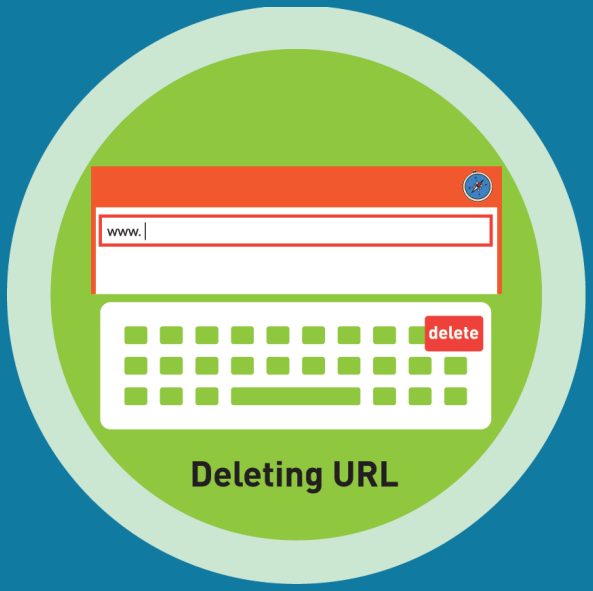
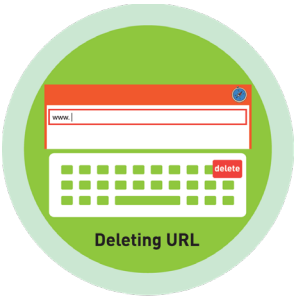


Lesson 8: Deleting a URL

Unit 2

c|net
SILICON VALLEY SOCIAL INNOVATION SUMMIT
npr
TechCrunch
MSNBC



UNIT 2: BROWSER BASICS
LESSON 8: DELETING A URL

LESSON OVERVIEW

The delete key is a key located on my keyboard with the word delete or backspace.

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

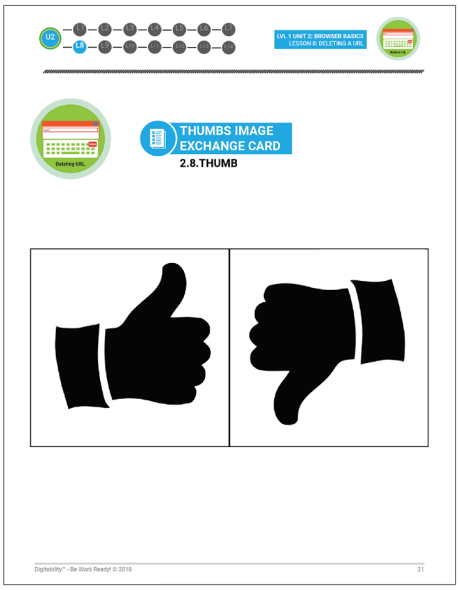
1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 2**
5. Select **Lesson 8 - Deleting a URL**

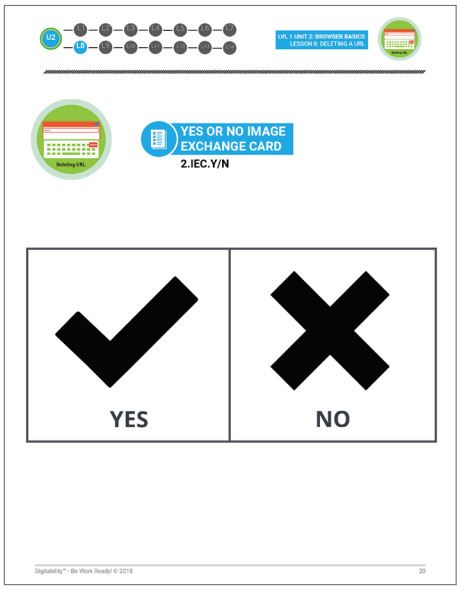
WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT

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 **Yes/No Image Exchange Cards 2.IEC.Y/N and Thumbs Image Exchange Cards 2.8.THUMB** 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. Student shares verbally.

T2 Verbal response or points to **Yes or No Image Exchange Card** [2.IEC.Y/N] and holds up **Thumbs Image Exchange cards** [2.8.THUMB] for rephrased question.

T3 Have student points to **Yes or No Image Exchange Card** [2.IEC.Y/N] and holds up **Thumbs Image Exchange cards** [2.8.THUMB] 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 students, *"For a participation dollar, who can tell me what we use the address bar for? Raise your hand and wait to be called on."*

Possible Answers: Type in a URL, see what the URL of the site we are on is.

2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.8.DollarTracker]

"Marcus responds Type in a URL, see what the URL of the site we are on is. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

3. *"For a participation dollar, Raise your hand if you have ever deleted a URL before."*

Award at least four participation dollars.

USE POSITIVE NARRATION TO IDENTIFY STUDENTS WHO ARE ACTIVELY PARTICIPATING:

4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.8.DollarTracker]

"Marcus puts his hand up. He has deleted a URL before. 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 2.8.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** [2.8.THUMB].

T3 Uses **Badge Board** [2.BADGE] for this unit. Holds up or points **Thumbs Image Exchange Cards** [2.8.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: Deleting a URL

2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.8.DollarTracker]

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

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. When you hear the words 'Deleting a URL' 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 Deleting a URL in the video. Distribute **Thumbs Image Exchange cards** [2.8.THUMB]

5. Play video.

STOP

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

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

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

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: "The delete key is a key located on my keyboard with the word delete or backspace."

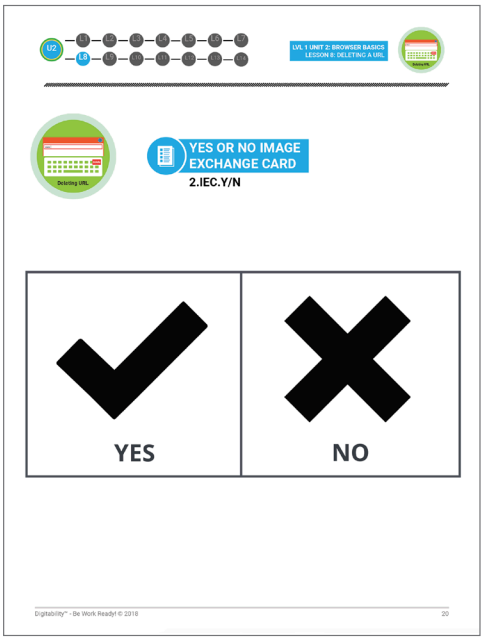
Throughout the Informal Assessment section, you will prompt students until they use the language from the video to describe the key concept.

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 delete key is?"**

2. Ask, **"For a participation dollar, tell me, when I open my browser, is there already be a URL in my address bar?"**

3. Ask, **"For a participation dollar, to visit a new website, do I first have to delete the URL that is in the address bar?"**

4. Ask, **"For a participation dollar, tell me, do I have to enter the URL of the site I want to go to?"**

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

Key Concept: "The delete key is a key located on my keyboard with the word delete or backspace."

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

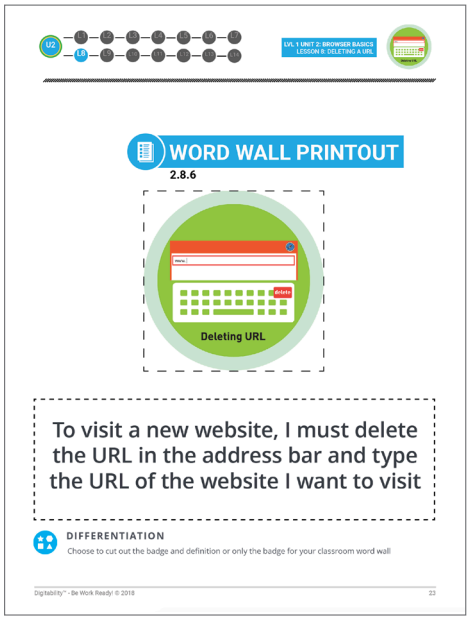
5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.8.DollarTracker]

"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 2.8.6** 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 Deleting a URL Badge for $1?"**

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

2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.8.DollarTracker]

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

Click Activity Button to Play Activity Video

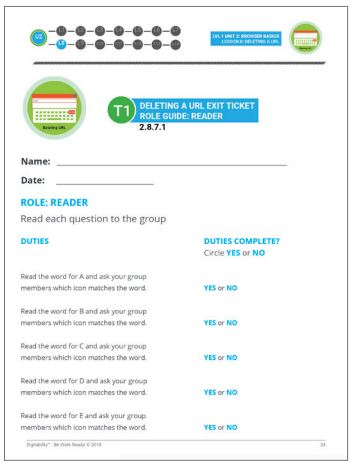
3. Student discusses with class to choose the correct answer.

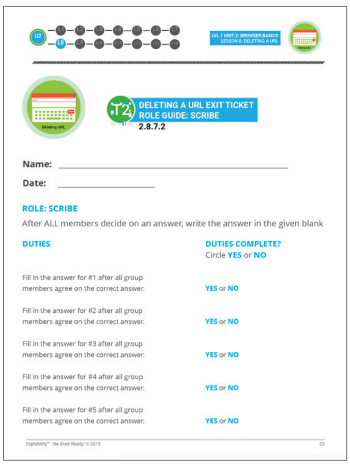
a. If student chooses correct answer, have student or whole class dance.

