




Explanation of Activity: The Exit Ticket portion of the Digitability lesson plan provides your student with the opportunity to develop and strengthen their expressive and receptive language abilities. Modified for at-home use with siblings and/or friends, students can practice their public speaking skills using critically important digital literacy vocabulary.


STEP 1

Play the [term/activity] video, telling students beforehand that they must show a Thumbs Up when they hear the keyword/phrase in the video. You can assign some sort of reward/incentive for each instance of participation.

STEP 2

Print the downloadable Exit Ticket activity (options below) that you would like to complete with your student and have him/her complete each section accordingly:


Digitability At-Home Activities 


 **VOCAB BLOCK**
EXIT TICKET A

Name: _____
Date: _____

Define	Sentence
Examples	Draw
Internet	

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Digitability At-Home Activities 


 **VOCAB BLOCK**
EXIT TICKET A

Name: _____
Date: _____

Define	Sentence
Examples	Draw
Private Information	

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Digitability At-Home Activities 

 **VOCAB BLOCK**
EXIT TICKET A

Name: _____
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Define	Sentence
Examples	Draw
Google Docs	

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Pro-Tip: Utilize a timer, rewarding some incentive you deem appropriate for completing each section of the Exit Ticket in a required amount of time (reduce the payoff the longer it takes him/her accordingly).



STEP 3

Now that your student has completed each section of the Vocab Block, have him/her stand and present their Vocab Block. He/she can use the Presenter Sentence Starters (below), if necessary:

DEFINE: *"In my first box, I copied the definition of [term], which is...[student repeats definition clearly and slowly]..."* (Don't be afraid to have him/her repeat as necessary)


SENTENCE: *"In this second box, I used [term] in my own sentence, writing, '[student reads their unique sentence].'"*


EXAMPLES: *"Down here in my third box, I listed examples of [term]..."*


DRAW: *"In my last box, I drew [student explains what the image is] because [student makes clear connection to image's relation to term/phrase]."* (Challenge your student to draw more specific images. When possible, avoid more general images like a computer.)

STEP 4

Having heard your student's explanations, it is your turn to provide him/her feedback on their presentation. See below for sentence starters to help you:







VOCAB BLOCK

EXIT TICKET A

Name: _____

Date: _____

Define	Sentence
Examples	Draw


Internet

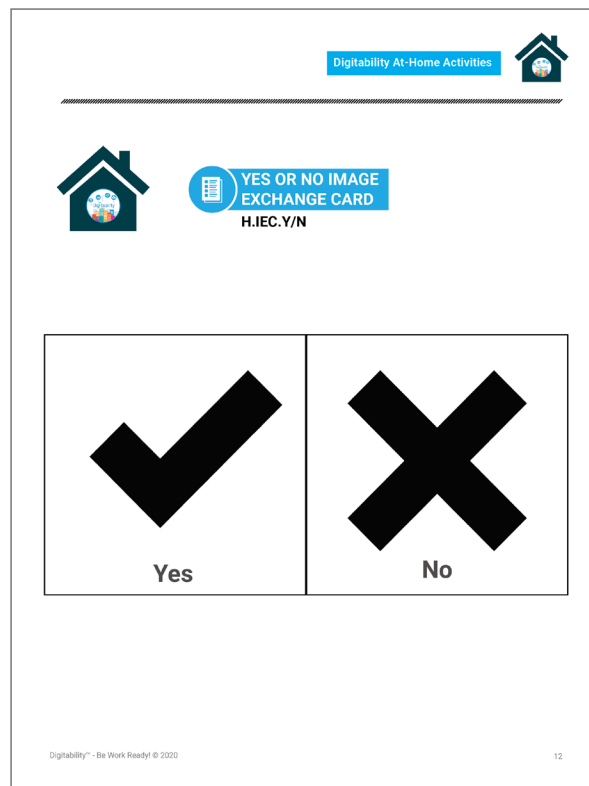
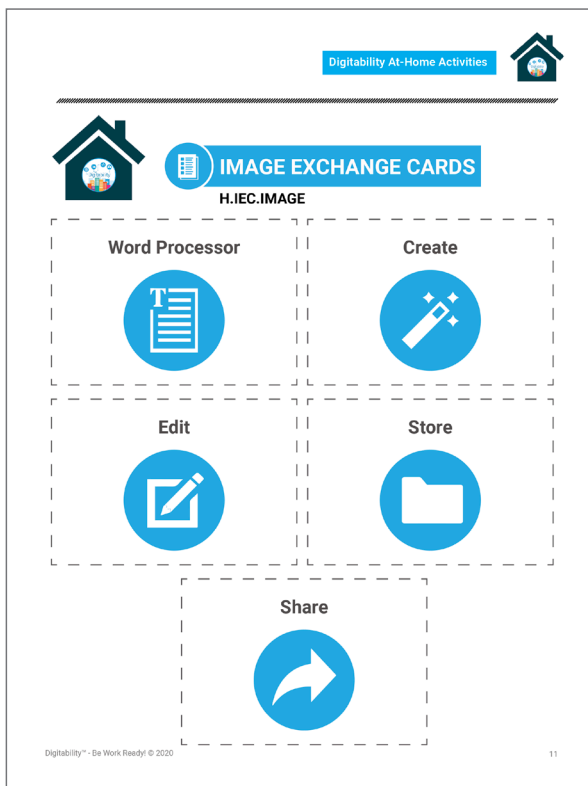
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INFORMAL ASSESSMENT



Distribute supplemental material **Image Exchange Cards** and **YES/NO Image Exchange Cards**. See  **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Verbal response or holds up **YES/NO Image Exchange cards** [H.IEC.Y/N] for a rephrased question.
- T3** Holds up or points to **Image Exchange Cards** [H.IEC.IMAGE] or **YES/NO Image Exchange Cards** [H.IEC.Y/N] for a rephrased question.



1. Ask, Ask, *"For a participation dollar, is Google Docs a Word Processor?"*

Write the term and definition on the board after student responses.



"Marcus answers yes. Nice job participating and earning a dollar Marcus."



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



3. Ask, *"For a participation dollar, what can you do with Google Docs?"*

Possible Answers: create, edit, and share text-based documents



"Marcus answers yes. Nice job participating and earning a dollar Marcus."




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




EXIT TICKET (PART A)



Distribute supplemental material **Vocab Block Activity**. See  **DIFFERENTIATION** below to identify supplements needed for your students.





VOCAB BLOCK
 EXIT TICKET A

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Google Docs

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DIFFERENTIATION

T1

Complete **Vocab Block Activity** independently.

T2

Complete **Vocab Block Activity** independently or with assistance from teacher.

T3

Complete **Vocab Block Activity** with assistance from teacher.



5. Set a time limit for completing the **Exit Ticket** to keep students focused on completing their task. You can use a phone or even a cooking timer.




6. Say, *"I am setting the timer for ____ minutes. If you finish your exit ticket by the ____-minute deadline, you will receive \$____. If you complete this exit in ____ (a longer interval) __ minutes, you will receive \$____ (a lower dollar amount). I will let you know when there are ____ minutes left."*



EXIT TICKET (PART B)



Distribute **Feedback Sentence Starter**, **Image Exchange Cards H.IMAGE.IEC** or **Yes/No Image Exchange Cards H.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

Digitability At-Home Activities 


 **T2 FEEDBACK SENTENCE STARTER**
EXIT TICKET B


I liked the part of your presentation when you _____





I think you can work on _____

I have a question about _____


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 **IMAGE EXCHANGE CARDS**
EXIT TICKET B

Confused About Presentation 	Loved It 
Great Speech Volume 	Speech Volume Too Low 

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Digitability At-Home Activities 

 **YES OR NO IMAGE EXCHANGE CARD**
H.IEC.Y/N

 Yes	 No
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DIFFERENTIATION

T1

Student shares an on-topic verbal response.

T2

Student completes **Feedback Sentence Starter** to give feedback on the other students' summaries.

T3

Teacher distributes **Image Exchange Cards** or **Yes/No Image Exchange Card [H.IEC.Y/N]** for a rephrased question.



7. Ask, *"For a participation dollar, share one box from your Vocab Block."*



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



"Nice job sharing and earning a dollar, Marcus."



9. Ask, *"For a participation dollar, share a different box from your Vocab Block."*



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



"Nice job sharing and earning a dollar, Marcus."



11. Ask, *"For a participation dollar, share a different box from your Vocab Block."*



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



"Nice job sharing and earning a dollar, Marcus."



13. Ask, *"For a participation dollar, share a different box from your Vocab Block."*



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



"Nice job sharing and earning a dollar, Marcus."

After students present their vocab block give them feedback.



15. Be sure you do **both**:

- A. Summarize what your student stated in your own words
- B. Say what you would add to your students Vocab Block

16. After you do both, ask the presenter, “[Student], what did you hear me say?”



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



“Nice job listening and earning a dollar, Marcus.”



Supplemental Materials

Digitability At-Home Activities



SILICON VALLEY
SOCIAL
INNOVATION
SUMMIT



TechCrunch





DOLLAR EARNINGS TRACKER

HOME.DOLLAR

Student Name	What is the Internet?	Private Information	Google Docs
Franklin M.			



VOCAB BLOCK

EXAMPLE EXIT TICKET A

Have your student define the term, copying from the traceable (include traceable for each keyword/term?? If not, let's include a pre-made, downloadable, large-text definition sheet)

Have your student write their own sentence using the word/term (Pro Tip: challenge your student by giving them a second, random word to include in their sentence. This almost always eliminates generic sentences like "I use [term]...when I go on the computer" or "[Term] is when...)

Title goes Here
Example: Internet, Private Information, Google Docs

Have your student list as many examples of/for [term] as possible

Have your student draw an image to show that they understand [word/term]



EXIT TICKET A

Date: _____

Define	Sentence
Examples	Draw

Google Docs



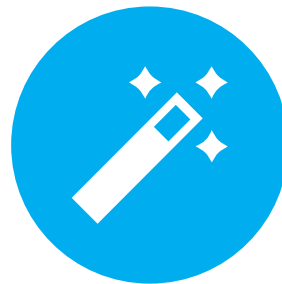
IMAGE EXCHANGE CARDS

H.IEC.IMAGE

Word Processor



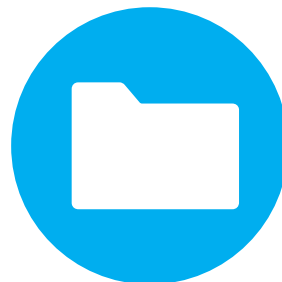
Create



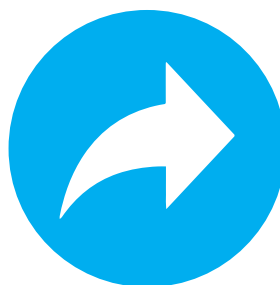
Edit



Store



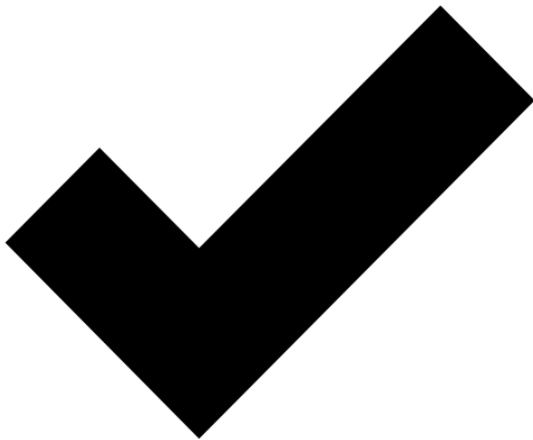
Share



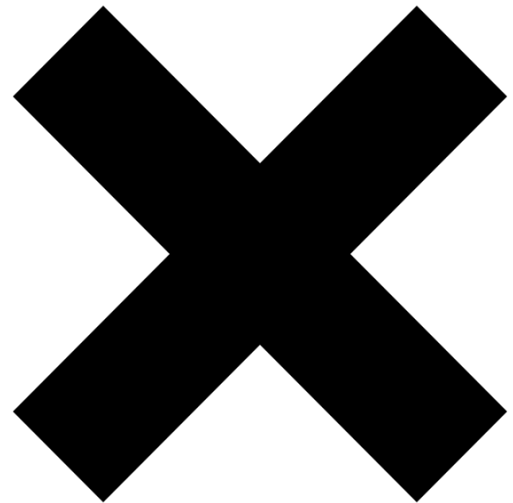


**YES OR NO IMAGE
EXCHANGE CARD**

H.IEC.Y/N



Yes



No



IMAGE EXCHANGE CARDS

EXIT TICKET B

Confused About Presentation



Loved It



Great Speech Volume

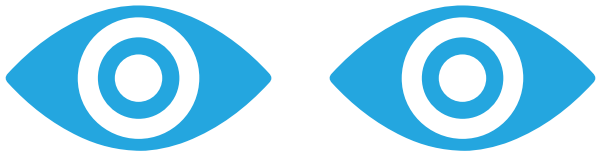


Speech Volume Too Low

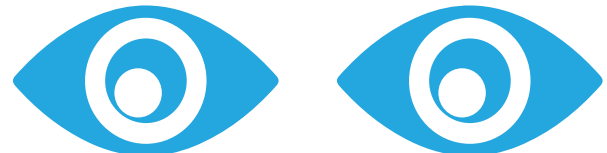




Great Eye Contact



Improve Eye Contact



Great Details



Great Energy



I Have A Question





T2 **FEEDBACK SENTENCE STARTER**

EXIT TICKET B

I liked the part of your presentation when you _____

I think you can work on _____

I have a question about _____
