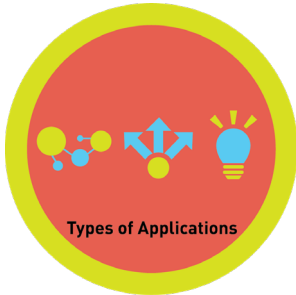
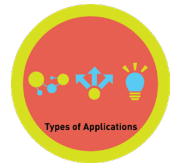
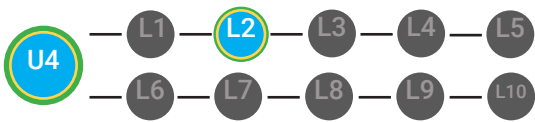


Lesson 2: Types of Applications

Unit 4



UNIT 4: APPLICATIONS & ACCOUNT BASICS

LESSON 2: TYPES OF APPLICATIONS

LESSON OVERVIEW

These Web apps can help you connect with other people. You can connect by chatting, emailing, or posting. Website applications can help you share things. You can share music, photos, videos and other websites. Web apps can also help create things! You can create blogs, websites, and more on the Internet.

Time: ~25 minutes

OBJECTIVE

Student is able to identify basic concept of online accounts.

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.

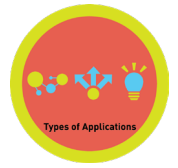
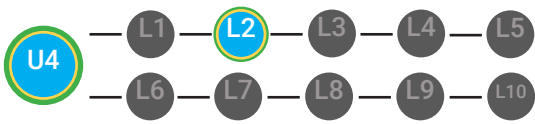
ONLINE REVIEW

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

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 4.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** [4.IEC.Y/N] for a rephrased question
- T3** Holds up or points to **YES/NO Image Exchange cards** [4.IEC.Y/N] for a rephrased question

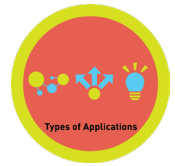


PHOTO OPP

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 definition of web apps on the board leaving a blank space for the word websites. See below:

Web apps: a _____ that helps you complete a task on the Internet.



2. Ask, "For a participation dollar, who would like to come up to the board to fill in the correct answer?"



3. Give immediate feedback and record Workplace Behavior earnings



"Marcus writes down the word websites on the board. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."



4. Ask, "For a participation dollar, do you have to be connected to the Internet to use a web app?"



5. Ask, "For a participation dollar, have you ever used web applications like Facebook or YouTube before?"



6. Ask, "For a participation dollar, what about Twitter?"

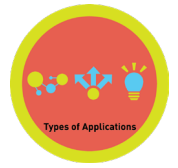
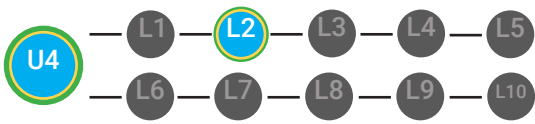


7. Give immediate feedback and record Workplace Behavior earnings



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

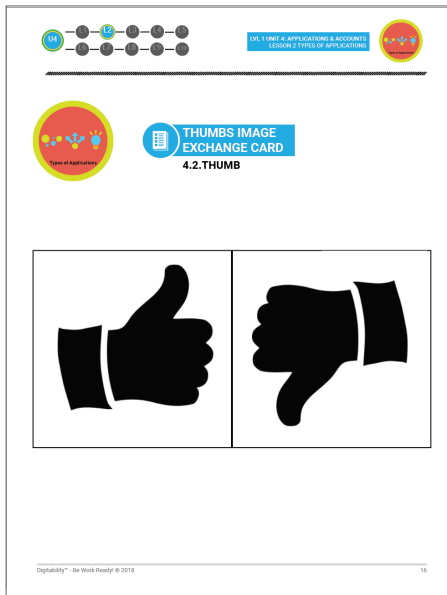
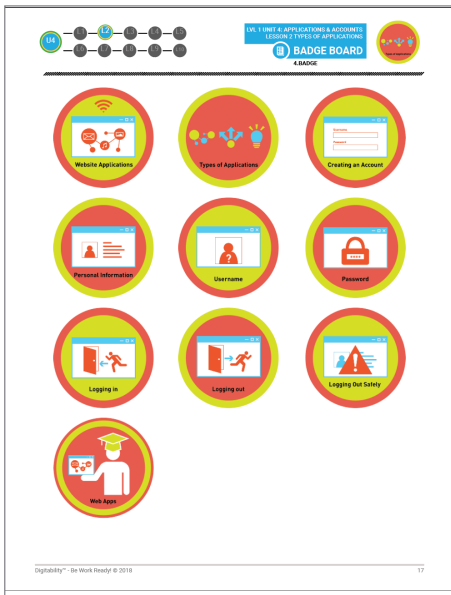
Award at least four participation dollars.



GUIDED FACILITATION



Distribute Badge Board **4.BADGE** and **4.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** [4.BADGE] for this Unit.

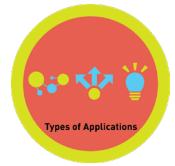
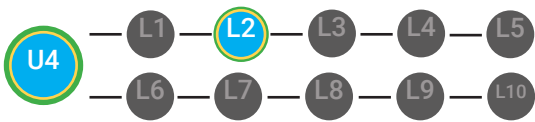


PHOTO OPP

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: Types of Applications



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 'Types of Applications' 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 Types of Applications in the video. Distribute **Thumbs Image Exchange cards** [4.2.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: "These Web apps can help you connect with other people. You can connect by chatting, emailing, or posting. Website application can help you share things. You can share music, photos, videos and other websites. Web apps can also help create things! You can create blogs, websites, and more on the Internet. "

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?"



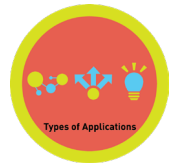
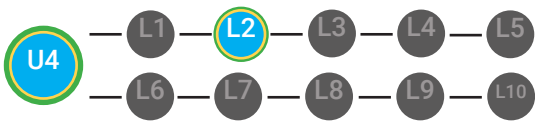
"Marcus answers Types of Applications. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

Award at least four participation dollars.



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

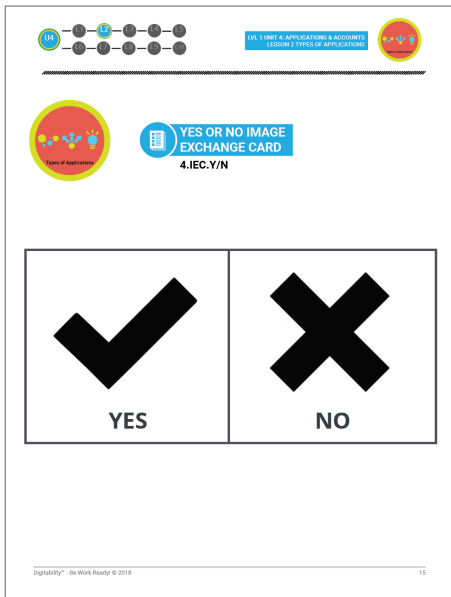
Award at least four participation dollars.



INFORMAL ASSESSMENT



Use supplemental material YES/NO Image Exchange cards **4.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** [4.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** [4.IEC.Y/N] to hold up or point to potential vocabulary word or icon

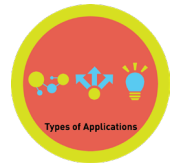
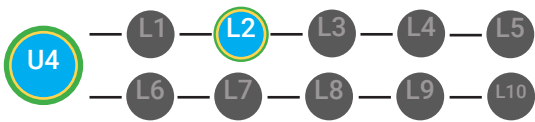


PHOTO OPP

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, can you create a blog using a web application?"*



2. Ask, *"For a participation dollar, what other kinds of things can web applications help you do?"*



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

Key Concept: "These Web apps can help you connect with other people. You can connect by chatting, emailing, or posting. Website application can help you share things. You can share music, photos, videos and other websites. Web apps can also help create things! You can create blogs, websites, and more on the Internet. "

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

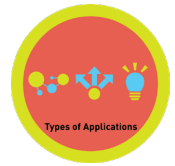
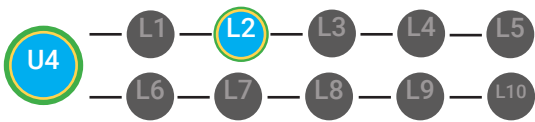


3. Give immediate feedback and record Workplace Behavior earnings




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

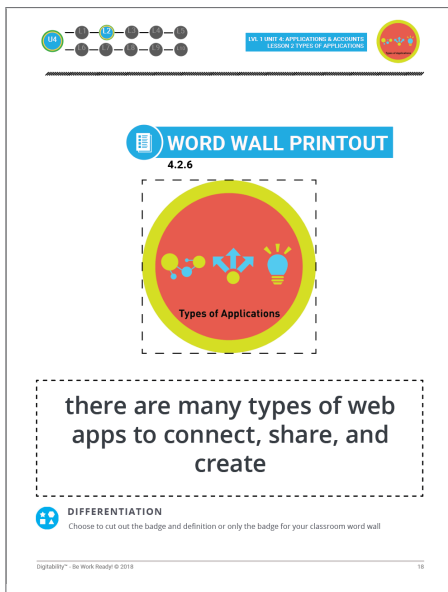
Award at least four participation dollars.



GUIDED ACTIVITY



Use supplemental material Lesson Badge Cut Out **4.2.6** 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.

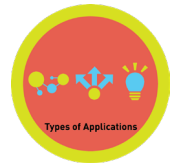
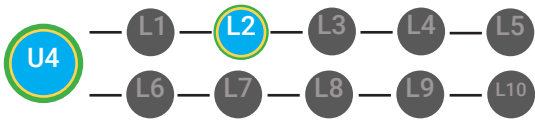


PHOTO OPP

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 Types of Applications Badge for \$1?”



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [4.2.DollarTracker]



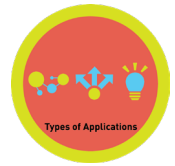
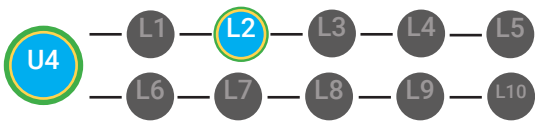
“Marcus unlocks the Types of Applications badge. Nice job participating and earning a dollar Marcus.”

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 Types of Applications Exit Ticket **4.2.7** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

T1 TYPES OF APPLICATIONS EXIT TICKET VOCAB BLOCK 4.2.7.1

Name: _____

Date: _____

Define	Sentence
Examples	Draw

types of apps

Digitability™ - Be Work Ready! © 2018

T2 TYPES OF APPLICATIONS EXIT TICKET TRACE 'N' LEARN CARDS 4.2.1.2

Name: _____

Date: _____

types of apps

there are many types of web apps to connect, share, and create

Digitability™ - Be Work Ready! © 2018



DIFFERENTIATION

- T1** Student's complete **Vocab Blocks worksheet** [4.2.7.1]
- T2** Option to complete **Vocab Blocks worksheet** [4.2.7.1] or **Trace 'n' Learn card** [4.2.1.2]
- T3** Student's complete **Trace 'n' Learn card** [4.2.1.2]

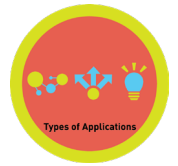
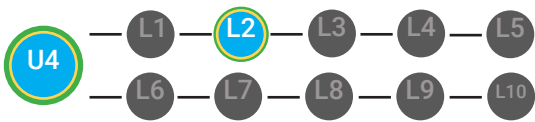


PHOTO OPP

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 Types of Applications 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. [4.2.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. [4.2.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. [4.2.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. [4.2.DollarTracker]

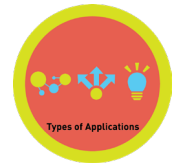


"Great! [student] is going to present! Nice job earning a participation dollar."



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.

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



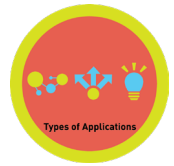
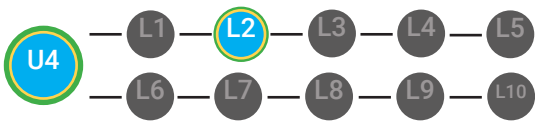
12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [4.2.DollarTracker]



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

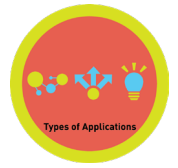
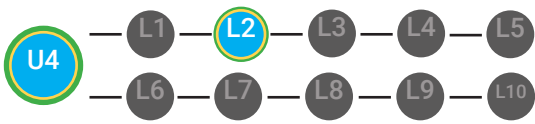
13. After student does both, ask the student presenting, "[Student, what did you hear [student who gave feedback] say?"]"

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 **[4.2.8]** 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



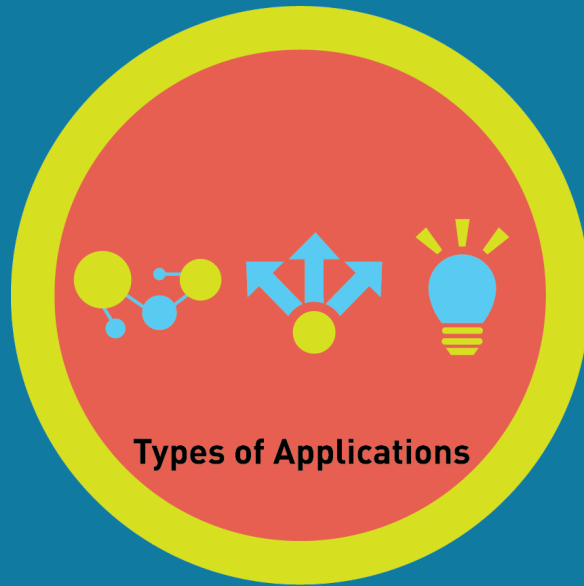
DIFFERENTIATION

- 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: "These Web apps can help you connect with other people. You can connect by chatting, emailing, or posting. Website application can help you share things. You can share music, photos, videos and other websites. Web apps can also help create things! You can create blogs, websites, and more on the Internet. "

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 4

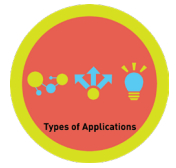
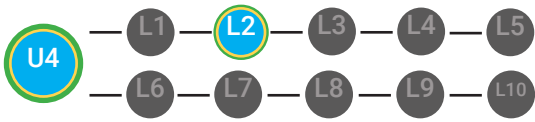


PHOTO OPP GUIDE

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)

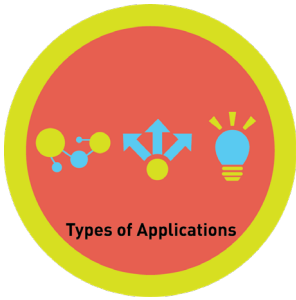
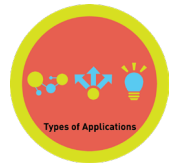
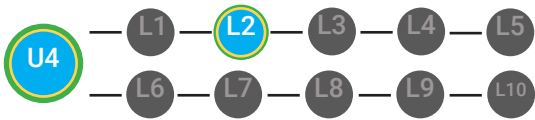
Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her?).

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



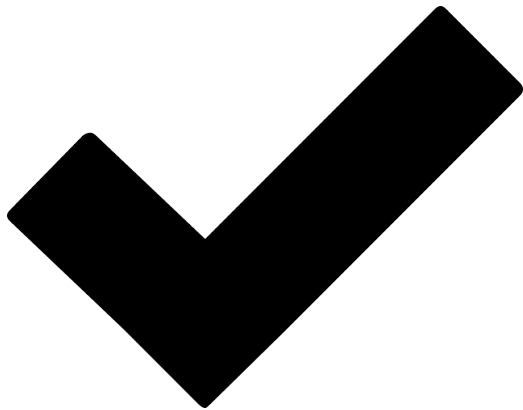
DIRECTIONS: Print this Dollar Tracker and attach it to a clipboard or put it in a file that is easily accessible to you. Each time you use Digitability, update your students' earnings on this sheet.

STUDENT NAME									
Franklin M.									
LESSON 1: WEBSITE APPLICATIONS									
LESSON 2: TYPES OF APPLICATIONS									
LESSON 3: CREATING AN ACCOUNT									
LESSON 4: PERSONAL INFORMATION									
LESSON 5: USERNAME	/								
LESSON 6: PASSWORD									
LESSON 7: LOGGING OUT									
LESSON 8: LOGGING IN									
LESSON 9: LOGGING SAFELY									
LESSON 10: MASTER BADGE									

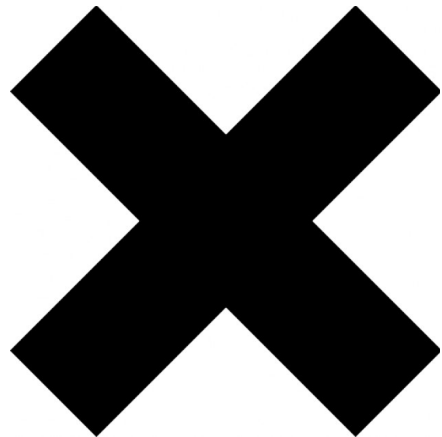


**YES OR NO IMAGE
EXCHANGE CARD**

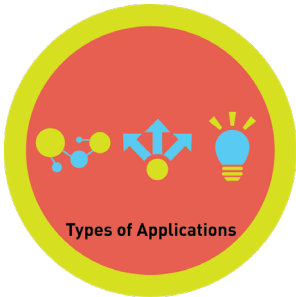
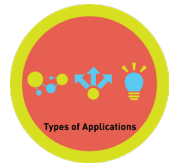
4.IEC.Y/N



YES

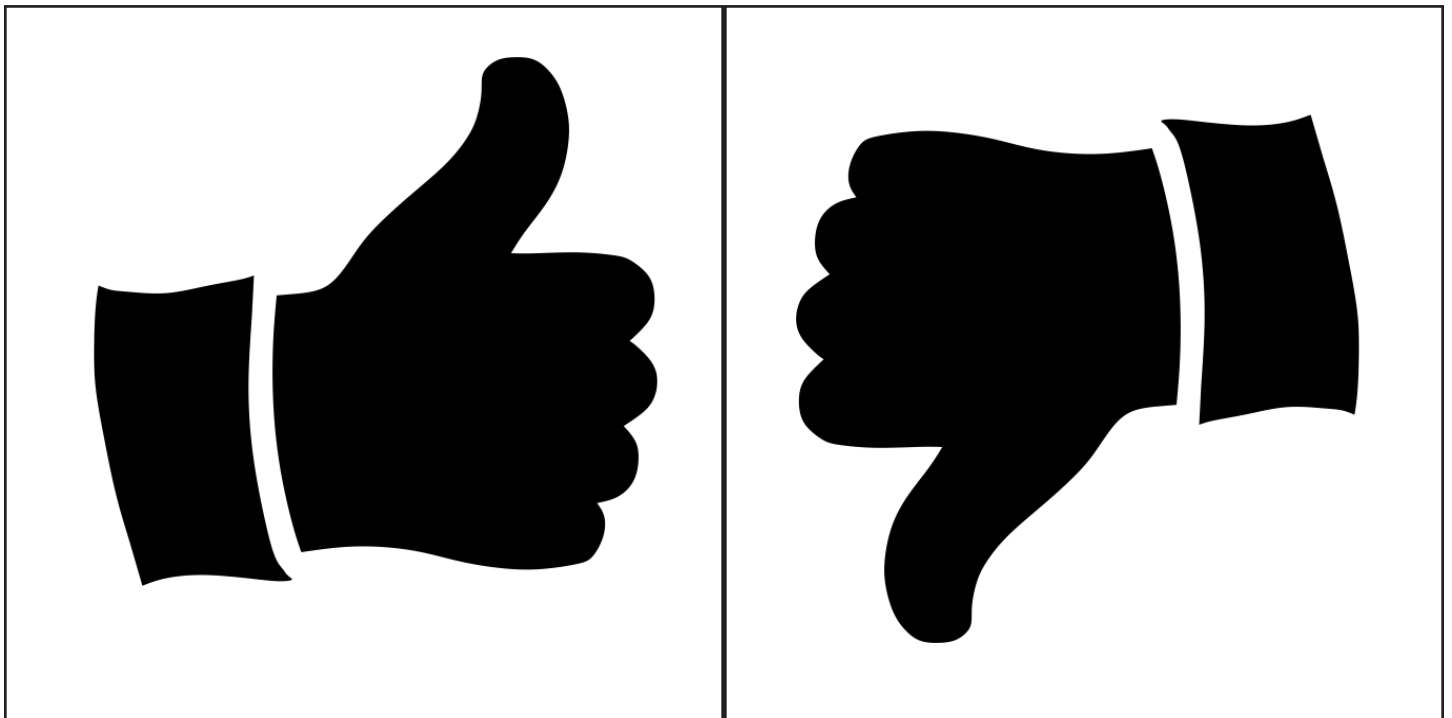


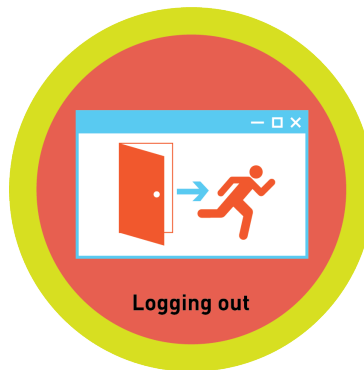
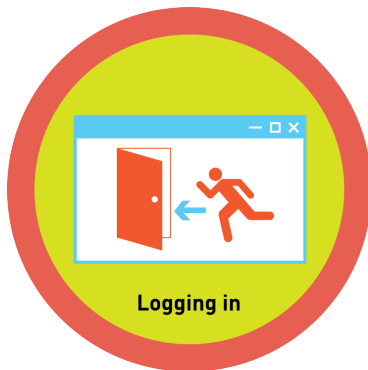
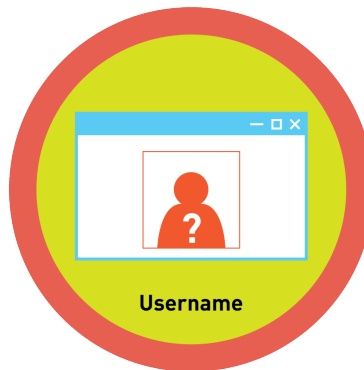
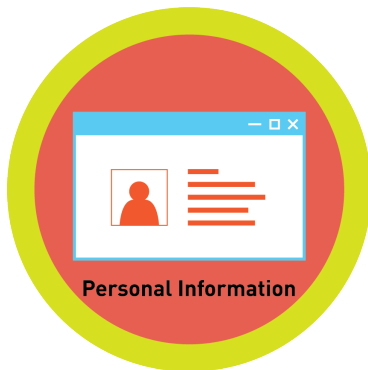
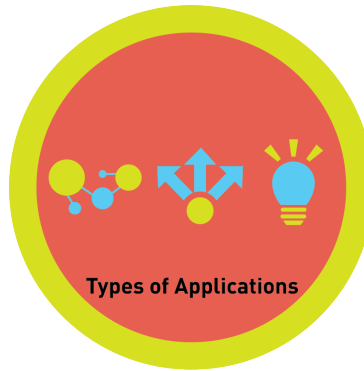
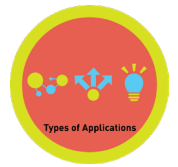
NO

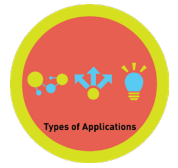


 **THUMBS IMAGE
 EXCHANGE CARD**

4.2.THUMB

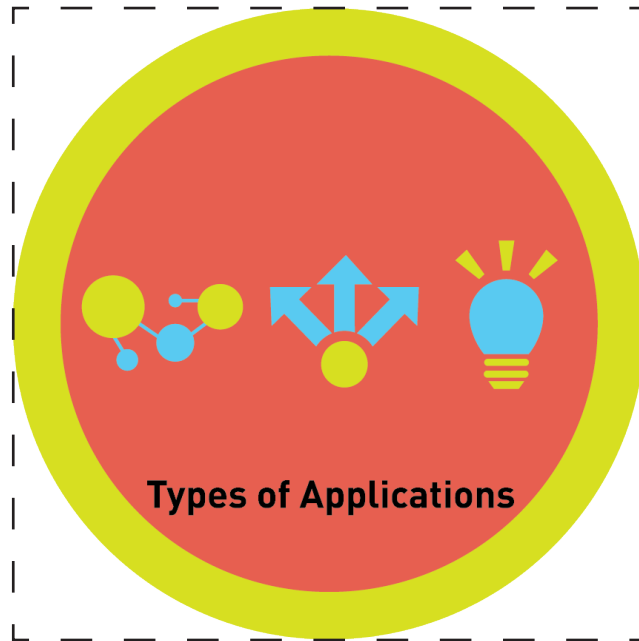






WORD WALL PRINTOUT

4.2.6

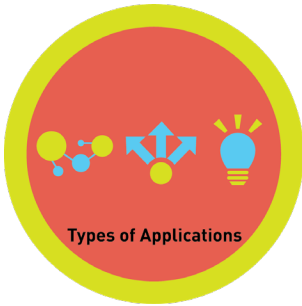
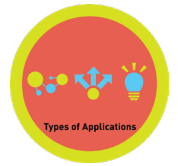


there are many types of web
apps to connect, share, and
create



DIFFERENTIATION

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



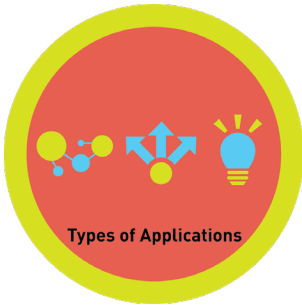
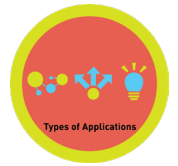
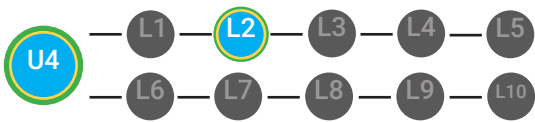
T1 TYPES OF APPLICATIONS
 EXIT TICKET VOCAB BLOCK
 4.2.7.1

Name: _____

Date: _____

Define	Sentence
Examples	Draw

**types of
apps**



T2

TYPES OF APPLICATIONS EXIT TICKET TRACE 'N' LEARN CARDS

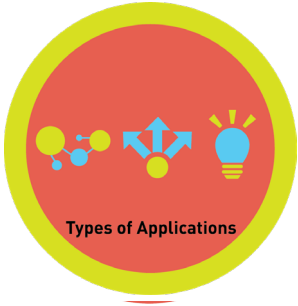
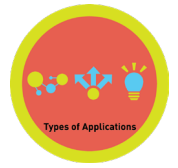
4.2.1.2

Name: _____

Date: _____

types of apps

there are many
types of web apps to
connect, share, and
create



MY DIGITABILITY EARNINGS TRACKER

Unit 4 Applications & Accounts | 4.2.8

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

Name: _____

DATE:

DOLLARS EARNED:

LESSON 1:

WEBSITE APPLICATIONS

LESSON 2:

TYPES OF APPLICATIONS

LESSON 3:

CREATING AN ACCOUNT

LESSON 4:

PERSONAL INFORMATION

LESSON 5:

USERNAME

LESSON 6:

PASSWORD

LESSON 7:

LOGGING OUT

LESSON 8:

LOGGING IN

LESSON 9:

LOGGING OUT SAFELY

LESSON 10:

MASTER BADGE

TOTAL DOLLARS EARNED: