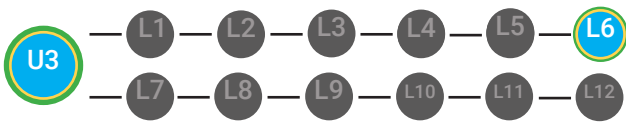


Lesson 6: Search Result

Unit 3



UNIT 3: SEARCHING BASICS LESSON 6: SEARCH RESULTS

LESSON OVERVIEW

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.

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.

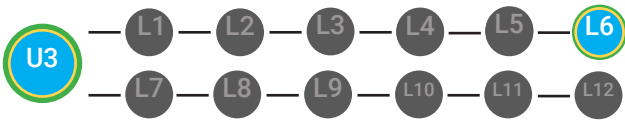
ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 3**
5. Select **Lesson 6 - Search Results**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



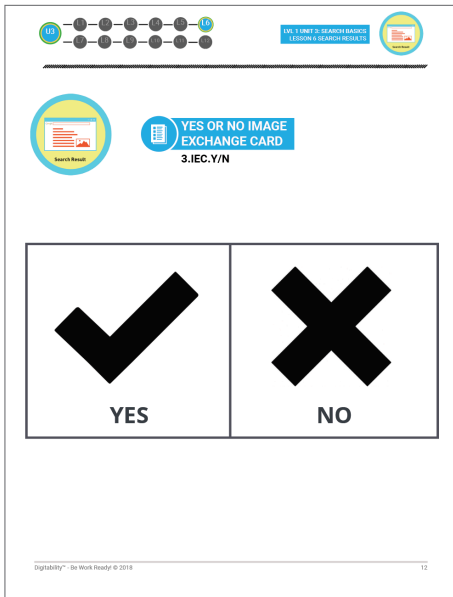
Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.






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

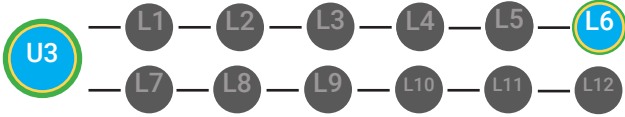






PHOTO OPP

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.

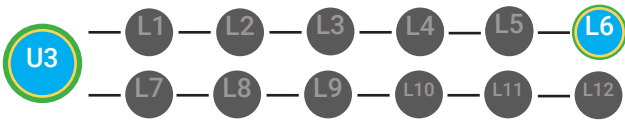
1.  Write the results on the board.
2.  *"For a participation dollar, write down the first word that comes to mind when thinking of the word results."*

Possible Answers: Websites, findings, information, conclusions



3.  Give immediate feedback and record Workplace Behavior earnings
4. Call on students and have each student state the word they chose during the warm up


"Marcus writes websites in his notebook. 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
3.6.THUMB

BADGE BOARD
3.BADGE

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: Search Results

? 2. Ask, *"For a participation dollar, who can tell me what you think a Search Result is?"*

Listen to several student responses and give immediate feedback.

Possible Answer: a website that relates to my keyword

+\$ 3. Give immediate feedback and record Workplace Behavior earnings

👂 4. 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 'Search Results' give me a thumbs up and I'll add participation dollars."*

5. Ask students to give a thumbs up every time they hear and/or see the words Search Results in the video. Distribute **Thumbs Image Exchange cards** [3.6.THUMB]

▶ 6. Play video.

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

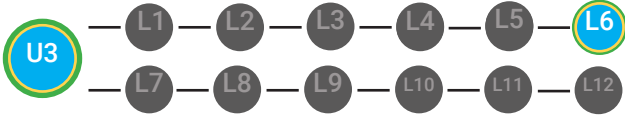
+\$ 7. Give immediate feedback and record Workplace Behavior earnings

+\$
"Marcus answers Search Results. 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!"

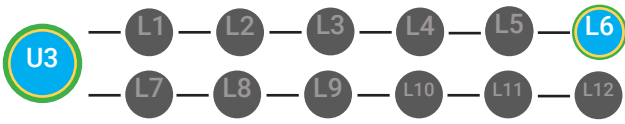
Award at least four participation dollars.



Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: “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.”

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.

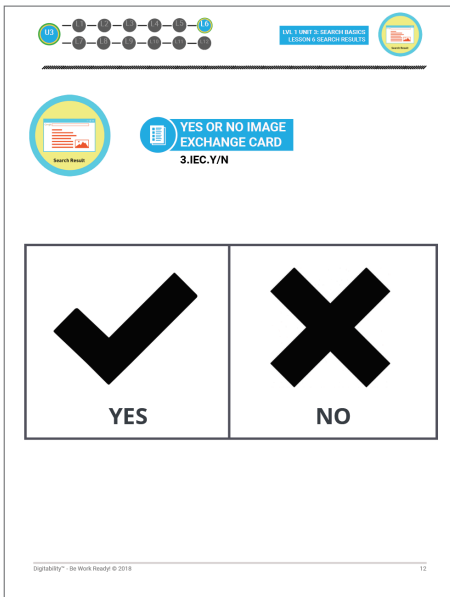
You can use phrases like, “What did the video say the/a _____ is?”



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

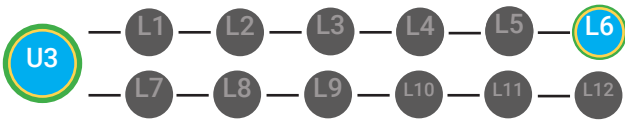


PHOTO OPP

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, who can tell me what search results are?"*

Write the term and definition on the board after student responses.



2. Ask, *"For a participation dollar, tell me are search results displayed as icons?"*



3. Ask, *"For a participation dollar, will you go to a different website after you click on a search result?"*



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

Key Concept: "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."

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



4. Give immediate feedback and record Workplace Behavior earnings



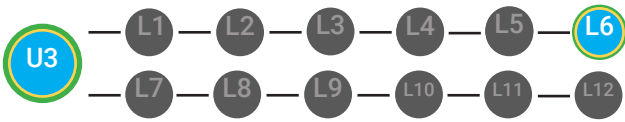
Structure prompting to get students to come up with a definition using language from the video.

EXAMPLE: "Search results are a list of your search matches that are displayed as links."




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

Award at least four participation dollars.



GUIDED ACTIVITY



Use supplemental material Lesson Badge Cut Out **3.6.6** 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.

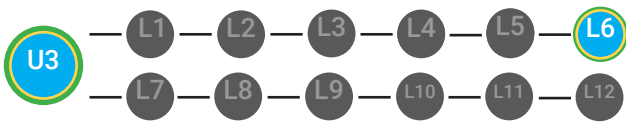


PHOTO OPP

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 Search Results Badge for \$1?"



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.6.DollarTracker]



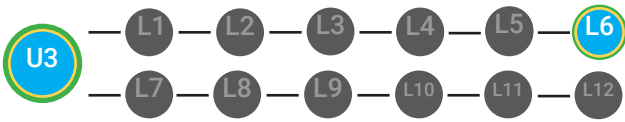
"Marcus unlocks the Web Search badge. Nice job participating and earning a dollar Marcus."

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 **3.6.7** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

U3 L1 L2 L3 L4 L5 L6

LVL 1 UNIT 3: SEARCH BASICS
LESSON 6 SEARCH RESULTS

T1 SEARCH RESULTS EXIT TICKET
VOCAB BLOCK
3.6.7.1

Name: _____
Date: _____

Define	Sentence
Examples	Draw

search results

Digitability™ - Be Work Ready! © 2018

U3 L1 L2 L3 L4 L5 L6

LVL 1 UNIT 3: SEARCH BASICS
LESSON 6 SEARCH RESULTS

T2 SEARCH RESULTS EXIT TICKET
TRACE 'N' LEARN CARDS
3.6.7.2

Name: _____
Date: _____

search results

a list of your web
search matches that
are displayed as links

Digitability™ - Be Work Ready! © 2018



DIFFERENTIATION

- T1** Student's completes **Vocab Blocks worksheet** [3.6.7.1]
- T2** Option to complete **Vocab Blocks worksheet** [3.6.7.1] or **Trace 'n' Learn card** [3.6.7.2]
- T3** Student's complete **Trace 'n' Learn card** [3.6.7.2]

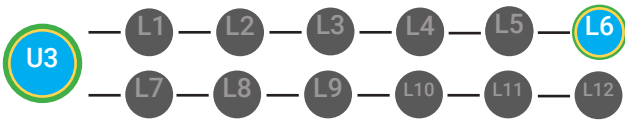


PHOTO OPP

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 Search Results 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. [3.6.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. [3.6.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. [3.6.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.

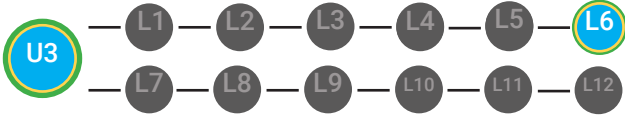
+\$ 9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.6.DollarTracker]



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

STOP 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.



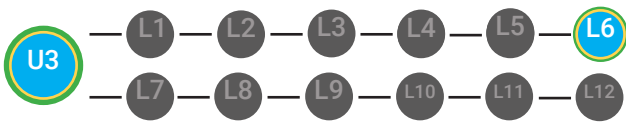
12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.6.DollarTracker]



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

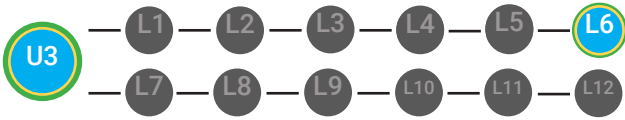
13. After student does both, ask the student presenting, "[Student, what did you hear [student who gave feedback] say?"]"

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 **[3.6.8]** 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



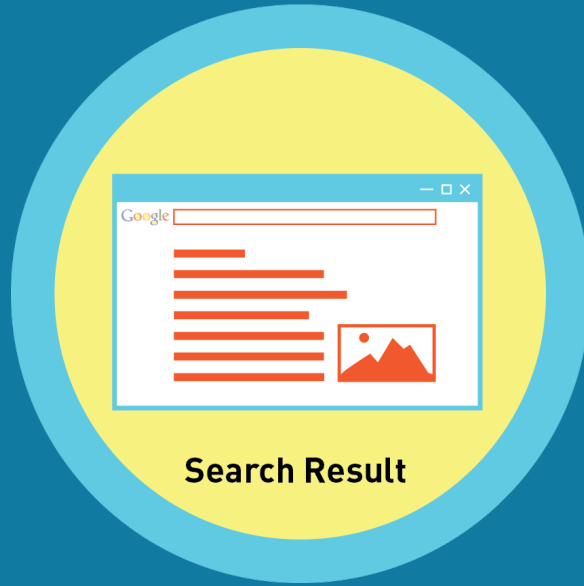
DIFFERENTIATION

- 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: “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.”

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



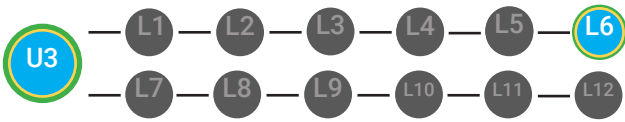


PHOTO OPP GUIDE

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

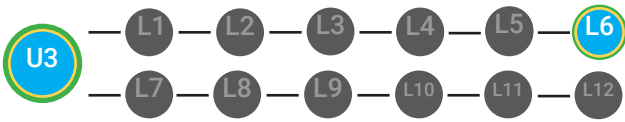
Videos/photos of students completing supplements and those completed supplements

Narrative:

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

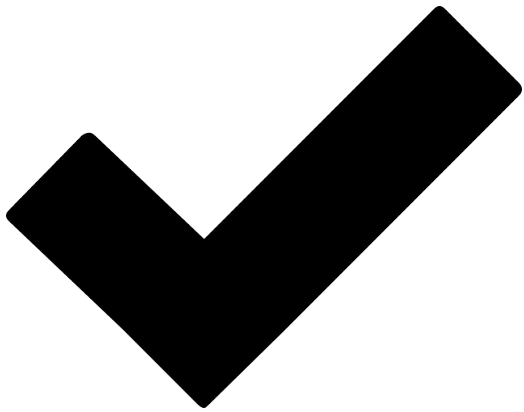
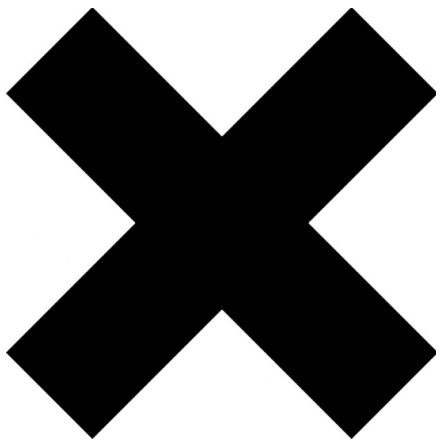
Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her?).

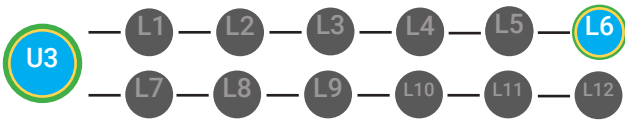
Tell us what you or your students like about this part of the Work Simulation.




 **YES OR NO IMAGE
EXCHANGE CARD**

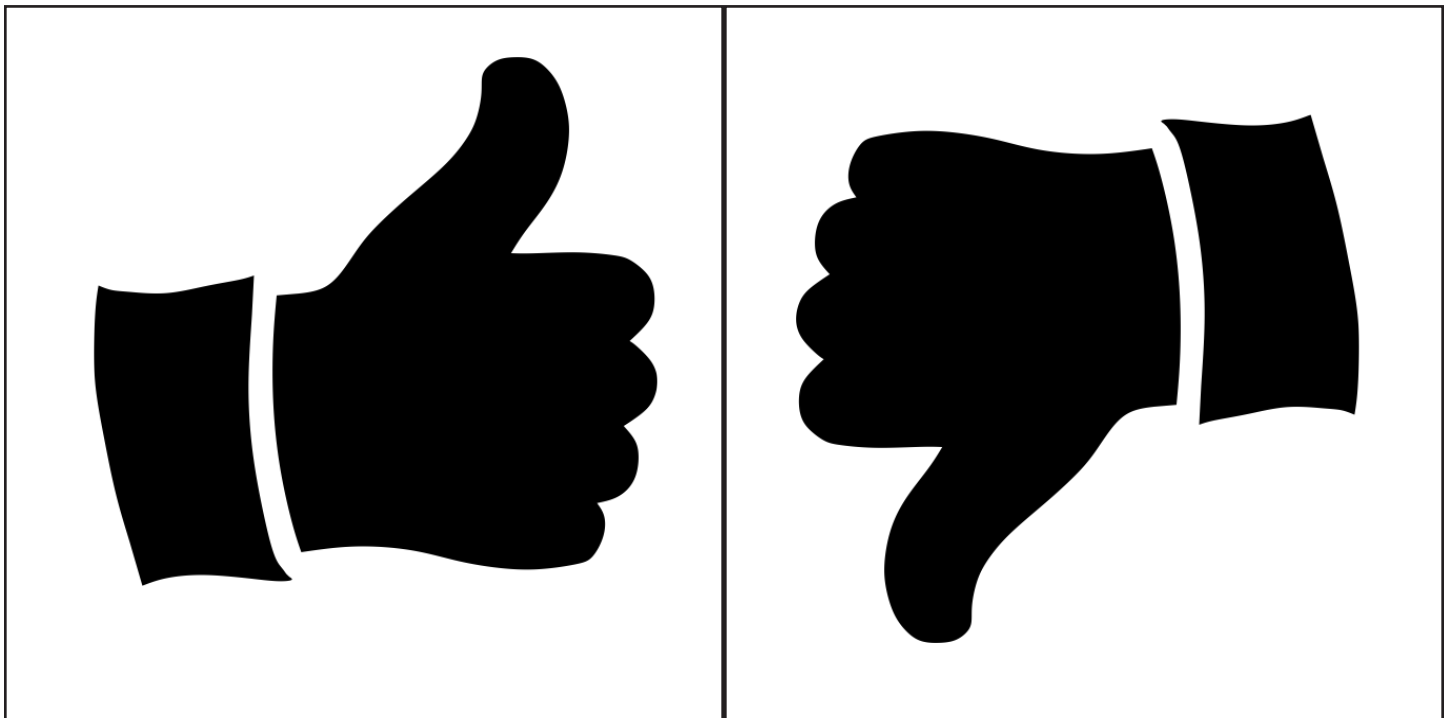
3.IEC.Y/N

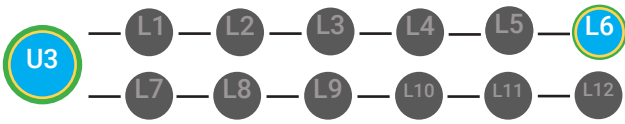
 <p>YES</p>	 <p>NO</p>
--	--



 **THUMBS IMAGE
EXCHANGE CARD**

3.6.THUMB







WORD WALL PRINTOUT

3.6.6



a list of your web search matches that are displayed as links



DIFFERENTIATION

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

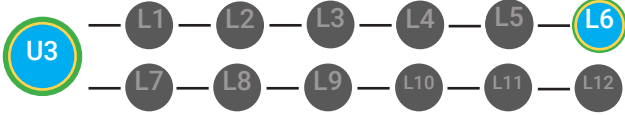


T1 SEARCH RESULTS EXIT TICKET
 VOCAB BLOCK
 3.6.7.1

Name: _____

Date: _____

Define	Sentence	
Examples	<div style="border: 2px solid black; padding: 10px; display: inline-block;"> <p style="font-size: 2em; margin: 0;">search results</p> </div>	Draw



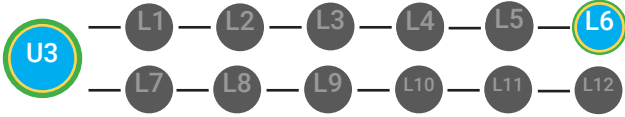
T2 SEARCH RESULTS EXIT TICKET
TRACE 'N' LEARN CARDS
3.6.7.2

Name: _____

Date: _____

search results

a list of your web
search matches that
are displayed as links



MY DIGITABILITY EARNINGS TRACKER

Unit 3 SEARCH BASICS | 3.6.8

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: