

## UNIT 7: GOOGLE! LESSON 8: BLOGGER

### LESSON OVERVIEW

You can use Blogger to create your own website and write posts. You can write post that express your thoughts, feelings and interest.

**Time:** ~25 minutes

### OBJECTIVE

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

### 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 7**
5. Select **Lesson 8 - Blogger**

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

**Possible Answers:** website, Blogger, news articles

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

4. Say *"For a participation dollar, raise your hand if you ever heard Blogger before."*

**USE POSITIVE NARRATION TO IDENTIFY STUDENTS WHO ARE ACTIVELY PARTICIPATING**

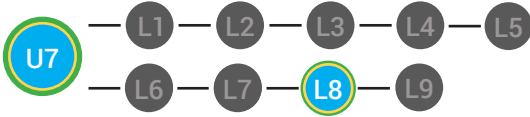
5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.8.DollarTracker]

Use supplemental material YES/NO Image Exchange cards 7.IEC.Y/N to students. See DIFFERENTIATION below to identify supplements needed for your students.

**+\$**

*"Marcus responds with the word website. 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** 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** Writes response on the board with assistance from an adult points to **YES/NO Image Exchange cards** [7.IEC.Y/N] to a rephrased question.

## GUIDED WATCHING



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

**Answer:** Blogger




2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.8.DollarTracker]



*"Marcus answers Blogger. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."*



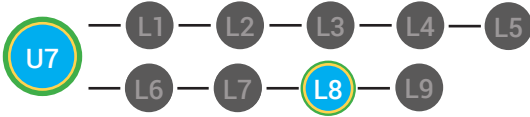
Use supplemental material Badge Board **7.BADGE**. See  **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Correct Verbal Response.
- T2** Writes down badge name using **Badge Board** [7.BADGE] for this unit.
- T3** Uses **Badge Board** [7.BADGE] for this unit.

**Award at least four participation dollars.**



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 ‘Blogger’ 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 Blogger in the video. Distribute **Thumbs Image Exchange cards** [7.8.THUMB]

5. Play video.



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




6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.8.DollarTracker]



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



Use supplemental material **Thumbs Image Exchange cards 7.8.THUMB** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.

**Award at least four participation dollars.**



## DIFFERENTIATION



Verbal response with examples of experience



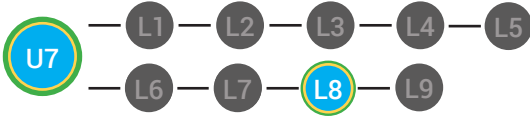
Verbal response or holds up **Thumbs Image Exchange cards** [7.8.THUMB] for potential vocabulary word or icon



Holds up or points to **Thumbs Image Exchange cards** [7.8.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: “You can use Blogger to create your own website and write posts. You can write post that express your thoughts, feelings and interest.”**



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, what is Blogger?"

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



2. Ask, "For a participation dollar, can you create your own website with Blogger?"



3. Ask, "For a participation dollar, can you express your thoughts and feelings on Blogger?"



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

**Key Concept:** "You can use Blogger to create your own website and write posts. You can write post that express your thoughts, feelings and interest."

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



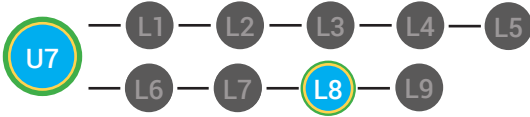
4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.8.DollarTracker]



"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 7.IEC.Y/N 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 **YES/NO Image Exchange cards** [7.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** [7.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 Blogger Badge for \$1?”

**+\$** 2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.8.DollarTracker]

**+\$**  
“Marcus unlocks the Blogger badge. Nice job participating and earning a dollar Marcus.”

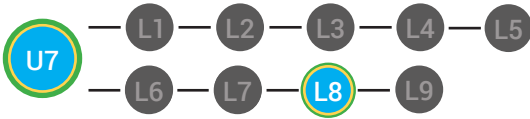
### Click Activity Button to Play Activity Video

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 **7.8.6** 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

- 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 Blogger Exit Slip.

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

**+\$**

*"[Repeat student answer] Nice job sharing and earning a dollar Marcus."*
- +\$** 3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.8.DollarTracker]
- ?** 4. "For a participation dollar, who will share a sentence you wrote?"

**+\$**

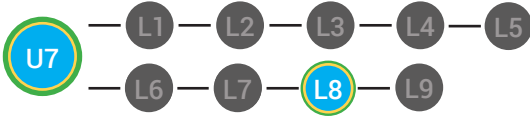
*"[Repeat student answer] Nice job sharing and earning a dollar Marcus."*
- +\$** 5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.8.DollarTracker]
- ?** 6. "For a participation dollar, who will share one of their examples?"

**+\$**

*"[Repeat student answer] Nice job sharing and earning a dollar Marcus."*
- +\$** 7. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.8.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. [7.8.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.



12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.8.DollarTracker]



“Nice job giving feedback and earning a dollar Marcus.”

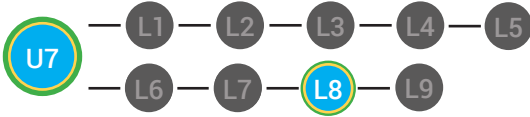
13. After student does both, ask the student presenting, “[Student, what did you hear [student who gave feedback] say?”

**Award at least four participation dollars.**



Use supplemental material Picasa Web Exit Ticket 7.8.7 to students. See DIFFERENTIATION below to identify supplements needed for your students.





## DIFFERENTIATION

- T1** Student's complete **Vocab Blocks worksheet** [7.8.7.1]
- T2** Option to complete **Vocab Blocks worksheet** [7.8.7.1] or **Trace 'n' Learn card** [7.8.7.2]
- T3** Student's complete **Trace 'n' Learn card** [7.8.7.2]

## 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 [7.8.8] 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:** "You can use Blogger to create your own website and write posts. You can write post that express your thoughts, feelings and interest."



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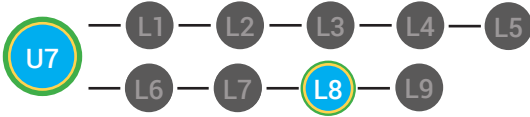
2. “Now we know what the Internet is and can use it in a sentence. Whenever you use the word Internet correctly, and at appropriate times (on-topic), you will earn a dollar.”



## DIFFERENTIATION

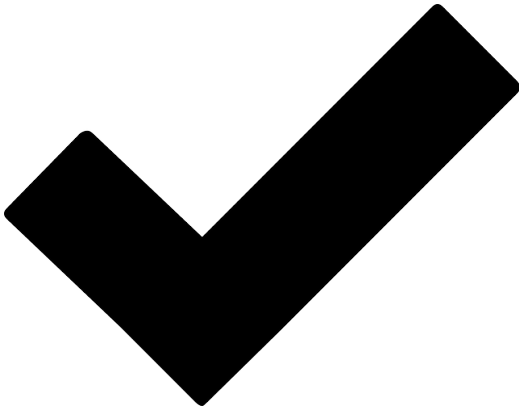
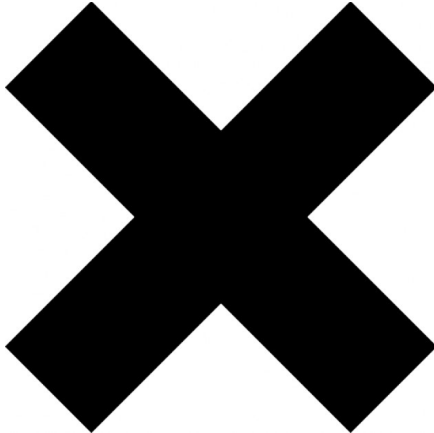
- T1** Login independently using **password cards**.
- T2** Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.
- T3** Teacher or Tier 1 assistance to help student login using their **password card**.






 **YES OR NO IMAGE EXCHANGE CARD**

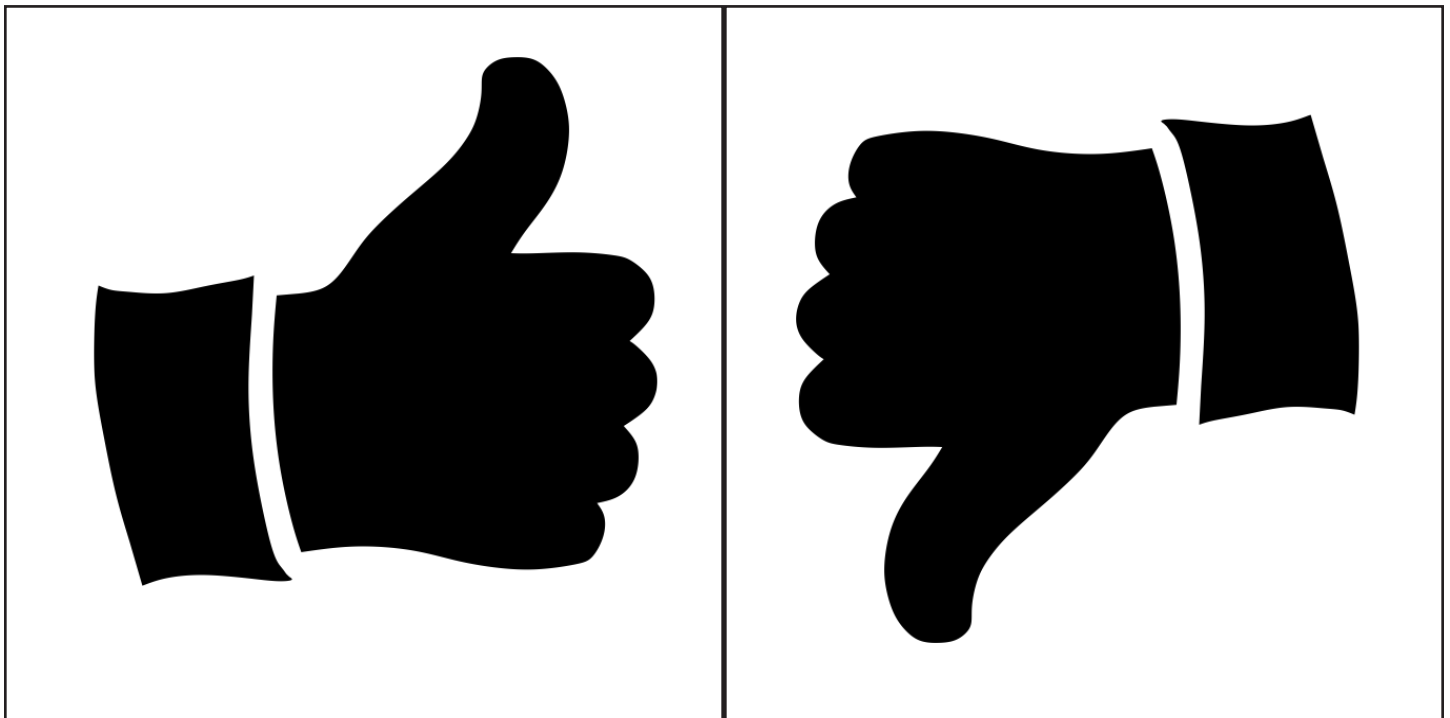
**7.IEC.Y/N**

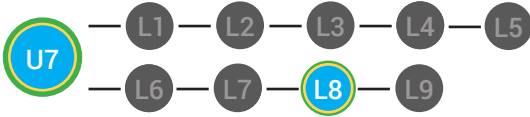
 <p><b>YES</b></p>	 <p><b>NO</b></p>
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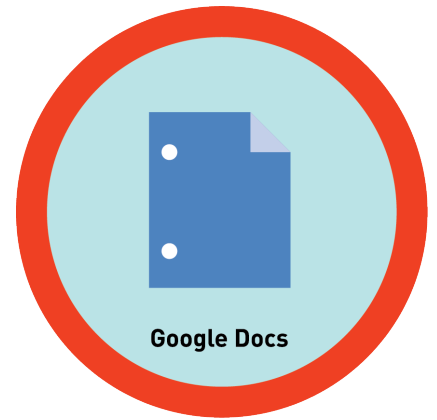
 **THUMBS IMAGE EXCHANGE CARD**

**7.8.THUMB**





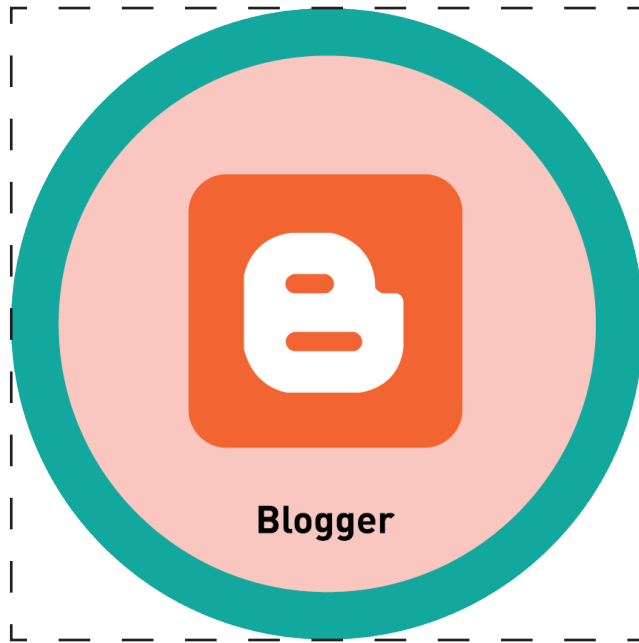
7.BADGE





# WORD WALL PRINTOUT

7.8.6



Google's blog service



## DIFFERENTIATION

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



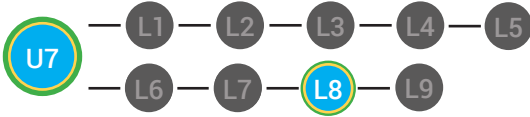
**T1** **BLOGGER EXIT TICKET**  
**VOCAB BLOCK**  
**7.8.7.1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Define	<b>Blogger</b>		Sentence
Examples			Draw





**T2** **BLOGGER EXIT TICKET**  
**TRACE 'N' LEARN CARDS**

7.8.7.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Blogger

Google's

blog service



# MY DIGITABILITY EARNINGS TRACKER

## Unit 7 Google! | 7.8.8

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

**Name:** \_\_\_\_\_

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

**TOTAL DOLLARS EARNED:**