

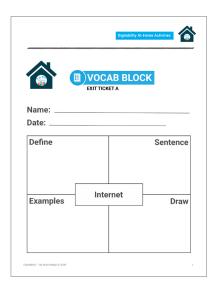
**Explanation of Activity:** The Exit Ticket portion of the Digitability lesson plan provides your student with the opportunity to develop and strengthen their expressive and receptive language abilities. Modified for at-home use with siblings and/or friends, students can practice their public speaking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

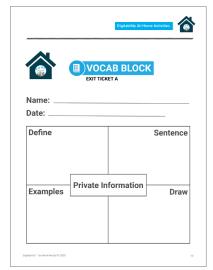
#### STEP 1

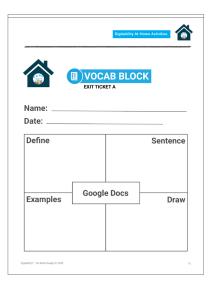
Play the [term/activity] video, telling students beforehand that they must show a Thumbs Up when they hear the keyword/phrase in the video. You can assign some sort of reward/incentive for each instance of participation.

#### 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:







1

**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)

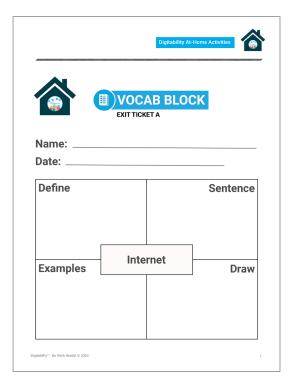
**SENTENCE**: "In this second box, I used [term] in my own sentence, writing, '[student reads their unique sentence]."

**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:



#### **(OPTIONAL) VIDEO GAME WRITING ACTIVITY:**

**Directions:** Using the basic internet terms in the Word Bank below have your student explain all steps that they must take in order to play video games with their friends on the internet. You can incentivize him/her with a reward of your choice.

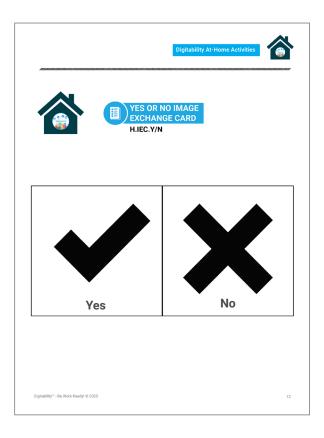
### **Word Bank**

| internet |   | browser  | c    | on | nection |   | tech | no | logy, |
|----------|---|----------|------|----|---------|---|------|----|-------|
| account  | Ī | user   I | ogin | ı  | virtual | ı | wifi | I  | chat  |

## **INFORMAL ASSESSMENT**



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





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





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.



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. [HOME.DollarTracker]

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

3

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

Answer: Yes





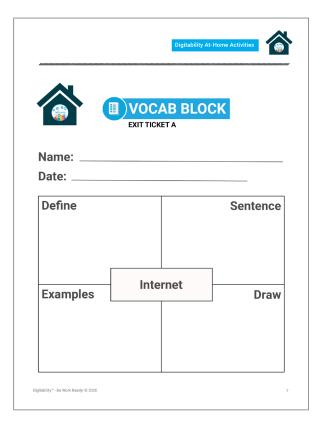
5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [HOME.DollarTracker]

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

# **EXIT TICKET (PART A)**



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





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



6. 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.



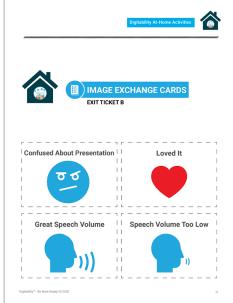
7. Say, "I am setting the timer for \_\_\_\_ minutes. If you finish your exit ticket by the \_\_\_\_-minute deadline, you will receive \$\_\_\_\_. If you complete this exit in \_\_\_ (a longer interval) \_\_ minutes, you will receive \$\_\_\_\_ (a lower dollar amount). I will let you know when there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

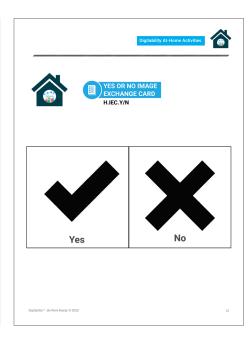
# **EXIT TICKET (PART B)**



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.









#### **DIFFERENTIATION**

- Student shares an on-topic verbal response.
- Student completes **Feedback Sentence Starter** to give feedback on the other students' summaries.
- Teacher distributes **Image Exchange Cards** or **Yes/No Image Exchange Card** [H.IEC.Y/N] for a rephrased question.



3

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



+\$

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

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



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



**+S** 

 Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [HOME.DollarTracker] "Nice job sharing and earning a dollar, Marcus."



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



**+**S

13. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [HOME.DollarTracker] "Nice job sharing and earning a dollar, Marcus."



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





15. 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.



#### 16. Be sure you do **both**:

A. Summarize what your student stated in your own words

- B. Say what your would add to your students Vocab Block
- 17. After you do both, ask the presenter, "[Student], what did you hear me say?"





15. 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













# DOLLAR EARNINGS TRACKER

#### **HOME.DOLLAR**

| Student Name | What is the Internet? | Private Information | Google Docs |
|--------------|-----------------------|---------------------|-------------|
| Franklin M.  | IIII                  | III                 | IIII        |
|              |                       |                     |             |
|              |                       |                     |             |
|              |                       |                     |             |
|              |                       |                     |             |
|              |                       |                     |             |
|              |                       |                     |             |
|              |                       |                     |             |







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]

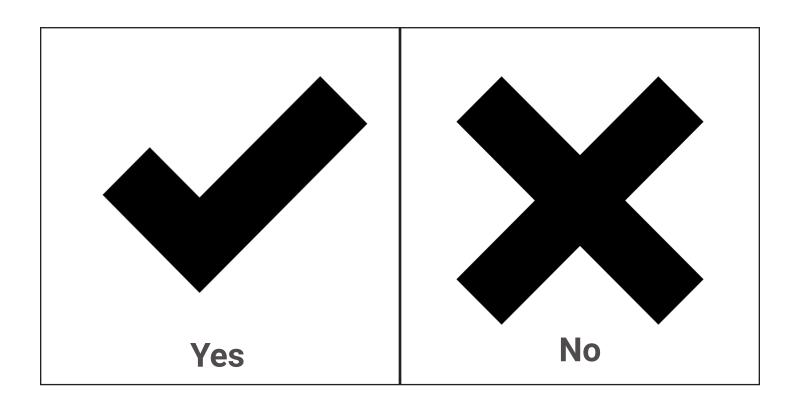




| Name:    |       |     |          |
|----------|-------|-----|----------|
| Date:    |       |     |          |
| Define   |       |     | Sentence |
| Examples | Inter | net | Draw     |
|          |       |     |          |

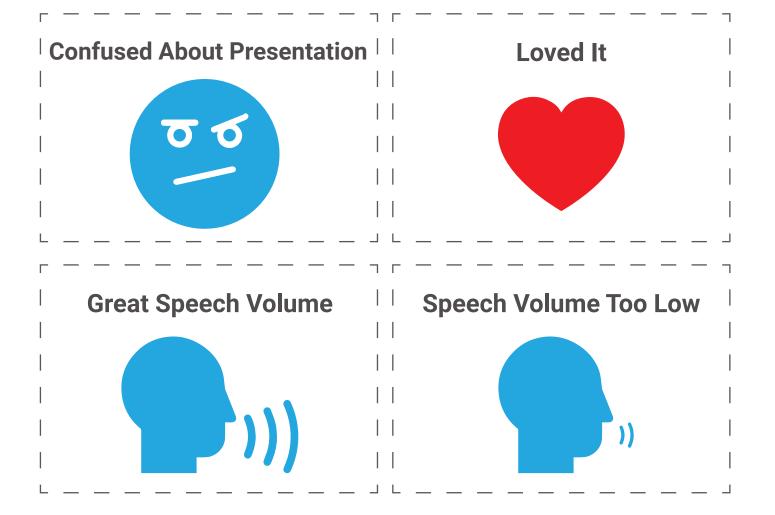








# IMAGE EXCHANGE CARDS EXIT TICKET B



## **Great Eye Contact**

## **Improve Eye Contact**









### **Great Details**







## 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                        |  |
|  |  |

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