students or to increase motivation.



Use supplemental material Lesson Badge Cut Out **1.1.8** Students that unlocked the badge will place the print out on the classroom’s **word wall**. See  DIFFERENTIATION below to identify supplements needed for your students.



DIFFERENTIATION

- T1** Student will use verbal prompting to unlock the badge with the class.
- T2** Student will use verbal prompting and hand signals to unlock the badge with the class
- T3** Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.

ASSESSMENT/EXIT SLIP

1. Students will complete the *What is the Internet?* Exit Slip.



2. "For a participation dollar, who can share the definition you wrote?"



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



4. "For a participation dollar, who will share a sentence you wrote?"



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



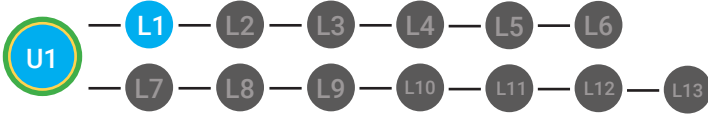
6. "For a participation dollar, who will share one of their examples?"



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



7. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



8. “For a participation dollar, who would like to come up and present their drawing?” Call on student.




9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



“Great! [student] is going to present! Nice job earning a participation dollar.”



Use supplemental material What is the Internet? Exit Ticket 1.1.9 to students. See  DIFFERENTIATION below to identify supplements needed for your students.

Award at least four participation dollars.



DIFFERENTIATION



Student’s complete **Vocab Blocks worksheet** [1.1.9.1]



Option to complete **Vocab Blocks worksheet** [1.1.9.1] or **Trace ‘n’ Learn card** [1.1.9.2]



Student’s complete **Trace ‘n’ Learn card** [1.1.9.2]



After student discusses what they drew and why they drew it, ask students in class to give feedback.



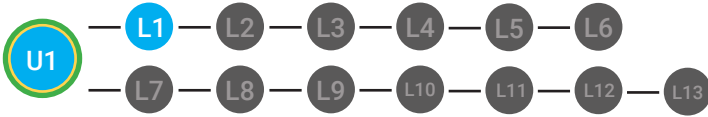
10. “For a participation dollar, who would like to give feedback to [student] on their drawing?” Call on student.

“You can give feedback by telling [student] what you liked about their drawing and explanation. Then, you can ask [student] a question.”

11. Be sure that students do both.

a. Describe what they like (prompt to student to say more than, “I liked your drawing.” Ask, “What did you like about it?”

b. Ask a question about drawing or explanation.



12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]




"Nice job giving feedback and earning a dollar Marcus."

13. After student does both, ask the student presenting, "[Student, what did you hear [student who gave feedback] say?]"

Award at least four participation dollars.



Use supplemental material Feedback Exit Ticket **1.1.10** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.

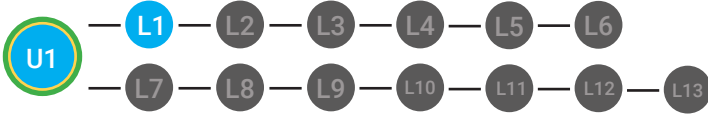


DIFFERENTIATION

- T1** Student's respond verbally
- T2** Student gives feedback using **Sentence starter Checklist** [1.1.10.2]
- T3** Student's complete **Peer to Peer Feedback Cheat Sheet** [1.1.10.3]

IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned during the lesson.
2. Students will fill in their dollar earnings from the lesson using their [My Digitability Earnings sheet **1.1.10**] Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. Ask students, **"For a participating dollar, what will you do with your earnings?"**



4. If time permits, students can log into their student accounts for independent practice. Remember to set a boundary for students when completing lessons independently. For example, say “**You can unlock badges up until [name of badge you want students to stop at] , then stop what you are doing and put your thumbs up.**”

WRAP UP MESSAGE

1. **Have class say the key concepts together.**

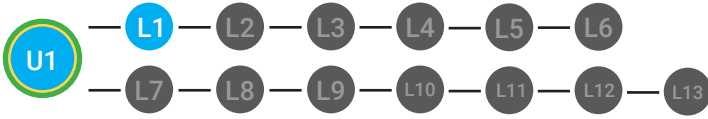
Key Concept: “The Internet is a computer network that connects people across the world.”

2. “**Now we know what the Internet is and can use it in a sentence. Whenever you use the word Internet correctly, and at appropriate times (on-topic), you will earn a dollar.**”





DIFFERENTIATION

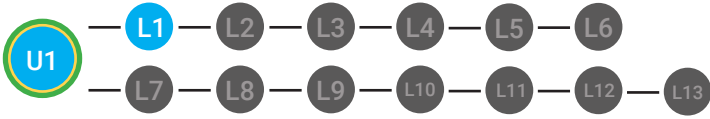
- T1** Login independently using **password cards**.
- T2** Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.
- T3** Teacher or Tier 1 assistance to help student login using their **password card**.




 **YES OR NO IMAGE
EXCHANGE CARD**

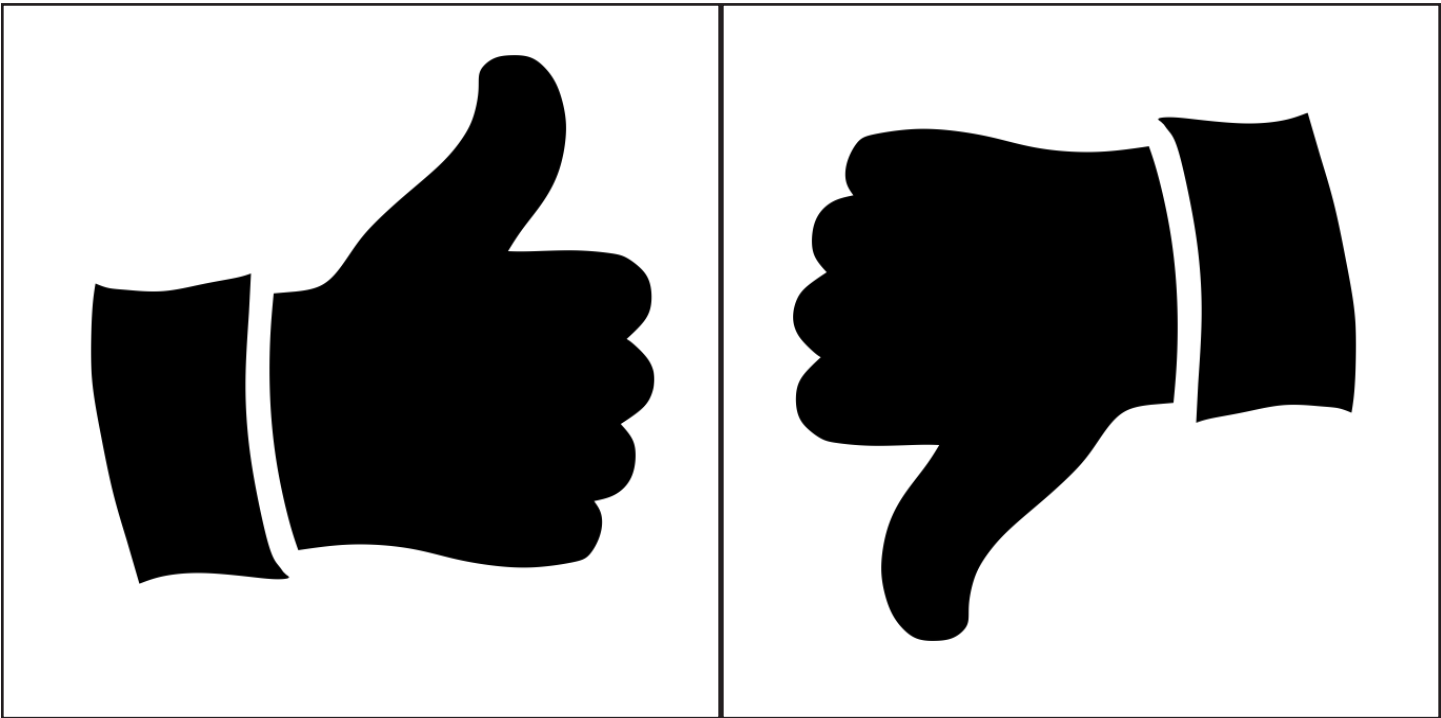
1.IEC.Y/N

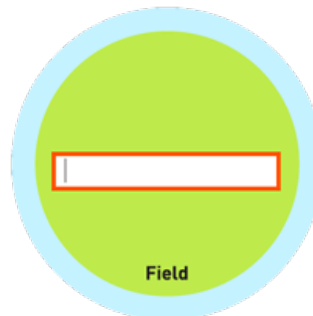
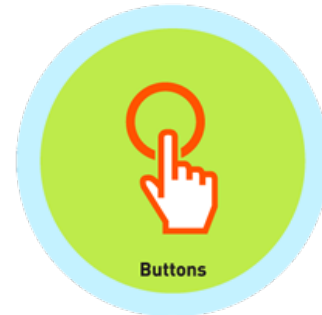
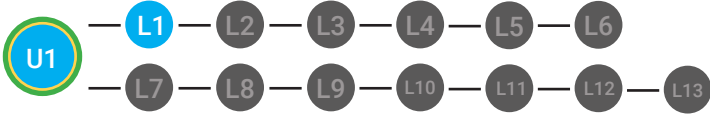
 <p>YES</p>	 <p>NO</p>
--	--

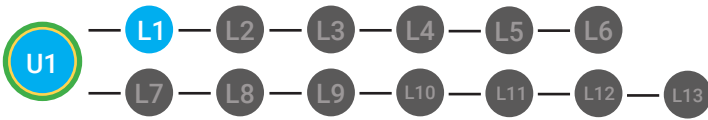


 **THUMBS IMAGE
EXCHANGE CARD**

1.1.THUMB













 **IMAGE EXCHANGE CARDS**

1.1.1

When I think of the **Internet**,
the first word I think of is...

 computer	 YouTube	 phone
 network	 video games	 Facebook



 **IMAGE EXCHANGE CARDS**

1.1.2

Where do you use the **Internet**?



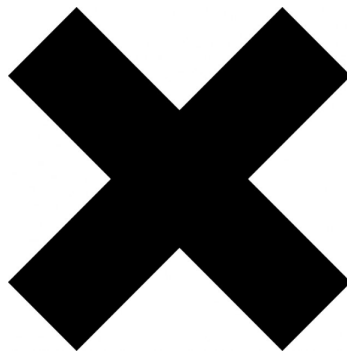
home



school



library



I do NOT use the Internet.

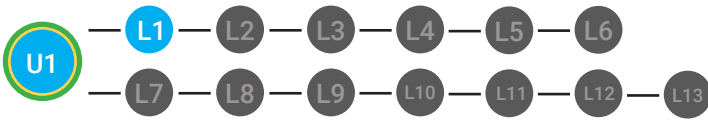


IMAGE EXCHANGE CARDS

1.1.3

A **network** is...



an
**interconnected
group**



a **website**

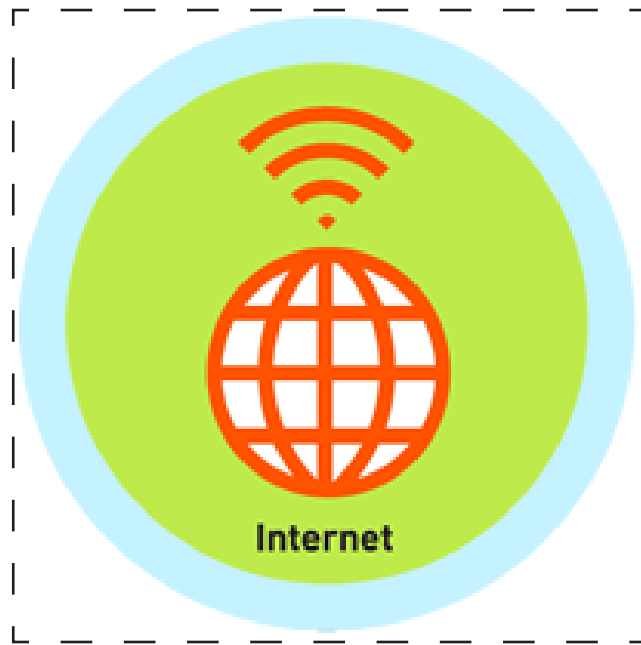


an **individual**



WORD WALL PRINTOUT

1.1.8



a computer network that connects people across the world



DIFFERENTIATION

Choose to cut out the badge and definition or only the badge for your classroom word wall



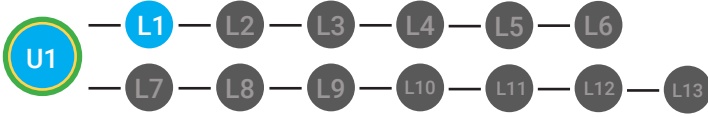
T1 WHAT IS THE INTERNET?
 EXIT TICKET VOCAB BLOCK
 1.1.9.1

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Internet



T2 WHAT IS THE INTERNET? EXIT TICKET
TRACE 'N' LEARN CARDS

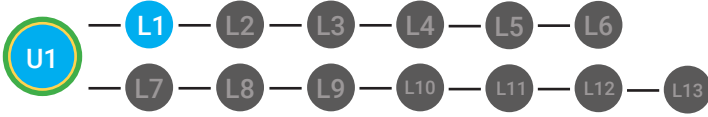
1.1.9.2

Name: _____

Date: _____

Internet

a computer network
that connects people
across the world



T2 SENTENCE STARTER CHECKLIST

1.1.10.2

Directions: Give your peer feedback. You can say:

Your presentation was good because...

I liked that you...

I enjoyed when you spoke about...

You did a good job with...

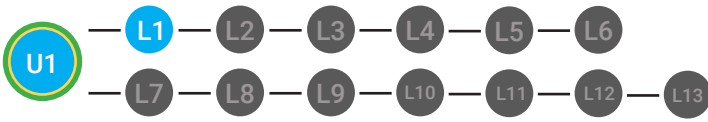
I learned that...

Directions: Ask your peer a question. You can say:

What do you do on the internet?

Do you use the internet at home?

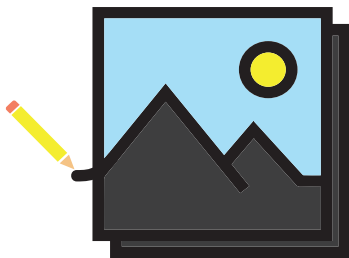
How much time do you spend on the Internet?



T3 PEER TO PEER FEEDBACK
CHEAT SHEET

1.1.10.3

What did you like about your peer's presentation?



Drawing



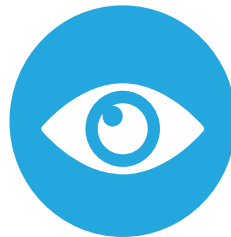
Examples



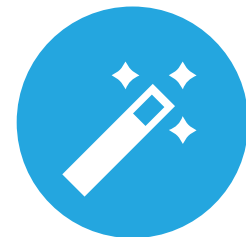
Sentences



Voice



Eye Contact



Create Your Own

What questions do you have about your peer's presentation?



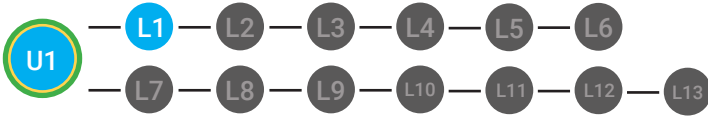
What is your favorite website?



How much time do you spend on the Internet?



Create your own question



MY DIGITABILITY EARNINGS TRACKER

Unit 1: What is the Internet? | 1.1.11

DIRECTIONS: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: WHAT IS THE INTERNET?		
LESSON 2: CHAT, SHARE & SEARCH		
LESSON 3: WEBSITE		
LESSON 4: WEBPAGE		
LESSON 5: HOMEPAGE		
LESSON 6: MENU		
LESSON 7: CAREFUL		
LESSON 8: ICON		
LESSON 9: BUTTONS		
LESSON 10: HYPERLINK		
LESSON 11: FIELD		
LESSON 12: WEBSITE SERVICES		
LESSON 13: INTERNET BASICS MASTER		
TOTAL DOLLARS EARNED:		

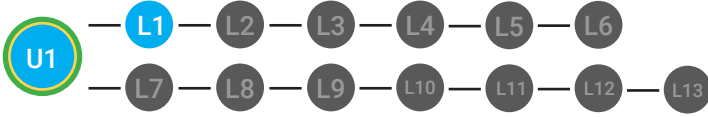


T1 WHAT IS THE INTERNET?
 EXIT TICKET VOCAB BLOCK
 1.1.9.1.BLANK

Name: _____

Date: _____

Define	Sentence
Examples	Draw



PASSWORD CARDS

Print and cut this card out for each student to put on their desk or keep with them. This will be a reminder of how to log into their digitability account.

DIGITABILITY URL : app.digitability.com

NAME : _____

USERNAME : _____

PASSWORD : _____

DIGITABILITY URL : app.digitability.com

NAME : _____

USERNAME : _____

PASSWORD : _____