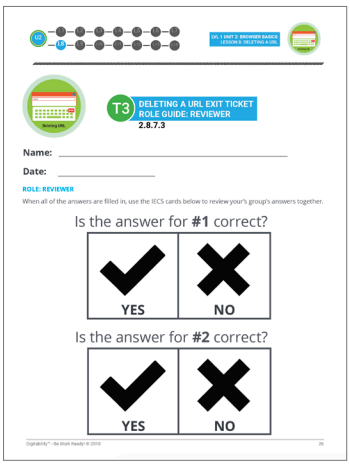
b. If student chooses incorrect answer, repeat Step 3 until student unlocks the badge.

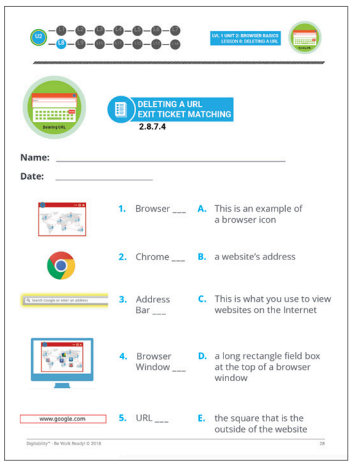
EXIT TICKET (PART A)

Distribute the **Deleting a URL Exit Ticket 2.8.7** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.









DIFFERENTIATION

T1 Student's role will be the reader/scribe [2.8.7.1]

T2 Student's role will be the reader/scribe [2.8.7.2]

T3 Student's role will be the reviewer [2.8.7.3]

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.

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 roles 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. Prompt the readers to read 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.

5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.8.DollarTracker]

6. As whole class review the correct answers. The Review should use the Reviewer Role sheet to mark each question that the group got right and wrong.

7. For each student that completed their role, award them a $1.

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

"I see that Group A is working together to pick correct answers. Nice job participating and earning dollars

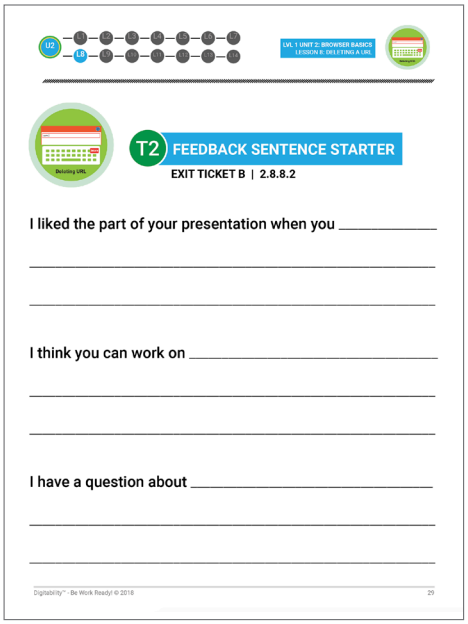
I see [Student] reading each definition out loud. Nice job participating and earning a dollar.

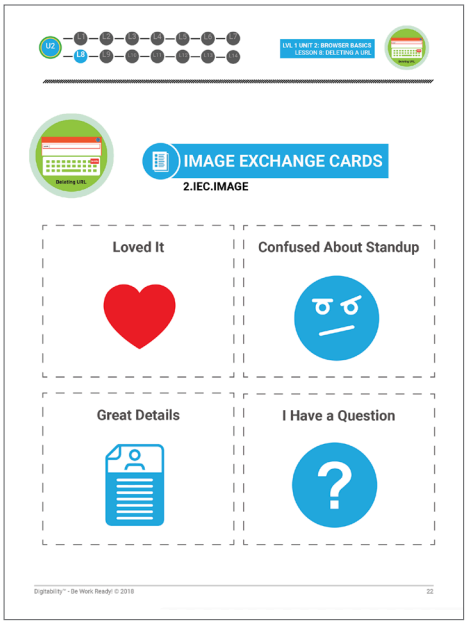
I see [Student] Writing in the answers after all team member give input. Nice job participating and earning a dollar."

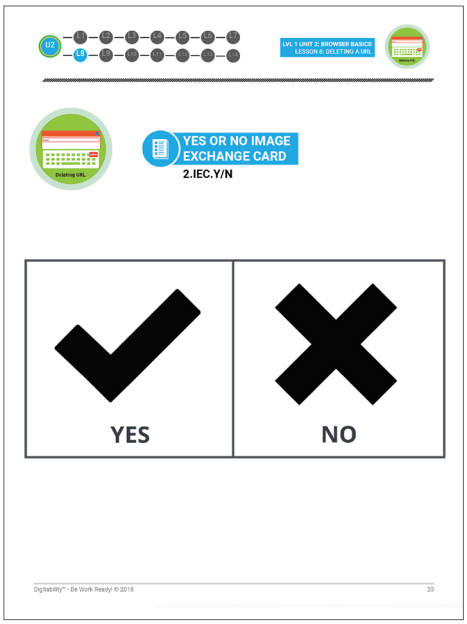
Award at least four participation dollars.

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** [2.8.8.2] 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.

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

31. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.8.DollarTracker]

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

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

Award at least four participation dollars.

33. 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."*

34. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.8.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.

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

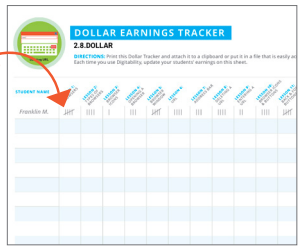
36. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [2.8.DollarTracker]

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

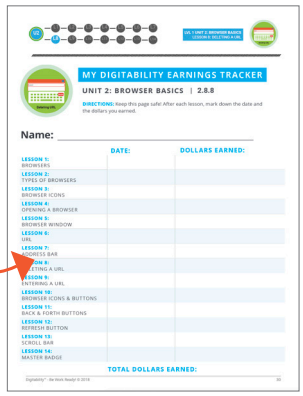
After students summarize what they did, ask others in class to give feedback.

NEXT STEPS

37. 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.

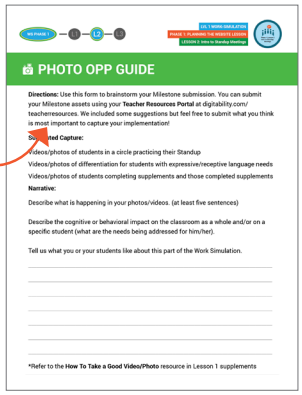


38. Students will fill in their dollar earnings from the lesson using their **My Digitability Earnings Tracker**. Have students staple this sheet into their notebooks so that they can use it for the entire unit.



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

40. 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.



WRAP UP MESSAGE

41. Have class say the key concepts together.

Key Concept: "Google Chrome, Safari, and Internet Explorer are types of browsers that look similar and do the same things like viewing and using the Internet."

42. "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."

PHOTO OPP

Capture images of your students working on this activity.

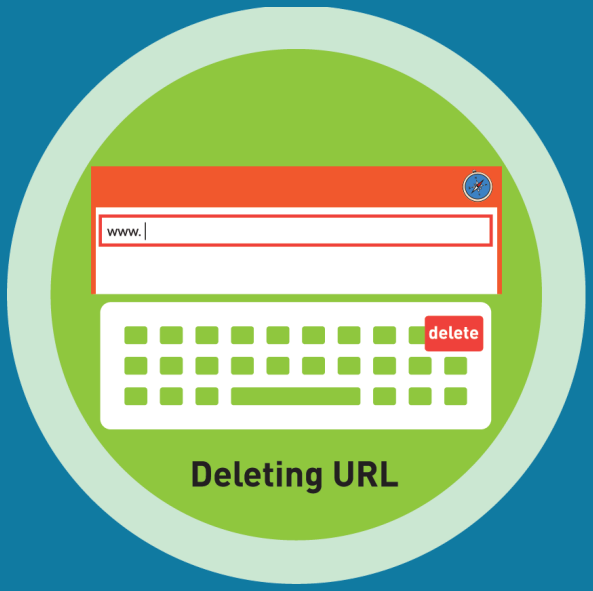
Be sure to add a description of the image when you submit it to your Milestone form.

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.**



Supplemental Materials

Unit 2

cnet SILICON VALLEY SOCIAL INNOVATION SUMMIT npr TechCrunch MSNBC

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

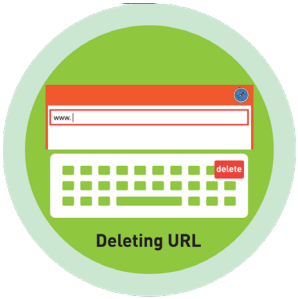
Narrative:

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

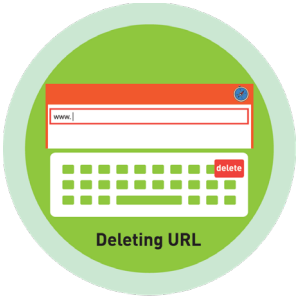


DOLLAR EARNINGS TRACKER

2.8.DOLLAR

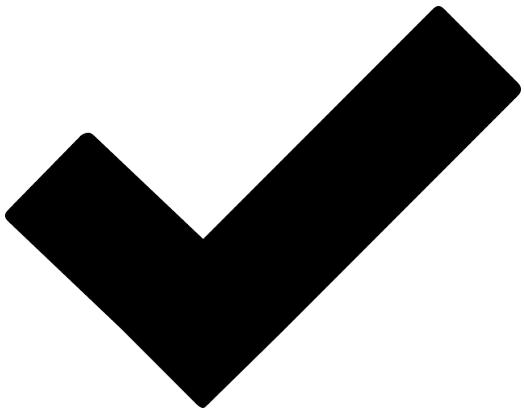
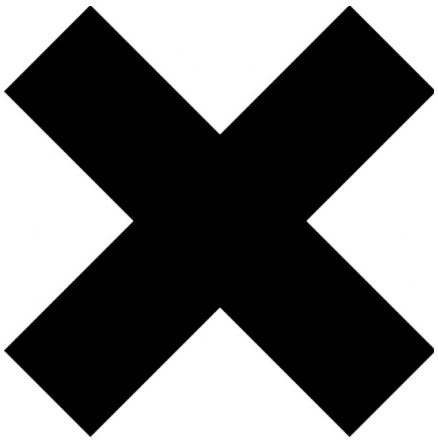
DIRECTIONS: Print this Dollar Tracker and attach it to a clipboard or put it in a file that is easily accessible to you. Each time you use Digitability, update your students' earnings on this sheet.

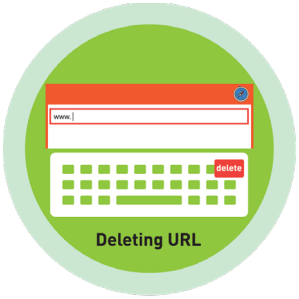
STUDENT NAME	LESSON 1: BROWSERS	LESSON 2: TYPES OF BROWSERS	LESSON 3: BROWSER ICONS	LESSON 4: OPENING A BROWSER	LESSON 5: BROWSER WINDOW	LESSON 6: URL	LESSON 7: ADDRESS BAR	LESSON 8: DELETING A URL	LESSON 9: ENTERING A URL	LESSON 10: BROWSER ICONS & BUTTONS	LESSON 11: BACK & FORTH BUTTONS	LESSON 12: 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

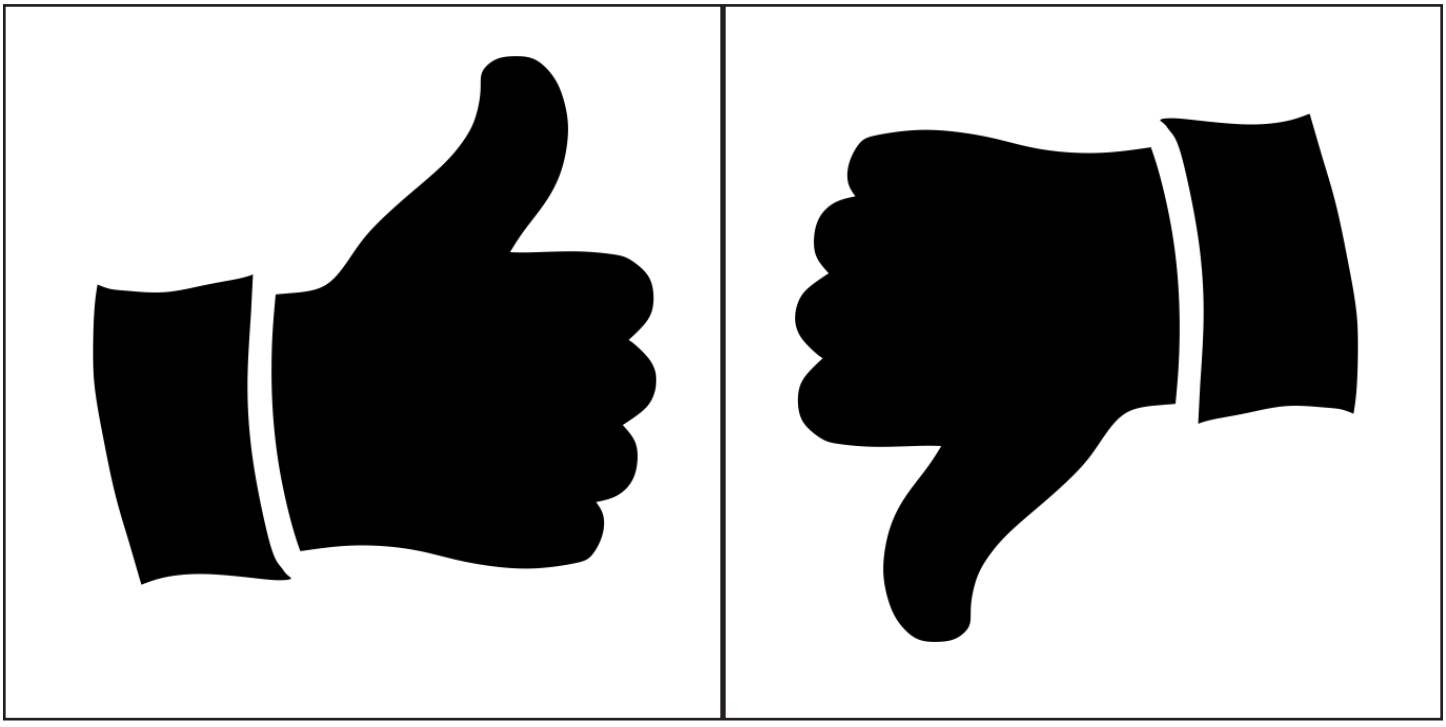
2.IEC.Y/N

	
YES	**NO**



THUMBS IMAGE EXCHANGE CARD

2.8.THUMB



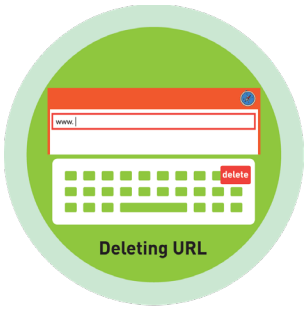


IMAGE EXCHANGE CARDS

2.IEC.IMAGE

Loved It

Confused About Standup

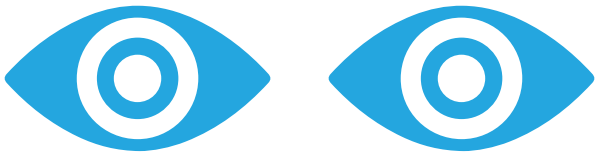
Great Details

I Have a Question

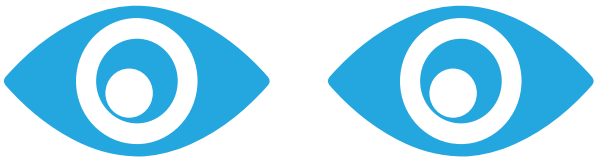
Great Speech Volume

Volume of Speech too Low

Great Eye Contact



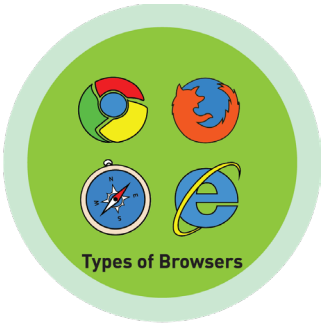
Make More Eye Contact

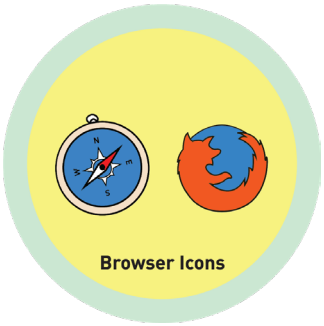


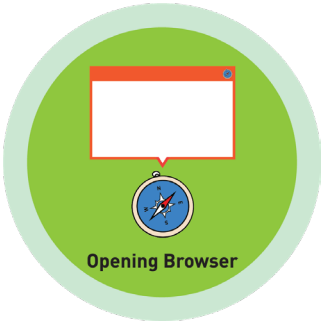
Great Energy

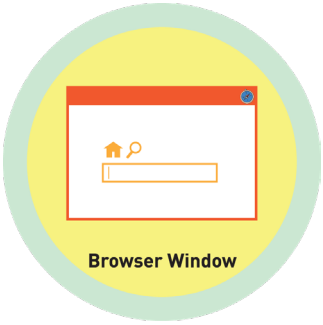
Deleting URL

Browsers


Types of Browsers

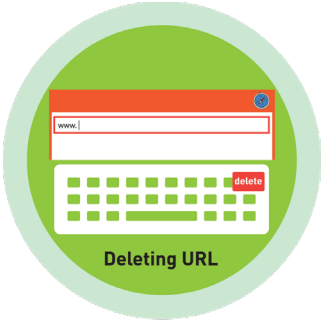

Browser Icons


Opening Browser

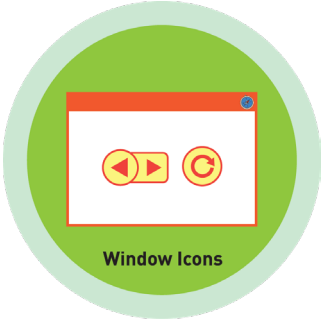

Browser Window

www.webaddress.com
URL

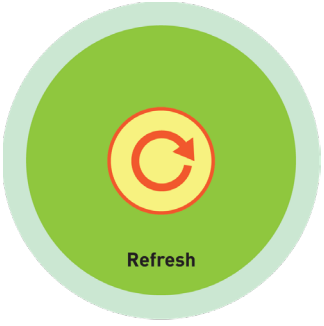
www.webaddress.com
Address Bar

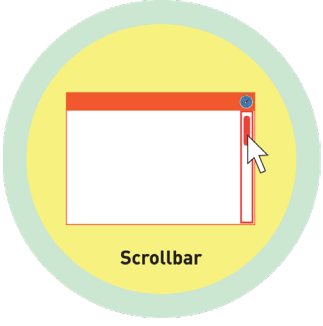

www.
delete
Deleting URL

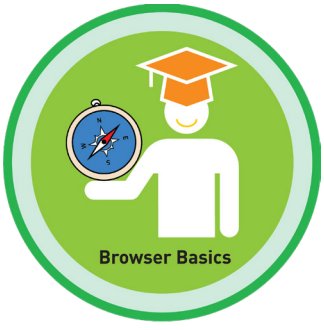
www.google.com
enter
Entering URL


Window Icons

Backward & Forward


Refresh


Scrollbar


Browser Basics

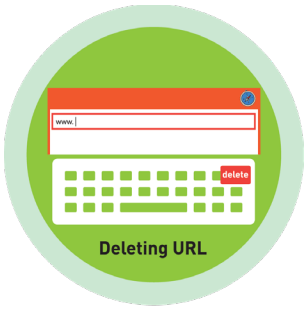
WORD WALL PRINTOUT

2.8.6

To visit a new website, I must delete the URL in the address bar and type the URL of the website I want to visit

DIFFERENTIATION

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



T1 DELETING A URL EXIT TICKET ROLE GUIDE: READER

2.8.7.1

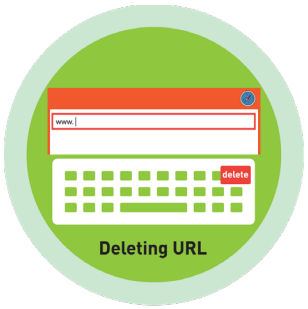
Name: _____

Date: _____

ROLE: READER

Read each question to the group

DUTIES	DUTIES COMPLETE? Circle **YES** or **NO**
Read the word for A and ask your group members which icon matches the word.	**YES** or **NO**
Read the word for B and ask your group members which icon matches the word.	**YES** or **NO**
Read the word for C and ask your group members which icon matches the word.	**YES** or **NO**
Read the word for D and ask your group members which icon matches the word.	**YES** or **NO**
Read the word for E and ask your group members which icon matches the word.	**YES** or **NO**



T2 DELETING A URL EXIT TICKET ROLE GUIDE: SCRIBE

2.8.7.2

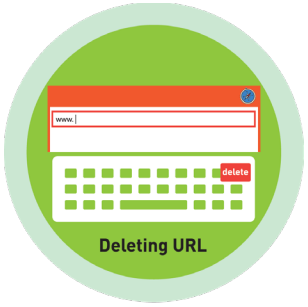
Name: _____

Date: _____

ROLE: SCRIBE

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

DUTIES	DUTIES COMPLETE? Circle **YES** or **NO**
Fill in the answer for #1 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #2 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #3 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #4 after all group members agree on the correct answer.	**YES** or **NO**
Fill in the answer for #5 after all group members agree on the correct answer.	**YES** or **NO**



T3 DELETING A URL EXIT TICKET ROLE GUIDE: REVIEWER

2.8.7.3

Name: _____

Date: _____

ROLE: REVIEWER

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

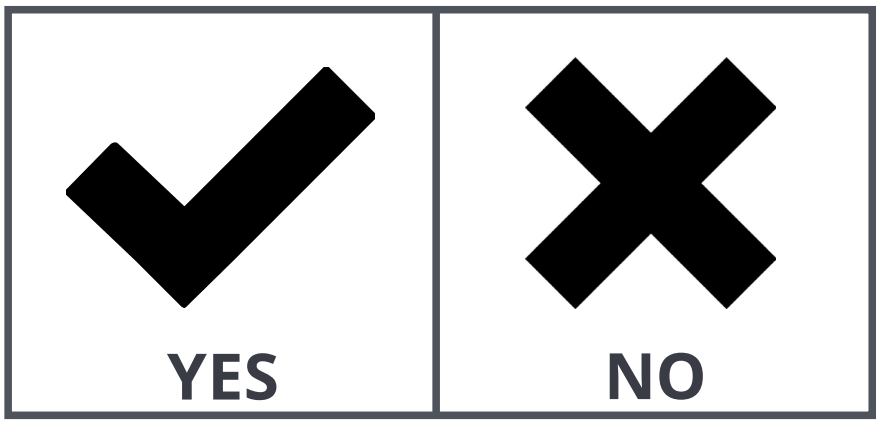
Is the answer for **#1** correct?

YES	NO

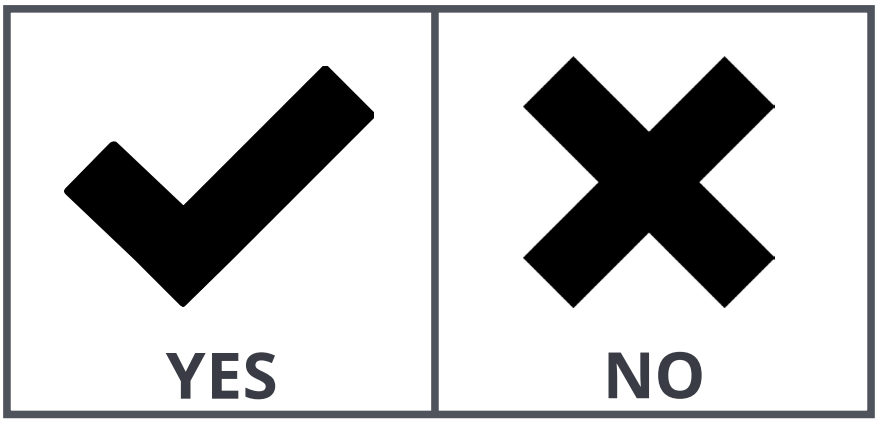
Is the answer for **#2** correct?

YES	NO

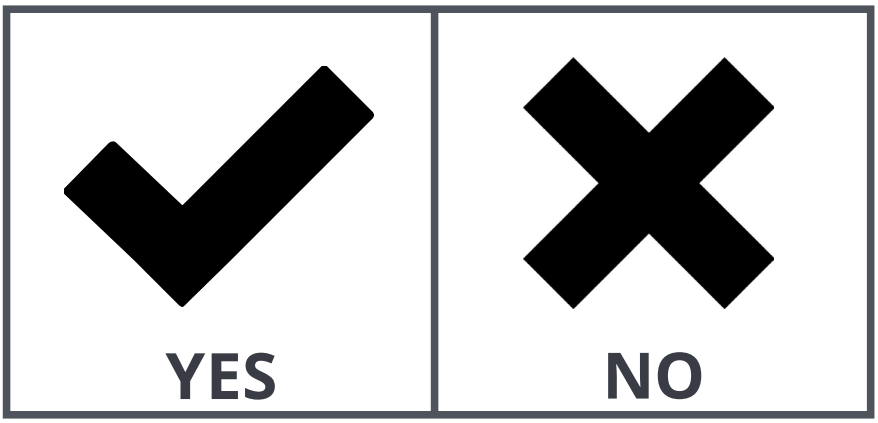
Is the answer for **#3** correct?

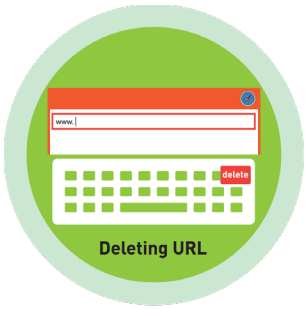


Is the answer for **#4** correct?



Is the answer for **#5** correct?





DELETING A URL EXIT TICKET MATCHING

2.8.7.4

Name: _____

Date: _____

1. Browser ___ **A.** This is an example of a browser icon

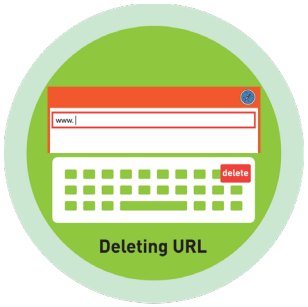
2. Chrome ___ **B.** a website's address

3. Address Bar ___ **C.** This is what you use to view websites on the Internet

4. Browser Window ___ **D.** a long rectangle field box at the top of a browser window

www.google.com

5. URL ___ **E.** the square that is the outside of the website



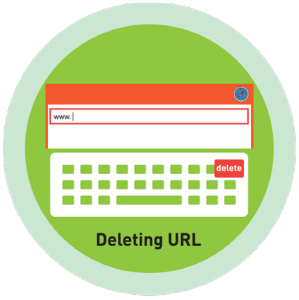
T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B | 2.8.8.2

I liked the part of your presentation when you _____

I think you can work on _____

I have a question about _____



MY DIGITABILITY EARNINGS TRACKER

UNIT 2: BROWSER BASICS | 2.8.8

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: