



INTRODUCTION TO DIGITABILITY LESSON 1: WHAT IS DIGITABILITY?

LESSON OVERVIEW

Use this lesson plan to help build a new classroom routine to begin the early stages of implementing Digitability. 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 will be able to describe the importance of digital literacy in their education.

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 **Intro Unit**
5. Select **Lesson 1 - What is Digitability?**

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

Possible Answers: Computer, Internet, laptop, iPad, video games



3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [INTRO.1.DollarTracker]

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



Use supplemental material Image Exchange Cards **INTRO.1.IMAGE** See DIFFERENTIATION below to identify supplements needed for your students.

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 share their word using a verbal response with a Tier 1 partner.
- T3** uses **Image Exchange cards** [INTRO.1.IMAGE] to hold up or point to potential vocabulary word or icon.



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

5.  Write the word literacy on the board

6. Ask students, **“For a participation dollar, jot down the first word that comes to mind when thinking of the word digital”**

Possible Answers: Books, reading, understanding




7. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [INTRO.1.DollarTracker]



“Marcus thinks of books. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”



Distribute **INTRO.1.IMAGE** Image Exchange Cards to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

Award at least four participation dollars.



DIFFERENTIATION

T1

Verbal response with description of an experience

T2

Verbal response

T3

Draw the word or uses **Image Exchange cards** [INTRO.1.IMAGE] to hold up or point to potential vocabulary word or icon.

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



9. Ask, **“For a participation raise your hand and tell me what you think ‘digital literacy’ means?”**

Possible Answers: Being able to email, knowing how the Internet works

--Repeat for several students--



10. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [INTRO.1.DollarTracker]



"Marcus answers, being able to email. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."



Distribute **INTRO.1.IMAGE** Image Exchange Cards to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

Award at least four participation dollars.



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 uses **Image Exchange cards** [INTRO.1.IMAGE] to hold up or point to potential vocabulary word or icon.

11. Ask, "For a participation dollar, who can tell me what digital skills are?"



Answer: Skills that require you to use the Internet to connect and collaborate at school, home, and work.

12. Ask, "For a participation dollar, tell me do you need digital skills for certain jobs?"

Answer: Email, word processing, data input, spreadsheets




"Marcus thinks of data input. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."



13. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [INTRO.1.DollarTracker]

Award at least four participation dollars.



Distribute **INTRO.1.IMAGE** Image Exchange Cards to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Verbal response with examples of experience

T2

Verbal response or holds up **Image Exchange cards** [Intro.1.IMAGE] to hold up or point to potential vocabulary word or icon

T3

Holds up or points to **Image Exchange cards** [Intro.1.IMAGE] to hold up or point to potential vocabulary word or icon

GUIDED DIGITABILITY WEB TOUR

1. Tell students that they will be using a new program in the classroom to help build their digital skills.
2. Have students focus on the screen while you complete a **Digitability Webtour**: look through Level 1&2.
3. Preview the units in **Level 1 Internet Navigator**. Ask students to give a thumb up whenever they are interested in a unit when previewing the unit titles of Level 1.




4. Give students who give thumbs up \$2 and record earnings on the **[INTRO.1.DollarTracker]**



5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. **[INTRO.1.DollarTracker]**



Distribute **INTRO.1.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



"Marcus puts his thumb up. 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** Verbal response with examples of experience
- T2** Verbal response or holds up **Thumbs Image Exchange cards** [Intro.1.THUMB] to hold up or point to potential vocabulary word or icon
- T3** Holds up or points to **Thumbs Image Exchange cards** [Intro.1.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 kind of skill will Digitability help strengthen?”

Answer: Digital/Technological skills



- 2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [INTRO.1.DollarTracker]

+\$
“Marcus says Digital/ Technological skills. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”



Distribute **INTRO.1.IMAGE** Image Exchange Cards to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Verbal response or holds up **Image Exchange cards** [Intro.1.IMAGE] to hold up or point to potential vocabulary word or icon
- T3** Holds up or points to **Image Exchange cards** [Intro.1.IMAGE] to hold up or point to potential vocabulary word or icon

Award at least four participation dollars.



3. Ask, “For a participation dollar, what stage will we start first?”

Answer: Internet Navigator



4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [INTRO.1.DollarTracker]



“Marcus says Internet Navigator. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”



Distribute **INTRO.1.IMAGE** Image Exchange Cards to students. See **DIFFERENTIATION** for this activity 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 **Image Exchange cards** [Intro.1.IMAGE] to hold up or point to potential vocabulary word or icon



T3 Holds up or points to **Image Exchange cards** [Intro.1.IMAGE] to hold up or point to potential vocabulary word or icon

ASSESSMENT/EXIT SLIP

1. Students will complete the **Digitability Wish List** Worksheet.
2. Students will staple the worksheet into their notebook.



3. Distribute **INTRO.1.7** Digitability Wish List to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

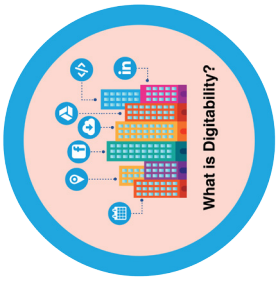


DIFFERENTIATION

- T1** Student complete Digitability Wish List #1 worksheet. [INTRO.1.7.1]
- T2** Option to complete Digitability Wish List #1 [INTRO.1.7.1] or Digitability Wish List #2 worksheet. [INTRO.1.7.2]
- T3** Student complete Digitability Wish List #2 worksheet. [INTRO.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 [INTRO.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.”**



DOLLAR EARNINGS TRACKER

INTRO.1.DOLLAR

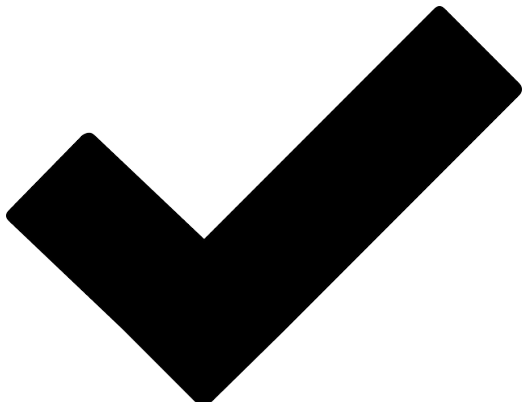
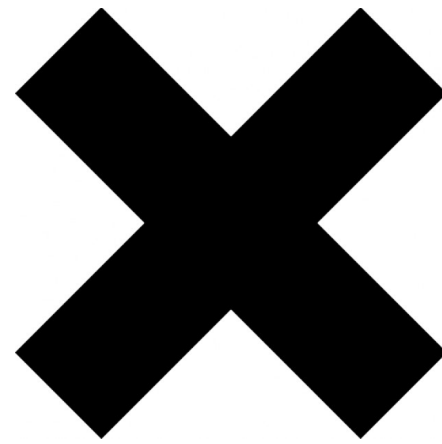
DIRECTIONS: Print this Dollar Tracker and attach it to a clipboard or put it in a file that is easily accessible to you. Each time you use Digitability, update your students' earning for Unit 1: Internet Basics on this sheet.

STUDENT NAME	LESSON 1: WHAT IS DIGITABILITY?	LESSON 2: WELCOME TO DIGITABILITY!	LESSON 3: LOGGING INTO DIGITABILITY
Franklin M.			




 **YES OR NO IMAGE EXCHANGE CARD**

INTRO.IEC.Y/N

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

INTRO.1.THUMB

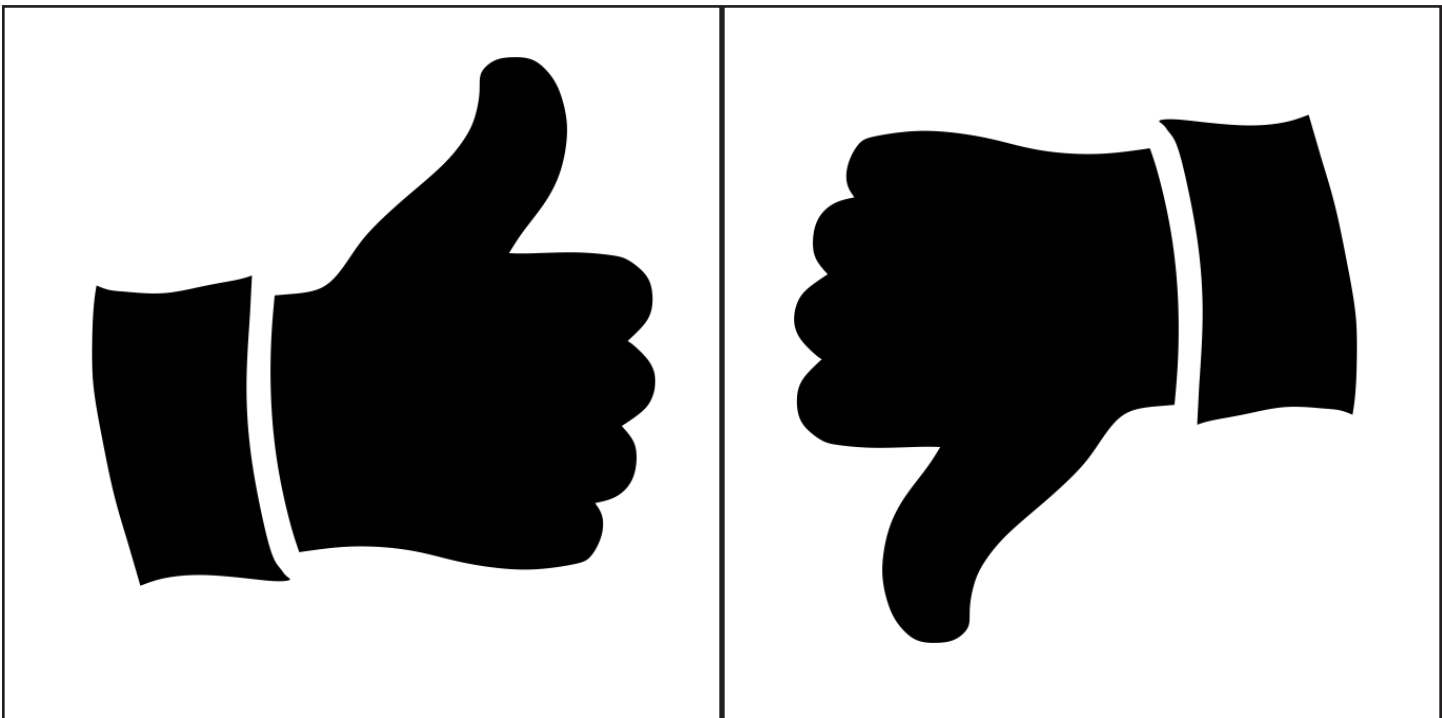


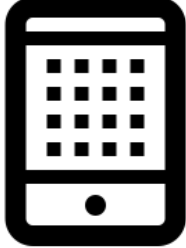







IMAGE EXCHANGE CARDS

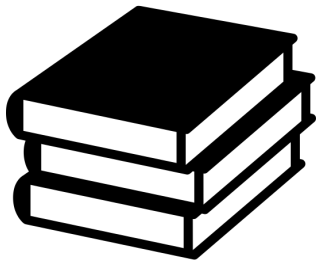
INTRO.1.IMAGE

When I think of the word **digital**,
the 1st word I think of is...

 computer	 YouTube	 tablet
 laptop	 video games	 phone



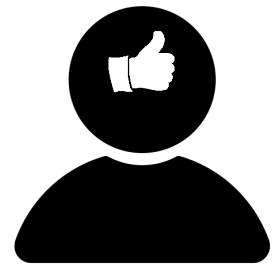
What is the first word that comes to mind when you hear the word **literacy**?



Books



Reading

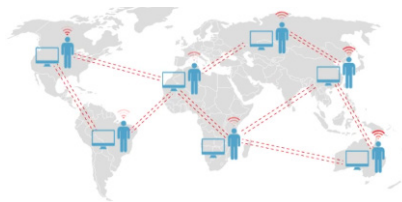


Understanding

What are **digital skills**?



pencil



internet



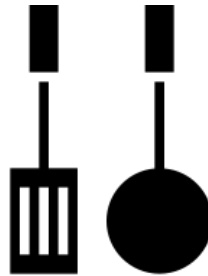
backpack



What kind of skill will **Digitability**
help us strengthen?

Digitability

digital skills



cooking skills



**handwriting
skills**



Which unit is the **first unit** that we will be learning?



Internet Basics



Browser Basics



Sharing Basics



DIGITABILITY WISH LIST #1

INTRO.1.7.1

Name: _____

Date: _____

DIRECTIONS

After previewing Digitability, list and describe 3 digital skills that you would like to strengthen by completing the table below.

DIGITAL SKILLS	WHY DID YOU CHOOSE THIS SKILL?
1. Emailing skills	I chose this skill, because I want to be able to send emails to my cousin that lives in a different state.
2.	
3.	
4.	



DIGITABILITY WISH LIST #2




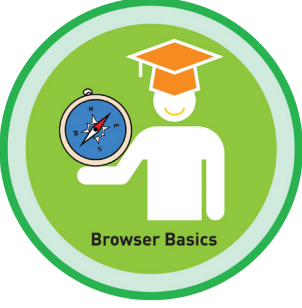
INTRO.1.7.2

Name: _____

Date: _____

DIRECTIONS

After previewing Digitability, circle 1-2 digital skills that you would like to strengthen on the table shown below.

 <p>Using Email</p> <p>Emailing skills</p>	 <p>Search</p> <p>Google skills</p>	 <p>Internet Basics</p> <p>Internet skills</p>	 <p>Gmail</p> <p>Gmail skills</p>
 <p>Browser Basics</p> <p>Browser skills</p>	 <p>Web Apps</p> <p>Web application skills</p>	 <p>Gmail Calendar</p> <p>Google Calendar skills</p>	 <p>Sharing</p> <p>Sharing skills</p>



MY DIGITABILITY EARNINGS TRACKER

INTRO.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: WHAT IS DIGITABILITY?		
LESSON 2: WELCOME TO DIGITABILITY		
LESSON 3: LOGGING INTO DIGITABILITY		
TOTAL DOLLARS EARNED:		