



Lesson 9: The Dropdown Icon

Unit 8



UNIT 8: POPULAR INTERNET ICONS LESSON 9: THE DROPDOWN ICON

LESSON OVERVIEW

The dropdown icon is an icon of a small, upside-down triangle to open a dropdown menu.

Time: ~25 minutes

OBJECTIVE

Student is able to identify popular Internet icons.

PRINT PREPARATION

1. Print this unit's 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.

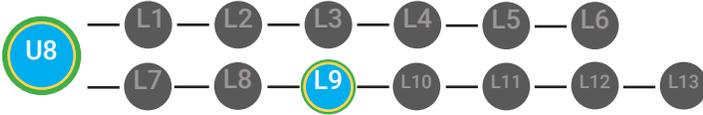
ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 8**
5. Select **Lesson 9 - The Dropdown Icon**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



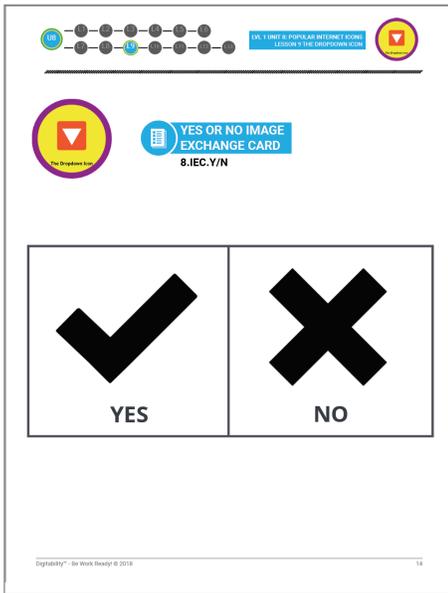
Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.



WARM UP



Distribute **Image Exchange Cards 8.IEC.IMAGE** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.



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 [8.IEC]** or points to **Yes or No Image Exchange Card [8.IEC.Y/N]** for rephrased question

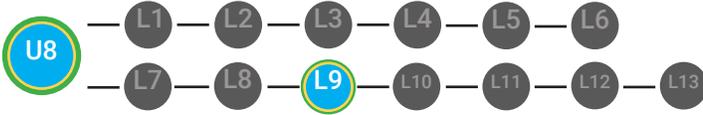


PHOTO OPP

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. 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 where they have seen a dropdown before? Raise your hand and wait to be called on.”*

-- Repeat for several students --



2. Say, *“For a participation dollar, raise your hand if you have ever heard of the dropdown icon before?”*



USE POSITIVE NARRATION TO IDENTIFY STUDENTS WHO ARE ACTIVELY PARTICIPATING

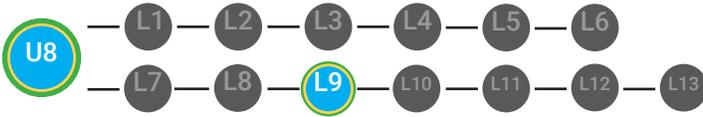


3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [8.9.DollarTracker]



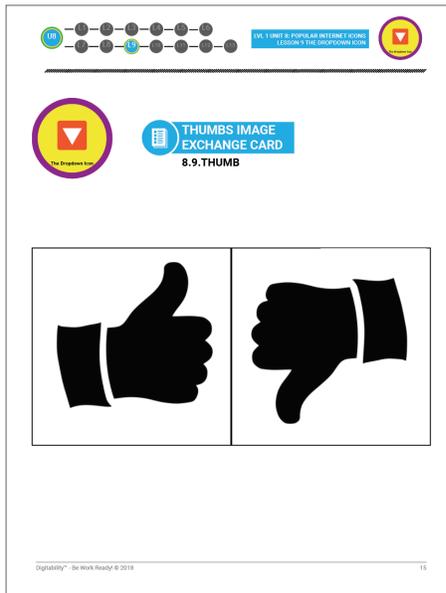
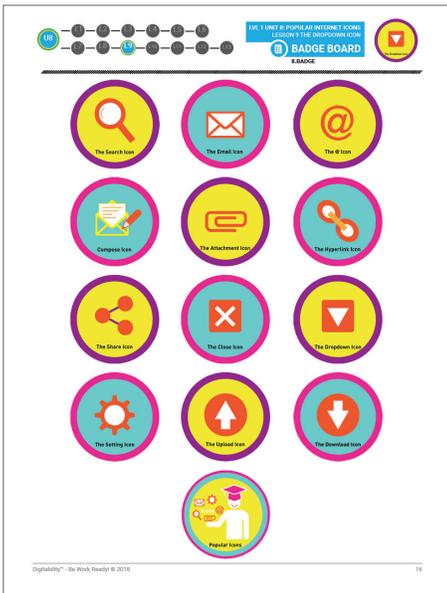
“Marcus writes the word sending on the board. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Award at least four participation dollars.



GUIDED FACILITATION

 Distribute Badge Board **8.BADGE** and **8.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** [8.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: The Dropdown Icon



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [8.9.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 ‘The Dropdown Icon’, 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 The Dropdown Icon in the video. Distribute **Thumbs Image Exchange cards** [8.9.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. [8.9.DollarTracker]



Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: “The dropdown icon is an icon of a small, upside-down triangle to open a dropdown menu.”

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 The Dropdown Icon. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Award at least four participation dollars.



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

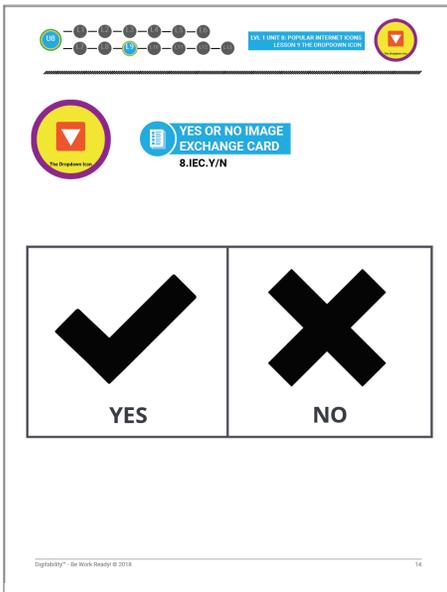
Award at least four participation dollars.



INFORMAL ASSESSMENT



Use supplemental material YES/NO Image Exchange cards **8.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Verbal response or holds up **YES/NO Image Exchange cards** [8.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** [8.IEC.Y/N] to hold up or point to potential vocabulary word or icon



PHOTO OPP

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



1. Ask, *“For a participation dollar, who can tell me what the Dropdown icon is?”*

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



2. Ask, *“For a participation dollar, can you find dropdown icons on Google’s search engine?”*



3. Ask, *“For a participation dollar, can you use the dropdown icon to access a dropdown menu?”*



4. Ask, *“For a participation dollar, is the dropdown icon usually an upside down triangle?”*



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

Key Concept: “The dropdown icon is an icon of a small, upside-down triangle to open a dropdown menu.”

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

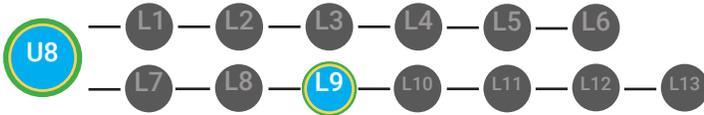


5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [8.9.DollarTracker]



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

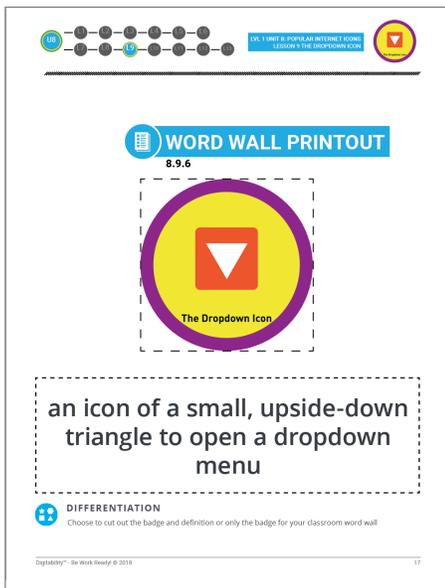
Award at least four participation dollars.



GUIDED ACTIVITY



Use supplemental material Lesson Badge Cut Out **8.9.6** 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.

