Connecting Online

Lesson 1:
Connecting Online

cnet SILICON VALLEY SOCIAL INNOVATION SUMMIT npr TechCrunch MSNBC
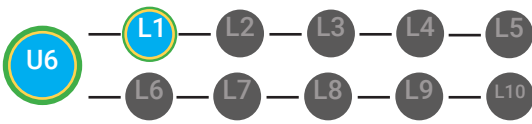
UNIT 6: CONNECTING ON THE INTERNET LESSON 1: CONNECTING

LESSON OVERVIEW

Connecting is being able to communicate with people online.

Time: ~25 minutes

OBJECTIVE

Student is able to describe methods for communicating online.

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.

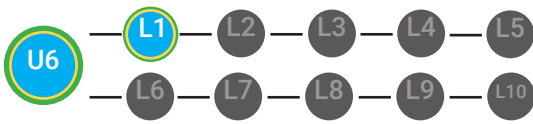5. Refer to your Level 1 Guide to read about effective practices.

ONLINE REVIEW

1. Sign into Digitability.com

2. Click **LESSONS** tab

3. Select **Level 1 - Internet Navigator**

4. Select **Unit 6**

5. Select **Lesson 1 - Connecting**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT

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

WARM UP

Distribute **Image Exchange Cards 6.IEC.IMAGE** to students. See 🔲 **DIFFERENTIATION** below to identify supplements needed for your students.

YES OR NO IMAGE EXCHANGE CARD
6.IEC.Y/N

✔	✘
YES	NO
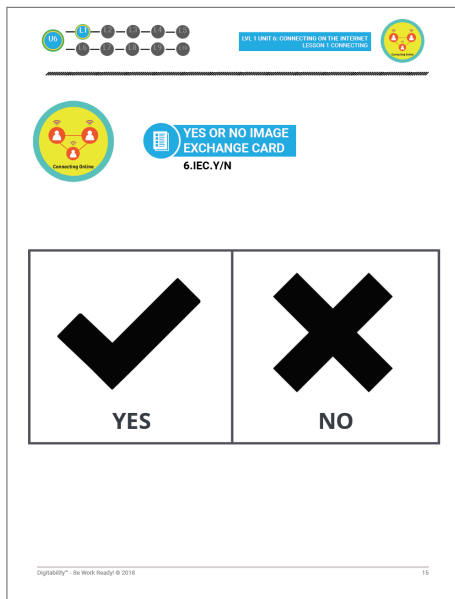
DIFFERENTIATION

T1 Write down answer in their notebook or a post-it to stick on the board

T2 Opportunity to choose to write their answer or share their word using a verbal response with a Tier 1 partner.

T3 Have students point to **Image Exchange cards** [6.IEC] or points to **Yes or No Image Exchange Card** [6.IEC.Y/N] for rephrased question.
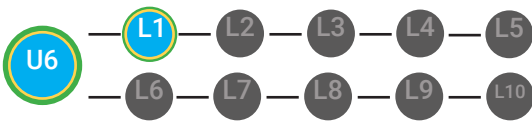
Connecting Online

📷 PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

1. Write the word connecting on the board

2. Ask, *"For a participation dollar, write down the first word that comes to mind when thinking of the word connecting."*

Possible Answers: Share, comment, post, network

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

+$

4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]

+$

"Marcus writes down the word share 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.

5. Ask, *"For a participation dollar, can you use web apps to connect with other on the Internet?"*

+$

6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]
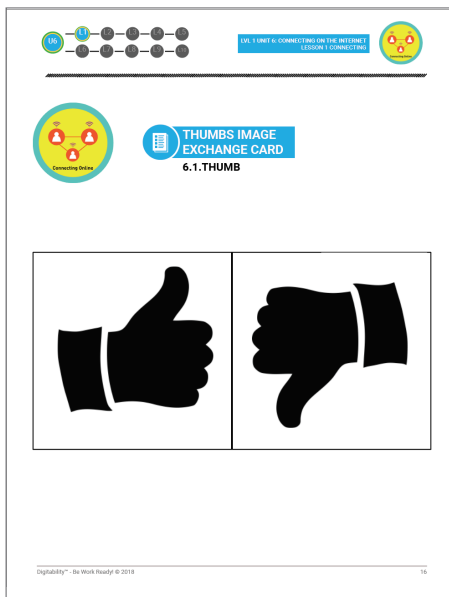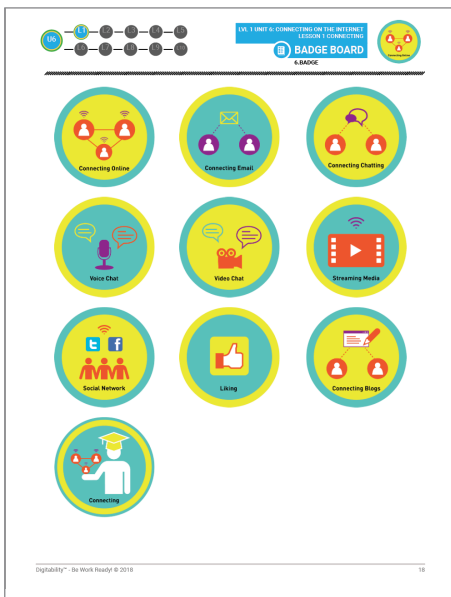
+$

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

Award at least four participation dollars.
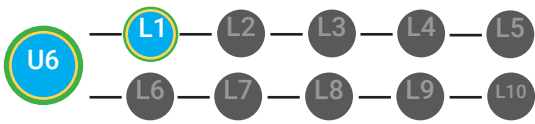
GUIDED FACILITATION

Distribute Badge Board **6.BADGE** and 6.**THUMB Image Exchange Card** 🎲 See **DIFFERENTIATION** below to identify supplements needed for your students.

DIFFERENTIATION

T1 Correct Verbal Response.

T2 Writes down badge name or walks up to point to badge.

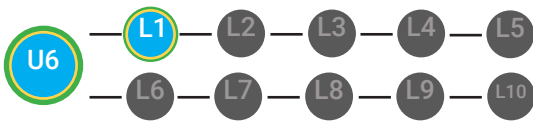**T3** Uses **Badge Board** [6.BADGE] for this Unit.

PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

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

Answer: Connecting

+$ **4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]**

+$ *"Marcus answers Connecting. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."*

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 word 'Connecting' give me a thumbs up and I'll add participation dollars."*

4. Ask students to give a thumbs up every time they hear and/or see the word Connecting in the video. Distribute **Thumbs Image Exchange cards** [6.1.THUMB]

Award at least four participation dollars.

5. Play video.

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

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

+$ **4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]**

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."**

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.

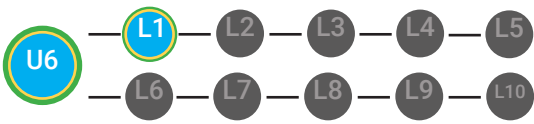**You can use phrases like,** *"What did the video say the/a _____ is?"*

INFORMAL ASSESSMENT

Use supplemental material YES/NO Image Exchange cards **6.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

YES OR NO IMAGE EXCHANGE CARD
6.IEC.Y/N

YES	NO

Digitability™ - Be Work Ready! © 2018   15
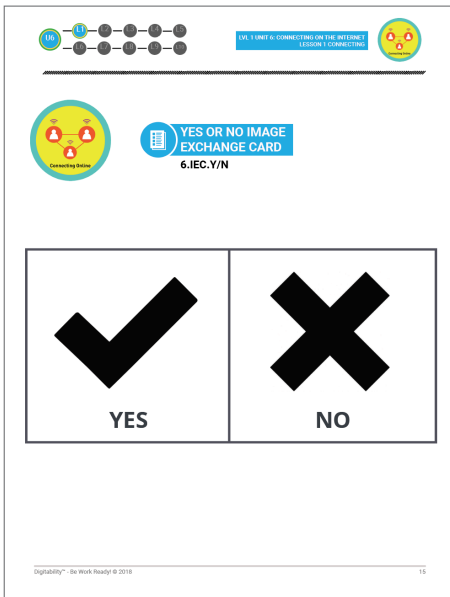
DIFFERENTIATION

T1   Verbal response with examples of experience

T2   Verbal response or holds up **YES/NO Image Exchange cards** [6.IEC.Y/N] to hold up or point to potential vocabulary word or icon

T3   Holds up or points to **YES/NO Image Exchange cards** [6.IEC.Y/N] to hold up or point to potential vocabulary word or icon
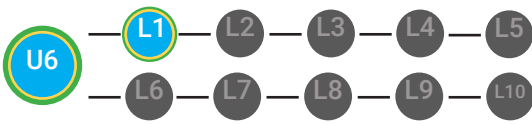
Connecting Online

📷 PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

? 1. Ask, *"For a participation dollar, who can tell me what connecting is?"*

Write the term and definition in notebooks after student responses.

? 2. Ask, *"For a participation dollar, can you connect with people using web apps?"*

? 3. Ask, *"For a participation dollar, can you connect with multiple people at once?"*

💡 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."

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

+$ **4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]**

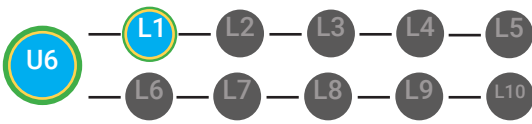**+$** *"Marcus answers yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."*

Award at least four participation dollars.

GUIDED ACTIVITY

Use supplemental material Lesson Badge Cut Out **6.1.6** 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.

WORD WALL PRINTOUT
6.1.6

Connecting Online

being able to communicate with people online

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

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DIFFERENTIATION

T1 Student will use verbal prompting to unlock the badge with the class.

T2 Student will use verbal prompting and hand signals to unlock the badge with the class

T3 Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.
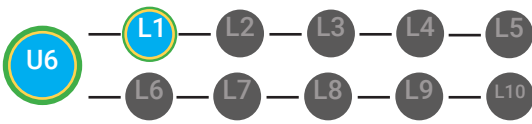
PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

? 1. Ask the class, "Who would like to unlock the Connecting Badge for $1?"

+$ **2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]**

+$ *"Marcus unlocks the Connecting badge. Nice job participating and earning a dollar Marcus."*

Click Activity Button to Play Activity Video

3. Student discusses with class to choose the correct answer.
    a. If student chooses correct answer, have student or whole class dance.

    b. If student chooses incorrect answer, repeat Step 3 until student unlocks the badge.

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

EXIT TICKET

Use supplemental material Connecting Online Exit Ticket **6.1.7** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

DIFFERENTIATION

T1 — Student's complete **Vocab Blocks worksheet** [6.1.7.1]

T2 — Option to complete **Vocab Blocks worksheet** [6.1.7.1] or **Trace 'n' Learn card** [6.1.7.2]

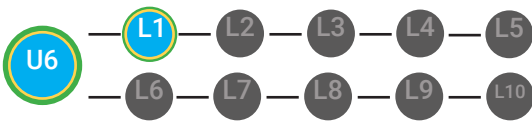**T3** — Student's complete **Trace 'n' Learn card** [6.1.7.2]

📷 PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

1. Students will complete the Connecting Exit Slip.

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

+$ 3. **Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]**

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

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

+$ 5. **Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]**

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

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

+$ 7. **Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]**

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

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

+$ 9. **Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]**

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

STOP **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.

+$

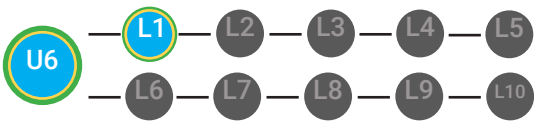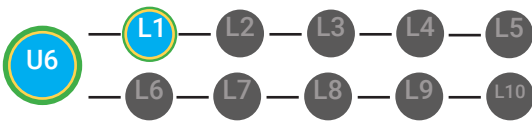*"Nice job giving feedback and earning a dollar Marcus."*

12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.1.DollarTracker]
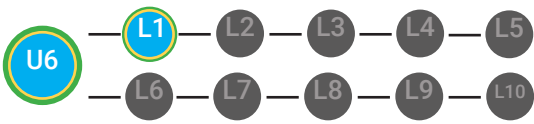
13. After student does both, ask the student presenting, *"[Student, what did you hear [student who gave feedback] say?"*

Award at least four participation dollars.

NEXT STEPS

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

2. Students will fill in their dollar earnings from the lesson using their [My Digitability Earnings sheet [**6.1.8**] Have students staple this sheet into their notebooks so they can use it for the entire unit.

3. Ask students, **"For a participation dollar, what will you do with your earnings?"**

4. If time permits, students can log into their student accounts for independent practice. Remember to set a boundary for students when completing lessons independently. For example, say **"You can unlock badges up until [name of badge you want students to stop at] , then stop what you are doing and put your thumbs up."**

WRAP-UP

DIFFERENTIATION

T1 Login independently using **password cards.**

T2 Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.

T3 Teacher or Tier 1 assistance to help student login using their **password card.**

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

Key Concept: "Connecting is being able to communicate with people online."

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."**

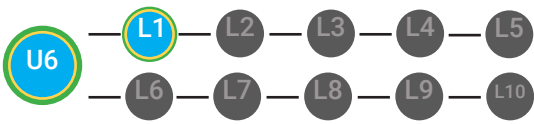**Connecting Online**

Supplemental Materials

📷 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
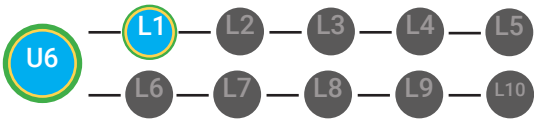
Videos/photos of students completing supplements and those completed supplements

Narrative:

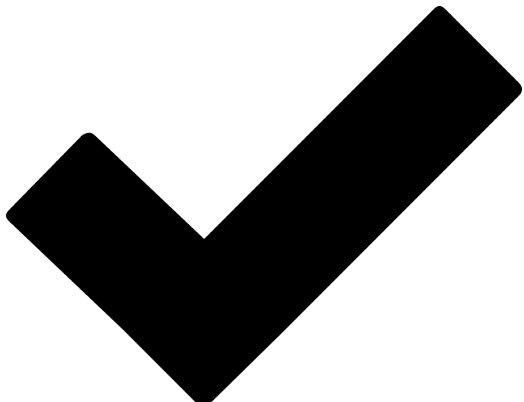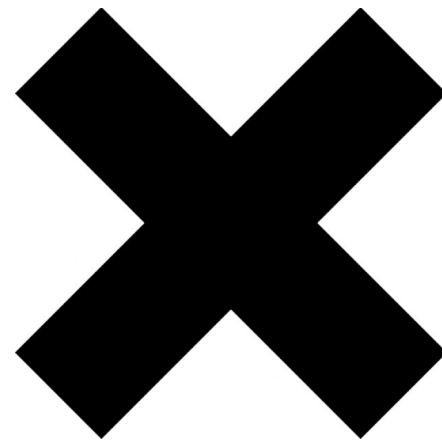Describe what is happening in your photos/videos. (at least five sentences)

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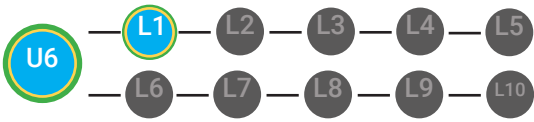
Tell us what you or your students like about this part of the Work Simulation.

_____

_____

_____

_____

_____

_____

_____

_____

DOLLAR EARNINGS TRACKER

6.1.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.

Connecting Online

STUDENT NAME	LESSON 1: CONNECTING	LESSON 2: CONNECTING WITH EMAIL	LESSON 3: CONNECTING WITH CHAT	LESSON 4: CONNECTING WITH VOICE CHAT	LESSON 5: CONNECTING WITH VIDEO CHAT	LESSON 6: STREAMING MEDIA	LESSON 7: SOCIAL NETWORKS	LESSON 8: THE LIKE BUTTON	LESSON 9: CONNECTING WITH BLOGS	LESSON 10: MASTER BADGE
Franklin M.	~~IIII~~ I	IIII	I	III	~~IIII~~ I	IIII	III	IIII	II	IIII

Connecting Online

YES OR NO IMAGE EXCHANGE CARD
6.IEC.Y/N

✔ **YES**	✘ **NO**

Connecting Online

THUMBS IMAGE EXCHANGE CARD

6.1.THUMB

Connecting Online

IMAGE EXCHANGE CARD

6.1.1

What is the first word that comes to mind when thinking of the word **connecting**?
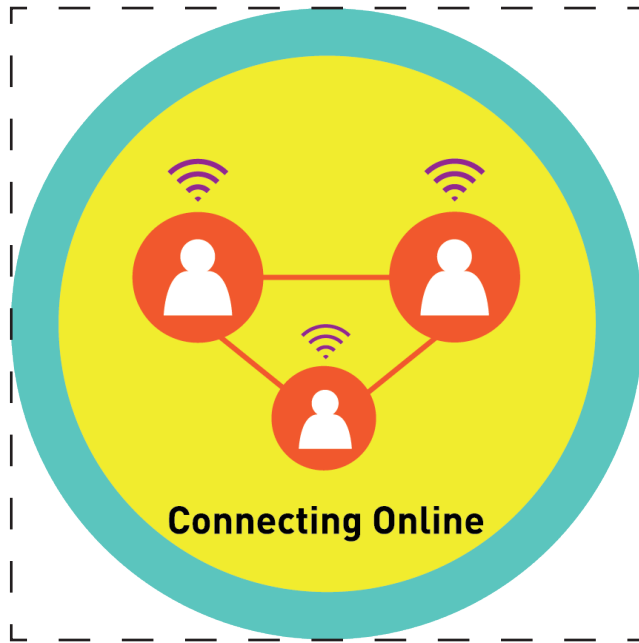
internet	**phone**	**offline**

U6 — L1 — L2 — L3 — L4 — L5
— L6 — L7 — L8 — L9 — L10

LVL 1 UNIT 6: CONNECTING ON THE INTERNET
LESSON 1 CONNECTING

BADGE BOARD
6.BADGE

Connecting Online

Connecting Online

Connecting Email

Connecting Chatting

Voice Chat

Video Chat

Streaming Media

Social Network

Liking

Connecting Blogs

Connecting

📰 WORD WALL PRINTOUT
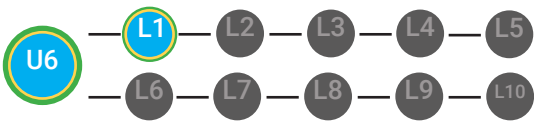
6.1.6

Connecting Online

being able to communicate with people online

🔷 DIFFERENTIATION

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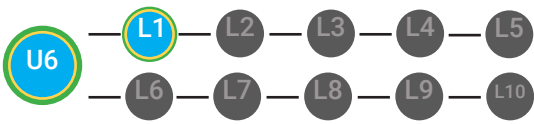
Connecting Online

T1 **CONNECTING EXIT TICKET
VOCAB BLOCK**
6.1.7.1

Name: _____

Date: _____

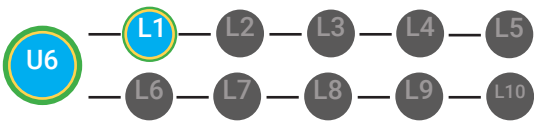| Define	Sentence
	connecting
Examples	Draw

Connecting Online

T2 **CONNECTING EXIT TICKET**
TRACE 'N' LEARN CARDS
6.1.7.2

Name: _____

Date: _____

connecting

being able to communicate with people online

MY DIGITABILITY EARNINGS TRACKER

Unit 6 Connecting on the Internet | 6.1.8

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: CONNECTING		
LESSON 2: CONNECTING WITH EMAIL		
LESSON 3: CONNECTING WITH CHAT		
LESSON 4: CONNECTING WITH VOICE CHAT		
LESSON 5: CONNECTING WITH VIDEO CHAT		
LESSON 6: STREAMING MEDIA		
LESSON 7: SOCIAL NETWORKS		
LESSON 8: THE LIKE BUTTON		
LESSON 9: CONNECTING WITH BLOGS		
LESSON 10: MASTER BADGE		

TOTAL DOLLARS EARNED: