

## 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.**



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**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?”**