Lesson 14: Browser Basics Master Badge

Unit 2

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UNIT 2: BROWSER BASICS
LESSON 14: MASTER BADGE

LESSON OVERVIEW

A browser lets you view websites. Google Chrome, Safari, and Internet Explorer are types of browsers that look similar and do the same things like viewing and using the Internet. Each browser has an icon that represents them. Double-click the browser icon to open your browser. A browser is the square that is the outside of the website. A URL is a website's address. An address bar is a white and long rectangle at the top of a browser window. The delete key is a key located on my keyboard with the word delete or backspace. The enter key is a key on your keyboard that you use after you type the URL into the address bar. Browser icons and buttons help us move around the Internet. Back and forth buttons help you move from one page to another. The refresh button is a button that reloads the webpage that you are viewing to your browser window. A scroll bar is a long bar that appears on the side or the bottom of the browser window that lets you move around the webpage.

Time: ~25 minutes

OBJECTIVE

Student is able to operate basic elements of a browser.

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 2**
5. Select **Lesson 14 - Browser Basics Master Badge**

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 **Badge Board 2.BADGE** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

DIFFERENTIATION

T1 Correct Verbal Response.

T2 Writes down badge name using **Badge Board** [2.BADGE] for this unit.

T3 Uses **Badge Board** [2.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.

1. Ask students to wirte down their favorite badges they have unlocked together

2. *"For a participation dollar, someone tell me one of their favorite badges."*

Call on more students and have them share.

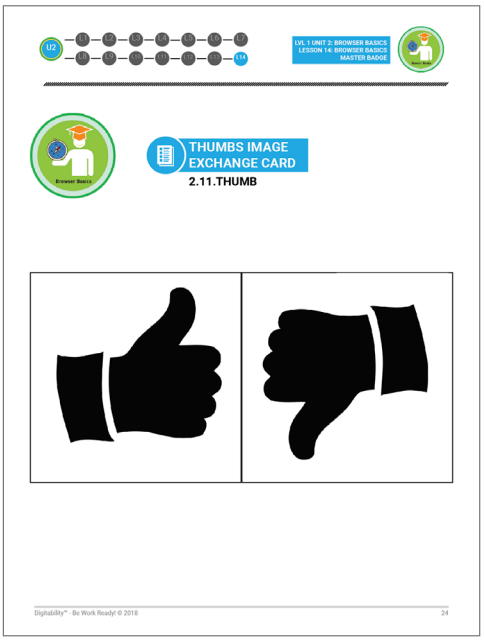
3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.14.DollarTracker]

"Marcus speaks about his favorite badge. 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 WATCHING

Distribute **Badge Board 2.BADGE** and **Thumbs Image Exchange cards 2.13.THUMB** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 Writes down badge name using **Badge Board** [2.BADGE] for this unit. Verbal response or holds up **Thumbs Image Exchange Cards** [2.14.THUMB].

T3 Uses **Badge Board** [2.BADGE] for this unit. Holds up or points **Thumbs Image Exchange Cards** [2.14.THUMB] to hold up or point to 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.

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

Answer: Browser Basics Master Badge

"Marcus answers Browser Basics Master Badge. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.14.DollarTracker]

Award at least four participation dollars.

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 and he is actively listening by giving a thumbs up when he hears the words you have already learned."*

4. Ask students to give a thumbs up every time they hear and/or see the words they have already learned in the video. Distribute **Thumbs Image Exchange cards** [2.14.THUMB]

5. Play video.

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

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

6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.14.DollarTracker]

Award at least four participation dollars.

STOP

Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: "A browser lets you view websites. Google Chrome, Safari, and Internet Explorer are types of browsers that look similar and do the same things like viewing and using the Internet. Each browser has an icon that represents them. Double-click the browser icon to open your browser. A browser is the square that is the outside of the website. A URL is a website's address. An address bar is a white and long rectangle at the top of a browser window. The delete key is a key located on my keyboard with the word delete or backspace. The enter key is a key on your keyboard that you use after you type the URL into the address bar. Browser icons and buttons help us move around the Internet. Back and forth buttons help you move from one page to another. The refresh button is a button that reloads the webpage that you are viewing to your browser window. A scroll bar is a long bar that appears on the side or the bottom of the browser window that lets you move around the webpage."

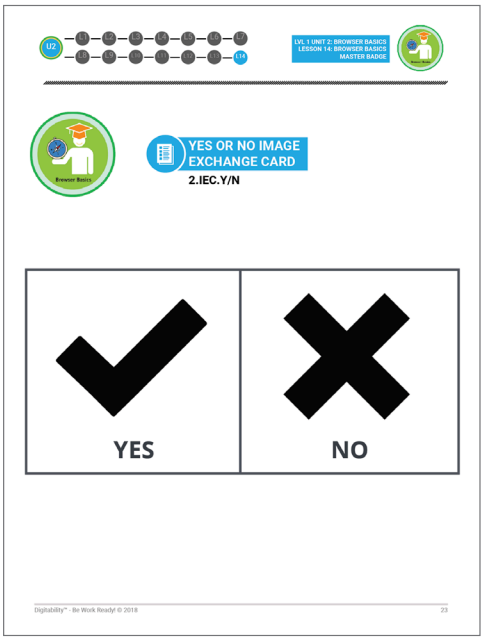
Throughout the Informal Assessment section, you will prompt students until they use the language from the video to describe the key concept.

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?"***

INFORMAL ASSESSMENT

Distribute **Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 Student writes down response in notebook or on post-it OR Student points to Yes/No using **Yes/No Image Exchange Cards** for a rephrased question [WS.IEC.Y/N]

T3 Student points to Yes/No using **Yes/No Image Exchange Cards** for a rephrased question [2.IEC.Y/N].

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.

1. Ask, **"For a participation dollar, who can tell me what the definition for a browser is?"**

2. Ask, **"For a participation dollar, is Safari a type of Browser?"**

3. Ask, **"For a participation dollar, is a URL the address of a website?"**

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

Key Concept: "A browser lets you view websites. Google Chrome, Safari, and Internet Explorer are types of browsers that look similar and do the same things like viewing and using the Internet. Each browser has an icon that represents them. Double-click the browser icon to open your browser. A browser is the square that is the outside of the website. A URL is a website's address. An address bar is a white and long rectangle at the top of a browser window. The delete key is a key located on my keyboard with the word delete or backspace. The enter key is a key on your keyboard that you use after you type the URL into the address bar. Browser icons and buttons help us move around the Internet. Back and forth buttons help you move from one page to another. The refresh button is a button that reloads the webpage that you are viewing to your browser window. A scroll bar is a long bar that appears on the side or the bottom of the browser window that lets you move around the webpage."

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. [2.14.DollarTracker]

"Marcus points to Yes/No. 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 **Lesson Badge Cut Out 2.13.6** 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.

1. Ask the class, **"Who would like to unlock the *Browser Basics Master* Badge for $1?"**

2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.14.DollarTracker]

"Marcus unlocks the Scroll bar. 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.

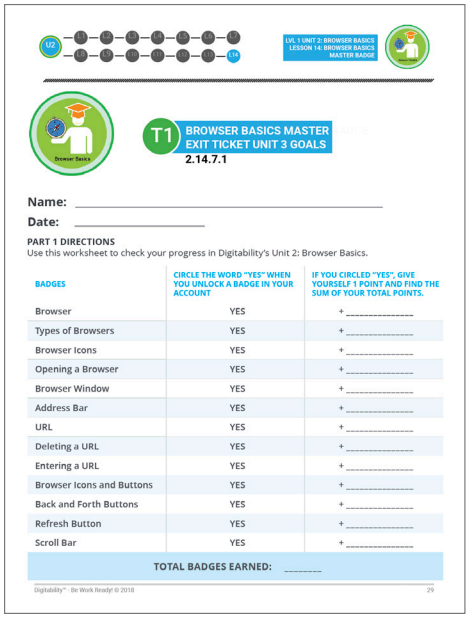
a. If student chooses correct answer, have student or whole class dance.

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 (PART A)

Distribute the **Browser Basics Master Badge Exit Ticket 2.14.7** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



T1 BROWSER BASICS MASTER EXIT TICKET UNIT 3 GOALS
2.14.7.1

Name: _____
Date: _____

PART 1 DIRECTIONS
Use this worksheet to check your progress in Digitability's Unit 2: Browser Basics.

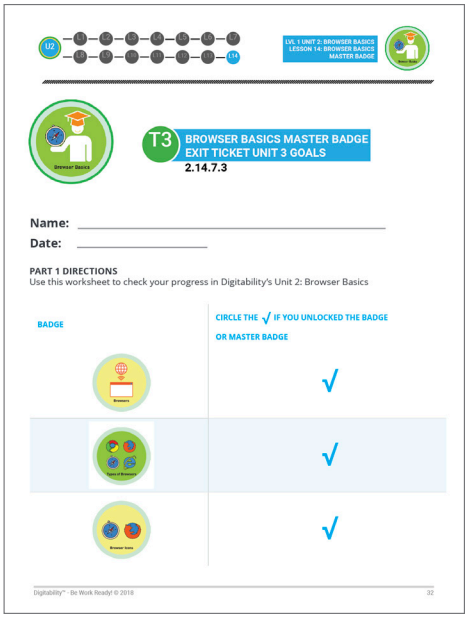
BADGES	CIRCLE THE WORD "YES" WHEN YOU UNLOCK A BADGE IN YOUR ACCOUNT	IF YOU CIRCLED "YES", GIVE YOURSELF 1 POINT AND FIND THE SUM OF YOUR TOTAL POINTS.
Browser	YES	+ _____
Types of Browsers	YES	+ _____
Browser Icons	YES	+ _____
Opening a Browser	YES	+ _____
Browser Window	YES	+ _____
Address Bar	YES	+ _____
URL	YES	+ _____
Deleting a URL	YES	+ _____
Entering a URL	YES	+ _____
Browser Icons and Buttons	YES	+ _____
Back and Forth Buttons	YES	+ _____
Refresh Button	YES	+ _____
Scroll Bar	YES	+ _____
TOTAL BADGES EARNED: _____		

T2 BROWSER BASICS MASTER BADGE EXIT TICKET UNIT 3 GOALS
2.14.7.2

Name: _____
Date: _____

PART 2 DIRECTIONS
Circle one goal for Unit 3 based on the total # of **BADGES** & **MASTER BADGES** sum from Part 1.

YOUR TOTAL #	UNIT 2 GOAL
13	I will continue to consistently use Digitability and complete all of my lessons and unlock all of my badges for Unit 3.
12	I will check my account on the Monday of every week to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 3.
5-11	I will check my account on Mondays and Wednesdays of every week to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 3.
0-4	I will check my account every night of the week for homework to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 3.



T3 BROWSER BASICS MASTER BADGE EXIT TICKET UNIT 3 GOALS
2.14.7.3

Name: _____
Date: _____

PART 1 DIRECTIONS
Use this worksheet to check your progress in Digitability's Unit 2: Browser Basics

BADGE	CIRCLE THE √ IF YOU UNLOCKED THE BADGE OR MASTER BADGE
	√
	√
	√

DIFFERENTIATION

T1 Students complete **Unit 3 Goals #1** worksheet [2.14.7.1]

T2 Students complete **Unit 3 Goals #1** [2.14.7.1] or **Unit 3 Goals #2** worksheet [2.14.7.2]

T3 Students complete **Unit 3 Goals#3** worksheet [2.14.7.3]

1. Read off **Dollar Earnings Tracker** and announce how many dollars each student earned during the lesson.

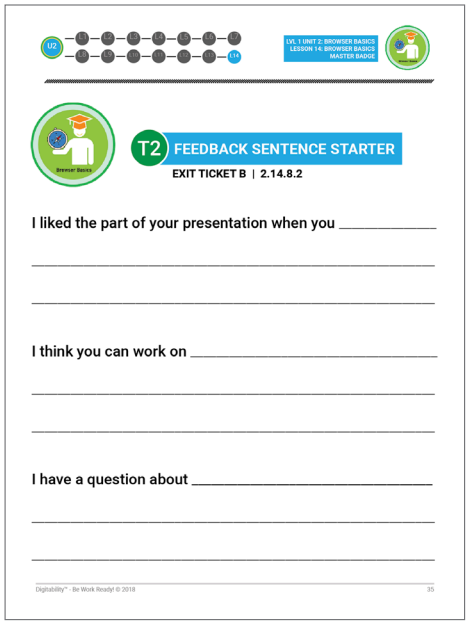
2. Students will fill in their dollar earnings from the lesson using their [My Digitability Earnings sheet [**2.14.8**] Have students staple this sheet into their notebooks so they can use it for the entire unit.

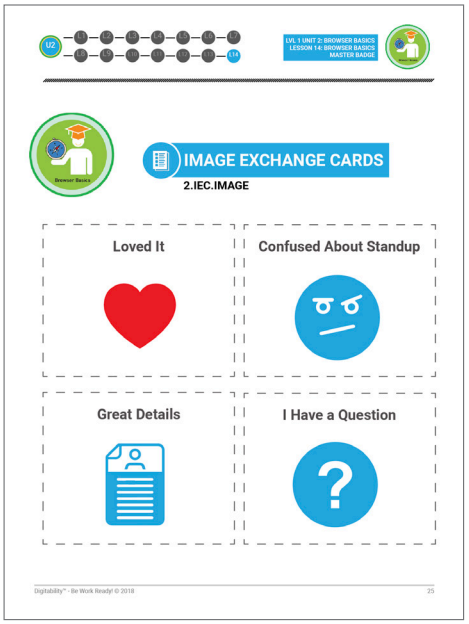
3. Distribute informal Assessment sheet for each student to complete.

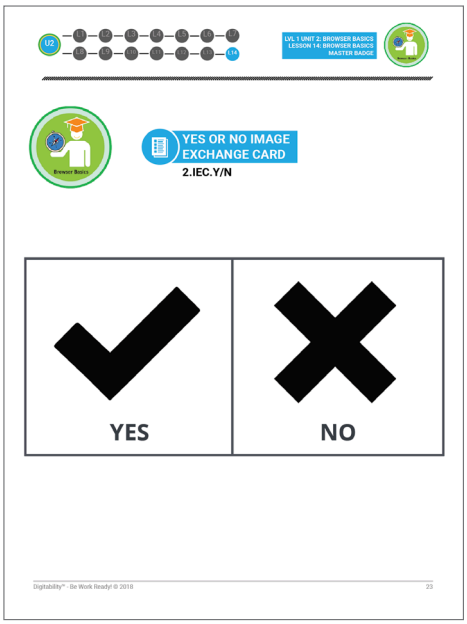
4. Have students complete the Unit 3 Goal Setting worksheet self-monitor their own progress in Digitability.

EXIT TICKET (PART B)

Distribute **Image Exchange Cards WS.IMAGE.IEC or Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.







DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 Student completes **Feedback Sentence Starter** [2.14.8.2] to give feedback about other students' summaries.

T3 Teacher distributes **Image Exchange Cards** [2.IMAGE.IEC] or **Yes/No Image Exchange Card** [2.IEC.Y/N] for a rephrased question.

PHOTO OPP

Capture images of your students working on this activity.

Be sure to add a description of the image when you submit it to your Milestone form.

32. Ask, *"For a participation dollar, who would like to share one thing we discussed during our session?"*

33. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.14.DollarTracker]

"Nice job sharing and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

34. Ask, *"For a participation dollar, who would like to stand up and summarize our session?"*

Award at least four participation dollars.

35. Say, *"I know that you are carefully listening because your eyes are focused on the presenter, and you are thinking of the feedback you would like to offer."*

36. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.14.DollarTracker]

"Nice job sharing and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

Have student summarize the day's session.

Award at least four participation dollars.

37. Say, *"For a participation dollar, tell me what [student presenting] said he did today?"*

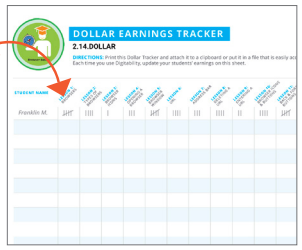
38. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.14.DollarTracker]

"Nice job sharing, listening and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

After students summarize what they did, ask others in class to give feedback.

NEXT STEPS

39. Read off **Dollar Earnings Tracker** and announce how many dollars each student earned or spent (and what specific behaviors they spent that money on) during the lesson.


DOLLAR EARNINGS TRACKER
2.14.DOLLAR

40. Students will fill in their dollar earnings from the lesson using their **My Digitability Earnings Tracker**. Have students staple this sheet into their notebooks so that they can use it for the entire unit.

MY DIGITABILITY EARNINGS TRACKER
UNIT 2: BROWSER BASICS | 2.14.B
Name:
DATE:
DOLLARS EARNED:
TOTAL DOLLARS EARNED:

41. Review any bills that are due and their amounts.

42. Please submit your narrative and photos/videos online using the Milestone form found at digitability.com/milestone6. Contact your Implementation Coach if you need help or have a question.

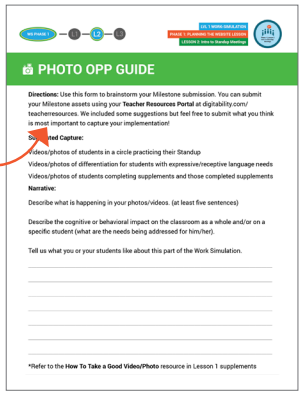


PHOTO OPP GUIDE

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.

WRAP UP MESSAGE

1. Have class say the key concepts together.

Key Concept: "A browser lets you view websites. Google Chrome, Safari, and Internet Explorer are types of browsers that look similar and do the same things like viewing and using the Internet. Each browser has an icon that represents them. Double-click the browser icon to open your browser. A browser is the square that is the outside of the website. A URL is a website's address. An address bar is a white and long rectangle at the top of a browser window. The delete key is a key located on my keyboard with the word delete or backspace. The enter key is a key on your keyboard that you use after you type the URL into the address bar. Browser icons and buttons help us move around the Internet. Back and forth buttons help you move from one page to another. The refresh button is a button that reloads the webpage that you are viewing to your browser window. A scroll bar is a long bar that appears on the side or the bottom of the browser window that lets you move around the webpage."

2. "Now we know what the Internet is and can use it in a sentence. Whenever you use the word Internet correctly, and at appropriate times (on-topic), you will earn a dollar."

DIFFERENTIATION

T1 Login independently using **password cards.**

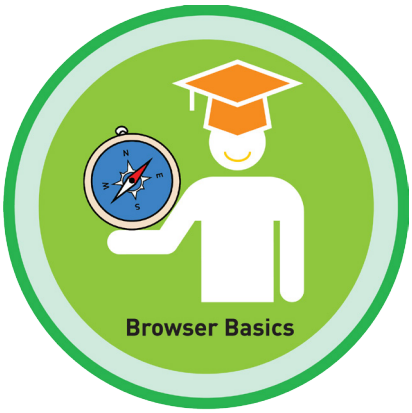
T2 Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.

T3 Teacher or Tier 1 assistance to help student login using their **password card.**

1. Play games! These games are designed to reinforce knowledge and develop socialization and communication skills. The Digitability Game section includes a variety of games that can be play with students including Bingo, What am I?, Matching and Make a Website.

2. Have students complete the Show What You Know Assessments independently.

3. Administer Unit 3 Pre-assessment



UNIT 2: BROWSER BASICS

SHOW WHAT YOU KNOW

STAGE GOAL

Student is able to develop conceptual knowledge and comprehension of using the Internet as measured by the unit objectives below.

OBJECTIVE

Student will be able to identify basic Internet terminology in a paragraph using the TAG writing strategy as measured by Digitability's Unit 2: Show What You Know rubric.

Student will be able to count denominations of money in their equivalent amounts in order to ass up the total sum of money earned as measured by Digitability's Unit 2: Show What You Know rubric.

WORK SMARTER, NOT HARDER

Domains: Reading Comprehension. Writing. Math Ability and Money Skills

INCLUDED RESOURCES

- TAG mini-lesson
- Differentiated writing probes
- Differentiated conceptual math probes
- Differentiated Rubrics
- Paychecks

Supplemental Materials

Unit 2

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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

DOLLAR EARNINGS TRACKER

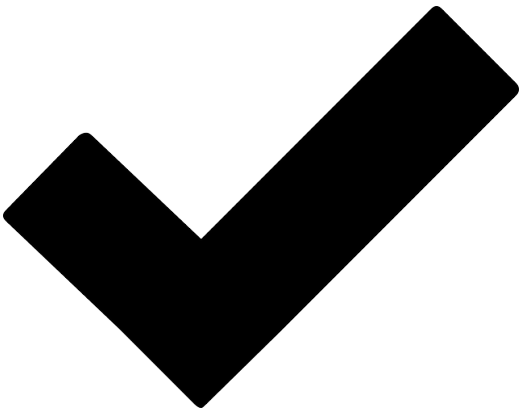
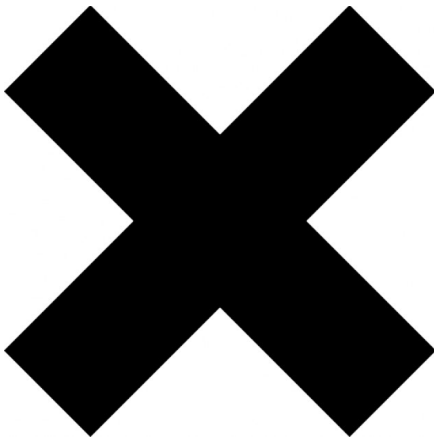
2.14.DOLLAR

DIRECTIONS: Print this Dollar Tracker and attach it to a clipboard or put it in a file that is easily accessible to you. Each time you use Digitability, update your students' earnings on this sheet.

STUDENT NAME	LESSON 1: BROWSERS	LESSON 2: TYPES OF BROWSERS	LESSON 3: BROWSER ICONS	LESSON 4: OPENING A BROWSER	LESSON 5: BROWSER WINDOW	LESSON 6: URL	LESSON 7: ADDRESS BAR	LESSON 8: DELETING A URL	LESSON 9: ENTERING A URL	LESSON 10: BROWSER ICONS & BUTTONS	LESSON 11: BACK & FORTH BUTTONS	LESSON 12: REFRESH BUTTON	LESSON 13: SCROLL BAR	LESSON 14: MASTER BADGE
Franklin M.	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸

YES OR NO IMAGE EXCHANGE CARD

2.IEC.Y/N

 YES	 NO

THUMBS IMAGE EXCHANGE CARD

2.11.THUMB

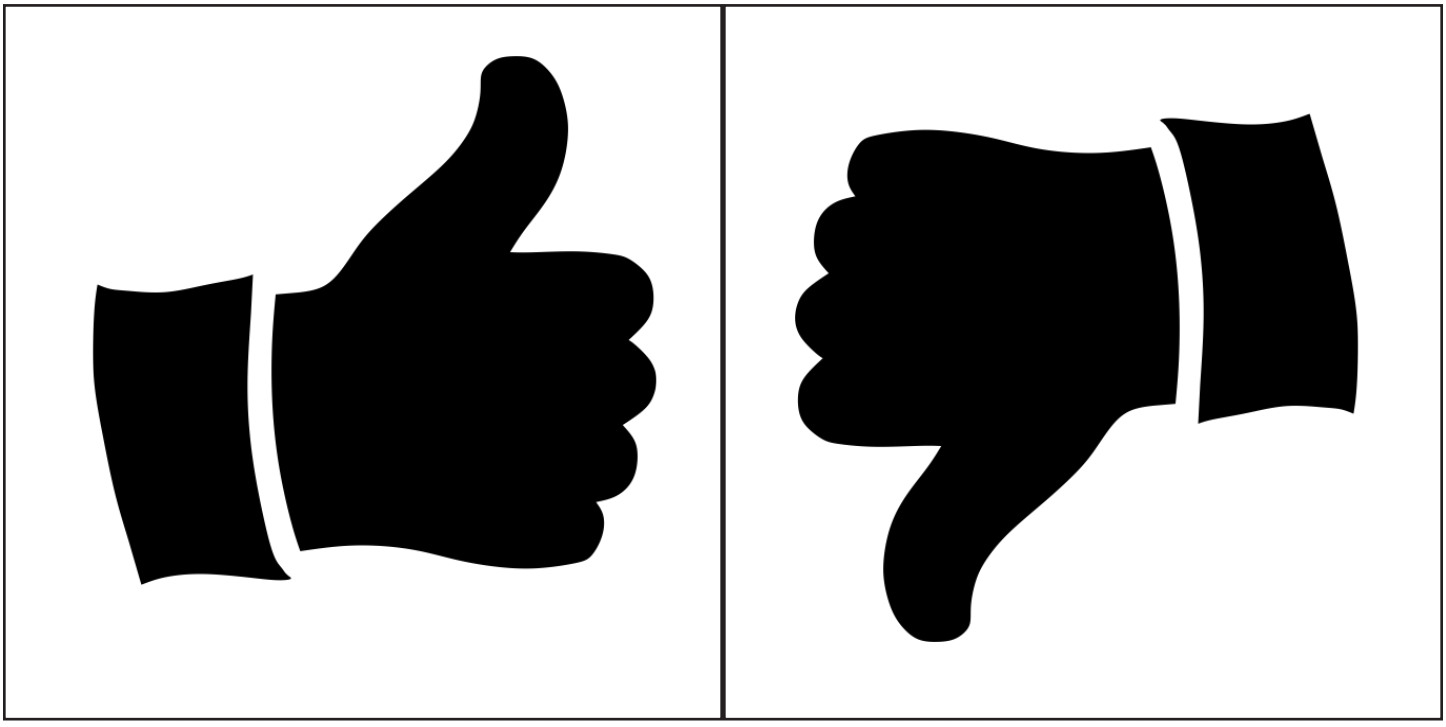


IMAGE EXCHANGE CARDS

2.IEC.IMAGE

Loved It

Confused About Standup

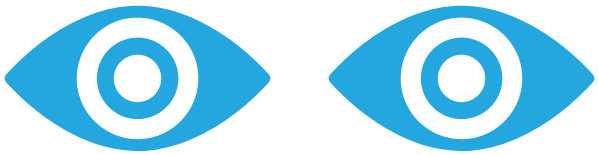
Great Details

I Have a Question

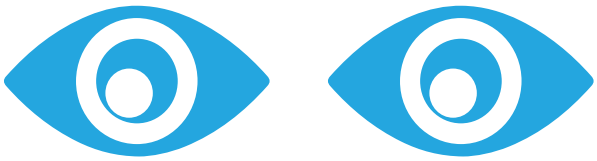
Great Speech Volume

Volume of Speech too Low

Great Eye Contact



Make More Eye Contact

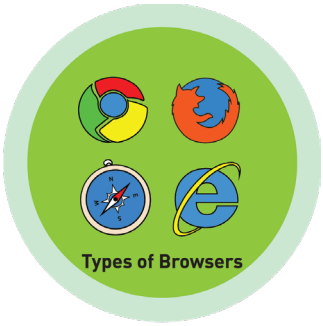


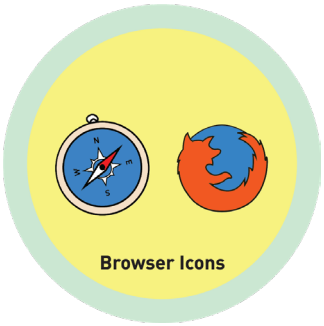
Great Energy

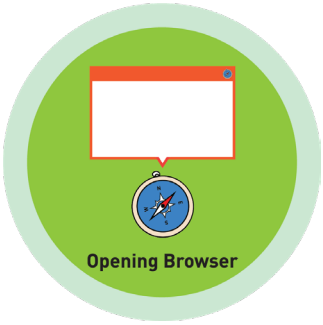
LVL 1 UNIT 2: BROWSER BASICS
LESSON 14: BROWSER BASICS
MASTER BADGE

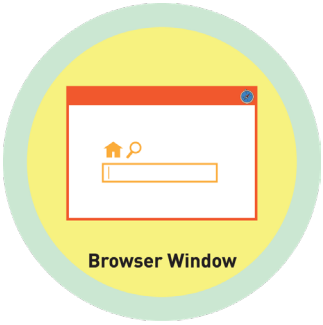
BADGE BOARD

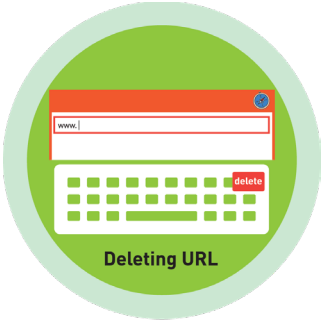
2.BADGE

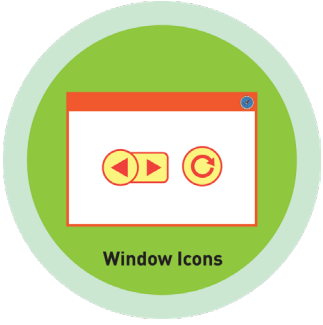


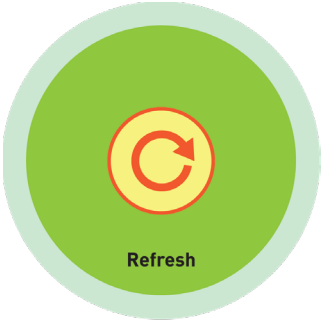


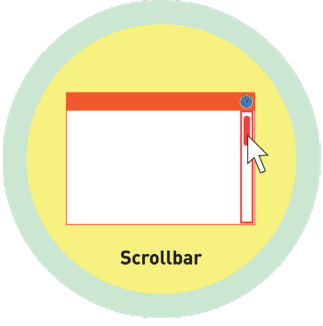


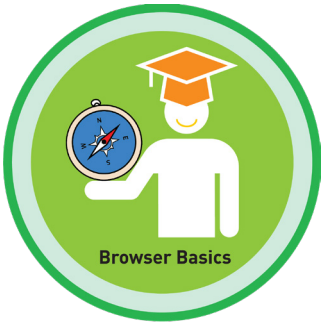






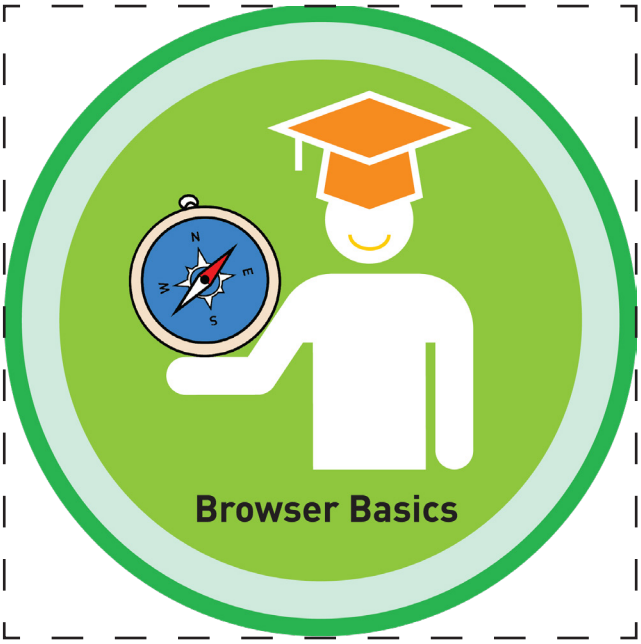






WORD WALL PRINTOUT

2.14.6



We can **identify** **basic browser terminology!**

DIFFERENTIATION

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

T1 BROWSER BASICS MASTER EXIT TICKET UNIT 3 GOALS

2.14.7.1

Name: _____

Date: _____

PART 1 DIRECTIONS

Use this worksheet to check your progress in Digitability's Unit 2: Browser Basics.

BADGES	CIRCLE THE WORD "YES" WHEN YOU UNLOCK A BADGE IN YOUR ACCOUNT	IF YOU CIRCLED "YES", GIVE YOURSELF 1 POINT AND FIND THE SUM OF YOUR TOTAL POINTS.
Browser	YES	+ _____
Types of Browsers	YES	+ _____
Browser Icons	YES	+ _____
Opening a Browser	YES	+ _____
Browser Window	YES	+ _____
Address Bar	YES	+ _____
URL	YES	+ _____
Deleting a URL	YES	+ _____
Entering a URL	YES	+ _____
Browser Icons and Buttons	YES	+ _____
Back and Forth Buttons	YES	+ _____
Refresh Button	YES	+ _____
Scroll Bar	YES	+ _____

TOTAL BADGES EARNED: _____

MASTER BADGE	CIRCLE THE WORD "YES" WHEN YOU UNLOCK THE MASTER BADGE IN YOUR ACCOUNT	IF YOU CIRCLED "YES", GIVE YOURSELF 1 POINT AND FIND THE SUM OF YOUR TOTAL POINTS.
Unit 2: Browser Basics	YES	+ _____

TOTAL MASTER BADGES EARNED: _____

ADD IT UP!

TOTAL BADGES:	+_____
TOTAL MASTER BADGES:	+_____

TOTAL: _____

T2 BROWSER BASICS MASTER BADGE EXIT TICKET UNIT 3 GOALS

2.14.7.2

Name: _____

Date: _____

PART 2 DIRECTIONS
Circle one goal for Unit 3 based on the total # of **BADGES** & **MASTER BADGES** sum from Part 1.

YOUR TOTAL #	UNIT 2 GOAL
13	I will continue to consistently use Digitability and complete all of my lessons and unlock all of my badges for Unit 3.
12	I will check my account on the Monday of every week to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 3.
5-11	I will check my account on Mondays and Wednesdays of every week to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 3.
0-4	I will check my account every night of the week for homework to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 3.

T3 BROWSER BASICS MASTER BADGE EXIT TICKET UNIT 3 GOALS

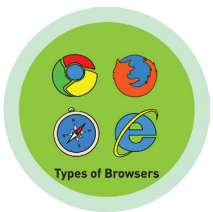
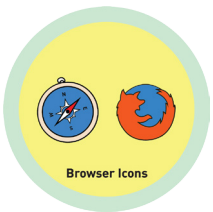
2.14.7.3

Name: _____

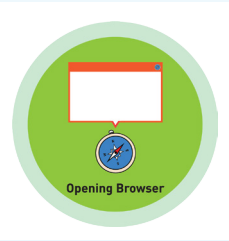
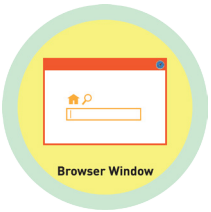
Date: _____

PART 1 DIRECTIONS

Use this worksheet to check your progress in Digitability's Unit 2: Browser Basics

BADGE	CIRCLE THE √ IF YOU UNLOCKED THE BADGE OR MASTER BADGE
	√
	√
	√

LVL 1 UNIT 2: BROWSER BASICS
LESSON 14: BROWSER BASICS
MASTER BADGE

	√
	√
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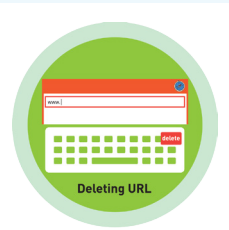	√
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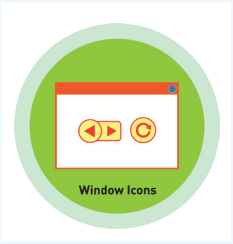	√
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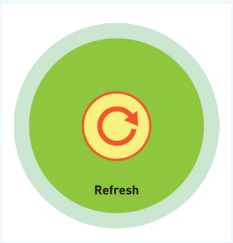
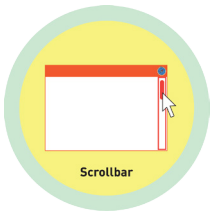
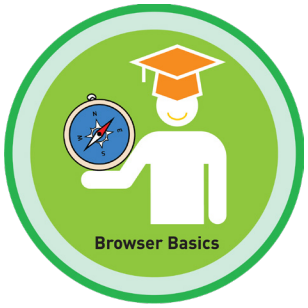
	√
	√
	√

TOTAL BADGES AND MASTER BADGES EARNED: _____



T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B | 2.14.8.2

I liked the part of your presentation when you _____

I think you can work on _____

I have a question about _____

T1 TAG WRITING PROMPT

2.TAG.1

Name: _____

Date: _____

Choose a writing prompt to answer using the TAG writing strategy:

- What can you do on a browser?
- How can you navigate a browser?
- What is your favorite browser to use? Which tools do you use on this browser?

WORD BANK

browser ($1) **browser icons** ($1) **types of browsers** ($1) **browser window** ($1) **address bar** ($2)
URL ($2) **entering URLs** ($2) **refresh button** ($2) **scroll bar** ($4) **back and forth buttons** ($4)

T1 TAG ADD IT UP

2.TAG.1

Name: _____

Date: _____

WORD USED:	AMOUNT FOR USING THE WORD CORRECTLY:	FIND THE SUM OF EACH WORD USED CORRECTLY:
browser	$1	+ _____
browser icons	$1	+ _____
types of browsers	$1	+ _____
browser window	$1	+ _____
address bar	$2	+ _____
URL	$2	+ _____
entering URLs	$2	+ _____
refresh button	$2	+ _____
scroll bar	$4	+ _____
back and forth buttons	$4	+ _____

DOLLARS EARNED: $_____

T1 TAG WRITING RUBRIC

2.TAG.1

Name: _____

Date: _____

	ADVANCED 4 POINTS	PROFICIENT 3 POINTS	BASIC 2 POINTS	BELOW BASIC 1 POINT
T & A: Turn Question into a Topic Sentence and Answer Question (4/4)	Topic sentence is clear, correctly placed, and correctly answered. **Nice job!**	Topic sentence is either unclear or incorrectly placed, but has a correct answer. **Next Steps:** For homework, you will rethink and rewrite your topic sentence.	Topic sentence is unclear but is correctly placed and has a correct answer. **Next Steps:** For homework, you will rethink and rewrite your topic sentence.	Topic sentence is unclear, incorrectly placed and did not have an accurate answer. **Next Steps:** For homework, you will rethink and rewrite your topic sentence and select a correct answer.
G: Give Supporting Examples (4/4)	Paragraph(s) has three or more supporting example sentences that relate back to the topic sentence. **Nice job!**	Paragraph(s) has two supporting detail sentences that relate back to the topic sentence. **Next Steps:** For homework, you will compose three supporting example sentences that relate back to the topic sentence.	Paragraph(s) has one supporting example sentence that relates back to the topic sentence. **Next Steps:** For homework, you will compose three supporting example sentences that relate back to the topic sentence.	Paragraph(s) has no supporting example sentences that relate back to the topic sentence. **Next step:** For homework, you will compose three supporting example sentences that relate back to the topic sentence.
Legibility (4/4)	Legible handwriting, typing, or printing. **Nice work!**	Writing is legible in most places. **Next step:** For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.	Writing is not legible in places. **Next step:** For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.	Writing is not legible. **Next step:** For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.
Mechanics (4/4)	Paragraph(s) has no errors in punctuation, capitalization, and spelling. **Great work!**	Paragraph(s) has 1-2 punctuation, capitalization, and/or spelling errors. **Next Steps:** For homework, you will correct all errors.	Paragraph(s) has 3-5 punctuation, capitalization, and/or spelling errors. **Next Steps:** For homework, you will correct all errors.	Paragraph(s) has 6+ punctuation, capitalization, and/or spelling errors. **Next Steps:** For homework, you will correct all errors.

	ADVANCED 4 POINTS	PROFICIENT 3 POINTS	BASIC 2 POINTS	BELOW BASIC 1 POINT
Creativity/Style **(4/4)**	Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph(s), ALL of the time. **WOW! Great work!**	Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph(s), most of the time. **Next Steps:** For homework, you will rewrite your paragraph(s), implementing 5-10 adverbs, adjectives and/or prepositional phrases appropriately.	Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph(s), some of the time. **Next Steps:** For homework, you will rewrite your paragraph(s), implementing 5-10 adverbs, adjectives and/or prepositional phrases appropriately.	Does not use adverbs, adjectives and/or prepositional phrases to make writing descriptive. **Next Steps**: For homework, you will rewrite your paragraph(s), implementing 5-10 adverbs, adjectives and/or prepositional phrases appropriately.

WRITING PROBE

STUDENT SCORED ___ / 20 POINTS ON THEIR WRITING PROBE RUBRIC

WITH _____% ACCURACY.

MATH PROBE

STUDENT CALCULATED ___ / 10 VOCABULARY TERMS

WITH _____% ACCURACY.

T1 TAG WRITING PROMPT

2.TAG.2

Name: _____

Date: _____

WORD BANK

address bar | refresh button | back and forth buttons | types of browsers | browser icons | URL | browser | browser window

Browsers can be used to do many things. A 1. _____lets you view websites on the internet. There are many different 2. _____ that you can pick from and use; such as, Google Chrome, Safari, and Internet Explorer. You will see that each browser has their own 3._____ , which is a picture that stands for each type of browser. After you click on a browser icon, a 4._____ , or a the square that surrounds the outside of a website, will appear. The browser window has many of tools.One tool that you can use is the 5. _____ , which is a long and white rectangle at the top of the window. You can use the address bar to enter 6. _____ , which are website addresses. Also, you can use different browser buttons to navigate the internet. Some examples of these buttons are scrollbar, the 7._____ to help you move from one web page to another, and the 8. _____ which helps you replay, reload, or update information on the browser.

SCORE: **Student correctly answered ___ /8 vocabulary terms with _____% accuracy.**

T2 TAG CHECK YOUR AN-

2.TAG.2

Name: _____

Date: _____

WORD USED:	IF YOU GOT IT CORRECT, CIRCLE THE DOLLAR AMOUNT:	IF YOU GOT IT CORRECT, ADD IT UP:
browser ($1)		+ _____
types of browsers($1)		+ _____
browser icons ($1)		+ _____
browser window ($1)		+ _____
address bar ($3)		+ _____
URLs ($4)		+ _____
back and forth buttons ($4)		+ _____
refresh buttons ($5)		+ _____

DOLLARS EARNED: $_____

SCORE: Student correctly answered ___ /8 vocabulary terms with _____% accuracy.

T3 TAG WRITING PROMPT

2.TAG.3

Name: _____

Date: _____

Browsers can be used to do many things. A **(1. browser/website)** lets you view websites on the internet. There are many different **(2. internet/types of browsers)** that you can pick from and use. You will see that each browser has their own **(3. scroll bar/browser icon)** which is a picture that stands for each type of browser. After you click on a browser icon, a **(4. browser window/URL)**, or a the square that surrounds the outside of a website, will appear. The browser window has many of tools.One tool that you can use is the **(5. browser/address bar)** at the top of the window. You can use the address bar to enter **(6. URLS/ types of browsers)**, which are website addresses. Also, you can use different browser buttons to navigate the internet. Some examples of these buttons are the the back and forth button and the Some examples of these buttons are the scroll bar, **(7. back and forth button/scroll bar)** to help you move from one web page to another, and the **(8. refresh button/back and forth buttons)**, which helps you replay, reload, or update information on the browser.

SCORE: Student correctly answered ___ /8 vocabulary terms with _____% accuracy.

Digitability

DATE

PAY TO THE ORDER OF $

DOLLARS

MEMO

Digitability

DATE

PAY TO THE ORDER OF $

DOLLARS

MEMO

Digitability

DATE

PAY TO THE ORDER OF $

DOLLARS

MEMO

ASSESSMENT DATA

SHOW WHAT YOU KNOW

STUDENT NAME	TIER	DATE: _____ UNIT 2 WRITING PROBE SCORE	DATE: _____ UNIT 2 MATH PROBE SCORE
Franklin M.	1	19/20 or 95%	80%
Winnie G.	2	5/8 or 63%	75%
Barkley P.	3	6/8 or 75%	95%

Bingo!

Objective

- Students are able to identify browser basics vocabulary.
- Students will show comprehension of browser basics vocabulary.

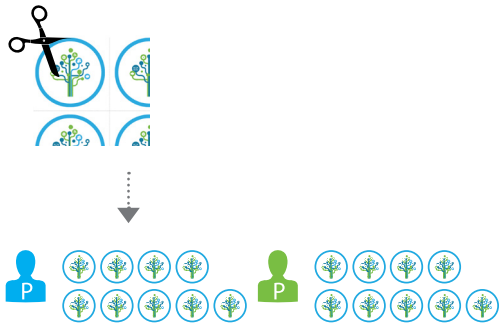
Differentiated Activity

Materials

10 Bingo boards, 96 Bingo markers,
13 Bingo Clue Cards,
Scissors, A box or a bowl

Activity Description

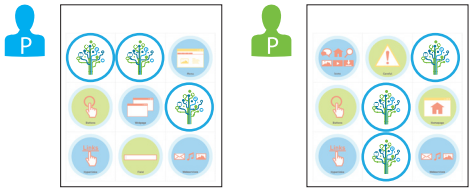
1. Cut bingo markers and distribute 9 markers per player.



2. Cut clue cards and fold. Place clue cards into a bowl or box.

3. One person should be assigned as the Bingo Host. The Bingo Host will pull out one card and read the clue.

4. Players will check their bingo card to see if they have the vocabulary word that matches the description. If they have a match, the learner can cover it with a bingo marker.



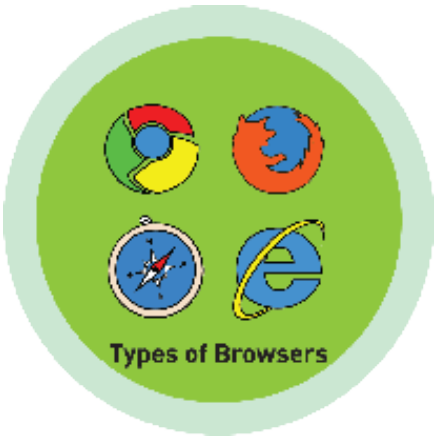
5. Players can decide how to win, ie. three in a row or an L shape, or a square.

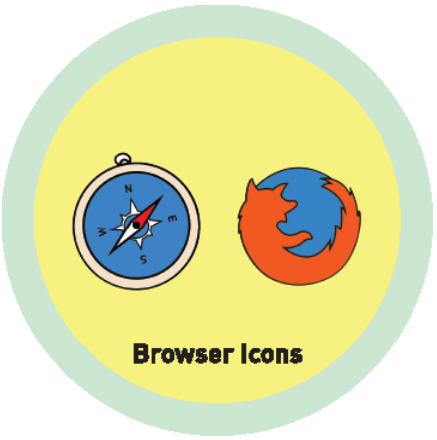
Consider laminating materials and using velcro.

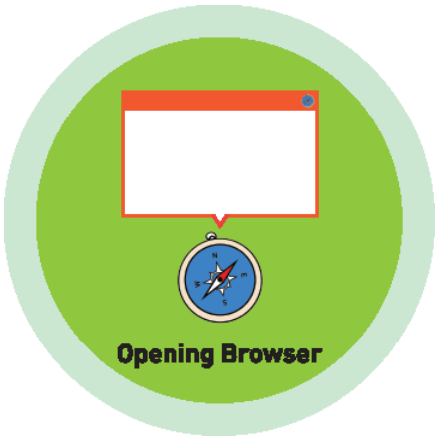
Please refer to your supplemental guide for support on reinforcement and prompting.

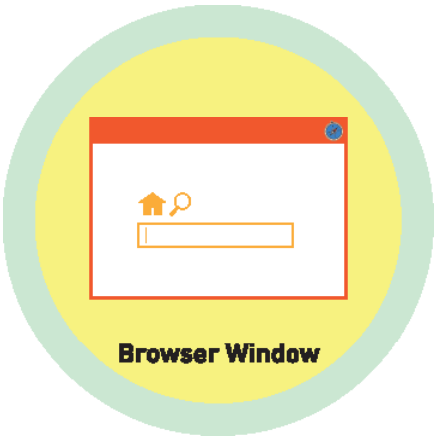
Name: _____

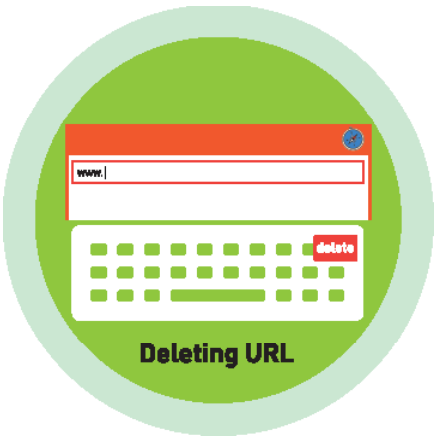
Unit 2. Internet Browser Vocabulary

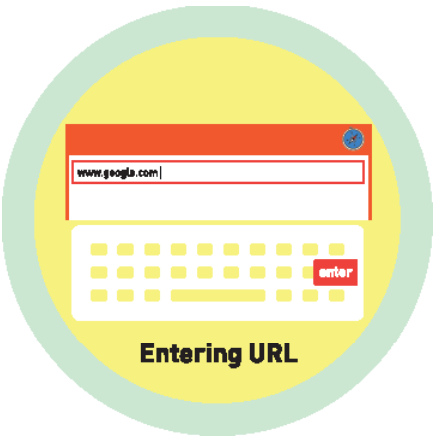






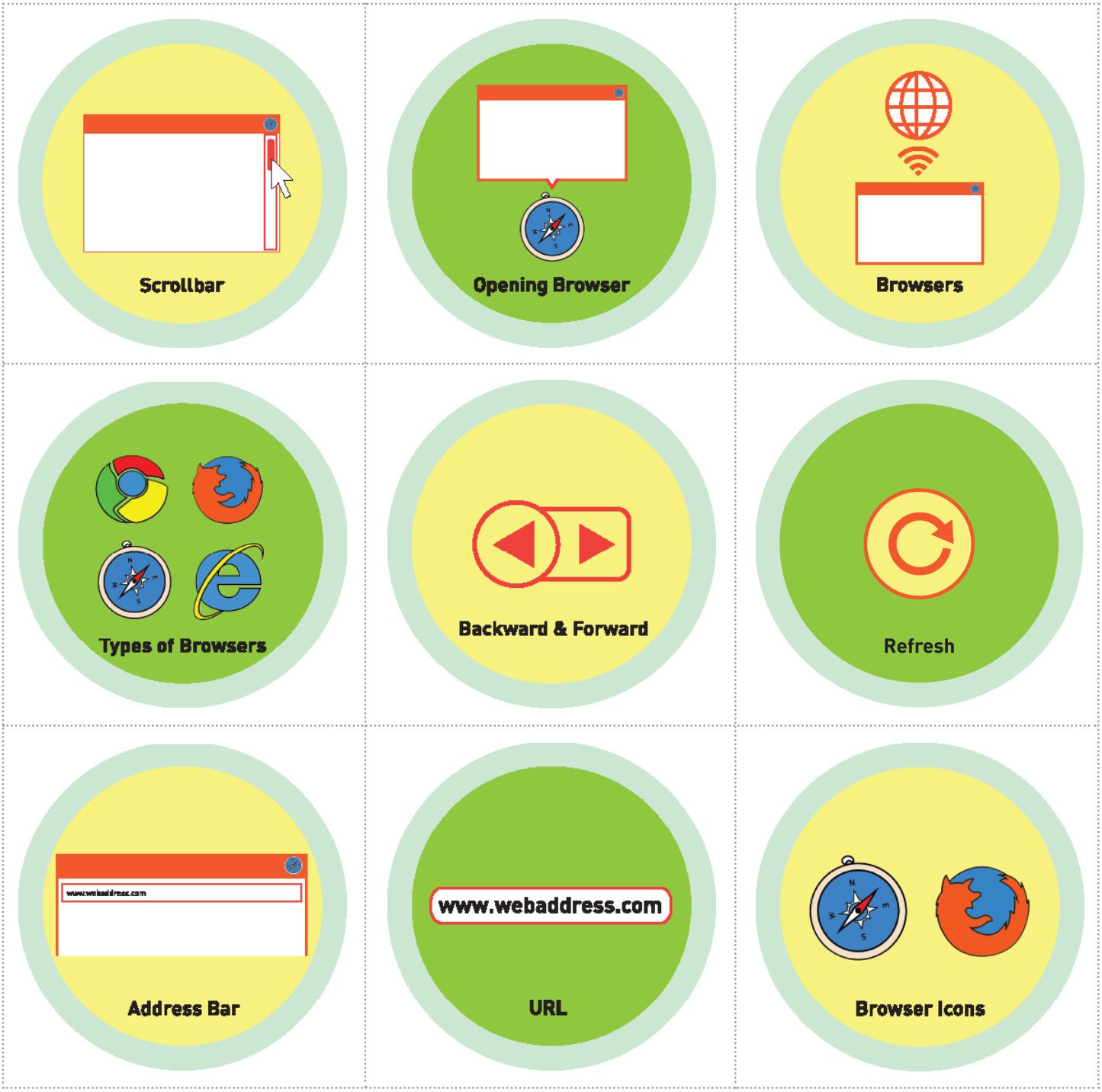






Name: _____

Unit 2. Internet Browser Vocabulary



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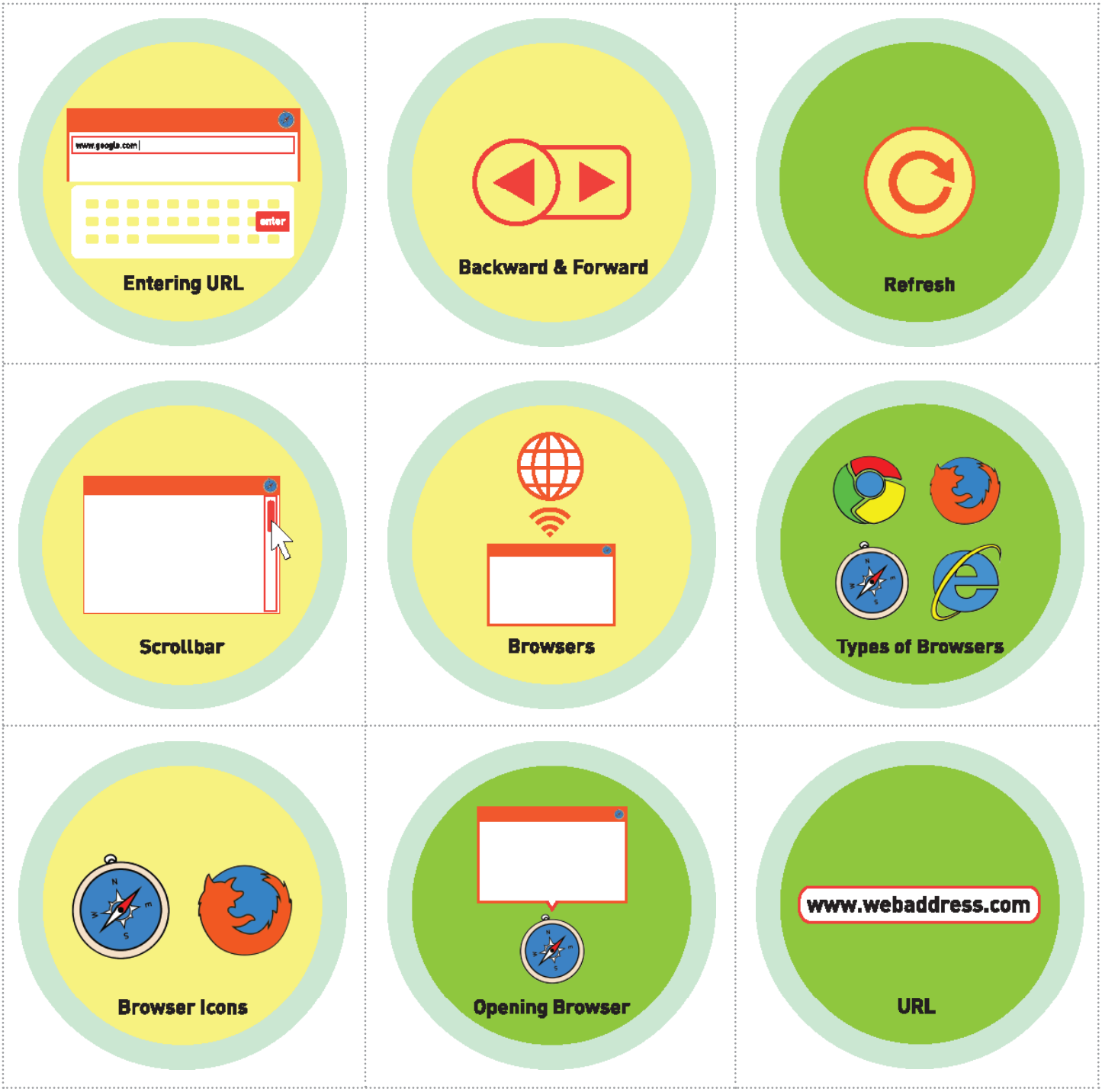
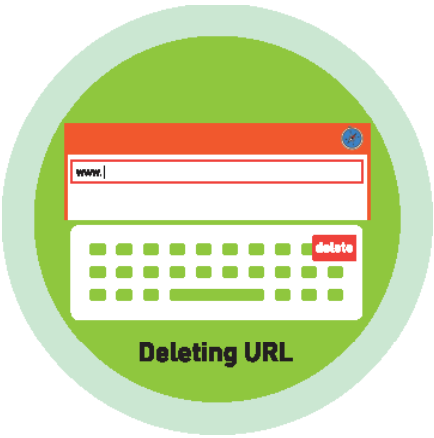
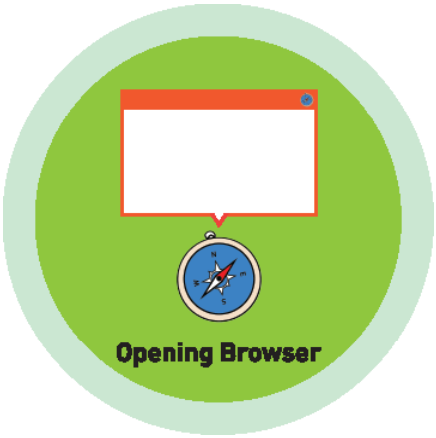
Unit 2. Internet Browser Vocabulary

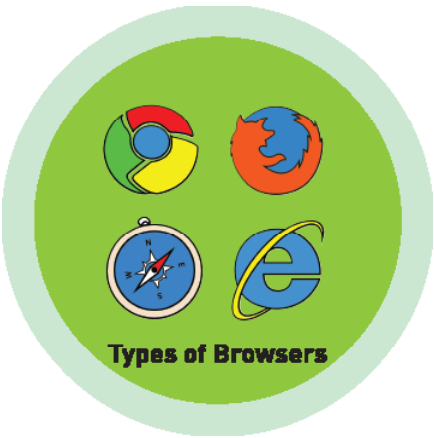


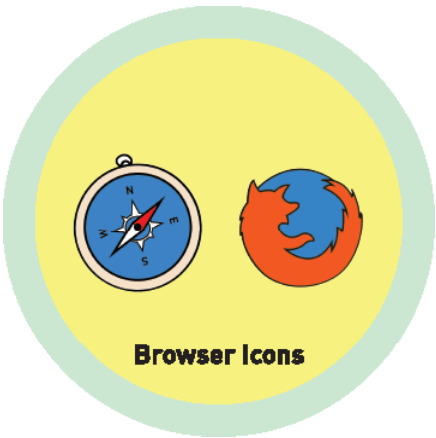
Name: _____

Unit 2. Internet Browser Vocabulary



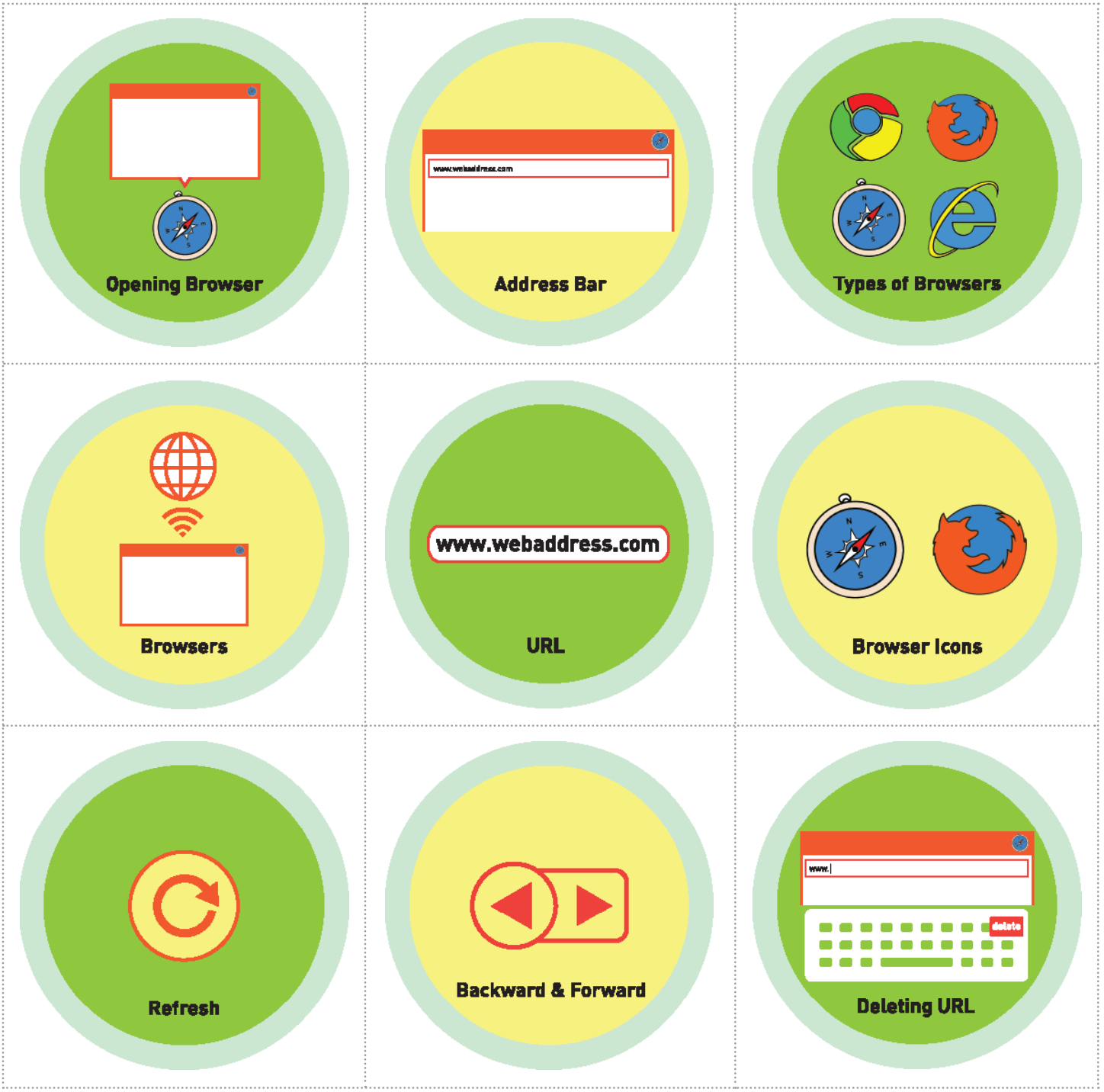






Name: _____

Unit 2. Internet Browser Vocabulary



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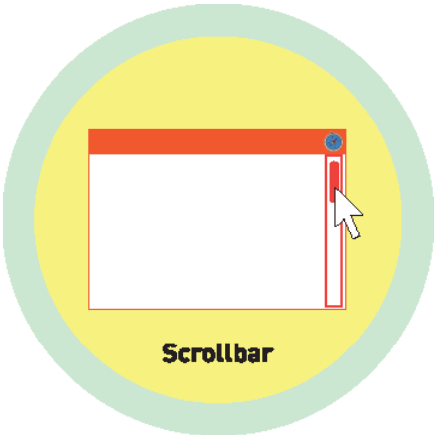
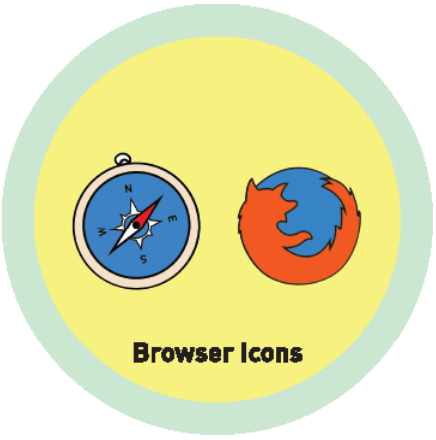
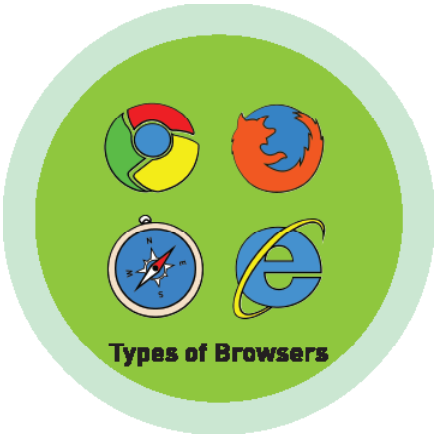
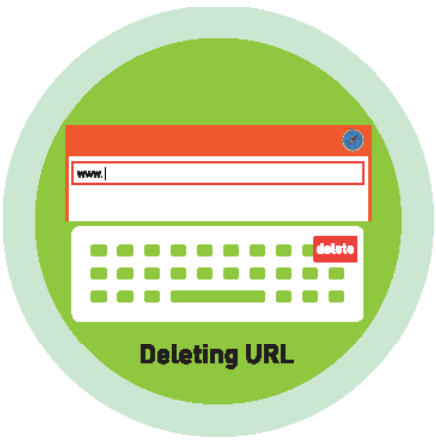
Unit 2. Internet Browser Vocabulary









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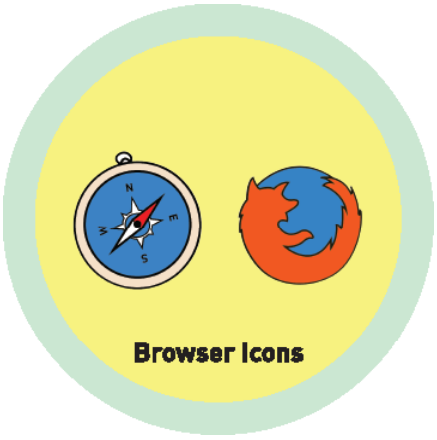
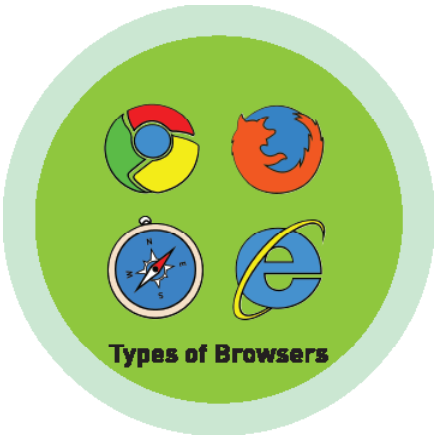
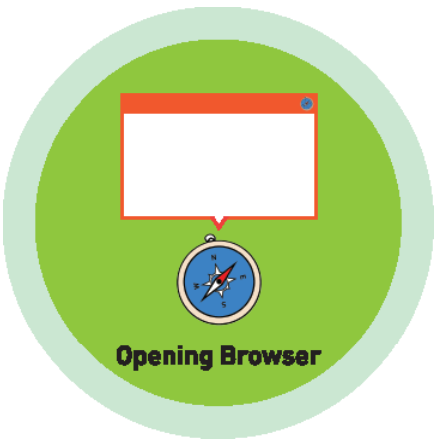
Unit 2. Internet Browser Vocabulary







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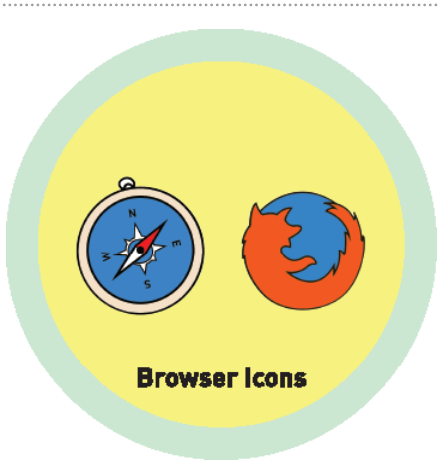
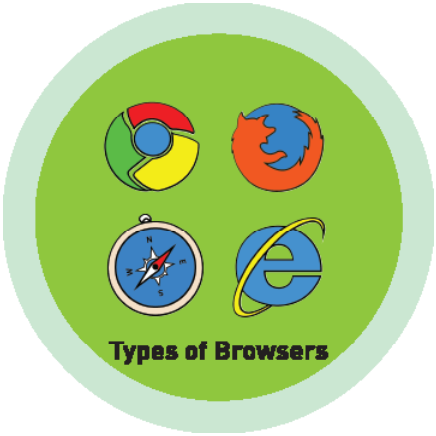
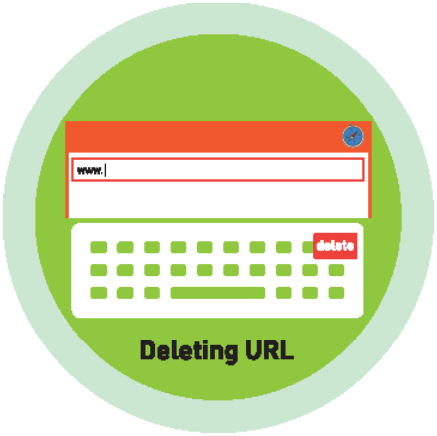
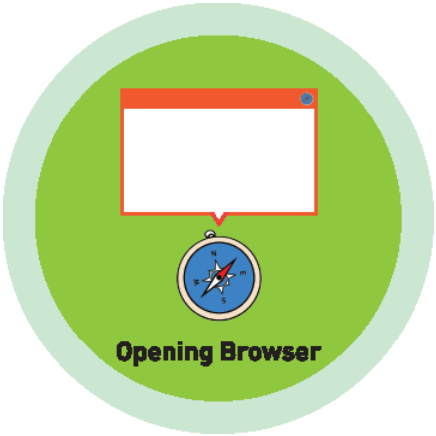
Unit 2. Internet Browser Vocabulary









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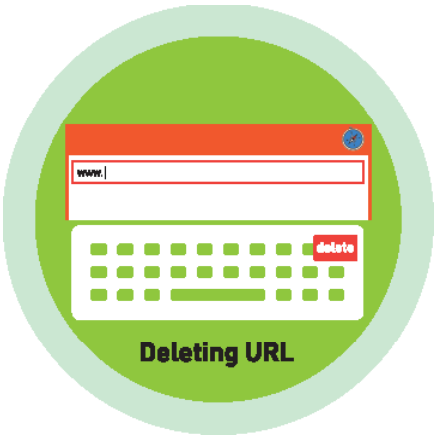
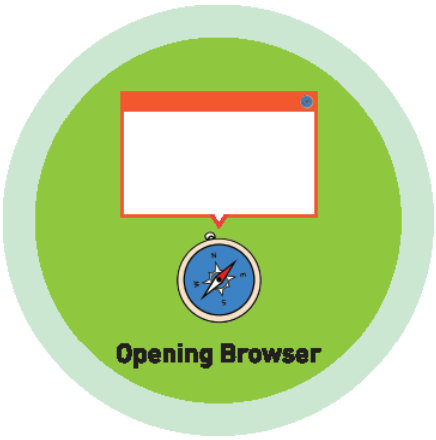
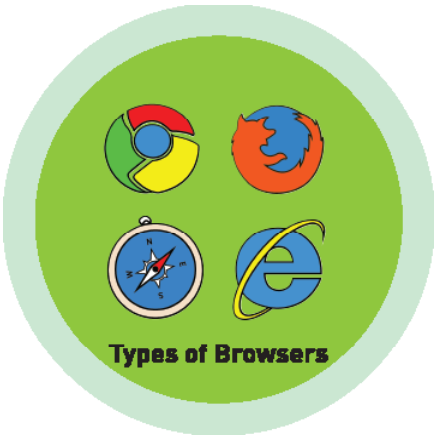
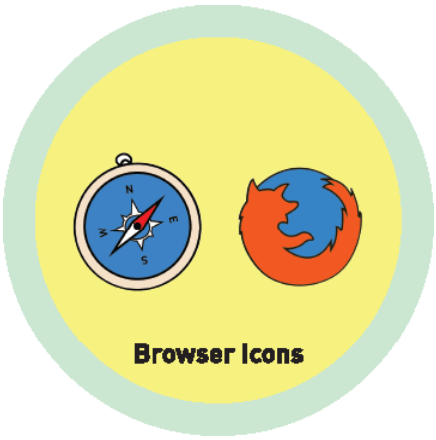
Unit 2. Internet Browser Vocabulary









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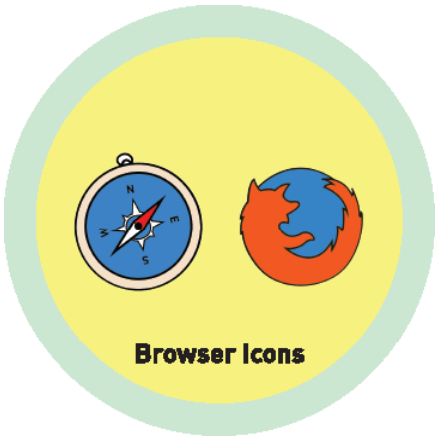
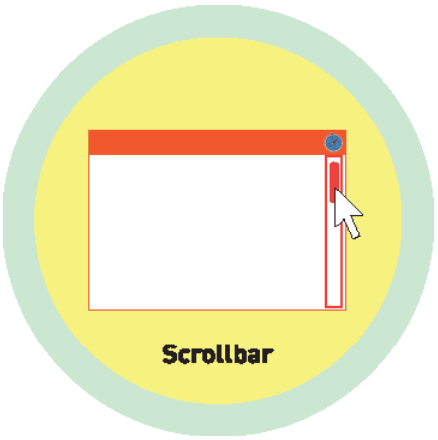
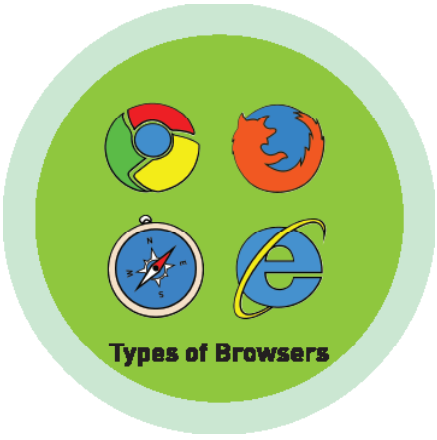
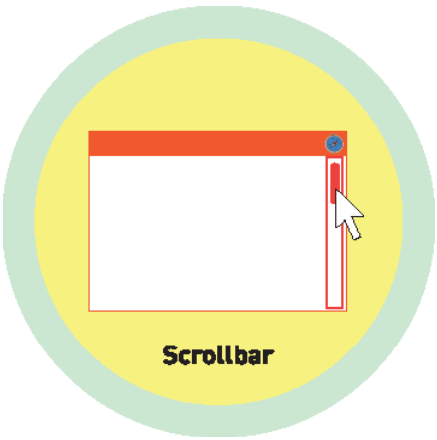
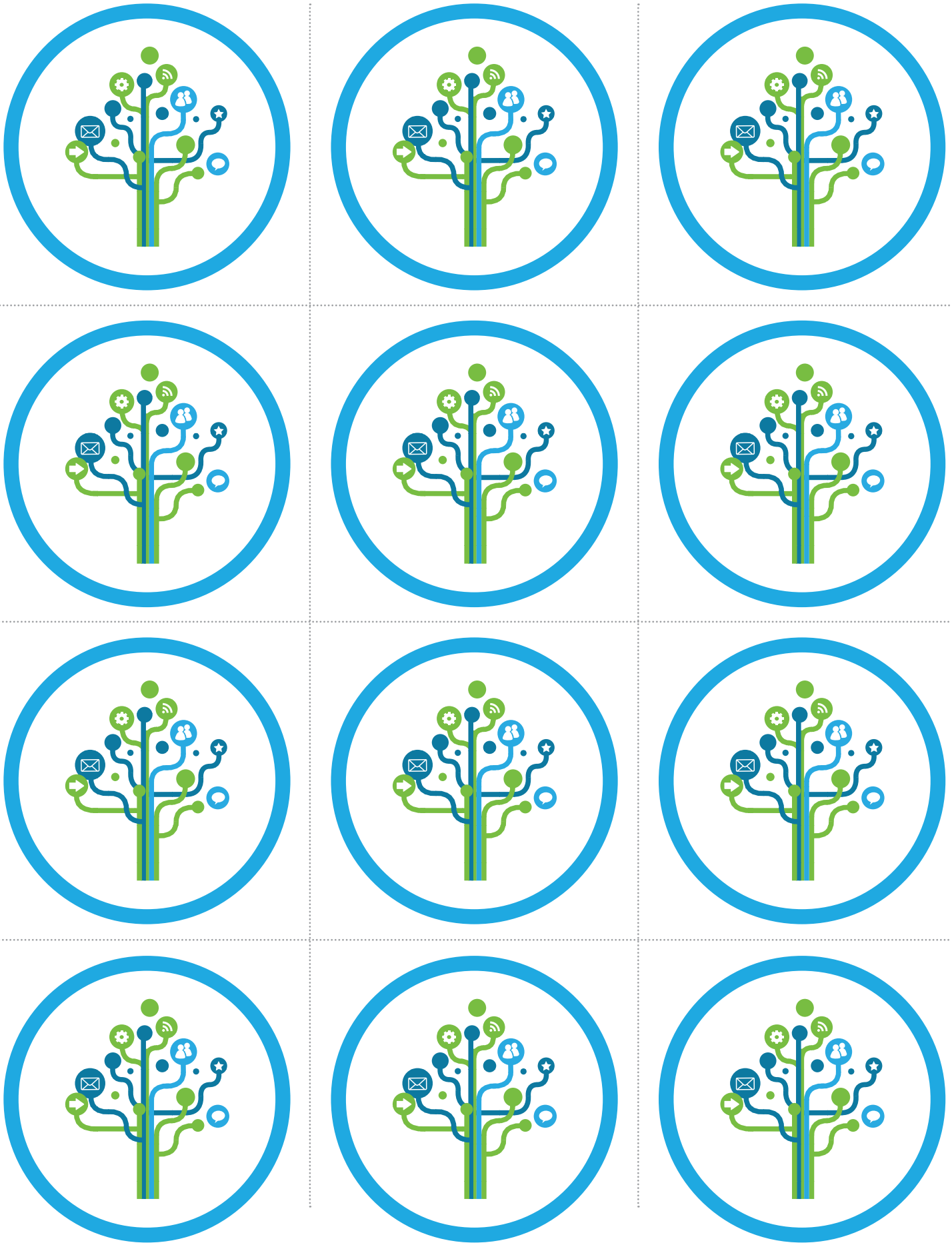
Unit 2. Internet Browser Vocabulary

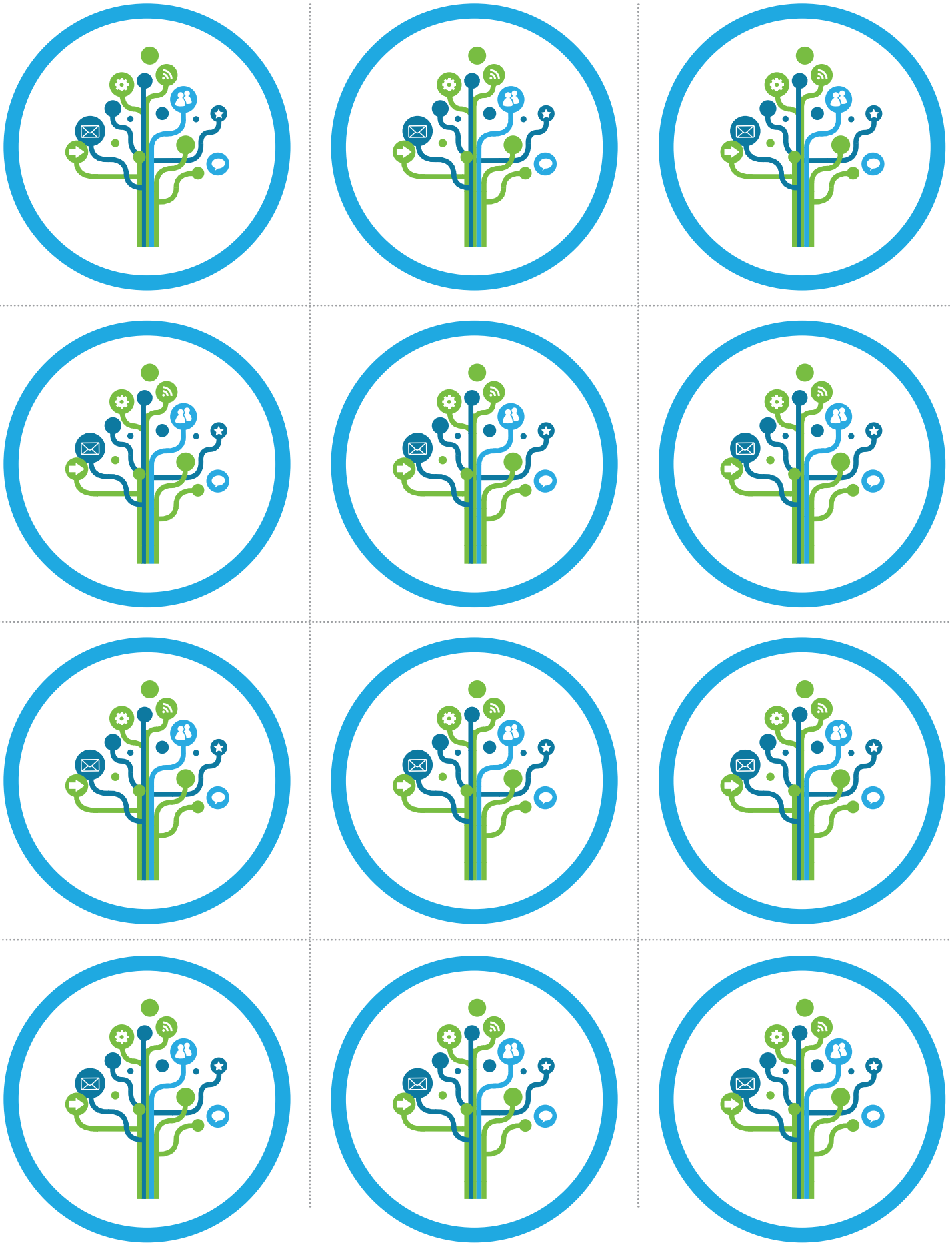












Units 2. Internet Browser Vocabulary_Bingo Clue Cards 1

Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: What lets you view the internet?

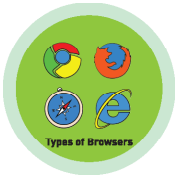
Answer: A Browser

Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: Google, Bing and Yahoo are _____ .

Answer: Types of Browsers

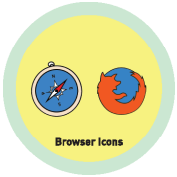


Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: What is a picture that stands for a type of browser called?

Answer: Browser Icons



Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: What are you doing if you click on a browser icon and a browser window opens up?

Answer: Opening a Browser

Units 2. Internet Browser Vocabulary_Bingo Clue Cards 2

Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: What is the square that surrounds the outside of the website called?

Answer: Browser Window

Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: To visit a website on the internet you must have the website's address.

Answer: URL

Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: Where do you type a website's URL?

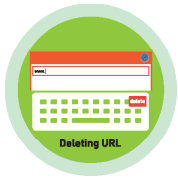
Answer: Address Bar

Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: What should you do before you enter a new URL into the address bar?

Answer: Deleting URL



Units 2. Internet Browser Vocabulary_Bingo Clue Cards 3

Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: What is it called when you type a web address into the address bar?

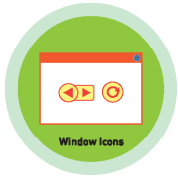
Answer: Entering URL

Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: What can you click on to help you get around easily on the internet?

Answer: Browser Buttons



Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: Every browser window has two buttons that help you go from one webpage to another. What are these buttons called?

Answer: Back and Forth Buttons

Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: Which button helps you replay, update or reload information on your webpage?

Answer: Refresh Button

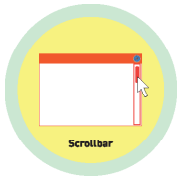
Units 2. Internet Browser Vocabulary_Bingo Clue Cards 4

Units 2. Internet Browser Vocabulary

Bingo!_Clue Card

Clue: What is the name of the long bar on the side of the browser that you can use to move up and down the website?

Answer: Scroll Bar



Make a Webpage

Objective

- Students is able to identify browser basics vocabulary.
- Student is able to operate basic elements of a browser.

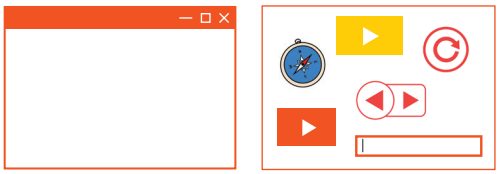
Differentiated Activity

Materials

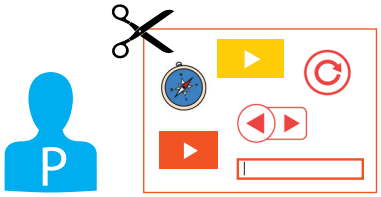
"Let's make a website!" sheet, Scissors, 2 pages of the elements, Table surface

Activity Description

1. Print out mock-up webpages (one uses words, another uses their corresponding images/icons).

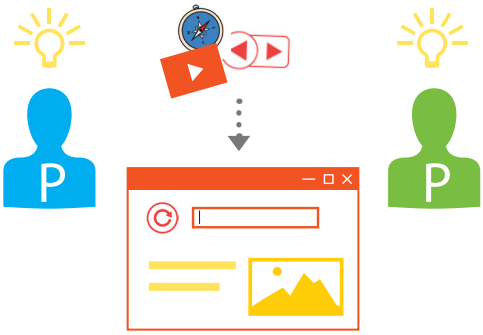


2. Have students cut out elements of webpage by following the dotted lines.



3. Have students mix up "puzzle" pieces.

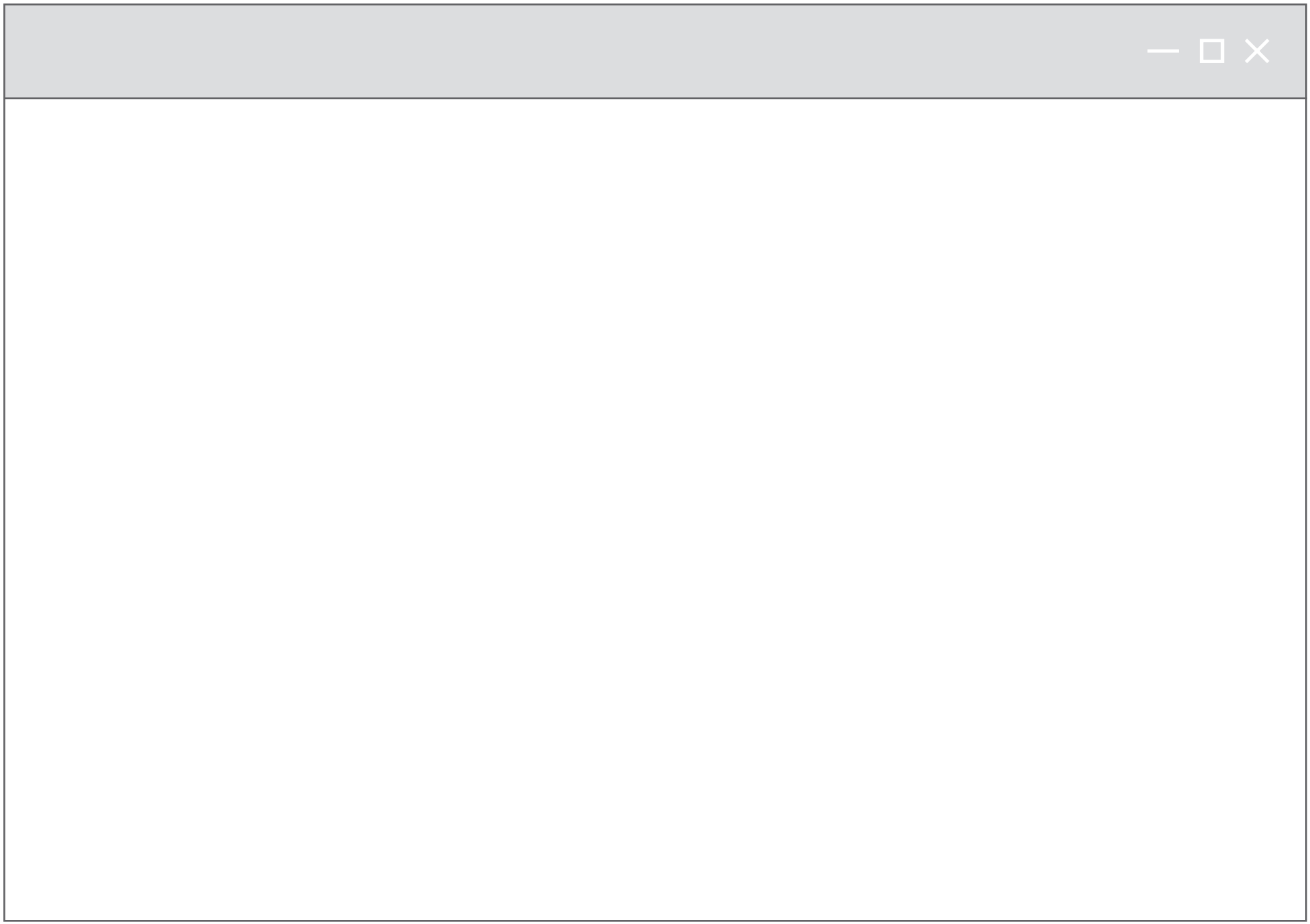
4. Have students reassemble webpage puzzle. To extend the activity have students work in pairs. Have them work together to recreate the webpage puzzle using the icons/images first, then lay on top the text versions.



The facilitator should offer feedback in keeping the player focused on the topic or theme they chose. Encourage them to add photos that match the title or content of the site.

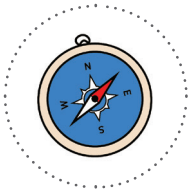
Please refer to your supplemental guide for support on reinforcement and prompting.

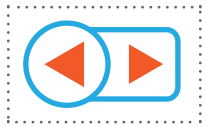
Units 2. Internet Browser Vocabulary_Let's Make a Website!

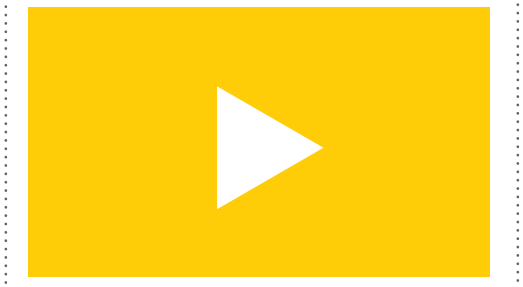


Units 2. Internet Browser Vocabulary_Let's Make a Website! Elements 1

Home Profile Videos Photos







Youtube Hyperlink

www.autismexpressed.com

Burgers

www.lovefood.com

We're dishing up your beloved burger in many different ways, from meaty, cheesy and overstuffed for the diehard fans to lighter
options like chicken, fish and veggie burgers.

Hot dogs

we've cooked up 50 different ways you can turn the humble hot dog into your next grown-up grilled main dish.

Salads

Barbecue

Desserts

Matching!

Objective

- Students are able to identify browser basics vocabulary.
- Students will show comprehension of browser basics vocabulary.

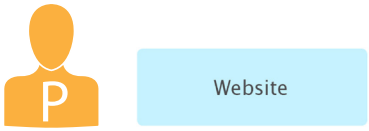
Differentiated Activity

Materials

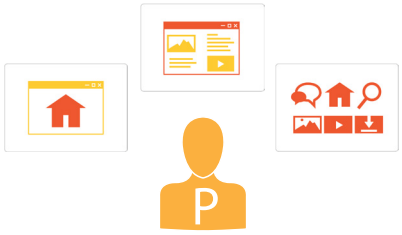
13 Vocabulary Word Cards,
13 Picture Exchange Cards, Scissors

Activity Description

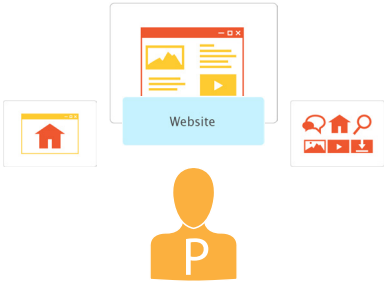
1. Player sits down at table. Player is presented with a single vocabulary word.



2. Facilitator places three images in front of the player.



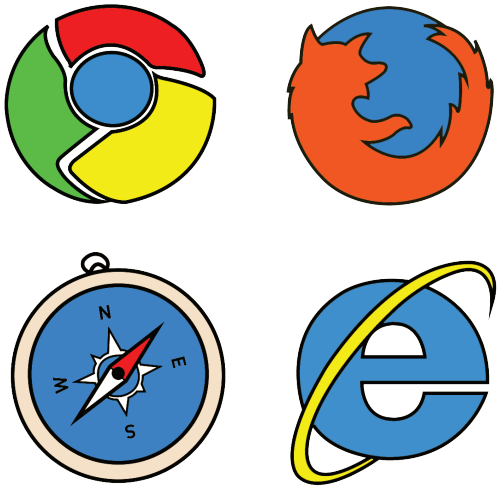
3. Player must choose the picture that matches the vocabulary word.

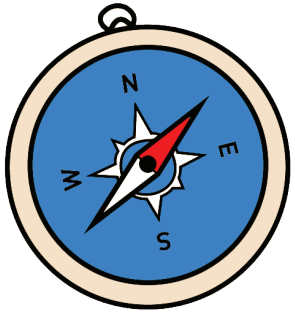


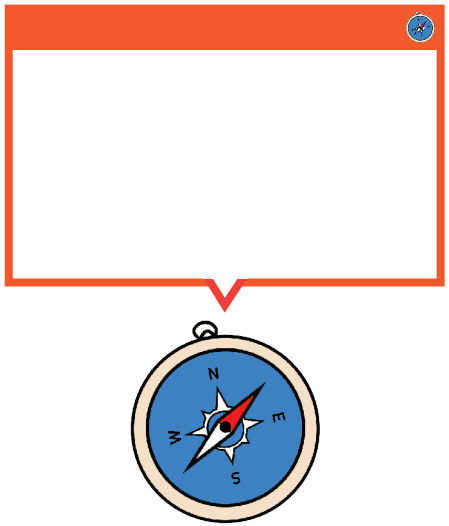
4. If player chooses correctly, player received reinforcment. If the player chooses incorrectly facilitator provides a prompt. This process is repeated based on learning objectives.

Please refer to your supplemental guide for support on reinforcement and prompting.

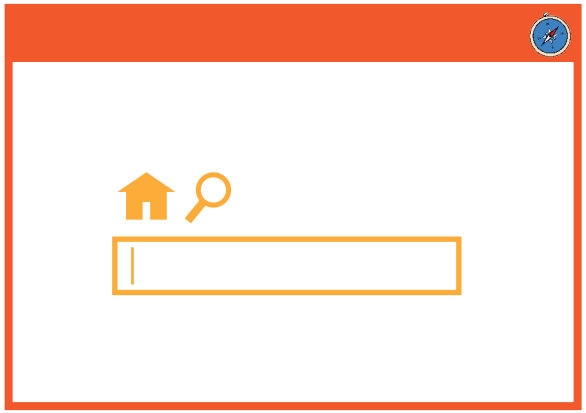
Units 2. Internet Browser Vocabulary_Picture Exchange Cards 1



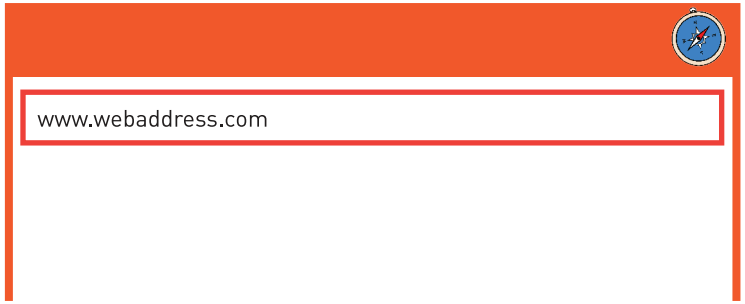


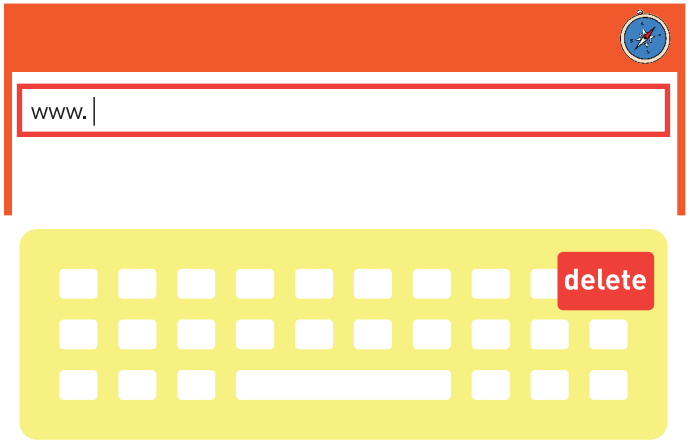


Units 2. Internet Browser Vocabulary_Picture Exchange Cards 2

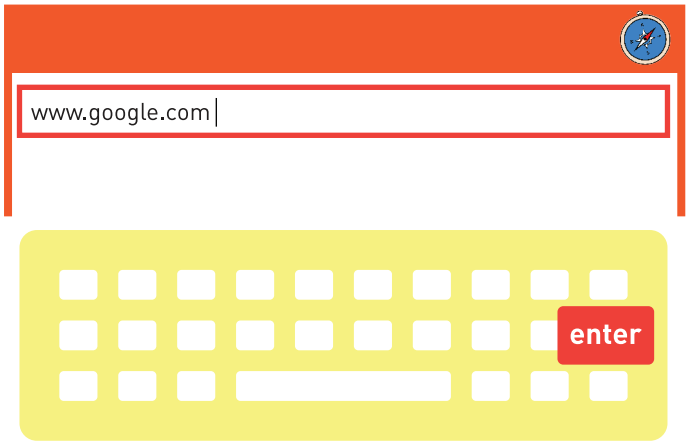


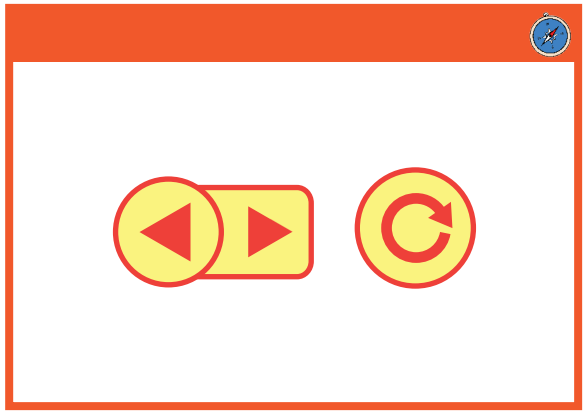
www.webaddress.com

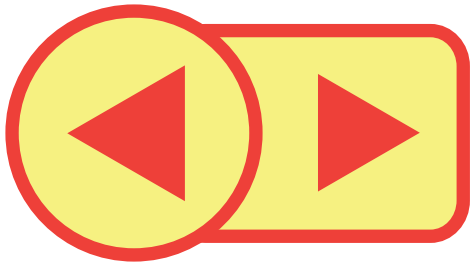


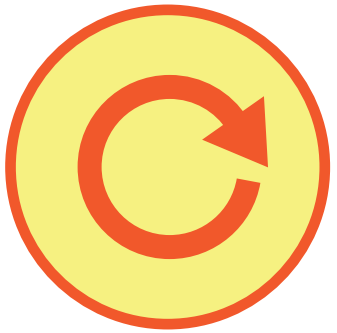


Units 2. Internet Browser Vocabulary_Picture Exchange Cards 3









Units 2. Internet Browser Vocabulary_Picture Exchange Cards 4

Browsers

Types of Browsers

Browser Icons

Opening a Browser

Browser Window

URL

Address Bar

Deleting URL

Entering URL

Browser Icons and Buttons

Back and Forth Buttons

Refresh Button

Scroll Bar

What am I? V1

Objective

- Students are able to identify browser basics vocabulary.
- Students will show comprehension of browser basics vocabulary.

Differentiated Activity

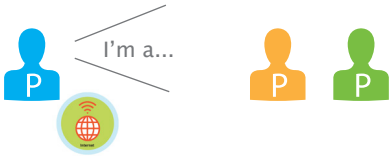
Materials

13 What am I? Clue Cards, 13 Badges, Scissors, A bowl or box

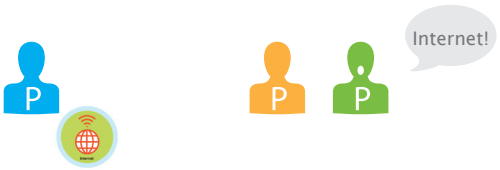
Activity Description

1. Each player is given a lesson badge.

2. A player is called up in front of the group of players to be the "Badge." . The Badge does not read the word on his badge, but instead offers one clue to the audience and then asks, "What am I?"

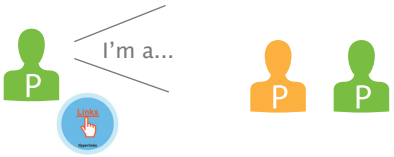


3. Based on the clue given, the audience attempts to answer the question in the format of "You are a _____ !"



4. If no one guesses the lesson badge, the player will give another clue. This repeats until the lesson badge is guessed.

5. When a member of the audience guesses correctly, it is their turn to present to the audience and offer clues.



If the student is struggling to provide clues, you can provide the What am I Clue Card that matches their badge.

Consider laminating materials and using velcro.

Please refer to your supplemental guide for support on reinforcement and prompting.

Units 2. Internet Browser Vocabulary_What am I Clue Cards 1

Units 2. Internet Browser Vocabulary

What am I ?_Clue Card

Clue:

- I let you view the internet.
  What am I?

Answer: I am a Browser.

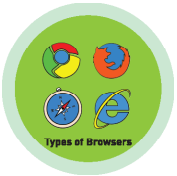
Units 2. Internet Browser Vocabulary

What am I ?_Clue Card

Clue:

- I am a picture that you can click, on your browser window.
  What am I?

Answer: I am Types of Browsers.



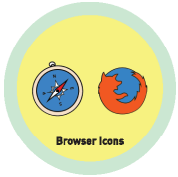
Units 2. Internet Browser Vocabulary

What am I ?_Clue Card

Clue:

- I am the pictures that stand for a type of browser.
  What am I?

Answer: I am Browser Icons.



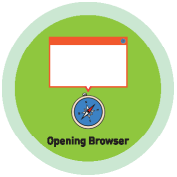
Units 2. Internet Browser Vocabulary

What am I ?_Clue Card

Clue:

- I am what you do when you click on a browser icon and the browser window appears.
  What am I?

Answer: I am an Opening a Browser.



Units 2. Internet Browser Vocabulary_What am I Clue Cards 2

Units 2. Internet Browser Vocabulary

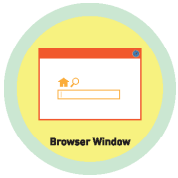
What am I ?_Clue Card

Clue:

- I am a window that is the square that surrounds the outside of the website.
- I have a field, buttons, and more.

What am I?

Answer: I am a Browser Window.



Units 2. Internet Browser Vocabulary

What am I ?_Clue Card

Clue:

- I am a website's address.
- You type me in the address bar.

What am I?

Answer: I am an URL.

Units 2. Internet Browser Vocabulary

What am I ?_Clue Card

Clue:

- I am at the top of a browser window.
- I am a long white rectangle where you type a URL.

What am I?

Answer: I am an Address Bar.

Units 2. Internet Browser Vocabulary

What am I ?_Clue Card

Clue:

- I am what you must do before you enter a new URL into the address bar.

What am I?

Answer: I am a Deleting URL.

Units 2. Internet Browser Vocabulary_What am I Clue Cards 3

Units 2. Internet Browser Vocabulary

What am I ?_Clue Card

Clue:

- I am what you do when you want to visit a new website? What am I?

Answer: I am a Entering URL.

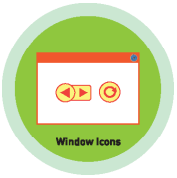
Units 2. Internet Browser Vocabulary

What am I ?_Clue Card

Clue:

- I am the icons you can click on.
- You can use me to move around on the Internet. What am I?

Answer: I am Browser Buttons.



Units 2. Internet Browser Vocabulary

What am I ?_Clue Card

Clue:

- I am the buttons that help you move back and forth to webpages. What am I?

Answer: I am Back and Forth Buttons.

Units 2. Internet Browser Vocabulary

What am I ?_Clue Card

Clue:

- I am a button that helps you replay, update, and/or reload information on your webpage. What am I?

Answer: I am a Refresh Button.

Units 2. Internet Browser Vocabulary_What am I Clue Cards 4

Units 2. Internet Browser Vocabulary

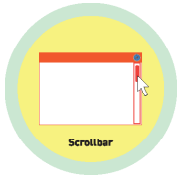
What am I ?_Clue Card

Clue:

- I can be found inside the browser window.
- I'm located on the side or bottom of your webpage.

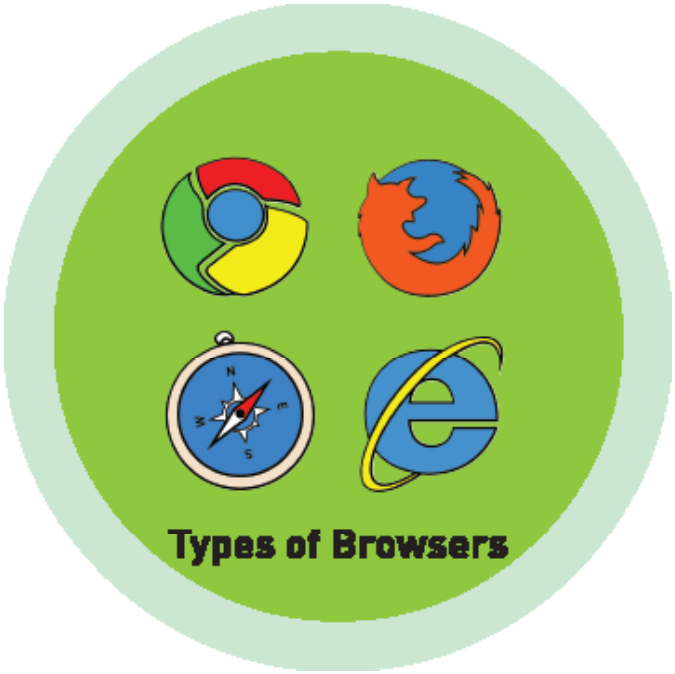
What am I?

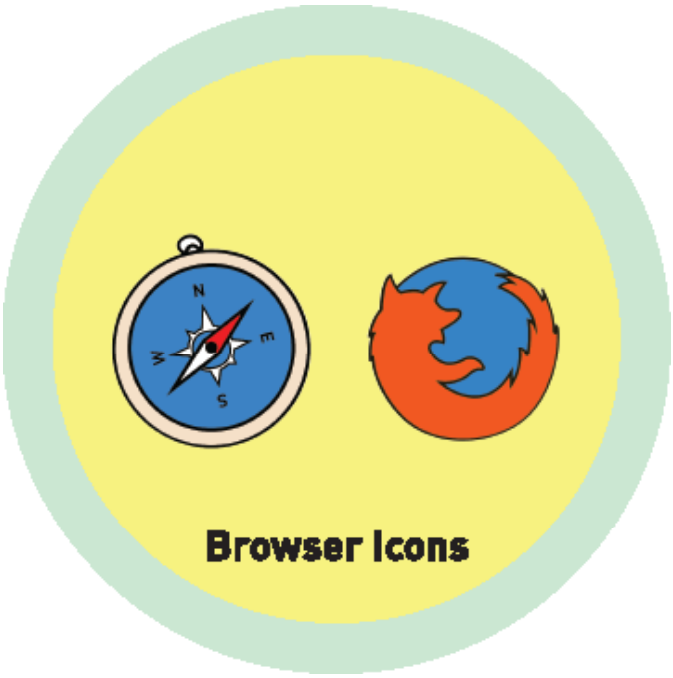
Answer: I'm a Scroll Bar.

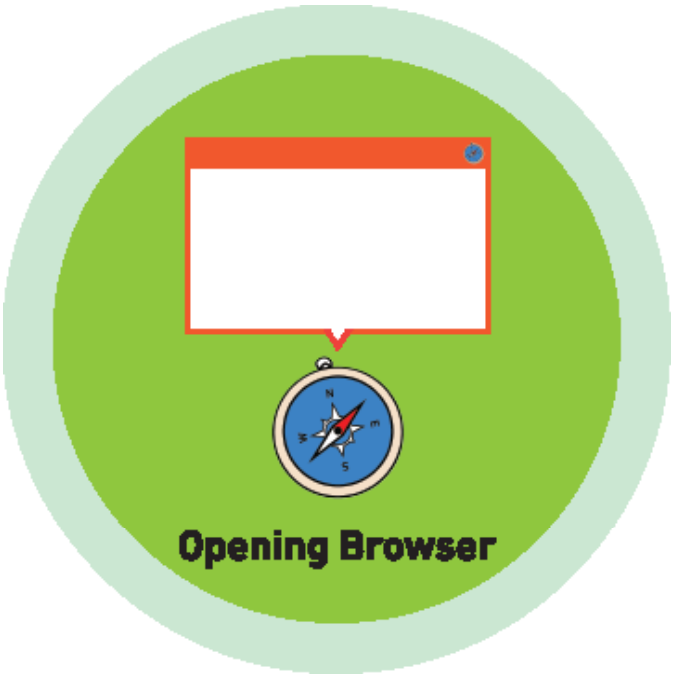


Browser Basics

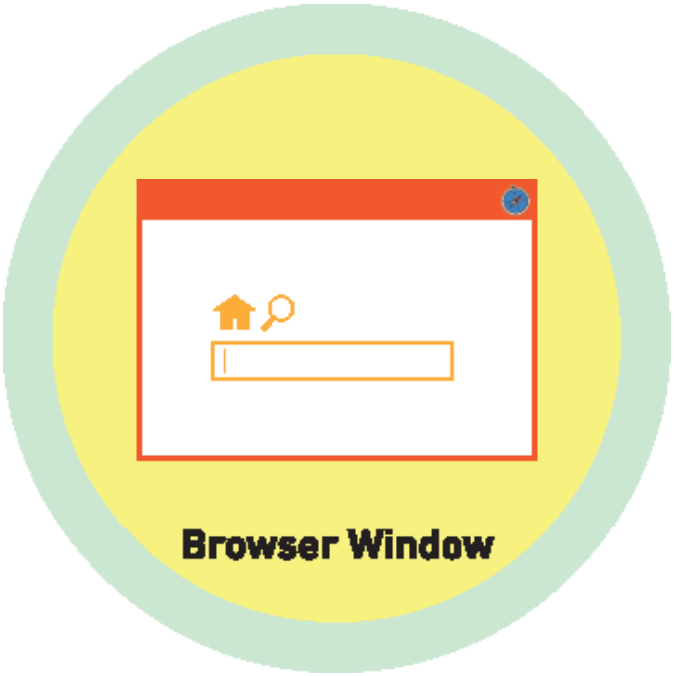
Browsers


Types of Browsers


Browser Icons

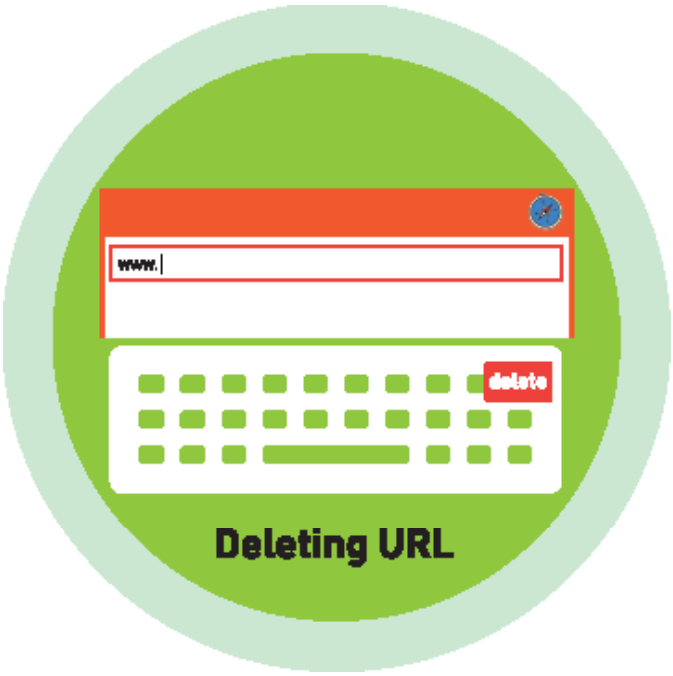

Opening Browser

Browser Basics

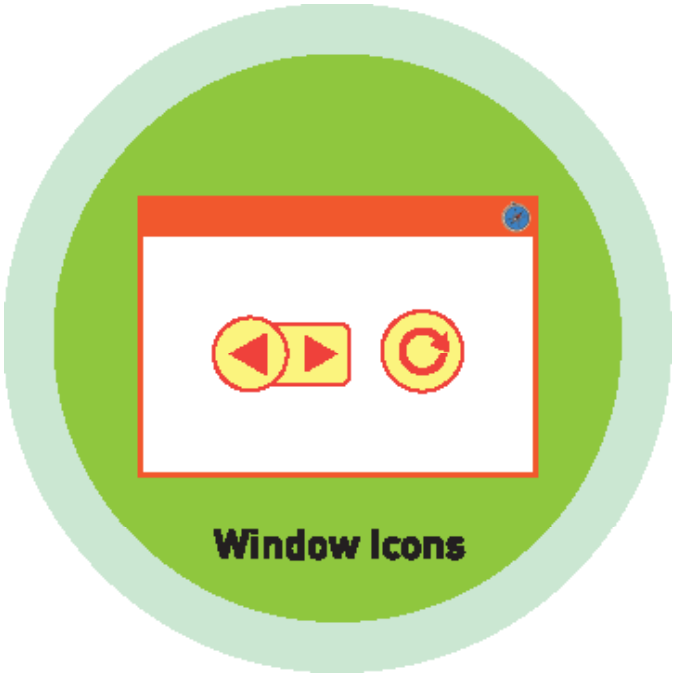

Browser Window

www.webaddress.com
URL

Address Bar

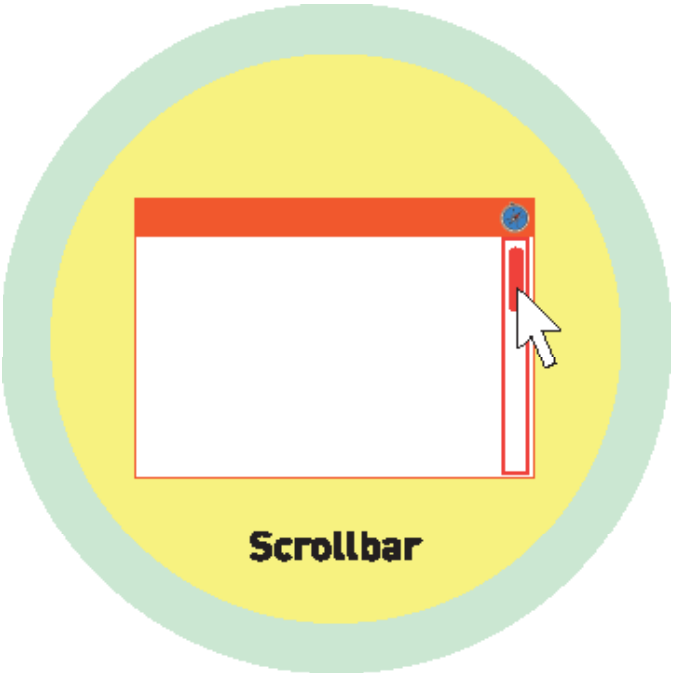

www.
delete
Deleting URL

www.google.com
enter
Entering URL


Window Icons

Backward & Forward

Refresh


Scrollbar

Pre-Implementation Assessment Data

Test Administrator: _____

Student: _____ Age: _____

Special Education Classification: _____

Verbal Ability

- ☐ less than 4 words
- ☐ complete sentences
- ☐ 4–5 words / fragment
- ☐ age-appropriate language

Reading Comprehension

- ☐ on or above grade level
- ☐ 1–2 years below grade level
- ☐ 3–4 years below grade level
- ☐ more than 4 years below grade level

Directions:

Administer the Pre-Implementation Assessment Data Form and the Student Assessment to determine the baseline knowledge of the student. Place the Student Assessment Form in front of the student. To allow the student to focus on one question at a time, consider covering a portion of the page.
Speak the question Statements marked with a Q to prompt the student. The student may speak, point or circle their answer. If the student gives the correct answer as their first response, mark a 1 in the score box. If the student gives an incorrect answer as their first response, mark a 0 in the score box. At the end of the assessment, add the number of correct answers and mark it in the total correct answers box at the bottom of the Data Form.

Unit 3. Basics of Search Engine

Objective: Student will be able to recognize elements of a search.

TRIAL 1

Q Which icon represents a search engine?

a. calendar icon
b. google icon
c. face time icon

- Acceptable answer: b.

☐ Enter 1 for a correct answer
☐ Enter 0 for an incorrect answer

- Student answered in: ☐ less than 4 words ☐ complete sentence ☐ 4–5 words / fragment ☐ age-appropriate language

TRIAL 2

Q What can Google's search engine help you find?

a. safari icon
b. forward arrow
c. key word in field box

- Acceptable answer: a.

☐ Enter 1 for a correct answer
☐ Enter 0 for an incorrect answer

- Student answered in: ☐ less than 4 words ☐ complete sentence ☐ 4–5 words / fragment ☐ age-appropriate language

TRIAL 3

Q Where do you type the most important words "Key Words" on Google's Search Engine?

a. image of website
b. search field box
c. image of a car

- Acceptable answer: b.

☐ Enter 1 for a correct answer
☐ Enter 0 for an incorrect answer

- Student answered in: ☐ less than 4 words ☐ complete sentence
  ☐ 4–5 words / fragment ☐ age-appropriate language

TRIAL 4

Q What words will you find on Google's menu bar?

a. dog, cat, book
b. images, videos, maps, news
c. johnd@gmail.com

- Acceptable answer: b.

☐ Enter 1 for a correct answer
☐ Enter 0 for an incorrect answer

- Student answered in: ☐ less than 4 words ☐ complete sentence
  ☐ 4–5 words / fragment ☐ age-appropriate language

TRIAL 5

Q When you type in keywords in the search field box, what will you find below those words?

a. videos and images
b. forward and backward buttons
c. drop down box with some matching words

- Acceptable answer: c.

☐ Enter 1 for a correct answer
☐ Enter 0 for an incorrect answer

- Student answered in: ☐ less than 4 words ☐ complete sentence
  ☐ 4–5 words / fragment ☐ age-appropriate language

Unit 3 Total score :

Enter the number of correct answers. ☐ total correct answers ☐ %

When the student completes this unit in the learning system, you will receive their score for completing the unit's objective. You can compare their baseline score and the progress made to determine the student growth.

Total correct answers: 1= 20%, 2= 40%, 3= 60%, 4= 80%, 5= 100%

Student Assessment

Student:

Name: _____ Age: _____

Unit 3. Basics of Search Engine

Objective: Student will be able to recognize elements of a search.

TRIAL 1 Which icon represents a **search** engine?

a. Calendar icon

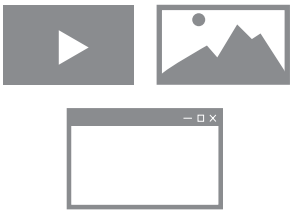
b. Google icon

Google

c. Face Time

TRIAL 2 What can **Google's search** engine help you find?

a. videos, pictures and websites

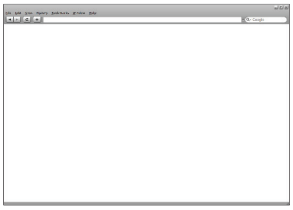


b. Comment box

c. Printer

TRIAL 3 Where do you type the most important words **"Keywords"** on Google's Search Engine?

a. Website



b. Search field box

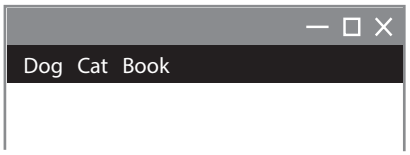
Google

c. Car

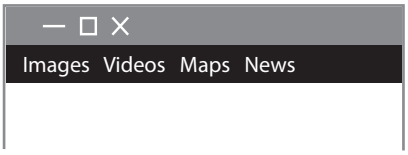
TRIAL 4

What words will you find on **Google's menu** bar?

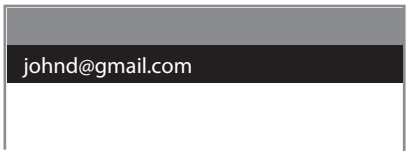
a Dog, cat, book



b Images, videos, maps, news



c johnd@gmail.com



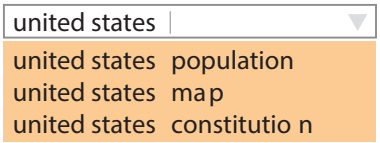
TRIAL 5

When you type in **keywords** in the search field box, what will you **find** below those words?

a Videos and images

b Forward and backward buttons

c Drop down box with some matching words



MY DIGITABILITY EARNINGS TRACKER

UNIT 2: BROWSER BASICS | 2.14.8

DIRECTIONS: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: BROWSERS		
LESSON 2: TYPES OF BROWSERS		
LESSON 3: BROWSER ICONS		
LESSON 4: OPENING A BROWSER		
LESSON 5: BROWSER WINDOW		
LESSON 6: URL		
LESSON 7: ADDRESS BAR		
LESSON 8: DELETING A URL		
LESSON 9: ENTERING A URL		
LESSON 10: BROWSER ICONS & BUTTONS		
LESSON 11: BACK & FORTH BUTTONS		
LESSON 12: REFRESH BUTTON		
LESSON 13: SCROLL BAR		
LESSON 14: MASTER BADGE		

TOTAL DOLLARS EARNED: