

Digitability™

**Preparing students
with cognitive disabilities
for our tech-driven workplace.**

digitability.com



Stage 1 Internet Navigator

Table of Contents [94 Lessons, 8 Units]

Bloom's Taxonomy Levels I & II: Knowledge and Comprehension

Goal: Student is able to develop conceptual knowledge and comprehension of using the internet as measured by the unit objectives below. With mastered concepts of using the internet, students can define and use basics online applications like browsers and search engine, while demonstrating appropriate and safe online behavior.

Unit 1. Internet Basics [13 Lessons]

Objective: Student will be able to identify basic internet terminology.

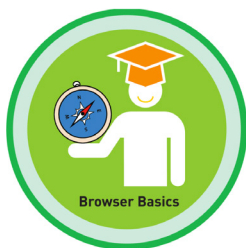


Lesson 1: What is the Internet?
Lesson 2: Chat, Share, Search
Lesson 3: Website
Lesson 4: Webpage
Lesson 5: Homepage
Lesson 6: Menu
Lesson 7: Careful

Lesson 8: Icons
Lesson 9: Buttons
Lesson 10: Hyperlink
Lesson 11: Field
Lesson 12: Web Services
Lesson 13: Internet Basics Master

Unit 2. Browser Basics [13 lessons]

Objective: Student is able to operate basic elements of a browser.



Lesson 1: Intro to Browsers
Lesson 2: Types of Browsers
Lesson 3: Browser Icons
Lesson 4: Opening a Browser
Lesson 5: Browser Window
Lesson 6: URL
Lesson 7: The Address Bar

Lesson 8: Deleting & Entering the URL
Lesson 9: Browser Window Icons
Lesson 10: Backward & Forward Buttons
Lesson 11: Refresh
Lesson 12: Scroll Bar
Lesson 13: Browser Basics Master Badge

Unit 3: Search Basics [11 Lessons]

Objective: Student is able to recognize elements of a search.



Lesson 1: Intro to Search Engines
Lesson 2: Google!
Lesson 3: Google's Homepage
Lesson 4: Keyword Search in Google
Lesson 5: Search Results
Lesson 6: Search Results in Google
Lesson 7: Google Search Menu

Lesson 8: Image Search
Lesson 9: Video Search
Lesson 10: Drop Down Menu
Lesson 11: Search Basics Master Badge

Unit 4: Online Applications & Accounts [10 Lessons]

Objective: Student is able to identify basic concept of online accounts.



Lesson 1: Intro Website Applications
Lesson 2: Types of Applications
Lesson 3: Creating an Account
Lesson 4: Personal Information
Lesson 5: Usernames
Lesson 6: Passwords
Lesson 7: Logging In

Lesson 8: Logging Out
Lesson 9: Logging Out Safely
Lesson 10: Online Apps Master Badge

Unit 5: Sharing Online [11 lessons]

Objective: Student is able to distinguish appropriate online sharing behaviors.



Lesson 1: Sharing
Lesson 2: Posting
Lesson 3: Private Information
Lesson 4: Public Information
Lesson 5: Posting Images
Lesson 6: Posting Comments
Lesson 7: Posting Appropriate Comments

Lesson 8: Personal Information
Lesson 9: Responding to Comments
Lesson 10: Inappropriate Comments
Lesson 11: Sharing Online Master Badge

Unit 6: Connecting Online [10 lessons]

Objective: Student is able to describe methods for communicating online.



Lesson 1: Connecting Online
Lesson 2: Connecting with Email
Lesson 3: Connecting with Chatting
Lesson 4: Connecting with Voice Chat
Lesson 5: Connecting with Video Chat
Lesson 6: Connecting with Streaming Media

Lesson 7: Connecting with Social Networks
Lesson 8: Liking Online Posts
Lesson 9: Connecting with Blogs
Lesson 10: Connecting Online Master Badge

Unit 7 Google Web Applications [10 lessons]

Objective: Student is able to recognize the function of various Google Internet applications.



Lesson 1: Google Account Services
Lesson 2: Gmail
Lesson 3: Google Docs
Lesson 4: Google Calendar
Lesson 5: Youtube
Lesson 6: Google+
Lesson 7: Picasa Web

Lesson 8: Blogger
Lesson 9: Other Google Services
Lesson 10: Google Web Apps Master Badges

Unit 8 Popular Icons [13 lessons]

Objective: Student is able to identify popular Internet icons.



Lesson 1: Search Icon
Lesson 2: Email Icon
Lesson 3: The @ Icon
Lesson 4: Compose Icon
Lesson 5: Attachment Icon
Lesson 6: Hyperlink Icon
Lesson 7: Share Icon

Lesson 8: Close Icon location
Lesson 9: Drop Down Menu Icon
Lesson 10: Settings Icon
Lesson 11: UPLOAD Icon
Lesson 12: DOWNLOAD Icon
Lesson 13: Popular Icons Master Badge

Beyond Stage 1 Internet Navigator Objectives

CLASSROOM ECONOMY (Behavior + Financial Literacy)

Using Digitability's Classroom Economy, teachers use principles of Applied Behavior Analysis to reinforce positive behavior. With techniques like positive narration and immediate feedback formulas, teachers positively reinforce expectations or redirect problematic behaviors. This system scaffolds and will incrementally build money management skills. Students are put on a path to maintaining a personal budget. Facilitators keep track of student earnings in the Dollar Earnings Tracker as behavioral data and students keep track of their personal earnings using the My Digitability Earnings worksheet.

SOCIALIZATION

Students with cognitive disabilities require explicit instruction to distinguish appropriate behavior both online and during peer-to-peer socialization. To be successful with socialization, the nuances need to be understood. The online system builds the foundation and explicitly establishes the norms for online social boundaries; simultaneously, the supplemental materials help students generalize these concepts.

COMMUNICATION

Teaching appropriate sharing behavior involves language pragmatics. Pragmatics refers to the social language skills we use in our daily interactions with others. Pragmatic skills are vital for communicating our personal thoughts, ideas and feelings. Digitability's supplemental materials are designed to align with IEP goals involving communication or dialogue. Using Digitability's supplemental games, activities and differentiated lessons plans, students will practice using specific language pragmatics and registers to develop social skills at all levels to collaborate. This will evolve into workplace behavior as well as self-advocacy skills.

FUNCTIONAL ACADEMICS

As we are developing concepts of appropriate internet norms, we create the opportunity to address academic goals. Using Digitability's Show What You Know assessment materials, facilitators administer comprehension, writing and math probes for progress monitoring toward academic IEP goals.

Stage 1 *Internet Navigator* Capstone Project: Planning a Website

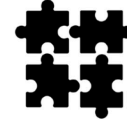
Throughout The Internet Navigator Stage, students have been building conceptual knowledge of the internet while practicing their writing skills using TAG. Students apply the cognitive skill of synthesizing information and organizing it visually, by creating a website template together. There are a number of skills developed via this capstone.



TIME & TASK MANAGEMENT
(EXECUTIVE FUNCTIONING)



PROFESSIONAL
COMMUNICATION



FLEXIBILITY &
PROBLEM SOLVING



PROJECT MANAGEMENT



SOCIALIZATION

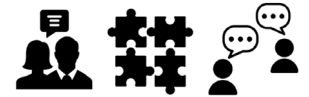


META-COGNITIVE
DEVELOPMENT

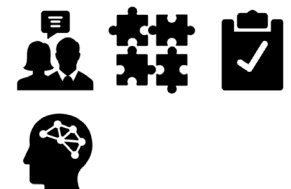
Capstone #1: Planning a Website Together

Inclusive Role-Playing with S.M.A.R.T. IEP Goals: Capstone projects include a goal bank with measurable goals for social, communication, academic and vocational goals. All materials are differentiated for a wide range of learning profiles and abilities so everyone has a role.

- 1 Students brainstorm topics and organize content using vocabulary words and concepts like URL, keywords, accounts, web apps.
- 2 Class reviews job roles and students apply for positions. All adults (teachers + aides) participate in the hiring process.
- 3 Students are hired for a position and complete problem solving and communication activities prior to beginning their job.



- 4 Students plan their job tasks and collaborate together to complete their project by the assigned deadline.
- 5 Students present their final work product to the executive team of adults. Students process feedback and restate their next steps.
- 6 Students complete a work-order reflection sheet; they note problems, experiences, and steps taken to solve those problems.





STAGE 1: INTERNET NAVIGATOR

SUPPLEMENTAL MATERIALS GUIDE

DIFFERENTIATED ACTIVITIES

We know that one size doesn't fit all!

The following strategies will help you differentiate the unit activities and provide a variety of tools to help learners achieve their objectives. Each lesson plan has differentiated supplemental materials and activities to assist you along the way.



FIVE BASIC TYPES OF PROMPTS

For each of activity type listed above, you may need to use prompting to accommodate the needs and abilities of the learner. Prompts cue a learner to display the desired behavior.



VERBAL

Verbal prompts are words instructions or questions that direct a learner to engage in a target response. Verbal prompts should be simple and explicit. Verbal prompts will range from saying the entire word or phrase that you are trying to elicit from the learner, to providing only the first sound or syllable to cue the learner. We encourage you to use the vocabulary and language being taught in the learning modules to keep things consistent.



GESTURAL

Gestural prompts includes pointing to, looking at, motioning or nodding to indicate a correct response. These are easy to become dependent on when teaching a learner how to interact with a computer. We encourage you to use the vocabulary and language being taught in the learning modules to keep things consistent.



MODELING

You can act out of the target behavior or have the learner's peer act it out to encourage the learner to imitate. Modeling can be done in full or the behavior can be partially modeled. Modeling may also include verbal prompts.



POSITIONAL

Positional prompting involves arranging given materials so that the correct item is close to or in front of the learner. For example, if a task consists of picking a picture of an object from a group of three pictures, you might initially arrange the pictures so that the correct choice is directly in front of your learner, while the two incorrect choices are on the other side of the table. As your learner progresses, the other cards can be gradually moved closer until they are even with the correct choice.



PHYSICAL

Tactile prompting involves actually touching the child. A full physical prompt might involve moving the child through the entirety of the behavior (for example, moving his hand to select the right card from an array, and then moving it further to hand the card to you or someone else). A partial physical prompt might be just touching a hand or shoulder to get the child started on the behavior.



It is important to establish a balance when using prompts. The goal is to have your learner complete the task independently and not develop a learned dependency.

INCREASING ASSISTANCE

(LEAST TO MOST PROMPTS)

Depending on the needs of the learner, you may need to increase prompting. You may initially present the request without any prompting and then increase assistance until the learner displays the requested behavior. When increasing assistance remember to give the learner the opportunity to respond correctly by waiting a specific interval of time (often 5-10 seconds). This interval should remain constant during the instruction.

EXAMPLES

- The desired behavior is for the learner to: **“Click on the address bar.”**
The student does not respond within the specified time period of five (5) seconds.
- You provide a verbal prompt by asking a question: **“Where is the address bar?”**
The student does not respond within the specified time period of five (5) seconds.
- You provide an additional verbal prompt by giving a hint:
“The address bar is a long, white rectangle at the top of your browser.”
The student does not respond within the specified time period of five (5) seconds.
- You provide a gestural prompt by pointing to the address bar.
The student does not respond within the specified time period of five (5) seconds.
- You provide a physical prompt by guiding the learners hand over mouse and clicking on the address bar.

Prompts can be used in conjunction with each other. For example:

While providing a physical prompt of guiding the student’s hand over the mouse, you may also provide the verbal prompt, **“Click on the address bar.”**

OR

While providing a gestural prompt of pointing to the address bar, you may also provide the verbal prompt, **“The address bar is a long, white rectangle at the top of your browser window.”**

DECREASING ASSISTANCE

(MOST TO LEAST PROMPTS)

As your learner gains mastery of a task at a specific level of prompting, you can decrease assistance by delaying, fading or removing prompts. The rate and approach to decreasing assistance will depend on the needs of your student. The goal is to have your learner complete the task independently and not develop a learned dependency on any specific prompt.

REINFORCEMENT


Reinforcement is very important in increasing the desired behavior for your learner. Positive reinforcement is when you reward a learner for exhibiting a desired behavior that you want to encourage and maintain. Positive reinforcers are the rewards you give. These reinforcers are only effective if they are motivating the learner to repeat or increase the behavior.

In the Digitability learning system, learners receive a variety of positive reinforcers from verbal praise, **“Congratulations! You unlocked the Internet badge!”** to token reinforcers like our virtual badges.

Achievements made in the Digitability system can be supplemented with other reinforcers. For example, when a student earns their Master Badge (earned at the completion of a Unit) they can receive a tactile reinforcer in the form of a Digitability Master Badge sticker to go on their sticker chart. This allows the learner to track their progress. It also motivates learners to continue learning and of course, to unlock more badges! When implementing Digitability Supplemental Materials, be sure that you are positively reinforcing your learner’s achievements.

Some examples of positive reinforcement might include:

- verbal praise
- token reinforcement (tokens that can be redeemed for reward)
- preferred activity, objects and games
- time with a favorite adult or peer

 *A few things about positive reinforcement: You should provide an appropriate unit of reward for the expected unit of behavior.*

Remember, giving reinforcement after an exhibited behavior will increase the behavior. Be sure that you are positively reinforcing appropriate behaviors only.

Be sure to refer to this guide as you continue to implement the Digitability Supplemental Activities.

STRATEGIES ICON KEY



DIFFERENTIATION

Use this icon to see how you can differentiate student product and outcomes



POSITIVE REINFORCEMENT

Use this icon to build incentive programs using Digitability's Dollar Earnings Tracker



PRIOR KNOWLEDGE

Use this icon to help build and activate prior knowledge



IMMEDIATE FEEDBACK

Use this icon to give immediate feedback using the following formula:

[STUDENT NAME] + [THE BEHAVIOR] + [THE CONSEQUENCE] + [REPLACEMENT BEHAVIOR OR REINFORCEMENT]

POSITIVE: "Marcus, you raised your hand and answered the question correctly. You earned a dollar. Nice job!"

REDIRECTION: "Marcus, you just interrupted. You lost a dollar. Next time raise your hand to answer the question."



POSITIVE NARRATION

Use this icon to redirect students to follow expectations by spotlighting students that are following the given expectation

EXAMPLE: "I know that [student's name] is actively watching because he has his eyes on the screen and he is actively listening by giving a thumbs up when he hears the word web app."

PARENT COLLABORATION LETTER

Date: _____

Dear Families,

I am excited to welcome you to using Digitability! We have a very exciting year ahead of us and we are looking forward to working with you and your learner to make the rest of the year a successful one.

In our Digitability classrooms we will be stressing academic as well as non-academic skills to prepare the students for success this year and as they continue in the future.

Our particular style of teaching is based on three things: setting HIGH expectations for **EVERY** student, creating a mutually respectful classroom in which students can succeed, and last, but certainly not least, parental involvement. We believe that when parents and teachers work together, only success can come for the student.

In order to create a positive learning environment as well as develop our sense of responsibility, we implement a classroom economy with specific expectations for all students.

Students will have the opportunity to earn “money” based on behavior and academic performance. At the same time, they will lose “money” for norm violations. They will also be responsible for maintaining a budget and paying their “bills.” Every student in the classroom will work together to achieve our learning goals with few interruptions. Attached is an explanation of how students will earn their income. You will be able to review their earnings via their **My Digitability Progress** tracker.

High school is an important transition for our students as they become increasingly independent. Digital literacy is a necessary life skill for the 21st century learner. Digitability embeds digital literacy skills, collaboration, and real life work simulations in their curriculum to ensure that students are gaining mastery so they can find a quality job/career in their lives after high school.

To help your learner succeed with Digitability, there are 3 simple things that you can do at home:

- 1. My Digitability Progress:** After each unit, your student will complete a unit assessment that not only assesses their comprehension of Digitability's curriculum, but also personalized goals outlined in your student's IEP. Students will input their progress and dollar earned at the end of each unit. To better support your student, there is a column on this tracker that you will need to sign to make sure that the student is being held accountable for their progress.
- 2. Digitability Emails:** Digitability allows your student to have multiple emails assigned to their account so that you can check your student's progress with the program in real time. These emails are sent anytime your student unlocks a badge, finishes a stage, and/or is having trouble on a specific lesson.
- 3. Ask Questions:** Have your learner explain what they learned in their Digitability lesson(s) each day. This simple routine will help them review and find holes in their comprehension.

We look forward to an exciting and productive year with you and your learner. If you have any questions, concerns or would like to schedule a time to meet, please feel free to contact me. You can call the school (school number), email me (teacher's email) or leave a note in your learner's **My Digitability Progress** tracker.

Thank you in advance for all of your support.

Sincerely,

Teacher name

Teacher position

Co-teacher's name

Co-teacher's position

EVIDENCE-BASED PRACTICES

For educators attempting to meet the diverse range of learning needs for students with cognitive disabilities, decisions regarding the types of interventions to implement in the classroom and the limited research on numerous strategies can be both misleading and confusing. It is important for teachers, administrators, and other school personnel to be knowledgeable about evidence-based approaches to adequately address the needs of their students. Here is a list of evidence-based practices used with Digitability.

Differentiation:

Adaptations that educators use to instruct a diverse group of students with diverse learning needs in the same environment.

Positive Reinforcement:

Presenting a motivating item to a person after the desired behavior is exhibited, making the behavior more likely to happen in the future.

Time Bound Activity:

A goal or task that is measured or restricted by time; students will have a certain amount of time to complete the task.

Probing Questions:

Open questions created to elicit anecdotal experiences from participants, designed to stimulate prior knowledge by adding context.

Accessing Prior Knowledge:

Connecting personal experience or background knowledge to new content, increasing comprehension.

Engagement Strategy:

Strategy that keeps participants autonomously engaged.

Positive Narration:

The act of drawing attention to desired behavior instead of misbehavior. Teacher reinforces behavior in a constructive, narrative way.

Peer Encouragement:

When students encourage one another, it fosters a positive social culture. Using Digitability's classroom economy, student behavior can be reinforced.

Directive Prompt:

Prompting a student by giving them the stakes, or what the question is worth before giving them the question.

Increasing Assistance with Five Basic Prompts:

- 1. VERBAL:** Verbal prompts are words, instructions, or questions that direct a learner to engage in a target response. They should be simple and explicit. Verbal prompts will range from saying the entire word or phrase that you are trying to elicit from the learner, to providing only the first sound or syllable as a cue. We encourage you to use the vocabulary and language being taught in the learning modules to keep things consistent.
- 2. GESTURAL:** Gestural prompts include pointing to, looking at, motioning, or nodding to indicate a correct response. These are easy to become dependent on when teaching a learner how to interact with a computer. We encourage you to use the vocabulary and language from the learning modules to keep things consistent.
- 3. MODELING:** You can act out the target behavior, or have the learner's peer act it out, to encourage the learner to imitate. Modeling can be done in full or in part. Modeling may also include verbal prompts.
- 4. POSITIONAL:** Positional prompting involves arranging given materials so that the correct item is close to or in front of the learner. For example, if a task consists of picking a picture of an object from a group of three pictures, you might initially arrange the pictures so that the correct choice is directly in front of your learner, while the two incorrect choices are on the other side of the table. As your learner progresses, the other cards can be gradually moved closer until they are even with the correct choice.
- 5. PHYSICAL:** Tactile prompting involves actually touching the child. A full physical prompt might involve moving the child through the entirety of the behavior (for example, moving his hand to select the right card from an array, and then moving it to hand the card to you or someone else). A partial physical prompt might be just touching a hand or shoulder to get the child started on the behavior.

EVIDENCE-BASED PRACTICES CHECKLIST

Mark off the evidence-based techniques used in conjunction with Digitability while watching the online webinar hosted by Digitability educator Dawn Geiger. Each section will feature multiple practices. Follow along and find them all!

Part 1: Warm-Up

- | | |
|--|---|
| <input type="checkbox"/> Differentiation | <input type="checkbox"/> Directive Prompt |
| <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Increasing Assistance with Five Basic Prompts: |
| <input type="checkbox"/> Time Bound Activity | <input type="checkbox"/> Verbal |
| <input type="checkbox"/> Probing Questions | <input type="checkbox"/> Gestural |
| <input type="checkbox"/> Accessing Prior Knowledge | <input type="checkbox"/> Modeling |
| <input type="checkbox"/> Engagement Strategy | <input type="checkbox"/> Positional |
| <input type="checkbox"/> Positive Narration | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Peer Encouragement | |

Part 2: Guided Viewing

- | | |
|--|---|
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| <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Increasing Assistance with Five Basic Prompts: |
| <input type="checkbox"/> Time Bound Activity | <input type="checkbox"/> Verbal |
| <input type="checkbox"/> Probing Questions | <input type="checkbox"/> Gestural |
| <input type="checkbox"/> Accessing Prior Knowledge | <input type="checkbox"/> Modeling |
| <input type="checkbox"/> Engagement Strategy | <input type="checkbox"/> Positional |
| <input type="checkbox"/> Positive Narration | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Peer Encouragement | |

Part 3: Informal Assessment

- | | |
|--|---|
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| <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Increasing Assistance with Five Basic Prompts: |
| <input type="checkbox"/> Time Bound Activity | <input type="checkbox"/> Verbal |
| <input type="checkbox"/> Probing Questions | <input type="checkbox"/> Gestural |
| <input type="checkbox"/> Accessing Prior Knowledge | <input type="checkbox"/> Modeling |
| <input type="checkbox"/> Engagement Strategy | <input type="checkbox"/> Positional |
| <input type="checkbox"/> Positive Narration | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Peer Encouragement | |

EBP CHECKLIST, CONTINUED

Mark off the evidence-based techniques used in conjunction with Digitability while watching the online webinar hosted by Digitability educator Dawn Geiger. Each section will feature multiple practices. Follow along and find them all!

Part 4: Guided Practice

- | | |
|--|---|
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| <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Increasing Assistance with Five Basic Prompts: |
| <input type="checkbox"/> Time Bound Activity | <input type="checkbox"/> Verbal |
| <input type="checkbox"/> Probing Questions | <input type="checkbox"/> Gestural |
| <input type="checkbox"/> Accessing Prior Knowledge | <input type="checkbox"/> Modeling |
| <input type="checkbox"/> Engagement Strategy | <input type="checkbox"/> Positional |
| <input type="checkbox"/> Positive Narration | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Peer Encouragement | |

Part 5: Assessment + Exit Slip

- | | |
|--|---|
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| <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Increasing Assistance with Five Basic Prompts: |
| <input type="checkbox"/> Time Bound Activity | <input type="checkbox"/> Verbal |
| <input type="checkbox"/> Probing Questions | <input type="checkbox"/> Gestural |
| <input type="checkbox"/> Accessing Prior Knowledge | <input type="checkbox"/> Modeling |
| <input type="checkbox"/> Engagement Strategy | <input type="checkbox"/> Positional |
| <input type="checkbox"/> Positive Narration | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Peer Encouragement | |

Part 6: Independent Practice

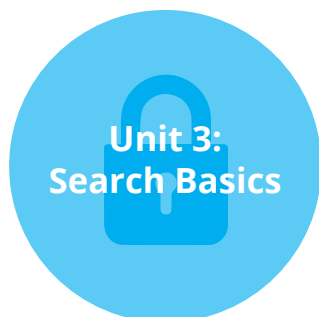
- | | |
|--|---|
| <input type="checkbox"/> Differentiation | <input type="checkbox"/> Directive Prompt |
| <input type="checkbox"/> Positive Reinforcement | <input type="checkbox"/> Increasing Assistance with Five Basic Prompts: |
| <input type="checkbox"/> Time Bound Activity | <input type="checkbox"/> Verbal |
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| <input type="checkbox"/> Engagement Strategy | <input type="checkbox"/> Positional |
| <input type="checkbox"/> Positive Narration | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Peer Encouragement | |

Name _____

Year _____

My Master Badge Library

Stage 1: Internet Navigator



Name _____

Year _____

My Master Badge Library

Stage 2: Digital Citizen

Unit 9:
Using Email

Unit 10:
Using Gmail

Unit 11:
Sending Email

Unit 12:
Receiving
an Email

Unit 13:
Email Spam

Unit 14:
Creating Your
Google Account

Unit 15:
Gmail Accounts

Unit 16:
Gmail
Formatting

Unit 17:
Gmail Search

Unit 18:
Google
Calendar

Unit 19:
Creating Events
in Google

Unit 20:
Introduction to
Google Drive

Unit 21:
Types of
Google Docs

Unit 22:
Google Drive
Interface

Unit 23:
Creating
Google Docs



Unit 2 Browser Basics

Lesson 6: What is a URL?



**Sample Lesson Plan and
Supplemental Materials for
Differentiation**



UNIT 2: BROWSER BASICS

LESSON PLAN INTRODUCTION

LESSON 6: URL

LESSON EXPLANATION

Use this lesson plan to help guide the facilitation of Digitability's Unit 2-Lesson 6. This lesson plan will help you take the learning offline and into the whole classroom, where collaborative learning, direct instruction, and guided practice will help your students reach their goal of achieving digital literacy.

Time: ~25 minutes

OBJECTIVE

Student is able to operate basic elements of a browser.

INSTRUCTIONAL STRATEGIES

The facilitator will use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Using ABA, Gradual Release and Bloom's Taxonomy, instruction will guide students to achieve mastery of the given objective. Facilitator will use modeling, guided practice, independent practice, and assessment methods to determine skill acquisition.

ACADEMIC DOMAINS

Reading Comprehension, Writing, Verbal/Nonverbal Communication, Social Skills, Math Ability

MATERIALS

Smartboard/Projector, device with internet access, Digitability Unit 2-Lesson 6 video, student writing/typing tool, Digitability classroom word wall badge, Picture Exchange Communication System (IECS Cards), Vocab Blocks Exit Slip, Trace 'n' Learn Card, Dollar Earnings Tracker, My Digitability Earnings

PRINT PREPARATION

Teacher will:

1. Print, copy or laminate **IECS cards** for students, if necessary
2. Print, copy or laminate **Reading Maze #1 Exit Slip** worksheet
3. Locate **Dollar Earnings Tracker**
4. Have each student locate **their My Digitability Earnings** sheet

ONLINE PREPARATION

Teacher will:

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Stage 1 - Internet Navigator**
4. Select **Unit 2 - Browser Basics** in the 2nd drop-down menu
5. Select **Lesson 6- URL**




UNIT 2: BROWSER BASICS

LESSON PLAN

LESSON 6: URL

WARM UP

1.  Write the word **URL** on the board.
2. Ask students to jot down the first word that comes to mind when thinking of the word **URL**

POSSIBLE ANSWERS: youtube.com, digitability.com



DIFFERENTIATION

T1

Write down answer in their notebook or a post-it to stick on the board

T2

Opportunity to choose to write their answer or share their word using a verbal response with a Tier 1 partner.

T3

Draw the word or have student point to a **IECS card** (see lesson supplements)

3. Call on students and have each student state the word they chose during the warm up



4. Give immediate feedback and praise after students answer. See example:

[STUDENT NAME] + [THE BEHAVIOR] + [THE CONSEQUENCE] + [REPLACEMENT BEHAVIOR OR REINFORCEMENT]

Marcus + you answered correctly+ you earned a dollar + nice job!




5. Give students who stay on task \$1 and record earnings on the **Dollar Earnings Tracker**

GUIDED WATCHING

1. Ask, **"For a participation dollar, who can tell me the name of our next badge?"** (answer: **URL**)
"Yes, URL! Nice job participating, [student]! You earned a participation dollar. The name of our next badge is 'URL.'"
2. Ask, **"What do you think a URL is?"**
Listen to several student responses and give immediate feedback.
3. Ask, **"Why do we need to know what a URL is?"**
Listen student responses and award dollars to students who participate.

POSSIBLE ANSWER: so that we can get to the website we want

4. 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 and he is actively listening by giving a thumbs up when he hears the word URL."**
3. Ask students to give a thumbs up every time they hear and/or see the word **areful** in the video
4. **Play video.**
5.  Give students who give thumbs up \$1 and record earnings on the **Dollar Earnings Tracker**



DIFFERENTIATION

- T1** Put thumbs up
- T2** Puts thumbs up or holds up **thumbs up card** (see lesson supplements)
- T3** Holds up or points to **thumbs up card** (see lesson supplements)




Invite a student to facilitate the guided watching activity.

INFORMAL ASSESSMENT (AFTER PLAYING VIDEO)

1. Ask, **"What is a URL?"**
Structure prompting to get students to come up with a definition using language from the video.

EXAMPLE: "A URL is a website's address."

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

2. Ask, “Does a URL **start** with **.com** and **end** with **www.**?”
3. Ask, “Is the URL for Google **www.google.com**?”
4.  Give students who stay on task \$2 and record earnings on the **Dollar Earnings Tracker**



DIFFERENTIATION

- T1** Verbal response
- T2** Verbal response or holds up **YES/NO IECS card** (see lesson supplements)
- T3** Holds up or points to **YES/NO IECS card** (see lesson supplements)

PLAY ACTIVITY VIDEO

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



Increase the dollar amount for shy students or to increase motivation

2. Student discusses with class to choose the correct answer.
- 3a. If student chooses correct answer, have student or whole class **dance**.
- 3b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.
4. Student that unlocked the badge will paste the URL Badge print out on the classroom’s word wall.




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, or adult/Tier 1 partner support to unlock the badge with the class

ASSESSMENT/EXIT SLIP

1. Students will complete the **Vocab Blocks** or **Trace ‘n’ Learn** worksheets for their new term: **URL**
2. Student will staple the worksheet into their notebook

3.  Give students \$1 for completing activity. Record **Dollar Earnings Tracker**



DIFFERENTIATION

T1

Student completes **Vocab Blocks** worksheet (see lesson supplements)

T2

Option to complete **Vocab Blocks** worksheet or **Trace 'n' Learn** card (see lesson supplements)

T3

Student completes **Trace 'n' Learn** card (see lesson supplements)

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. Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. If time permits, you can either have students log into their student accounts for independent practice **or** continue on to the next lesson plan.



DIFFERENTIATION

T1

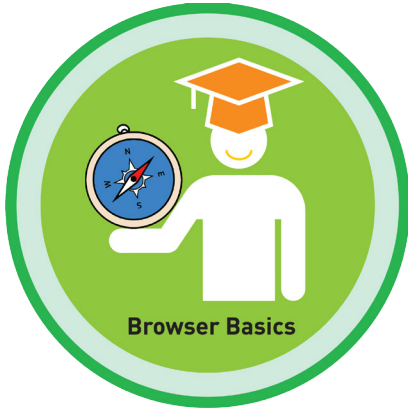
Log in independently using password cards

T2

Log in independently using their password card with the help from a Tier 1 partner for any required troubleshooting

T3

Teacher or Tier 1 assistance to help student log in using their password card



UNIT 2: BROWSER BASICS

SHOW WHAT YOU KNOW

STAGE GOAL

Student is able to develop conceptual knowledge and comprehension of using the Internet as measured by the unit objectives below.

OBJECTIVE

Student will be able to identify basic Internet terminology in a paragraph using the TAG writing strategy as measured by Digitability's Unit 2: Show What You Know rubric.

Student will be able to count denominations of money in their equivalent amounts in order to add up the total sum of money earned as measured by Digitability's Unit 2: Show What You Know rubric.

WORK SMARTER, NOT HARDER!

Domains: Reading Comprehension, Writing, Math Ability and Money Skills

INCLUDED RESOURCES

- TAG mini-lesson
- Differentiated writing probes
- Differentiated conceptual math probes
- Differentiated Rubrics
- Paychecks

EXPLANATION FOR WRITING AND MATH PROBES

Now that students are able to **operate basic elements of a browser**, you can use this activity to address other personalized, educational goals.

Students are given writing probes based on ability and tiered levels. Students complete a writing prompt and math probe based on vocabulary used. Use Digitability Paychecks to positively reward students for the dollars students earn in the math probe.

This activity assesses your students' comprehension of Unit 2 through reading comprehension, writing, math ability and money skills.



TAG

SHOW WHAT YOU KNOW

T

**Turn the
question into
an answer.**

A browser

A

**Answer
the question.**

*lets you view websites on the
Internet*

G

**Give 1-3 examples
to support your
answer.**

*You can use different kinds
of browsers to view websites
on the Internet*



TAG

SHOW WHAT YOU KNOW

DIRECTIONS

PART ONE

Whole group mini-lesson on the TAG writing strategy for 10-15 mins

INTRODUCTION AND SAMPLE SCRIPT

T -
A -
G -

TEACHER

Write TAG on the board.

"TAG is a writing strategy to make sure we can create a topic sentence to answer a writing prompt with a clear and full message."

TEACHER

Point to the T on the board.

"The T stands for turn the question into a topic sentence."

Write "Turn the question into a topic sentence" next to the T.

TEACHER

Point to the A on the board.

"The A stands for answer the question."

Write "Answer the questions" on the board.

TEACHER

Point to the G on the board.

"The G stands for give 1-3 examples to support your answer."

Write "Give 1-3 examples to support your answer" next to the G.

TAG PRACTICE

TEACHER

"Let's practice the TAG strategy with this question: 'What is a browser?'"

Write "What is a Browser?" on the board.

TEACHER

"The first thing we must do to use the TAG writing strategy is to turn the question into a topic sentence."

Point to the T on the board for visual reinforcement.

"So, I start by writing 'A browser is..'"

Write "A browser is"

TEACHER

"Now we must answer the question."

Point to the A on the board.

"Who can tell me what a browser is?"

STUDENT

Possible answer: a browser lets you view websites on the internet.

Possible redirections:

- Google Chrome: "Close! But Google Chrome is one type of browser."
- Safari: "Close! But Safari is one type of browser."

STUDENT

Possible differentiated responses:

- turn and talk
- student[s] point to Internet definition on the classroom/student **word wall**
- play video for **Unit 2: Browser Basics Master Badge** lesson

TEACHER

"Finally, we need to give 1-3 examples to support our answer."

Point to the G on the board.

"Who can give me an example to prove my answer that a browser lets you view websites on the internet?"

STUDENT

Possible answer:

1. You can use different types of browsers to view websites on the internet.
2. You can use different browser icons to navigate the different websites on the internet.

Possible redirections:

- YouTube: "Close, but Youtube is one website that you can access using a browser."
- Gmail: "Close, but Email/Gmail is one website that you can access using a browser."

Possible differentiated responses:

- turn, talk, and post-it (partners discuss examples and one partner writes 1 example down on a post-it; note: mixed ability partners ideal for this response)
- draw an example

VOCABULARY CONNECTION

TEACHER

"Let's go back and underline our vocabulary words from Unit 1 & Unit 2. Remember, use the word wall to help you find our vocabulary words for Unit 1 & 2"

STUDENT

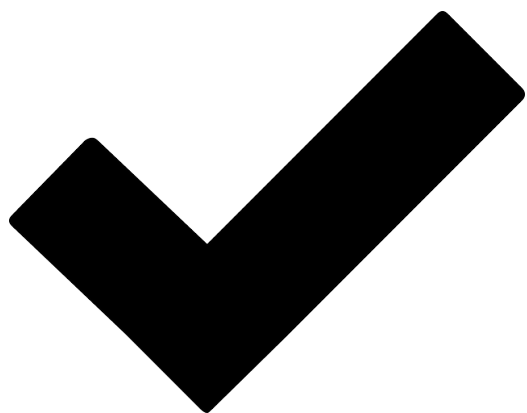
Possible answer: Unit 2 vocabulary: browser, browser icons, types of browsers, opening browser, browser windows, URL, address bar, deleting URL, entering URL, browser buttons, scroll bar, refresh

Possible differentiated responses:

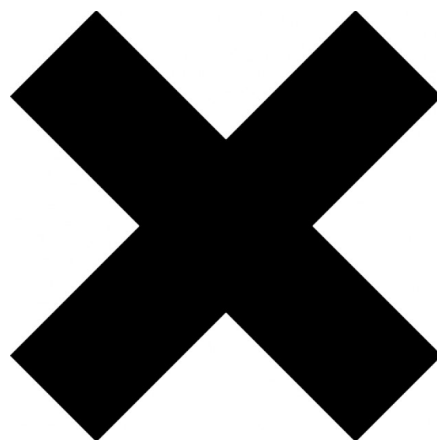
- Student[s] underlines words on the board
- Student[s] points to corresponding words on the word wall



IECS CARDS



YES



NO



GUIDED WATCHING



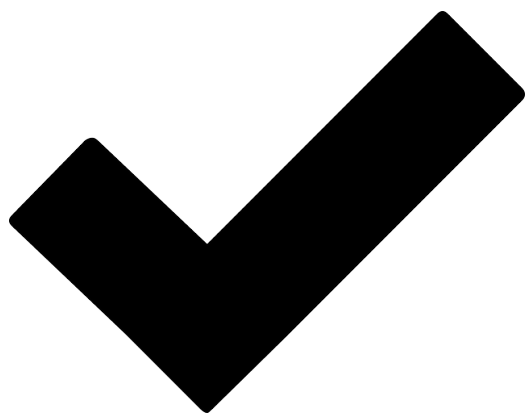
thumbs up



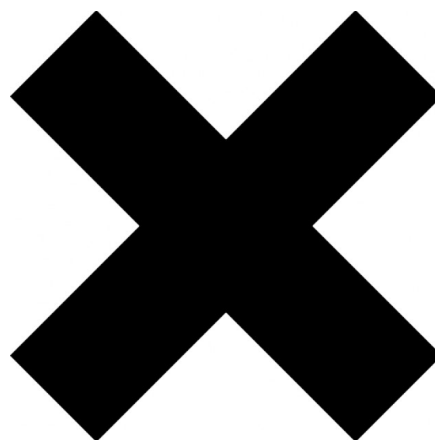
thumbs down



IECS CARDS



YES



NO



TAG WRITING PROMPT

1

Name: _____

Date: _____

Choose a writing prompt to answer using the TAG writing strategy:

- What can you do on a browser?
- How can you navigate a browser?
- What is your favorite browser to use? Which tools do you use on this browser?

WORD BANK

browser (\$1) browser icons (\$1) types of browsers (\$1) browser window (\$1) address bar (\$2)
URL (\$2) entering URLs (\$2) refresh button (\$2) scroll bar (\$4) back and forth buttons (\$4)



TAG: ADD IT UP!

1

Name: _____

Date: _____

WORD USED:	AMOUNT FOR USING THE WORD CORRECTLY:	FIND THE SUM OF EACH WORD USED CORRECTLY:
browser	\$1	+ _____
browser icons	\$1	+ _____
types of browsers	\$1	+ _____
browser window	\$1	+ _____
address bar	\$2	+ _____
URL	\$2	+ _____
entering URLs	\$2	+ _____
refresh button	\$2	+ _____
scroll bar	\$4	+ _____
back and forth buttons	\$4	+ _____

DOLLARS EARNED: \$ _____



VOCAB BLOCKS

EXIT SLIP

Name: _____

Date: _____

Define			Sentence
		URL	
Examples	Draw		



TRACE 'N' LEARN CARDS

Name: _____

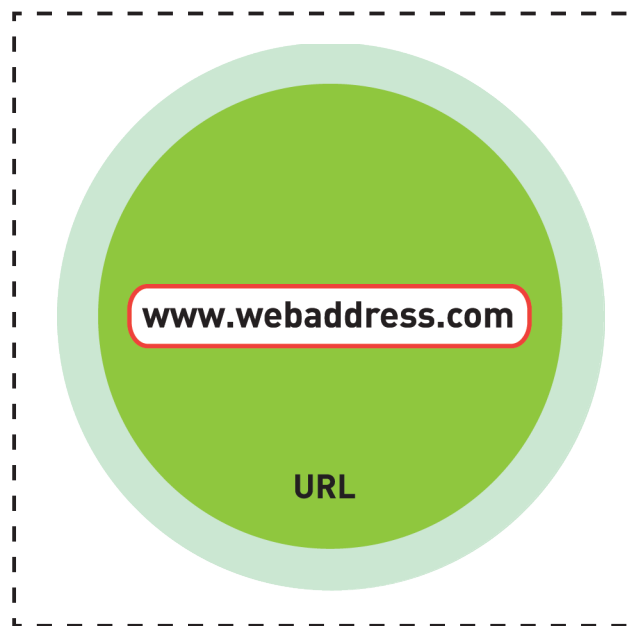
Date: _____

URL

this is a
website's address



WORD WALL PRINTOUT



This is a website's address



DIFFERENTIATION

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





_____ DATE

PAY TO THE ORDER OF _____ | \$

_____ DOLLARS

MEMO _____



_____ DATE

PAY TO THE ORDER OF _____ | \$

_____ DOLLARS

MEMO _____



_____ DATE

PAY TO THE ORDER OF _____ | \$

_____ DOLLARS

MEMO _____