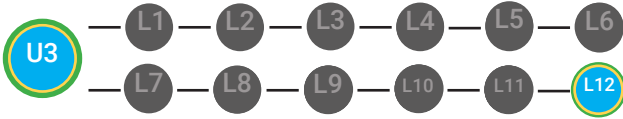




# Lesson 12: Master Badge

## Unit 3



## UNIT 3: SEARCHING BASICS LESSON 12: MASTER BADGE

### LESSON OVERVIEW

A search engines will help you find things on the Internet. Google, bing and yahoo are search engines. Google helps you find things like websites, photos, videos and more. When you type in Google's URL, www.google.com, you will arrive at Google's homepage. The words you type are called Keywords. Keywords help you find what you are looking for. This means that Google will find several websites to match the words you typed in the search field. Your web search matches, will be listed on the results page. The search results are displayed as links. Each link will take you to a different website. Your search results may also have advertisements. The search menu is a menu on a search engine that has different types of search results like web, images, videos, and more. An image search finds pictures on the Internet that match your keywords. A video search is a search that will find videos to match the keywords that you type in the search field. A dropdown menu is a menu that drops down from the field box when you type in your keywords.

Time: ~25 minutes

### OBJECTIVE

Student is able to recognize elements of a search.

### 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.

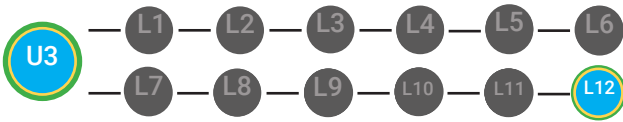
### ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 3**
5. Select **Lesson 12 - Searching Basics Master Badge**

### WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



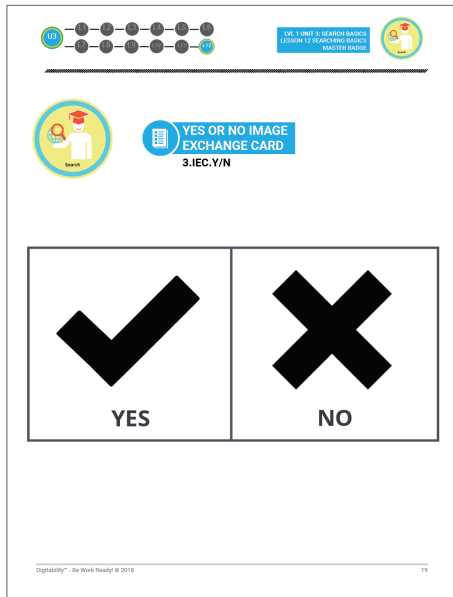
Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.



# WARM UP

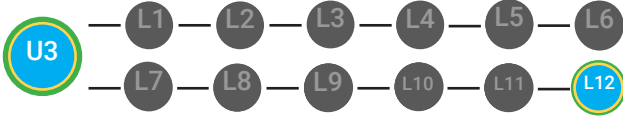


Distribute **Image Exchange Cards 3.IEC.IMAGE** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.




## DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Writes down examples or holds up **YES/NO Image Exchange cards** [3.IEC.Y/N] for a rephrased question
- T3** Holds up or points to **YES/NO Image Exchange cards** [3.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. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

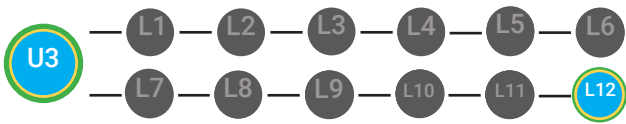
1.  Ask students to write down their three favorite badges they have unlocked together.
2. *"For a participation dollar, someone tell me one of their favorite badges."*

3. Give immediate feedback and record Workplace Behavior earnings



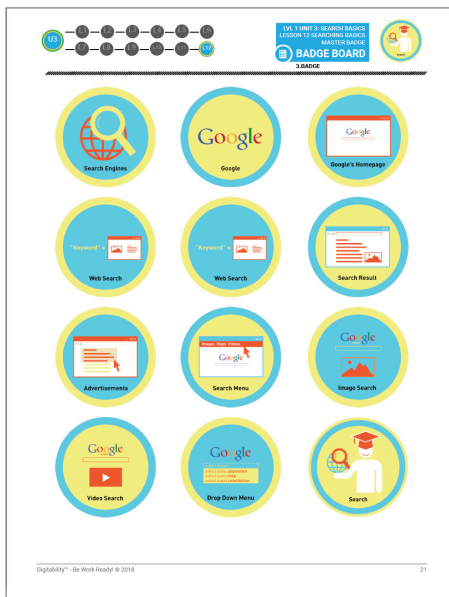
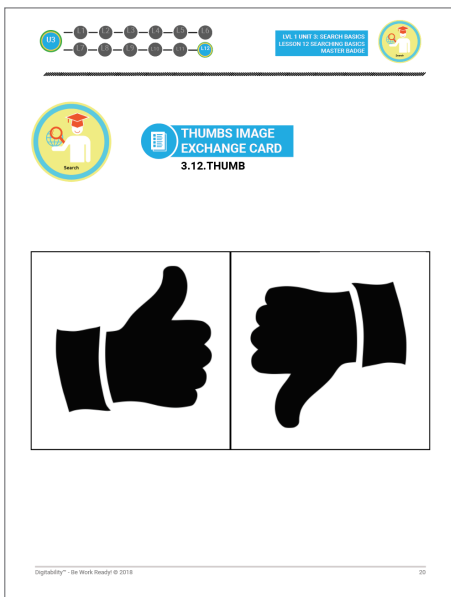
*"Marcus talks about his three favorite badges. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."*

**Award at least four participation dollars.**



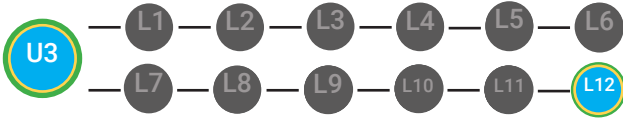
# GUIDED FACILITATION

Distribute Badge Board **3.BADGE** and **3.THUMB Image Exchange Card** See **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Correct Verbal Response.
- T2** Writes down badge name or walks up to point to badge.
- T3** Uses **Badge Board** [3.BADGE] for this Unit.



# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



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

**Answer:** Searching Basics Master Badge



2. Give immediate feedback and record Workplace Behavior earnings



3. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen and he is actively listening by giving a thumbs up when he hears a word he has a learned!"*

4. Ask students to give a thumbs up every time they hear and/or see the words they have learned in the video. Distribute **Thumbs Image Exchange cards** [3.12.THUMB]



5. Play video.



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



6. Give immediate feedback and record Workplace Behavior earnings



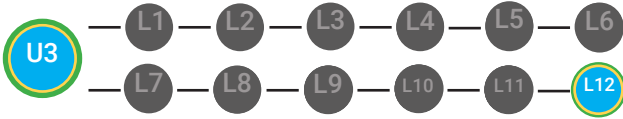
*"Marcus answers Searching Basics Master Badge. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."*

**Award at least four participation dollars.**



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

**Award at least four participation dollars.**

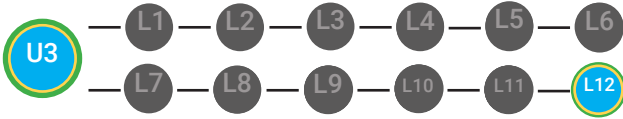


Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: “A search engines will help you find things on the Internet. Google, bing and yahoo are search engines. Google helps you find things like websites, photos, videos and more. When you type in Google’s URL, [www.google.com](http://www.google.com), you will arrive at Google’s homepage. The words you type are called Keywords. Keywords help you find what you are looking for. This means that Google will find several websites to match the words you typed in the search field. Your web search matches, will be listed on the results page. The search results are displayed as links. Each link will take you to a different website. Your search results may also have advertisements. The search menu is a menu on a search engine that has different types of search results like web, images, videos, and more. An image search finds pictures on the Internet that match your keywords. A video search is a search that will find videos to match the keywords that you type in the search field. A dropdown menu is a menu that drops down from the field box when you type in your keywords.”

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.

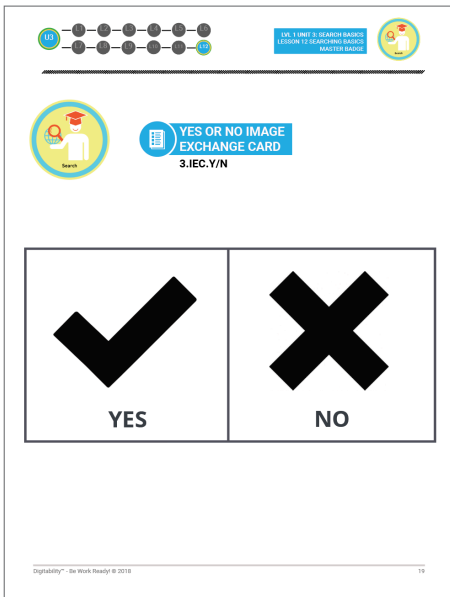
You can use phrases like, “*What did the video say the/a \_\_\_\_\_ is?*”



# INFORMAL ASSESSMENT



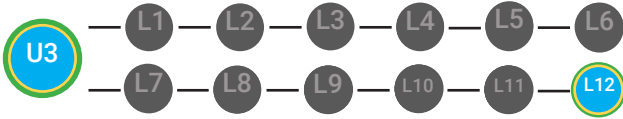
Use supplemental material YES/NO Image Exchange cards **3.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Verbal response or holds up **YES/NO Image Exchange cards** [3.IEC.Y/N] to hold up or point to potential vocabulary word or icon
- T3** Holds up or points to **YES/NO Image Exchange cards** [3.IEC.Y/N] to hold up or point to potential vocabulary word or icon





# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



1. Ask, *“For a participation dollar, what is the definition for search engine?”*

Write the term and definition on the board after student responses. Consider having students take notes from each lesson in a notebook or in their Google Docs account, if they have one already.



2. Ask, *“For a participation dollar, will search results always appear as links?”*



3. Ask, *“For a participation dollar, is image search one of the options you can select on the search menu?”*



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

**Key Concept:** “A search engines will help you find things on the Internet. Google, Bing and Yahoo are search engines. Google helps you find things like websites, photos, videos and more. When you type in Google’s URL, [www.google.com](http://www.google.com), you will arrive at Google’s homepage. The words you type are called Keywords. Keywords help you find what you are looking for. This means that Google will find several websites to match the words you typed in the search field. Your web search matches, will be listed on the results page. The search results are displayed as links. Each link will take you to a different website. Your search results may also have advertisements. The search menu is a menu on a search engine that has different types of search results like web, images, videos, and more. An image search finds pictures on the Internet that match your keywords. A video search is a search that will find videos to match the keywords that you type in the search field. A dropdown menu is a menu that drops down from the field box when you type in your keywords.”

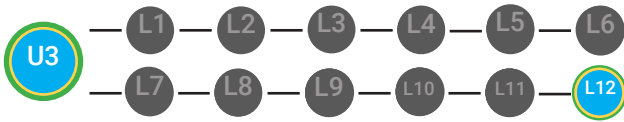
**Optional:** Write the term and definition in notebooks after student responses.



4. Give immediate feedback and record Workplace Behavior earnings




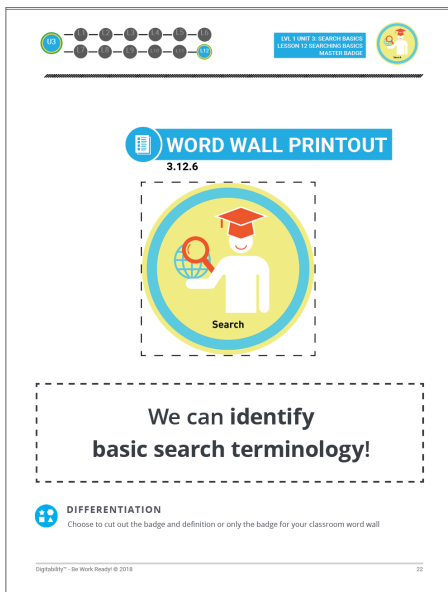
*“Marcus answers yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”*






# GUIDED ACTIVITY

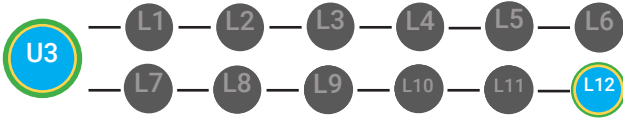


Use supplemental material Lesson Badge Cut Out **3.12.6** Students that unlocked the badge will place the print out on the classroom's **word wall**. See  **DIFFERENTIATION** below to identify supplements needed for your students.



## 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. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



1. Ask the class, “Who would like to unlock the Searching Basics Master Badge for \$1?”



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.12.DollarTracker]

**Click Activity Button to Play Activity Video**

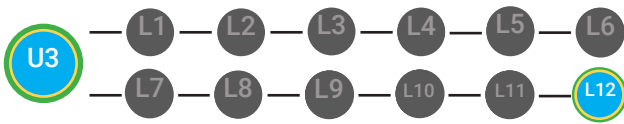
3. Student discusses with class to choose the correct answer.
- a. If student chooses correct answer, have student or whole class dance.
  - b. If student chooses incorrect answer, repeat Step 3 until student unlocks the badge.



*“Marcus unlocks the Searching Basics Master badge. Nice job participating and earning a dollar Marcus.”*



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



# EXIT TICKET



Use supplemental material Searching Basics Maser Badge Exit Ticket **3.12.7** to students.  
See **DIFFERENTIATION** below to identify supplements needed for your students.

**T1 SEARCHING BASICS MASTER BADGE  
EXIT TICKET UNIT 4 GOALS  
3.12.7.1**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**PART 1 DIRECTIONS**  
Use this worksheet to check your progress in Digitability's Unit 3: Searching 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.
Search Engine	YES	+
Google!	YES	+
Google's Homepage	YES	+
Keyword Search	YES	+
Web Search	YES	+
Search Results	YES	+
Advertisements	YES	+
Search Menu	YES	+
Video Search	YES	+
Image Search	YES	+
Drop-down Menu	YES	+
<b>TOTAL BADGES EARNED:</b> _____		

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**T2 SEARCHING BASICS MASTER BADGE  
EXIT TICKET UNIT 4 GOALS  
3.12.7.2**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**PART 2 DIRECTIONS**  
Circle one goal for Unit 4 based on the total # of BADGES & MASTER BADGES sum from Part 1.

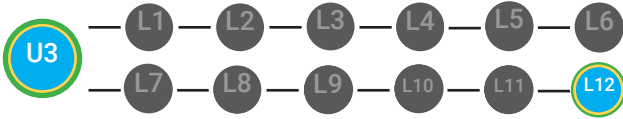
YOUR TOTAL #	UNIT 2 GOAL
13	I will continue to consistently use Digitability and complete all of my lessons and unlock all of my badges for Unit 4.
12	I will check my account on the Monday of every week to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 4.
5-11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

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## DIFFERENTIATION

- T1** Student's will complete **Unit 4 Goals #1** [3.12.7.1]
- T2** Student's will complete **Unit 4 Goals #1** [3.12.7.1] or Student's will complete **Unit 4 Goals #2** [3.12.7.2]
- T3** Student's will complete **Unit 4 Goals #3** [3.12.7.3]



# 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. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

1. Students will complete the Dropdown Menu Exit Slip.



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



3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.10.DollarTracker]

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



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



5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.10.DollarTracker]

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



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



7. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.10.DollarTracker]

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



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



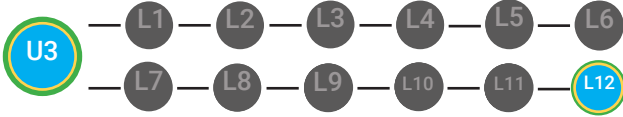
9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.10.DollarTracker]

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



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

**Award at least four participation dollars.**



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

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

11. Be sure that students do both.

- a. Describe what they like (prompt to student to say more than, "I liked your drawing." Ask, "What did you like about it?")
- b. Ask a question about drawing or explanation.

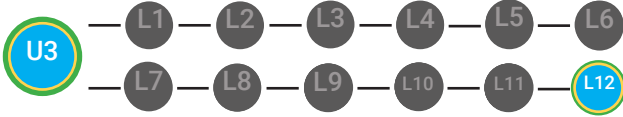


12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.10.DollarTracker]



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

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



# NEXT STEPS



## DIFFERENTIATION

**T1** Student's complete Activity Video independently.

**T2** Student's complete Activity Video independently.

**T3** Student's complete Activity Video independently, may use assistance on the computer

1. Students will complete the Activity Video in their own accounts for independent practice/homework.

2 Check the student's score for their Unit 3: Search Basics once they complete their master badge lesson in their students account using the **Progress Report** function under the Student tab on your facilitator account.



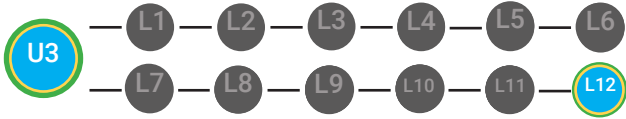
**3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.12.DollarTracker]**

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

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



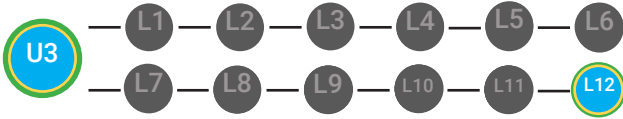
*"Marcus completes their master badge lesson. Nice job staying on task and earning a dollar Marcus."*



# END OF UNIT TASKS

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 4 Pre-assessment



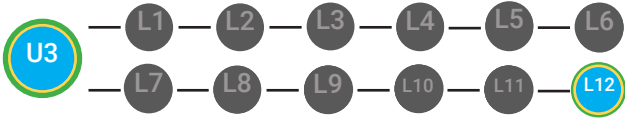


# WRAP-UP

## 1. Have class say the key concepts together.

**Key Concept:** “A search engines will help you find things on the Internet. Google, bing and yahoo are search engines. Google helps you find things like websites, photos, videos and more. When you type in Google’s URL, www.google.com, you will arrive at Google’s homepage. The words you type are called Keywords. Keywords help you find what you are looking for. This means that Google will find several websites to match the words you typed in the search field. Your web search matches, will be listed on the results page. The search results are displayed as links. Each link will take you to a different website. Your search results may also have advertisements. The search menu is a menu on a search engine that has different types of search results like web, images, videos, and more. An image search finds pictures on the Internet that match your keywords. A video search is a search that will find videos to match the keywords that you type in the search field. A dropdown menu is a menu that drops down from the field box when you type in your keywords.”

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.”



# UNIT 3: SEARCHING 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 3: Show What You Know rubric.

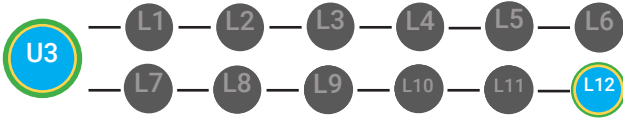
Student will be able to count denominations of money in their equivalent amounts in order to ass up the total sum of money earned as measured by Digitability’s Unit 2: Show What You Know rubric.

### 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



LVL 1 UNIT 3: SEARCH BASICS  
LESSON 12 SEARCHING BASICS  
MASTER BADGE



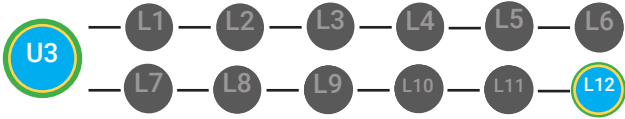
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## EXPLANATION FOR WRITING AND MATH PROBES

Now that students are able to identify basic Internet vocabulary, you can use this activity to address other personalized, educational goals.

Students are given writing probes based on ability and tiered levels. Students complete a writing prompt and math probe based on vocabulary used. Use Digitability Paychecks to positively reward students for the dollars students earn in the math probe.

This activity assesses your student's comprehension of Unit 3 through reading comprehension, writing math ability and money skills.



# TAG

## SHOW WHAT YOU KNOW

**T**

**Turn the question into an answer.**

*A search engine is*

**A**

**Answer the question.**

*something helps you search and find things on the internet. Google, Yahoo, and Bing are examples of search engines.*

**G**

**Give 1-3 examples to support your answer.**

*For example, you can use Google's homepage to use the Google search engine as one way to search for things on the internet.*



# TAG

## SHOW WHAT YOU KNOW

### DIRECTIONS

#### PART ONE

Whole group mini-lesson on the TAG writing strategy for 10-15 mins.

#### INTRODUCTION AND SAMPLE SCRIPT



#### TEACHER

Write TAG on the board.

*"TAG is a writing strategy to make sure we can create a topic sentence to answer a writing prompt with a clear and full message."*

#### TEACHER

Point to the T on the board.

*"The T stands for turn the question into a topic sentence."*

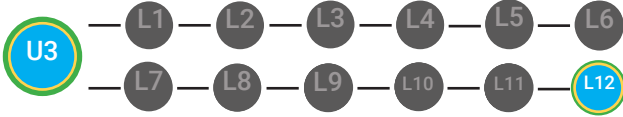
Write "Turn the question into a topic sentence" next to the T.

#### TEACHER

Point to the A on the board.

*"The A stands for answer the questions."*

Write "Answer the questions" on the board.



---

### TEACHER

Point to the G on the board.

*"The G stands for give 1-3 examples to support your answer."*

Write "Give 1-3 examples to support your answer" next to the G.

### TAG PRACTICE

#### TEACHER

*"Let's practice the TAG strategy with this question: What is a search engine?"*

Write "What is a search engine?" on the board.

#### TEACHER

*"The first thing we must do to use the TAG writing strategy is to turn the question into a topic sentence."*

Point to the T on the board for visual reinforcement

*"So, I start by writing" A search engine is..."*

Write "A search engine is"

#### TEACHER

*"Now we must answer the question."*

Point to the A on the board.

*"Who can tell me what a search engine is?"*

#### STUDENT

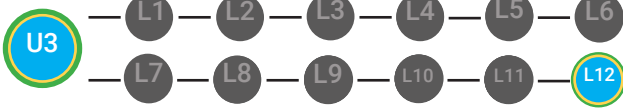
**Possible answer:** helps you search and find things on the Internet, Google, Yahoo, and Bing are examples of search engines

#### Possible redirections:

- image search: "Close! But that is one way you can search."
- video search: "Close! But a network is a part of the Internet."

#### STUDENT

- Turn and talk
- Student[s] point Internet definition on the classroom/student **word wall**.
- Play video for Unit 3: Searching Basics Master Badge lesson



---

### TEACHER

*“Finally, we need to give 1-3 examples to support our answer.”*

Point to the G on the board.

*“Who can give me an example to prove my answer that a search engine helps you search and find things on the Internet?”*

### STUDENT

#### Possible answer:

1. You can use Google’s homepage to use the Google search engine as one way to search for things on the Internet.
2. You can use keywords to search for different things like information, images, videos and much more.

#### Possible differentiated responses:

- Turn, talk, and post-it (partners discuss examples and one partner writes 1 example and one partner writes 1 example down on a post-it: note mixed ability partners ideal for this response)
- draw an example

## VOCABULARY CONNECTIONS

### TEACHER

*“Let’s go back and underline our vocabulary words from Unit 2 and Unit 3. Remember, use the word wall help you find our vocabulary words for Unit 1, 2 and 3.”*

### STUDENT

**Possible answer:** Unit 3 vocabulary: search engine, google homepage, google, keyword search, web search, advertisement, search results, search menu, image search, dropdown menu, video search.

#### Possible redirections:

- Student[s] underlines words on the board
- Student[s] points to corresponding words on the word wall

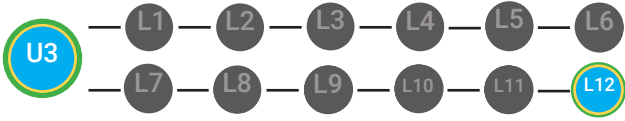


# Supplemental Materials

## Unit 3







# 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](http://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.

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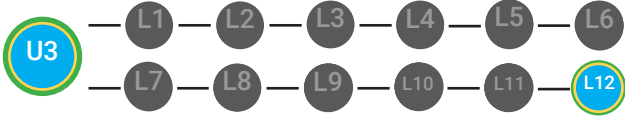
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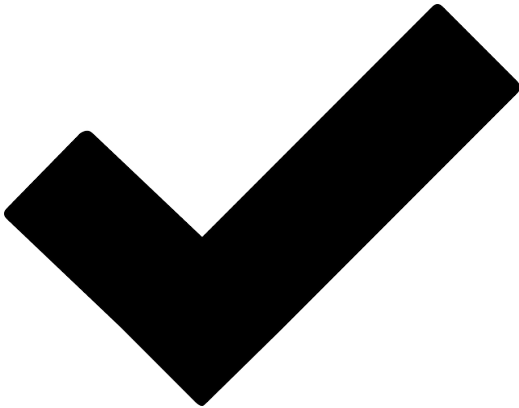
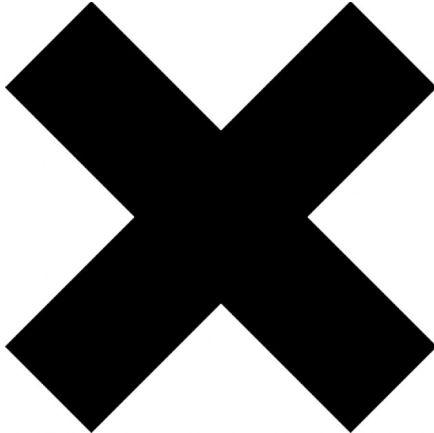
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 **YES OR NO IMAGE  
EXCHANGE CARD**

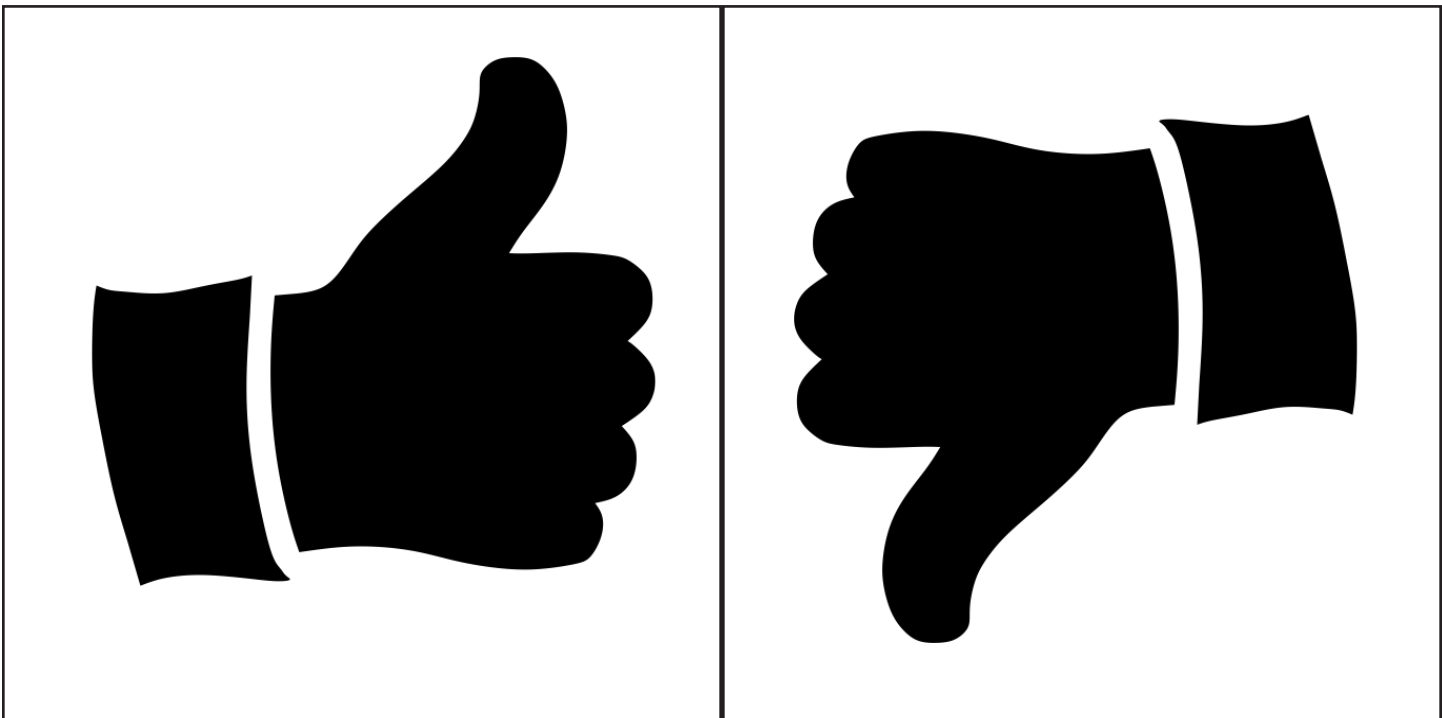
**3.IEC.Y/N**

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

**3.12.THUMB**





3.BADGE



Search Engines



Google



Google's Homepage



Web Search



Web Search



Search Result



Advertisements



Search Menu



Image Search



Video Search



Drop Down Menu



Search



# WORD WALL PRINTOUT

3.12.6

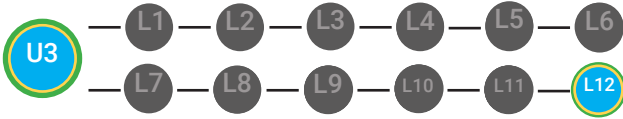


We can identify  
basic search terminology!



## DIFFERENTIATION

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



**T1** **SEARCHING BASICS MASTER BADGE**  
**EXIT TICKET UNIT 4 GOALS**  
**3.12.7.1**

**Name:** \_\_\_\_\_

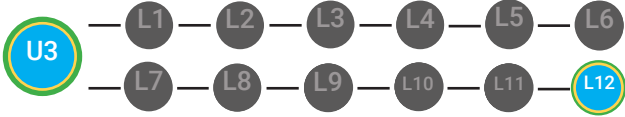
**Date:** \_\_\_\_\_

**PART 1 DIRECTIONS**

Use this worksheet to check your progress in Digitability’s Unit 3: Searching Basics.

<b>BADGES</b>	<b>CIRCLE THE WORD “YES” WHEN YOU UNLOCK A BADGE IN YOUR ACCOUNT</b>	<b>IF YOU CIRCLED “YES”, GIVE YOURSELF 1 POINT AND FIND THE SUM OF YOUR TOTAL POINTS.</b>
Search Engine	YES	+ _____
Google!	YES	+ _____
Google’s Homepage	YES	+ _____
Keyword Search	YES	+ _____
Web Search	YES	+ _____
Search Results	YES	+ _____
Advertisements	YES	+ _____
Search Menu	YES	+ _____
Video Search	YES	+ _____
Image Search	YES	+ _____
Drop-down Menu	YES	+ _____

**TOTAL BADGES EARNED:** \_\_\_\_\_



LVL 1 UNIT 3: SEARCH BASICS  
 LESSON 12 SEARCHING BASICS  
 MASTER BADGE



**MASTER BADGE**

Unit 3: Searching Basics

**CIRCLE THE WORD "YES" WHEN YOU UNLOCK THE MASTER BADGE IN YOUR ACCOUNT**

YES

**IF YOU CIRCLED "YES", GIVE YOURSELF 1 POINT AND FIND THE SUM OF YOUR TOTAL POINTS.**

+ \_\_\_\_\_

**TOTAL MASTER BADGES EARNED:** \_\_\_\_\_

# ADD IT UP!

**TOTAL BADGES:**

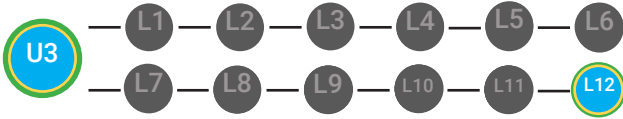
+ \_\_\_\_\_

**TOTAL MASTER BADGES:**

+ \_\_\_\_\_

**TOTAL:** \_\_\_\_\_





**T2** **SEARCHING BASICS MASTER BADGE**  
**EXIT TICKET UNIT 4 GOALS**  
**3.12.7.2**

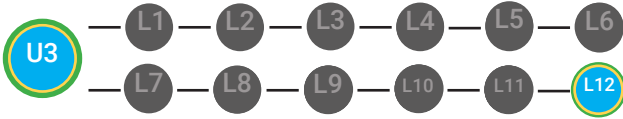
Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PART 2 DIRECTIONS**

Circle one goal for Unit 4 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 4.
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 4.
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 4.
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 4.



**T3** **SEARCHING BASICS MASTER BADGE**  
**EXIT TICKET UNIT 4 GOALS**  
**3.12.7.3**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PART 1 DIRECTIONS**







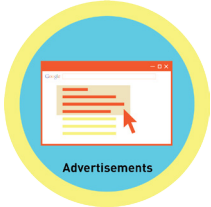





Use this worksheet to check your progress in Digitability's Unit 3: Searching Basics

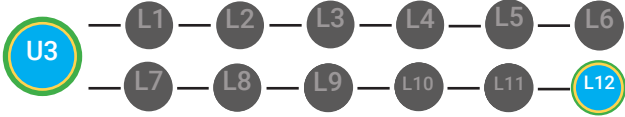
**BADGE**

**CIRCLE THE ✓ IF YOU UNLOCKED THE BADGE  
OR MASTER BADGE**

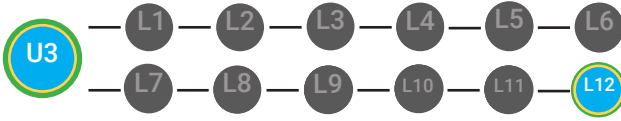




 <p>Keyword</p>	
 <p>Web Search</p>	
 <p>Search Result</p>	
 <p>Advertisements</p>	
 <p>Search Menu</p>	
 <p>Image Search</p>	




TOTAL BADGES AND MASTER BADGES EARNED: \_\_\_\_\_



# T1 TAG WRITING PROMPT

3.TAG.1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

## WORD BANK

search engine (\$1)   Google (\$1)   Google homepage (\$1)   web search (\$1)   advertisement (\$2)  
 search results (\$2)   search menu (\$2)   image search (\$2)   drop-down menu (\$4)   video search (\$4)

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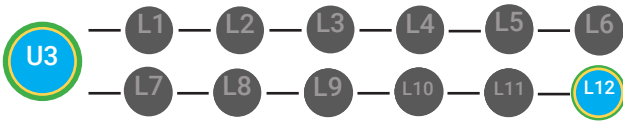
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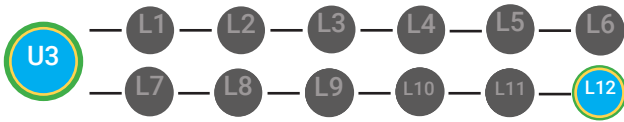
**T1 TAG ADD IT UP**  
**3.TAG.1**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

WORD USED:	AMOUNT FOR USING THE WORD CORRECTLY:	FIND THE SUM OF EACH WORD USED CORRECTLY:
search engine	\$1	+ _____
Google	\$1	+ _____
Google homepage	\$1	+ _____
web search	\$1	+ _____
advertisement	\$2	+ _____
search results	\$2	+ _____
search menu	\$2	+ _____
image search	\$2	+ _____
drop-down menu	\$4	+ _____
video search	\$4	+ _____

**DOLLARS EARNED:** \$ \_\_\_\_\_



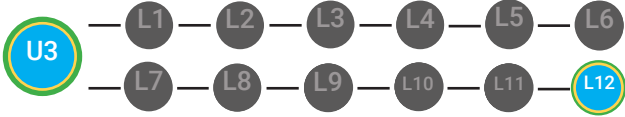
# T1 TAG WRITING RUBRIC

## 3.TAG.1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

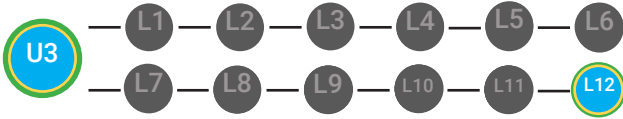


	ADVANCED 4 POINTS	PROFICIENT 3 POINTS	BASIC 2 POINTS	BELOW BASIC 1 POINT
<b>Creativity/Style</b>  (4/4)	Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph(s), ALL of the time.  <b>WOW! Great work!</b>	Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph(s), most of the time. <b>Next Steps:</b> 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. <b>Next Steps:</b> 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. <b>Next Steps:</b> 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.





# T2 TAG WRITING PROMPT

## 3.TAG.2

Name: \_\_\_\_\_

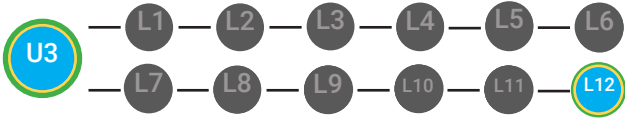
Date: \_\_\_\_\_

### WORD BANK

- search menu
- search engine
- video search
- search results
- keyword search
- drop-down menu
- advertisements
- Google homepage

Search engines can be used to do many things. A 1. \_\_\_\_\_ helps you search and find things on the internet. There are many different types of search engines that you can pick from and use: like Google, Yahoo, Bing and much more. You can use the 2. \_\_\_\_\_, or the first page you see when you go to www.google.com, to begin using Google’s search engine. Then, begin typing in your important words, or 3. \_\_\_\_\_ to start your search. Clicking on the 4. \_\_\_\_\_ will show you different types of search results like images and videos. to help you find what kind of information you are looking for on the internet. For example, use image search to find pictures, and use the 5. \_\_\_\_\_ to find videos on the internet. The 6. \_\_\_\_\_, or list of hyperlinks that match your keyword search, lets you find the information you were searching. Remember, be careful clicking on some of these hyperlinks; and focus on the lists that are NOT 7. \_\_\_\_\_. Finally, using the 8. \_\_\_\_\_, or menu that appears with words that match your keyword search that you typed in the search field box, will help save time when searching for information on the internet.

**SCORE:** Student correctly answered \_\_\_ /8 vocabulary terms with \_\_\_\_\_% accuracy.



# T2 TAG CHECK YOUR AN-

## 3.TAG.2

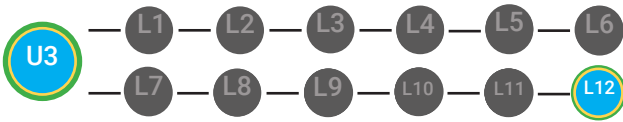
Name: \_\_\_\_\_

Date: \_\_\_\_\_

WORD USED:	IF YOU GOT IT CORRECT, CIRCLE THE DOLLAR AMOUNT:	IF YOU GOT IT CORRECT, ADD IT UP:
1) Search engine (\$1)		+ _____
2) Google homepage (\$1)		+ _____
3) Keyword Search (\$1)		+ _____
4) Search Menu (\$2)		+ _____
5) Video Search (\$2)		+ _____
6) Search Results (\$4)		+ _____
7) Advertisement (\$4)		+ _____
8) Drop-down Menu (\$5)		+ _____

### 8) DROP-DOWN MENU (\$5)

**SCORE:** Student correctly answered \_\_\_ /8 vocabulary terms with \_\_\_\_\_% accuracy.



## T3 TAG WRITING PROMPT

### 3.TAG.3

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Search engines can be used to do many things. A **(1. scroll bar/search engine)** helps you search and find things on the internet. There are many different types of search engines that you can pick from and use: like Google, Yahoo, Bing and much more. You can use the **(2. search results/Google homepage)**, or the first page you see when you go to [www.google.com](http://www.google.com), to begin using Google's search engine. Then, begin typing in your important words, or **(3. keyword search/browser)** to start your search. Clicking on the **(4. search menu/internet)** will show you different types of search results like images and videos. For example, use image search to find pictures, and use the **(5. web search/ video search)** to find videos on the internet. The **(6. search engine/search results)**, or list of hyperlinks that match your keyword search, lets you find the information you were searching. Remember, be careful clicking on some of these hyperlinks and focus on the lists that are NOT **(7. URLs/advertisements)**. Finally, using the **(8. drop-down menu/ image search)**, or menu that appears with words that match your keyword search that you typed in the search field box, will help save time when searching for information on the internet.

**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 \_\_\_\_\_

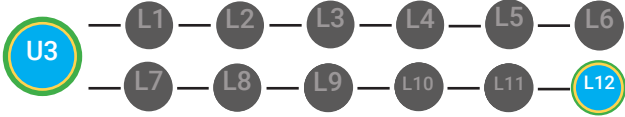
**Digitability**

DATE \_\_\_\_\_

PAY TO THE ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ DOLLARS

MEMO \_\_\_\_\_



**ASSESSMENT DATA**  
**SHOW WHAT YOU KNOW**

STUDENT NAME	TIER	DATE: _____ UNIT 3 WRITING PROBE SCORE	DATE: _____ UNIT 3 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** Student is able to recognize elements of a search.

## Differentiated Activity

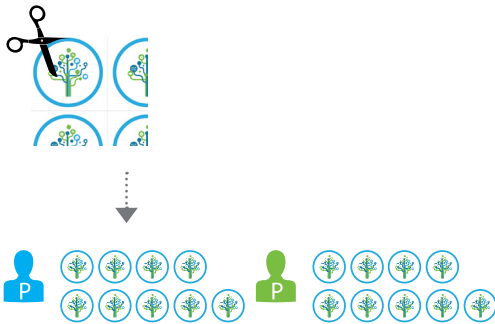


## Materials

10 Bingo boards, 96 Bingo markers, 11 Bingo Clue Cards, Scissors, A box or a bowl

## Activity Description

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



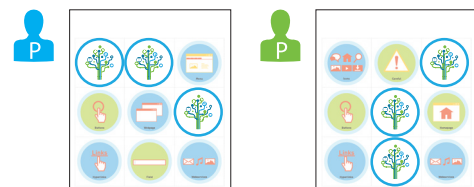
- 2 Cut clue cards and fold. Place clue cards into a bowl or box.



- 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 3. Internet Searching Basics Vocabulary

<p>Search Engines</p>	<p>Google</p>	<p>Google's Homepage</p>
<p>Keyword</p>	<p>Web Search</p>	<p>Search Result</p>
<p>Advertisements</p>	<p>Search Menu</p>	<p>Image Search</p>





Name: \_\_\_\_\_

### Unit 3. Internet Searching Basics Vocabulary

<p>Advertisements</p>	<p>Search Menu</p>	<p>Image Search</p>
<p>Search Result</p>	<p>Google's Homepage</p>	<p>Google</p>
<p>"Keyword" =</p> <p>Web Search</p>	<p>Keyword</p>	<p>Search Engines</p>

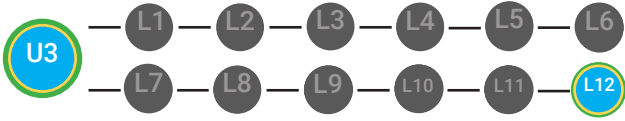




Name: \_\_\_\_\_

### Unit 3. Internet Searching Basics Vocabulary

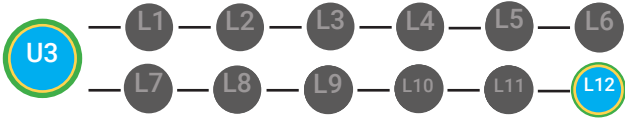
<p><b>Search Menu</b></p>	<p><b>Keyword</b></p>	<p><b>Search Engines</b></p>
<p><b>Search Result</b></p>	<p><b>Google</b></p>	<p><b>Web Search</b></p>
<p><b>Drop Down Menu</b></p>	<p><b>Advertisements</b></p>	<p><b>Image Search</b></p>



Name: \_\_\_\_\_

### Unit 3. Internet Searching Basics Vocabulary

<p><b>Search Engines</b></p>	<p><b>Search Result</b></p>	<p><b>Drop Down Menu</b></p>
<p><b>Keyword</b></p>	<p><b>Web Search</b></p>	<p><b>Search Result</b></p>
<p><b>Google's Homepage</b></p>	<p><b>Video Search</b></p>	<p><b>Image Search</b></p>



Name: \_\_\_\_\_

### Unit 3. Internet Searching Basics Vocabulary

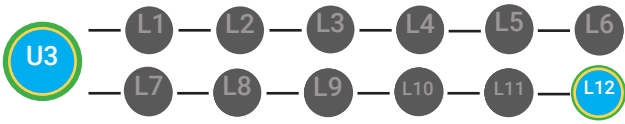
 <p><b>Keyword</b></p>	 <p><b>Google</b></p>	 <p><b>Video Search</b></p>
 <p><b>Search Engines</b></p>	 <p><b>Image Search</b></p>	 <p><b>Drop Down Menu</b></p>
 <p><b>Search Result</b></p>	 <p><b>Backward &amp; Forward</b></p>	 <p><b>Search Menu</b></p>



Name: \_\_\_\_\_

### Unit 3. Internet Searching Basics Vocabulary

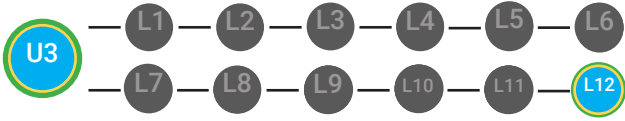
 <p><b>Keyword</b></p>	 <p><b>Google</b></p>	 <p><b>Video Search</b></p>
 <p><b>Search Engines</b></p>	 <p><b>Image Search</b></p>	 <p><b>Drop Down Menu</b></p>
 <p><b>Search Result</b></p>	 <p><b>Backward &amp; Forward</b></p>	 <p><b>Search Menu</b></p>



Name: \_\_\_\_\_

### Unit 3. Internet Searching Basics Vocabulary

 <p>Google</p>	 <p>Image Search</p>	 <p>Video Search</p>
 <p>Search Engines</p>	 <p>Search Result</p>	 <p>Drop Down Menu</p>
 <p>Keyword</p>	 <p>Advertisements</p>	 <p>Search Menu</p>



Name: \_\_\_\_\_

### Unit 3. Internet Searching Basics Vocabulary

<p>Video Search</p>	<p>Google</p>	<p>Web Search</p>
<p>Keyword</p>	<p>Search Engines</p>	<p>Google's Homepage</p>
<p>Search Menu</p>	<p>Search Result</p>	<p>Advertisements</p>



Name: \_\_\_\_\_

### Unit 3. Internet Searching Basics Vocabulary

<p>Search Menu</p>	<p>Search Result</p>	<p>"Keyword" =</p> <p>Web Search</p>
<p>Search Engines</p>	<p>Google</p>	<p>Google's Homepage</p>
<p>Image Search</p>	<p>Advertisements</p>	<p>Keyword</p>



Name: \_\_\_\_\_

### Unit 3. Internet Searching Basics Vocabulary

<p><b>Web Search</b></p>	<p><b>Search Result</b></p>	<p><b>Google's Homepage</b></p>
<p><b>Keyword</b></p>	<p><b>Google</b></p>	<p><b>Image Search</b></p>
<p><b>Search Menu</b></p>	<p><b>Video Search</b></p>	<p><b>Drop Down Menu</b></p>







## Units 3. Internet Searching Basics Vocabulary\_Bingo Clue Cards 1

### Units 3. Internet Searching Basics Vocabulary

Bingo!\_Clue Card

**Clue:** What helps you find things on the internet? Google is a type of \_\_\_\_\_.

**Answer:** Search Engine

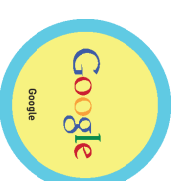


### Units 3. Internet Searching Basics Vocabulary

Bingo!\_Clue Card

**Clue:** What is the name of a search engine that helps you find things on the Internet?

**Answer:** Google

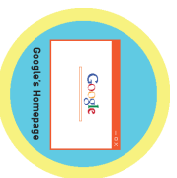


### Units 3. Internet Searching Basics Vocabulary

Bingo!\_Clue Card

**Clue:** What is the name of the very first page that you see when you visit [www.google.com](http://www.google.com)?

**Answer:** Google Homepage

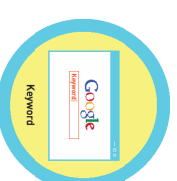


### Units 3. Internet Searching Basics Vocabulary

Bingo!\_Clue Card

**Clue:** What are the words that you type into a search field called?

**Answer:** Keyword Search



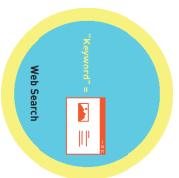
## Units 3. Internet Searching Basics Vocabulary\_Bingo Clue Cards 2

### Units 3. Internet Searching Basics Vocabulary

Bingo!\_Clue Card

**Clue:** What are you doing when you type keywords into the field on Google's homepage?

**Answer:** Web Search

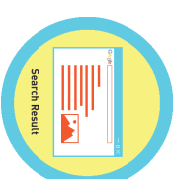


### Units 3. Internet Searching Basics Vocabulary

Bingo!\_Clue Card

**Clue:** What are the list of hyperlinks that match your keywords search called?

**Answer:** Search Results

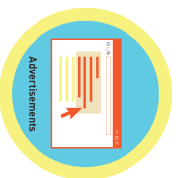


### Units 3. Internet Searching Basics Vocabulary

Bingo!\_Clue Card

**Clue:** What can also be found in your search results that you do not click on? They are usually located at the top or right side of your search results.

**Answer:** Advertisement



### Units 3. Internet Searching Basics Vocabulary

Bingo!\_Clue Card

**Clue:** What are the words at the top or left side of a website that help you find things you are looking for like videos, maps, news, pictures and shopping?

**Answer:** Search Menu





# Matching!

**Objective** Student is able to recognize elements of a search.

### Differentiated Activity

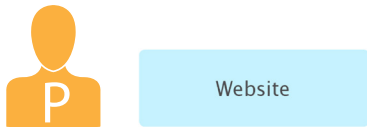


### Materials

11 Vocabulary Word Cards,  
 11 Picture Exchange Cards, Scissors

### Activity Description

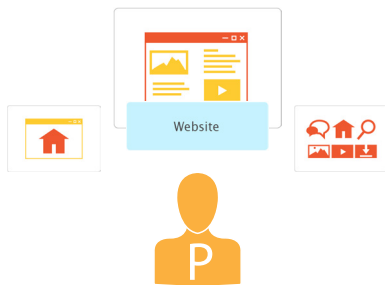
**1** Player sits down at table. Player is presented with a single vocabulary word.



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



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

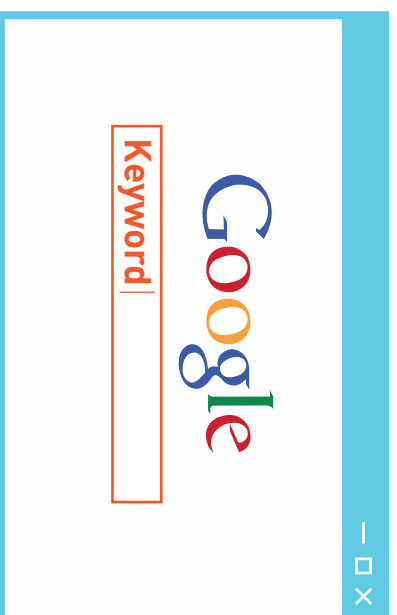
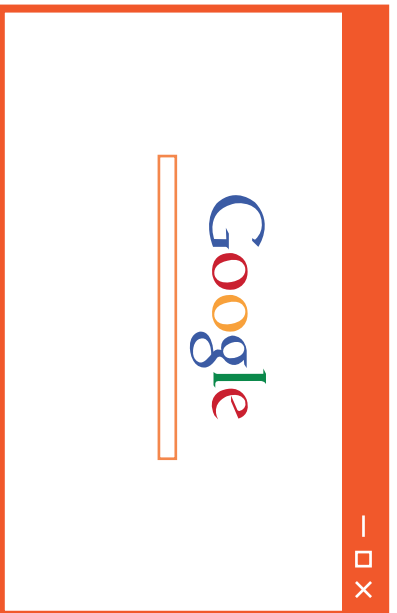


**4** If player chooses correctly, player received reinforcement. If the player chooses incorrectly facilitator provides a prompt. This process is repeated based on learning objectives.

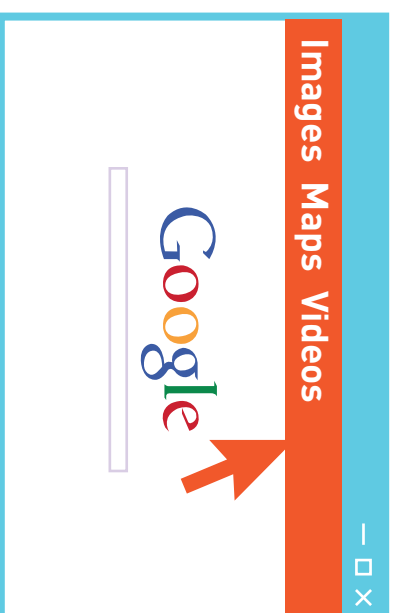
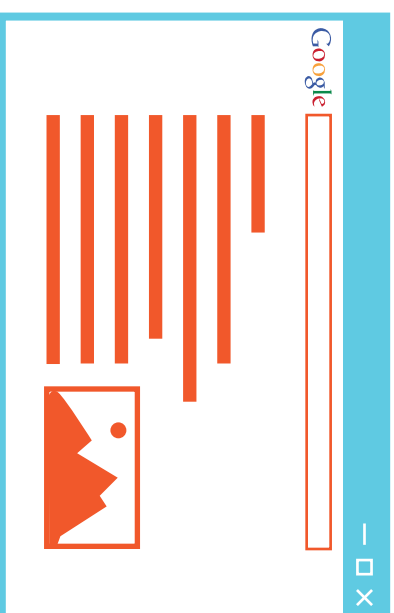
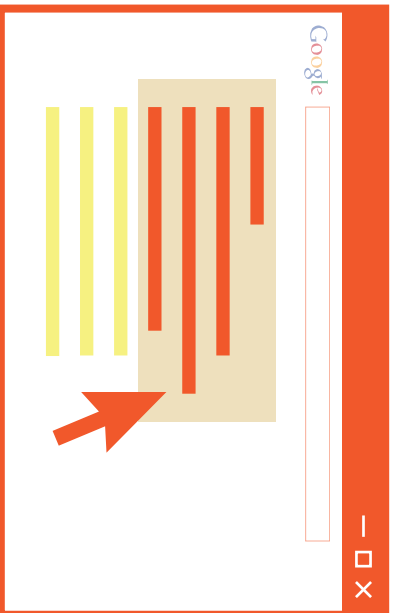
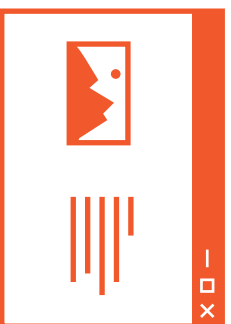
Please refer to your supplemental guide for support on reinforcement and prompting.



Google



“Keyword” =



Google  
images



Google  
Videos



Google

- united states population
- united states map
- united states constitution



Search Engine

Google

Google's Homepage

Key Word Search

Web Search

Search Results

Advertisements

Search Menu

**Image Search**

**Video Search**

**Drop Down Menu**



# What am I? V1

**Objective** Student is able to recognize elements of a search.

## Differentiated Activity



## Materials

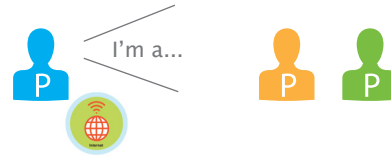
11 What am I? Clue Cards, 11 Badges, Scissors, A bowl or box

## Activity Description

1 Each player is given a lesson badge.



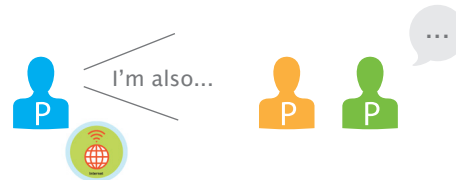
2 A player is called up in front of the group of players to be the “Badge.” . The Badge does not read the word on his badge, but instead offers one clue to the audience and then asks, “What am I?”



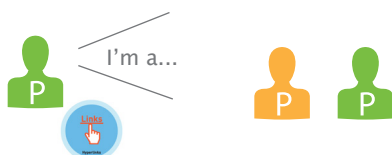
3 Based on the clue given, the audience attempts to answer the question in the format of “You are a \_\_\_\_\_ !”



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 3. Internet Searching Basics Vocabulary\_What am I? Clue Cards 1

### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I help you find things on the internet.
  - I can be Google, Yahoo, or Bing.
- What am I?*

**Answer:** Search Engine

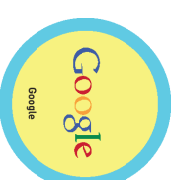


### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am the name of a search engine that begins with the letter G. *What am I?*

**Answer:** Google

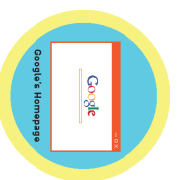


### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am the very first page you see when you visit [www.google.com](http://www.google.com). *What am I?*

**Answer:** Google Homepage

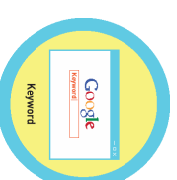


### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am the important words you type into a search field. *What am I?*

**Answer:** Keyword Search



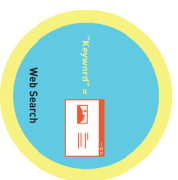
## Units 3. Internet Searching Basics Vocabulary\_What am I? Clue Cards 2

### Units 3. Internet Searching Basics Vocabulary

What am I? \_Clue Card

- Clue:**
- I am what you are doing when you type keywords in the field on Google's homepage?  
*What am I?*

**Answer:** Web Search

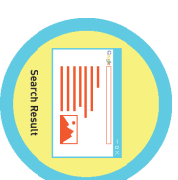


### Units 3. Internet Searching Basics Vocabulary

What am I? \_Clue Card

- Clue:**
- I am the list of hyperlinks that match your keywords search. *What am I?*

**Answer:** Search Results

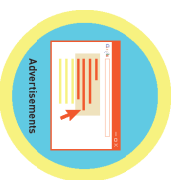


### Units 3. Internet Searching Basics Vocabulary

What am I? \_Clue Card

- Clue:**
- I can be found in your search results page.
  - You do not click on me.
  - I am usually located at the top or right side of your search results.  
*What am I?*

**Answer:** Advertisement



### Units 3. Internet Searching Basics Vocabulary

What am I? \_Clue Card

- Clue:**
- I am a list of words at the top or left side of your website.
  - I help you find things you are looking for like videos, maps, news, pictures and shopping.  
*What am I?*

**Answer:** Search Menu



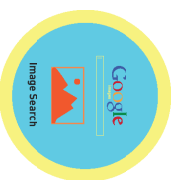
## Units 3. Internet Searching Basics Vocabulary\_What am I? Clue Cards 3

### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am the type of search that will help you find pictures. **What am I?**

**Answer:** Image Search

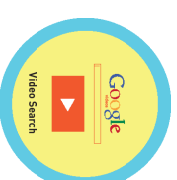


### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am the type of search that will help you find videos. **What am I?**

**Answer:** Video Search



### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- When you type a keyword or keywords in the search field box, a menu will appear with words that match the words you typed in the search field above. **What am I called?**

**Answer:** Drop Down Menu









"Keyword" = 

**Web Search**



**Search Result**



**Advertisements**



**Search Menu**







# What am I?

**Objective** Student is able to recognize elements of a search.

## Differentiated Activity



## Materials

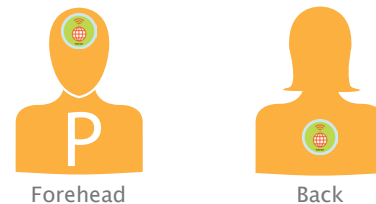
11 What am I? Clue Cards, 11 Badges, Scissors, A bowl or box

## Activity Description

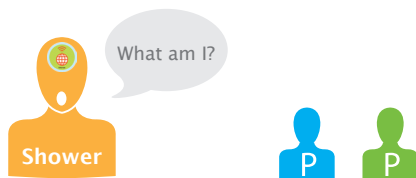
**1** Players are each given a lesson badge. However, in this version, players do NOT look at their badges.



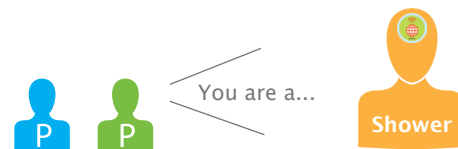
**2** Instead, the card must be put on the player's body where they can not see it. Students are paired or put into small groups.



**3** One member of the group is assigned to be the "Shower." The shower presents their lesson badge and asks the group or partner, "What am I?"



**4** Each player takes a turn giving the Shower a clue. When the Shower guesses which badge they are wearing, they can remove their badge and hang it on an approved surface for everyone to see.



**5** Then, a new Shower is assigned and learners repeat step 4 until every shower has had a chance to guess their badge.

Consider laminating materials and using velcro.

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

## Units 3. Internet Searching Basics Vocabulary\_What am I? Clue Cards 1

### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I help you find things on the internet.
  - I can be Google, Yahoo, or Bing.
- What am I?*

**Answer:** Search Engine

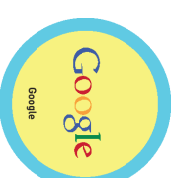


### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am the name of a search engine that begins with the letter G. *What am I?*

**Answer:** Google

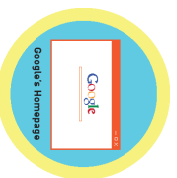


### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am the very first page you see when you visit [www.google.com](http://www.google.com). *What am I?*

**Answer:** Google Homepage

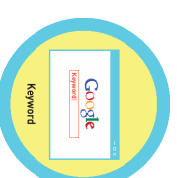


### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am the important words you type into a search field. *What am I?*

**Answer:** Keyword Search



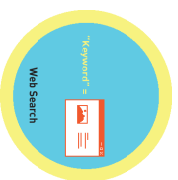
## Units 3. Internet Searching Basics Vocabulary\_What am I? Clue Cards 2

### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am what you are doing when you type keywords in the field on Google's homepage?  
*What am I?*

**Answer:** Web Search

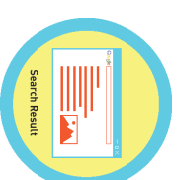


### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am the list of hyperlinks that match your keywords search. *What am I?*

**Answer:** Search Results

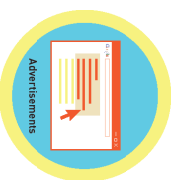


### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I can be found in your search results page.
  - You do not click on me.
  - I am usually located at the top or right side of your search results.  
*What am I?*

**Answer:** Advertisement



### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am a list of words at the top or left side of your website.
  - I help you find things you are looking for like videos, maps, news, pictures and shopping.  
*What am I?*

**Answer:** Search Menu



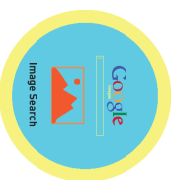
## Units 3. Internet Searching Basics Vocabulary\_What am I? Clue Cards 3

### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am the type of search that will help you find pictures. **What am I?**

**Answer:** Image Search

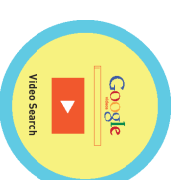


### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card

- Clue:**
- I am the type of search that will help you find videos. **What am I?**

**Answer:** Video Search



### Units 3. Internet Searching Basics Vocabulary

What am I?\_Clue Card


- Clue:**
- When you type a keyword or keywords in the search field box, a menu will appear with words that match the words you typed in the search field above. **What am I called?**

**Answer:** Drop Down Menu







"Keyword" = 

**Web Search**



**Search Result**



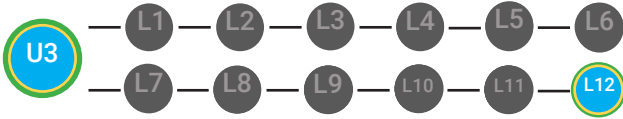
**Advertisements**



**Search Menu**







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 4. Online Applications & Accounts

Objective: Student is able to identify basic concept of online accounts.

TRIAL 1

Q What is a task that an online application can help you with?

- a. email
- b. tying your shoe
- c. writing on a book

• Acceptable answer: a.

• Student answered in:  less than 4 words  4-5 words / fragment

Enter 1 for a correct answer

Enter 0 for an incorrect answer

complete sentence  age-appropriate language

TRIAL 2

Q Which are types of applications?

- a. connecting, sharing, and creating
- b. creating, person, and chatting
- c. sharing, creating and person

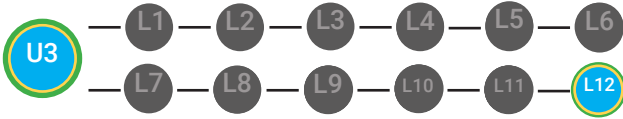
• Acceptable answer: ?

• Student answered in:  less than 4 words  4-5 words / fragment

Enter 1 for a correct answer

Enter 0 for an incorrect answer

complete sentence  age-appropriate language



**TRIAL 3**

Q Which is a username?

- a. mmiller@gmail.com
- b. Matt Miller
- c. Mattmiller123

• 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

**TRIAL 4**

Q What is personal information that you will give to create an account?

- a. social security number
- b. email address
- c. shoe size

• 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 What is this called?

- a. logging in
- b. creating an account
- c. google search

• 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

Unit 4 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 1= 20%
- answers: 2= 40%
- 3= 60%
- 4= 80%
- 5= 100%



Student Assessment

Student:

Name:

Age:

Unit 4. Online Applications & Accounts

Objective: Student is able to identify basic concept of online accounts.

**TRIAL 1** What is a task that an **online application** can help you with?

**a** Email

**b** Tying your shoe

**c** Writing on a book

**TRIAL 2** Which are **types of applications**?

**a** Connecting, sharing, and creating

**b** Creating, person, and chatting

**c** Sharing, creating and person

**TRIAL 3** Which is a **username**?

**a** Mmiller@gmail.com

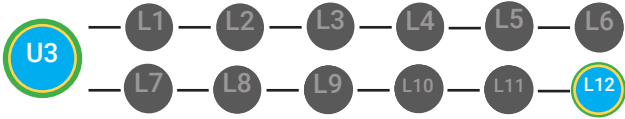
Mmiller@gmail.com

**b** Matt Miller

Matt Miller

**c** Mattmiller123

Mattmiller123



**TRIAL 4**

What is personal information that you will give to **create an account**?

**a** Social security number

**b** Email address

**c** Shoe size

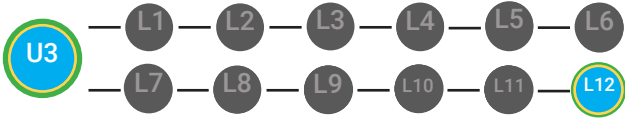
**TRIAL 5**

What is this **called**?

**a** Logging in

**b** Creating an account

**c** Google search



# MY DIGITABILITY EARNINGS TRACKER

## Unit 3 SEARCH BASICS | 3.12.8

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

**Name:** \_\_\_\_\_

	DATE:	DOLLARS EARNED:
<b>LESSON 1:</b> SEARCH ENGINE		
<b>LESSON 2:</b> GOOGLE!		
<b>LESSON 3:</b> GOOGLE'S HOMEPAGE		
<b>LESSON 4:</b> KEYWORD SEARCH		
<b>LESSON 5:</b> WEB SEARCH		
<b>LESSON 6:</b> SEARCH RESULTS		
<b>LESSON 7:</b> ADVERTISEMENTS		
<b>LESSON 8:</b> SEARCH MENU		
<b>LESSON 9:</b> IMAGE SEARCH		
<b>LESSON 10:</b> VIDEO SEARCH		
<b>LESSON 11:</b> DROPDOWN MENU		
<b>LESSON 12:</b> MASTER BADGE		

**TOTAL DOLLARS EARNED:**