



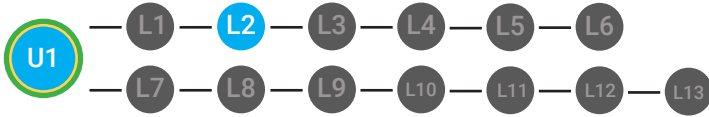
Lesson 2: Chat Share Search

Unit 1



TechCrunch





UNIT 1: INTERNET BASICS LESSON 2: CHAT, SHARE, AND SEARCH

LESSON OVERVIEW

You can use the Internet to chat with friends, share photos and videos, search and learn about anything you want.

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.

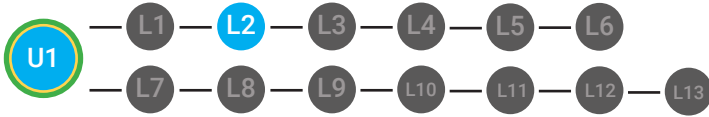
ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 1**
5. Select **Lesson 2 - Chat, Share, Search**

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** and Trace 'n' Learn cards **1.2.1** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

- T1** Write down answer in their notebook or post-it to stick on the board and give verbal response to prompting question.
- T2** Opportunity to choose to write their answer on a post-it or use **Trace 'n' Learn card** [1.2.1.2], and responds verbally or points to words on the board while students are chorally responding.
- T3** Students complete **Trace 'n' Learn card** [1.2.1.2], and points to words on the board while students are chorally responding.

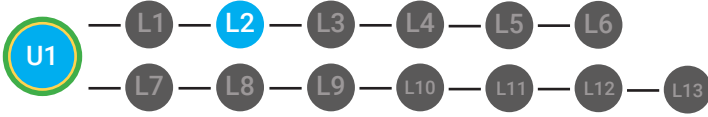


PHOTO OPP

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 definition of the internet on the board leaving a blank space for the word “connects.”

Internet: a computer network that _____ people across the world.

Answer: connects

2. Ask, *“For a participation dollar, who would like to come up to the board to fill in the correct answer for participation dollar?”*

2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.2.DollarTracker]

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

4. *“For a participation dollar, who can tell me what the internet is?”* (choral response using of the internet definition that was written on the board)

Award at least four participation dollars.

2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.2.DollarTracker]

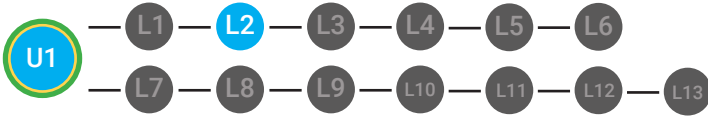
“Marcus verbally responds. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

6. *“For a participation dollar, tell me how you think you can use the internet to connect with other people?”*

Possible Answers: Chat, Gchat, Snapchat, text messages, Facebook Messenger, share, YouTube, Facebook, Instagram, Email


Award at least four participation dollars.

7. *“For a participation dollar, tell me who uses the internet to search for information? Raise your hand.”*



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.2.DollarTracker]



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



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



DIFFERENTIATION

Award at least four participation dollars.



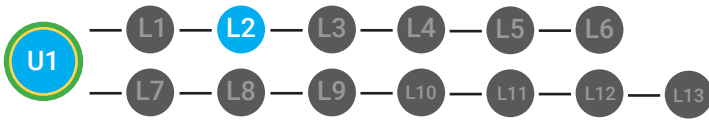
Verbal response with examples of experience



Verbal response or holds up **YES/NO Image Exchange cards** [1.IEC.Y/N] to hold up or point to potential vocabulary word or icon



Holds up or points to **YES/NO Image Exchange cards** [1.IEC.Y/N] to hold up or point to potential vocabulary word or icon



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 or walks up to point to badge.
- T3** Uses **Badge Board** [1.BADGE] for this Unit.

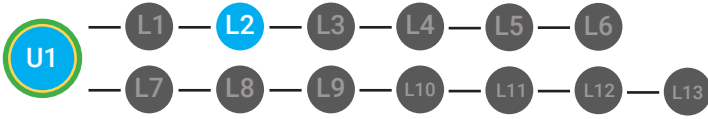


PHOTO OPP

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: Chat, Share, & Search



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.2.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 words 'chat, share, and search' 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 chat, share, and search in the video. Distribute **Thumbs Image Exchange cards** [1.2.THUMB]



5. Play video.



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



6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.2.DollarTracker]



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 the Internet to chat with friends share photos and videos search and learn about anything you want."

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?"



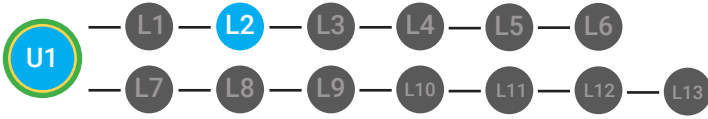
"Marcus says chat, share, & search. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

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.



Do you use the Internet to **chat** and **share** photos with other people?

 YES	 NO
---	--

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DIFFERENTIATION

- T1** Verbal response
- T2** Choice for verbal response or come up to the board and points to the graphic.
- T3** Choice to come up to the board and point to the graphic, or point to the image from their desk.

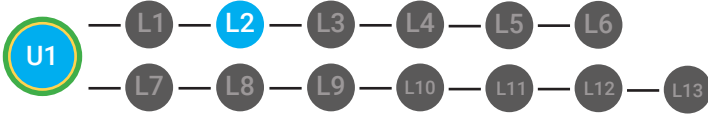


PHOTO OPP

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Hang the Chat, Search and Share graphics [1.GRAPHICS] on the board. Cover the term that the graphic is describing and then ask questions:

- ?** 1. *“For a participation dollar, who can give me one thing that we can do on the internet?”*

Possible Answers: chat, share, and search

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

Key Concept: “You can use the Internet to chat with friends share photos and videos search and learn about anything you want.”

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

- +\$** 2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.2.DollarTracker]

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

- ?** 3. *“For a participation dollar, who can tell me which image shows that I can chat on the internet?”*

- +\$** 4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.2.DollarTracker]

+\$
“Marcus points to the chat graphic. Nice job participating and earning a dollar Marcus. Who else would like to come up for a participation dollar.”

- ?** 5. *“For a participation dollar, who can tell me which image shows that I can share on the internet?”*



6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.2.DollarTracker]



7. "For a participation dollar, who can tell me which image shows that I can search on the internet?"



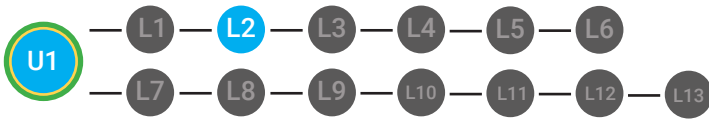
"Marcus points to the share graphic. Nice job participating and earning a dollar Marcus. Who else would like to come up for a participation dollar."



8. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.2.DollarTracker]




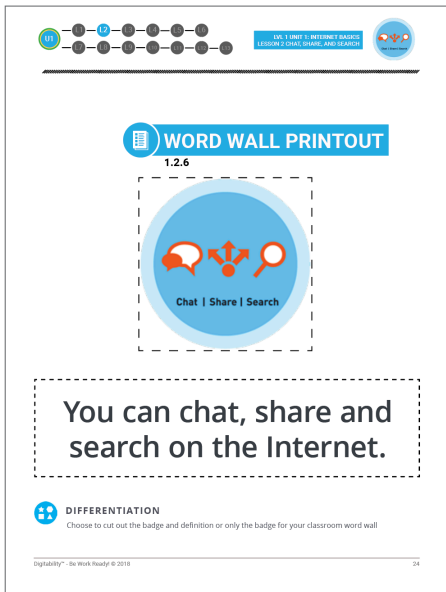
"Marcus says search. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."



GUIDED ACTIVITY



Use supplemental material Lesson Badge Cut Out **1.2.6** 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.

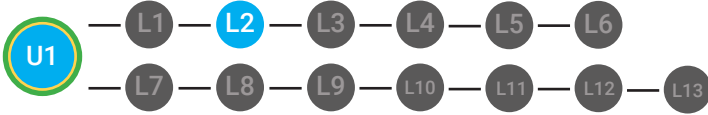


PHOTO OPP

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 Chat, Share, and Search Badge for \$1?”



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.2.DollarTracker]

Click Activity Button to Play Activity Video

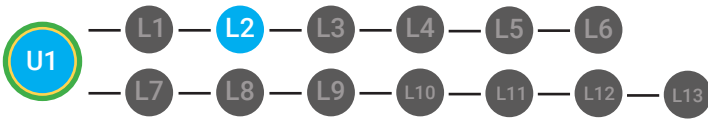
3. Student discusses with class to choose the correct answer.
- a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 3 until student unlocks the badge.



“Marcus unlocks the chat, share, and search badge. Nice job participating and earning a dollar Marcus.”



Increase the dollar amount for shy students or to increase motivation.



EXIT TICKET

Use supplemental material What is the Internet? Exit Ticket 1.2.7 to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



T2 VOCAB BLOCK

Name: _____
Date: _____

Define		Sentence	
Examples	Chat, Share, and Search	Draw	

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**T3 CHAT, SHARE, AND SEARCH
EXIT TICKET CIRCLE SHEET
1.2.7.3**

Circle 3 images of things that you can do on the Internet.

 Share	 Chat
 Network	 Search

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DIFFERENTIATION

- T1** Writes down response in notebook
- T2** Option to write down the definition in their notebook or use Circle Sheet Exit Slip worksheet [1.2.7.3] to be pasted in the student's notebook
- T3** Students complete Circle Sheet Exit Slip worksheet [1.2.7.3] to be paster in the student's notebook

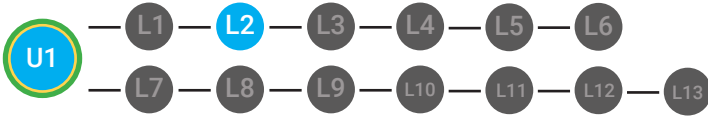


PHOTO OPP

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1. Students will complete the *Chat, Share, and Search* 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. [1.2.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. [1.2.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. [1.2.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. [1.2.DollarTracker]



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.



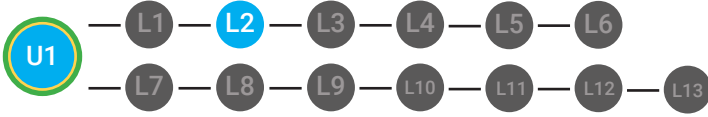
12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.2.DollarTracker]



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

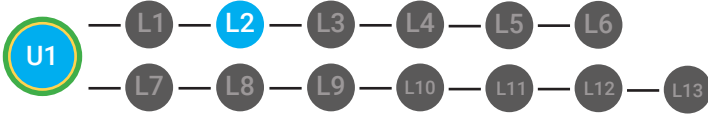
13. After student does both, ask the student presenting, “[Student, what did you hear [student who gave feedback] say?”

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 [1.2.8] 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.”**



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: “You can use the Internet to chat with friends share photos and videos search and learn about anything you want.”

2. **“Now we know the Internet can have text, photos, videos 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



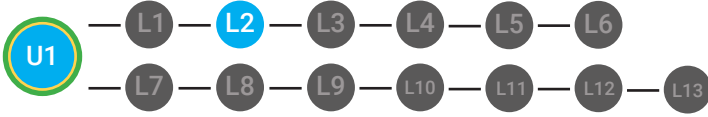


PHOTO OPP GUIDE

Directions: Use this form to brainstorm your Milestone submission. You can submit your Milestone assets using your **Teacher Resources Portal** at digitability.com/teacherresources. 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.



T3 TRACE 'N' LEARN CARDS

1.2.1.2

Chat, Share, and,
Search

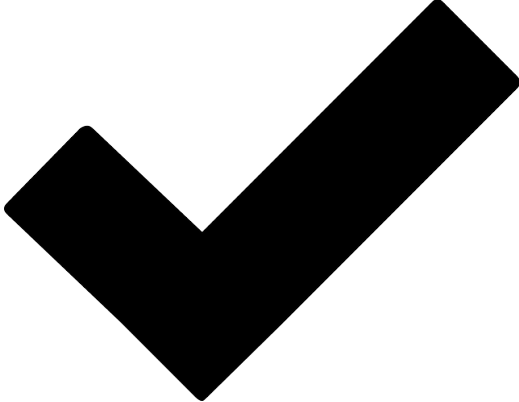
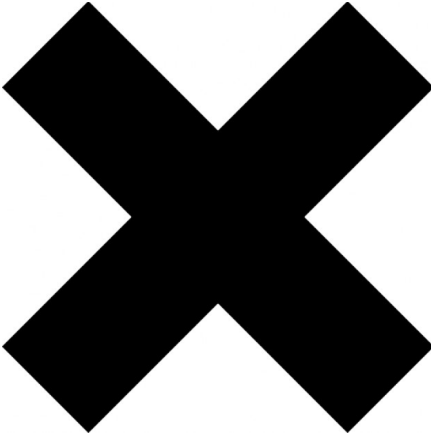
You can chat,
share, or search
on the internet.




 YES OR NO IMAGE EXCHANGE CARD

1.IEC.Y/N

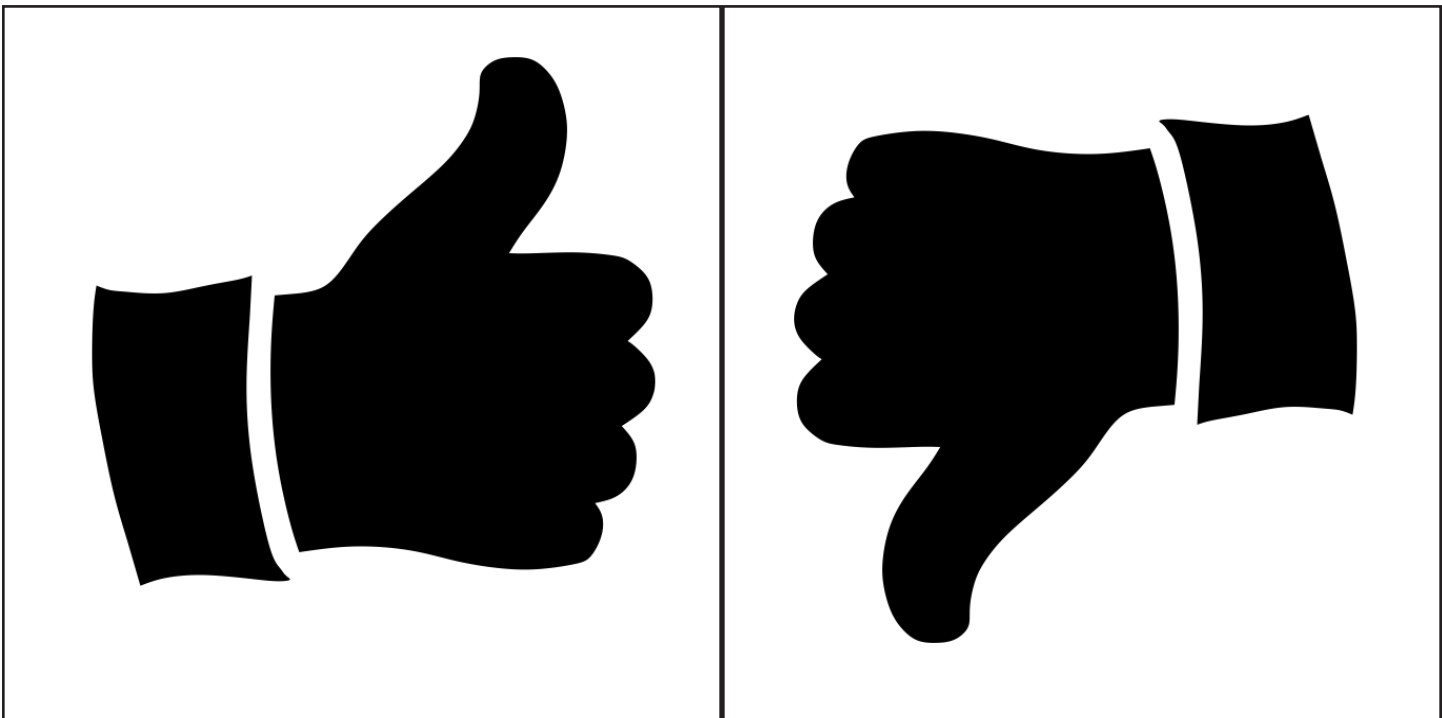
Do you use the Internet to **chat** and **share** photos with other people?

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



 **THUMBS IMAGE EXCHANGE CARD**

1.2.THUMB

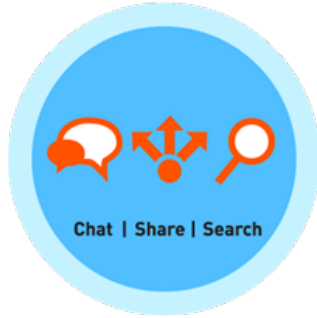




1.BADGE



Internet



Chat | Share | Search



Website



Webpage



Homepage



Menu



Careful



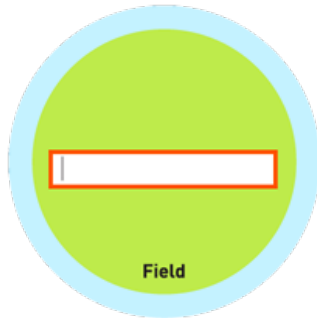
Icons



Buttons



Hypertlinks



Field



Webservices



Internet Basics



 **CHAT, SHARE, SEARCH BOARD GRAPHICS**

1.GRAPHICS

Chat

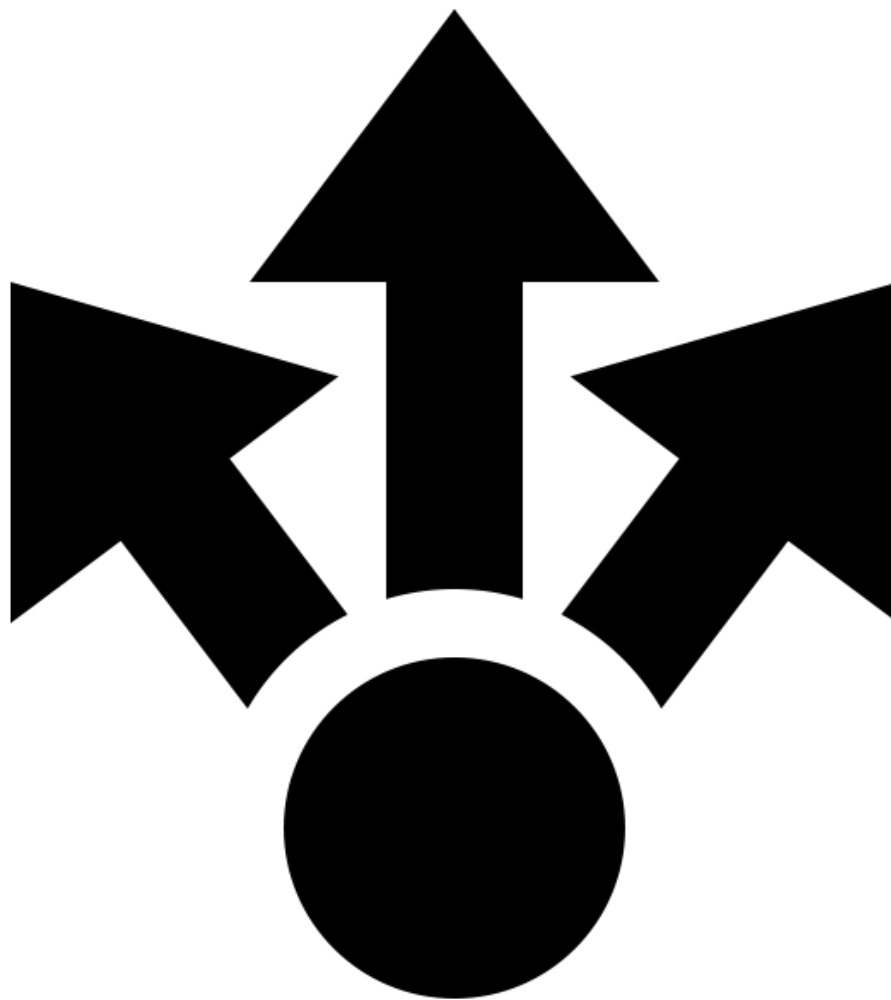




 **CHAT, SHARE, SEARCH BOARD GRAPHICS**

1.GRAPHICS

Share





 **CHAT, SHARE, SEARCH BOARD GRAPHICS**

1.GRAPHICS

Search





WORD WALL PRINTOUT

1.2.6



You can chat, share and search on the Internet.



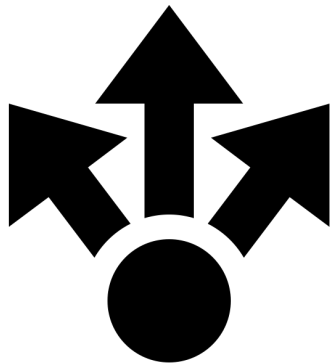
DIFFERENTIATION

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



T3 CHAT, SHARE, AND SEARCH
EXIT TICKET CIRCLE SHEET
1.2.7.3

Circle 3 images of things that you can do on the Internet.



Share



Chat



Network



Search



T2 VOCAB BLOCK

Name: _____

Date: _____

<p>Define</p>	<p>Sentence</p>
<p>Examples</p>	<p>Draw</p>

Chat, Share, and Search