



UNIT 3: SEARCHING BASICS LESSON 2: GOOGLE IT

LESSON OVERVIEW

Google helps you find things like websites, photos, videos and more. When people say, “I’ll Google it,” it means that they will use the Google search engine to find what they are looking for.

Time: ~25 minutes

OBJECTIVE

Student is able to recognize elements of a search.

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 3**
5. Select **Lesson 2 - Google It**

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.



LESSON PLAN

WARM UP

1. Write the definition of search engine on the board leaving a blank space for the word "find."

Search Engine: helps you ____ something on the Internet.

Answer: find

2. Ask, *"For a participation dollar, who would like to come up to the board to fill in the correct answer?"*

3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.2.DollarTracker]

- Use supplemental material Yes or No Image Exchange Cards **3.IEC.Y/N** 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 or No Image Exchange Card** [3.IEC.Y/N] for rephrased question.
- T3** Have students point to **Yes or No Image Exchange Card** [3.IEC.Y/N] for rephrased question.



"Marcus thinks of research. 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, who can tell me if there different types of search engines that you can use on the Internet?"
- 6. Ask, "For a participation dollar, who can tell me if Google Chrome is an example of a search engine?"
- 7. Ask, "For a participation dollar, what about Bing?"

+\$ 8. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.2.DollarTracker]

Use supplemental material Yes or No Image Exchange Card [3.IEC.Y/N]. See DIFFERENTIATION below to identify supplements needed for your students.

+\$
"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.

DIFFERENTIATION

- T1** Verbal response with description of an experience
- T2** Verbal response or holds up **Yes or No Image Exchange Card** [3.IEC.Y/N] for rephrased question.
- T3** Holds up or points to **Yes or No Image Exchange Card** [3.IEC.Y/N] for rephrased question.

GUIDED WATCHING

- 1. Ask, "For a participation dollar, who can tell me the name of our next badge?"
Answer: Google it



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.2.DollarTracker]



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



Use supplemental material Badge Board **3.BADGE**. See **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

Award at least four participation dollars.



T1 Correct Verbal Response.



T2 Writes down badge name using **Badge Board** [3.BADGE] for this unit.



T3 Uses **Badge Board** [3.BADGE] for this unit.



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 'Google' give me a thumbs up and I'll add participate dollars."*

4. Ask students to give a thumbs up every time they hear and/or see the words Google in the video. Distribute **Thumbs Image Exchange cards** [3.2.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. [3.2.DollarTracker]

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



Use supplemental material Thumbs Image Exchange cards **3.2.THUMB** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

Award at least four participation dollars.



DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Verbal response or holds up **Thumbs Image Exchange cards** [3.2.THUMB] for potential vocabulary word or icon
- T3** Holds up or points to **Thumbs Image Exchange cards** [3.2.THUMB] to hold up or point to potential vocabulary word or icon



Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: "Google helps you find things like websites, photos, videos and more. When people say, "I'll Google it," it means that they will use the Google search engine to find what they are looking for."

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 (AFTER PLAYING VIDEO)



1. Ask, *"For a participation dollar, what does it mean to Google something?"*

Write the term and definition in notebooks after student responses.



2. Ask, *"For another participation dollar, what kind of things can Google help you find?"*



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

Key Concept: “Google helps you find things like websites, photos, videos and more. When people say, “I’ll Google it,” it means that they will use the Google search engine to find what they are looking for.”

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



3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.2.DollarTracker]

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



Use supplemental material YES/NO Image Exchange cards 3.IEC.Y/N to students. See DIFFERENTIATION below to identify supplements needed for your students.

Award at least four participation dollars.



DIFFERENTIATION



T1 Verbal response with examples of experience



T2 Verbal response or holds up YES/NO Image Exchange cards [3.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 [3.IEC.Y/N] to hold up or point to potential vocabulary word or icon

PLAY ACTIVITY VIDEO



1. Ask the class, “Who would like to unlock the Google Badge for \$1?”




2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [3.2.DollarTracker]


+\$
“Marcus unlocks the Search Engine 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.




Use supplemental material Lesson Badge Cut Out **3.2.6** 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.

ASSESSMENT/EXIT SLIP

1. Students will complete the Google 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. [3.2.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. [3.2.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. [3.2.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. [3.2.DollarTracker]

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



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. [3.2.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.



Use supplemental material Google Exit Ticket **3.2.7** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION



Student's complete **Vocab Blocks worksheet** [3.2.7.1]



Option to complete **Vocab Blocks worksheet** [3.2.7.1] or **Trace 'n' Learn card** [3.2.7.2]



Student's complete **Trace 'n' Learn card** [3.2.7.2]

IMMEDIATE FEEDBACK/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 [3.2.8] Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. Ask students, **"For a participating 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 MESSAGE

1. Have class say the key concepts together.

Key Concept: “Google helps you find things like websites, photos, videos and more. When people say, “I’ll Google it,” it means that they will use the Google search engine to find what they are looking for.”

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.”



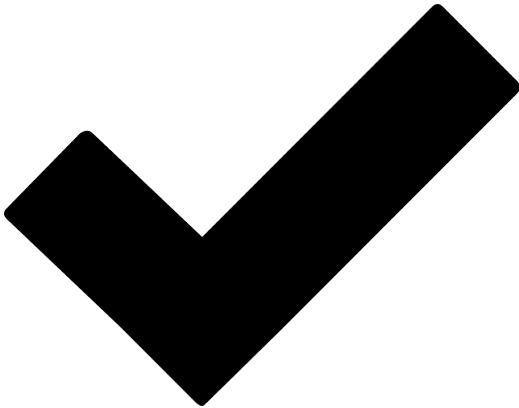
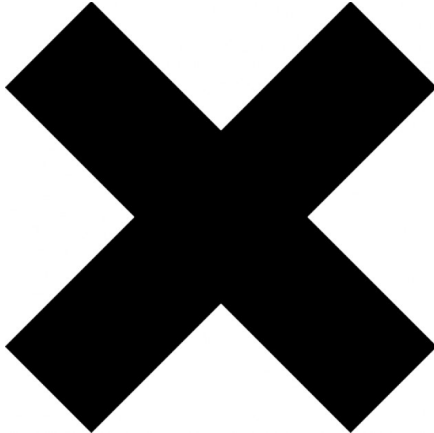
DIFFERENTIATION

- 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**.




 **YES OR NO IMAGE
EXCHANGE CARD**

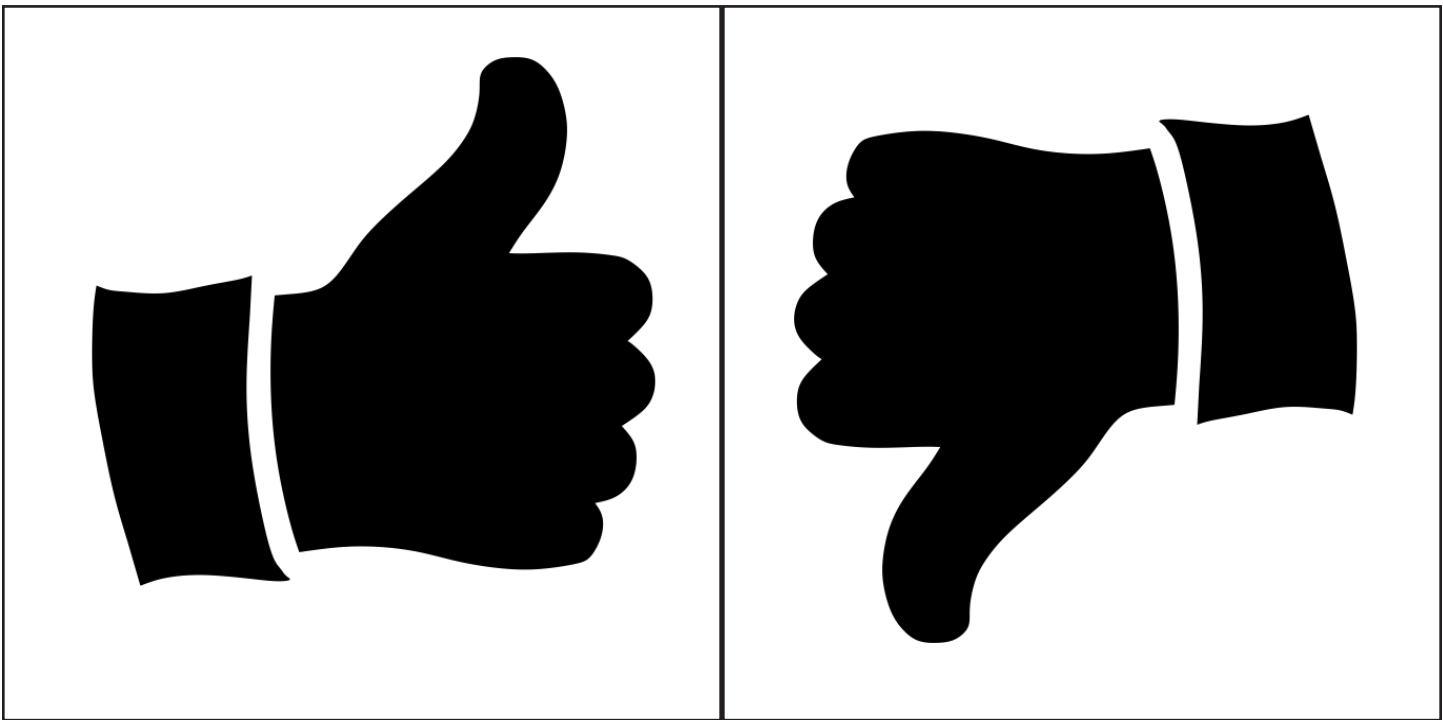
3.IEC.Y/N

 <p>YES</p>	 <p>NO</p>
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 **THUMBS IMAGE
EXCHANGE CARD**

3.2.THUMB







 **WORD WALL PRINTOUT**

3.2.6



you will use Google's search engine to find what you are looking for



DIFFERENTIATION

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



T1 GOOGLE IT EXIT TICKET
 VOCAB BLOCK
 3.2.7.1

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Google it



T2 GOOGLE IT EXIT TICKET
TRACE 'N' LEARN CARDS
3.2.7.2

Name: _____

Date: _____

Google it

you will use

Google's search
engine to find what
you are looking for



MY DIGITABILITY EARNINGS TRACKER

Unit 3 SEARCH BASICS | 3.2.8

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: SEARCH ENGINE		
LESSON 2: GOOGLE!		
LESSON 3: GOOGLE'S HOMEPAGE		
LESSON 4: KEYWORD SEARCH		
LESSON 5: WEB SEARCH		
LESSON 6: SEARCH RESULTS		
LESSON 7: ADVERTISEMENTS		
LESSON 8: SEARCH MENU		
LESSON 9: IMAGE SEARCH		
LESSON 10: VIDEO SEARCH		
LESSON 11: DROPDOWN MENU		
LESSON 12: MASTER BADGE		

TOTAL DOLLARS EARNED: