

UNIT 6: CONNECTING ON THE INTERNET

LESSON 1: CONNECTING

LESSON OVERVIEW

Connecting is being able to communicate with people online.

Time: ~25 minutes

OBJECTIVE

Student is able to describe methods for communicating online.

PRINT PREPARATION

1. Print this units Dollar Tracker.
2. Review sequence of activities in lesson.
3. Identify which supplements you will use.
4. Print/Copy/Laminate materials that fit your students' needs.
5. Refer to your Level 1 Guide to read about effective practices.

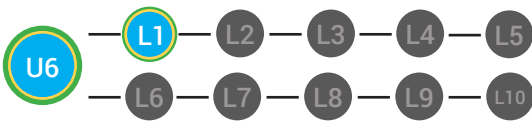
ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 6**
5. Select **Lesson 1 - Connecting**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.



LESSON PLAN

WARM UP

1. Write the word connecting on the board
2. Ask, *"For a participation dollar, write down the first word that comes to mind when thinking of the word connecting."*

Possible Answers: Share, comment, post, network

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



4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]



"Marcus writes down the word share on the board. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."



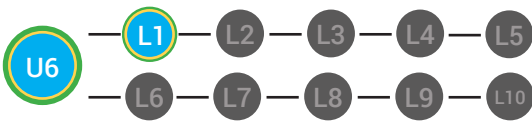
Use supplemental material Image Exchange Cards **6.1.1**. See **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

- T1** Write down answer in their notebook or a post-it to stick on the board. Student shares verbally.
- T2** Opportunity to choose to write their answer. Rephrase question to a Yes/No answer prompt OR partner with a Tier 1 student.
- T3** Have students point to **Image Exchange cards** [6.1.1] or points to **Yes or No Image Exchange Card** [6.IEC.Y/N] for rephrased question.

Award at least four participation dollars.



5. Ask, *“For a participation dollar, can you use web apps to connect with other on the Internet?”*



6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]



Use supplemental material Yes or No Image Exchange Card [6.IEC.Y/N]. See DIFFERENTIATION below to identify supplements needed for your students.



DIFFERENTIATION



T1 Verbal response with description of an experience



T2 Verbal response or holds up **Yes or No Image Exchange Card** [6.IEC.Y/N] for rephrased question.



T3 Holds up or points to **Yes or No Image Exchange Card** [6.IEC.Y/N] for rephrased question.



“Marcus responds yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Award at least four participation dollars.

GUIDED WATCHING



1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

Answer: Connecting



4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]

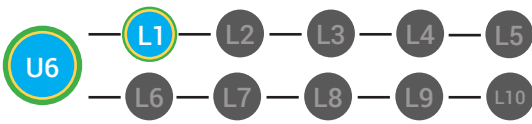


Use supplemental material Badge Board **6.BADGE**. See DIFFERENTIATION below to identify supplements needed for your students.



“Marcus answers Connecting. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Award at least four participation dollars.



DIFFERENTIATION

- T1** Correct Verbal Response.
- T2** Writes down badge name using **Badge Board** [6.BADGE] for this unit.
- T3** Uses **Badge Board** [6.BADGE] for this unit.



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 ‘Connecting’ 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 Connecting in the video. Distribute **Thumbs Image Exchange cards** [6.1.THUMB]



5. Play video.




-- Video Ends (Do not click activity Button yet) --



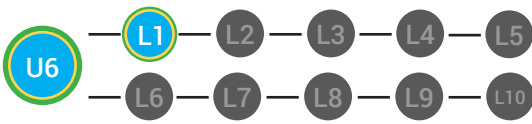
4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]

+\$
“I see students putting there thumbs up and pointing to thumb cards. Nice Job!”



Use supplemental material Thumbs Image Exchange cards **6.1.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** [6.1.THUMB] for potential vocabulary word or icon
- T3** Holds up or points to **Thumbs Image Exchange cards** [6.1.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: "Connecting is being able to communicate with people online."

Throughout the Informal Assessment section, you will prompt students until they use the language from the video to describe the key concept. 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?"

INFORMAL ASSESSMENT (AFTER PLAYING VIDEO)



1. Ask, *"For a participation dollar, who can tell me what connecting is?"*

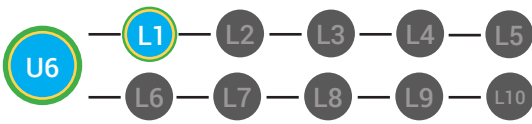
Write the term and definition in notebooks after student responses.



2. Ask, *"For a participation dollar, can you connect with people using web apps?"*



3. Ask, *"For a participation dollar, can you connect with multiple people at once?"*



Structure prompting to get students to come up with a definition using language from the video.

Key Concept: "Connecting is being able to communicate with people online."

Optional: Write the term and definition in notebooks after student responses.



4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]

+\$
"Marcus answers yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."



Use supplemental material YES/NO Image Exchange cards 6.IEC.Y/N 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 **YES/NO Image Exchange cards** [6.IEC.Y/N] to hold up or point to potential vocabulary word or icon



T3 Holds up or points to **YES/NO Image Exchange cards** [6.IEC.Y/N] to hold up or point to potential vocabulary word or icon

PLAY ACTIVITY VIDEO

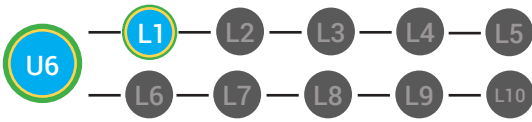


1. Ask the class, "Who would like to unlock the Connecting Badge for \$1?"



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]

+\$
"Marcus unlocks the Connecting badge. Nice job participating and earning a dollar Marcus."




Click Activity Button to Play Activity Video

3. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 3 until student unlocks the badge.



Increase the dollar amount for shy students or to increase motivation.



Use supplemental material Lesson Badge Cut Out **6.1.6** Students that unlocked the badge will place the print out on the classroom's **word wall**. See  **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION



Student will use verbal prompting to unlock the badge with the class.



Student will use verbal prompting and hand signals to unlock the badge with the class



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 Connecting Exit Slip.



2. "For a participation dollar, who can share the definition you wrote?"



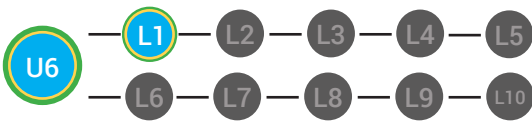
3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



4. "For a participation dollar, who will share a sentence you wrote?"



5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



6. "For a participation dollar, who will share one of their examples?"



7. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



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. [6.1.DollarTracker]



"Great! [student] is going to present! Nice job earning a participation dollar."



After student discusses what they drew and why they drew it, ask students in class to give feedback.

Award at least four participation dollars.



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.



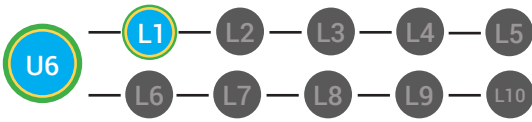
"Nice job giving feedback and earning a dollar Marcus."




12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]

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 **Connecting Exit Ticket 6.1.7** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION



Student's complete **Vocab Blocks worksheet** [6.1.7.1]



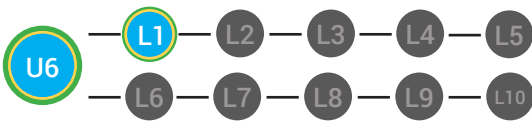
Option to complete **Vocab Blocks worksheet** [6.1.7.1] or **Trace 'n' Learn card** [6.1.7.2]



Student's complete **Trace 'n' Learn card** [6.1.7.2]

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 [6.1.8] Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. Ask students, **“For a participating dollar, what will you do with your earnings?”**
4. If time permits, students can log into their student accounts for independent practice. Remember to set a boundary for students when completing lessons independently. For example, say **“You can unlock badges up until [name of badge you want students to stop at] , then stop what you are doing and put your thumbs up.”**



WRAP UP MESSAGE

1. Have class say the key concepts together.

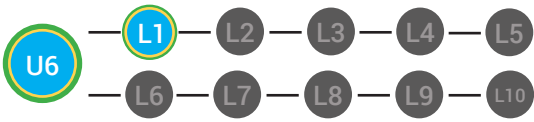
Key Concept: “Connecting is being able to communicate with people online.”

2. “Now we know what the Internet is and can use it in a sentence. Whenever you use the word Internet correctly, and at appropriate times (on-topic), you will earn a dollar.”



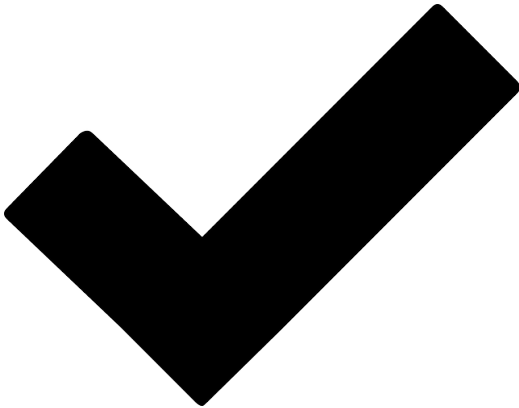
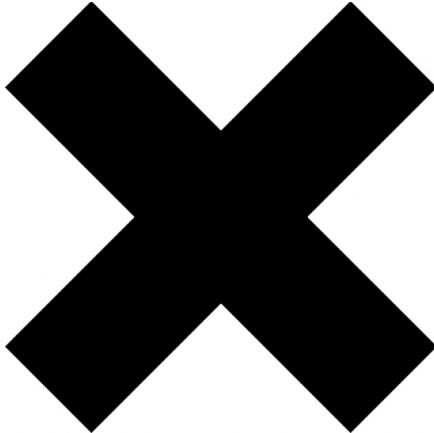
DIFFERENTIATION

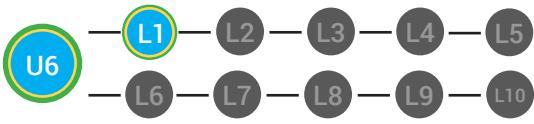
- T1** Login independently using **password cards**.
- T2** Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.
- T3** Teacher or Tier 1 assistance to help student login using their **password card**.




 **YES OR NO IMAGE EXCHANGE CARD**

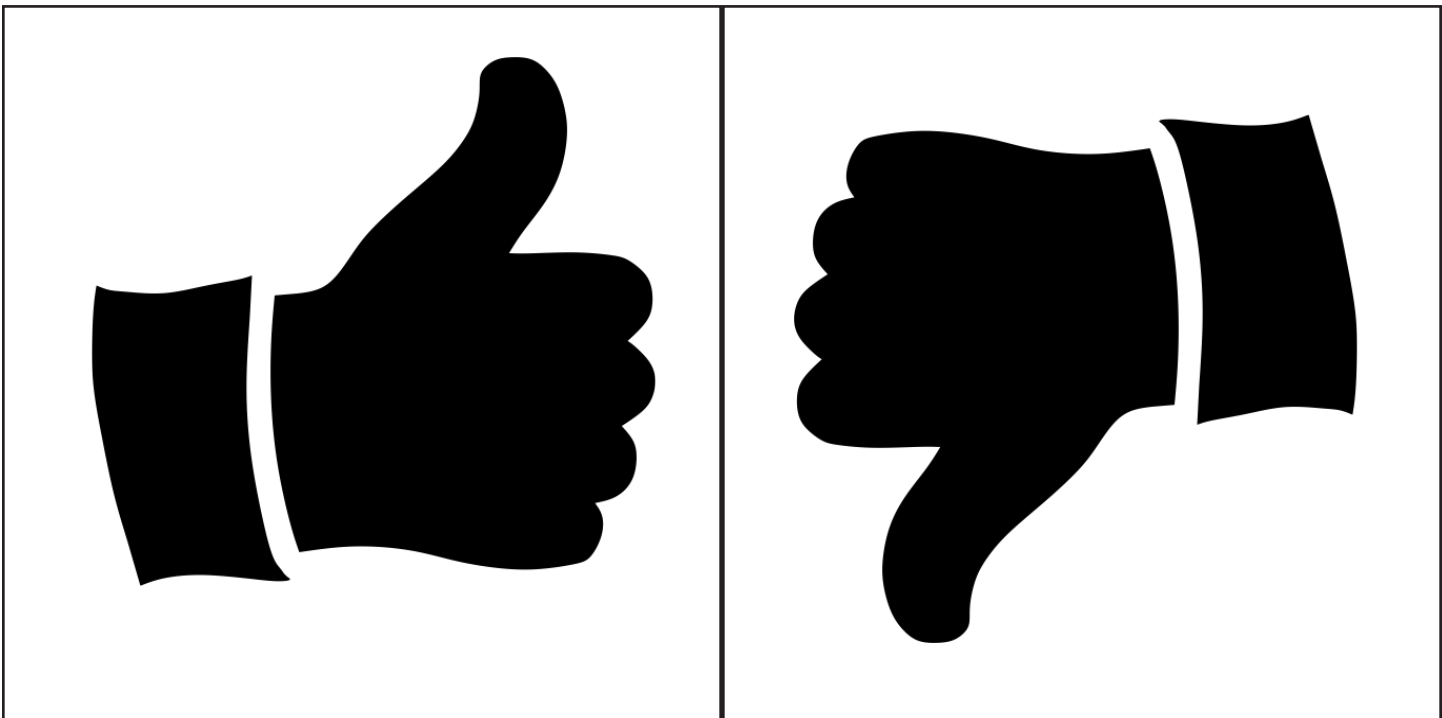
6.IEC.Y/N

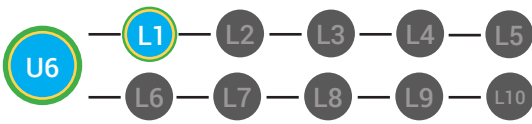
| | |
|--|--|
|  <p>YES</p> |  <p>NO</p> |
|--|--|



 **THUMBS IMAGE
EXCHANGE CARD**

6.1.THUMB





 **IMAGE EXCHANGE CARD**

6.1.1

What is the first word that comes to mind when thinking of the word **connecting**?



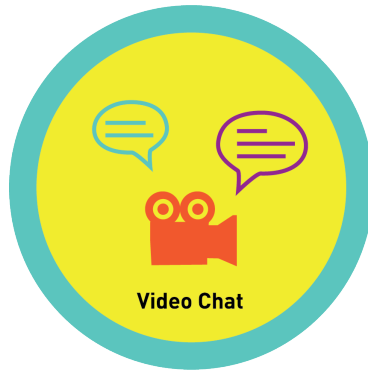
internet



phone



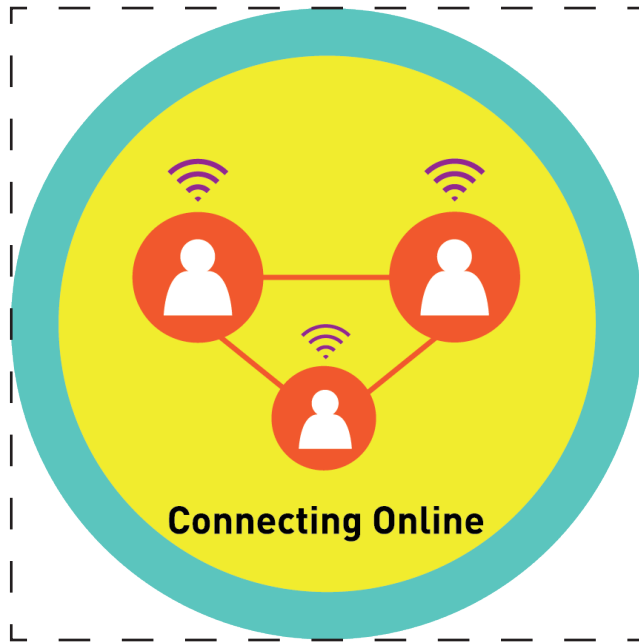
offline





WORD WALL PRINTOUT

6.1.6



being able to communicate
with people online



DIFFERENTIATION

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



T1 CONNECTING EXIT TICKET
VOCAB BLOCK

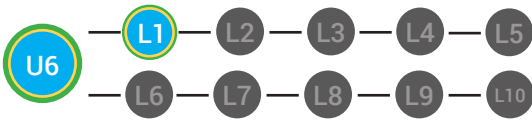
6.1.7.1

Name: _____

Date: _____

| | |
|----------|----------|
| Define | Sentence |
| Examples | Draw |

connecting



T2 CONNECTING EXIT TICKET
TRACE 'N' LEARN CARDS

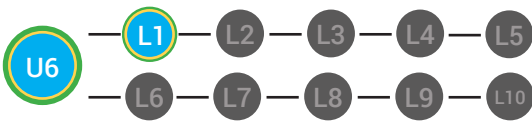
6.1.7.2

Name: _____

Date: _____

connecting

being able to
communicate with
people online



MY DIGITABILITY EARNINGS TRACKER

Unit 6 Connecting on the Internet | 6.1.8

DIRECTIONS: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

Name: _____

| | DATE: | DOLLARS EARNED: |
|--|-------|-----------------|
| LESSON 1: CONNECTING | | |
| LESSON 2: CONNECTING WITH EMAIL | | |
| LESSON 3: CONNECTING WITH CHAT | | |
| LESSON 4: CONNECTING WITH VOICE CHAT | | |
| LESSON 5: CONNECTING WITH VIDEO CHAT | | |
| LESSON 6: STREAMING MEDIA | | |
| LESSON 7: SOCIAL NETWORKS | | |
| LESSON 8: THE LIKE BUTTON | | |
| LESSON 9: CONNECTING WITH BLOGS | | |
| LESSON 10: MASTER BADGE | | |

TOTAL DOLLARS EARNED: