

UNIT 6: CONNECTING ON THE INTERNET LESSON 8: THE LIKE BUTTON

LESSON OVERVIEW

The like button is a button found on social networks used to like posts on the Internet.

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.

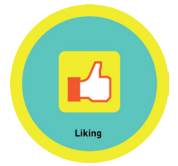
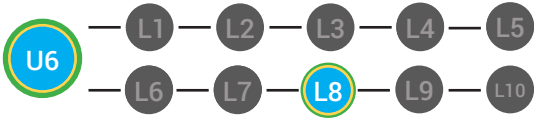
ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 6**
5. Select **Lesson 8 - The Like Button**

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. Ask, "For a participation dollar, who can tell me what types of things you can share on a social network? Raise your hand and wait to be called on."

-- Repeat for several students --



2. Ask, "For a participation dollar, raise your hand if you ever heard of the Like button 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. [6.8.DollarTracker]



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



DIFFERENTIATION



Write down answer in their notebook or a post-it to stick on the board. Student shares verbally.



Verbal response or holds up **Yes or No Image Exchange Card** [6.IEC.Y/N] for rephrased question.

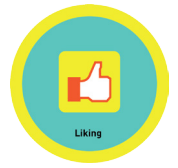
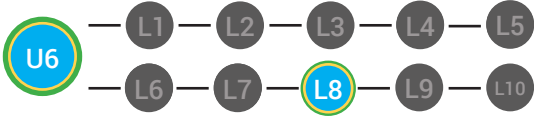


Have students point to **Yes or No Image Exchange Card** [6.IEC.Y/N] for rephrased question.



"Marcus writes down the word Instagram 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

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

Answer: The Like Button

+\$ 2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.8.DollarTracker]

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

📄 Use supplemental material Badge Board **6.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** [6.BADGE] for this unit.

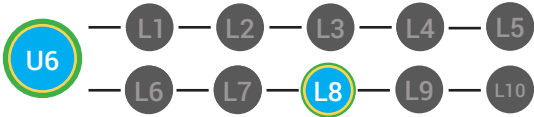
T3 Uses **Badge Board** [6.BADGE] for this unit.

👂 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 words ‘The Like Button’ 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 The Like Button in the video. Distribute **Thumbs Image Exchange cards** [6.8.THUMB]

▶ 5. Play video.

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




6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.8.DollarTracker]



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



Use supplemental material Thumbs Image Exchange cards 6.8.THUMB to students. See  DIFFERENTIATION below to identify supplements needed for your students.

Award at least four participation dollars.



DIFFERENTIATION



Verbal response with examples of experience



Verbal response or holds up **Thumbs Image Exchange cards** [6.8.THUMB] for potential vocabulary word or icon



Holds up or points to **Thumbs Image Exchange cards** [6.8.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: "The like button is a button found on social networks used to like posts on the Internet."

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.

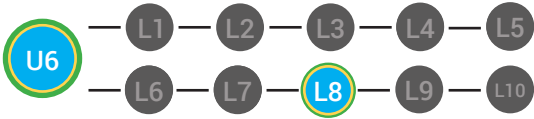
You can use phrases like, "What did the video say the/a _____ is?"

INFORMAL ASSESSMENT (AFTER PLAYING VIDEO)



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

Write the term and definition in notebooks after student responses. Consider having students takes 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 post comments and photos on a social network?"*
3. Ask, *"For a participation dollar, is liking on social networks a way to appropriately respond on social network posts?"*
4. Ask, *"For a participation dollar, can other people like my posts?"*
5. Ask, *"For a participation dollar, does the like button have a thumbs down?"*



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

Key Concept: "The like button is a button found on social networks used to like posts on the Internet."

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




6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.8.DollarTracker]



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



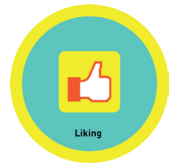
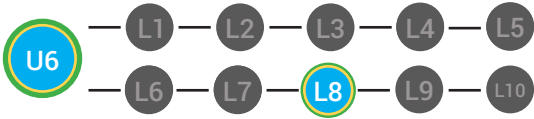
Use supplemental material YES/NO Image Exchange cards 6.IEC.Y/N to students. See  DIFFERENTIATION below to identify supplements needed for your students.



DIFFERENTIATION

Award at least four participation dollars.

- T1** Verbal response with examples of experience
- T2** Verbal response or holds up **YES/NO Image Exchange cards** [6.IEC.Y/N] for a rephrased question.
- T3** Holds up or points to **YES/NO Image Exchange cards** [6.IEC.Y/N] for a rephrased question.



PLAY ACTIVITY VIDEO

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



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.8.DollarTracker]



“Marcus unlocks the Like Button 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 **6.8.6** 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



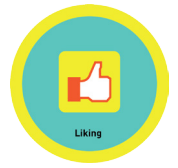
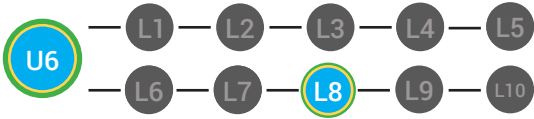
Student will use verbal prompting to unlock the badge with the class.



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




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. have students complete the Matching Activity [6.8.7.4] 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.



Use supplemental material The Like Button Exit Ticket **6.8.7** to students. See  DIFFERENTIATION below to identify supplements needed for your students.



DIFFERENTIATION

- T1** Student's role will be the reader [6.8.7.1] or scribe [6.8.7.2]
- T2** Student's role will be the reader [6.8.7.1] or scribe [6.8.7.2]
- T3** Student's role will be the reviewer [6.8.7.3]

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.



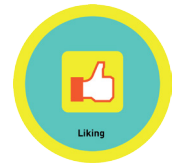
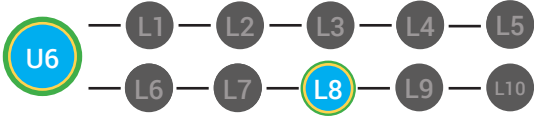
5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.8.DollarTracker]



"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"



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.

Award at least four participation dollars.

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?

IMMEDIATE FEEDBACK/NEXT STEPS

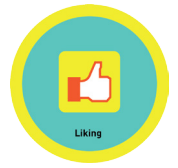
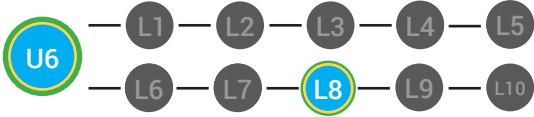
1. Read off Dollar Earnings Tracker and announce how many dollars each student earned during the lesson.
2. Students will fill in their dollar earnings from the lesson using their [My Digitability Earnings sheet [6.8.8] Have students staple this sheet into their notebooks so they can use it for the entire 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.**

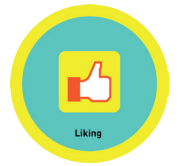
Key Concept: “The like button is a button found on social networks used to like posts on the Internet.”

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.”**



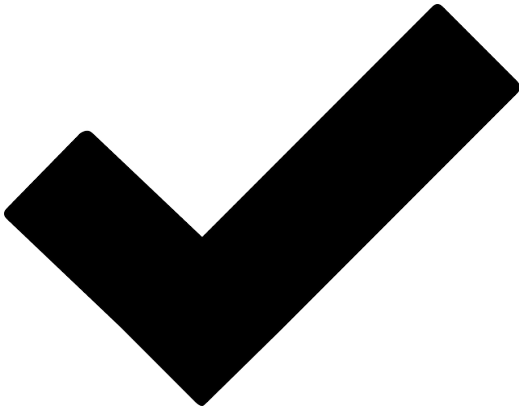
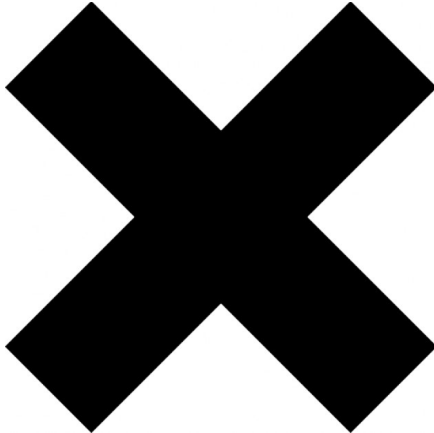
DIFFERENTIATION

- 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**

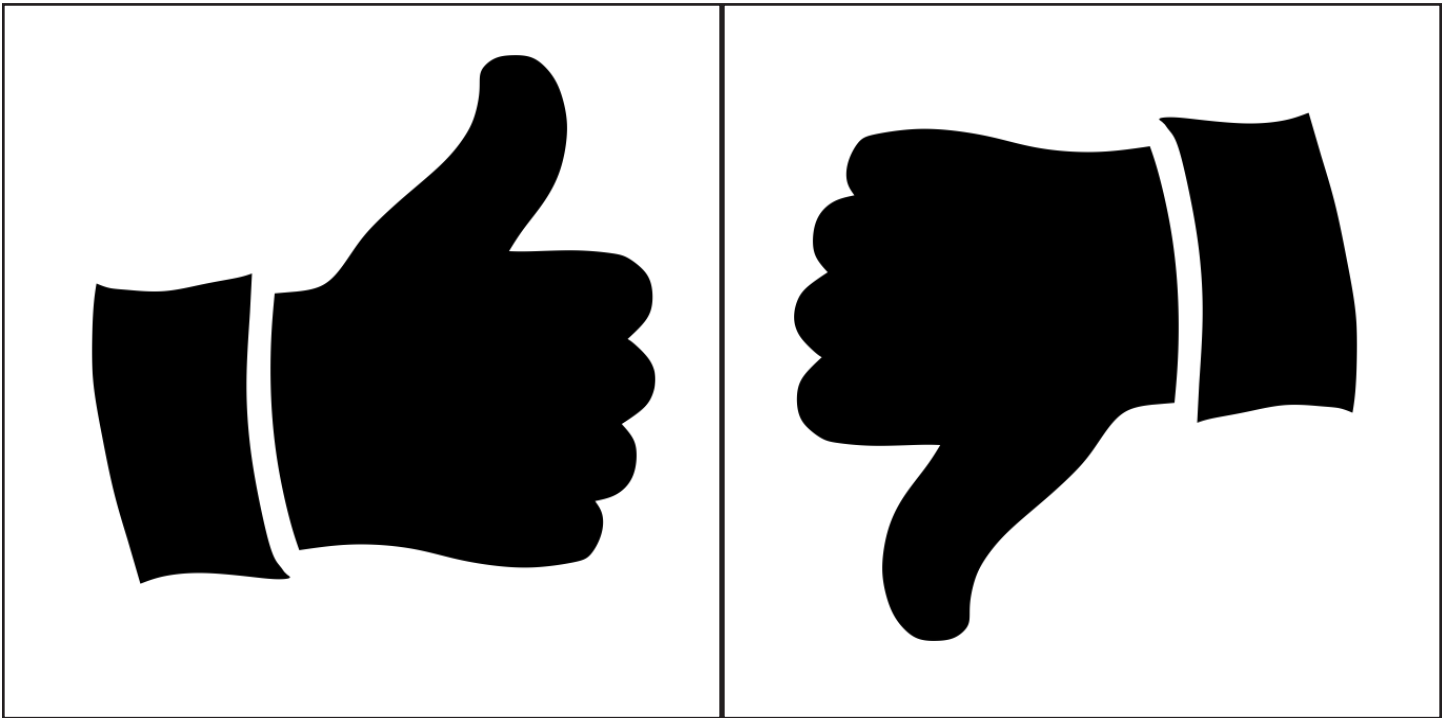
6.IEC.Y/N

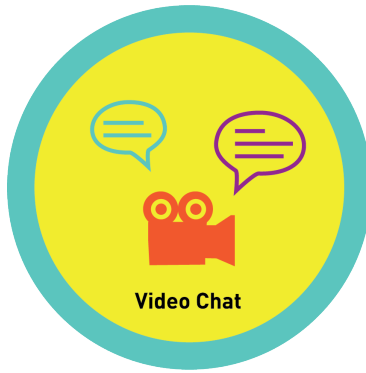
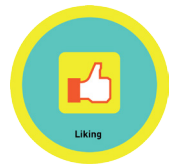
 <p>YES</p>	 <p>NO</p>
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 **THUMBS IMAGE EXCHANGE CARD**

6.8.THUMB

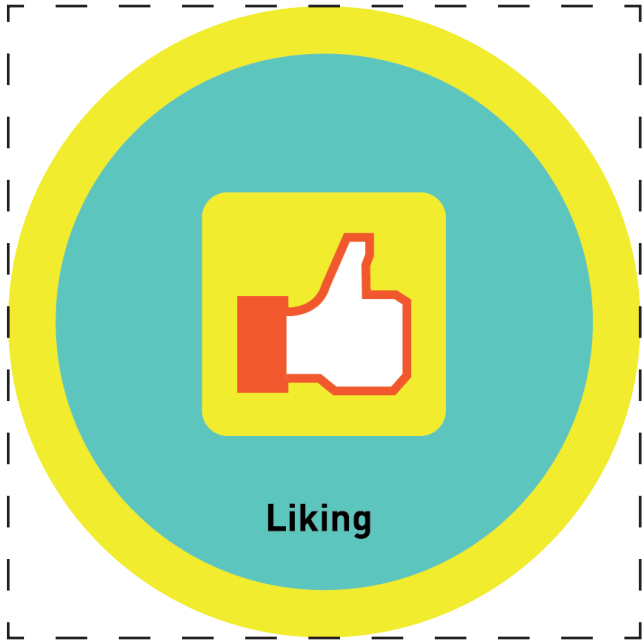






WORD WALL PRINTOUT

6.8.6

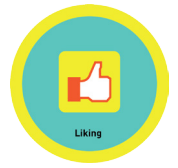


a button found on social networks used to like posts on the internet



DIFFERENTIATION

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



**THE LIKE BUTTON EXIT TICKET
 MATCHING ACTIVITY**

6.8.7.4

Name: _____

Date: _____



1. Connecting ____

A. a message of text between 2 or more people



2. Email ____

B. when you watch videos or listen to music from websites.



3. Chat ____

C. being able to communicate with people online.



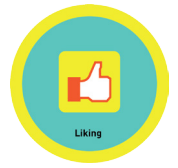
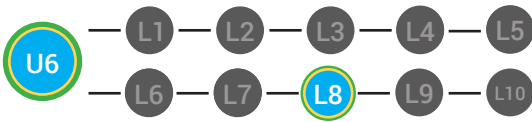
4. Streaming Media ____

D. a way to connect with many people that you can choose who you want to include and what you want to share in your network.



5. Social Network ____

E. a web app that lets you send and receive messages.



**THE LIKE BUTTON EXIT TICKET
MATCHING ACTIVITY**

6.8.7.ANSWER



1. Connecting **C**

A. a message of text between 2 or more people



2. Email **E**

B. when you watch videos or listen to music from websites.



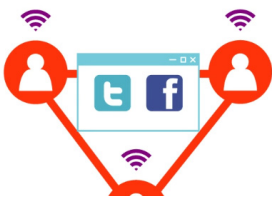
3. Chat **A**

C. being able to communicate with people online.



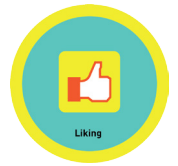
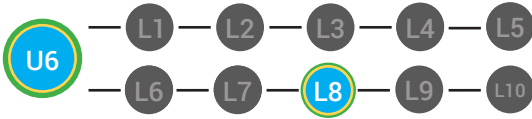
4. Streaming Media **B**

D. a way to connect with many people that you can choose who you want to include and what you want to share in your network.



5. Social Network **D**

E. a web app that lets you send and receive messages.



T1 THE LIKE BUTTON EXIT TICKET
ROLE GUIDE: READER
6.8.7.1

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.

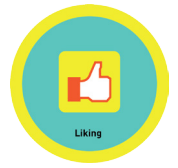
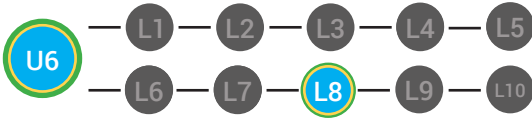
YES or **NO**

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 LIKE BUTTON EXIT TICKET
ROLE GUIDE: SCRIBE

6.8.7.2

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.

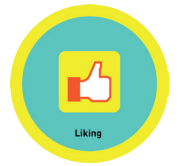
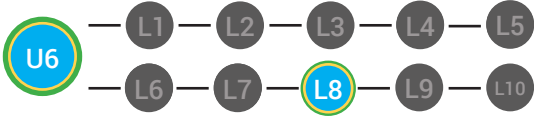
YES or **NO**

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 LIKE BUTTON EXIT TICKET
ROLE GUIDE: SCRIBE
6.8.7.3

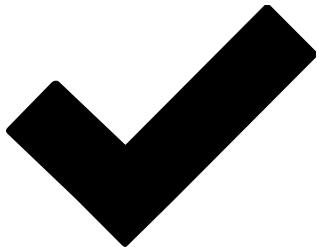

Name: _____

Date: _____

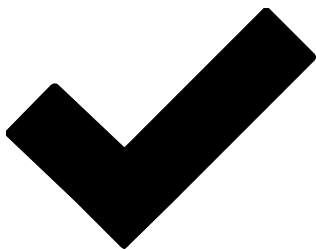

ROLE: REVIEWER

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

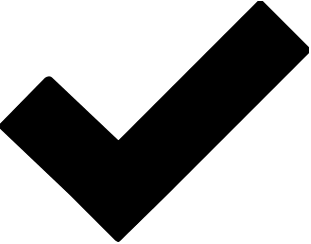
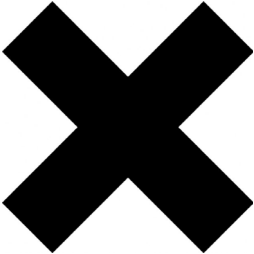
 YES	 NO
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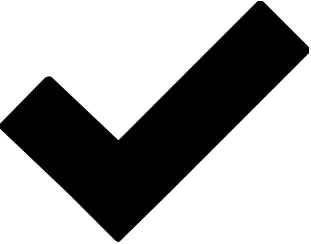
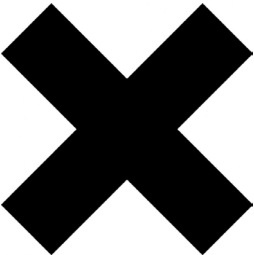
Is the answer for #3 correct?

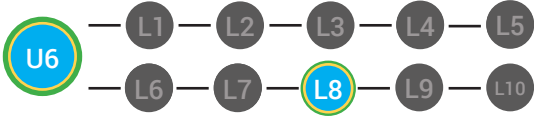
 YES	 NO
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Is the answer for #4 correct?

 YES	 NO
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Is the answer for #5 correct?

 YES	 NO
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MY DIGITABILITY EARNINGS TRACKER

Unit 6 Connecting on the Internet | 6.8.8

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: