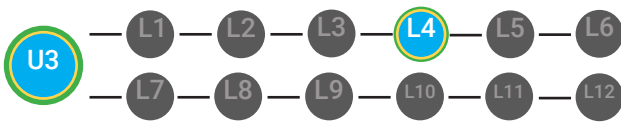




Lesson 4: Keyword Search

Unit 3



UNIT 3: SEARCHING BASICS LESSON 4: KEYWORD SEARCH

LESSON OVERVIEW

The words you type are called Keywords. Keywords help you find what you are looking for. These are the most important words you need to type.

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.

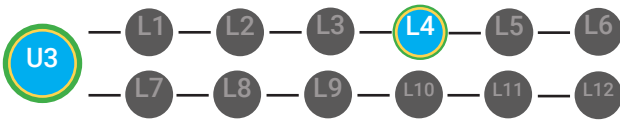
ONLINE REVIEW

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

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT




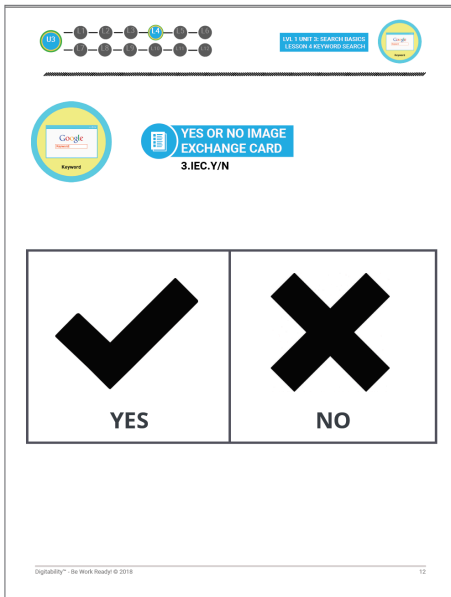
Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.



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

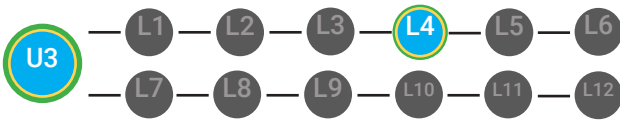


PHOTO OPP

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, *"For a participation dollar, Is Google a type of search engine?"*



2. Ask, *"For a participation dollar, is a homepage the first webpage you see when you visit a website?"*

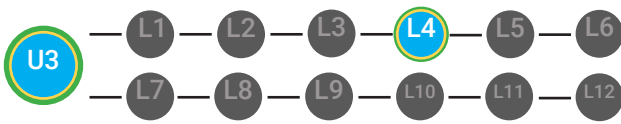


3. Give immediate feedback and record Workplace Behavior earnings



"Marcus responds 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 FACILITATION



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

THUMBS IMAGE EXCHANGE CARD
3.4.THUMB

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BADGE BOARD
3.BADGE

Digitability™ - Be Work Ready! © 2018



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.

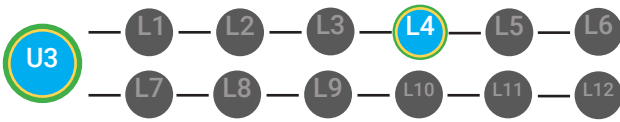


PHOTO OPP

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: Keyword Search



2. Give immediate feedback and record Workplace Behavior earnings



3. Bring attention to screen, *“Let’s watch this lesson. I know that [student’s name] is actively watching because he has his eyes on the screen. When you hear the words ‘Keyword Search’ 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 Keyword Search in the video. Distribute **Thumbs Image Exchange cards** [3.4.THUMB]



5. Play video.



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



6. Give immediate feedback and record Workplace Behavior earnings



Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: “The words you type are called Keywords. Keywords help you find what you are looking for. These are the most important words you need to type.”

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?”



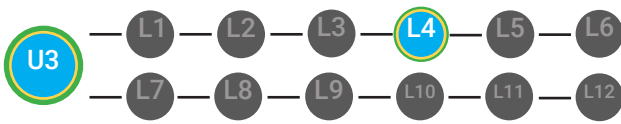
“Marcus answers Keyword Search. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Award at least four participation dollars.



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

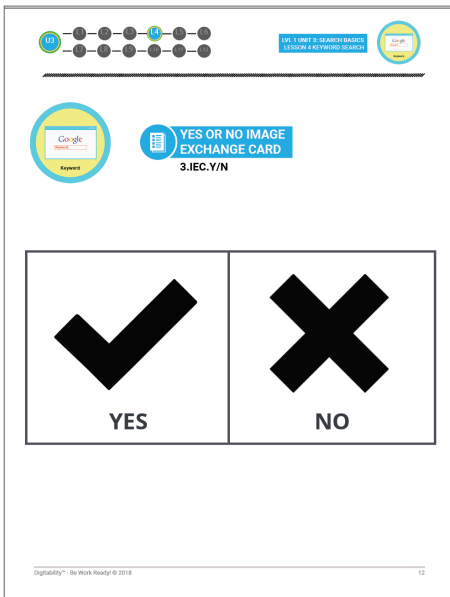
Award at least four participation dollars.



INFORMAL ASSESSMENT



Use supplemental material YES/NO Image Exchange cards **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

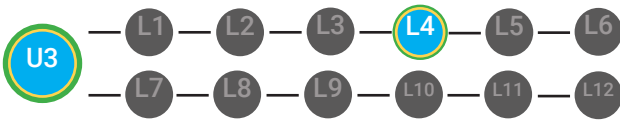


PHOTO OPP

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 are Keywords?”*



2. Give immediate feedback and record Workplace Behavior earnings

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.



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



3. Ask, *“For a participation dollar, if you want to find information about cars, can you type in the keywords ‘sports cars’ into a search engine’s fieldbox?”*

Award at least four participation dollars.



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

Key Concept: “The words you type are called Keywords. Keywords help you find what you are looking for. These are the most important words you need to type.”

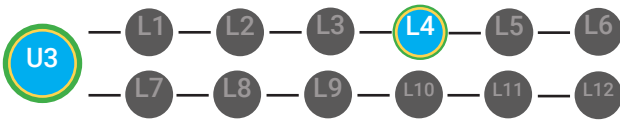
Optional: Write the term and definition in notebooks after student responses.



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


4. Give immediate feedback and record Workplace Behavior earnings

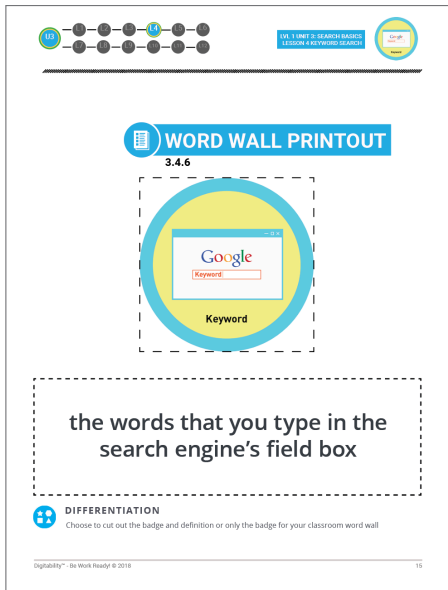
Award at least four participation dollars.



GUIDED ACTIVITY



Use supplemental material Lesson Badge Cut Out **3.4.6** 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.

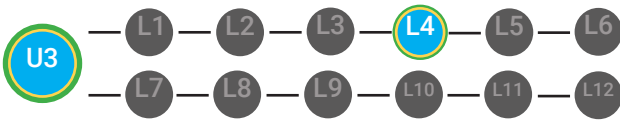


PHOTO OPP

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 Keyword Search Badge for \$1?”



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.4.DollarTracker]



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

Click Activity Button to Play Activity Video

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



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



EXIT TICKET



Use supplemental material Website Services Exit Ticket **3.4.7** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

T2 KEYWORD SEARCH EXIT TICKET
VOCAB BLOCK
3.4.7.2

Name: _____
Date: _____

Directions: Draw the icon for each browser.

Define		Sentence
	Keyword Search	
Examples		Draw

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T1 KEYWORD SEARCH EXIT TICKET
READING MAZE
3.4.7.1

Name: _____
Date: _____

Directions: Circle the correct word to complete the sentence.

I can use the internet to chat with friends, share photos and (1. **search/hyperlink**) for information. When I want to find things on the internet, I can use a (2. **URL/search engine**) like (3. **Google/YouTube**), Bing and Yahoo. For example, if I wanted to search for information about sports cars, I can use the (4. **field box/web services**) on Google's (5. **icons/homepage**), or the first webpage on Google's website, to type in what I am looking for into the search engine.

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DIFFERENTIATION

- T1** Student's complete **Reading Maze** worksheet [3.4.7.1] or **Vocab Blocks worksheet** [3.4.7.2]
- T2** Option to complete **Vocab Blocks worksheet** [3.4.7.2] or **Trace 'n' Learn card** [3.4.7.3]
- T3** Student's complete **Trace 'n' Learn card** [3.4.7.3]

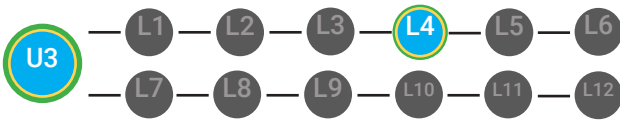


PHOTO OPP

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 Keyword Search Exit Slip.



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



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



3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.4.DollarTracker]



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



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



5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.4.DollarTracker]



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



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



7. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.4.DollarTracker]



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



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

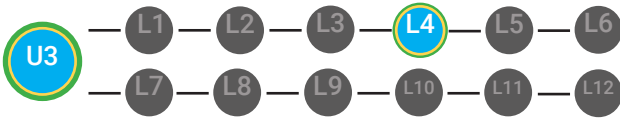


9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.4.DollarTracker]



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

Award at least four participation dollars.



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

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

11. Be sure that students do both.

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



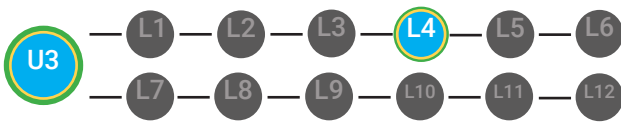
12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.4.DollarTracker]



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

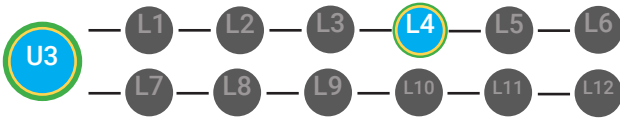
13. After student does both, ask the student presenting, "[Student, what did you hear [student who gave feedback] say?"]"

Award at least four participation dollars.



NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned during the lesson.
2. Students will fill in their dollar earnings from the lesson using their [My Digitability Earnings sheet **[3.4.8]** Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. Ask students, **“For a participation dollar, what will you do with your earnings?”**
4. If time permits, students can log into their student accounts for independent practice. Remember to set a boundary for students when completing lessons independently. For example, say **“You can unlock badges up until [name of badge you want students to stop at] , then stop what you are doing and put your thumbs up.”**



WRAP-UP



DIFFERENTIATION

- T1** Login independently using **password cards**.
- T2** Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.
- T3** Teacher or Tier 1 assistance to help student login using their **password card**.

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

Key Concept: “The words you type are called Keywords. Keywords help you find what you are looking for. These are the most important words you need to type.”

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.”**



Supplemental Materials

Unit 3



TechCrunch



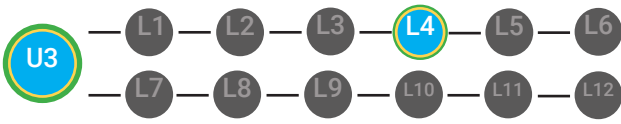


PHOTO OPP GUIDE

Directions: Use this form to brainstorm your Milestone submission. You can submit your Milestone assets using your **Teacher Resources Portal** at digitability.com/teacherresources. We included some suggestions but feel free to submit what you think is most important to capture your implementation!

Suggested Capture:

Videos/photos of students presenting the planning session summary

Videos/photos of differentiation for students with expressive/receptive language needs

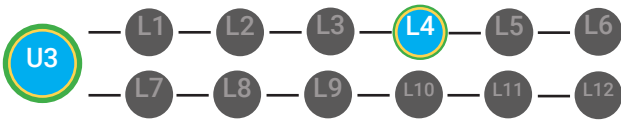
Videos/photos of students completing supplements and those completed supplements

Narrative:

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

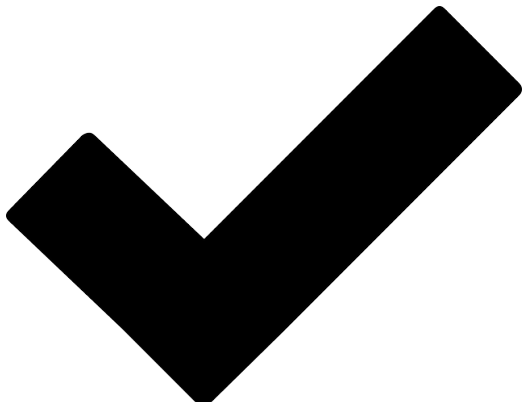
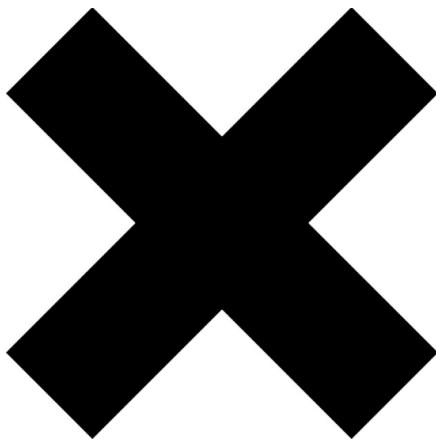
Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her?).

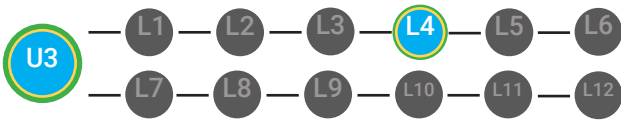
Tell us what you or your students like about this part of the Work Simulation.




 **YES OR NO IMAGE EXCHANGE CARD**

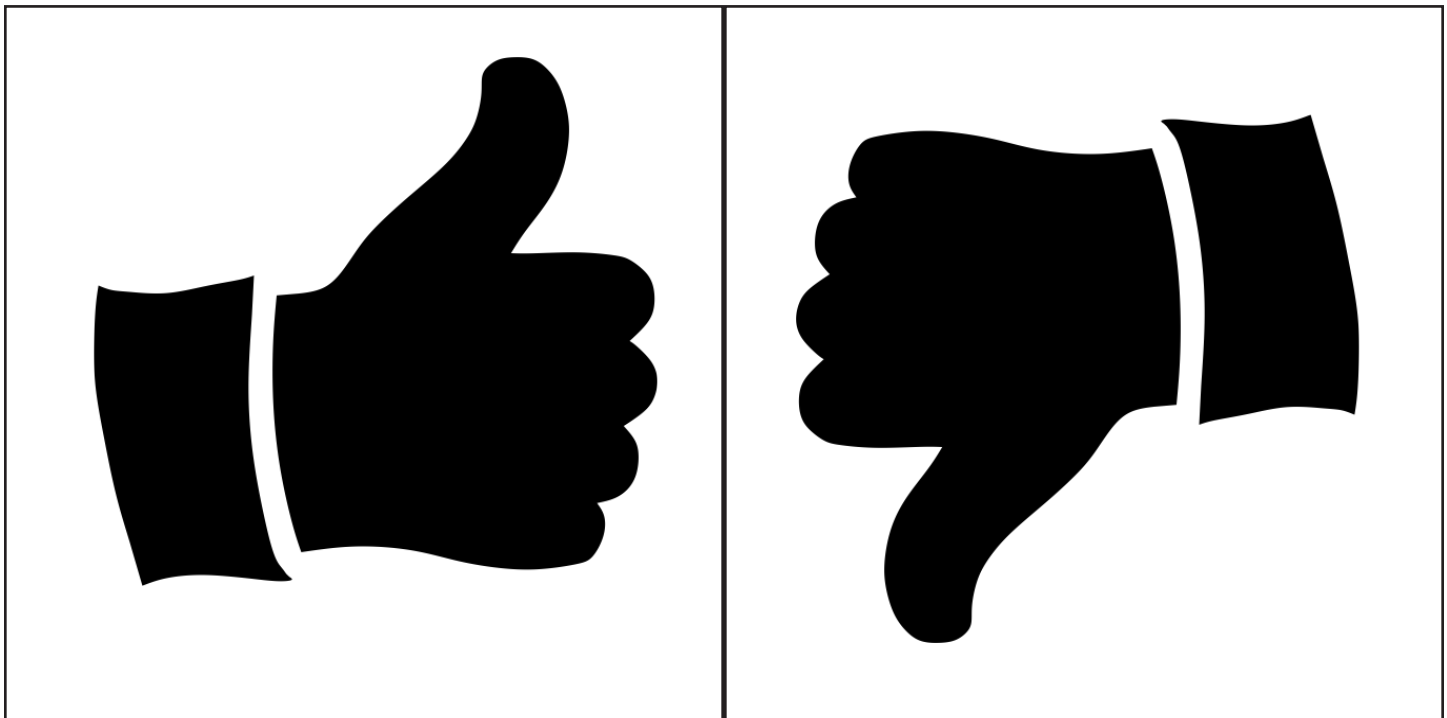
3.IEC.Y/N

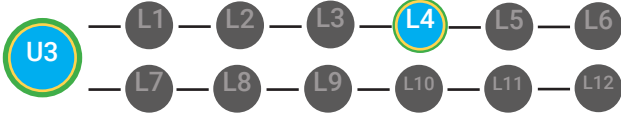
 <p>YES</p>	 <p>NO</p>
--	--



 **THUMBS IMAGE
EXCHANGE CARD**

3.4.THUMB

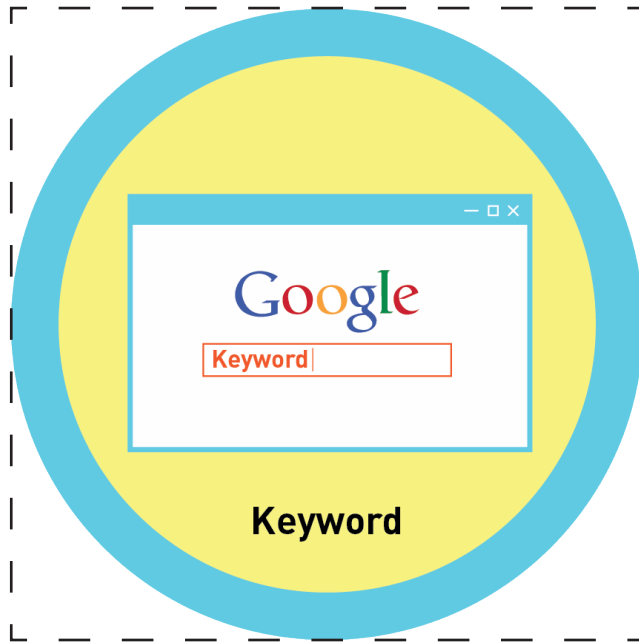






WORD WALL PRINTOUT

3.4.6

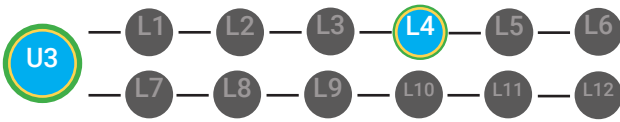


the words that you type in the search engine's field box



DIFFERENTIATION

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



T1 KEYWORD SEARCH EXIT TICKET
READING MAZE
3.4.7.1

Name: _____

Date: _____

Directions: Circle the correct word to complete the sentence.

I can use the internet to chat with friends, share photos and **(1. search/hyperlink)** for information. When I want to find things on the internet, I can use a **(2. URL/search engine)** like **(3. Google/YouTube)**, Bing and Yahoo. For example, if I wanted to search for information about sports cars, I can use the **(4. field box/web services)** on Google's **(5. icons/homepage)**, or the first webpage on Google's website, to type in what I am looking for into the search engine.



T2 KEYWORD SEARCH EXIT TICKET
 VOCAB BLOCK
 3.4.7.2

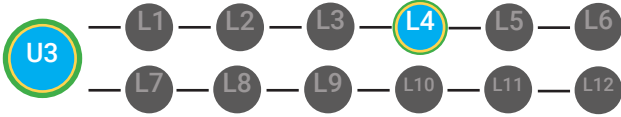
Name: _____

Date: _____

Directions: Draw the icon for each browser.

Define	Sentence
Examples	Draw

**Keyword
Search**



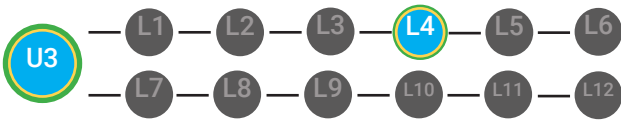
T2 KEYWORD SEARCH EXIT TICKET
TRACE 'N' LEARN CARDS
3.4.7.3

Name: _____

Date: _____

keywords

the words that you
type in the search
engine's field box



MY DIGITABILITY EARNINGS TRACKER

Unit 3 SEARCH BASICS | 3.4.8

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

Name: _____

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

TOTAL DOLLARS EARNED: