UNIT 6: CONNECTING ON THE INTERNET
LESSON 9: CONNECTING WITH BLOGS

Connecting Blogs

LESSON OVERVIEW

Use this lesson plan to help guide the facilitation of Digitability's Unit 6-Lesson 9. 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 describe methods for communicating online.

PRINT PREPARATION

1. Print this lesson's Dollar Tracker

2. Review sequence of activities in lesson.

3. Learn which supplements you will use.

4. Print/Copy/Laminate materials that fit your student's needs.

5. Refer to your Level 1 Guide to read about effective practices

ONLINE REVIEW

1. Sign into Digitability

2. Click **LESSONS** tab

3. Select **Level 1 - Internet Navigator**

4. Select **Unit 6**

5. Select **Lesson 9 - Connecting With Blogs**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT

Using the Dollar Tracker, select two additional behaviors that you will target throughout the course of this unit. Always include participation/contribution in addition to the two new behaviors.

Connecting Blogs

LESSON PLAN

WARM UP

1. ⟳ Write the definition of the Like Button on the board leaving a blank space for the word networks.

The Like Button: a button found on social _____ used to like posts on the Internet.

2. Have a student come up to the board to fill in the correct answer.

3. Ask, *"For a participation dollar, raise your hand if you know what a blog is."*

4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.9.DollarTracker]

Use supplemental material YES/NO Image Exchange cards **6.IEC.Y/N** to students. See 👥 DIFFERENTIATION below to identify supplements needed for your students.

+$

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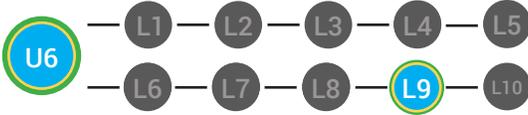
Award at least four participation dollars.

DIFFERENTIATION

T1 Writes response on the board

T2 Writes response on the board with assistance from a Tier 1 partner

T3 Writes response on the board with assistance from an adult or points to **Yes or No Image Exchange Card** [6.IEC.Y/N] for rephrased question.

GUIDED WATCHING

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

Answer: Connecting With Blogs

2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.9.DollarTracker]

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

+$

"Marcus answers Connecting With Blogs. 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 and he is actively listening by giving a thumbs up when he hears the words Connecting With Blogs."*

4. Ask students to give a thumbs up every time they hear and/or see the words Connecting With Blogs in the video. Distribute **Thumbs Image Exchange cards** [6.9.THUMB]

▶ 5. Play video.

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

U6 L1 L2 L3 L4 L5 L6 L7 L8 L9 L10
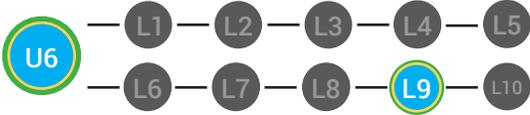
6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.9.DollarTracker]

+$

"I see students putting there thumbs up and pointing to thumb cards. Nice Job!"

Award at least four participation dollars.

Use supplemental material Thumbs Image Exchange cards **6.9.THUMB** to students. See 🔷 DIFFERENTIATION below to identify supplements needed for your students.

DIFFERENTIATION

T1 Verbal response with examples of experience

T2 Verbal response or holds up **Thumbs Image Exchange cards** [6.9.THUMB] for potential vocabulary word or icon

T3 Holds up or points to **Thumbs Image Exchange cards** [6.9.THUMB] to hold up or point to potential vocabulary word or icon

INFORMAL ASSESSMENT (AFTER PLAYING VIDEO)

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

Write the term and definition in notebooks after student responses.

2. Ask, *"For a participation dollar, do blogs only have text?"*

3. Ask, *"For a participation dollar, is a blogger someone who writes new content for a blog?*

4. Ask, *"For a participation dollar, can other people like my posts?"*

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

**EXAMPLE:** *"A blog is a website that lets you write about the things that are interesting to you."*

5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.9.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.
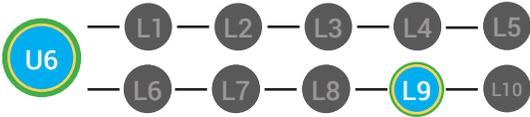
DIFFERENTIATION

Award at least four participation dollars.

T1 Verbal response with examples of experience

T2 Verbal response or holds up **YES/NO Image Exchange cards** [6.IEC.Y/N] for a rephrased question.

T3 Holds up or points to **YES/NO Image Exchange cards** [6.IEC.Y/N] for a rephrased question.

PLAY ACTIVITY VIDEO

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

2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.9.DollarTracker]

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 2 until student unlocks the badge.

Use supplemental material Lesson Badge Cut Out **6.9.6** 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.

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

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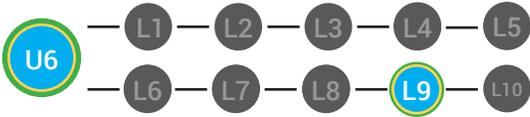
DIFFERENTIATION

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 Connecting With Blogs Exit Slip.

2 Students will staple the worksheet into their notebook or put in their folder.

Use supplemental material Connecting Exit Ticket **6.9.7** to students. See DIFFERENTIATION below to identify supplements needed for your students.

DIFFERENTIATION

T1 Student completes **Vocab Blocks worksheet** [6.9.7.1]

T2 Option to complete **Vocab Blocks worksheet** [6.9.7.1] or **Trace 'n' Learn card** [6.9.7.2]

T3 Student's complete **Trace 'n' Learn card** [6.9.7.2]
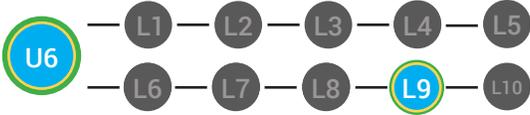
IMMEDIATE FEEDBACK/NEXT STEPS

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 [**6.9.8**] Have students staple this sheet into their notebooks so they can use it for the entire unit.

3. Ask students what they will do with their money. Spend it or save it?

4. If time permits, you can either have students log into their student accounts for independent practice or continue on to the next lesson plan.
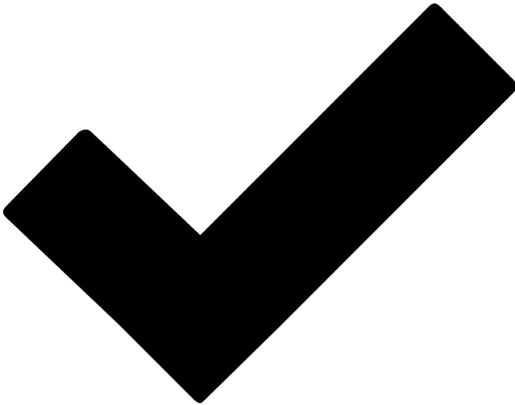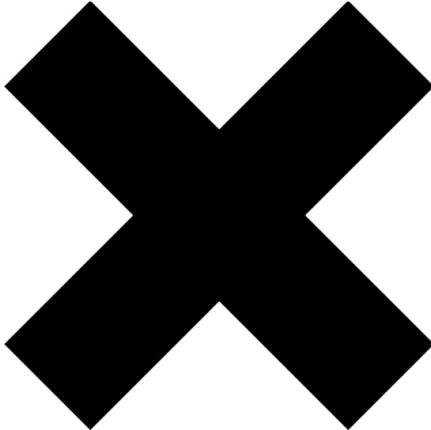
DIFFERENTIATION

T1   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.**

DOLLAR EARNINGS TRACKER

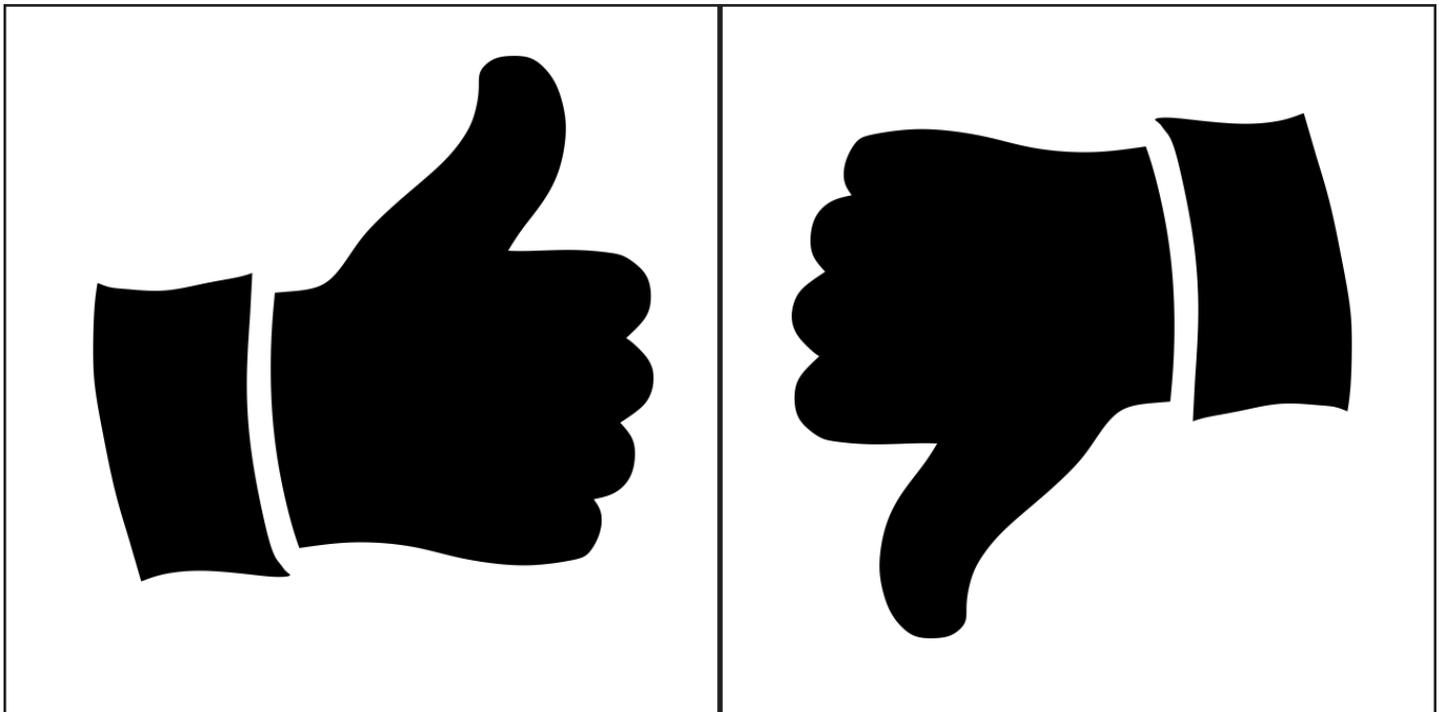## 6.9.DOLLAR

DIRECTIONS: Print this Dollar Tracker and attach it to a clipboard or put it in a file that is easily accessible to you. Each time you use Digitability, update your students' earnings on this sheet.

Connecting Blogs

STUDENT NAME	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
Franklin M.	卌	卌	I	III	卌	IIII	III	IIIII	II	IIII

Connecting Blogs

YES OR NO IMAGE EXCHANGE CARD

6.IEC.Y/N

YES	NO

Connecting Blogs

THUMBS IMAGE EXCHANGE CARD
6.9.THUMB

Connecting Blogs

Connecting Online

Connecting Email

Connecting Chatting

Voice Chat

Video Chat

Streaming Media

Social Network

Liking

Connecting Blogs
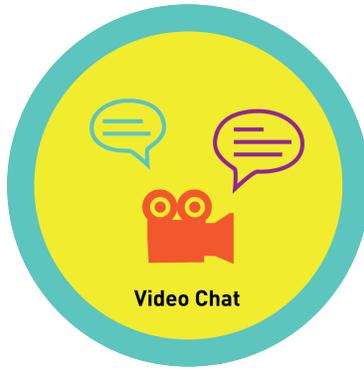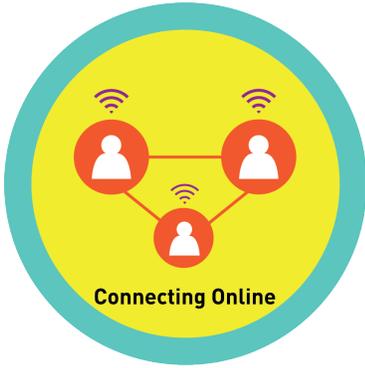
Connecting

WORD WALL PRINTOUT

6.9.6

Connecting Blogs

a website that lets you write about the things that are interesting to you.

DIFFERENTIATION

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

Connecting Blogs

T1 CONNECTING WITH BLOGS
EXIT TICKET VOCAB BLOCK
6.9.7.1

Name: _____

Date: _____

Define	Sentence

blog

Examples	Draw
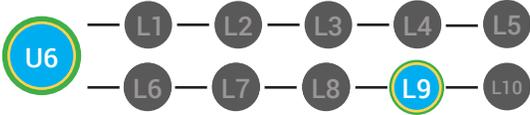
Connecting Blogs

T2 **CONNECTING WITH BLOGS EXIT TICKET**
TRACE 'N' LEARN CARDS
6.9.7.2

Name: _____

Date: _____

blog

a website that lets you write about the things that are interesting to you

Connecting Blogs
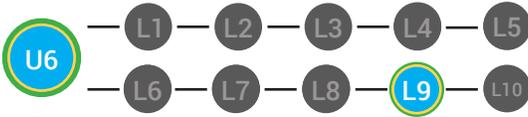
T1 **THE LIKE BUTTON EXIT TICKET
ROLE GUIDE: READER**
6.9.7.1

Name: _____

Date: _____

ROLE: READER

Read each question to the group

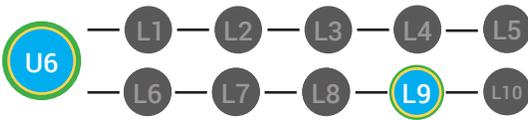| DUTIES	DUTIES COMPLETE?
	Circle **YES** or **NO**
Read the definition for A and ask your group members which picture matches the definition.	**YES** or **NO**
Read the definition for B and ask your group members which picture matches the definition.	**YES** or **NO**
Read the definition for C and ask your group members which picture matches the definition.	**YES** or **NO**
Read the definition for D and ask your group members which picture matches the definition.	**YES** or **NO**
Read the definition for E and ask your group members which picture matches the definition.	**YES** or **NO**

T2 **THE LIKE BUTTON EXIT TICKET**
ROLE GUIDE: SCRIBE
6.8.7.2

Connecting Blogs

Name: _____

Date: _____

ROLE: SCRIBE

After ALL members decide on an answer, write the answer in the given blank

| DUTIES	DUTIES COMPLETE?
	Circle **YES** or **NO**
Fill in the answer for #1 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #2 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #3 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #4 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #5 after all group members agree on the correct answer.	**YES** or **NO**

Connecting Blogs
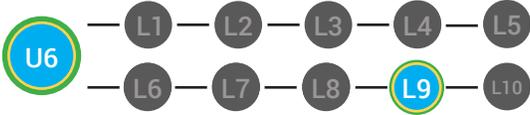
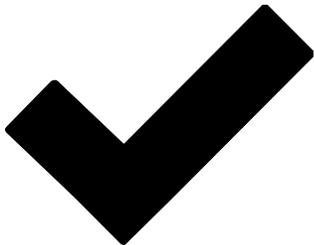## T3 THE LIKE BUTTON EXIT TICKET
ROLE GUIDE: SCRIBE
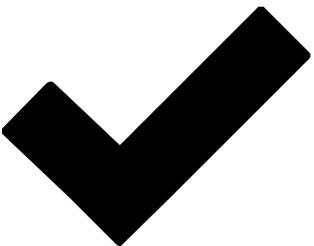**6.8.7.3**

Name: _____

Date: _____

ROLE: REVIEWER

When all of the answers are filled in, use the IECS cards below to review your's group's answers together.
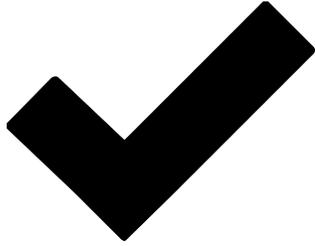
Is the answer for **#1** correct?

✓ **YES**	✗ **NO**

Is the answer for **#2** correct?

✓ **YES**	✗ **NO**

Is the answer for **#3** correct?

✔ **YES**	✘ **NO**

Is the answer for **#4** correct?
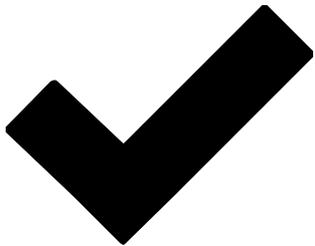
✔ **YES**	✘ **NO**

Is the answer for **#5** correct?

✔ **YES**	✘ **NO**