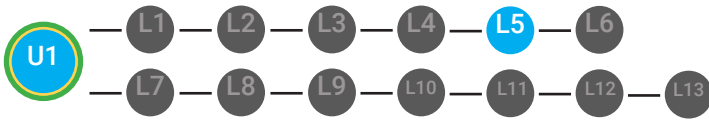




Lesson 5: Homepage

Unit 1



UNIT 1: INTERNET BASICS LESSON 5: HOMEPAGE

LESSON OVERVIEW

A home page is the first page of the website.

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.

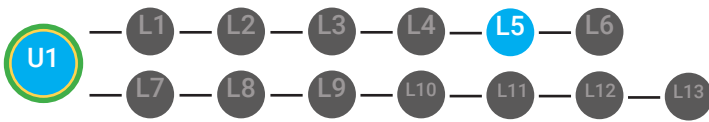
ONLINE REVIEW

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

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



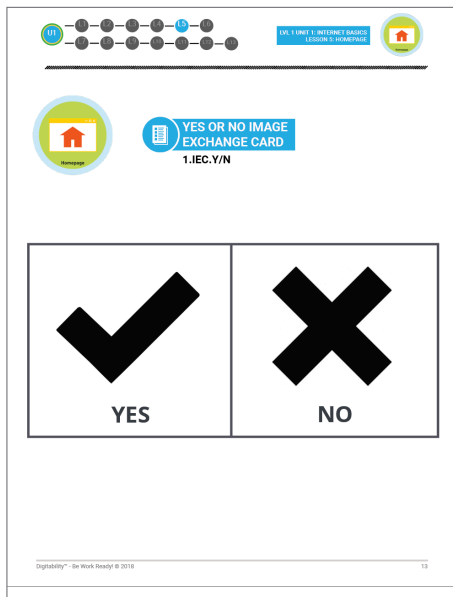
Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.



WARM UP



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



DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Rephrase question to a Yes/No answer prompt OR partner with a Tier 1 student.
- T3** Points to **Yes or No Image Exchange Card [1.IEC.Y/N]** for rephrased question.

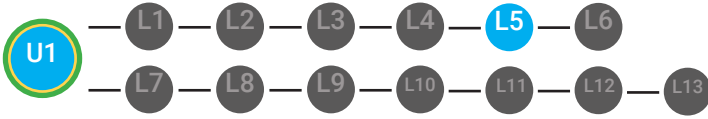


PHOTO OPP

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. Ask, *"For a participation dollar, someone raise their hand and tell me, are websites the same as webpages?"*

Answer: No



2. *"No. Nice job earning a dollar. [student]! For a participation dollar can someone tell me what's different about them?"*

Answer: A webpage is part of a website. A website has many webpages.

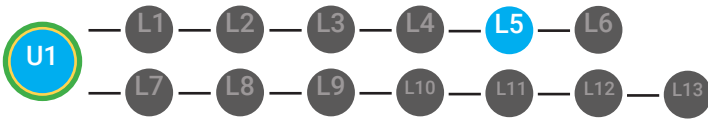


3. Give immediate feedback and record Workplace Behavior earnings



"Marcus responds a webpage is part of a website. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

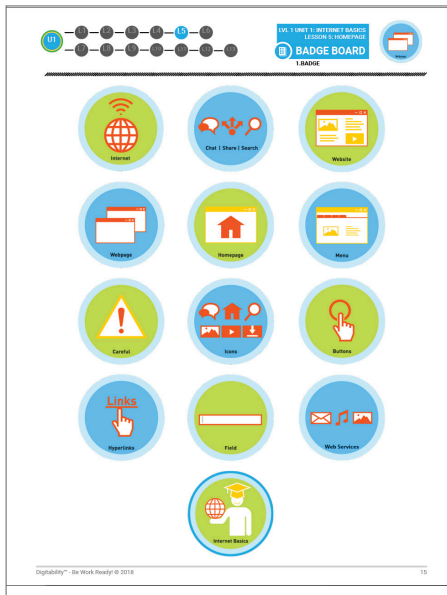
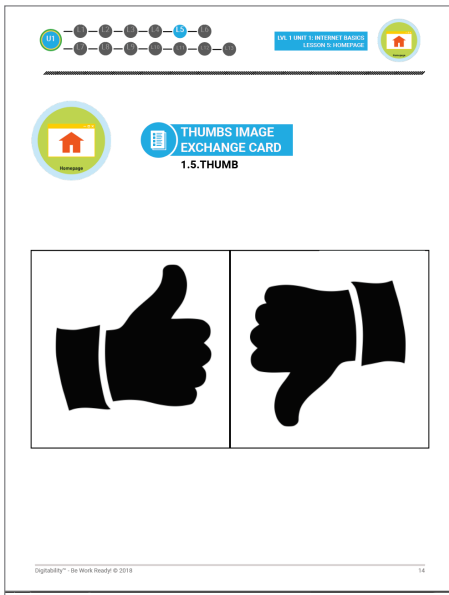
Award at least four participation dollars.



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

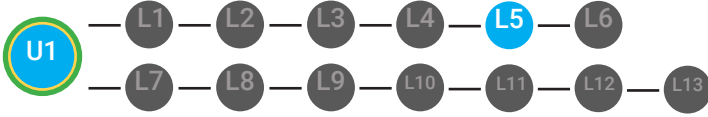


PHOTO OPP

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: Homepage



2. Give immediate feedback and record Workplace Behavior earnings



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 'homepage' give me a thumbs up and I'll add participation dollars."*

4. Ask students to give a thumbs up every time they hear and/or see the word homepage in the video. Distribute **Thumbs Image Exchange cards** [1.5.THUMB]



5. Play video.



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



Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: *"A home page is the first page of the website."*

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.



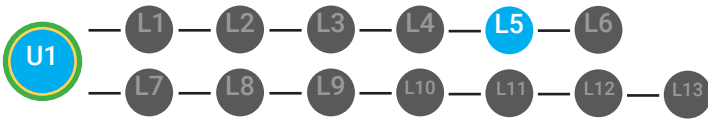
"Marcus answers website. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

Award at least four participation dollars.




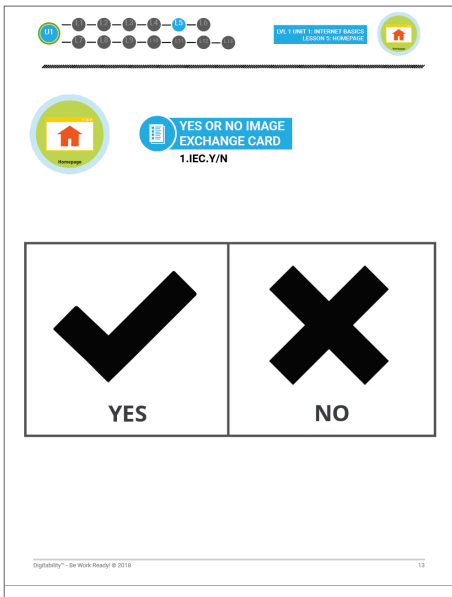
"I see students putting there thumbs up and pointing to thumb cards. Nice Job!"

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] to hold up or point to potential vocabulary word or icon
- T3** 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

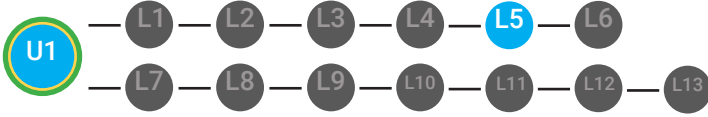


PHOTO OPP

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 what a homepage is."*



2. Ask, *"For a participation dollar, does every website have a homepage?"*



3. Ask, *"For a participation dollar, can you sometimes click on the word*

home to visit a website's homepage?"



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

Key Concept: "A home page is the first page of the website. "

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

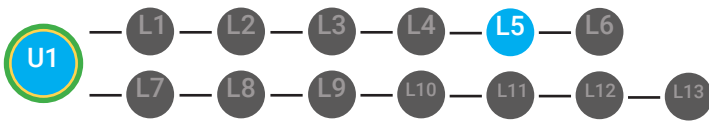


4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.4.DollarTracker]




"Marcus points to his YES/NO card. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

Award at least four participation dollars.






GUIDED ACTIVITY



Use supplemental material Lesson Badge Cut Out 1.5.5 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

-  Student will use verbal prompting to unlock the badge with the class.
-  Student will use verbal prompting and hand signals to unlock the badge with the class
-  Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.

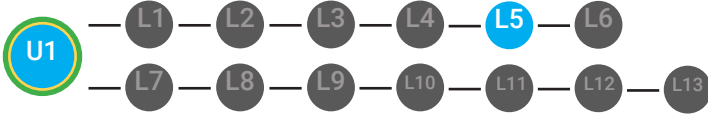


PHOTO OPP

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 Homepage Badge for \$1?”



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.5.DollarTracker]



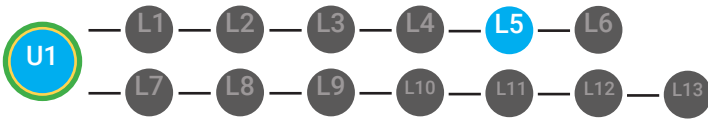
“Marcus unlocks the homepage badge. Nice job participating and earning a dollar Marcus.”

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 1.5.6 to students. See DIFFERENTIATION below to identify supplements needed for your students.

VOCAB BLOCKS

Name: _____
Date: _____

Define	Sentence
Examples	Draw

homepage

T1 HOMEPAGE EXIT TICKET
STUDENT ROLE GUIDE: READER
1.5.6.1

Name: _____
Date: _____

ROLE: READER
Read each question to the group

DUTIES

Read the definition for A and ask your group members which picture matches the definition. **YES or NO**

Read the definition for B and ask your group members which picture matches the definition. **YES or NO**

Read the definition for C and ask your group members which picture matches the definition. **YES or NO**

Read the definition for D and ask your group members which picture matches the definition. **YES or NO**

Read the definition for E and ask your group members which picture matches the definition. **YES or NO**

Read the definition for F and ask your group members which picture matches the definition. **YES or NO**

DUTIES COMPLETE?
Circle YES or NO



DIFFERENTIATION

- T1** Student's role will be the reader [1.5.6.1] scribe [1.5.6.2]
- T2** Student's role will be the reader [1.5.6.1] scribe [1.5.6.2]
- T3** Student's role will be the reviewer [1.5.6.3]

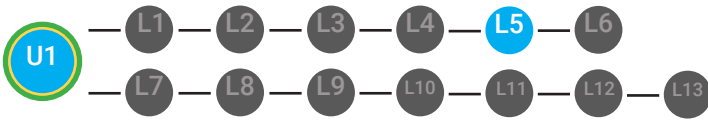


PHOTO OPP

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.

1. Students will complete the Homepage 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. [1.5.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. [1.5.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. [1.5.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."

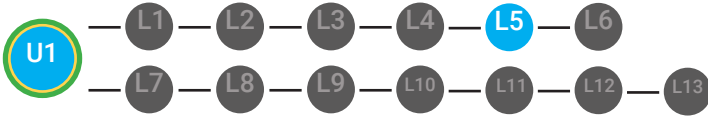


9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.5.DollarTracker]



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. [1.5.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.

3. Assign role: Reader, Scribe, and Reviewer.

4. Distribute activity Role Sheets and Matching Activity to each group of students.

5. 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 that are collaborating.



6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.5.DollarTracker]

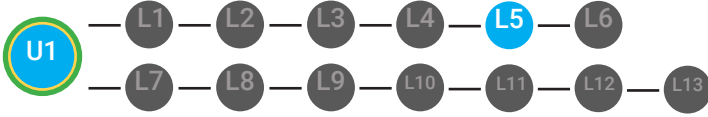
“I see that Group A is working together to pick the correct answers. I see [Student] reading each definition out loud. I see [Student] writing in the answer after all team members give input.”

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 completed their role, award them a \$1.

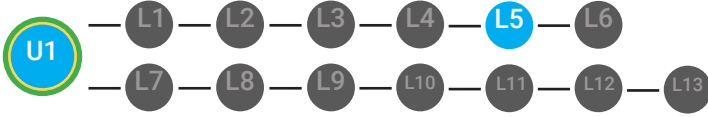
9. Reflect on how that went today: Is there anything you can do different next time to make students more independent in their roles or do some students needs additional supports to build capacity.

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 [1.5.7] 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: "A home page is the first page of the website. "

2. "Now we know a website is a place you visit on the Internet that 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



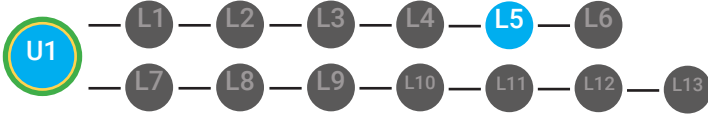


PHOTO OPP GUIDE

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

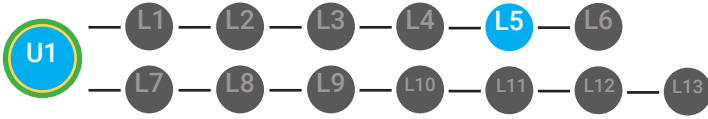
Videos/photos of students completing supplements and those completed supplements

Narrative:

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

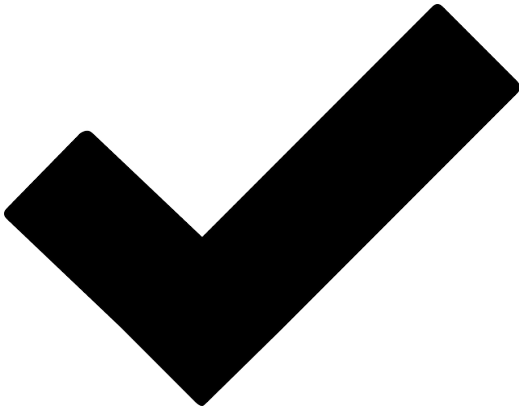
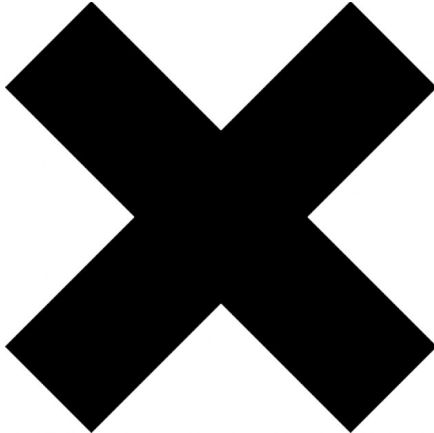
Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her?).

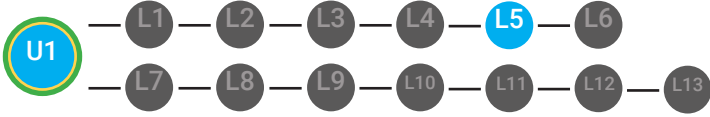
Tell us what you or your students like about this part of the Work Simulation.




 **YES OR NO IMAGE
EXCHANGE CARD**

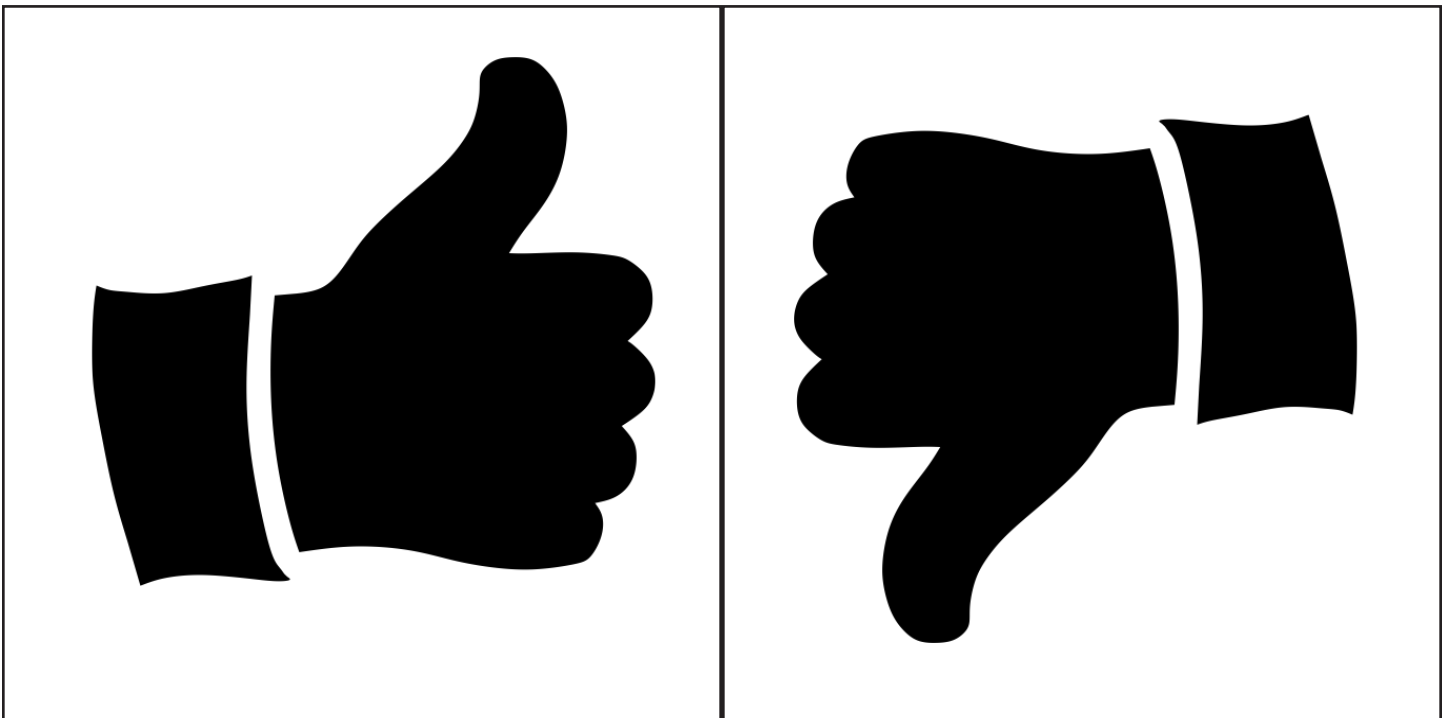
1.IEC.Y/N

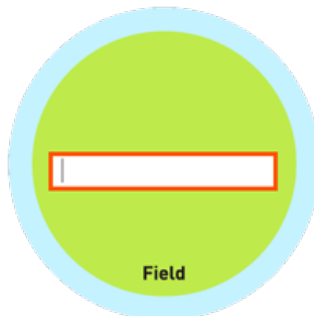
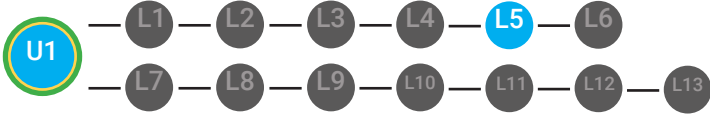
 <p>YES</p>	 <p>NO</p>
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 **THUMBS IMAGE
EXCHANGE CARD**

1.5.THUMB

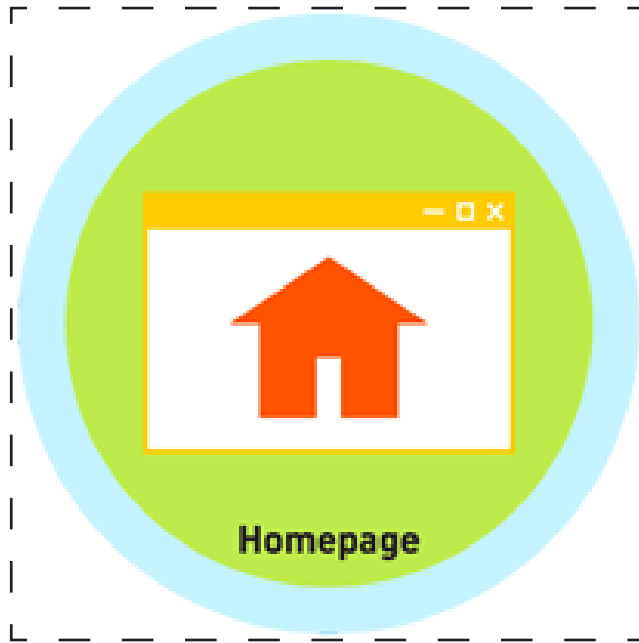






WORD WALL PRINTOUT

1.5.5

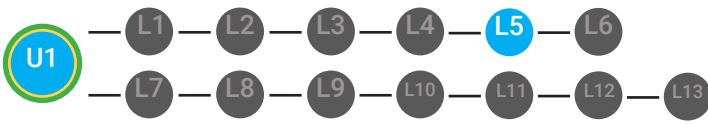


the first page of a website



DIFFERENTIATION

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



HOMEPAGE EXIT TICKET
STUDENT ROLE GUIDE: READER

1.5.6

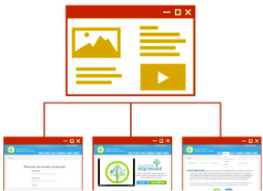
Name: _____

Date: _____



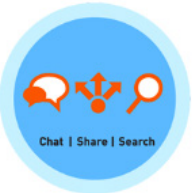
1. Network ____

A. a different page on a website



2. Website ____

B. a computer network that connects people across the world



3. Chat, search and share ____

C. a place you visit on the Internet that can have text, photos, videos, and more



4. Internet ____

D. the first page you see when you visit a website



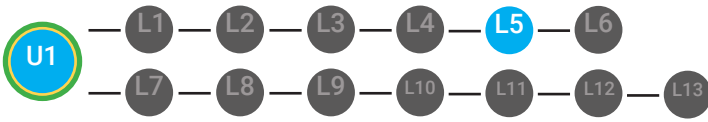
5. Webpages ____

E. you do these 3 things on the Internet



6. Homepage ____

F. an interconnected group



T1 **HOMEPAGE EXIT TICKET**
STUDENT ROLE GUIDE: READER
1.5.6.1

Name: _____

Date: _____

ROLE: READER

Read each question to the group

DUTIES

Read the definition for A and ask your group members which picture matches the definition.

Read the definition for B and ask your group members which picture matches the definition.

Read the definition for C and ask your group members which picture matches the definition.

Read the definition for D and ask your group members which picture matches the definition.

Read the definition for E and ask your group members which picture matches the definition.

Read the definition for F and ask your group members which picture matches the definition.

DUTIES COMPLETE?

Circle **YES** or **NO**

YES or **NO**

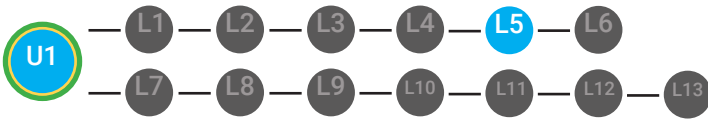
YES or **NO**

YES or **NO**

YES or **NO**

YES or **NO**

YES or **NO**



T2 **HOMEPAGE EXIT TICKET**
STUDENT ROLE GUIDE: SCRIBE
1.5.6.2

Name: _____

Date: _____

ROLE: SCRIBE

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

DUTIES

Fill in the answer for #1 after all group members agree on the correct answer.

Fill in the answer for #2 after all group members agree on the correct answer.

Fill in the answer for #3 after all group members agree on the correct answer.

Fill in the answer for #4 after all group members agree on the correct answer.

Fill in the answer for #5 after all group members agree on the correct answer.

Fill in the answer for #6 after all group members agree on the correct answer.

DUTIES COMPLETE?

Circle **YES** or **NO**

YES or **NO**

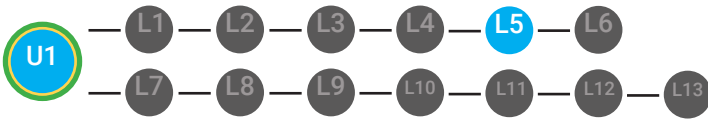
YES or **NO**

YES or **NO**

YES or **NO**

YES or **NO**

YES or **NO**



T3 HOMEPAGE EXIT TICKET
STUDENT ROLE GUIDE: REVIEWER

1.5.6.3

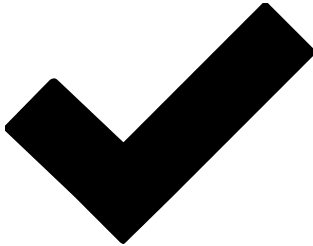

Name: _____

Date: _____

ROLE: REVIEWER

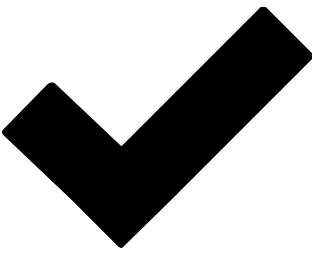
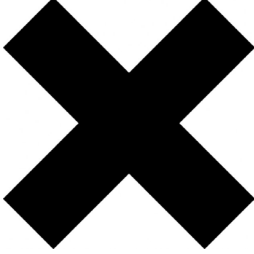
When all of the answers are filled in, use the IECS cards below to review your's group's answers together.

Is the answer for **#1** correct?

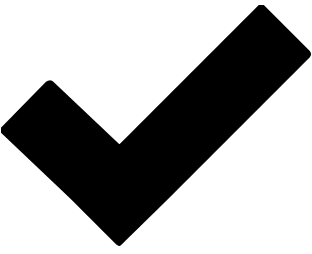

 YES	 NO
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Is the answer for #2 correct?


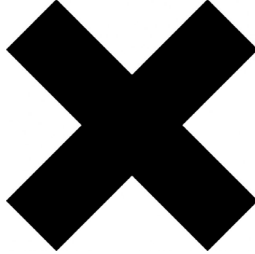
 YES	 NO
---	---

Is the answer for #3 correct?



 YES	 NO
---	---



Is the answer for #4 correct?

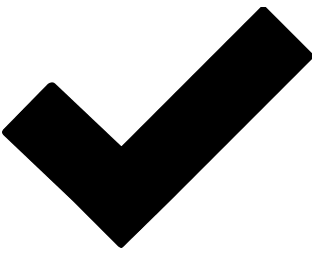
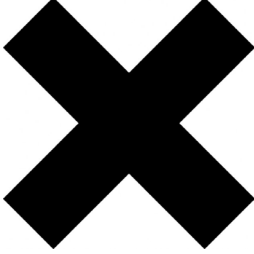
 YES	 NO
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Is the answer for #5 correct?

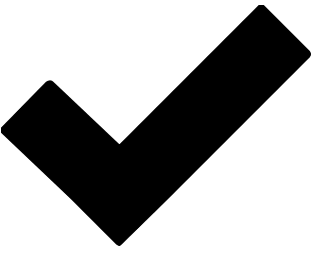

 YES	 NO
---	---



Is the answer for #6 correct?

 YES	 NO
---	---

Is the answer for #7 correct?

 YES	 NO
---	---

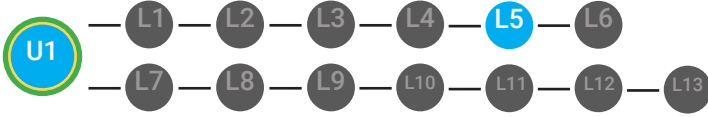


 **VOCAB BLOCKS**

Name: _____

Date: _____

Define	homepage		Sentence
Examples			Draw



TRACE 'N' LEARN

Name: _____

Date: _____

homepage

the first page of a
website