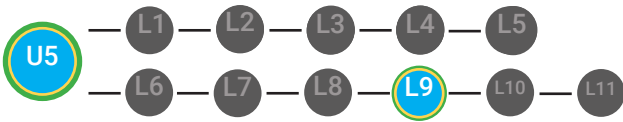




Lesson 9: Responding to Comments

Unit 5



UNIT 5: SHARING BASICS LESSON 9: RESPONDING TO COMMENTS

LESSON OVERVIEW

Responding to comments is when you respond to someone that commented on your post.

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.

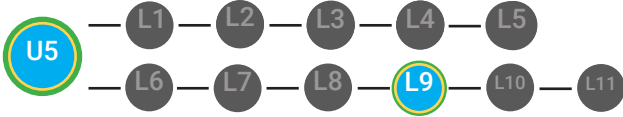
ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 5**
5. Select **Lesson 9 - Responding to Comments**

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



Have students write on the board. See  DIFFERENTIATION below to identify supplements needed for your students.



DIFFERENTIATION

- T1** Writes response on the board
- T2** Writes response on the board with assistance from a Tier 1 partner
- T3** Writes response on the board with assistance from an adult

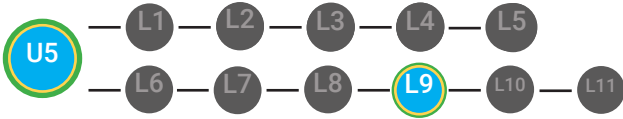


PHOTO OPP

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. Write the definition of other’s information on the board leaving a blank space for the word private.

Other’s information: _____ information that belongs to other people.



2. Ask, *“For a participation dollar, who can come up to the board to fill in the correct answer.”*



3. Ask, *“For a participation dollar, raise your hand if you ever responded to a comment on the Internet before.”*



4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.9.DollarTracker]



“Marcus writes the word private on the board. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

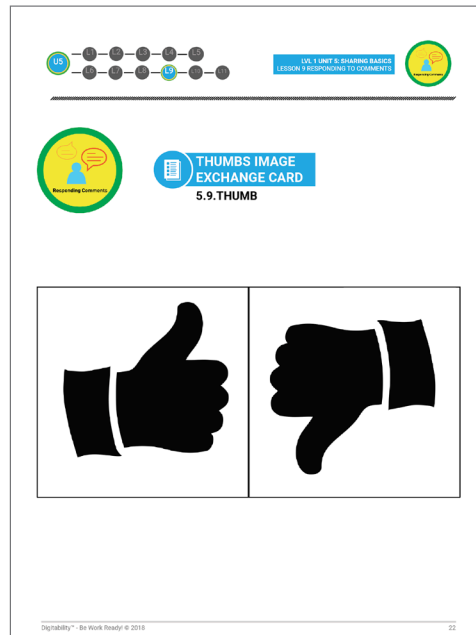
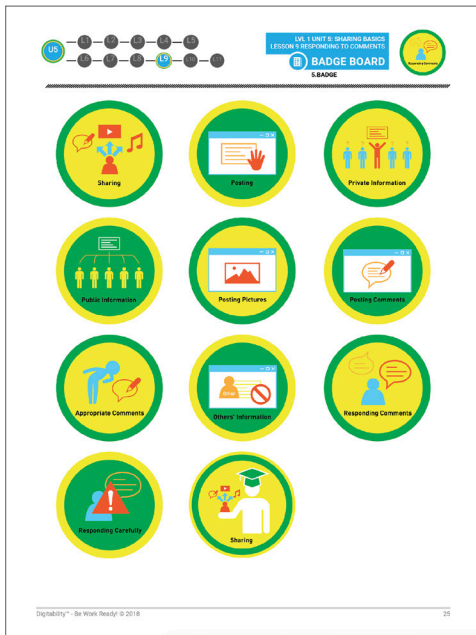
Award at least four participation dollars.



GUIDED WATCHING



Distribute **Badge Board 5.BADGE** and **Thumbs Image Exchange cards 5.9.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 [5.9.THUMB]**.
- T3** Uses **Badge Board [5.BADGE]** for this unit. Holds up or points **Thumbs Image Exchange Cards [5.9.THUMB]** to hold up or point to for rephrased question.

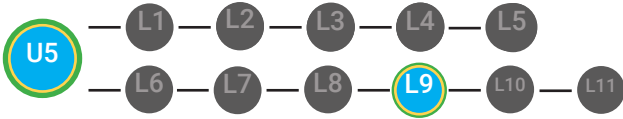


PHOTO OPP

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: Responding to Comments



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



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.9.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 ‘Responding to Comments’ 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 Responding to Comments in the video. Distribute **Thumbs Image Exchange cards** [5.9.THUMB]

Award at least four participation dollars.



5. Play video.



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



6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.9.DollarTracker]

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



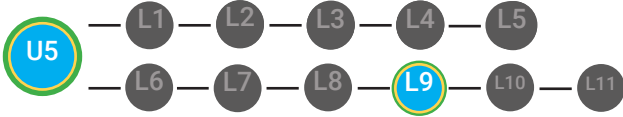
Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: “Responding to comments is when you respond to someone that commented on your post.”

Award at least four participation dollars.

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.

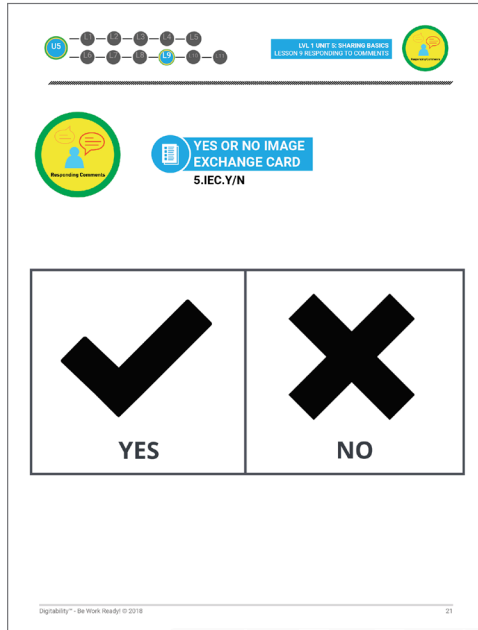
You can use phrases like, “What did the video say the/a _____ is?”



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].

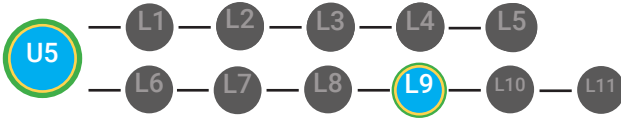


PHOTO OPP

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.

1. Ask, *"For a participation dollar, who can tell me what it means to respond to a comment?"*
2. Ask, *"For a participation dollar, can other people see or share your comments?"*
3. Ask, *"For a participation dollar, do your comment responses have to be respectful and on topic?"*

+\$ 4. Give immediate feedback and record Workplace Behavior earnings

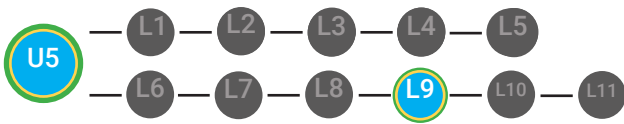
Structure prompting to get students to come up with a definition using language from the video.

Key Concept: "Responding to comments is when you respond to someone that commented on your post."

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."

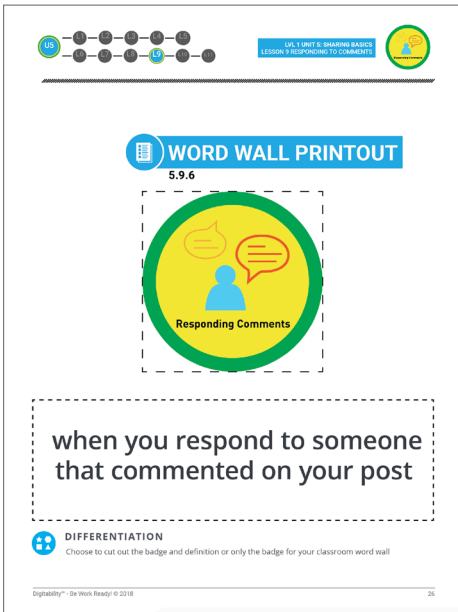
Award at least four participation dollars.



GUIDED ACTIVITY



Use **Lesson Badge Cut Out 5.9.6** 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.

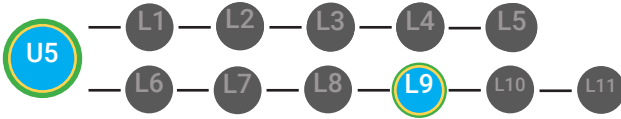


PHOTO OPP

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 Responding to Comments Badge for \$1?”



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.9.DollarTracker]



“Marcus unlocks the Responding to Comment badge. Nice job participating and earning a dollar Marcus.”

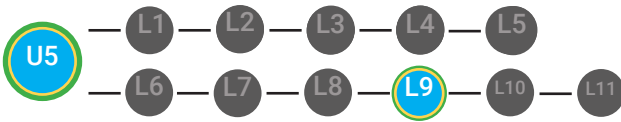
Click Activity Button to Play Activity Video

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 **Responding to Comments Exit Ticket 5.9.7** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

T1 RESPONDING TO COMMENTS EXIT TICKET VOCAB BLOCK 5.9.7.1

Name: _____
Date: _____

Define		Sentence	
Examples	responding to comments	Draw	

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T2 RESPONDING TO COMMENTS EXIT TICKET TRACE 'N' LEARN CARDS 5.9.1.2

Name: _____
Date: _____

responding to
comments

when you respond to
someone that commented
on your post

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DIFFERENTIATION

- T1** Student's complete **Vocab Blocks worksheet** [5.9.7.1]
- T2** Option to complete **Vocab Blocks worksheet** [5.9.7.1] or **Trace 'n' Learn card** [5.9.1.2]
- T3** Student's complete **Trace 'n' Learn card** [5.9.1.2]

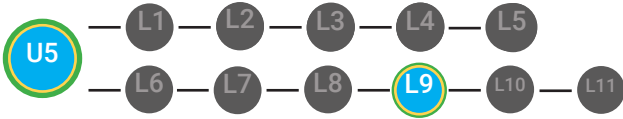


PHOTO OPP

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.

1. Students will complete the Responding to Comments Exit Slip.



2. "For a participation dollar, who can share the definition you wrote?"



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.9.DollarTracker]



4. "For a participation dollar, who will share a sentence you wrote?"



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.9.DollarTracker]



6. "For a participation dollar, who will share one of their examples?"



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



7. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.9.DollarTracker]



8. "For a participation dollar, who would like to come up and present their drawing?" Call on student.



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

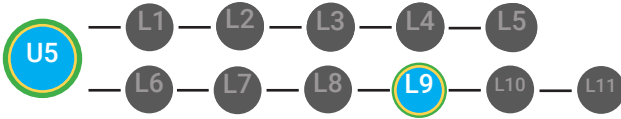


9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.9.DollarTracker]



After student discusses what they drew and why they drew it, ask students in class to give feedback.

Award at least four participation dollars.



10. “For a participation dollar, who would like to give feedback to [student] on their drawing?” Call on student.

“You can give feedback by telling [student] what you liked about their drawing and explanation. Then, you can ask [student] a question.”

11. Be sure that students do both.

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



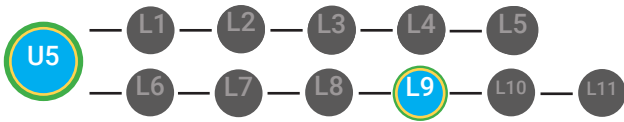
12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [5.9.DollarTracker]



“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.



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 9 RESPONDING TO COMMENTS

T2 FEEDBACK SENTENCE STARTER
EXIT TICKET B | 5.9.8.2

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 9 RESPONDING TO COMMENTS

IMAGE EXCHANGE CARDS
5.IEC.IMAGE

Loved It 	Confused About Standup
Great Details 	I Have a Question

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

LVL 1 UNIT 5: SHARING BASICS
LESSON 9 RESPONDING TO COMMENTS

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** [5.9.8.2] 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.

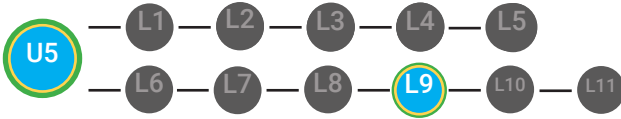


PHOTO OPP

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. [5.9.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. [5.9.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.

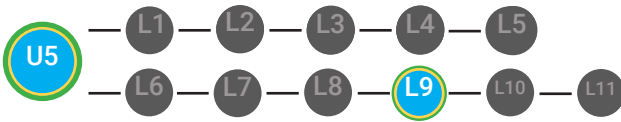
Award at least four participation dollars.

? 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. [5.9.DollarTracker]

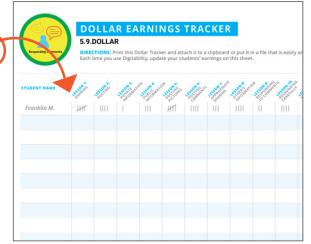
+\$
"Nice job sharing, listening and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

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

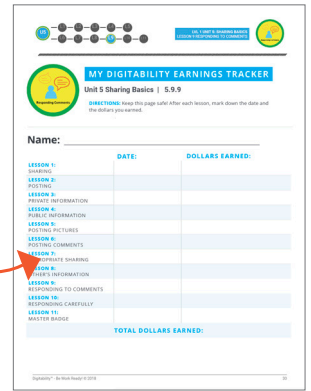


NEXT STEPS

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.

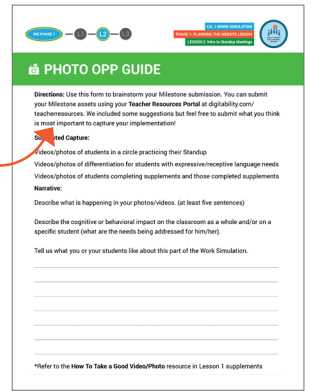


39. Students will fill in their dollar earnings from the lesson using their **My Digitability Earnings Tracker**. Have students staple this sheet into their notebooks so that they can use it for the entire unit.



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: “Responding to comments is when you respond to someone that commented on your post.”

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.”

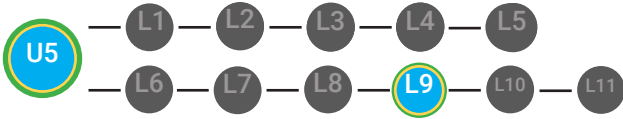


PHOTO OPP

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**.



Supplemental Materials

Unit 5



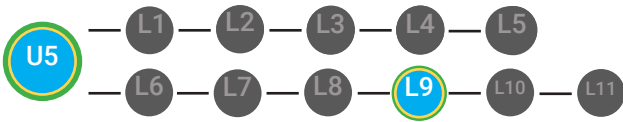


PHOTO OPP GUIDE

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

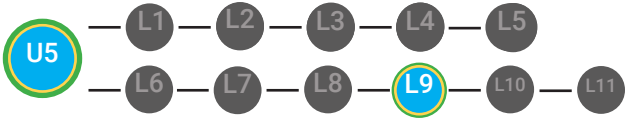
Narrative:

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?).

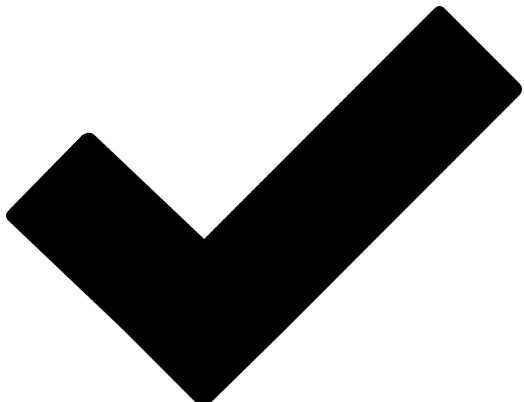
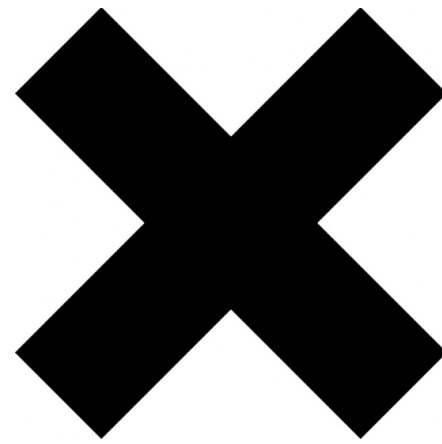
Tell us what you or your students like about this part of the Work Simulation.

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




 **YES OR NO IMAGE EXCHANGE CARD**

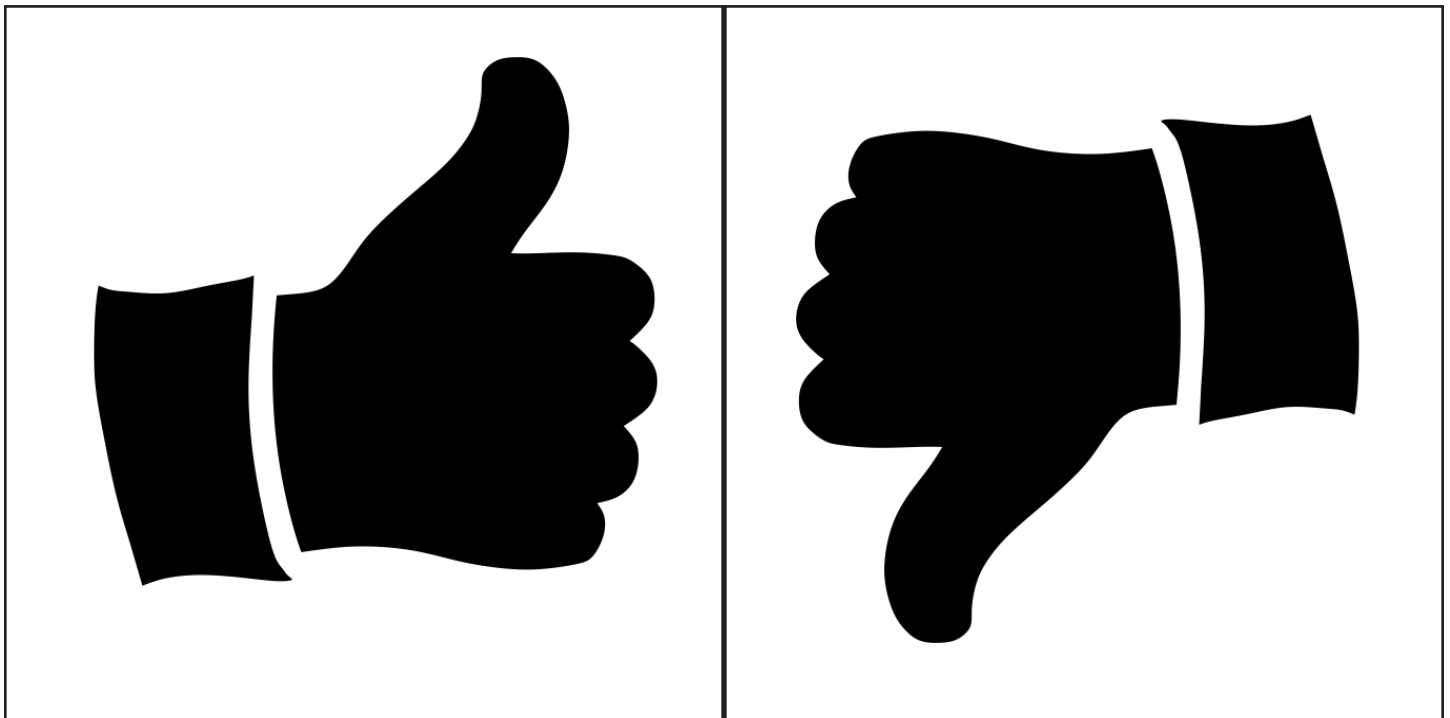
5.IEC.Y/N

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



 **THUMBS IMAGE
EXCHANGE CARD**

5.9.THUMB





 **IMAGE EXCHANGE CARDS**

5.IEC.IMAGE

Loved It



Confused About Standup



Great Details



I Have a Question





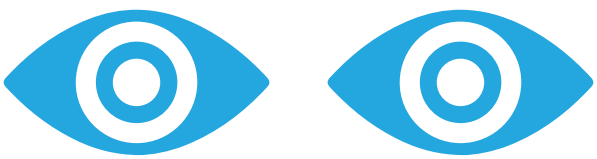
Great Speech Volume



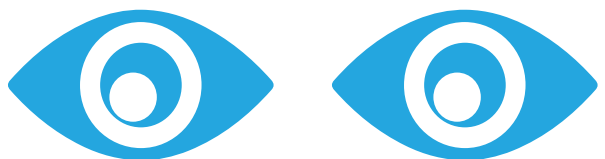
Volume of Speech too Low



Great Eye Contact



Make More Eye Contact

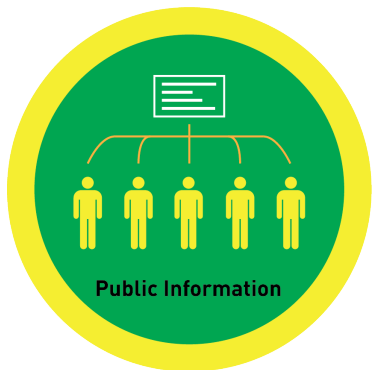
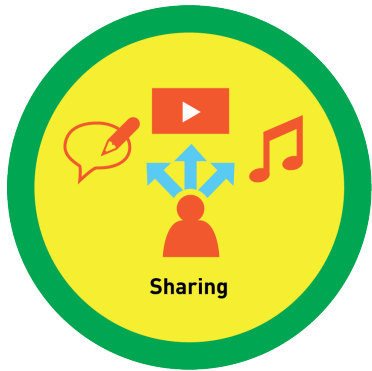


Great Energy





5.BADGE





WORD WALL PRINTOUT

5.9.6



when you respond to someone that commented on your post



DIFFERENTIATION

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



T1 RESPONDING TO COMMENTS
 EXIT TICKET VOCAB BLOCK

5.9.7.1

Name: _____

Date: _____

Define	Sentence
Examples	Draw
responding to comments	



T2

RESPONDING TO COMMENTS EXIT
TICKET TRACE 'N' LEARN CARDS

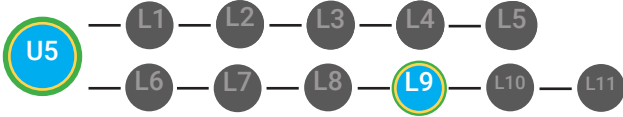
5.9.1.2

Name: _____

Date: _____

responding to
comments

when you respond to
someone that commented
on your post



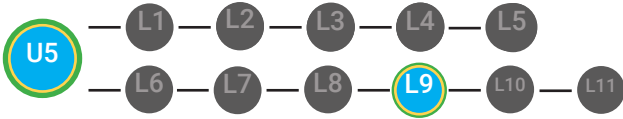
T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B | 5.9.8.2

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 | 5.9.9

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:		