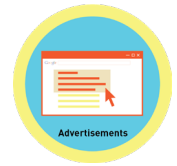
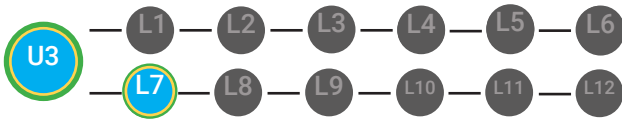




Lesson 7: Advertisement

Unit 3



UNIT 3: SEARCHING BASICS LESSON 7: ADVERTISEMENTS

LESSON OVERVIEW

Your search results may also have advertisements. These advertisements or ads are posted on Google's search results page in two places. On the right side of the search results page and at the top of your search results page. These ads may not be what you are looking for. Look carefully at your search results and focus on the lists that are not advertisements.

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.

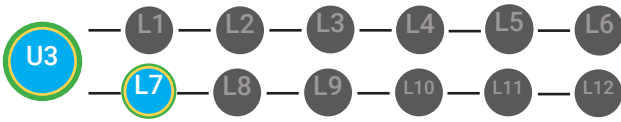
ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 3**
5. Select **Lesson 7 - Advertisement**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



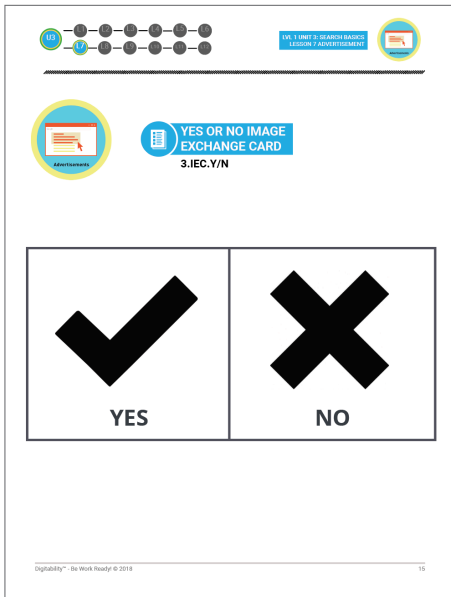
Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.






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

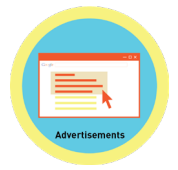
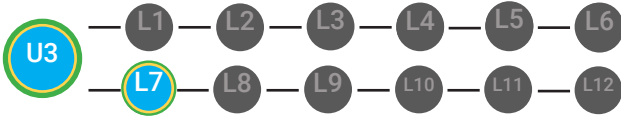


PHOTO OPP

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, raise your hand who can tell me what you can search for on the Internet?"*

Possible Answers: Websites, photos videos, information



2. *"For a participation dollar, who can tell me things they have searched for before?"*



3. Give immediate feedback and record Workplace Behavior earnings



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



4. Ask, *"For a participation dollar, raise your hand if you have ever clicked on an advertisement before?"*

Award at least four participation dollars.



USE POSITIVE NARRATION TO IDENTIFY STUDENT WHO ARE ACTIVELY PARTICIPATING

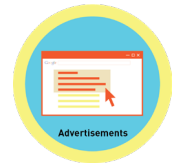
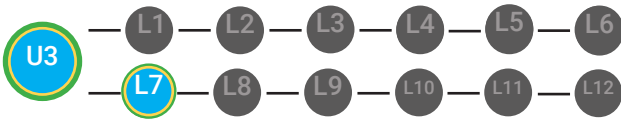


3. Give immediate feedback and record Workplace Behavior earnings



"Marcus responds raises his hand . Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

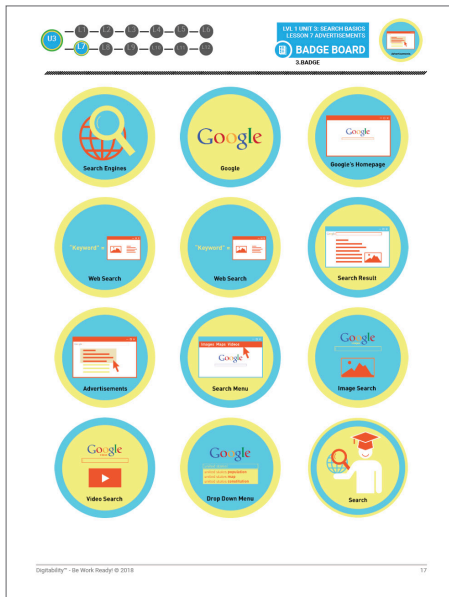
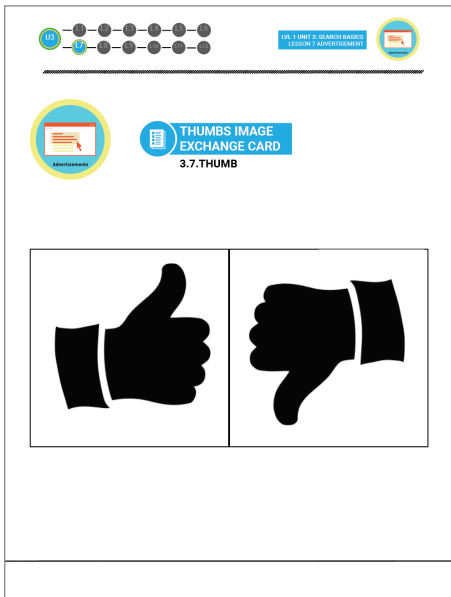
Award at least four participation dollars.



GUIDED FACILITATION

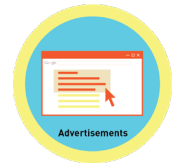
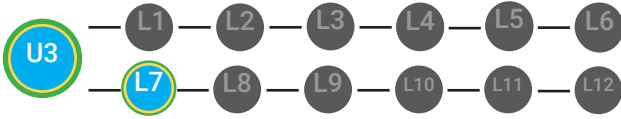


Distribute Badge Board **3.BADGE** and **3.THUMB Image Exchange Card** See **DIFFERENTIATION** below to identify supplements needed for your students.



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.



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

Answer: Advertisements



2. 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 word ‘Advertisements’ 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 word Advertisements in the video. Distribute **Thumbs Image Exchange cards** [3.7.THUMB]



5. Play video.



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



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: “Your search results may also have advertisements. These advertisements or ads are posted on Google’s search results page in two places. On the right side of the search results page and at the top of your search results page. These ads may not be what you are looking for. Look carefully at your search results and focus on the lists that are not advertisements.”

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?”



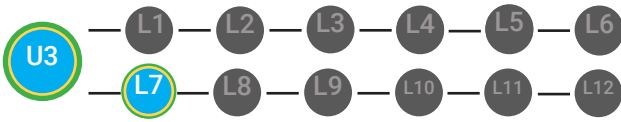
“Marcus answers Advertisements. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Award at least four participation dollars.



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

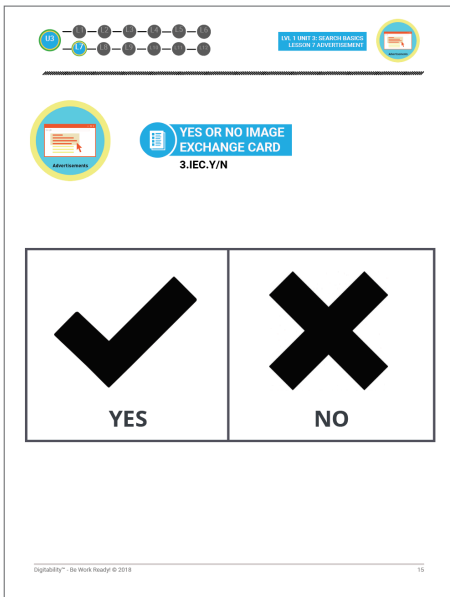
Award at least four participation dollars.



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

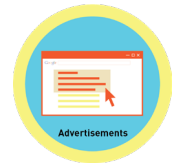
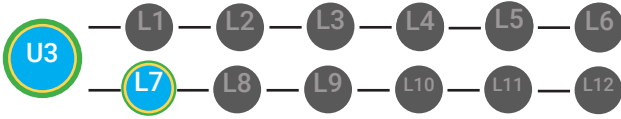


PHOTO OPP

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, who can tell me what advertisements are?”*

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, tell me, are advertisements only located at the top of the search results page?”*

3. Ask, *“For a participation dollar, tell me, do you have to be careful about what you click on?”*



4. Ask, *“For a participation dollar, will advertisements always be related to what you are looking for?”*



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

Key Concept: “Your search results may also have advertisements. These advertisements or ads are posted on Google’s search results page in two places. On the right side of the search results page and at the top of your search results page. These ads may not be what you are looking for. Look carefully at your search results and focus on the lists that are not advertisements.”

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

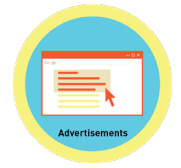
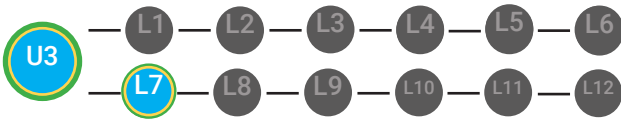


5. Give immediate feedback and record Workplace Behavior earnings




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

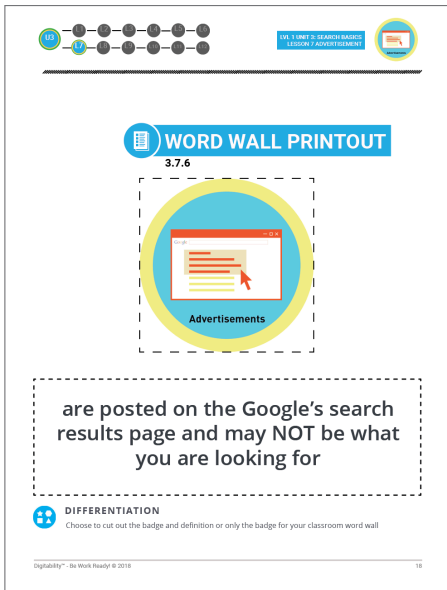
Award at least four participation dollars.



GUIDED ACTIVITY



Use supplemental material Lesson Badge Cut Out **3.7.6** 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.

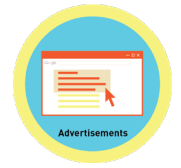
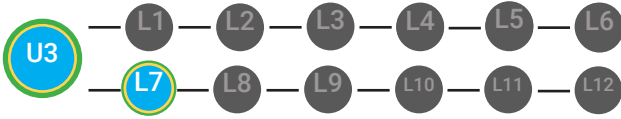


PHOTO OPP

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 advertisements Badge for \$1?”



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.7.DollarTracker]



“Marcus unlocks the Advertisements 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 A dvertisement Exit Ticket **3.7.7** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

U3 L1 L2 L3 L4 L5 L6
L7 L8 L9 L10 L11 L12

ADVERTISEMENTS EXIT TICKET
MULTIPLE CHOICE ACTIVITY
3.7.7.4

Name: _____
Date: _____

- _____ A. The words that you type in the search engine's field box.
- _____ B. A list of your web search matches that are displayed as links.
- _____ C. This is when a search engine looks for websites that match your keywords.
- _____ D. This helps you find something on the internet.
- _____ E. This means that you will use Google's search engine to find what you are looking for.

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U3 L1 L2 L3 L4 L5 L6
L7 L8 L9 L10 L11 L12

T1 ADVERTISEMENTS EXIT TICKET
ROLES GUIDE: READER
3.7.7.1

Name: _____
Date: _____

ROLE: READER
Read each question to the group

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

Digitability™ - Be Work Ready! © 2018



DIFFERENTIATION

- T1** Student's role will be the reader [3.7.7.1] or Student's role will be the scribe [3.7.7.2]
- T2** Student's role will be the reader [3.7.7.1] or Student's role will be the scribe [3.7.7.2]
- T3** Student's role will be the reviewer [3.7.7.3]

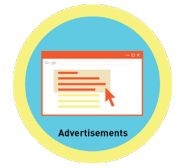
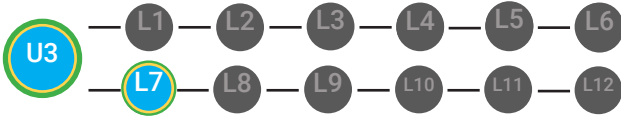


PHOTO OPP

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. Have students complete the Matching Activity [3.7.7.4] in partnerships or groups of three. This activity is about students collaborating and learning to communicate with each other. These activities will slowly begin to build a foundation for Project-based Learning and role playing
2. Create groups of three with mixed abilities. Use the Differentiation Tiers below to help you identify which students should play each role.
3. Assign the role Reader, Scribe, and Reviewer.
4. Prompt the readers to reach each definition to the group. Everyone in the group must give input to decide which answer the scribe will write in. If students are not communicating with each other to decide, prompt them by using positive narration for groups are collaborating.

5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.7.DollarTracker]

6. As whole class review the correct answers. The review should use the Reviewer Role Sheet to mark each question that the group got right and wrong.
7. For each student that completed their role, award them a \$1.
8. Reflect on how that went today: Is there anything you can do different next time you make students more independent in their roles or do some students needs additional supports to build capacity?

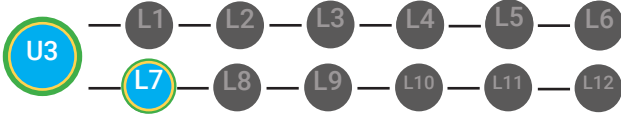


"I see that Group A is working together to pick the correct answers."

"I see [Student] reading each definition out loud."

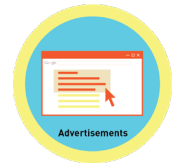
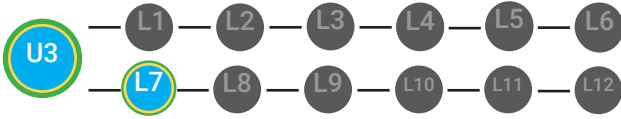
"I see [Student] writing in the answers after all team, member give input."

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 [3.7.8] 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 search results may also have advertisements. These advertisements or ads are posted on Google’s search results page in two places. On the right side of the search results page and at the top of your search results page. These ads may not be what you are looking for. Look carefully at your search results and focus on the lists that are not advertisements.”

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



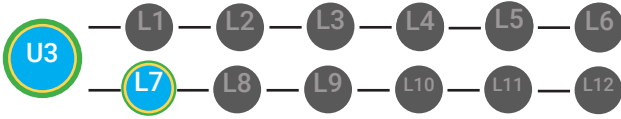


PHOTO OPP GUIDE

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

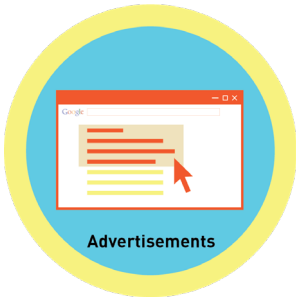
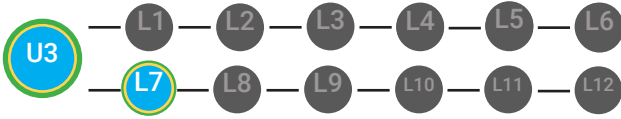
Videos/photos of students completing supplements and those completed supplements

Narrative:

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

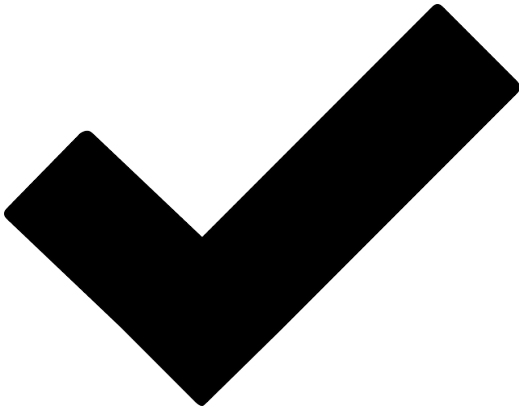
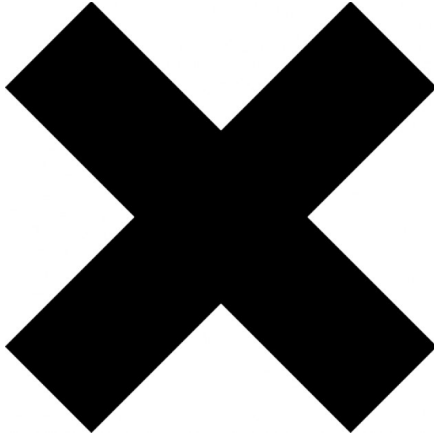
Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her?).

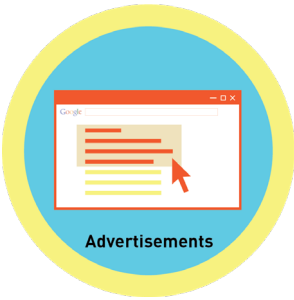
Tell us what you or your students like about this part of the Work Simulation.




 **YES OR NO IMAGE
EXCHANGE CARD**

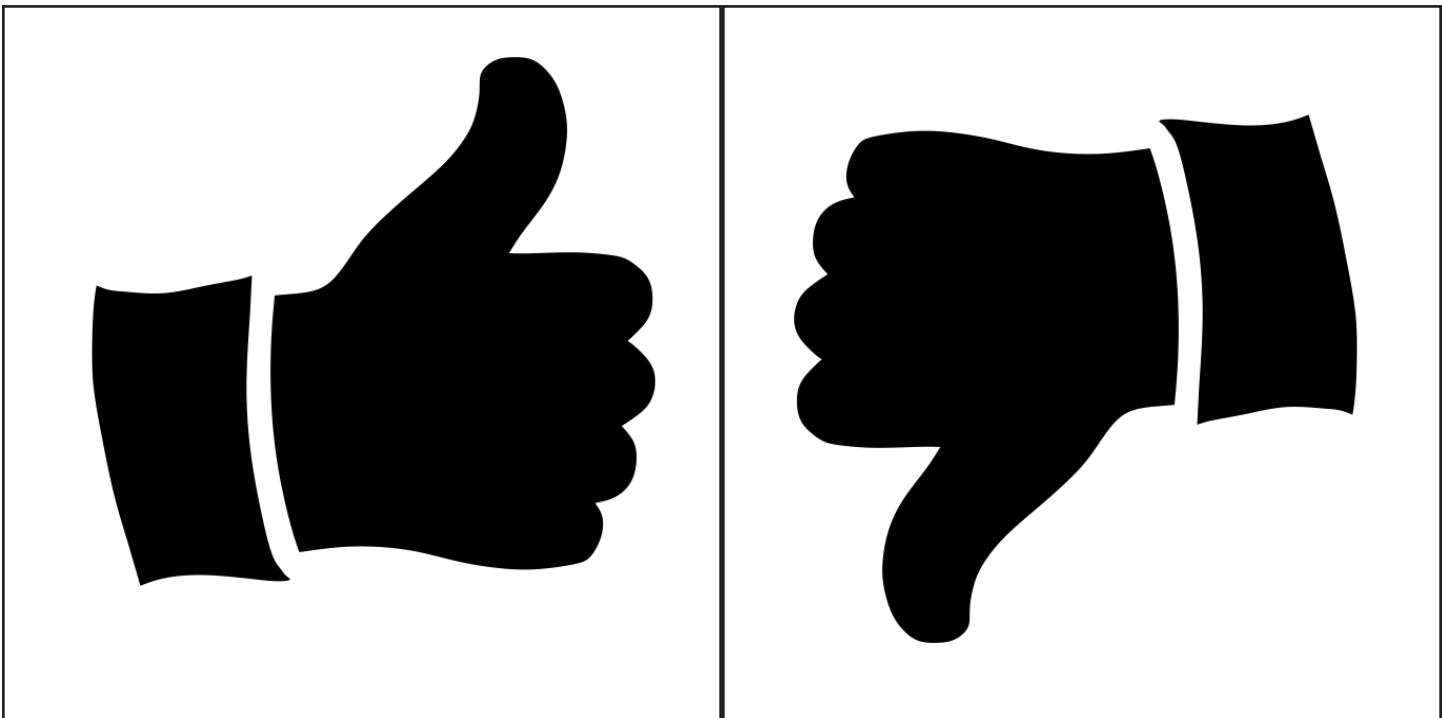
3.IEC.Y/N

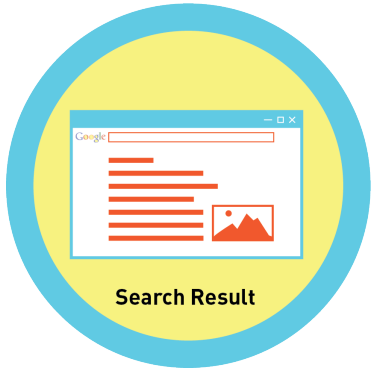
 <p>YES</p>	 <p>NO</p>
--	--



 **THUMBS IMAGE
EXCHANGE CARD**

3.7.THUMB







WORD WALL PRINTOUT

3.7.6

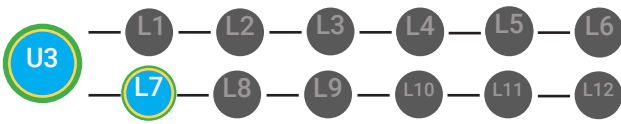


are posted on the Google's search results page and may NOT be what you are looking for



DIFFERENTIATION

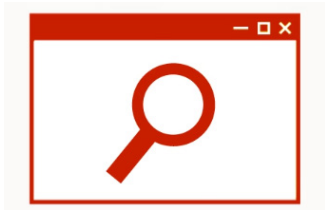
Choose to cut out the badge and definition or only the badge for your classroom word wall



**ADVERTISEMENTS EXIT TICKET
MULTIPLE CHOICE ACTIVITY**
3.7.7.4

Name: _____

Date: _____



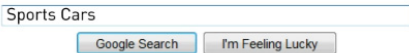
1. _____

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



2. _____

B. A list of your web search matches that are displayed as links.



3. _____

C. This is when a search engine looks for websites that match your keywords.



4. _____

D. This helps you find something on the internet

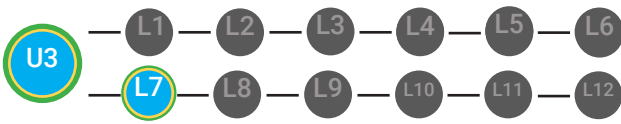
[Sports car - Wikipedia, the free encyclopedia](#)
en.wikipedia.org/wiki/Sports_car
A **sports car** (sportscar or **sport car**) is a small, usually two seat, two door automobile designed for spirited performance and nimble handling. **Sports cars** may be ...

[Best Affordable Sports Cars Rankings | U.S. News Best Cars](#)
usnews.ramblin.com | Home | Rankings | Best Cars
View the top 10 Most Affordable **Sports Cars** at U.S. News. See how the Scion FR-S, Ford Mustang and Mazda MX-5 Miata compare with the rest.

[RSportsCars | Sports Cars - Fast & Cool Cars](#)
www.sportscars.com!
Find cool **sports car** pictures and specs on fast cars. Learn the top speed of your favorite fast car, download cool car wallpapers and read about hot, new exotic ...

5. _____

E. This means that you will use Google's search engine to find what you are looking for.

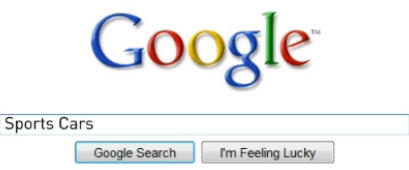


**ADVERTISEMENTS EXIT TICKET
MULTIPLE CHOICE ANSWER SHEET
3.7.7.ANSWER**



1. D

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



2. A

B. A list of your web search matches that are displayed as links.



3. E

C. This is when a search engine looks for websites that match your keywords.



4. C

D. This helps you find something on the internet

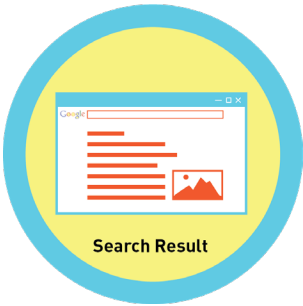
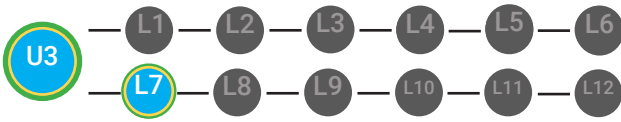
[Sports car - Wikipedia, the free encyclopedia](#)
en.wikipedia.org/wiki/Sports_car
A **sports car** (sportscar or **sport car**) is a small, usually two seat, two door automobile designed for spirited performance and nimble handling. **Sports cars** may be ...

[Best Affordable Sports Cars Rankings | U.S. News Best Cars](#)
usnews.rankingsandreviews.com › Home › Rankings › Best Cars
View the top 10 most Affordable **Sports Cars** at U.S. News. See how the Scion FR-S, Ford Mustang and Mazda MX-5 Miata compare with the rest.

[RSportsCars | Sports Cars - Fast & Cool Cars](#)
www.rsportscars.com/
Find cool **sports car** pictures and specs on fast cars. Learn the top speed of your favorite fast car, download cool car wallpapers and read about hot, new exotic ...

5. B

E. This means that you will use Google's search engine to find what you are looking for.



T1 ADVERTISEMENTS EXIT TICKET
ROLES GUIDE: READER
3.7.7.1

Name: _____

Date: _____

ROLE: READER

Read each question to the group

DUTIES

Read the word for A and ask your group members which icon matches the word.

DUTIES COMPLETE?

Circle **YES** or **NO**

YES or **NO**

Read the word for B and ask your group members which icon matches the word.

YES or **NO**

Read the word for C and ask your group members which icon matches the word.

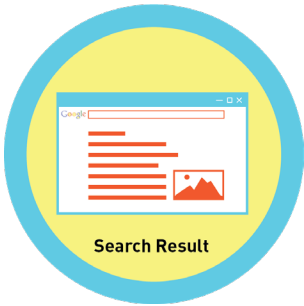
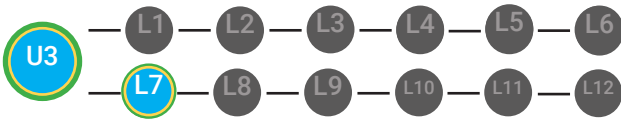
YES or **NO**

Read the word for D and ask your group members which icon matches the word.

YES or **NO**

Read the word for E and ask your group members which icon matches the word.

YES or **NO**



T2 ADVERTISEMENTS EXIT TICKET
ROLES GUIDE: SCRIBE
3.7.7.2

Name: _____

Date: _____

ROLE: SCRIBE

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

DUTIES

Fill in the answer for #1 after all group members agree on the correct answer.

Fill in the answer for #2 after all group members agree on the correct answer.

Fill in the answer for #3 after all group members agree on the correct answer.

Fill in the answer for #4 after all group members agree on the correct answer.

Fill in the answer for #5 after all group members agree on the correct answer.

DUTIES COMPLETE?

Circle **YES** or **NO**

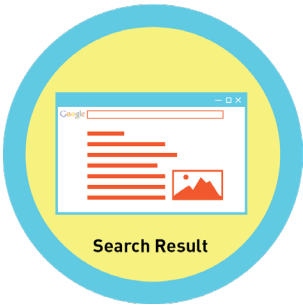
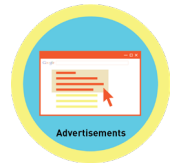
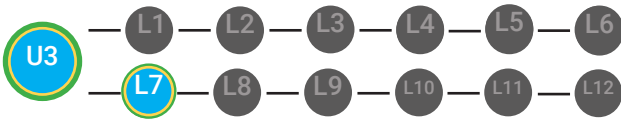
YES or **NO**

YES or **NO**

YES or **NO**

YES or **NO**

YES or **NO**



T3 ADVERTISEMENTS EXIT TICKET
ROLES GUIDE: REVIEWER
3.7.7.3

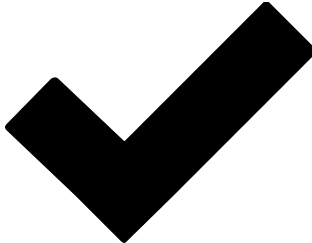

Name: _____

Date: _____

ROLE: REVIEWER

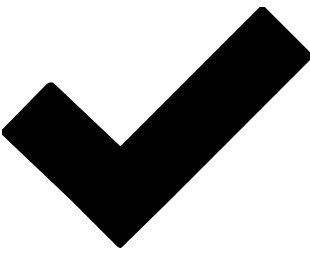
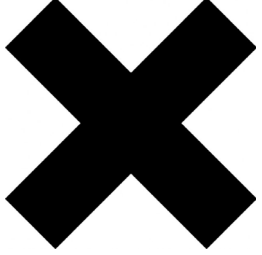
When all of the answers are filled in, use the IECS cards below to review your's group's answers together.

Is the answer for #1 correct?

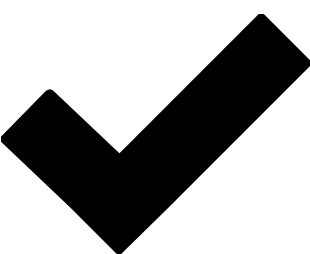
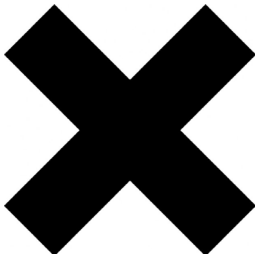
 YES	 NO
---	---



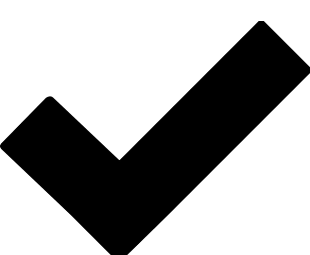
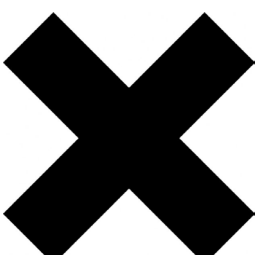
Is the answer for #2 correct?

 YES	 NO
---	---

Is the answer for #3 correct?

 YES	 NO
---	---

Is the answer for #4 correct?

 YES	 NO
---	---



MY DIGITABILITY EARNINGS TRACKER

Unit 3 SEARCH BASICS | 3.7.8

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: