

"OPENING"

Teacher:

- Sets objective & purpose
- Identifies standard(s)
- Establishes prior learning
- Builds background knowledge, including pre-teaching key vocabulary

All Students:

- Can restate objective
- Understand the relationship between current and prior learning

Objective(s):

Students will be able to understand how having a portfolio website can help in school and in life including representation, school presentations and self expression. Using the Google Applied Digital Skills content module, *Build a Portfolio with Google Sites*, students create and publish a portfolio through Google Sites.

Students will be able to demonstrate their ability to plan, design and build a website that includes text, images, and other files such as documents, spreadsheets, videos or slide presentations to share samples of their work with an audience.

Accommodations:

- Sentence starters to guide students' academic discourse.
- Partner share/collaboration to provide peer support.
- One-on-one teacher support and reteach video content and walk students through Google Sites user interface and key features
- Utilize video closed captions to provide ELL with Language Aid Support
- Teacher signs into GoGuardian to view all chromebook desktops and allows students to demonstrate skills as check for understanding
- Encourage students to choose a website portfolio topic of interest, rather than an academic portfolio to promote engagement

"I DO" (Input & Modeling)

Teacher:

- Demonstrates new learning
- Models content and meta-cognitive strategies
- Think-Alouds
- Checks for understanding using active participation strategies

All Students:

- Demonstrate active processing of new information by responding appropriately to teacher cues

Day 1-2

Teacher Actions

- Teacher begins by asking students "how having a portfolio website can help in school and in life?" Teacher reinforces digital literacy concepts:
- *Do not share certain information online unless you are operating a business.*
 - *Your audience will form an impression of you from the choices you make in designing and wording your website.*
 - *Your portfolio is a living document that needs to be updated as you learn new skills and complete projects*
 - *Google Sites is one tool of many that may be used to create a website*

Student Actions

- Listen actively
- Log into Chromebooks
- Participate in academic discourse with their peers using sentence starters provided
- Students open Google Applied Digital Skills classroom [lesson link](#) & sign in
- Students open [Google Sites](#) and open a blank document
- Students click and explore Google Sites
- Apply their prior knowledge to what is learned in class

- Teacher shows [video](#) content and models walk through of Google Site UX

“WE DO TOGETHER” (*Guided Instruction*)

Teacher:

- Uses a variety of engagement and active participation strategies to practice new learning with students
- Checks for understanding and provides immediate corrective feedback

All Students:

- Demonstrate initial understanding by responding appropriately to verbal and other cues

Day 3-4

Teacher Actions	Student Actions
<p>As they complete this lesson, teacher shows video content and live demonstrates:</p> <ul style="list-style-type: none"> Create a new website in Google Sites Choose a website theme Add new pages to a website Add text to website pages Format text (heading type) Find and add images Move and resize text boxes/images Add files (documents, spreadsheets, slide presentations, etc.) to a web page Upload files to a web page Teacher scaffold and provide support by working 1:1 support 	<p>Students participate by learning and practicing the following digital skills:</p> <ul style="list-style-type: none"> Create a new website in Google Sites Choose a website theme Add new pages to a website Add text to website pages Format text (heading type) Find and add images Move and resize text boxes/images Add files (documents, spreadsheets, slide presentations, etc.) to a web page Upload files to a web page Students identify other questions they may have for independent research Participate in academic discourse with their peers using sentence starters provided

Pre-planned Questions/ Prompts/Cues:

What kind of content is best to include on your website and how do we locate and display it?

CFU Strategies:

-Students search Google and actively participate in above questions with proper conclusions
-Students appear on task and engaged with building their website on GoGuardian as displayed in front of class audience
-Student completes exercises in Applied Digital Skills videos and shows video content completion on teacher dashboard

“YOU ALL DO TOGETHER” (*Collaborative Learning*)

Teacher:

- Predetermines grouping based on identified student needs
- Sets behavioral and procedural expectations for student interaction (i.e. student roles, time, outcomes)
- Monitors, assesses and provides feedback to individuals and groups
- Meets with students for reteaching as needed (more guided practice)

All Students:

- Work together to develop deeper understanding of new learning
- Can explain new learning, with assistance as needed
- Demonstrate an ability to utilize metacognitive strategies previously presented by teacher

Day 4-5

Teacher Actions

- Teacher shows video content and live demonstrates the final stages of publishing and sharing a website:
- Share a website with a partner to edit or provide feedback
 - Publish a website to the internet
 - Take a website off the internet
 - Explore settings to demonstrate how to connect a custom URL in the future and SEO
 - Teacher demonstrates YouTube research for further independent learning and exploration
 - Teacher provides one-on-one support
 - Teacher rotates around classroom to check for understanding

Student Actions

- Students work independently to build their websites
- Students work through creative and technical problems and challenges with their peers
- Students identify other questions they may have for independent research
- Participate in academic discourse with their peers using sentence starters provided

“YOU DO ALONE” (*Independent Practice*)

Teacher:

- Monitors students working independently or in pairs (if in class)
- Assesses student mastery of content
- Intervenes with struggling students as needed through individual or small group instruction

All Students:

- Work independently to apply new learning
- Demonstrate mastery of new learning

Day 4-5

Teacher Actions

- Teacher explains the difference between the World Wide Web and closed school network
- Teacher provides timed sprints for students to complete key sections of their websites and discusses project management
- Teacher guides struggling students and reteaches concepts as necessary
- Teacher demonstrates website publish and share features

Student Actions

- Student completes website content and features and publishes to the GGUSD network
- Student copies and pastes URL to Google Classroom wall
- Student checks assignment in on the Google Classroom

“CLOSURE”**Teacher:**

- Restates objective
- Informally assessing attainment of objective (i.e. ticket out the door)

All Students:

- Can restate objective
- Can self-assess and reflect upon learning

Final Day:

1. Student presents and shares website in live classroom demonstration
2. Teacher encourages student to return to the Google Site over their academic career and update with achievements or future work for submission to internships, employers and college applications

Intervention:

Based on description of module sections, reteach vocabulary as necessary and review previous videos and materials included in the Google Applied Digital Skills module. This will be embedded in future lessons or warm ups. Allow student time for revisions and sharing.