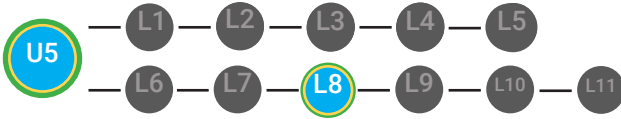




Lesson 8: Other's Information

Unit 5



UNIT 5: SHARING BASICS LESSON 8: OTHER'S INFORMATION

LESSON OVERVIEW

Other's information is private information that belongs to other people.

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.

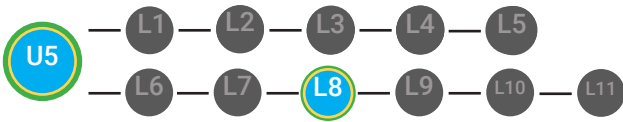
ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 5**
5. Select **Lesson 8 - Other's Information**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



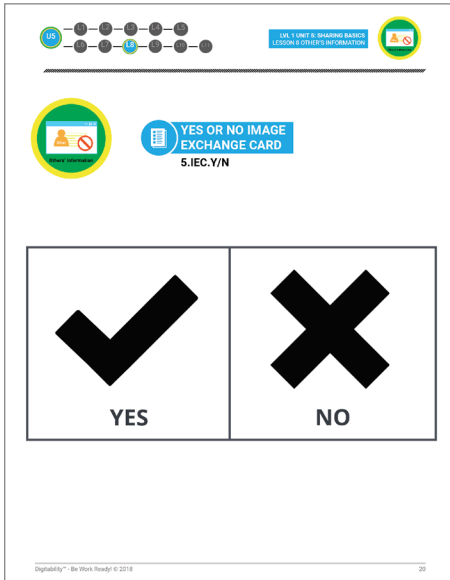
Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.



WARM UP



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



DIFFERENTIATION



Verbal response with examples of experience



Verbal response or holds up **YES/NO Image Exchange cards** [5.IEC.Y/N] to hold up or point to potential vocabulary word or icon



Holds up or points to **YES/NO Image Exchange cards** [5.IEC.Y/N] to hold up or point to potential vocabulary word or icon

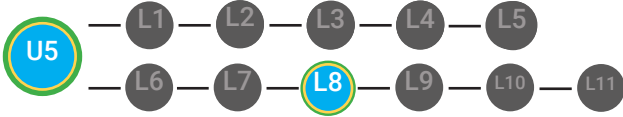


PHOTO OPP

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.



1. Ask, *“For a participation dollar, who can tell me what type of information is personal? Raise your hand and wait to be called on.”*

-- Repeat for several students --

Possible Answers: Fair, standard, expectation

3. Call on students and have each student state the word they chose during the warm up.



4. Ask, *“For a participation dollar, raise your hand if you’ve ever seen someone’s personal information before?”*



USE POSITIVE NARRATION TO IDENTIFY STUDENTS WHO ARE ACTIVELY PARTICIPATING:

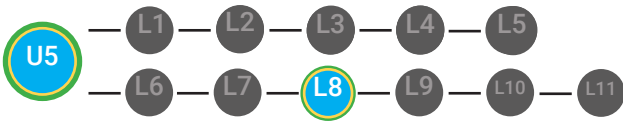


5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.8.DollarTracker]




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

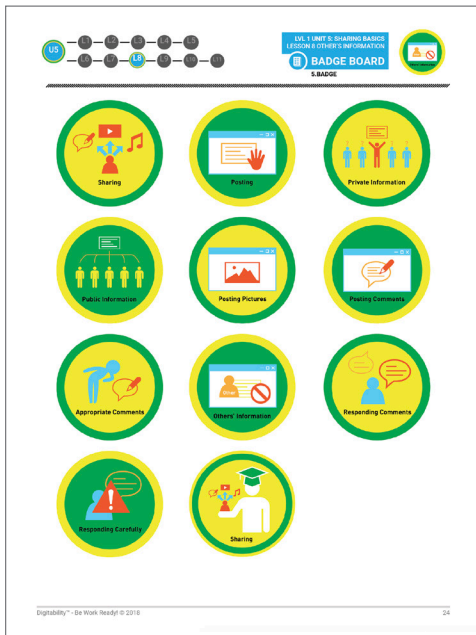
Award at least four participation dollars.



GUIDED WATCHING



Distribute **Badge Board 5.BADGE** and **Thumbs Image Exchange cards 5.8.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 [5.8.THUMB]**.
- T3** Uses **Badge Board [5.BADGE]** for this unit. Holds up or points **Thumbs Image Exchange Cards [5.8.THUMB]** to hold up or point to for rephrased question.

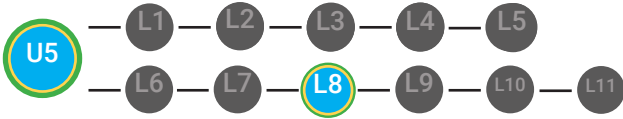


PHOTO OPP

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.



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

Answer: Other's Information



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.8.DollarTracker]



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 'Other's Information' 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 Other's Information in the video. Distribute **Thumbs Image Exchange cards** [5.8.THUMB]



5. Play video.



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



6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.8.DollarTracker]



Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: "Other's information is private information that belongs to other people."

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?"



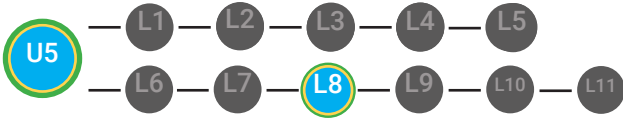
"Marcus answers Other's Information. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."

Award at least four participation dollars.



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

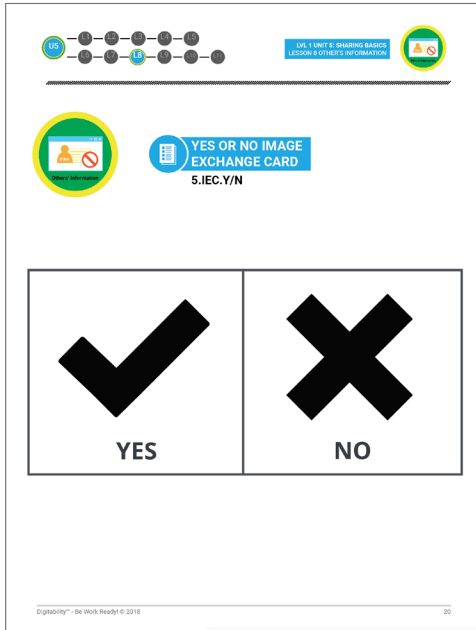
Award at least four participation dollars.



INFORMAL ASSESSMENT



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].

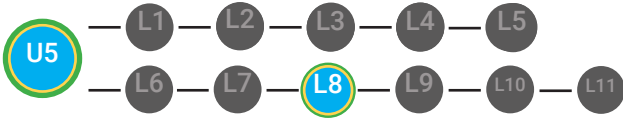


PHOTO OPP

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.

? 1. Ask, *"For a participation dollar, who can tell me what other's information is?"*

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

? 2. Ask, *"For a participation dollar, should you share your friend's address on the Internet?"*

? 3. Ask, *"For a participation dollar, should you share your family member's phone number on the Internet?"*

? 4. Ask, *"For a participation dollar, should you always ask someone before you share other's information?"*

+\$ 5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.8.DollarTracker]

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

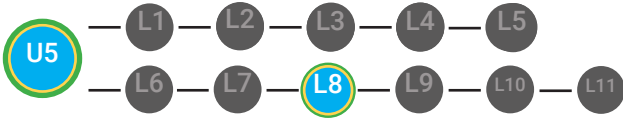
Key Concept: "Other's information is private information that belongs to other people."

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




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

Award at least four participation dollars.



GUIDED ACTIVITY



Use **Lesson Badge Cut Out 5.8.6** 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.

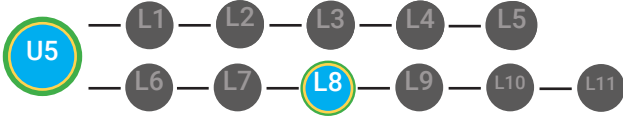


PHOTO OPP

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.



1. Ask the class, "Who would like to unlock the Other's Information Badge for \$1?"



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.8.DollarTracker]



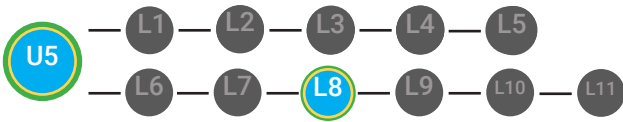
"Marcus unlocks the Other's Information badge. Nice job participating and earning a dollar Marcus."

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 (PART A)



Distribute the **Other's Information Exit Ticket 5.8.7** to students. See



DIFFERENTIATION below to identify supplements needed for your students.

OTHER'S INFORMATION EXIT TICKET
MULTIPLE CHOICE ACTIVITY
5.8.7.4

Name: _____
Date: _____

- Sharing ____
 - post that anyone can comment and share on the Internet
- Posting ____
 - when you share comments, images, videos, music, and other websites on the Internet
- Private Information ____
 - These are always on topic and respectful.
- Public Information ____
 - lets people all over the world see what you shared
- Appropriate Comment ____
 - information that you do not share or post to the Internet

T1 OTHER'S INFORMATION EXIT TICKET
ROLES GUIDE: READER
5.8.7.1

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.

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

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

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

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

DUTIES COMPLETE?
Circle YES or NO

YES or NO

YES or NO

YES or NO

YES or NO

YES or NO

T2 OTHER'S INFORMATION EXIT TICKET
ROLES GUIDE: SCRIBE
5.8.7.2

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 OTHER'S INFORMATION EXIT TICKET
ROLES GUIDE: REVIEWER
5.8.7.3

Name: _____
Date: _____

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

Is the answer for #1 correct?

YES	NO

Is the answer for #2 correct?

YES	NO



DIFFERENTIATION

- T1** Student's role will be the reader [5.8.7.1] or Student's role will be the scribe [5.8.7.2]
- T2** Student's role will be the reader [5.8.7.1] or Student's role will be the scribe [5.8.7.2]
- T3** Student's role will be the reviewer [5.8.7.3]

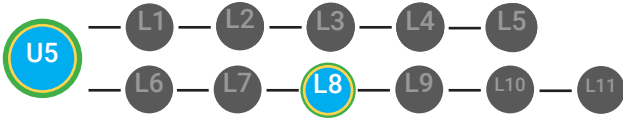


PHOTO OPP

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.

1. Have students complete the Matching Activity [5.8.7.4] 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. [5.8.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?

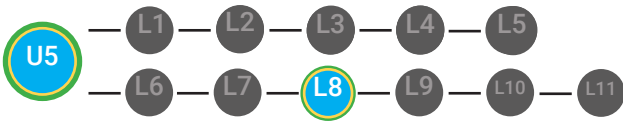


"I see that Group A is working together to pick the correct answers."

"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.



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.

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

LVL 1 UNIT 5: SHARING BASICS
LESSON 8 OTHER'S INFORMATION

 **T2 FEEDBACK SENTENCE STARTER**
EXIT TICKET B | 5.8.8.2

I liked the part of your presentation when you _____


I think you can work on _____





I have a question about _____

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

LVL 1 UNIT 5: SHARING BASICS
LESSON 8 OTHER'S INFORMATION


 **IMAGE EXCHANGE CARDS**
5.IEC.IMAGE



Loved It 	Confused About Standup 
Great Details 	I Have a Question 

Digitability™ - Be Work Ready! © 2018 32

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

LVL 1 UNIT 5: SHARING BASICS
LESSON 8 OTHER'S INFORMATION

 **YES OR NO IMAGE EXCHANGE CARD**
5.IEC.Y/N

 YES	 NO
---	--

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DIFFERENTIATION

- T1** Student shares an on-topic verbal response.
- T2** Student completes **Feedback Sentence Starter** [5.8.8.2] 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.

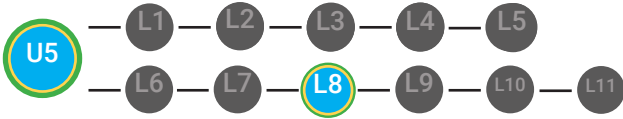


PHOTO OPP

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.

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

+\$ 32. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.8.DollarTracker]

+\$
“Nice job sharing and earning a dollar, Marcus. Who else would like to share for a participation dollar?”

? 33. Ask, *“For a participation dollar, who would like to stand up and summarize our session?”*

Award at least four participation dollars.

34. 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.”*

+\$ 35. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.8.DollarTracker]

+\$
“Nice job sharing and earning a dollar, Marcus. Who else would like to share for a participation dollar?”

Have student summarize the day’s session.

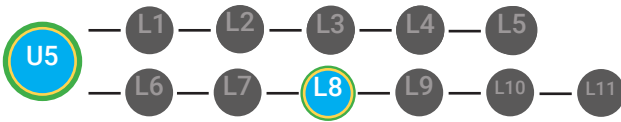
Award at least four participation dollars.

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

+\$ 37. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.8.DollarTracker]

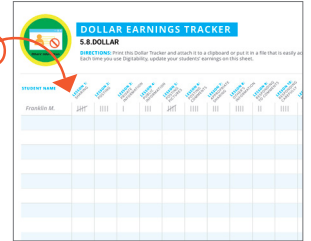
+\$
“Nice job sharing, listening and earning a dollar, Marcus. Who else would like to share for a participation dollar?”

After students summarize what they did, ask others in class to give feedback.

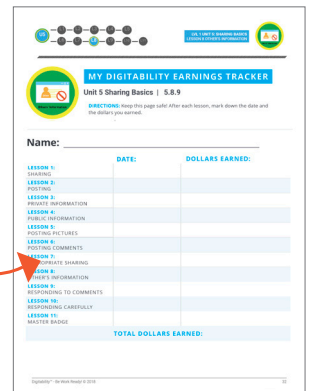


NEXT STEPS

38. 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.

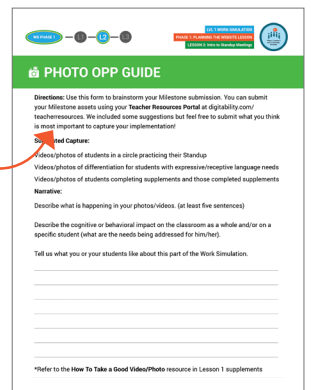


39. Students will fill in their dollar earnings from the lesson using their **My Digitability Earnings Tracker**. Have students staple this sheet into their notebooks so that they can use it for the entire unit.



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

41. 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.



WRAP UP MESSAGE

1. Have class say the key concepts together.

Key Concept: "Other's information is private information that belongs to other people."

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."

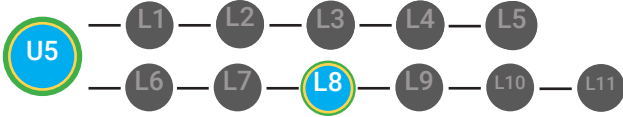


PHOTO OPP

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.



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**.



Others' Information

Supplemental Materials

Unit 5



TechCrunch



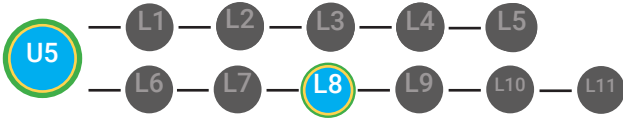


PHOTO OPP GUIDE

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

Suggested Capture:

Videos/photos of students presenting the planning session summary

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

Videos/photos of students completing supplements and those completed supplements

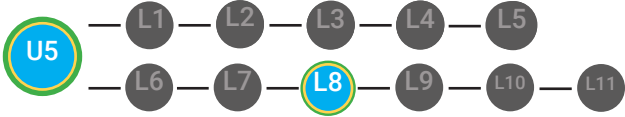
Narrative:

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

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

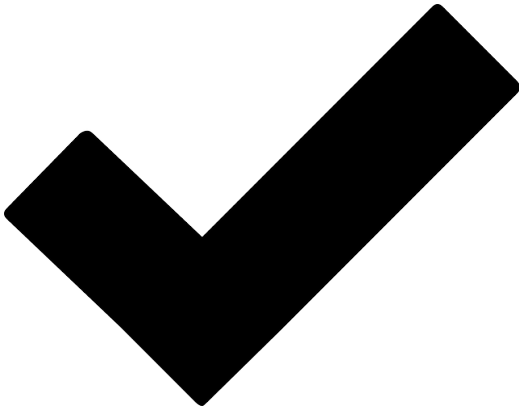
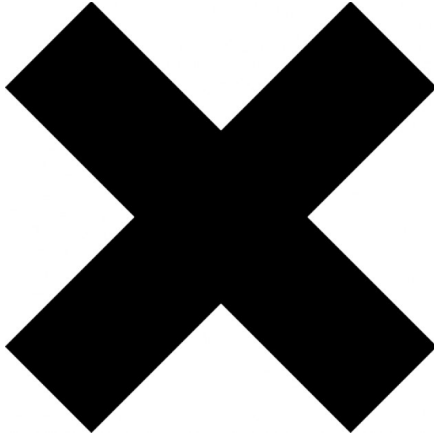
Tell us what you or your students like about this part of the Work Simulation.

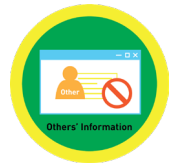
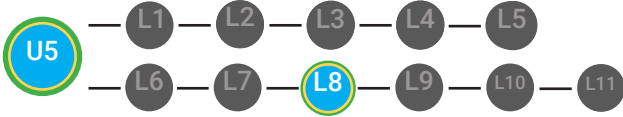
*Refer to the **Taking “Good” Photo** resource in warm up supplements




 **YES OR NO IMAGE
EXCHANGE CARD**

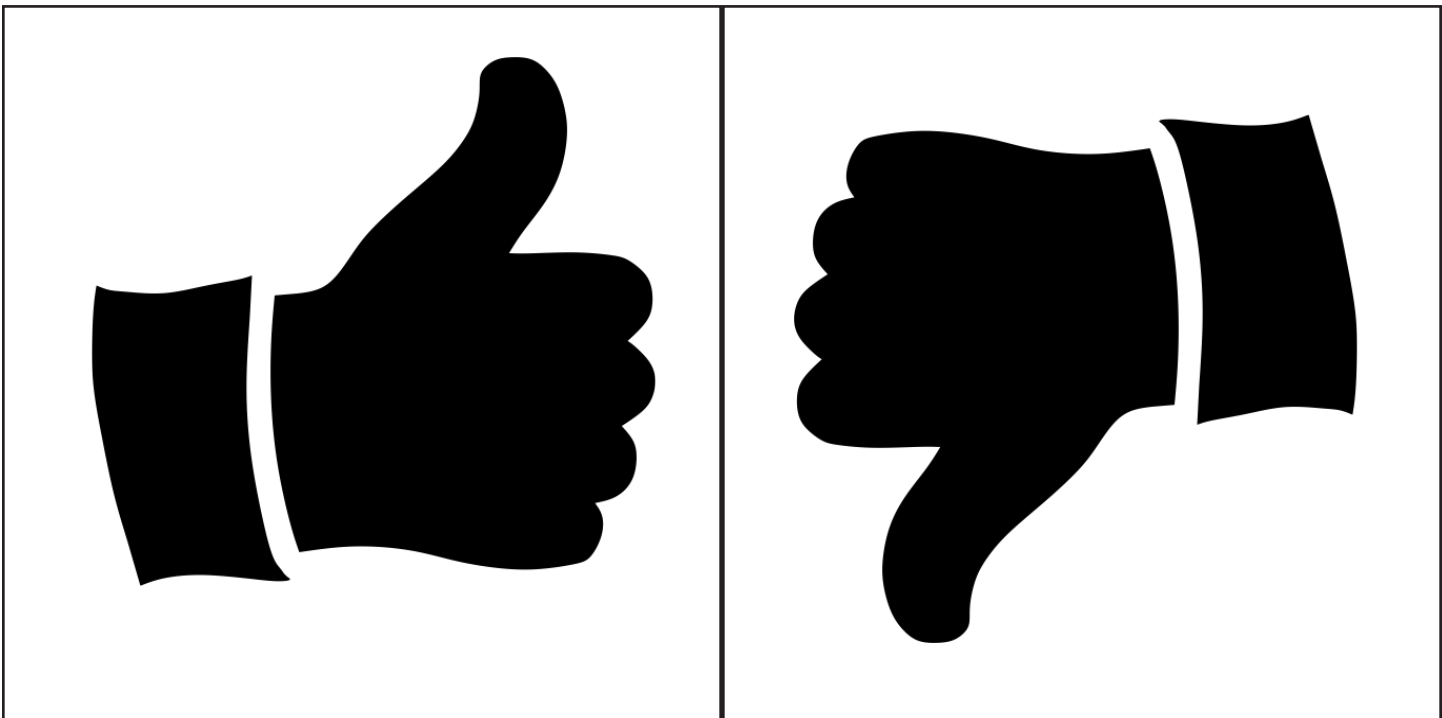
5.IEC.Y/N

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



 **THUMBS IMAGE
EXCHANGE CARD**

5.8.THUMB



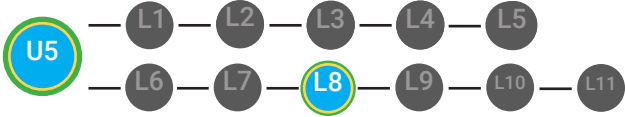


IMAGE EXCHANGE CARDS

5.IEC.IMAGE

Loved It



Confused About Standup

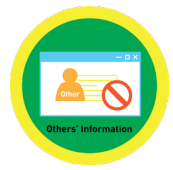


Great Details



I Have a Question





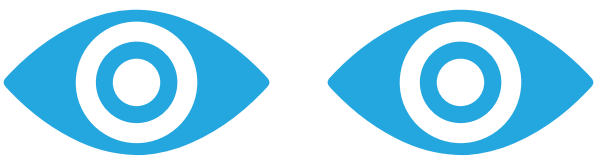
Great Speech Volume



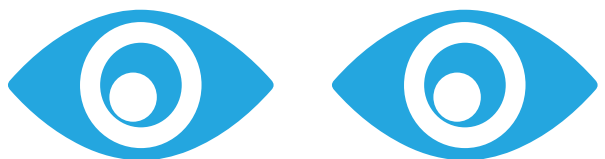
Volume of Speech too Low



Great Eye Contact

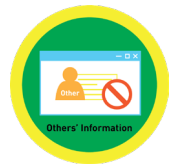


Make More Eye Contact

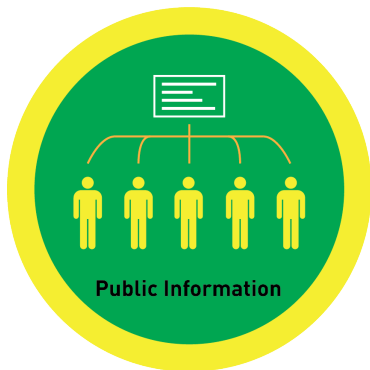
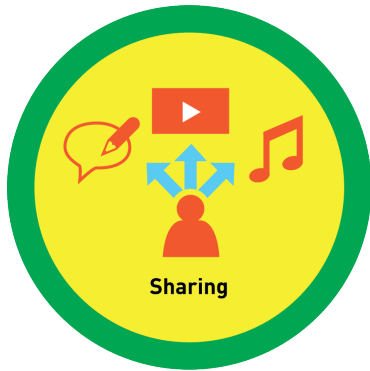


Great Energy





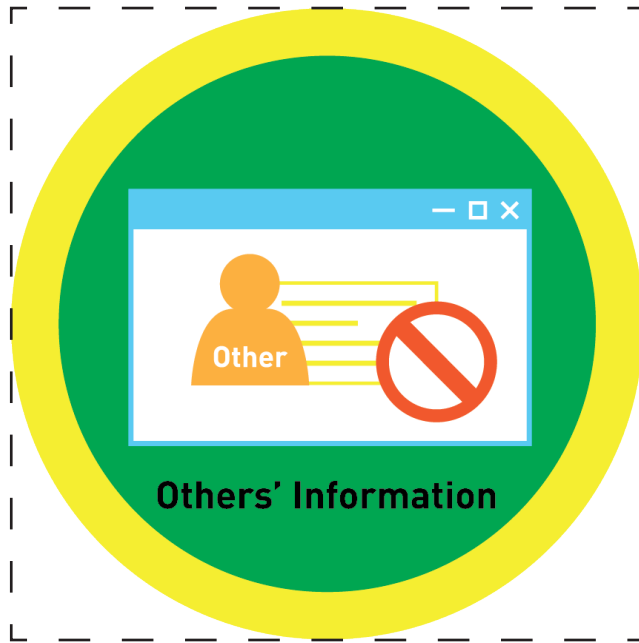
5.BADGE





WORD WALL PRINTOUT

5.6.6



private information that belongs to other people



DIFFERENTIATION

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



**OTHER'S INFORMATION EXIT TICKET
 MULTIPLE CHOICE ACTIVITY**
5.8.7.4

Name: _____

Date: _____



1. Sharing ____

A. post that anyone can comment and share on the Internet



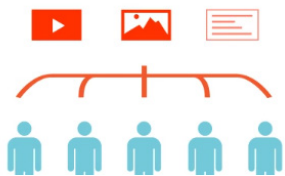
2. Posting ____

B. when you share comments, images, videos, music, and other websites on the Internet



3. Private Information ____

C. These are always on topic and respectful.



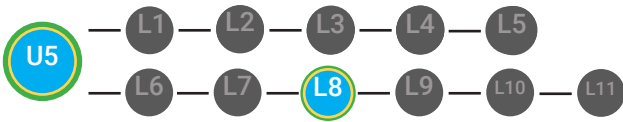
4. Public Information ____

D. lets people all over the world see what you shared



5. Appropriate Comment ____

E. information that you do not share or post to the Internet



T1 OTHER'S INFORMATION EXIT TICKET
ROLES GUIDE: READER
5.8.7.1

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.

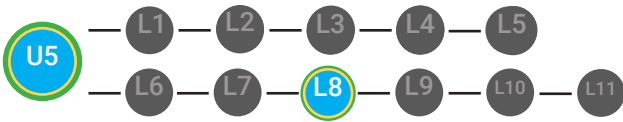
YES or **NO**

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 OTHER'S INFORMATION EXIT TICKET
ROLES GUIDE: SCRIBE
5.8.7.2

Name: _____

Date: _____

ROLE: SCRIBE

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

DUTIES

DUTIES COMPLETE?

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

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

YES or **NO**

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

YES or **NO**

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

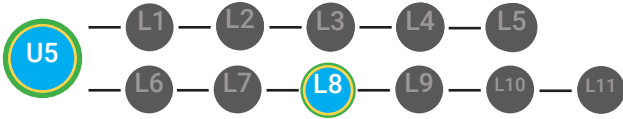
YES or **NO**

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

YES or **NO**

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

YES or **NO**



T3 OTHER'S INFORMATION EXIT TICKET
ROLES GUIDE: REVIEWER
5.8.7.3

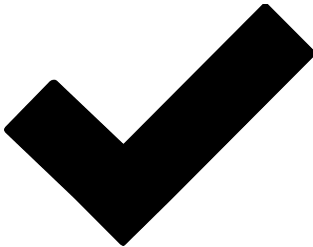

Name: _____

Date: _____


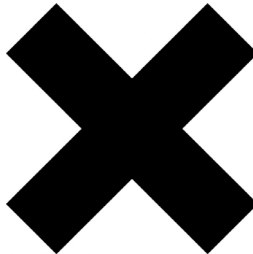
ROLE: REVIEWER

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?

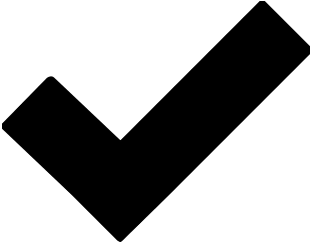
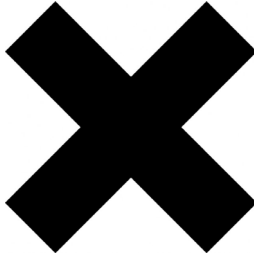
 YES	 NO
---	---

Is the answer for **#2** correct?

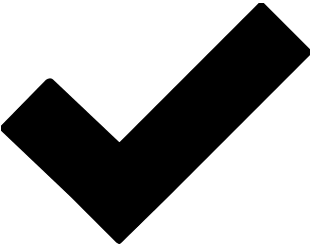

 YES	 NO
---	---



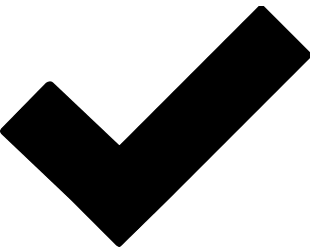

Is the answer for #3 correct?

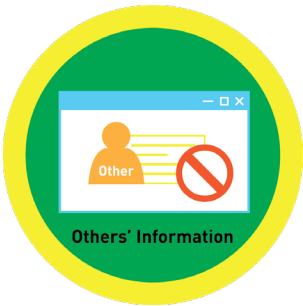
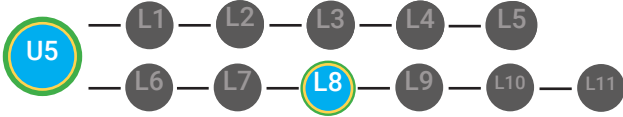
 YES	 NO
---	---

Is the answer for #4 correct?

 YES	 NO
---	---

Is the answer for #5 correct?

 YES	 NO
---	---



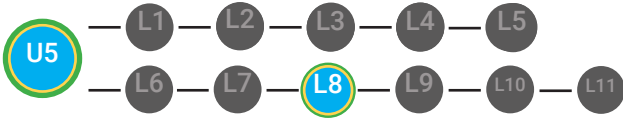
T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B | 5.8.8.2

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 | 5.8.9

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:		