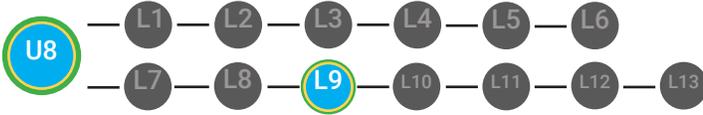


PHOTO OPP

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. 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 Dropdown Icon Badge for \$1?”



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [8.9.DollarTracker]



“Marcus unlocks the Dropdown Icon 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 Dropdown Icon Exit Ticket **8.9.7** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

**THE DROPDOWN ICON
EXIT TICKET MATCHING ACTIVITY
8.9.7.4**

Name: _____
Date: _____

| | | |
|---|-------------------------|---|
|  | 1. Search icon ____ | A. an icon of a paperclip that stands for sending an attachment with a message |
|  | 2. Compose icon ____ | B. a small x usually inside of a circle on your window that closes the window that button is on |
|  | 3. Hyperlink icon ____ | C. a popular icon on the internet seen on browser windows, search engines and websites |
|  | 4. Attachment icon ____ | D. an icon with a picture of a pencil that stands for writing a message |
|  | 5. Close icon ____ | E. an icon used to create a hyperlink in an email or document. |

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**T1 THE DROPDOWN EXIT TICKET
ROLE GUIDE: READER
8.9.7.1**

Name: _____
Date: _____

ROLE: READER
Read each question to the group
DUTIES

| | |
|--|---|
| Read the definition for A and ask your group members which picture matches the definition. | DUTIES COMPLETE? Circle YES or NO |
| Read the definition for B and ask your group members which picture matches the definition. | YES or NO |
| Read the definition for C and ask your group members which picture matches the definition. | YES or NO |
| Read the definition for D and ask your group members which picture matches the definition. | YES or NO |
| Read the definition for E and ask your group members which picture matches the definition. | YES or NO |

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**T2 THE DROPDOWN EXIT TICKET
ROLE GUIDE: SCRIBE
8.9.7.2**

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. | DUTIES COMPLETE? Circle 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 |

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DIFFERENTIATION

- T1** Student's role will be the reader [8.9.7.1] or scribe [8.9.7.2]
- T2** Student's role will be the reader [8.9.7.1] or scribe [8.9.7.2]
- T3** Student's role will be the reviewer [8.9.7.3]



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. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

1. have students complete the Matching Activity [8.9.7.4] in partnership 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 that are collaborating.



5. Give immediate feedback and record Workplace Behavior earnings

6. As a whole class review the correct answers. The Review should use the Reviewer Role sheet to mark each questions that the group got right and wrong.
7. For each student that completes their role, award them a \$1.
8. Reflect on how that went today: Is there anything you can do different next time to 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 members give input"

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 **[8.9.8]**] 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: “The dropdown icon is an icon of a small, upside-down triangle to open a dropdown menu.”

2. **“Now we know what the Internet is and can use it in a sentence. Whenever you use the word Internet correctly, and at appropriate times (on-topic), you will earn a dollar.”**



Supplemental Materials

Unit 8



TechCrunch



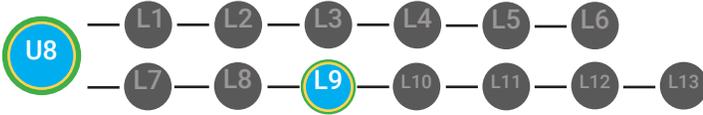


PHOTO OPP GUIDE

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)

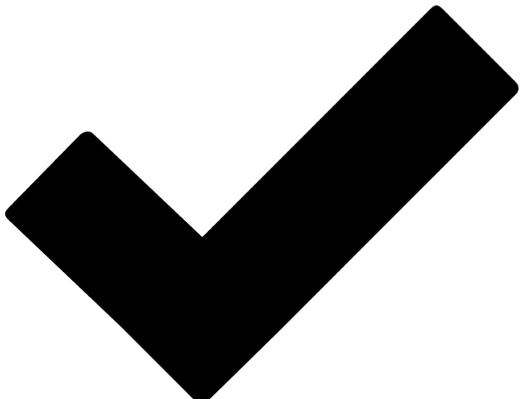
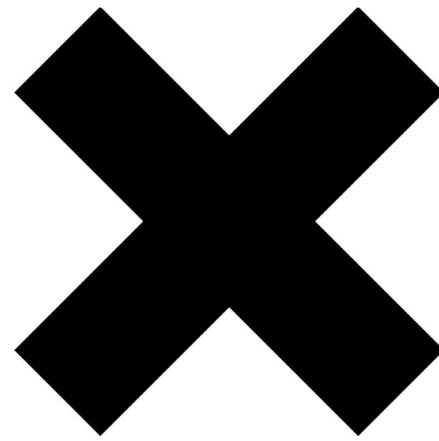
Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her?).

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



 **YES OR NO IMAGE
EXCHANGE CARD**

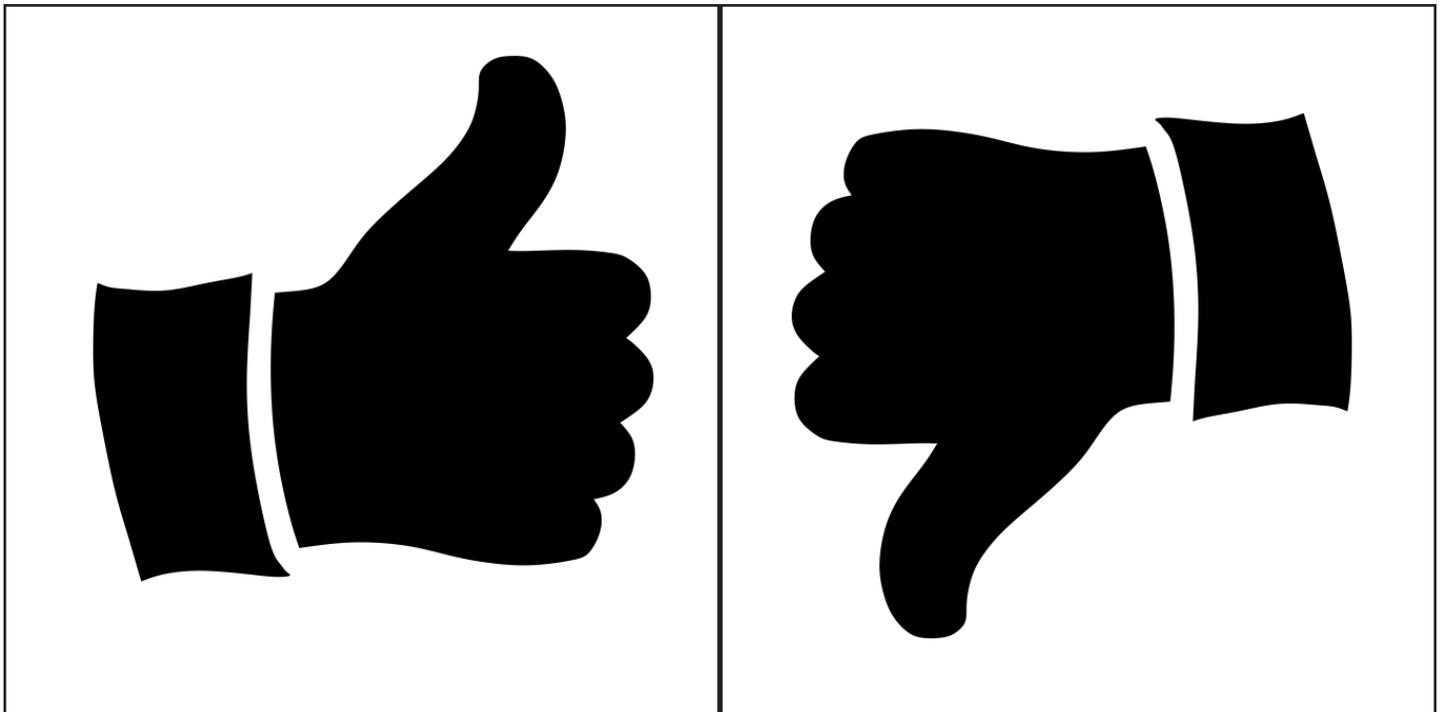
8.IEC.Y/N

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



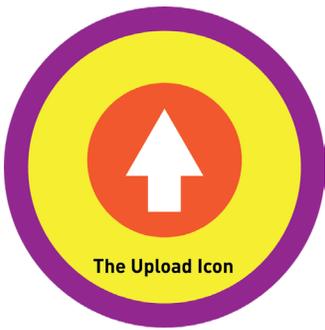
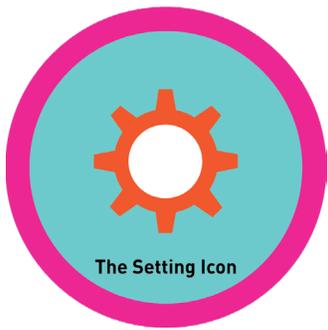
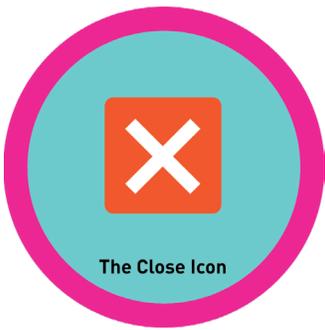
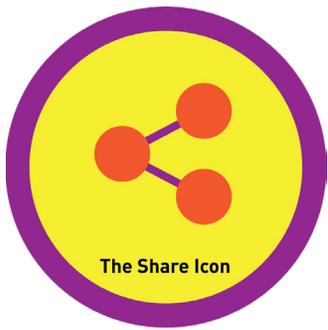
 **THUMBS IMAGE
EXCHANGE CARD**

8.9.THUMB





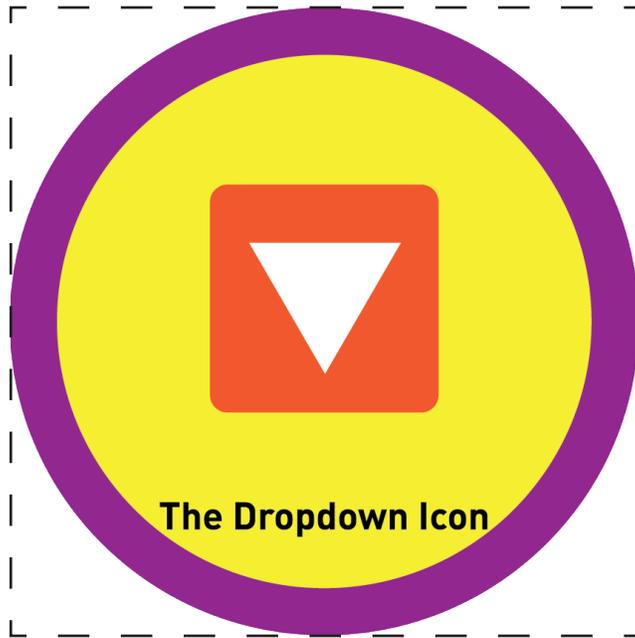
8.BADGE





WORD WALL PRINTOUT

8.9.6



an icon of a small, upside-down triangle to open a dropdown menu



DIFFERENTIATION

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



 **THE DROPDOWN ICON
 EXIT TICKET MATCHING ACTIVITY**

8.9.7.4

Name: _____

Date: _____



1. Search icon ____

A. an icon of a paperclip that stands for sending an attachment with a message



2. Compose icon ____

B. a small x usually inside of a circle on your window that closes the window that button is on



3. Hyperlink icon ____

C. a popular icon on the internet seen on browser windows, search engines and websites



4. Attachment icon ____

D. an icon with a picture of a pencil that stands for writing a message



5. Close icon ____

E. an icon used to create a hyperlink in an email or document.



**THE DROPDOWN ICON
 EXIT TICKET MATCHING ACTIVITY**
8.9.7.ANSWER



1. Search icon **C**

A. an icon of a paperclip that stands for sending an attachment with a message



2. Compose icon **D**

B. a small x usually inside of a circle on your window that closes the window that button is on



3. Hyperlink icon **E**

C. a popular icon on the internet seen on browser windows, search engines and websites



4. Attachment icon **A**

D. an icon with a picture of a pencil that stands for writing a message



5. Close icon **B**

E. an icon used to create a hyperlink in an email or document.



T1 THE DROPDOWN EXIT TICKET
 ROLE GUIDE: READER
 8.9.7.1

Name: _____

Date: _____

ROLE: READER

Read each question to the group
DUTIES

DUTIES COMPLETE?

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

Read the definition for A and ask your group members which picture matches the definition.

YES or **NO**

Read the definition for B and ask your group members which picture matches the definition.

YES or **NO**

Read the definition for C and ask your group members which picture matches the definition.

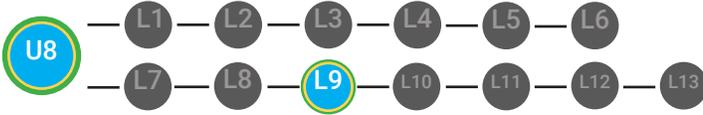
YES or **NO**

Read the definition for D and ask your group members which picture matches the definition.

YES or **NO**

Read the definition for E and ask your group members which picture matches the definition.

YES or **NO**



T2 THE DROPDOWN EXIT TICKET
ROLE GUIDE: SCRIBE
8.9.7.2

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 THE DROPDOWN EXIT TICKET
ROLE GUIDE: REVIEWER
8.9.7.3

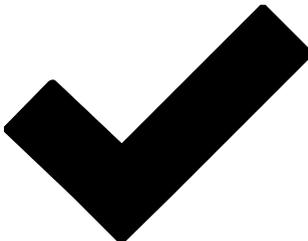
Name: _____

Date: _____

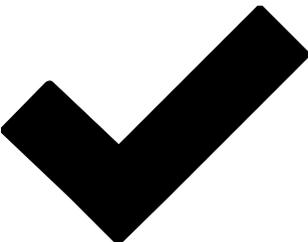
ROLE: REVIEWER

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?

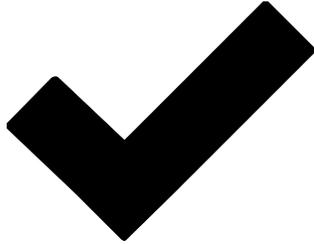
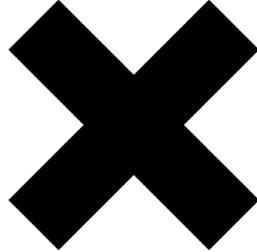
| | |
|---|---|
|  YES |  NO |
|---|---|

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

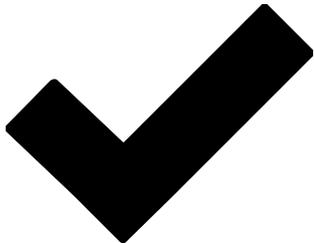
| | |
|---|---|
|  YES |  NO |
|---|---|



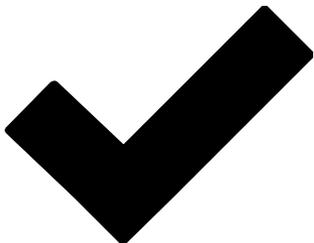
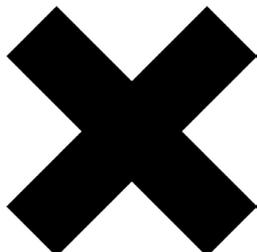
Is the answer for #3 correct?

| | |
|---|---|
|  YES |  NO |
|---|---|

Is the answer for #4 correct?

| | |
|---|---|
|  YES |  NO |
|---|---|

Is the answer for #5 correct?

| | |
|---|---|
|  YES |  NO |
|---|---|



MY DIGITABILITY EARNINGS TRACKER

Unit 8 Popular Internet Icons | 8.9.8

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

Name: _____

| | DATE: | DOLLARS EARNED: |
|--------------------------------------|-------|-----------------|
| LESSON 1: SEARCH ICON | | |
| LESSON 2: EMAIL ICON | | |
| LESSON 3: @ SYMBOL | | |
| LESSON 4: COMPOSE ICON | | |
| LESSON 5: ATTACHEMENT ICON | | |
| LESSON 6: HYPERLINK ICON | | |
| LESSON 7: SHARE ICON | | |
| LESSON 8: CLOSE BUTTON | | |
| LESSON 9: DROPDOWN ICON | | |
| LESSON 10: SETTINGS ICON | | |
| LESSON 11: UPLOAD ICON | | |
| LESSON 12: DOWNLOAD ICON | | |
| LESSON 13: MASTER BADGE | | |
| TOTAL DOLLARS EARNED: | | |