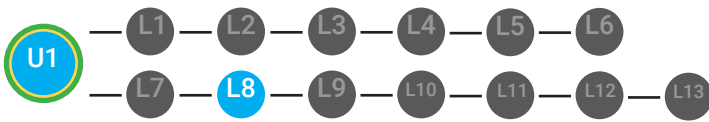




Lesson 8: Icons

Unit 1



UNIT 1: INTERNET BASICS LESSON 8: ICONS

LESSON OVERVIEW

On the Internet, there are many icons! An icon is a picture that stands for something else.

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.

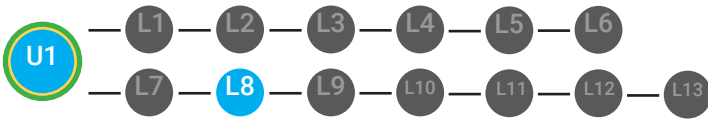
ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 1**
5. Select **Lesson 8 - Icons**

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.
- T2** Verbal response or holds up **Image Exchange cards** [1.8.1] to hold up or point to potential vocabulary word.
- T3** Holds up or points to **Image Exchange cards** [1.8.1] 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.

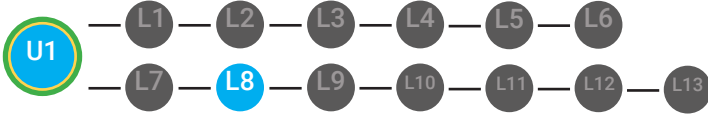


PHOTO OPP

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. Ask students, *"For a participation dollar, when I visit a website, should I look at it very carefully?"*



2. Ask students, *"For a participation dollar, what can I use on the homepage to help me find what I am looking for? Someone raise their hand and tell me what I should look for when I visit a webpage for the first time?"*

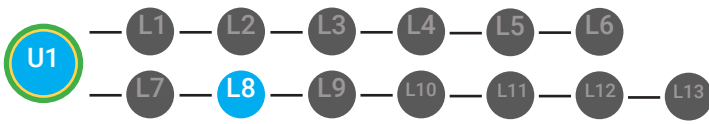


3. Give immediate feedback and record Workplace Behavior earnings



"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.

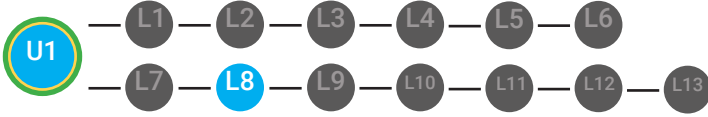


PHOTO OPP

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: Icons



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 'icons' 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 words icons in the video. Distribute **Thumbs Image Exchange cards** [1.8.THUMB]



5. Play video.



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



6. Give immediate feedback and record Workplace Behavior earnings



Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: "On the Internet, there are many icons! an icon is a picture that stands for something else."

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.



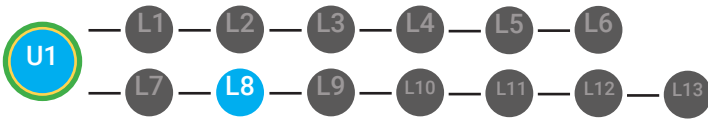
"Marcus answers icons. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

Award at least four participation dollars.



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

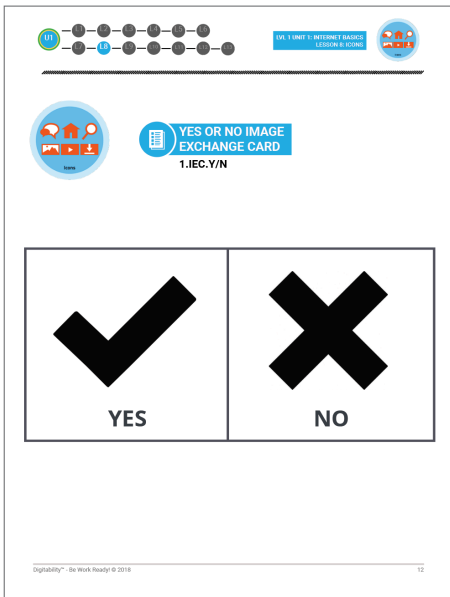
Award at least four participation dollars.



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

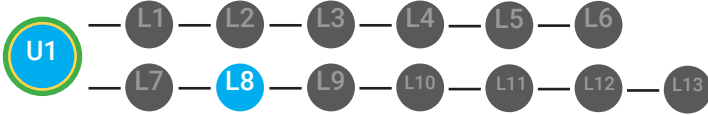


PHOTO OPP

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, tell me what an icon is?”*



2. Ask, *“For a participation dollar, tell me, are icons videos that stand for something else?”*



3. Ask, *“For a participation dollar, tell me, are the video and search icons popular icons that you will see on the Internet?”*



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

Key Concept: “An icon is a picture that stands for something else on the Internet.”

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

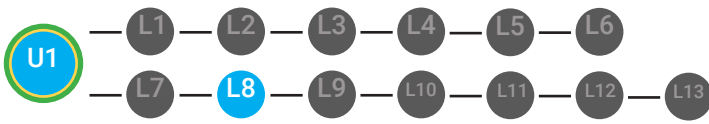


4. Give immediate feedback and record Workplace Behavior earnings




“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.”

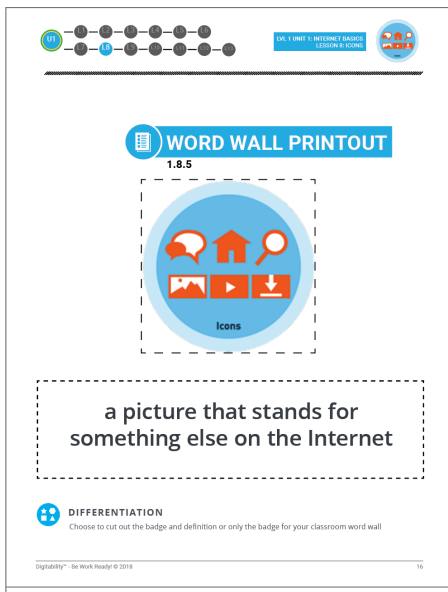
Award at least four participation dollars.



GUIDED ACTIVITY



Use supplemental material Lesson Badge Cut Out **1.8.5** 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.

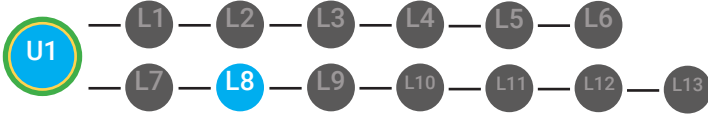


PHOTO OPP

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 Icons Badge for \$1?”



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.8.DollarTracker]



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

Click Activity Button to Play Activity Video

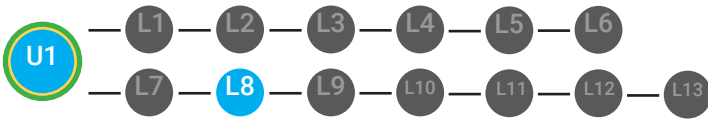
3. Student discusses with class to choose the correct answer.

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 Icons Exit Ticket **1.8.6** to students. See below to identify supplements needed for your students.

DIFFERENTIATION

T2 ICONS EXIT TICKET
VOCAB BLOCK
1.8.7.2

Name: _____
Date: _____

Define		Sentence
	icon	
Examples		Draw

Digitability™ - Be Work Ready! © 2018

T1 ICONS EXIT TICKET
ROLE GUIDE: READER
1.8.6.1

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**

Digitability™ - Be Work Ready! © 2018



DIFFERENTIATION

T1 Student's role will be the reader/scribe [18.6.2]

T2 Student's role will be the reader/scribe [1.8.6.2]

T3 Student's role will be the reviewer [1.8.6.3]

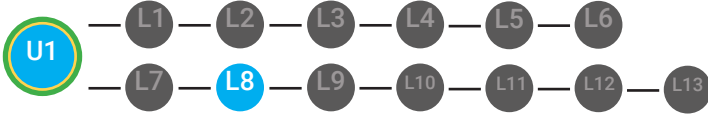


PHOTO OPP

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. Have students complete the Matching Activity in partnerships or groups of three. This activity is about students collaborating and learning to communicate with each other. These activities will slowly begin to build a foundation for Project-based Learning and role playing.
2. Create groups of three with mixed abilities. Use the Differentiation Tiers below to help you identify which students should play each role.
3. Assign the 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



"I see that group A is working together to pick the correct answers. Nice job participating and earning a dollar."

I see [Student] reading each definition out loud. Nice job participating and earning a dollar."

I see [Student] writing in the answers after all team members give input. Nice job participating and earning a dollar."



6. "For a participation dollar, who can share the definition you wrote?"



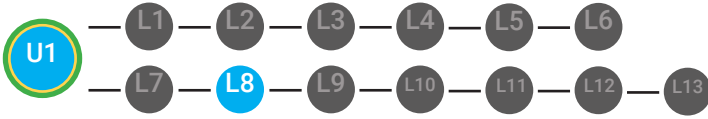
7. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.8.DollarTracker]



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



8. "For a participation dollar, who will share a sentence you wrote?"



9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.8.DollarTracker]



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



10. "For a participation dollar, who will share one of their examples?"



11. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.8.DollarTracker]



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



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



13. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.8.DollarTracker]



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



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



14. "For a participation dollar, who would like to give feedback to [student] on their drawing?" Call on student.

Award at least four participation dollars.

"You can give feedback by telling [student] what you liked about their drawing and explanation. Then, you can ask [student] a question."

15. 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.



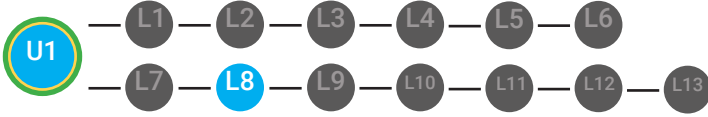
16. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [1.8.DollarTracker]



"Nice job giving feedback and earning a dollar Marcus."

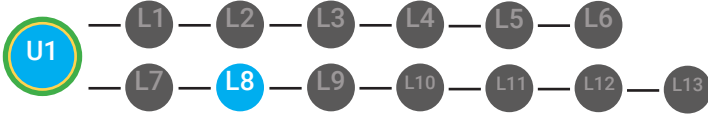
17. After student does both, ask the student presenting, "[Student, what did you hear [student who gave feedback] say?"]

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 [1.8.7] 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: “An icon is a picture that stands for something else on the Internet.”

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



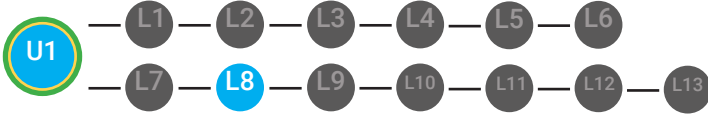


PHOTO OPP GUIDE

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

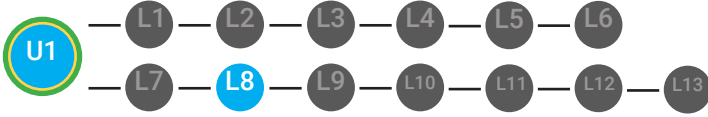
Videos/photos of students completing supplements and those completed supplements

Narrative:

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

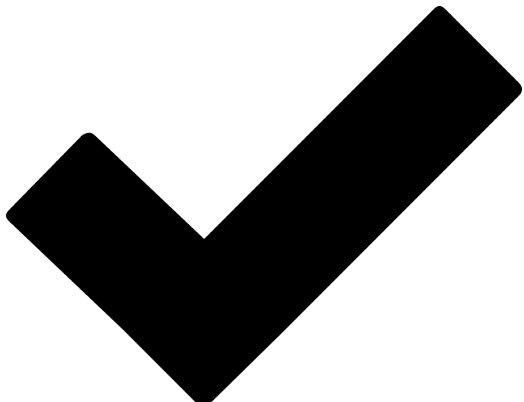
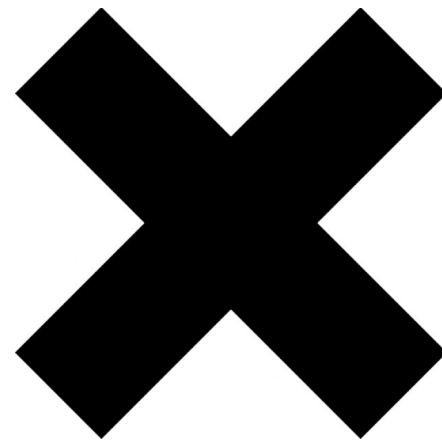
Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her?).

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>
--	--



 **THUMBS IMAGE
EXCHANGE CARD**

1.8.THUMB

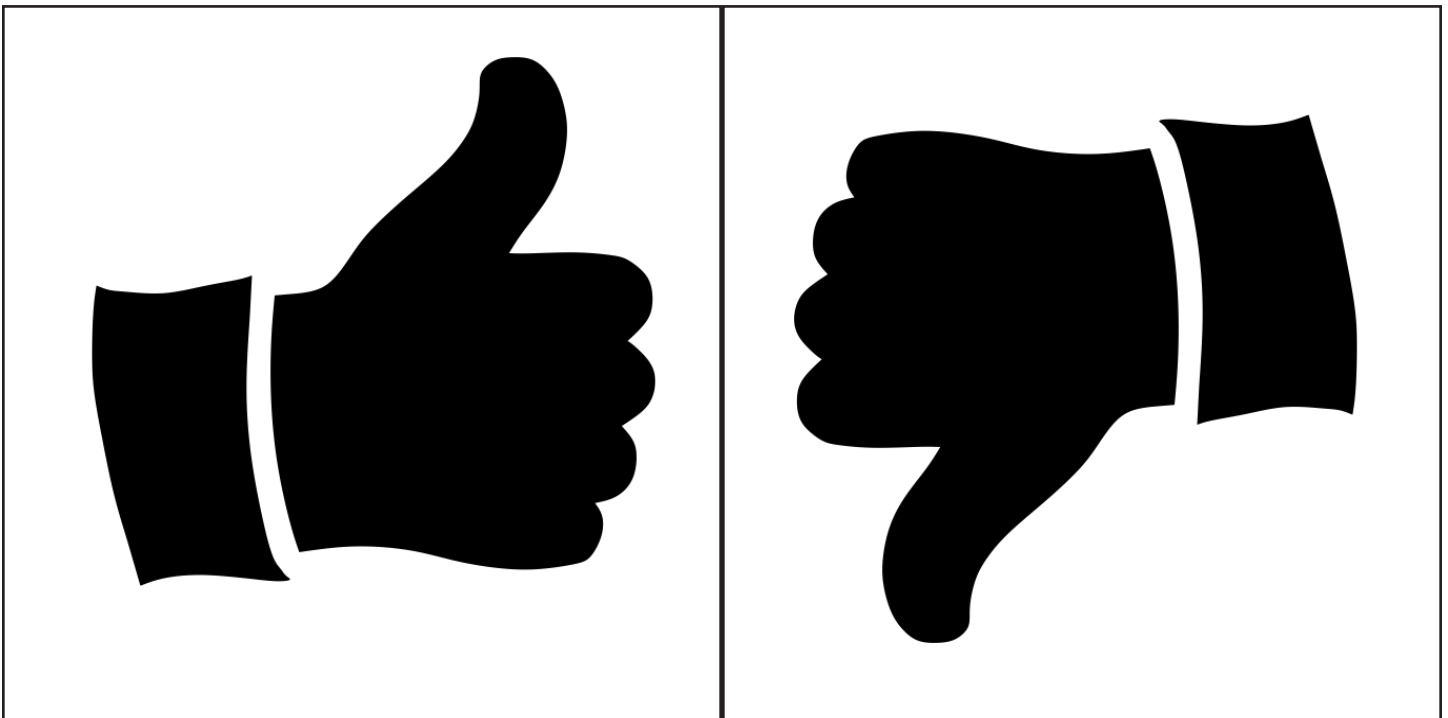






IMAGE EXCHANGE CARDS

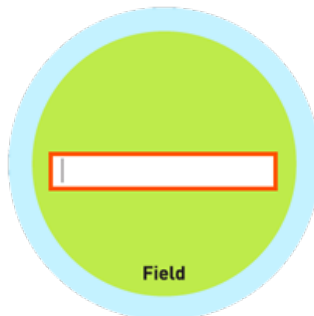
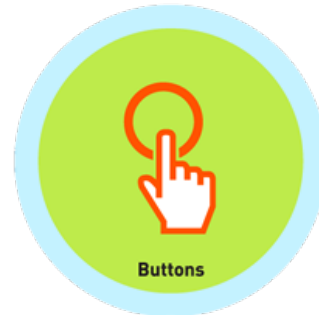
1.8.1.3

What can I use on the homepage to help me find what I am looking for? Someone raise their hand and tell me what I should look for when

 <p>Icons</p>	 <p>Drop-down menu</p>
---	---



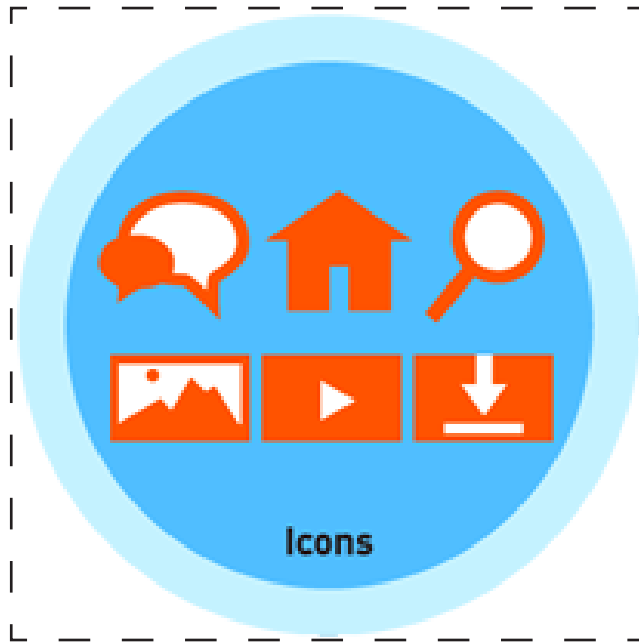
1.BADGE





WORD WALL PRINTOUT

1.8.5

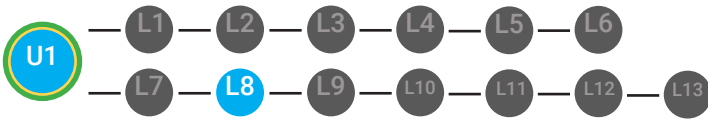


a picture that stands for something else on the Internet



DIFFERENTIATION

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



T1 **ICONS EXIT TICKET**
MATCHING ACTIVITY
1.8.6

Name: _____

Date: _____



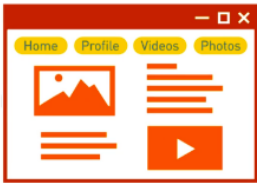
1. Internet ___

A. a different page on a website



2. Website ___

B. a computer network that connects people across the world



3. Menu ___

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



4. Careful ___

D. the first page of a website

E. a tool to help you visit different web pages on a website. It helps you to know what is on each webpage.

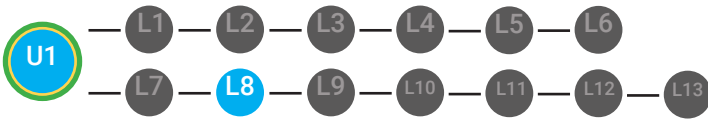


5. Homepage ___

F. When visiting websites on the Internet, I should ask myself, "What am I looking for?"



6. Webpages ___



T1 **ICONS EXIT TICKET**
ROLE GUIDE: READER
1.8.6.1

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**

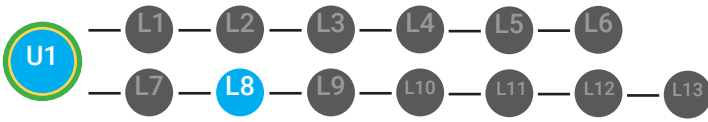
YES or **NO**

YES or **NO**

YES or **NO**

YES or **NO**

YES or **NO**



T2 **ICONS EXIT TICKET**
ROLE GUIDE: SCRIBE

1.8.6.2

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**

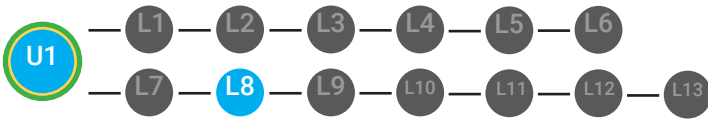
YES or **NO**

YES or **NO**

YES or **NO**

YES or **NO**

YES or **NO**



T3 **ICONS EXIT TICKET**
ROLE GUIDE: SCRIBE

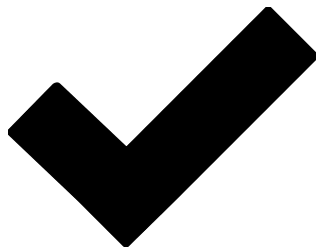

1.8.6.3

Date: _____

ROLE: REVIEWER

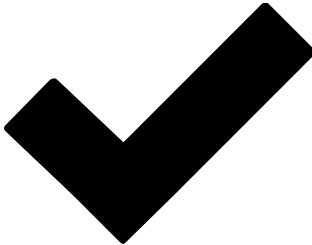

When all of the answers are filled in, use the IECS cards below to review your's group's answers together.

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

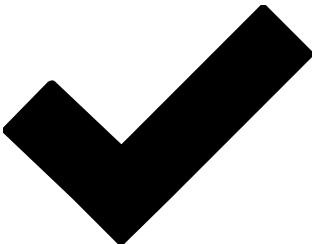

 YES	 NO
---	---



Is the answer for #2 correct?

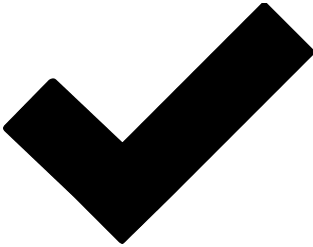

 YES	 NO
---	---

Is the answer for #3 correct?

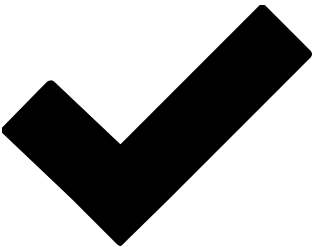

 YES	 NO
---	---



Is the answer for #4 correct?

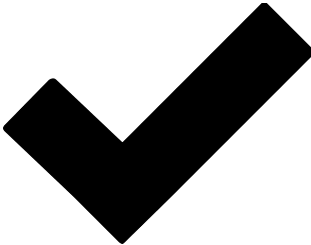
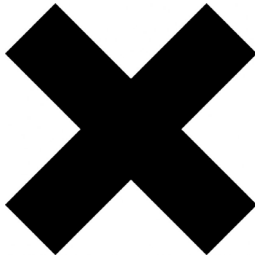
 YES	 NO
---	---

Is the answer for #5 correct?

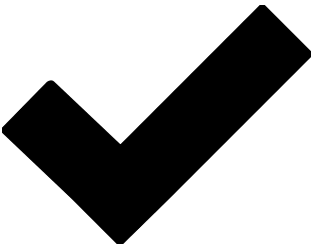

 YES	 NO
---	---



Is the answer for **#6** correct?

 YES	 NO
---	---

Is the answer for **#7** correct?

 YES	 NO
---	---



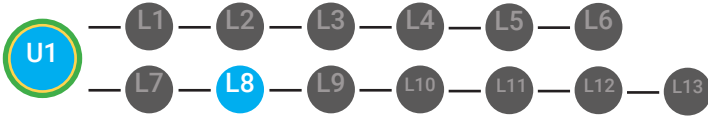
T2 ICONS EXIT TICKET
 VOCAB BLOCK

1.8.7.2

Name: _____

Date: _____

Define	Sentence
icon	
Examples	Draw



T3 ICONS EXIT TICKET
TRACE 'N' LEARN CARDS
1.8.7.3

Name: _____

Date: _____

icon

a picture that stands
for something else on
the Internet