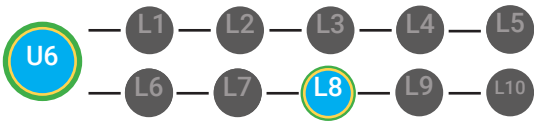


# Lesson 8: The Like Button

## Unit 6



## 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.

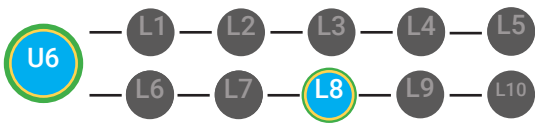
### ONLINE REVIEW

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



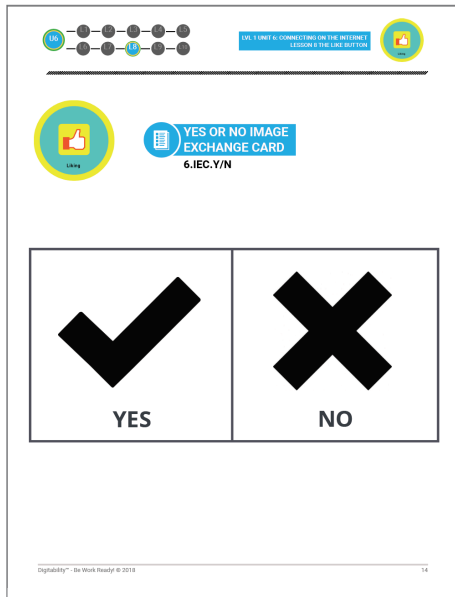
Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.



# WARM UP



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



## DIFFERENTIATION

T1

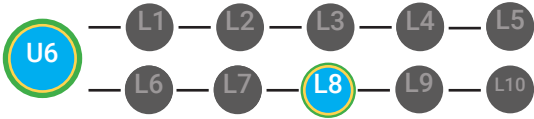
Write down answer in their notebook or a post-it to stick on the board

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** [6.IEC] or points to **Yes or No Image Exchange Card** [6.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 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**

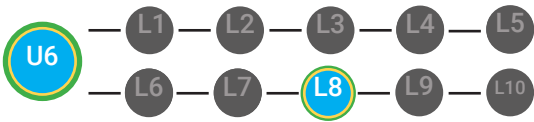


3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.8.DollarTracker]



*“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.”*

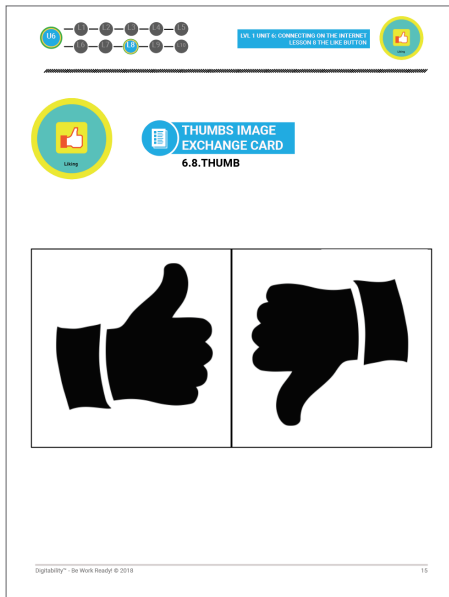
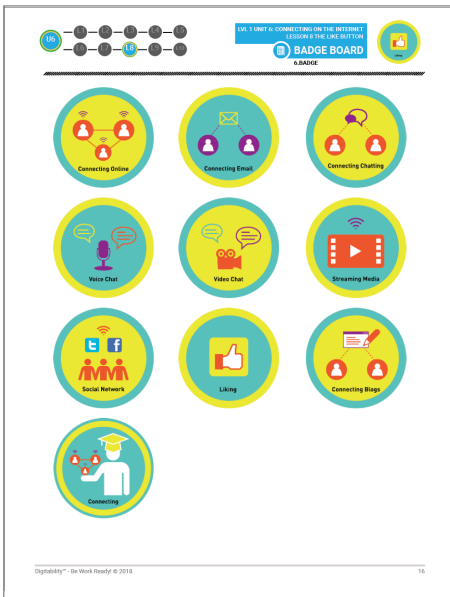
**Award at least four participation dollars.**



# GUIDED FACILITATION

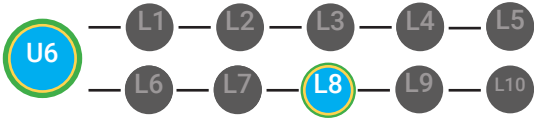


Distribute Badge Board **6.BADGE** and **6.THUMB Image Exchange Card** See **DIFFERENTIATION** below to identify supplements needed for your students.



## 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:** The Like Button



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.8.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 Like Button' 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 Like Button in the video. Distribute **Thumbs Image Exchange cards** [6.8.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. [6.8.DollarTracker]



**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?"**



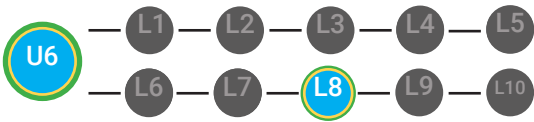
*"Marcus answers The Like Button. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar."*

**Award at least four participation dollars.**



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

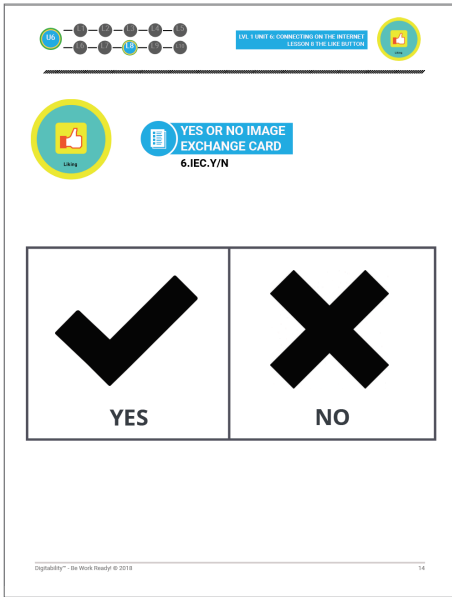
**Award at least four participation dollars.**



# INFORMAL ASSESSMENT

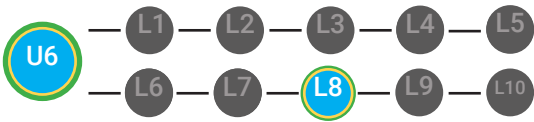


Use supplemental material YES/NO Image Exchange cards **6.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Verbal response or holds up **YES/NO Image Exchange cards** [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



# 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 Like Button is?”*

Write the term and definition in notebooks 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 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.



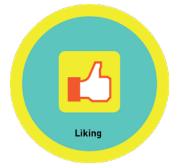
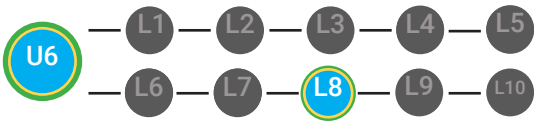
6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [6.8.DollarTracker]



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


**Award at least four participation dollars.**





# GUIDED ACTIVITY

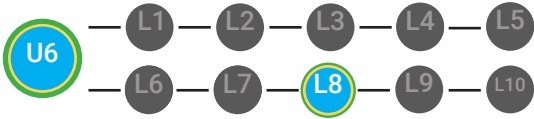


Use supplemental material Lesson Badge Cut Out **6.8.6** Students that unlocked the badge will place the print out on the classroom's **word wall**. See  **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- 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 Like Button Badge for \$1?”



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

**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.

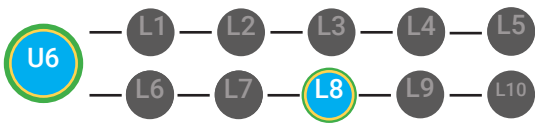
b. If student chooses incorrect answer, repeat Step 3 until student unlocks the badge.



*“Marcus unlocks the Like Button badge. Nice job participating and earning a dollar Marcus.”*



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



# EXIT TICKET



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

**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.

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**THE LIKE BUTTON EXIT TICKET ROLE GUIDE: READER**  
6.8.7.1

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**ROLE: READER**  
Read each question to the group

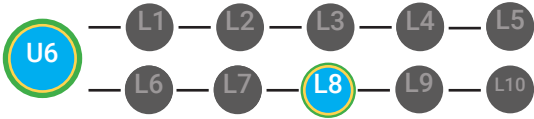
DUTIES	DUTIES COMPLETE? Circle YES or NO
Read the definition for A and ask your group members which picture matches the definition.	YES or NO
Read the definition for B and ask your group members which picture matches the definition.	YES or NO
Read the definition for C and ask your group members which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

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## 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]



# 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 [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.
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?

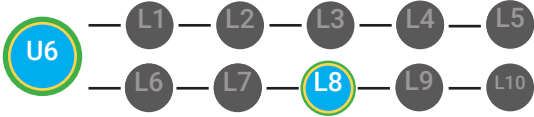


*"I see that Group A is working together to pick the correct answers."*

*"I see [Student] reading each definition out loud."*

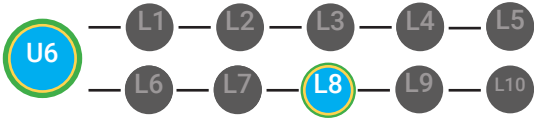
*"I see [Student] writing in the answers after all team members give input"*

**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 **[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 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



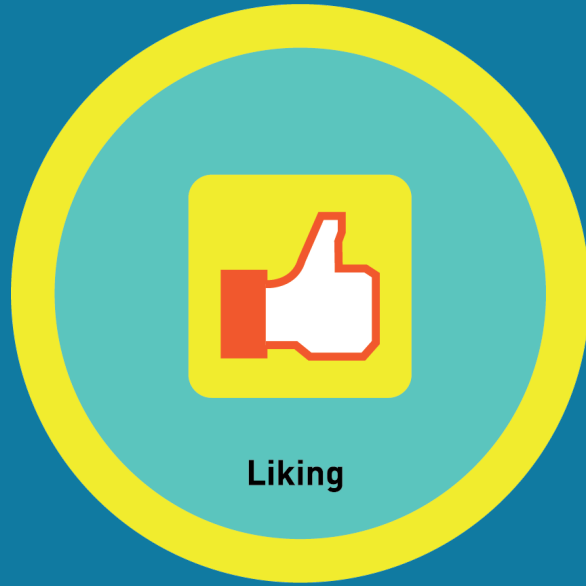
## DIFFERENTIATION

- 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 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."**



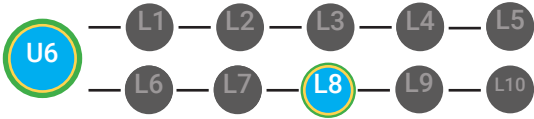
# Supplemental Materials

## Unit 6



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](http://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.

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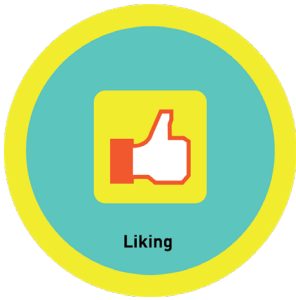
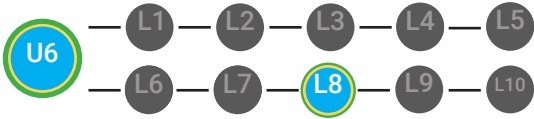
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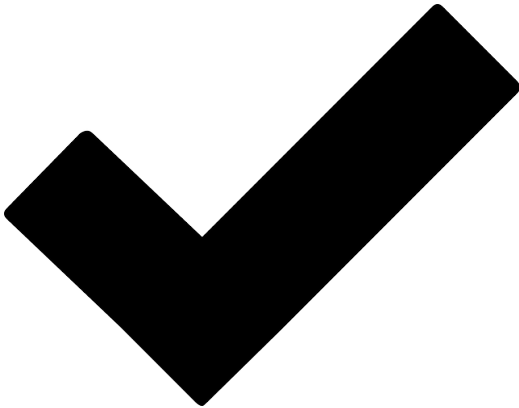
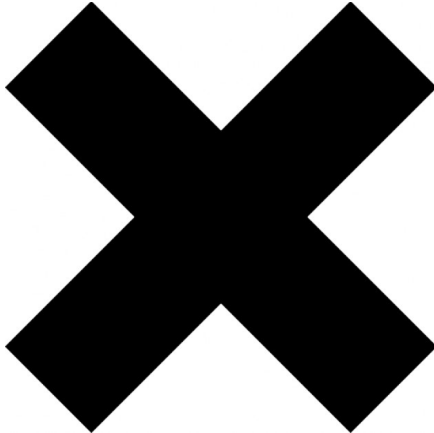







 **YES OR NO IMAGE EXCHANGE CARD**

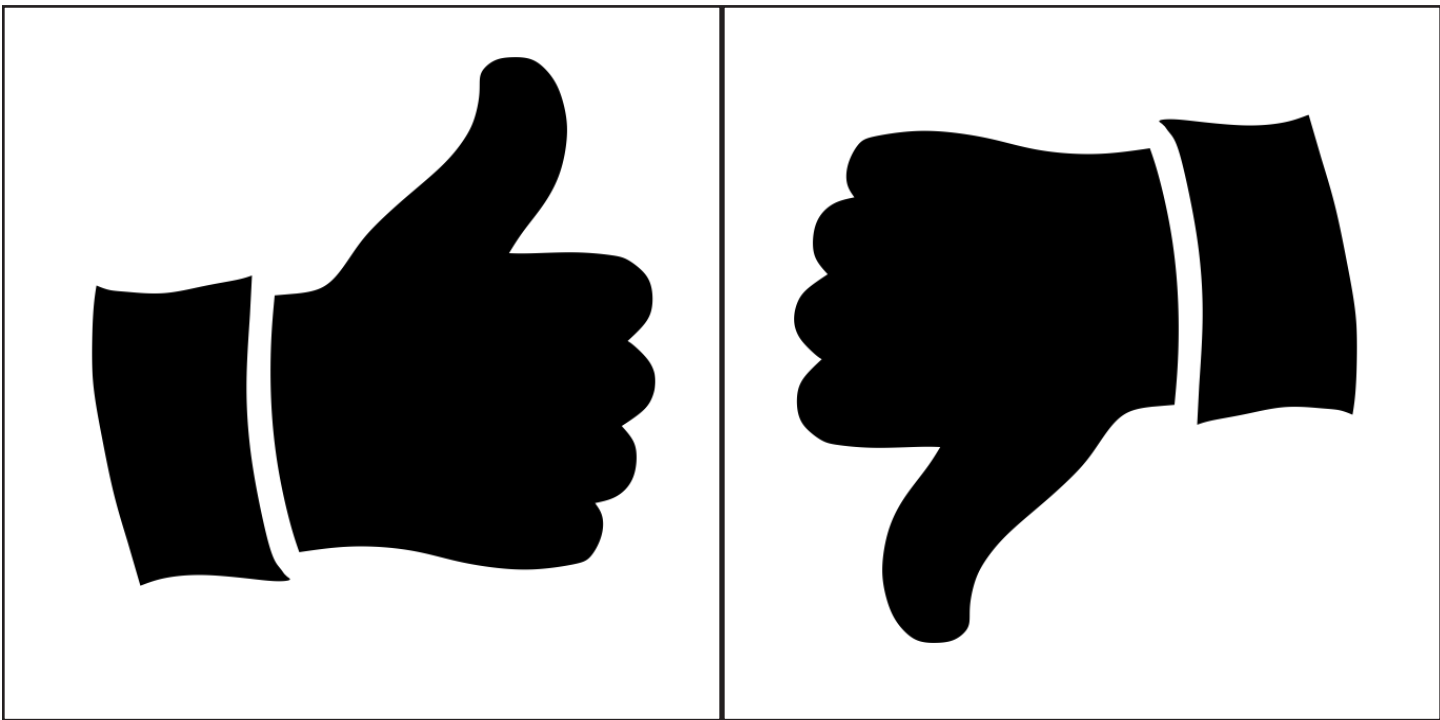
**6.IEC.Y/N**

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

**6.8.THUMB**

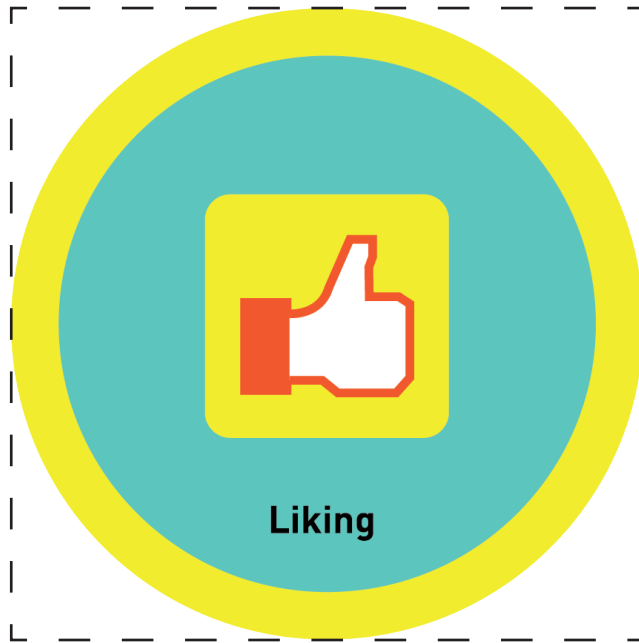






# WORD WALL PRINTOUT

6.8.6

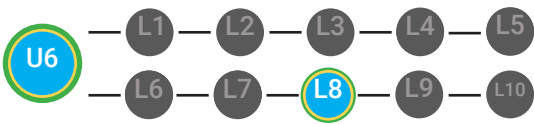


a button found on social networks used to like posts on the internet



## 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.



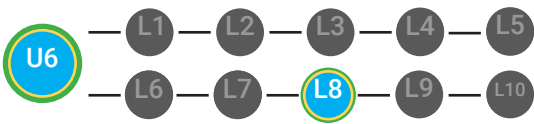
**4.** Streaming  
Media \_\_\_\_

**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**



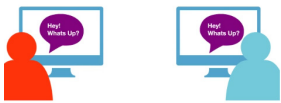
1. Connecting **C**

**A.** a message of text between 2 or more people



2. Email **E**

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



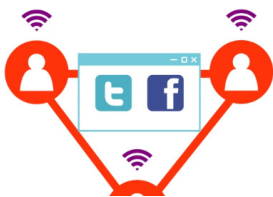
3. Chat **A**

**C.** being able to communicate with people online.



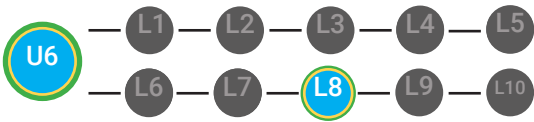
4. Streaming Media **B**

**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**

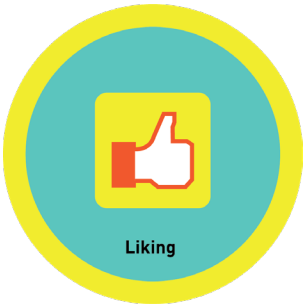
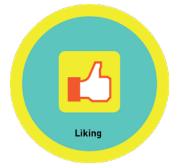
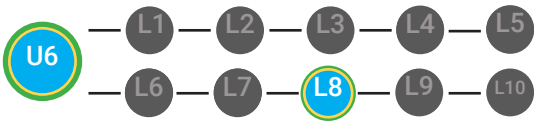
Read the definition for D and ask your group members which picture matches the definition.

**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.

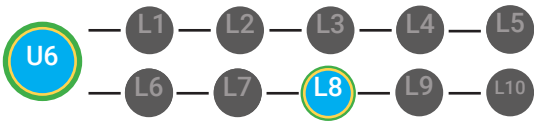
**YES** or **NO**

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

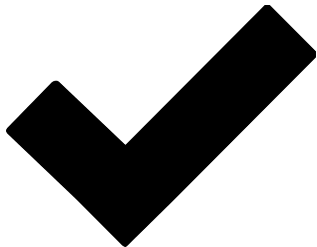

Name: \_\_\_\_\_

Date: \_\_\_\_\_

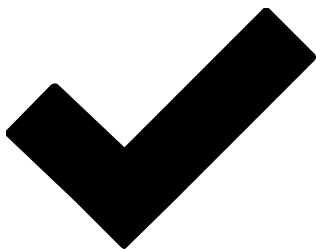

**ROLE: REVIEWER**

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?

 <b>YES</b>	 <b>NO</b>
---	---

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

 <b>YES</b>	 <b>NO</b>
---	---



Is the answer for #3 correct?

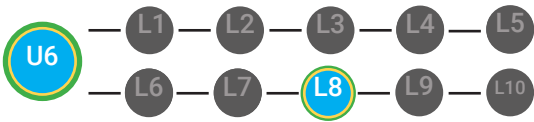
 <b>YES</b>	 <b>NO</b>
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Is the answer for #4 correct?

 <b>YES</b>	 <b>NO</b>
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Is the answer for #5 correct?

 <b>YES</b>	 <b>NO</b>
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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:
<b>LESSON 1:</b> CONNECTING		
<b>LESSON 2:</b> CONNECTING WITH EMAIL		
<b>LESSON 3:</b> CONNECTING WITH CHAT		
<b>LESSON 4:</b> CONNECTING WITH VOICE CHAT		
<b>LESSON 5:</b> CONNECTING WITH VIDEO CHAT		
<b>LESSON 6:</b> STREAMING MEDIA		
<b>LESSON 7:</b> SOCIAL NETWORKS		
<b>LESSON 8:</b> THE LIKE BUTTON		
<b>LESSON 9:</b> CONNECTING WITH BLOGS		
<b>LESSON 10:</b> MASTER BADGE		

**TOTAL DOLLARS EARNED:**