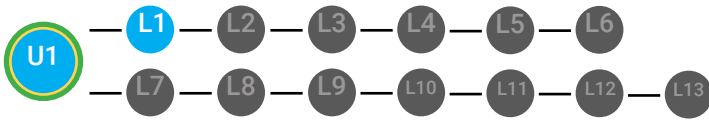




# Lesson 1: What is the Internet?

## Unit 1



## UNIT 1: INTERNET BASICS LESSON 1: WHAT IS THE INTERNET?

### LESSON OVERVIEW

The Internet is a computer network that connects people across the world. This means that people all over the world can view and interact with the same websites and each other.

Time: ~25 minutes

### OBJECTIVE

Student is able to identify basic Internet terminology.

### 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.

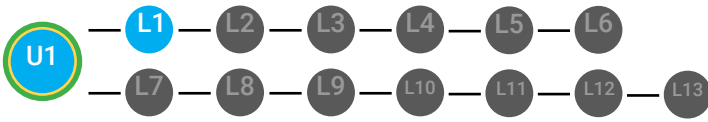
### ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 1**
5. Select **Lesson 1 - What is the internet?**

### WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



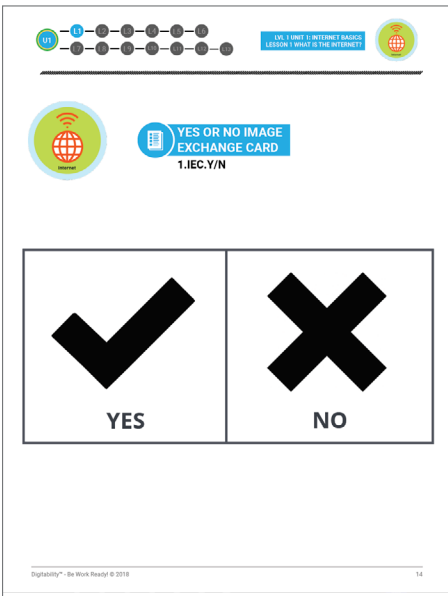
Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.



# WARM UP



Distribute **Image Exchange Cards 1.IEC.IMAGE** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

T1

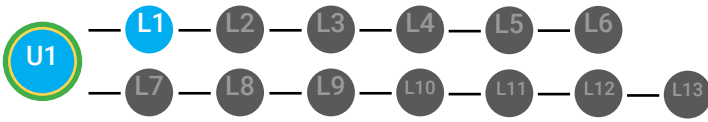
Write down answer in their notebook or a post-it to stick on the board. Student shares verbally.

T2

Rephrase question to a Yes/No answer prompt OR partner with a Tier 1 student.

T3

Have students point to **Image Exchange cards** [1.1.1] or points to **Yes or No Image Exchange Card** [1.IEC.Y/N] for rephrased question.



# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

1. Write the word Internet on the board



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

**Possible Answers:** video games, YouTube, Facebook, Google email

3. Have students share their choices using differentiation.



4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



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



5. Ask, "For a participation dollar, who can tell me where you use the internet?"

**Possible Answers:** home, school, library, friend/family's house

**Award at least four participation dollars.**



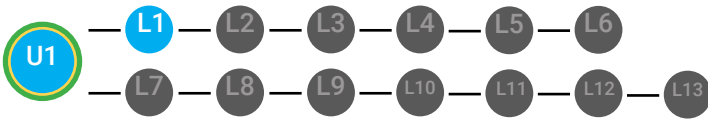
6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



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

**Award at least four participation dollars.**

**REDIRECTION:** Use social network (i.e. Facebook) as an example to get students to understand a network is an interconnected group.



7. Ask, “For a participation dollar, what is the first word that comes to mind when you ‘network’?”

**Possible Answers:** an interconnected group, a system, connection, social network

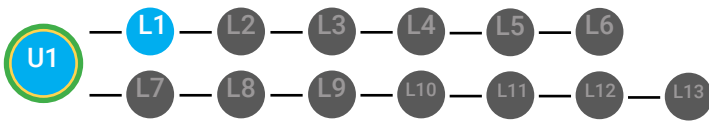


*“Marcus thinks of a system. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”*



8. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]

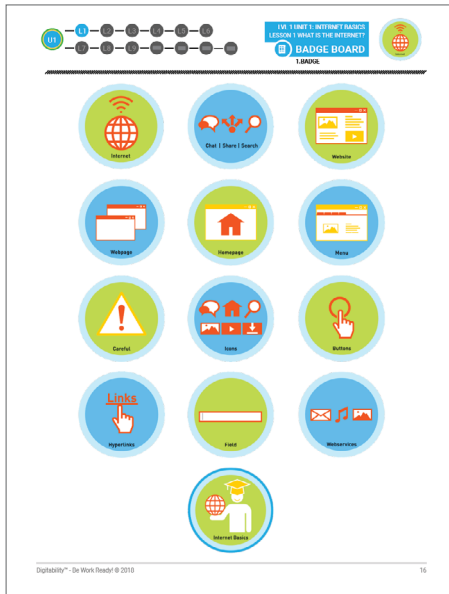
**Award at least four participation dollars.**



# GUIDED FACILITATION

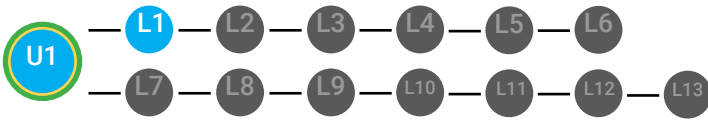


Distribute Badge Board **1.BADGE** and **1.THUMB Image Exchange Card** See **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Correct Verbal Response.
- T2** Writes down badge name using **Badge Board** [1.BADGE] for this unit.
- T3** Uses **Badge Board** [1.BADGE] for this unit.



# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



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

**Answer:** Internet



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



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 ‘Internet’ 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 internet in the video. Distribute **Thumbs Image Exchange cards** [1.1.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. [1.1.DollarTracker]



**Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: “The internet is a computer network that connects people across the world.”**

**Throughout the Informal Assessment section, you will prompt students**

**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?”**



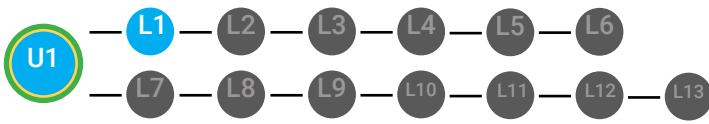
*“Marcus answers Internet. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”*

**Award at least four participation dollars.**



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

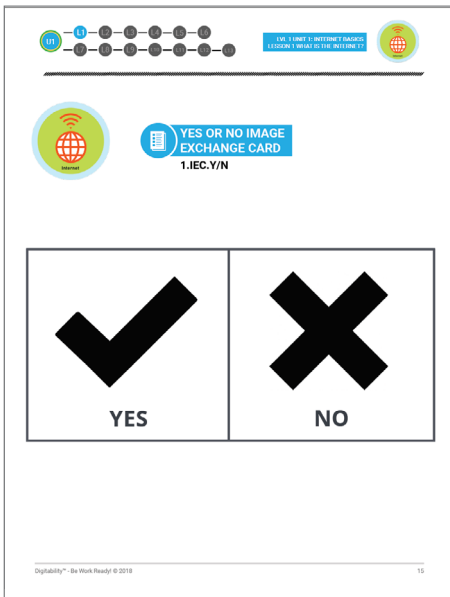
**Award at least four participation dollars.**



# INFORMAL ASSESSMENT



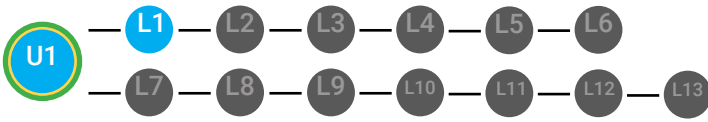
Use supplemental material YES/NO Image Exchange cards **1.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Verbal response or holds up **YES/NO Image Exchange cards** [1.IEC.Y/N] for a rephrased question.
- T3** Holds up or points to **YES/NO Image Exchange cards** [1.IEC.Y/N] for a rephrased question.





# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



1. Ask, *“For a participation dollar, what did the video say the Internet is?”*

**Possible answers:** connect peoples, computer network, used around the world.



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

**Key Concept:** “The Internet is a computer network that connects people across the world.”

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



2. Ask, *“For a participation dollar, can I view the same website from both my house and classroom? If so why?”*

**Answer:** Yes



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



3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



4. Ask, *“For a participation dollar, can I view the same website from both my school and library? If so why?”*

**Answer:** Yes

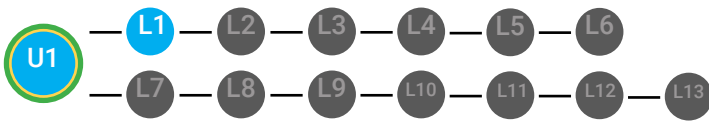


*“Marcus answers yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”*




5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]

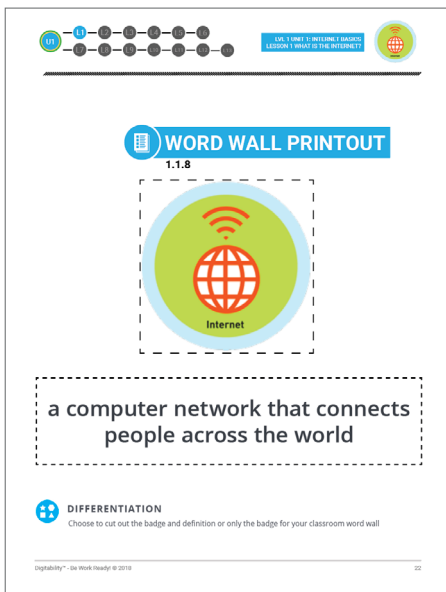
**Award at least four participation dollars.**



# GUIDED ACTIVITY

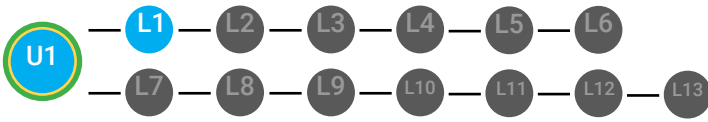


Use supplemental material Lesson **Badge Cut Out 1.1.8** Students that unlocked the badge will place the print out on the classroom's **word wall**. See  **DIFFERENTIATION** below to identify supplements needed for your students.



## 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.



# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



1. Ask the class, "Who would like to unlock the Internet Badge for \$1?"



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



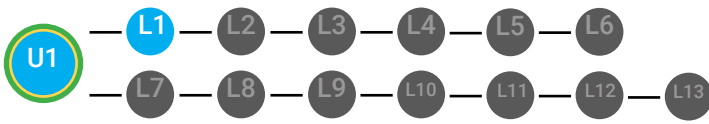
*"Marcus will unlock the internet badge. Nice job participating and earning a dollar Marcus."*

**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.



# EXIT TICKET



Use supplemental material **What is the Internet? Exit Ticket 1.1.9** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



U1 L1 L2 L3 L4 L5 L6 L7 L8 L9 L10 L11 L12 L13

LVL 1 UNIT 1: INTERNET BASICS  
LESSON 1 WHAT IS THE INTERNET?

**T1** WHAT IS THE INTERNET?  
EXIT TICKET VOCAB BLOCK  
1.1.9.1

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

Define	Sentence
Examples	Draw

**Internet**

Digitability™ - Be Work Ready! © 2018

U1 L1 L2 L3 L4 L5 L6 L7 L8 L9 L10 L11 L12 L13

LVL 1 UNIT 1: INTERNET BASICS  
LESSON 1 WHAT IS THE INTERNET?

**T2** WHAT IS THE INTERNET? EXIT TICKET  
TRACE 'N' LEARN CARDS  
1.1.9.2

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

Internet

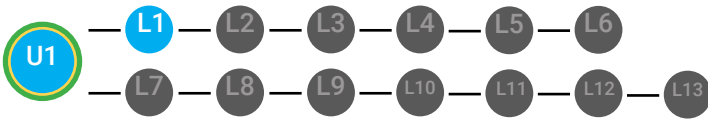
a computer network  
that connects people  
across the world

Digitability™ - Be Work Ready! © 2018



## DIFFERENTIATION

- T1** Student's complete **Vocab Blocks worksheet** [1.1.9.1]
- T2** Option to complete **Vocab Blocks worksheet** [1.1.9.1] or **Trace 'n' Learn card** [1.1.9.2]
- T3** Student's complete **Trace 'n' Learn card** [1.1.9.2]



# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

1. Students will complete the *What is the Internet?* 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. [1.1.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. [1.1.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. [1.1.DollarTracker]



8. "For a participation dollar, who would like to come up and present their drawing?" Call on student.

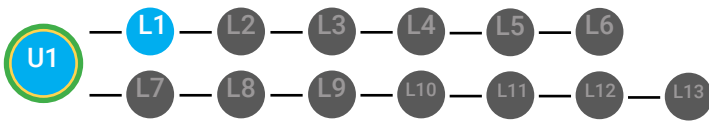


*"Great! [student] is going to present! Nice job earning a participation dollar."*



9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]

**Award at least four participation dollars.**



# EXIT TICKET (PART B)



Use supplemental material **Feedback Exit Ticket 1.1.10** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.

**T2 SENTENCE STARTER CHECKLIST**  
1.1.10.2

Directions: Give your peer feedback. You can say:

- Your presentation was good because...
- I liked that you...
- I enjoyed when you spoke about...
- You did a good job with...
- I learned that...

Directions: Ask your peer a question. You can say:

- What do you do on the internet?
- Do you use the internet at home?
- How much time do you spend on the Internet?

**T3 PEER TO PEER FEEDBACK CHEAT SHEET**  
1.1.10.3

What did you like about your peer's presentation?

- Drawing
- Examples
- Sentences
- Voice
- Eye Contact
- Create Your Own

What questions do you have about your peer's presentation?

- What is your favorite website?
- How much time do you spend on the Internet?
- Create your own question



## DIFFERENTIATION

**T1**

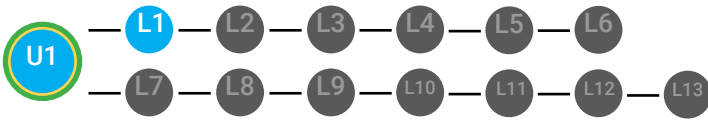
Students respond verbally

**T2**

Student gives feedback using **Sentence starter Checklist** [1.1.10.2]

**T3**

Student's complete **Peer to Peer Feedback Cheat Sheet** [1.1.10.3]



# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



**After student discusses what they drew and why they drew it, ask students in class to give feedback.**



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.



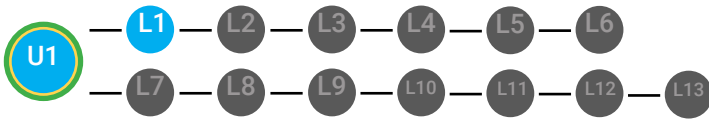
12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.1.DollarTracker]



"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?"

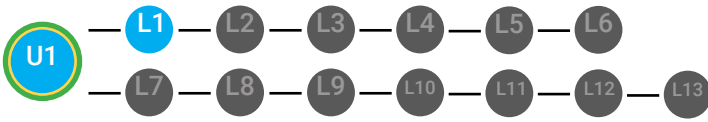
Award at least four participation dollars.



## 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 [1.1.10] 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



## 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**.

1. **Have class say the key concepts together.**

**Key Concept:** “The Internet is a computer network that connects people across the world.”

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.”**



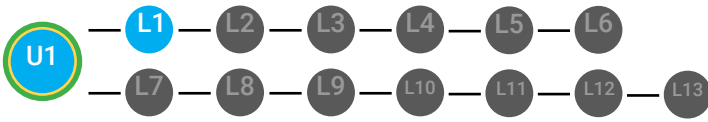
# Supplemental Materials

## Unit 1



TechCrunch





# PHOTO OPP GUIDE

**Directions:** Use this form to brainstorm your Milestone submission. You can submit your Milestone assets using your **Teacher Resources Portal** at [digitability.com/teacherresources](http://digitability.com/teacherresources). We included some suggestions but feel free to submit what you think is most important to capture your implementation!

**Suggested Capture:**

Videos/photos of students presenting the planning session summary

Videos/photos of differentiation for students with expressive/receptive language needs

Videos/photos of students completing supplements and those completed supplements

**Narrative:**

Describe what is happening in your photos/videos. (at least five sentences)

Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her?).

Tell us what you or your students like about this part of the Work Simulation.

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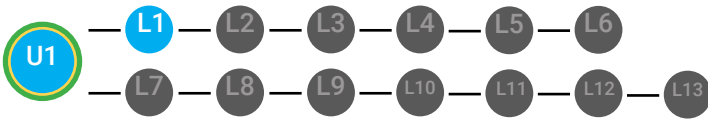
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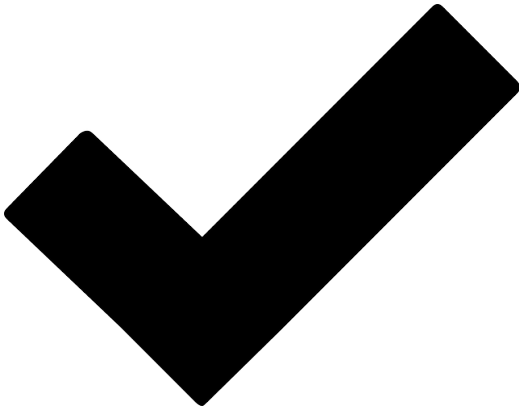
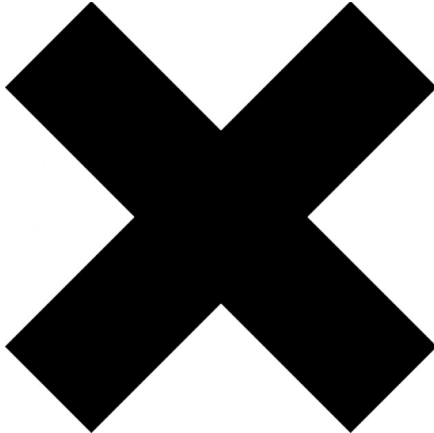
\*Refer to the **Taking “Good” Photo** resource in warm up supplements

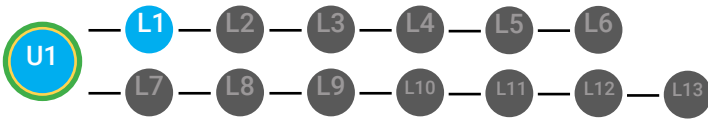





 **YES OR NO IMAGE  
EXCHANGE CARD**

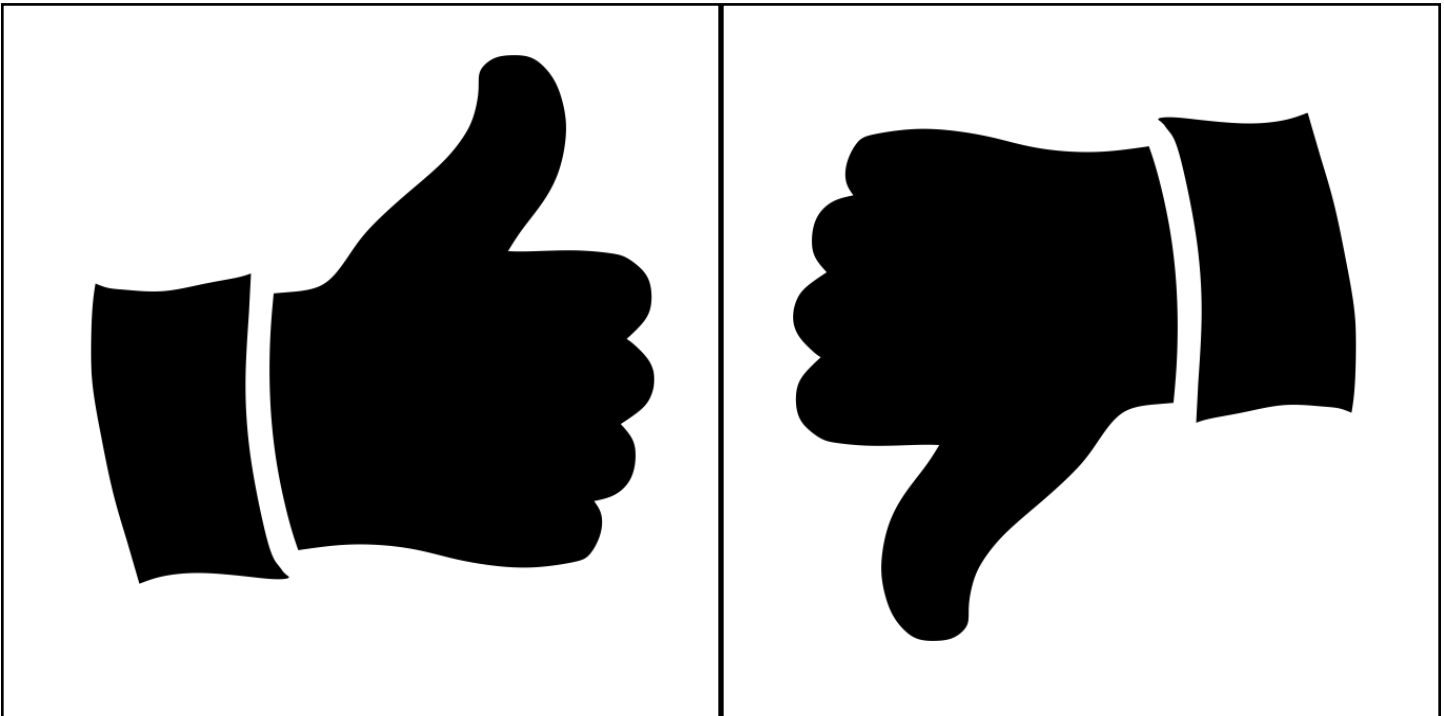
**1.IEC.Y/N**

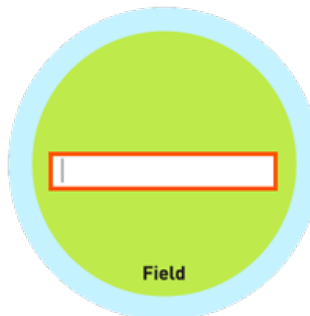
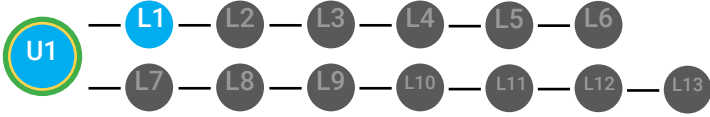
 <p><b>YES</b></p>	 <p><b>NO</b></p>
--	--

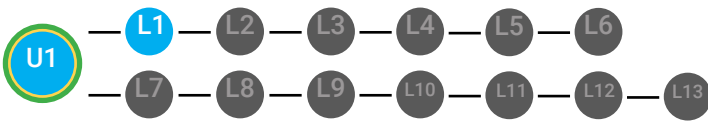


 **THUMBS IMAGE  
EXCHANGE CARD**

**1.1.THUMB**













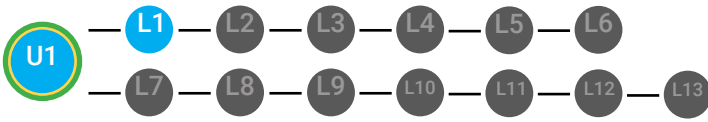
# IMAGE EXCHANGE CARDS

1.1.1

When I think of the **Internet**,  
the first word I think of is...

 <p><b>computer</b></p>	 <p><b>YouTube</b></p>	 <p><b>phone</b></p>
 <p><b>network</b></p>	 <p><b>video games</b></p>	 <p><b>Facebook</b></p>





 **IMAGE EXCHANGE CARDS**

1.1.2

Where do you use the **Internet**?



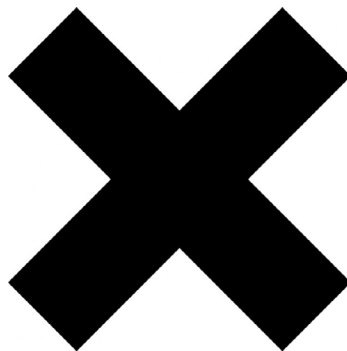
home



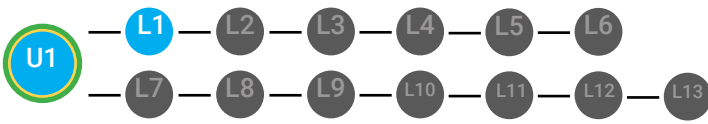
school



library



**I do NOT use the Internet.**



# IMAGE EXCHANGE CARDS

1.1.3

A **network** is...



an  
interconnected  
group



a website

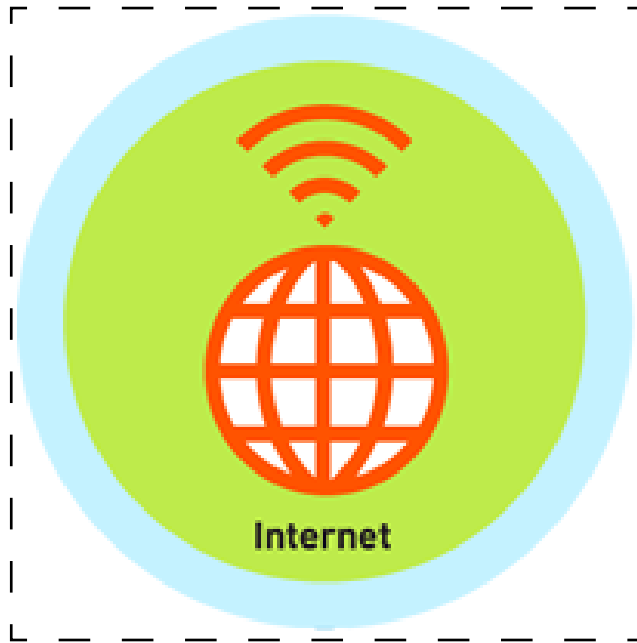


an individual



# WORD WALL PRINTOUT

1.1.8

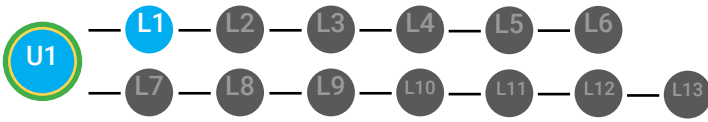


a computer network that connects  
people across the world



## DIFFERENTIATION

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

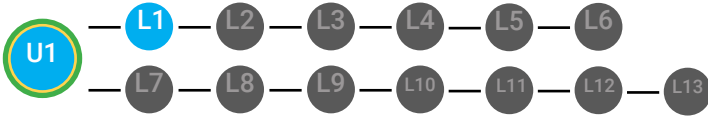


**T1** WHAT IS THE INTERNET?  
EXIT TICKET VOCAB BLOCK  
1.1.9.1

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

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

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



**T2** WHAT IS THE INTERNET? EXIT TICKET  
TRACE 'N' LEARN CARDS

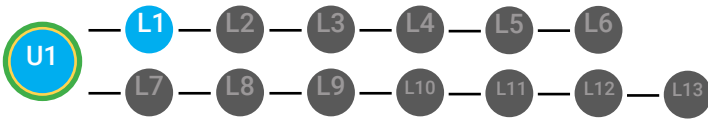
1.1.9.2

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

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

Internet

a computer network  
that connects people  
across the world



# T2 SENTENCE STARTER CHECKLIST

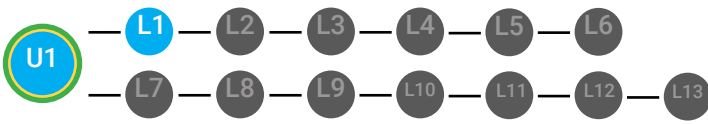
1.1.10.2

**Directions:** Give your peer feedback. You can say:

- Your presentation was good because...
- I liked that you...
- I enjoyed when you spoke about...
- You did a good job with...
- I learned that...

**Directions:** Ask your peer a question. You can say:

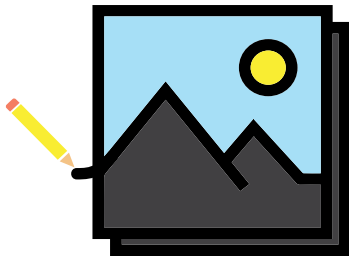
- What do you do on the internet?
- Do you use the internet at home?
- How much time do you spend on the Internet?



**T3** PEER TO PEER FEEDBACK  
CHEAT SHEET

1.1.10.3

What did you like about your peer's presentation?



Drawing



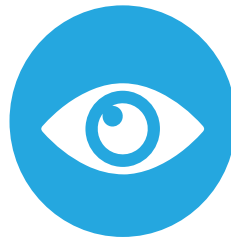
Examples



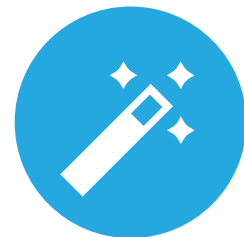
Sentences



Voice



Eye Contact



Create Your Own

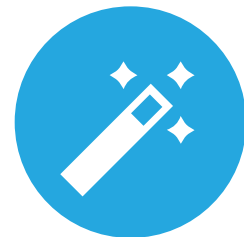
What questions do you have about your peer's presentation?



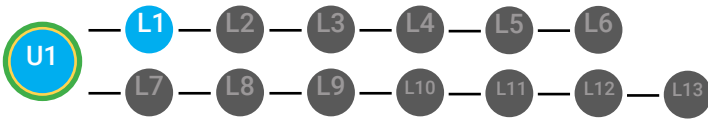
What is your favorite website?



How much time do you spend on the Internet?



Create your own question



# MY DIGITABILITY EARNINGS TRACKER

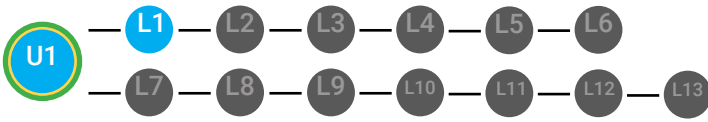
## Unit 1: What is the Internet? | 1.1.11

**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 THE INTERNET?		
<b>LESSON 2:</b> CHAT, SHARE & SEARCH		
<b>LESSON 3:</b> WEBSITE		
<b>LESSON 4:</b> WEBPAGE		
<b>LESSON 5:</b> HOMEPAGE		
<b>LESSON 6:</b> MENU		
<b>LESSON 7:</b> CAREFUL		
<b>LESSON 8:</b> ICON		
<b>LESSON 9:</b> BUTTONS		
<b>LESSON 10:</b> HYPERLINK		
<b>LESSON 11:</b> FIELD		
<b>LESSON 12:</b> WEBSITE SERVICES		
<b>LESSON 13:</b> INTERNET BASICS MASTER		
<b>TOTAL DOLLARS EARNED:</b>		



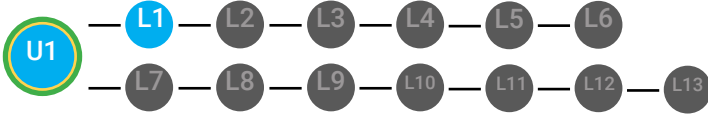


**T1** **WHAT IS THE INTERNET?**  
**EXIT TICKET VOCAB BLOCK**  
**1.1.9.1.BLANK**

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

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

Define		Sentence
Examples		Draw



# 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 :** \_\_\_\_\_