



# INTRODUCTION TO DIGITABILITY LESSON 3: LOGGING INTO 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 3 - Logging Into 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. Ask, "For a participation dollar, What information do you need to login into your Facebook, YouTube, and/or Instagram account? Raise your hand and wait to be called on for a participation dollar."

**Possible Answers:** passwords, username, login information, name, email



2. "For a participation dollar, who can tell me another piece of information you need to login to an account?"

– Repeat for several students –



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



*"Marcus thinks of username & passwords. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."*



Distribute **INTRO.3.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.**



Verbal response with examples of experience



Verbal response of holds up **Image Exchange cards** [INTRO.3.IMAGE] to hold up or point to potential vocabulary word or icon.



Holds up or points to **Image Exchange cards** [INTRO.3.IMAGE] to hold up or point to potential vocabulary word or icon.



4. Ask, "Have you ever had an account on the internet where you need to log in using a username and password? Raise your hand if you have."



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



5. Ask, "For a participation dollar, do you have a hard time remembering your username?"



6. Ask, "For a participation dollar, do you have a hard time remembering your password?"



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



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



Distribute **INTRO.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



### DIFFERENTIATION

Award at least four participation dollars.



Verbal response with examples of experience



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



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



## DIGITABILITY ACCOUNT LOGIN MODELING

1. Bring attention to screen or playing device to help you show students the steps of logging into Digitability:

*“I know that [student’s name] is actively following along with me because he has his eyes on the screen and he is actively listening by raising their hand for questions.”*

2. Enter the URL for your organization [**app.digitability.com**]
3. Enter your username as shown on your password card
4. Enter your password as shown on your password card
5. Click **LOGIN**

## INFORMAL ASSESSMENT



1. Ask, *“For a participation dollar. What was the first step that you took to log into your Digitability account?”*

**ANSWER:** *“I entered the URL.”*



2. Ask, *“What was the second step that I took to log into my Digitability account?”*

**ANSWER:** *“I entered the username.”*



3. Ask, *“What was the third step that I took to log into my Digitability account?”*

**ANSWER:** *“I entered the password.”*



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.”*

**Award at least four participation dollars.**



Distribute **INTRO.3.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.3.IMAGE] to hold up or point to potential vocabulary word or icon.

**T3**

Holds up or points to **Image Exchange cards** [INTRO.3.IMAGE] to hold up or point to potential vocabulary word or icon.

## ASSESSMENT/EXIT SLIP

1. Student will use their **Digitability Password Cards** to login into their Digitability accounts for the 1st time.
2. Students will staple their **Digitability Password Cards** in their notebook or tape them to their desks for future reference.
3. Students will complete the introduction video on their own accounts for independent practice or homework.



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



*"Marcus logs into his Digitability account. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."*



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

**Award at least four participation dollars.**

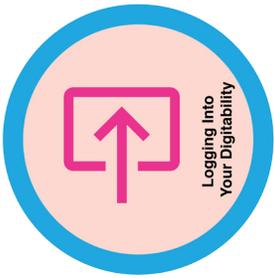


## DIFFERENTIATION

- T1** Student uses their **Digitability Password Card** [INTRO. PASSWORD] to login into their account for the 1st time.
- T2** Student uses their **Digitability Password Card** [INTRO. PASSWORD] to login into their account for the 1st time. Tier 1 students can help troubleshoot any logging in issues.
- T3** Student uses their **Digitability Password Card** [INTRO. PASSWORD] to login into their account for the 1st time. Teacher(s) can help troubleshoot any logging in issues.

## 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.3.5] 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.3.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.			



# MY DIGITABILITY EARNINGS TRACKER

## INTRO.3.8

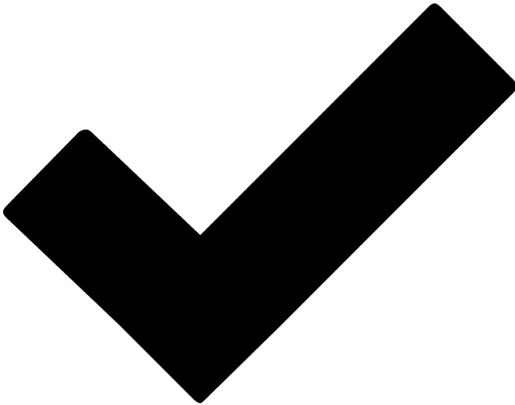
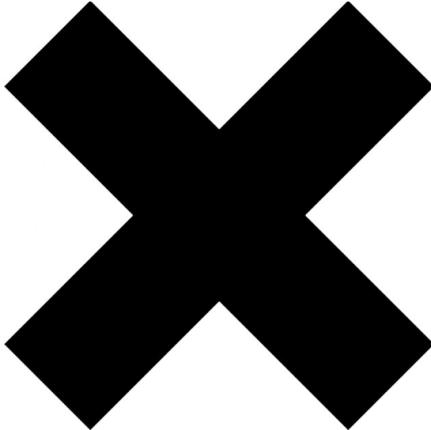
**DIRECTIONS:** Keep this page safe! After each lesson, mark down the date and the dollars you earned.

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

	DATE:	DOLLARS EARNED:
<b>LESSON 1:</b> WHAT IS DIGITABILITY?		
<b>LESSON 2:</b> WELCOME TO DIGITABILITY		
<b>LESSON 3:</b> LOGGING INTO DIGITABILITY		
<b>TOTAL DOLLARS EARNED:</b>		

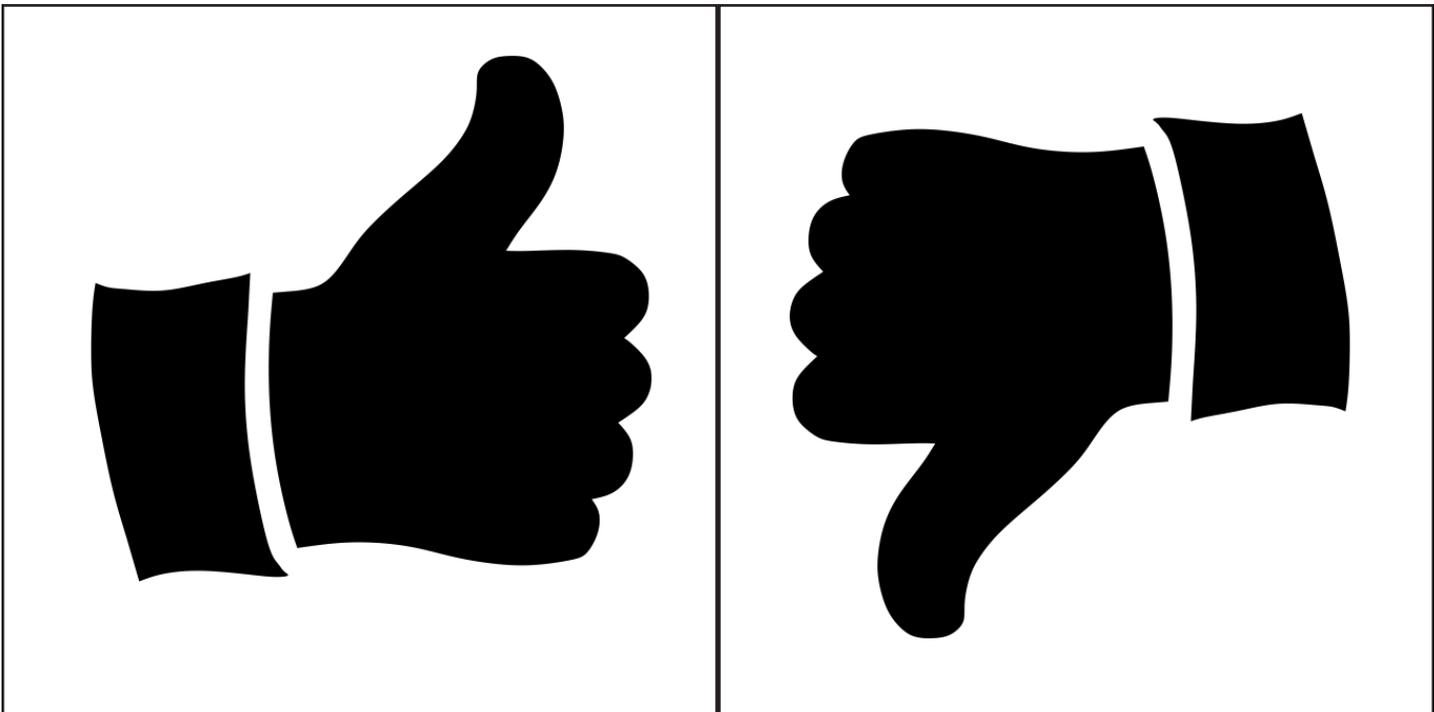


 **YES OR NO IMAGE EXCHANGE CARD**  
**INTRO.IEC.Y/N**

 <p><b>YES</b></p>	 <p><b>NO</b></p>
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 **THUMBS IMAGE EXCHANGE CARD**  
**INTRO.1.THUMB**





 **IMAGE EXCHANGE CARDS**

**INTRO.3.IMAGE**

What **information** do you need to login into your Facebook, Youtube, and/or Instagram account?

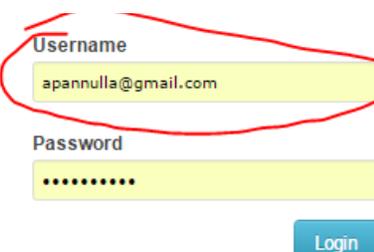
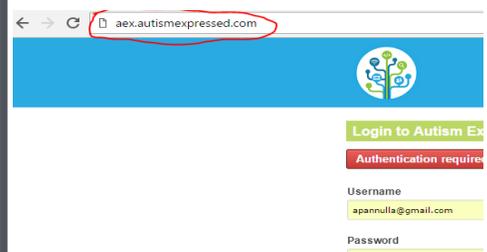
 <p><b>pencil</b></p>	 <p><b>username and password</b></p>	 <p><b>pet's information</b></p>
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What was the **1st step** that I took to log into my Digitability account?

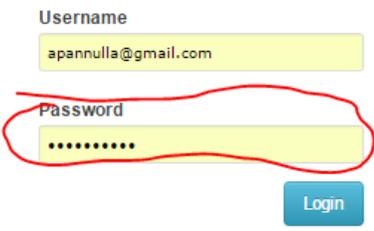
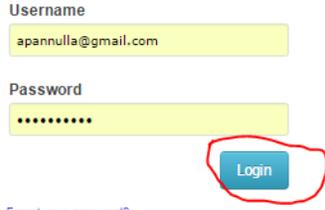
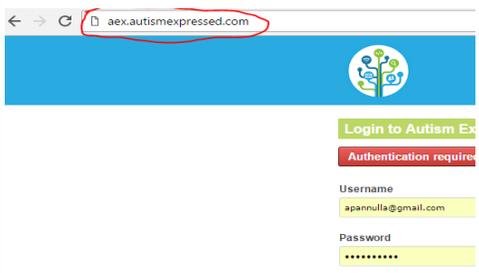
What was the **2nd step** that I took to log into my Digitability account?

What was the **3rd step** that I took to log into my Digitability account?

 <p>Entered password</p>	 <p>Entered username</p>	 <p>Entered URL</p>
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What was the **final step** that I took to log into my Digitability account?

 <p>Entered password</p>	 <p>Clicked LOGIN button</p>	 <p>Entered URL</p>
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## PASSWORD CARDS

Print and cut this card out for each student to put on their desk or keep with them. This will be a reminder of how to log into their digitability account.

**DIGITABILITY URL : [app.digitability.com](https://app.digitability.com)**

**NAME :** \_\_\_\_\_

**USERNAME :** \_\_\_\_\_

**PASSWORD :** \_\_\_\_\_

**DIGITABILITY URL : [app.digitability.com](https://app.digitability.com)**

**NAME :** \_\_\_\_\_

**USERNAME :** \_\_\_\_\_

**PASSWORD :** \_\_\_\_\_



**TEST ADMINISTRATOR:** \_\_\_\_\_

**STUDENT:** \_\_\_\_\_ Age: \_\_\_\_\_

Special Education Classification: \_\_\_\_\_

**Verbal Ability**

- less than 4 words       complete sentences
- 4-5 words / fragment       age-appropriate language

**Reading Comprehension**

- on or above grade level
- 1-2 years below grade level
- 3-4 years below grade level
- more than 4 years below grade level

**DIRECTIONS**

Administer the Pre-Implementation Assessment Data Form and the Student Assessment to determine the baseline knowledge of the student. Place the Student Assessment Form in front of the student. To allow the student to focus on one question at a time, consider covering a portion of the page.

Speak the question Statements marked with a **Q** to prompt the student. The student may speak, point or circle their answer. If the student gives the correct answer as their first response, mark a **1** in the score box. If the student gives an incorrect answer as their first response, mark a **0** in the score box. At the end of the assessment, add the number of correct answers and mark it in the total correct answers box at the bottom of the Data Form.

**UNIT 1: INTERNET BASICS**

Objective: Student is able to identify basic Internet terminology.

**TRIAL 1**

How does the internet connect people?

- a. by their computers
- b. by their books
- c. by shaking hands

● Acceptable answer: a.

- Student answered in:  less than 4 words
- 4-5 words / fragment

- Enter 1 for a correct answer
- Enter 0 for an incorrect answer

- complete sentence
- age-appropriate language

**TRIAL 2**

Which is an internet icon?

- a. search icon
- b. google homepage
- c. hyperlink (blue text) www.google.com

● Acceptable answer: a.

- Student answered in:  less than 4 words
- 4-5 words / fragment

- Enter 1 for a correct answer
- Enter 0 for an incorrect answer

- complete sentence
- age-appropriate language



### TRIAL 3

Which is a website menu?

- a. restaurant menu
- b. webpage menu
- c. field

● Acceptable answer: b.

- Student answered in:  less than 4 words
- 4-5 words / fragment

Enter 1 for a correct answer

Enter 0 for an incorrect answer

- complete sentence
- age-appropriate language

### TRIAL 4

What will a hyperlink connect you to?

- a. icon of a webpage
- b. careful icon
- c. hyperlink (blue text)

● Acceptable answer: a.

- Student answered in:  less than 4 words
- 4-5 words / fragment

Enter 1 for a correct answer

Enter 0 for an incorrect answer

- complete sentence
- age-appropriate language

### TRIAL 5

What can you type text into on a website?

- a. field
- b. paper
- c. keyboard

● Acceptable answer: a.

- Student answered in:  less than 4 words
- 4-5 words / fragment

Enter 1 for a correct answer

Enter 0 for an incorrect answer

- complete sentence
- age-appropriate language

## UNIT 1: TOTAL SCORE

Enter the number of correct answers.

When the student completes this unit in the learning system, you will receive their score for completing the unit's objective. You can compare their baseline score and the progress made to determine the student growth.

total correct answers%

Total correct answers: 1= 20%  
 2= 40%  
 3= 60%  
 4= 80%  
 5= 100%

**STUDENT**

Name:

Age:

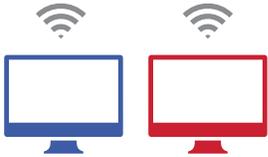
**UNIT 1: INTERNET BASICS**

Objective: Student is able to identify basic Internet terminology.

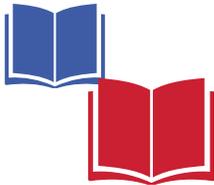
**TRIAL 1**

How does the internet **connect** people?

**a** By their computers



**b** By their books



**c** By shaking hands



**TRIAL 2**

Which is an **internet icon**?

**a** Search icon



**b** Google homepage



**c** Hyperlink

[www.google.com](http://www.google.com)

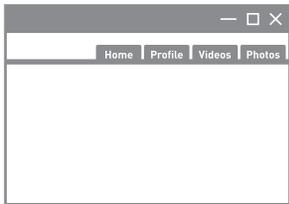
**TRIAL 3**

Which is a **website menu**?

**a** Restaurant menu



**b** Webpage menu



**c** Field





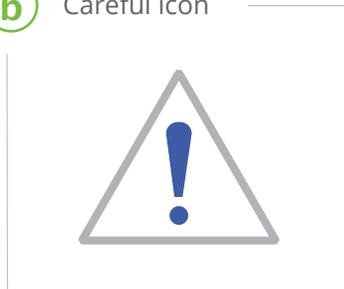
**TRIAL 4**

What will a **hyperlink** connect you to?

**a** Icon of a webpage



**b** Careful icon



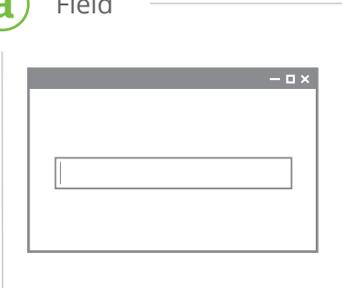
**c** Hyperlink



**TRIAL 5**

What can you **type text** into on a website?

**a** Field



**b** Paper



**c** Keyboard

