

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.



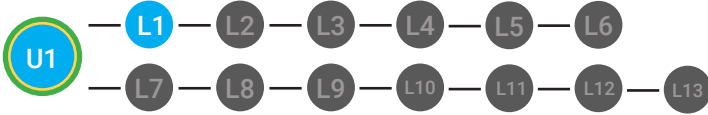
10. "For a participation dollar, who would like to give feedback to [student] on their drawing?" Call on student.

"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]