# INTRODUCTION TO DIGITABILITY
# LESSON 2: WELCOME TO 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 2 - Welcome 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

Welcome Digitability!

## WARM UP

**?** 1. Ask students, **"For a participation dollar, what skills will be strengthened with Digitability? Raise you hand and wait to be called on.**

*Possible Answers:* Emailing skills, searching skills, Internet browsing skills

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

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

**Award at least four participation dollars.**

Distribute **INTRO.2.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 of holds up **Image Exchange cards** [INTRO.2.IMAGE] to hold up or point to potential vocabulary word or icon.

**T3** Holds up or points to **Image Exchange cards** [INTRO.2.IMAGE] to hold up or point to potential vocabulary word or icon.

**3.** Ask students, *"For a participation dollar, are you excited to start using Digitability? Raise your hand if you are excited!*

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

**+$**

**2.** Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [INTRO.2.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 **INTRO. 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** [INTRO.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** [INTRO.IEC.Y/N] to hold up or point to potential vocabulary word or icon

## GUIDED WATCHING

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

*Answer:* Welcome to Digitability!

**2.** 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 'Digital Literacy' give me a thumbs up and I'll add participate dollars."*

**3.** Ask students to give a thumbs up every time they hear and/or see the words Digital Literacy. Distribute **Thumbs Image Exchange cards** [INTRO.2.THUMB]

4. Play video.

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

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

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

**Award at least four participation dollars.**

Distribute **INTRO.2.THUMB** 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 **Thumbs Image Exchange cards** [INTRO.2.THUMB] to hold up or point to potential vocabulary word or icon

**T3** Holds up or points to **Thumbs Image Exchange cards** [INTRO.2.THUMB] to hold up or point to potential vocabulary word or icon

**STOP** **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, when I click on a lesson in Digitability , what will happen?*

*Answer:* The lesson will play

2. Ask, *"For a participation dollar, after the lesson plays, what will happen?"*

*Answer:* We will go to an activity about the lesson

3. Ask, *"For a participation dollar, what do I receive after I correctly complete the activity?"*

*Answer:* We get a badge!

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

**+$**

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

5. Distribute **INTRO.IEC.Y/N** 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 examples of experience

**T2** Verbal response or holds up **YES/NO Image Exchange cards** [INTRO.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** [INTRO.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 Welcome to Digitability Badge for $1?"*

**Click Activity Button to Play Activity Video**

**+$** **2. Give immediate feedback and record Workplace Behavior earningson the Dollar Earnings Tracker. [INTRO.2.DollarTracker]**

**+$**

*"Marcus unlocks the Welcome to Digitability Badge. Nice job participating and earning a dollar Marcus."*

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.

Distribute lesson badge cut out **INTRO.2.5** Students that unlocked the badge will place the **Welcome to Digitability!** print out on the classroom's **word wall**. See ⬛ DIFFERENTIATION for this activity 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. Have students complete the Fill in the Blank in partnerships or groups of three. This activity is about students collaborating and learning to communicate with each other. These activities will slowly begin to build a foundation for Project-based Learning and role playing.

2. Create groups of three with mixed abilities. Use the Differentiation Tiers below to help you identify which students should play each role

3. Assign the role: Reader, Scribe and Reviewer

Distribute **INTRO.2.6** Role Sheets and **INTRO.2.6.SCRIBE** Fill in the Blank Exit Ticket to students. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

## DIFFERENTIATION

**T1** Student's role will be the reader/scribe [INTRO.2.6.1 or INTRO.2.6.SCRIBE]

**T2** Student's role will be the reader/scribe [INTRO.2.6.1 or INTRO.2.6.SCRIBE]

**T3** Student's role will be the reviewer [INTRO.2.6.3]

6. Prompt the readers to reach each definition to the group. Everyone in the group must give input to decide which answer the scribe will write in. If students are not communicating with each other to decide, prompt them by using positive narration for groups tat are collaborating. 'I see [Student] reading each definition out loud. I see [Student] writing in the answers after all team members give input."

7. As a whole class review the correct answers. The review should use the Reviewer Role sheet to mark each question that the group got right and wrong.

8. For each student that completes their role, award them a $1.

9. Reflect on how that went today: Is there anything you can do different next time to make students more independent in their roles or do some students need additional supports to build capacity?

## 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.2.8**] 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.2.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.

**Welcome Digitability!**

JOBS
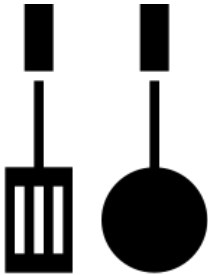
| STUDENT NAME | LESSON 1: WHAT IS DIGITABILITY? | LESSON 2: WELCOME TO DIGITABILITY! | LESSON 3: LOGGING INTO DIGITABILITY | | | |
|---|---|---|---|---|---|---|
| *Franklin M.* | 卌 | ||| | | | | |

Welcome Digitability!

## IMAGE EXCHANGE CARDS

**INTRO.2.IMAGE**
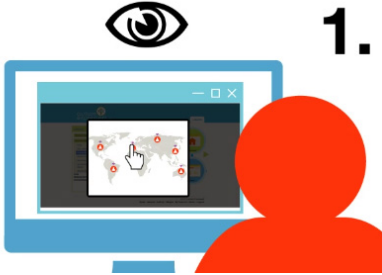
# What kind of skill will **Digitability** help us strengthen?

| **digital skills** | **cooking skills** | **handwriting skills** |
|---|---|---|

When I **click** on a lesson in Digitability,
what will happen?

What happens **after** I watch
the lesson video?

What do I **receive** after
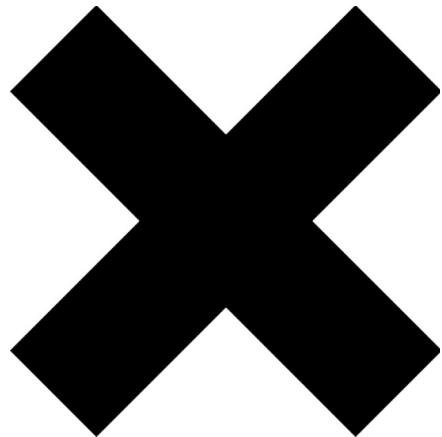I correctly complete the activity?

| | | |
|---|---|---|
|  |  |  |
| **A badge** | **Lesson video plays** | **Activity video** |

Welcome Digitability!

**YES OR NO IMAGE EXCHANGE CARD**

**INTRO.IEC.Y/N**

| | |
|---|---|
| **YES** | **NO** |

Welcome Digitability!
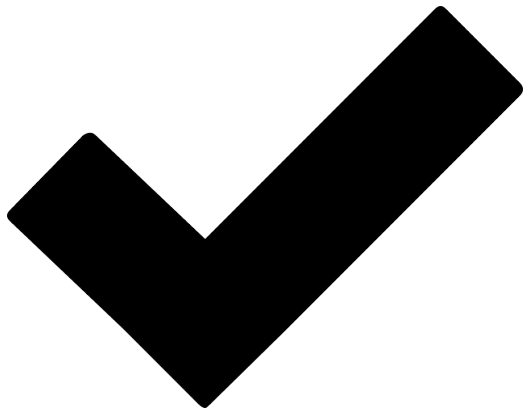
## THUMBS IMAGE EXCHANGE CARD
### INTRO.2.THUMB
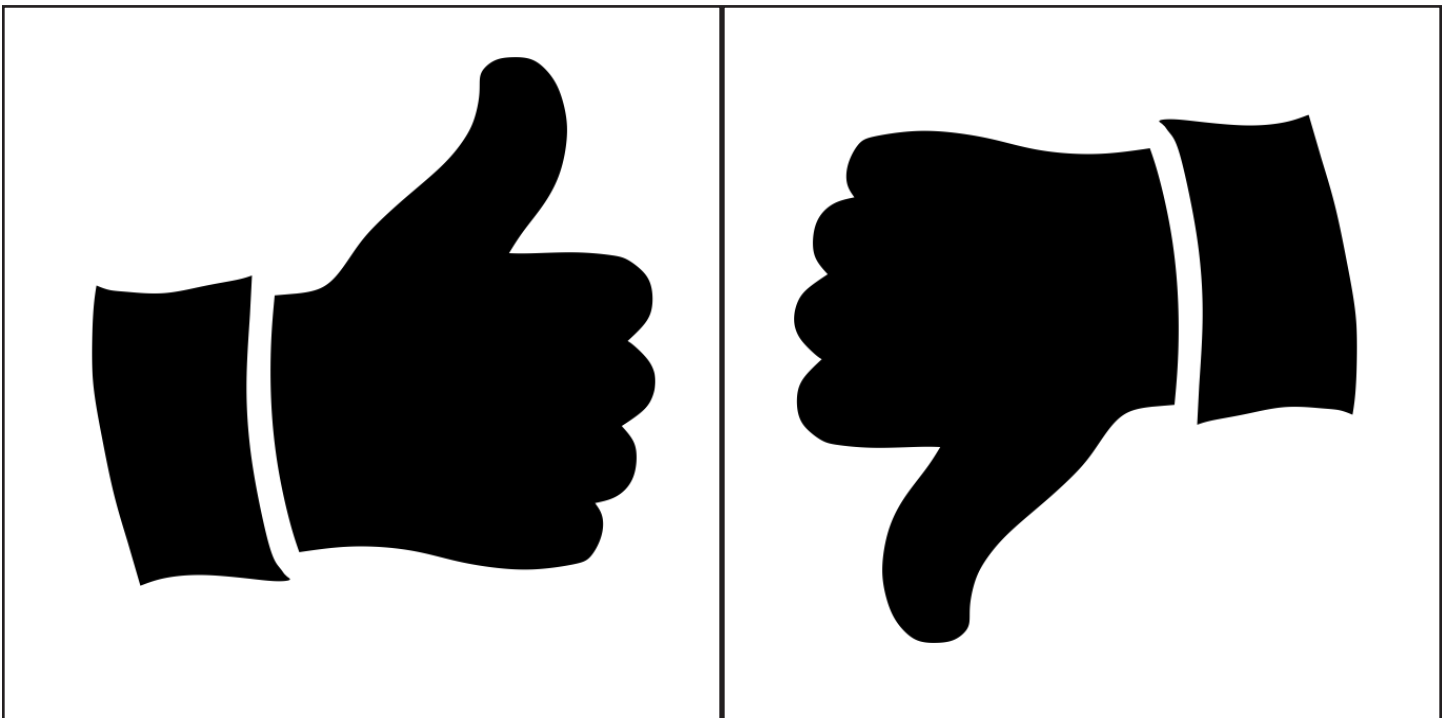
# WORD WALL PRINTOUT

## INTRO.2.5



**Welcome Digitability!**

# FILL IN THE BLANKS

## INTRO.2.6.SCRIBE

**Name:** _____

**Date:** _____

| WORD BANK | | | | |
|---|---|---|---|---|
| Internet | Digitability | stages | Internet Navigator | Internet Basics |

1._____ is an online and offline tool that will teach us how to strengthen our digital skills.

Digitability is made up of four 2._____ , which will help us build upon our skills to reach our highest potential of using the internet to connect and collaborate at home, school, and jobs.

The first stage we will learn about is the 3._____ stage. In this stage we will work in the first unit called 4._____. This unit will help us learn about the basic terms associated with the 5._____. We cannot wait to get started using Digitability!

**SCORE:** Student correctly answered ___ /8 vocabulary terms with _____% accuracy.

## T1 STUDENT ROLE GUIDE

**INTRO.2.6.1**

**Name:** _____

**Date:** _____

## ROLE: READER

Read each question to the group

| DUTIES | DUTIES COMPLETE? Circle **YES** or **NO** |
|---|---|
| Read the 1st sentence and see if anyone in your group knows the answer for the missing blank. | **YES** or **NO** |
| Read the 2nd sentence and see if anyone in your group knows the answer for the missing blank. | **YES** or **NO** |
| Read the 3rd sentence and see if anyone in your group knows the answer for the missing blank. | **YES** or **NO** |
| Read the 4th sentence and see if anyone in your group knows the answer for the missing blank. | **YES** or **NO** |
| Read the 5th sentence and see if anyone in your group knows the answer for the missing blank. | **YES** or **NO** |

## T1 STUDENT ROLE GUIDE
### INTRO.2.6.1

**Name:** _____

**Date:** _____

## ROLE: SCRIBE

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

| DUTIES | DUTIES COMPLETE?<br>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** |

**Welcome Digitability!**

## T1 STUDENT ROLE GUIDE
### INTRO.2.6.3
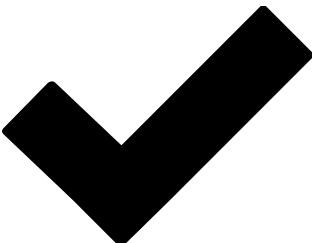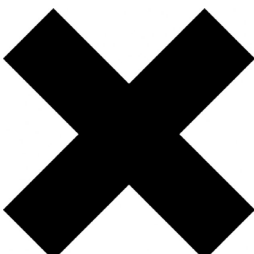
**Name:** _____
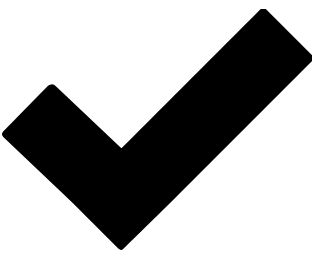
**Date:** _____

### ROLE: REVIEWER

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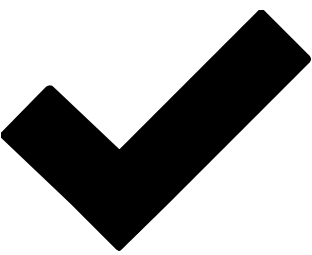
## Is the answer for **#1** correct?

| ✔ | ✘ |
|:---:|:---:|
| YES | NO |

# Is the answer for **#2** correct?
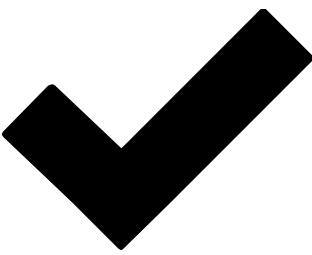
| YES | NO |
|:---:|:---:|
| ✔ | ✘ |

# Is the answer for **#3** correct?
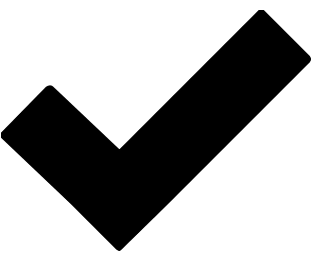
| YES | NO |
|:---:|:---:|
| ✔ | ✘ |

# Is the answer for **#4** correct?

| YES | NO |
|-----|----|
| ✔ | ✖ |

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

| YES | NO |
|-----|----|
| ✔ | ✖ |

# MY DIGITABILITY EARNINGS TRACKER

## INTRO.2.8

**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:** | | |