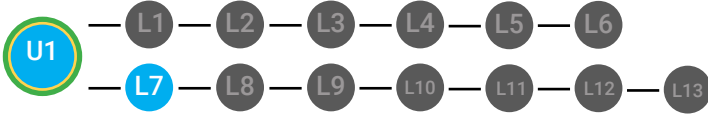




Lesson 7: Careful

Unit 1



UNIT 1: INTERNET BASICS LESSON 7: CAREFUL

LESSON OVERVIEW

Everytime you visit a website, you must look at it VERY carefully. Take your time and look at the page for important information. Don't click on the first thing you see!

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 7 - Careful**

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.

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

IMAGE EXCHANGE CARDS
 1.7.1.3

When I think of the word **CAREFUL**,
 the 1st word I think of is...

 Careless	 Cautious	 Drop-down menu
--------------	--------------	--------------------

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

YES OR NO IMAGE EXCHANGE CARD
 1.IEC.Y/N

 YES	 NO
---------	--------

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DIFFERENTIATION

- T1** Write down answer in their notebook or a post-it to stick on the board.
- T2** Opportunity to choose to write their answer or share their word using a verbal response with a Tier 1 partner.
- T3** Holds up or points to **Image Exchange cards** [1.7.1] to hold up or point to potential vocabulary word or icon or points to **Yes or No Image Exchange Card** [1.IEC.Y/N] for rephrased question.

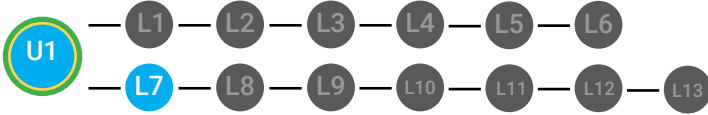


PHOTO OPP

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 careful on the board.



2. Ask students, *“For a participation dollar, jot down the first word that comes to mind when you think of the word careful.”*

Possible Answers: Safe, rethink, cautious, aware

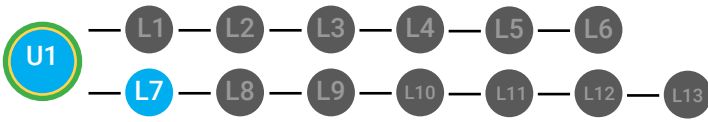


3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.7.DollarTracker]





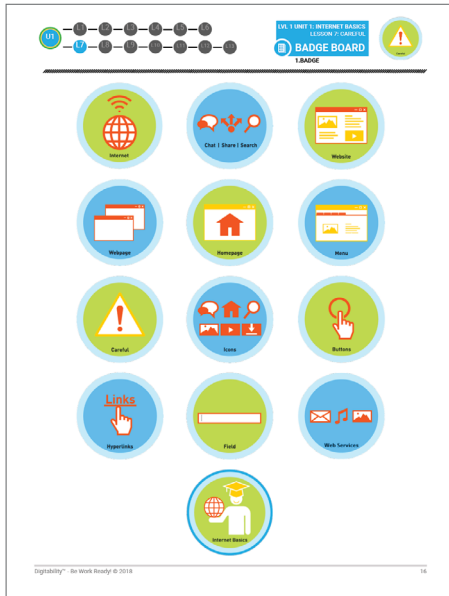
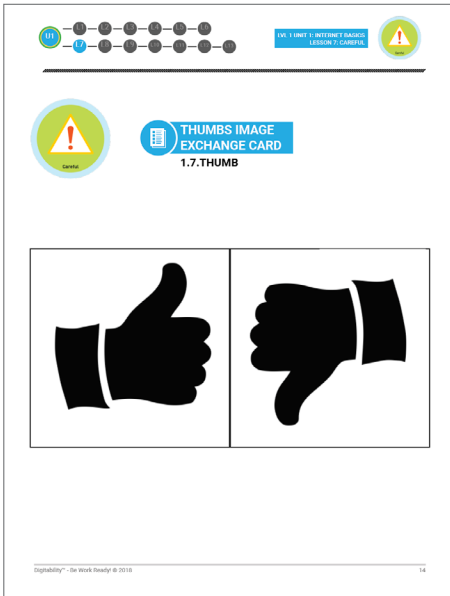
“Marcus responds a drop-down menu is part of a website. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Call on students and have each student state the word they chose during the warm up.



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.

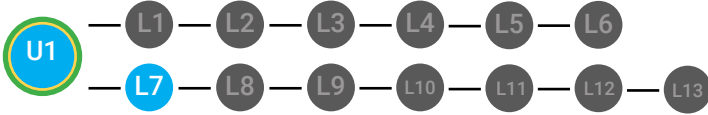


PHOTO OPP

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: Careful



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.7.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 ‘careful’ 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 careful in the video. Distribute **Thumbs Image Exchange cards** [1.7.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. [1.7.DollarTracker]



Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: “Everytime you visit a website, you must look at it VERY carefully take your time and look at the page for important information. Don’t click on the first thing you see!”

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.



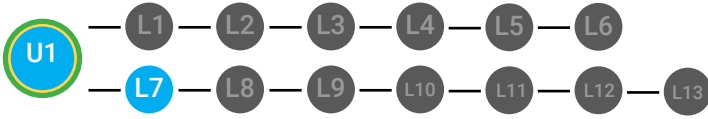
“Marcus answers careful. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Award at least four participation dollars.



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

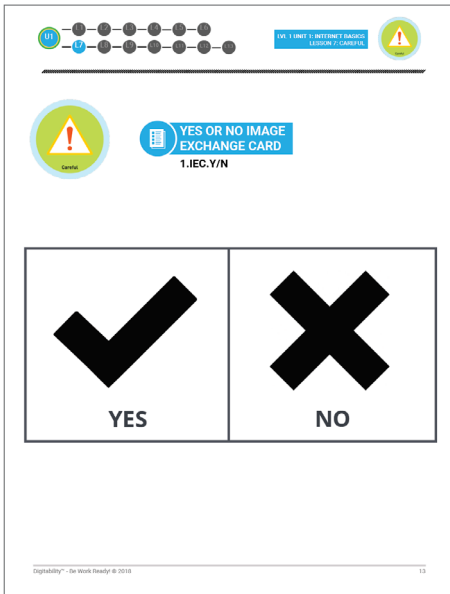
Award at least four participation dollars.



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

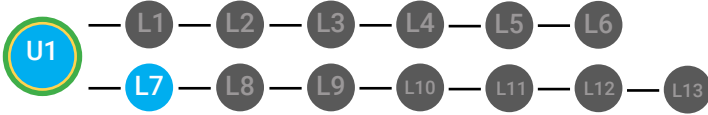


PHOTO OPP

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, when I visit a website, what should I look at very carefully?”*



2. Ask, *“For a participation dollar, when I visit a website, the first question I should ask myself is ‘What am I looking for?’”*



3. Ask, *“For a participation dollar, will the menu bar help me find what I am looking for on a website?”*



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

Key Concept: “Everytime you visit a website, you must look at it VERY carefully take your time and look at the page for important information. Don’t click on the first thing you see!”

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

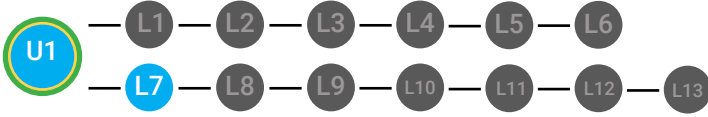


4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.7.DollarTracker]




“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 1.7.5** 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

- 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.

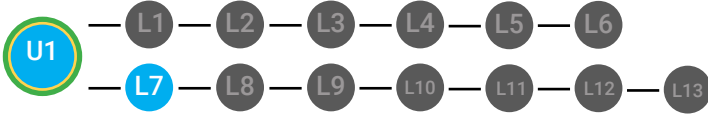


PHOTO OPP

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 Menu Badge for \$1?"



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.7.DollarTracker]



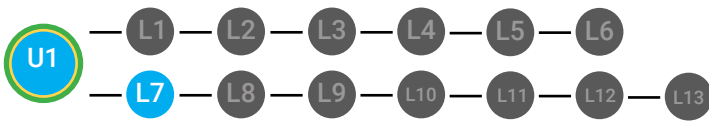
"Marcus unlocks the careful badge. Nice job participating and earning a dollar Marcus."

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 2 until student unlocks the badge.




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






EXIT TICKET



Use supplemental material **Careful Exit Ticket 1.7.6** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

-  Student completes Reading Maze [1.7.6.1] or Vocab Blocks worksheet [1.7.6.2]
-  Option to complete Vocab Blocks worksheet [1.7.6.2] or Trace 'n' Learn card [1.7.6.3]
-  Student completes Trace 'n' Learn cards [1.7.6.3]

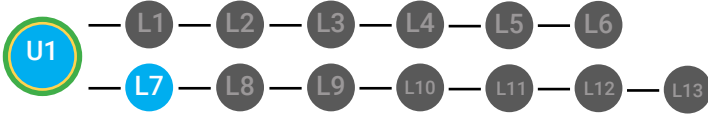


PHOTO OPP

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 Careful 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. [1.7.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. [1.7.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. [1.7.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."*

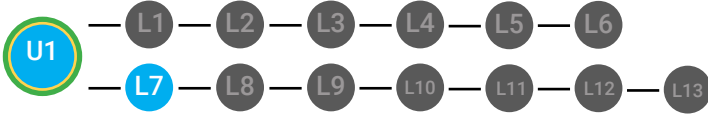


9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.7.DollarTracker]



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.



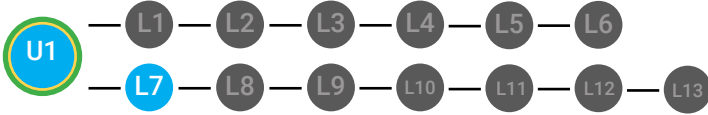
12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.7.DollarTracker]



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

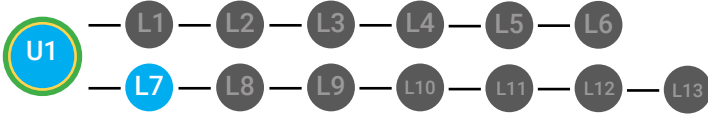
13. After student does both, ask the student presenting, “[Student, what did you hear [student who gave feedback] say?”

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 [1.7.7] 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: “Everytime you visit a website, you must look at it VERY carefully take your time and look at the page for important information. Don’t click on the first thing you see!”

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



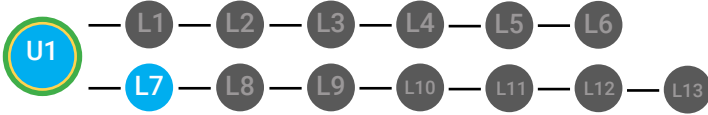


PHOTO OPP GUIDE

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

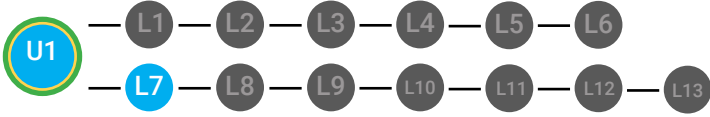
Narrative:

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?).

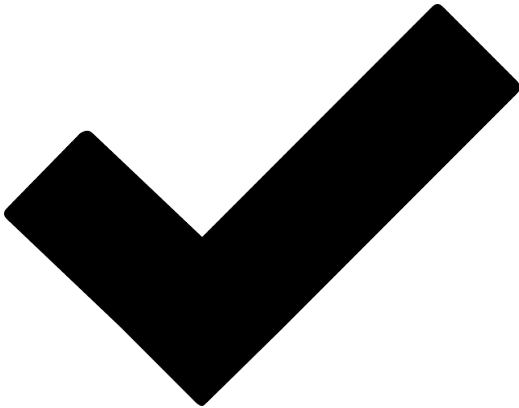
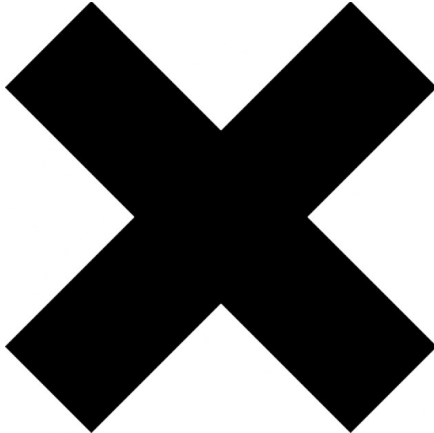
Tell us what you or your students like about this part of the Work Simulation.

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




 **YES OR NO IMAGE
EXCHANGE CARD**

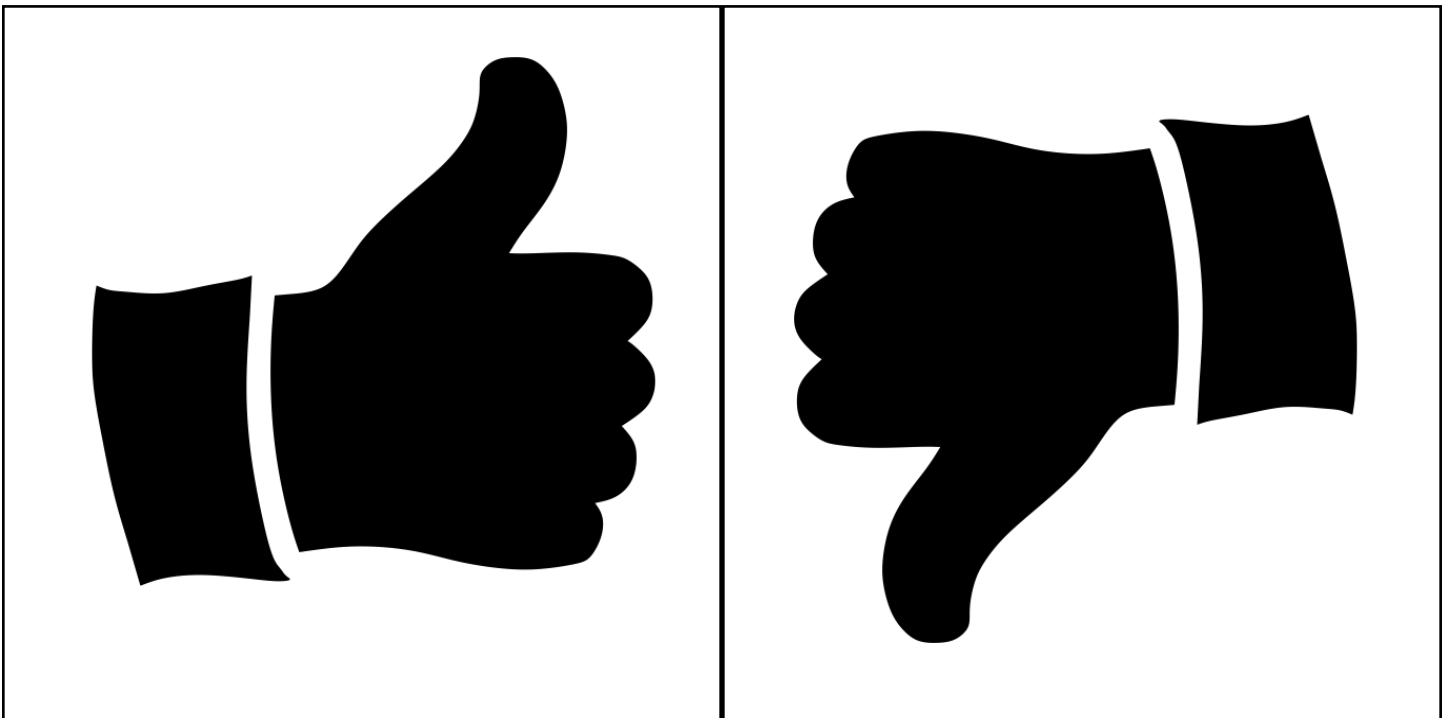
1.IEC.Y/N

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



 **THUMBS IMAGE
EXCHANGE CARD**

1.7.THUMB





 **IMAGE EXCHANGE CARDS**

1.7.1.3

When I think of the word **CAREFUL**,
the 1st word I think of is...



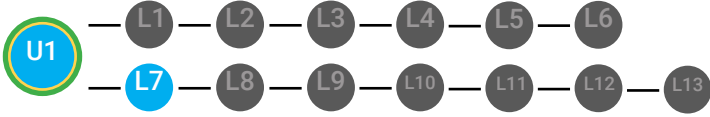
Careless



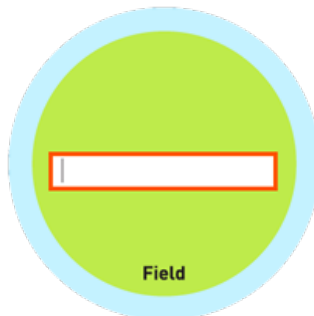
Cautious

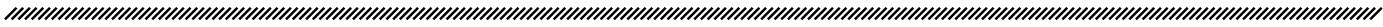


**Drop-down
menu**



1.BADGE





WORD WALL PRINTOUT

1.7.5

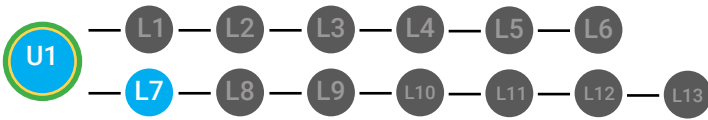


Ask yourself “What am I looking for?” when you are on a website



DIFFERENTIATION

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



T1 CAREFUL EXIT TICKET
READING MAZE
1.7.6.1

Name: _____

Date: _____

Directions: Circle the correct word to complete the sentence.

When I am visiting a **(1. website/Internet)** on the Internet, I need to be very **(2. search/careful)**. I need to take my time and not **(3. chat/click)** on the first thing I see on the website. First, I should ask myself, "What am I **(4. looking/network)** for?" Then, I need to use the **(5. menu bar/ share)**, text, and photos to find what I am looking for on the website.



Careful



Careful

T2

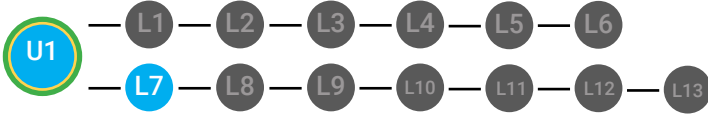
CAREFUL EXIT TICKET
VOCAB BLOCKS

1.7.6.2

Name: _____

Date: _____

Define	careful		Sentence
Examples			Draw



T3

CAREFUL EXIT TICKET
TRACE 'N' LEARN CARDS

1.7.6.3

Name: _____

Date: _____

Careful

When I am visiting a website on the Internet, I need to be very careful. I need to take my time and not click on the first thing I see on the website.