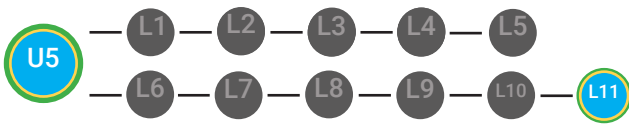# Lesson 11: Sharing Master Badge

Sharing

UNIT 5: SHARING BASICS
LESSON 11: SHARING BASICS MASTER BADGE

LESSON OVERVIEW

Connecting is being able to communicate with people online. Posting lets people all over the world see what you shared. Private information is information that you do not share or post to the Internet. Public information are posts that anyone can comment and share on the Internet. Posting a picture is when you share an image on the Internet that anyone can comment or share. Posting a comment is when you share your thoughts on the Internet. Appropriate comments are always on topic and respectful. Other's information is private information that belongs to other people. Responding to comments is when you respond to someone that commented on your post. Responding carefully is what you do when someone makes an inappropriate comment.

Time: ~25 minutes

OBJECTIVE

Student is able to distinguish appropriate online sharing behaviors.

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 5**

5. Select **Lesson 11 - Sharing Basics Master Badge**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT

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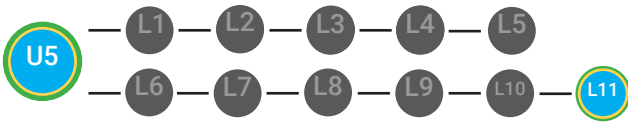
WARM UP

Distribute **Badge Board 5.BADGE** to students. See 👥 **DIFFERENTIATION** below to identify supplements needed for your students.
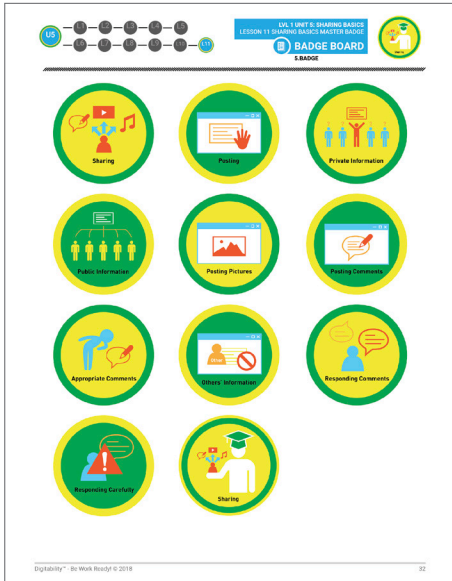
DIFFERENTIATION

T1 Correct Verbal Response.

T2 Writes down badge name using **Badge Board** [5.BADGE] for this unit.

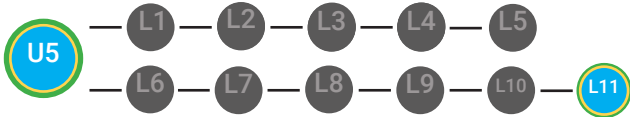**T3** Uses **Badge Board** [5.BADGE] for this unit.

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.

1. Ask students to write down their three favorite badges they have unlocked together.

2. *"For a participation dollar, can someone tell me one of their favorite badges?"*
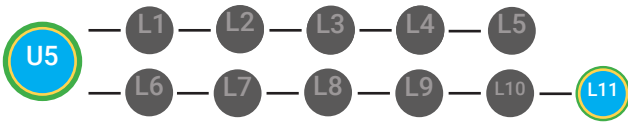
3. Call on more students and have them share.

+$

4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.11.DollarTracker]

+$

"Marcus talks about his 3 favorite badges. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."
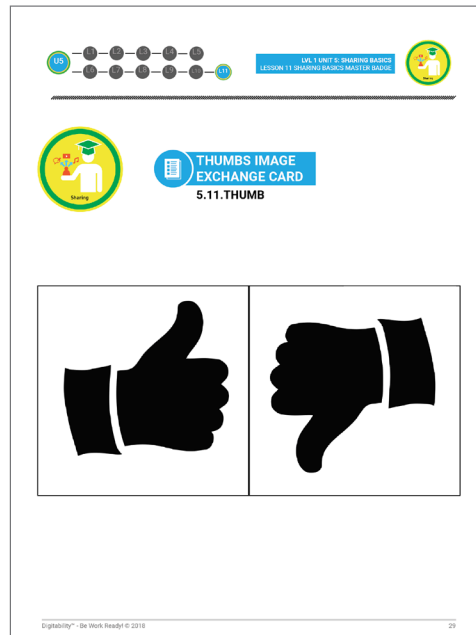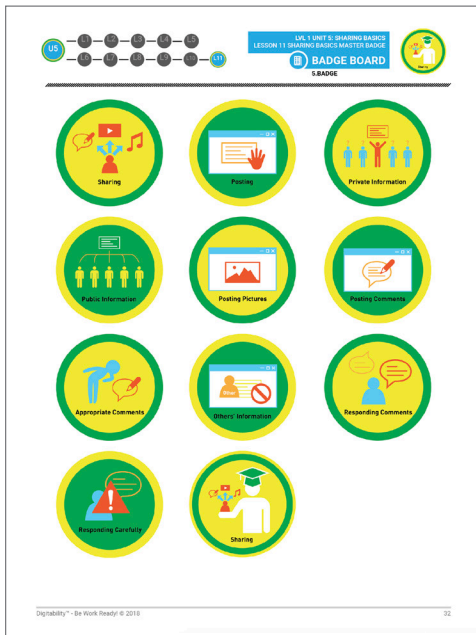
Award at least four participation dollars.

GUIDED WATCHING

Distribute **Badge Board 5.BADGE** and **Thumbs Image Exchange cards 5.11.THUMB** to students. See 👥 DIFFERENTIATION below to identify supplements needed for your students.

DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 Writes down badge name using **Badge Board** [5.BADGE] for this unit. Verbal response or holds up **Thumbs Image Exchange Cards** [5.11.THUMB].

T3 Uses **Badge Board** [5.BADGE] for this unit. Holds up or points **Thumbs Image Exchange Cards** [5.11.THUMB] to hold up or point to for rephrased question.
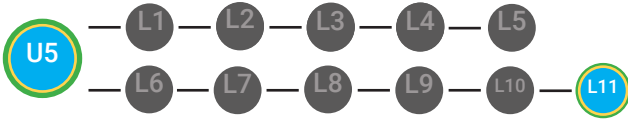
PHOTO OPP

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.

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

Answer: Sharing Basics Master Badge

6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.11.DollarTracker]

+$

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

Award at least four participation dollars.

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

8. Ask students to give a thumbs up every time they hear and/or see the words they have learned in the video. Distribute **Thumbs Image Exchange cards** [5.11.THUMB]

9. Play video.

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

10. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.11.DollarTracker]
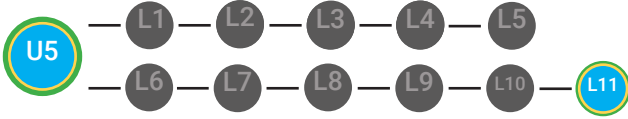
+$

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

Award at least four participation dollars.

STOP

Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: "Connecting is being able to communicate with people online. Posting lets people all over the world see what you shared. Private information is information that you do not share or post to the Internet. Public information are posts that anyone can comment and share on the Internet. Posting a picture is when you share an image on the Internet that anyone can comment or share. Posting a comment is when you share your thoughts on the Internet. Appropriate comments are always on topic and respectful. Other's information is private information that belongs to other people. Responding to comments is when you respond to someone that commented on your post. Responding carefully is what you do when someone makes an inappropriate comment."

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.
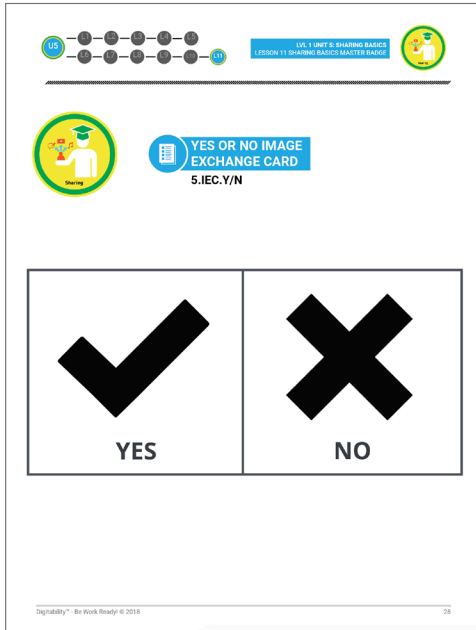
You can use phrases like, *"What did the video say the/a _____ is?"*
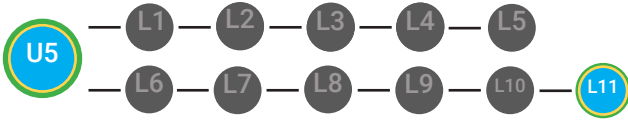
INFORMAL ASSESSMENT

Distribute **Yes/No Image Exchange Cards 5.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 Student writes down response in notebook or on post-it OR Student points to Yes/No using **Yes/No Image Exchange Cards** for a rephrased question [5.IEC.Y/N]

T3 Student points to Yes/No using **Yes/No Image Exchange Cards** for a rephrased question [5.IEC.Y/N].
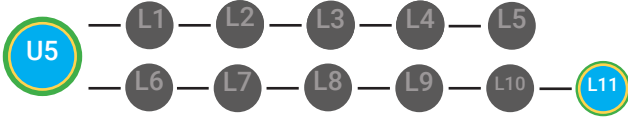
PHOTO OPP

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.

? 11. Ask, *"For a participation dollar, who can tell me what the definition for sharing is?"*

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

? 12. Ask, *"For a participation dollar, when you share your thoughts on something on the Internet, is that called posting a comment?"*

? 13. Ask, *"For a participation dollar, is saying "I like your dog a lot!" an appropriate comment to post on a picture of a dog?"*

+$ **14. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.11.DollarTracker]**

+$ *"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.

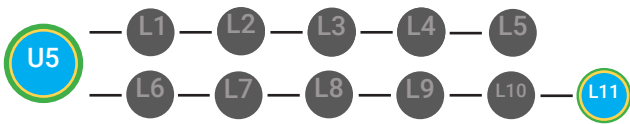Structure prompting to get students to come up with a definition using language from the video.

Key Concept: "Connecting is being able to communicate with people online. Posting lets people all over the world see what you shared. Private information is information that you do not share or post to the Internet. Public information are posts that anyone can comment and share on the Internet. Posting a picture is when you share an image on the Internet that anyone can comment or share. Posting a comment is when you share your thoughts on the Internet. Appropriate comments are always on topic and respectful. Other's information is private information that belongs to other people. Responding to comments is when you respond to someone that commented on your post. Responding carefully is what you do when someone makes an inappropriate comment."

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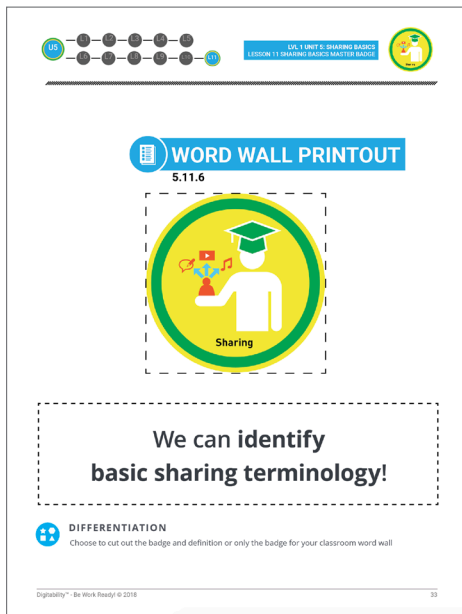
GUIDED ACTIVITY

Use **Lesson Badge Cut Out 5.11.6** 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.
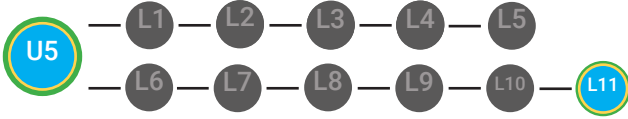
PHOTO OPP

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.

? 15. Ask the class, **"Who would like to unlock the Sharing Basics Master Badge for $1?"**

+$ **16. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.11.DollarTracker]**

+$
"Marcus unlocks the Sharing Basics Master Badge. Nice job participating and earning a dollar Marcus."

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

Click Activity Button to Play Activity Video

17. 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.
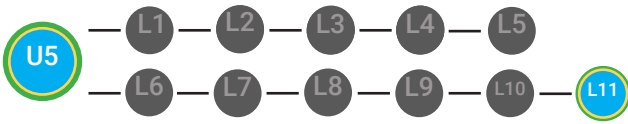
EXIT TICKET (PART A)

Distribute the **Browser Basics Master Badge Exit Ticket 5.11.7** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

Worksheet T1 — 5.11.7.1

T1 SHARING BASICS MASTER BADGE EXIT TICKET UNIT 6 GOALS 5.11.7.1

Name: _____
Date: _____

PART 1 DIRECTIONS
Use this worksheet to check your progress in Digitability's Unit 5: Sharing Basics

BADGES	CIRCLE THE WORD "YES" WHEN YOU UNLOCK A BADGE IN YOUR ACCOUNT	IF YOU CIRCLED "YES", GIVE YOURSELF 1 POINT AND FIND THE SUM OF YOUR TOTAL POINTS.
Sharing	YES	+ _____
Posting	YES	+ _____
Private Information	YES	+ _____
Public Information	YES	+ _____
Posting Pictures	YES	+ _____
Posting Comments	YES	+ _____
Appropriate Sharing	YES	+ _____
Other's Information	YES	+ _____
Responding to Comments	YES	+ _____
Responding Carefully	YES	+ _____

TOTAL BADGES EARNED: _____

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Worksheet T2 — 5.11.7.2

T2 SHARING BASICS MASTER BADGE EXIT TICKET UNIT 6 GOALS 5.11.7.2

Name: _____
Date: _____

PART 2 DIRECTIONS
Circle 1 goal for Unit 6 based on the total # of BADGES & MASTER BADGES sum from Part 1.

YOUR TOTAL #	UNIT 2 GOAL
13	I will continue to consistently use Digitability and complete all of my lessons and unlock all of my badges for Unit 6.
12	I will check my account on the Monday of every week to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 6.
5-11	I will check my account on Mondays and Wednesdays of every week to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 6.
0-4	I will check my account every night of the week for homework to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 6.

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Worksheet T3 — 5.11.7.3

T3 SHARING BASICS MASTER BADGE EXIT TICKET UNIT 6 GOALS 5.11.7.3

Name: _____
Date: _____

PART 1 DIRECTIONS
Use this worksheet to check your progress in Digitability's Unit 5: Sharing Basics.

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

Digitability™ - Be Work Ready! © 2018   37

DIFFERENTIATION

T1 Students complete **Unit 6 Goals #1** worksheet [5.11.7.1]

T2 Students complete **Unit 6 Goals #1** [5.11.7.1] or **Unit 6 Goals #2** worksheet [5.11.7.2]

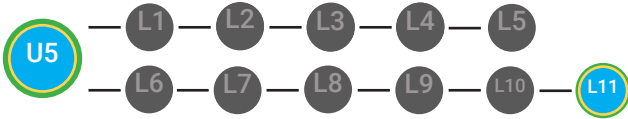**T3** Students complete **Unit 6 Goals #3** worksheet [5.11.7.3]

📷 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.

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

19. Check the student's score for their Unit 5: Sharing Basics once they complete their master badge lesson in their students account using the **Progress Report** function under the Student tab on your facilitator account.

+$
20. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.11.DollarTracker]

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

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

22. Students will fill in their dollar earnings from the lesson using their My Digitability Earnings sheet. Have students staple this sheet into their notebooks so they can use it for the entire unit.
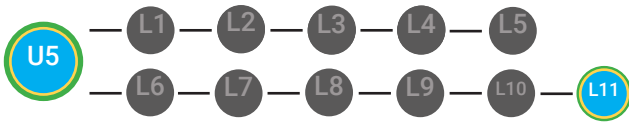
EXIT TICKET (PART B)

Distribute **Image Exchange Cards 5.IMAGE.IEC or Yes/No Image Exchange Cards 5.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B | 5.11.8.2

I liked the part of your presentation when you _____
_____
_____

I think you can work on _____
_____
_____

I have a question about _____
_____
_____

IMAGE EXCHANGE CARDS

5.IEC.IMAGE

Loved It

Confused About Standup

Great Details

I Have a Question

YES OR NO IMAGE EXCHANGE CARD

5.IEC.Y/N

YES   NO

DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 Student completes **Feedback Sentence Starter** [5.11.8.2] to give feedback about other students' summaries.

T3 Teacher distributes **Image Exchange Cards** [5.IMAGE.IEC] or **Yes/No Image Exchange Card** [5.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.

? 23. Ask, *"For a participation dollar, who would like to share one thing we discussed during our session?"*

+$

+$ 24. **Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.11.DollarTracker]**

"Nice job sharing and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

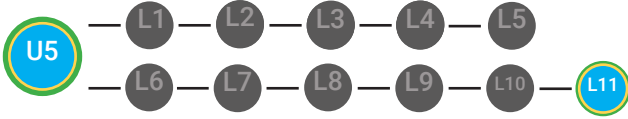**?** 25. Ask, *"For a participation dollar, who would like to stand up and summarize our session?"*

Award at least four participation dollars.

26. Say, *"I know that you are carefully listening because your eyes are focused on the presenter, and you are thinking of the feedback you would like to offer."*

+$

"Nice job sharing and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

+$ 27. **Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.11.DollarTracker]**

Have student summarize the day's session.

Award at least four participation dollars.

? 28. Say, *"For a participation dollar, tell me what [student presenting] said he did today?"*

+$

+$ 29. **Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.11.DollarTracker]**

"Nice job sharing, listening and earning a dollar, Marcus. Who else would like to share for a participation dollar?"
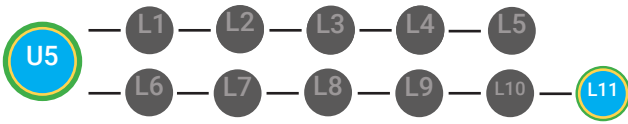
After students summarize what they did, ask others in class to give feedback.

NEXT STEPS

30. Read off **Dollar Earnings Tracker** and announce how many dollars each student earned or spent (and what specific behaviors they spent that money on) during the lesson.

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

32. Review any bills that are due and their amounts.

33. Please submit your narrative and photos/videos online using the Milestone form found at digitability.com/milestone6. Contact your Implementation Coach if you need help or have a question.
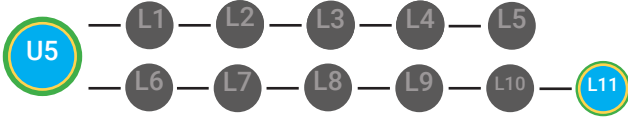
📷 PHOTO OPP

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.

WRAP UP MESSAGE

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

Key Concept: "Connecting is being able to communicate with people online. Posting lets people all over the world see what you shared. Private information is information that you do not share or post to the Internet. Public information are posts that anyone can comment and share on the Internet. Posting a picture is when you share an image on the Internet that anyone can comment or share. Posting a comment is when you share your thoughts on the Internet. Appropriate comments are always on topic and respectful. Other's information is private information that belongs to other people. Responding to comments is when you respond to someone that commented on your post. Responding carefully is what you do when someone makes an inappropriate comment."

35. **"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."**

🔷 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.**
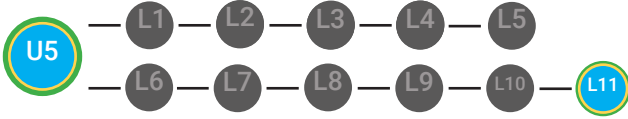
## END OF UNIT TASKS

36. Play games! These games are designed to reinforce knowledge and develop socialization and communication skills. The Digitability Game section includes a variety of games that can be play with students including Bingo, What am I?, Matching and Make a Website.

37. Have students complete the Show What You Know Assessments independently.

38. Administer Unit 6 Pre-assessment
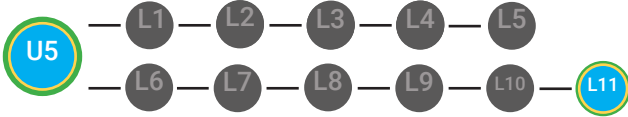
UNIT 5: SHARING BASICS

SHOW WHAT YOU KNOW

STAGE GOAL

Student is able to develop conceptual knowledge and comprehension of using the Internet as measured by the unit objectives below.

OBJECTIVE

Student will be able to identify basic Internet terminology in a paragraph using the TAG writing strategy as measured by Digitability's Unit 5: Sharing Basics rubric.

Student will be able to count denominations of money in their equivalent amounts in order to add up the total sum of money earned as measured by Digitability's Unit 5: Show What You Know rubric.

WORK SMARTER, NOT HARDER

Domains: Reading Comprehension. Writing. Math Ability and Money Skills

INCLUDED RESOURCES

- TAG mini-lesson
- Differentiated writing probes
- Differentiated conceptual math probes
- Differentiated Rubrics
- Paychecks

EXPLANATION FOR WRITING AND MATH PROBES

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

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

This activity assesses your student' comprehension of Unit 5 through reading comprehension, writing math ability and money skills.

TAG
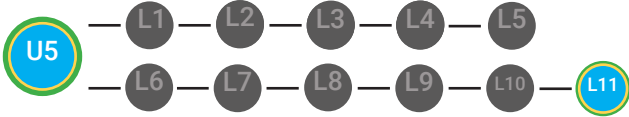
SHOW WHAT YOU KNOW

T Turn the question into an answer.

A Answer the question.

G Give 1-3 examples to support your answer.

You can share

public information on the Internet...

For example, you can share comments, images, videos, music and much more!

TAG

SHOW WHAT YOU KNOW

DIRECTIONS

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

INTRODUCTION AND SAMPLE SCRIPT

T -
A -
G -

TEACHER
Write TAG on the board.
"TAG is a writing strategy to make sure we can create a topic sentence to answer a writing a prompt with a clear and full message."

TEACHER
Point to the T on the board.
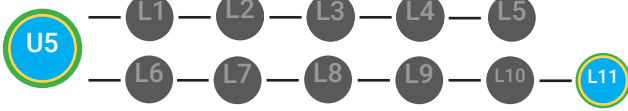*"The T stands for turn the question into a topic sentence."*
Write "Turn the question into a topic sentence" next to the T.

TEACHER
Point to the A on the board.
"The A stands for answer the questions."
Write "Answer the questions" on the board.

TEACHER
Point to the G on the board.
"The G stands for give 1-3 examples to support your answer."
Write "Give 1-3 examples to support your answer" next to the G.

TAG PRACTICE

TEACHER
"Let's practice the TAG strategy with this question: what is a website applications ?"
Write "what can I share on the Internet?" on the board.

TEACHER
"The first thing we must do to use the TAG writing strategy is to turn the question into a topic sentence."
Point to the T on the board for visual reinforcement
"So, I start by writing"I can share many things on the Internet..."
Write "I can share many things on th Internet"

TEACHER
"Now we must answer the question."
Point to the A on the board.
"Who can tell me what you can share on the Internet?"

STUDENT
Possible answer: you can share public information on the Internet.

Possible redirections:
•   Personal Information: "Remember, you only use your personal information when signing up for website applications. If yo are ever unsure, ask an adult."

STUDENT
•   Turn and talk
•   Student[s] point Internet definition on the classroom/student **word wall.**
•   Play video for Unit 5: Sharing Basics Master Badge lesson

TEACHER

"Finally, we need to give 1-3 examples to support our answer."

Point to the G on the board.

"Who can give me an example to prove my answer that you can share public information on the Internet?"

STUDENT

Possible answer:

1. You can share comment, images, videos, music, etc.

Possible differentiated responses:

- turn, talk, and post-it {partners discuss examples and one partner writes 1 example down on a post-it: note: mixed ability partners ideal for this response.}
- draw an example

VOCABULARY CONNECTIONS

TEACHER

"Let's go back and underline our vocabulary words from Unit 1 through Unit 5. Remember, use the word wall help you find our vocabulary words for Unit 1, 2, 4, and 5."

STUDENT

Possible answer: Unit 5 vocabulary: sharing, posting, private information, public information, appropriate sharing, other's information, responding to comments, responding carefully.

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

Sharing

Supplemental Materials

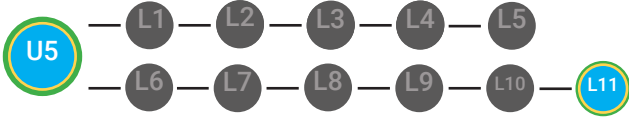cnet · SILICON VALLEY SOCIAL INNOVATION SUMMIT · npr · TechCrunch · MSNBC

📷 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

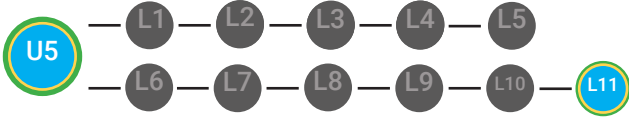Videos/photos of students completing supplements and those completed supplements

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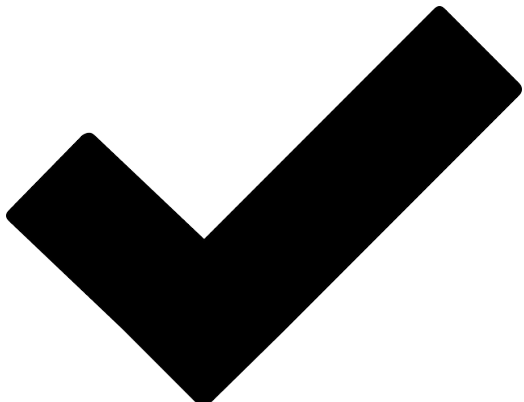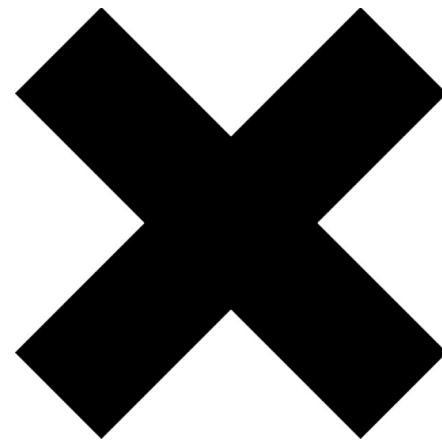
Tell us what you or your students like about this part of the Work Simulation.

_____

_____

_____

_____

_____

_____

*Refer to the **Taking "Good" Photo** resource in warm up supplements

DOLLAR EARNINGS TRACKER

5.11.DOLLAR

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.

Sharing

STUDENT NAME	LESSON 1: SHARING	LESSON 2: POSTING	LESSON 3: PRIVATE INFORMATION	LESSON 4: PUBLIC INFORMATION	LESSON 5: POSTING PICTURES	LESSON 6: POSTING COMMENTS	LESSON 7: APPROPRIATE SHARING	LESSON 8: OTHER'S INFORMATION	LESSON 9: RESPONDING TO COMMENTS	LESSON 10: RESPONDING CAREFULLY	LESSON 11: MASTER BADGE
Franklin M.	卌	卌	l	lll	卌	卌	lll	卌	ll	llll	卌

Sharing

YES OR NO IMAGE EXCHANGE CARD

5.IEC.Y/N

YES	**NO**

Sharing

THUMBS IMAGE EXCHANGE CARD
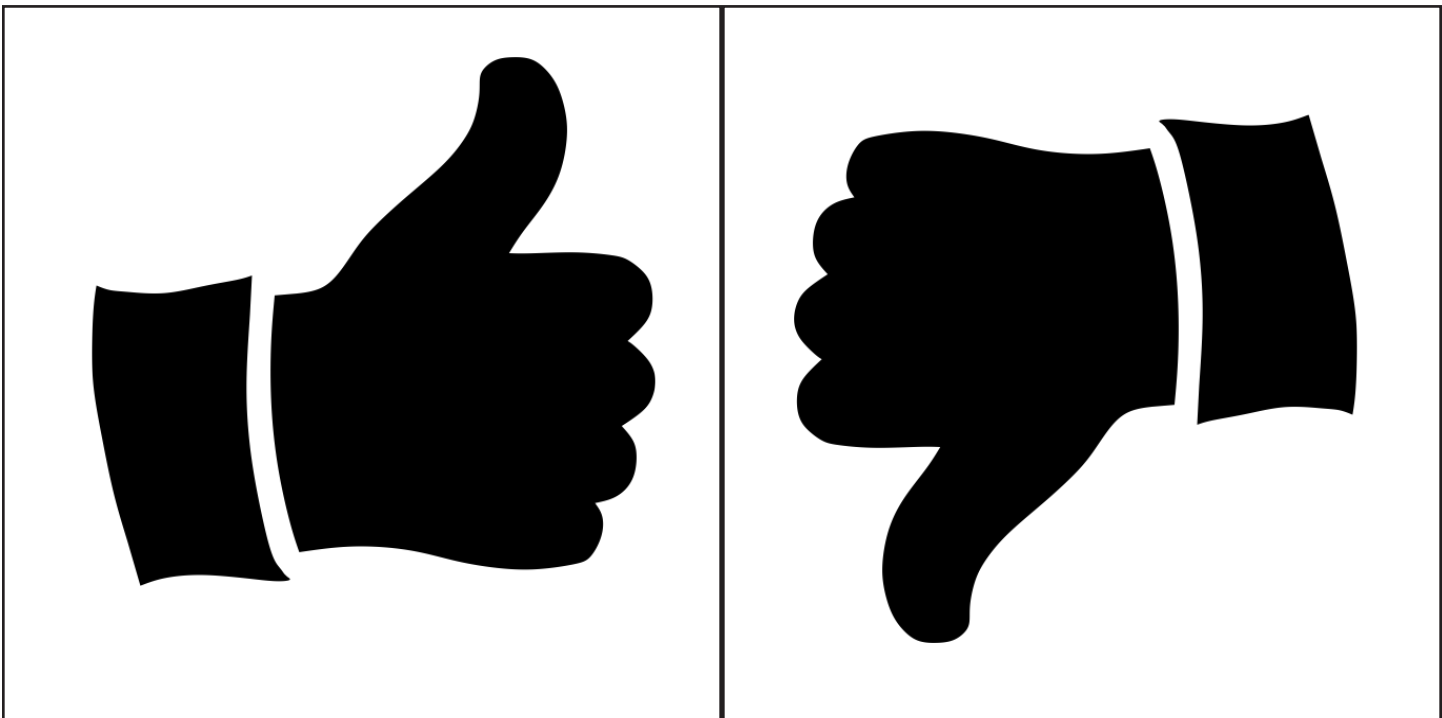### 5.11.THUMB

Sharing

IMAGE EXCHANGE CARDS

5.IEC.IMAGE

Loved It

Confused About Standup

Great Details

I Have a Question

Great Speech Volume

Volume of Speech too Low

Great Eye Contact
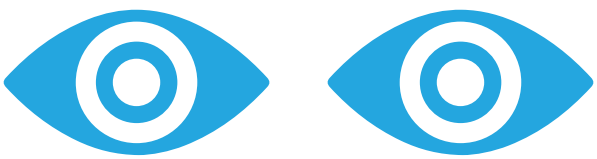
Make More Eye Contact
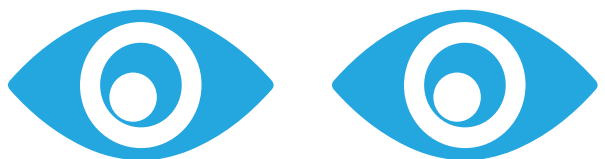
Great Energy

U5 — L1 — L2 — L3 — L4 — L5
— L6 — L7 — L8 — L9 — L10 — L11

LVL 1 UNIT 5: SHARING BASICS
LESSON 11 SHARING BASICS MASTER BADGE

BADGE BOARD

5.BADGE

Sharing

Sharing

Posting

Private Information

Public Information

Posting Pictures

Posting Comments

Appropriate Comments

Other

Others' Information

Responding Comments

!

Responding Carefully

Sharing

📖 WORD WALL PRINTOUT
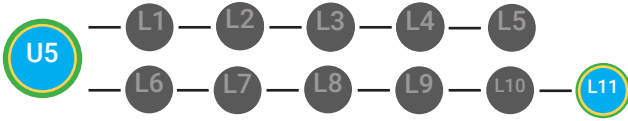
5.11.6
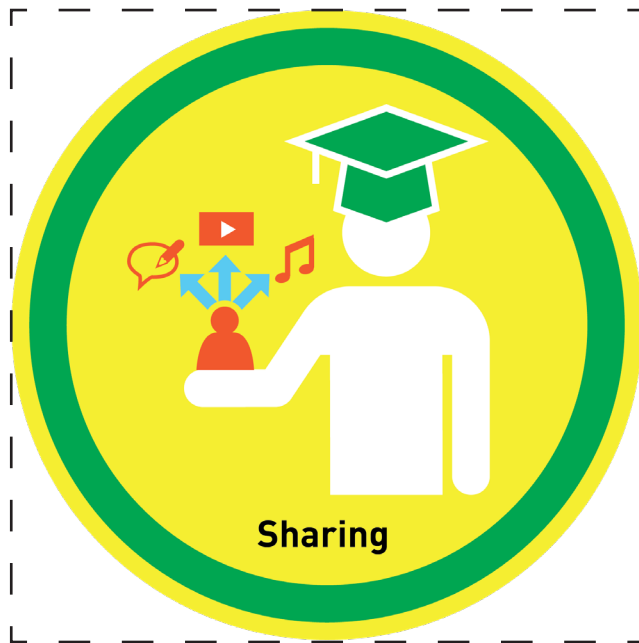
Sharing

We can **identify**
basic sharing terminology!

DIFFERENTIATION

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

T1 SHARING BASICS MASTER BADGE EXIT TICKET UNIT 6 GOALS
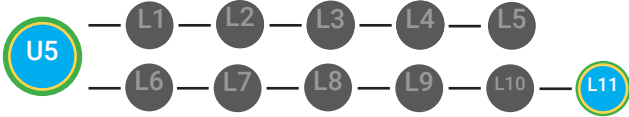### 5.11.7.1

Name: _____

Date: _____

PART 1 DIRECTIONS

Use this worksheet to check your progress in Digitability's Unit 5: Sharing Basics

BADGES	CIRCLE THE WORD "YES" WHEN YOU UNLOCK A BADGE IN YOUR ACCOUNT	IF YOU CIRCLED "YES", GIVE YOURSELF 1 POINT AND FIND THE SUM OF YOUR TOTAL POINTS.
Sharing	YES	+ _____
Posting	YES	+ _____
Private Information	YES	+ _____
Public Information	YES	+ _____
Posting Pictures	YES	+ _____
Posting Comments	YES	+ _____
Appropriate Sharing	YES	+ _____
Other's Information	YES	+ _____
Responding to Comments	YES	+ _____
Responding Carefully	YES	+ _____

TOTAL BADGES EARNED: _____

MASTER BADGE	CIRCLE THE WORD "YES" WHEN YOU UNLOCK THE MASTER BADGE IN YOUR ACCOUNT	IF YOU CIRCLED "YES", GIVE YOURSELF 1 POINT AND FIND THE SUM OF YOUR TOTAL POINTS.
Unit 5: Sharing Basics	YES	+ _____

TOTAL MASTER BADGES EARNED: _____

ADD IT UP!

TOTAL BADGES:	+_____
TOTAL MASTER BADGES:	+_____
TOTAL: _____	

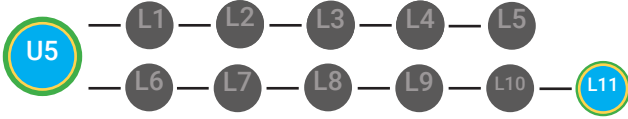**T2** | **SHARING BASICS MASTER BADGE EXIT TICKET UNIT 6 GOALS**
5.11.7.2

Name: _____

Date: _____

PART 2 DIRECTIONS
Circle 1 goal for Unit 6 based on the total # of **BADGES** & **MASTER BADGES** sum from Part 1.

YOUR TOTAL #	UNIT 2 GOAL
13	I will continue to consistently use Digitability and complete all of my lessons and unlock all of my badges for Unit 6.
12	I will check my account on the Monday of every week to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 6.
5-11	I will check my account on Mondays and Wednesdays of every week to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 6.
0-4	I will check my account every night of the week for homework to make sure that I am completing all of my lessons and unlocking all of my badges for Unit 6.

T3 SHARING BASICS MASTER BADGE EXIT TICKET UNIT 6 GOALS
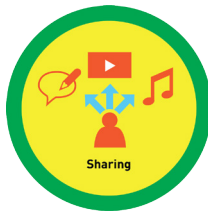**5.11.7.3**

Name: _____

Date: _____

PART 1 DIRECTIONS
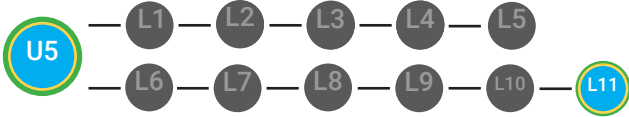Use this worksheet to check your progress in Digitability's Unit 5: Sharing Basics.

BADGE	CIRCLE THE √ IF YOU UNLOCKED THE BADGE OR MASTER BADGE
Sharing	√
Posting	√
Private Information	√

Public Information	√
Posting Pictures	√
Posting Comments	√
Appropriate Comments	√
Others' Information	√

Responding Carefully	√
Sharing	√

TOTAL BADGES AND MASTER BADGES EARNED: _____

T1 TAG WRITING PROMPT

5.TAG.1

Name: _____

Date: _____

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

- What can you share on the internet?
- What tools do you use to share information on the internet?
- What is your favorite thing to share on the internet? Which tools do you use to share it?

WORD BANK
0sharing ($1)   posting ($2)   private information ($2)
public information ($2)   appropriate sharing($2)   other's information ($2)
responding to comments ($4)   responding carefully ($5)

_____

_____

_____

_____

_____

_____

T1 TAG ADD IT UP

5.TAG.1

Name: _____

Date: _____

WORD USED:	AMOUNT FOR USING THE WORD CORRECTLY:	FIND THE SUM OF EACH WORD USED CORRECTLY:
sharing	$1	+ _____
posting	$2	+ _____
private information	$2	+ _____
public information	$2	+ _____
appropriate sharing	$2	+ _____
other's information	$2	+ _____
responding to comments	$4	+ _____
responding carefully	$5	+ _____

DOLLARS EARNED: $_____

T1 TAG WRITING RUBRIC

5.TAG.1

Name: _____

Date: _____

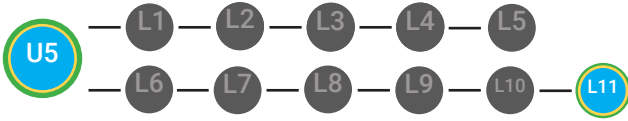|	**ADVANCED 4 POINTS**	**PROFICIENT 3 POINTS**	**BASIC 2 POINTS**	**BELOW BASIC 1 POINT**
T & A: Turn Question into a Topic Sentence and Answer Question (4/4)	Topic sentence is clear, correctly placed, and correctly answered. **Nice job!**	Topic sentence is either unclear or incorrectly placed, but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

	ADVANCED 4 POINTS	PROFICIENT 3 POINTS	BASIC 2 POINTS	BELOW BASIC 1 POINT
Creativity/Style (4/4)	Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph(s), ALL of the time. **WOW! Great work!**	Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph(s), most of the time. **Next Steps:** For homework, you will rewrite your paragraph(s), implementing 5-10 adverbs, adjectives and/or prepositional phrases appropriately.	Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph(s), some of the time. **Next Steps:** For homework, you will rewrite your paragraph(s), implementing 5-10 adverbs, adjectives and/or prepositional phrases appropriately.	Does not use adverbs, adjectives and/or prepositional phrases to make writing descriptive. **Next Steps:** For homework, you will rewrite your paragraph(s), implementing 5-10 adverbs, adjectives and/or prepositional phrases appropriately.

WRITING PROBE

STUDENT SCORED ___ / 20 POINTS ON THEIR WRITING PROBE RUBRIC

WITH _____% ACCURACY.

MATH PROBE

STUDENT CALCULATED ___ / 8 VOCABULARY TERMS

WITH _____% ACCURACY.

T2 TAG WRITING PROMPT

5.TAG.2

Name: _____

Date: _____

WORD BANK

other's information	respond carefully	appropriate comments
public information	share	posting
private information	responding to comments	

You can share many things on the internet. You can 1._____ images, videos, music, and more on the internet. You can share with other people by 2._____, which lets people all over the world see what you shared on the internet. You can post pictures, comments, videos, blogs, and much more! Remember, when you are sharing on the internet you must be very careful. When you post to a website, you are sharing with people you may not know. To be safe, do not post your 3._____, like your social security number or credit card number, onto the internet. On the other hand, you can post 4._____, like a blog or music, but do not post anything online unless you're comfortable with everyone seeing it. Also, do not share or post private information onto the internet about 5._____, like your friend's phone number.

Another way to share on the internet is by posting comments. Remember to always make 6._____ that are on topic and are respectful. When 7. _____, or when you reply back to someone on the internet, make sure to 8._____. If someone comments on your post that was not respectful, do NOT comment back. Tell an adult. Sharing on the internet is important, but remember to be safe when sharing on the internet.

SCORE: Student correctly answered ___ /8 vocabulary terms with _____% accuracy.
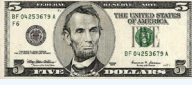
T2 **TAG CHECK YOUR ANSWER!**

5.TAG.2

Sharing

Name: _____

Date: _____

WORD USED:	IF YOU GOT IT CORRECT, CIRCLE THE DOLLAR AMOUNT:	IF YOU GOT IT CORRECT, ADD IT UP:
1) Share ($1)		+ _____
2) Posting ($1)		+ _____
3) Private Information ($1)		+ _____
4) Public Information ($2)		+ _____
5) Other's Information ($2)		+ _____
6) Appropriate Comments ($4)		+ _____
8) Responding to Comments ($4)		+ _____
7) Responding Carefully ($5)		+ _____

DOLLARS EARNED: $_____

SCORE: Student correctly answered ___ /8 vocabulary terms with _____% accuracy.
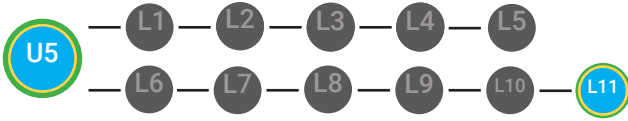
T3 TAG WRITING PROMPT
5.TAG.3

Name: _____

Date: _____

You can share many things on the internet. You can **(1. share/public information)** images, videos, music, and more on the internet. You can share with other people by **(2. posting/web application)**, which lets people all over the world see what you shared on the internet. You can post pictures, comments, videos, blogs, and much more! Remember, when you are sharing on the internet you must be very careful. When you post to a website, you are sharing with people you may not know. To be safe, do not post your **(3. public information/private information)**, like your social security number or credit card number, onto the internet. On the other hand, you can post **(4. public information/private information)**, like a blog, but do not post anything online unless you're comfortable with everyone seeing it. Also, do not share or post private information onto the internet about **(5. respond carefully/other's information)**, like your friend's phone number.Another way to share on the internet is by posting comments. Remember to always make **(6. share/appropriate comments)** that are on topic and respectful. When **(7. URL/responding to comments)**, or when you reply back to someone on the internet, make sure to **(8. respond carefully/appropriate comments)**. If someone comments on your post that was not respectful, do NOT comment back. Tell an adult. Sharing on the internet is important, but remember to be safe when sharing on the internet.

SCORE: Student correctly answered ___ /8 vocabulary terms with _____% accuracy.

Digitability

DATE _____

PAY TO THE
ORDER OF _____ $ [   ]

_____ DOLLARS

MEMO _____   _____

Digitability

DATE _____

PAY TO THE
ORDER OF _____ $ [   ]
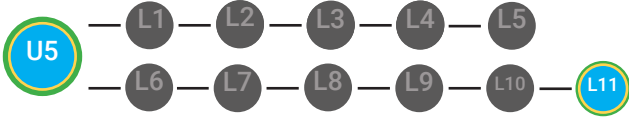
_____ DOLLARS

MEMO _____   _____

Digitability

DATE _____

PAY TO THE
ORDER OF _____ $ [   ]

_____ DOLLARS

MEMO _____   _____

ASSESSMENT DATA
SHOW WHAT YOU KNOW

STUDENT NAME	TIER	DATE: _____ UNIT 5 WRITING PROBE SCORE	DATE: _____ UNIT 5 MATH PROBE SCORE
Franklin M.	1	19/20 or 95%	80%
Winnie G.	2	5/8 or 63%	75%
Barkley P.	3	6/8 or 75%	95%

Matching!

Objective Student is able to distinguish appropriate online sharing behaviors.

Differentiated Activity

Materials

10 Vocabulary Word Cards,
10 Picture Exchange Cards, Scissors

Activity Description

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

P — Website
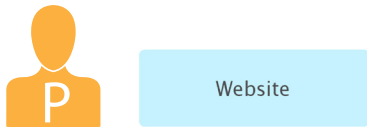
2 Facilitator places three images in front of the player.

P

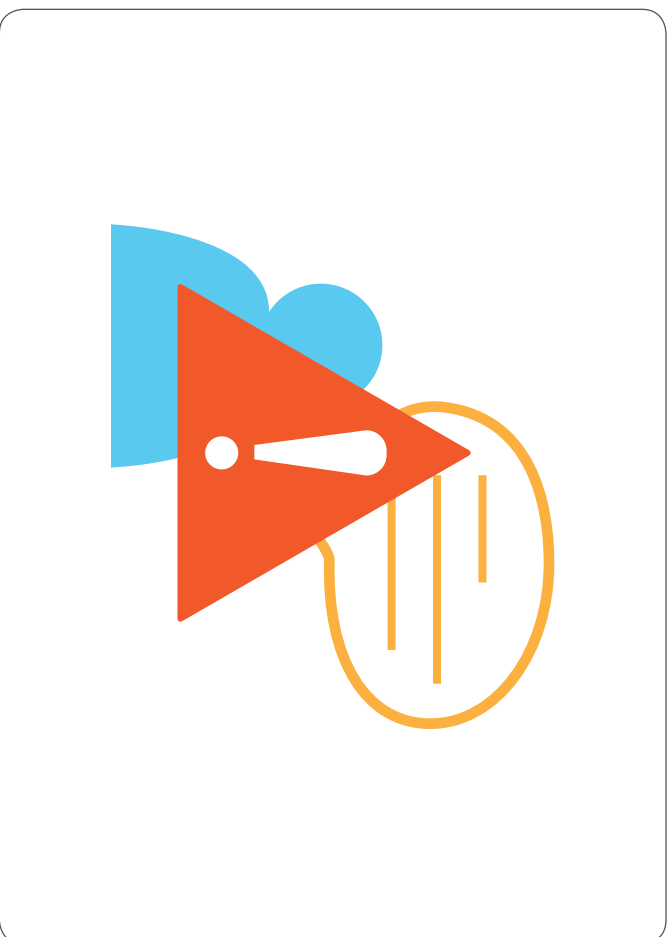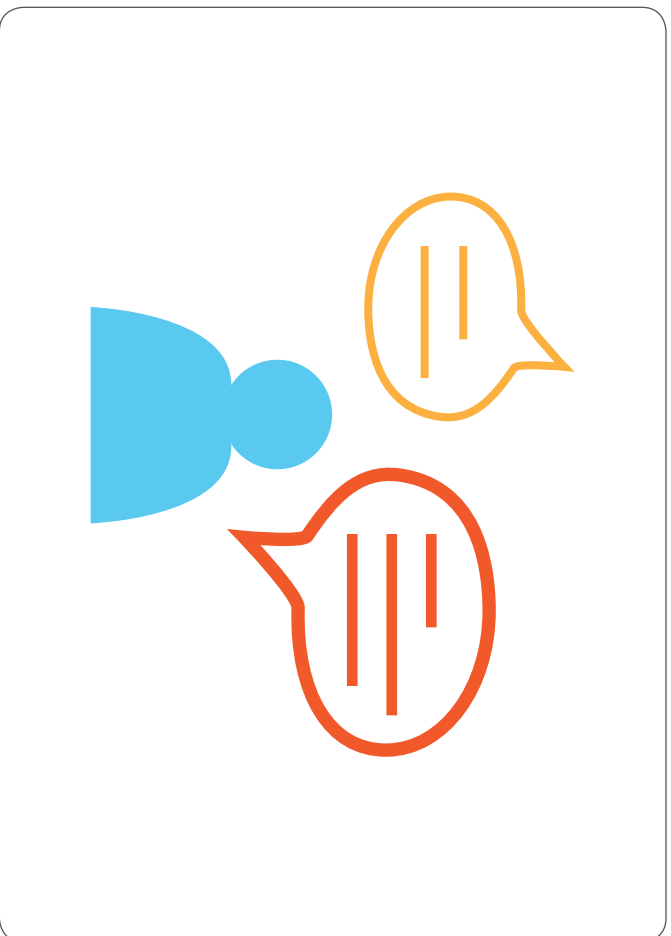**3** Player must choose the picture that matches the vocabulary word.

Website

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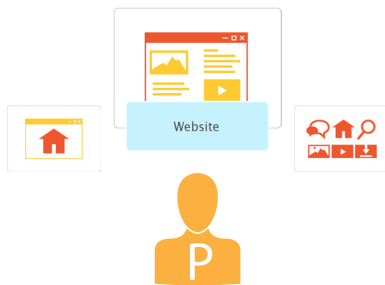
4 If player chooses correctly, player received reinforcment. If the player chooses incorrectly facilitator provides a prompt. This process is repeated based on learning objectives.

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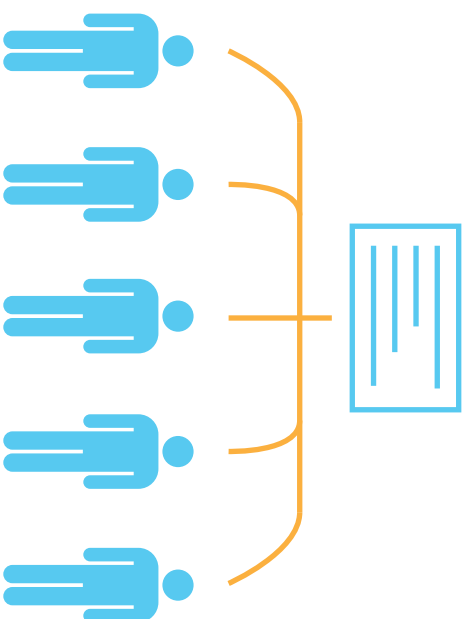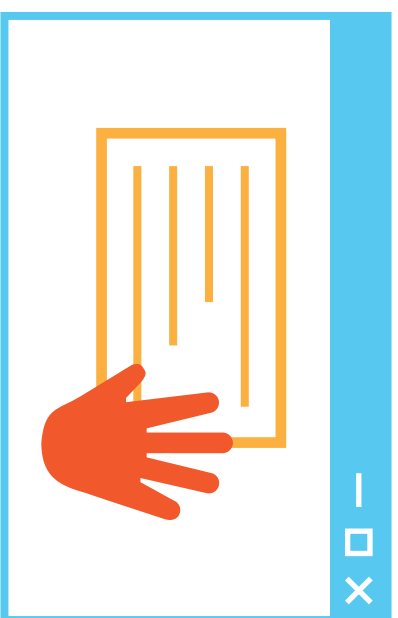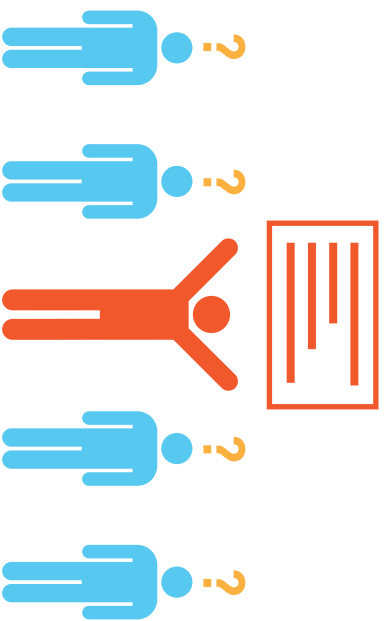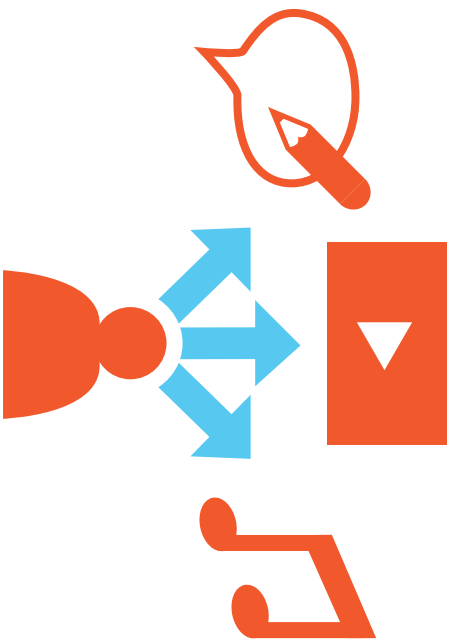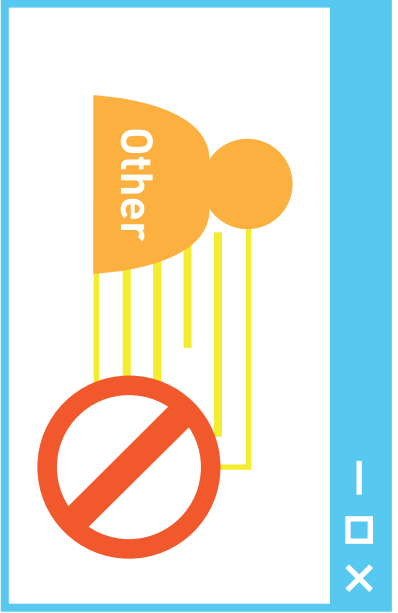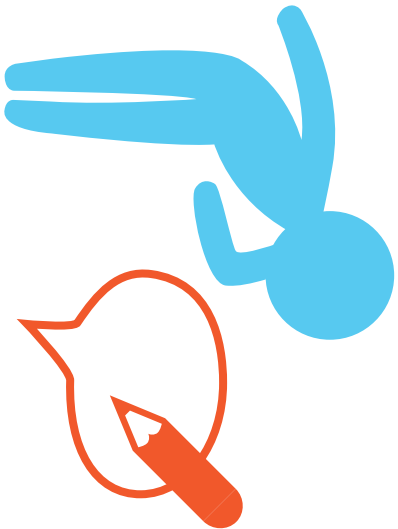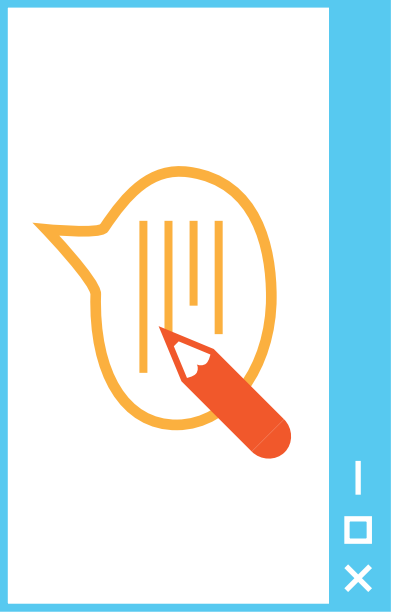
Sharing

Private Information

Posting Pictures

Appropriate Sharing

Posting

Public Information

Posting Comments

Other's Information

Responding to Comment

Responding Carefully

Public vs Private Information

Objective Student is able to distinguish appropriate online sharing behaviors.

Differentiated Activity

Materials

1 Private information sheet,
1 Public information sheet,
12 Example prompts, Post–its, Pens/pencils

Activity Description

1 Tape each piece of 8.5 x 11 paper to opposite walls in the room.

2 Have the students line up in the center of the classroom.

3 One by one they select a post–it from the pile that is placed on a desk at the front of the room.

4 Each reads aloud the words on the post–it (or someone else does) and they then have to move to the appropriate side of the room based on whether it's public or private information.
For example: "A picture of me in the bathtub." Public or private?

5 Class twinkles fingers above their heads if they agree and stomp feet if they disagree.

Private
Public

A picture of me in the bathtub.
P

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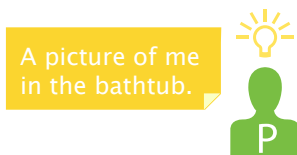
☞ Please refer to your supplemental guide for support on reinforcement and prompting.

☞ The facilitator can write the following examples before–hand (to save paper) or cut out the prompt cards and stack them one on top of the other for the students to select.
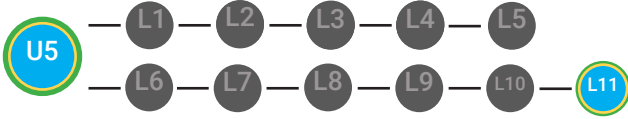
Suggested prompts for the students to respond to:

My phone number	A comment about a popular movie on a website
My negative opinion about a pop star	My home address
A picture of me and my classmates at school	What I had for lunch today
A secret I told my mother	A picture of me and my friends in bathing suits
A video of a dog riding a surfboard	Posting a comment saying that someone is ugly
Posting a picture of a drawing I made	The art museum's address

Public Information

Private Information

The Power of Words–The Power of Comments

Objective
- Student is able to distinguish appropriate online sharing behaviors.
- Student is able to distinguish appropriate behavior when commenting on the Internet.

Differentiated Activity

Materials

3 Sample webposts,
Scissors, Tape, Post-its, Pens/pencils

Activity Description

1 Print out sample Internet posts.

2 Tape the three posts on to a wall making sure to give them space.

3 Give each student 2 yellow post-its and a pencil.

4 Instruct students to use the yellow post-its to comment on one of the three webposts on the wall.

5 Have students walk around and see webposts on wall and stick their comments on the webpost they find most interesting.

6 After everyone has posted a comment have students walk around to read all the comments.

7 Now hand out 2 more post-its and ask students to respond to 2 comments by placing the post-it on the bottom edge of the yellow post-it to serve as a reply to a comment.

8 Discuss as group which comments are fine and which are harmful or inappropriate.

Relevant Vocabulary

Thread: A specific flow of conversation on the Internet
Flame War: Hostile and negative commenting between particular people online
Flagged: Online content identified as inappropriate or offensive

Please refer to your supplemental guide for support on reinforcement and prompting.
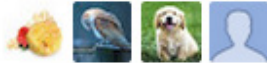
Dogslover
Dogs – 2:52PM

This pooch is top dog!

+31   ➜2
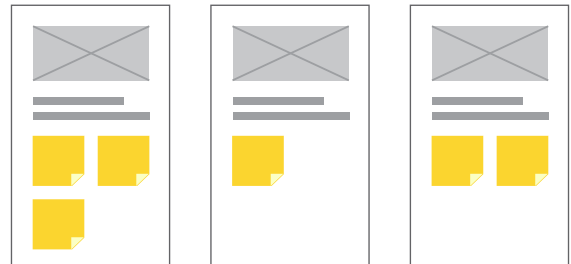
Add a comment...

Search – Google+

https://plus.google.com

g+ 🔍 ›

Everything   People and pages   Communities   Google+ posts   Photos   More ⌄

Robert Moser
Aug 26, 2013

Tactics to stop bullying

+89   ➔6

Add a comment...

Search – Google+

https://plus.google.com

g+ Q ›

Everything   People and pages   Communities   Google+ posts   Photos   More ⌄
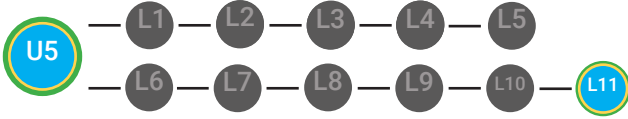
Melanie Kream
Aug 17, 2013

Protests in the Middle East Continue

+4   ↪

Add a comment...

Test Administrator: _____

Student: _____ Age: _____

Special Education
Classification: _____

Directions:

Administer the Pre-Implementation Assessment Data Form and the Student Assessment to determine the baseline knowledge of the student. Place the Student Assessment Form in front of the student. To allow the student to focus on one question at a time, consider covering a portion of the page.

Speak the question Statements marked with a Q to prompt the student. The student may speak, point or circle their answer. If the student gives the correct answer as their first response, mark a 1 in the score box. If the student gives an incorrect answer as their first response, mark a 0 in the score box. At the end of the assessment, add the number of correct answers and mark it in the total correct answers box at the bottom of the Data Form.

Verbal Ability

☐ less than 4 words   ☐ complete sentences

☐ 4–5 words / fragment   ☐ age–appropriate language

Reading Comprehension

☐ on or above grade level

☐ 1–2 years below grade level

☐ 3–4 years below grade level

☐ more than 4 years below grade level

Unit 6. Connecting Online

Student is able to describe methods for communicating online.

TRIAL 1

Q How can you communicate with someone online?

    a. connecting online
    b. turning on the computer
    c. searching for information

● Acceptable answer: a..

  ☐ Enter 1 for a correct answer

  ☐ Enter 0 for an incorrect answer

● Student answered in: ☐ less than 4 words   ☐ complete sentence

    ☐ 4–5 words / fragment   ☐ age–appropriate language

TRIAL 2

Q Circle the application that lets you send and receive messages on the internet?

    a. video chatting
    b. connecting to email
    c. connecting voice chatting
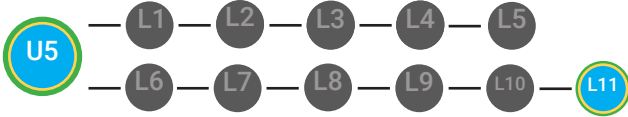
● Acceptable answer: b.

  ☐ Enter 1 for a correct answer

  ☐ Enter 0 for an incorrect answer

● Student answered in: ☐ less than 4 words   ☐ complete sentence

    ☐ 4–5 words / fragment   ☐ age–appropriate language

TRIAL 3

Q How can you hear and see someone online?

a. emailing
b. connecting to instant messaging
c. connecting to video chat

- Acceptable answer: c.

- Student answered in: ☐ less than 4 words ☐ complete sentence
  ☐ 4-5 words / fragment ☐ age-appropriate language

☐ Enter 1 for a correct answer
☐ Enter 0 for an incorrect answer

TRIAL 4

Q How can you listen to music online?

a. video chatting
b. streaming media
c. social networking

- Acceptable answer: b.

- Student answered in: ☐ less than 4 words ☐ complete sentence
  ☐ 4-5 words / fragment ☐ age-appropriate language

☐ Enter 1 for a correct answer
☐ Enter 0 for an incorrect answer

TRIAL 5

Q How can you connect and share with many people at the same time on the internet?

a. streaming media
b. emailing
c. social networking

- Acceptable answer: c.

- Student answered in: ☐ less than 4 words ☐ complete sentence
  ☐ 4-5 words / fragment ☐ age-appropriate language

☐ Enter 1 for a correct answer
☐ Enter 0 for an incorrect answer

Unit 6 Total score :

✓ Enter the number of correct answers.

☐ total correct answers ☐ %

When the student completes this unit in the learning system, you will receive their score for completing the unit's objective. You can compare their baseline score and the progress made to determine the student growth.

Total correct answers:
1= 20%
2= 40%
3= 60%
4= 80%
5= 100%

Student Assessment

Student:

Name: _____   Age: _____

Unit 6. Connecting Online

Student is able to describe methods for communicating online.

TRIAL 1   How can you **communicate** with someone online?

a Connecting online

b Turning on the computer

c Searching for information

TRIAL 2   Circle the application that lets you send and receive **messages** on the internet?

a Video chatting

b Emailing

c Voice chatting

TRIAL 3   How can you **hear and see** someone online?

a Emailing

b Instant messaging

c Video chatting

TRIAL 4

How can you **listen** to music online?

a Video chatting

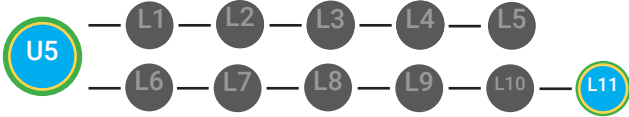**b** Streaming media

c Social networking

TRIAL 5

How can you connect and share with many people at the **same time** on the internet?

a Streaming media

b Emailing
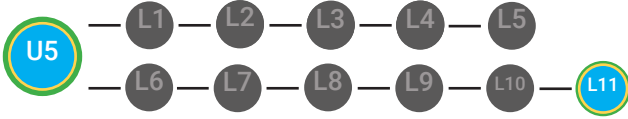
c Social networking

T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B | 5.11.8.2

I liked the part of your presentation when you _____

_____

_____

I think you can work on _____

_____

_____

I have a question about _____

_____

_____

MY DIGITABILITY EARNINGS TRACKER

Unit 5 Sharing Basics | 5.11.9

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: SHARING		
LESSON 2: POSTING		
LESSON 3: PRIVATE INFORMATION		
LESSON 4: PUBLIC INFORMATION		
LESSON 5: POSTING PICTURES		
LESSON 6: POSTING COMMENTS		
LESSON 7: APPROPRIATE SHARING		
LESSON 8: OTHER'S INFORMATION		
LESSON 9: RESPONDING TO COMMENTS		
LESSON 10: RESPONDING CAREFULLY		
LESSON 11: MASTER BADGE		
TOTAL DOLLARS EARNED:		