UNIT 14: CREATING A GOOGLE ACCOUNT LESSON 1: VISITING GOOGLE TO CREATE AN ACCOUNT

LESSON OVERVIEW

Type the url www. google.com into your address bar. You will first have to click the sign in button in the top right hand corner of the website. You will see a sign in box, but you can't sign in yet. First you will need to create an account. Click on the 'create an account for free hyperlink. You will now see the box with account information fields.

Time: ~30 minutes

OBJECTIVE

 Student is able to create a Google Account.

PRINT PREPARATION

1. Print this lesson's Dollar Tracker

2. Review sequence of activities in lesson.

3. Learn which supplements you will use.

4. Print/Copy/Laminate materials that fit your student's needs.

5. Refer to your Level 2 Guide to read about effective practices

ONLINE REVIEW

1. Sign into Digitability

2. Click **LESSONS** tab

3. Select **Level 2 - Digital Citizen**

4. Select **Unit 14**

5. Select **Lesson 1 - Visiting Google to Create an Account.**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT

Using the Dollar Tracker, select two additional behaviors that you will target throughout the course of this unit. Always include participation/contribution in addition to the two new behaviors.

Google
Username
Password

Creating A
Google Account
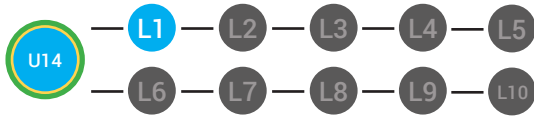
LESSON PLAN

WARM UP

+$ 1. *"For a participation dollar, who can tell me a website they have visited in which they had to create an account?"*

Answer: You tube, Playstation, Facebook, Instagram, Snapchat etc.

2. Use positive narration to reinforce students following directions. *"I see Marcus is following directions and already has two contacts listed. I see Vincent has one contact and included their name, email and phone. Nice work following directions and staying on task."*

Pro tip Build confidence in your students: Identify students who have not earned money and focus on engaging them. Use differentiation tools if reluctant to participate. Ie. Have them point or write down their answers. EVERY student should be earning money.

Take answers from at least 4 students. Award at least four participation dollars.

4. Distribute **14.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.
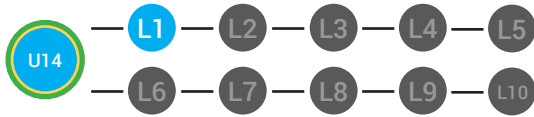
DIFFERENTIATION

T1 On-topic verbal respond; shared response

T2 Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question

T3 Points to **Yes or No Image Exchange Card** [14.IEC.Y/N] for rephrased question.

5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [14.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ PARTICIPATION	-$ INTERRUPTIONS
"Marcus + you answered correctly! You earned a dollar! Nice job!"	*Marcus + you interrupted. Interruptions cost $1. Next time, raise your hand and wait to be called on to earn a $1.*

GUIDED WATCHING

Call out earnings to the class, *"[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."*

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

2. Distribute **14.BADGE** to students. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Verbal Response

T2 Writes down badge

T3 Uses **Badge Board** [14.BADGE] for this Unit.

2. 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 and he is actively listening by giving a thumbs up when he hears the words visiting google to create an account."*

4. Ask students to give a thumbs up every time they hear and/or see the Visiting Google to Create an Account in the video

5. Play video.

6. Distribute **14.IEC.THUMB** to students. See ⬢ DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Puts thumbs up

T2 Uses **Thumbs Image Exchange Card** [14.IEC.THUMB]

T3 Holds up or points to **Thumbs Image Exchange Card** [14.IEC.THUMB]

7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [14.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ PARTICIPATION
"Marcus + you answered correctly! You earned a dollar! Nice job!"

-$ OFF TASK
"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're off-task. For every minute that you are not participating, it will cost a $1. Look at the screen and listen carefully to earn dollars for following direction/participating."

Pro tip Remember Rule #3: Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore it is important to give students time to opt, or identify their replacement behavior. If a student is not following directions, you have give them one minute (60 seconds) before taking additional dollars.

INFORMAL ASSESSMENT

1. Ask, *"For a participation dollar, who can tell what you can do with a Google Account?"*

Answer: gmail, google calender, youtube, picassa web and more!

2. *"For a participation dollar, who can tell me what you should type in the address bar to go to the Google webpage?"*

Answer: www.google.com

3. *"For a participation dollar, who can tell me what the first step is to creating a Google Account?"*

Possible Answers: Click the sign in button.

4. *"For a participation dollar, who can tell me what you click after you hit the sign in button in order to create an account?"*

Answer: Click the create an account hyperlink.

5. Distribute **14.1.IMAGE** Image Exchange Cards and **14.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment. Require a complete sentence before awarding the $1. Then, use positive narration to reinforce the student's expressive communication.

"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

"Yes, Nice job participating, [student]! You earned a participation dollar."
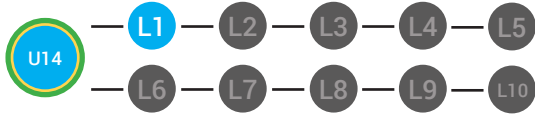
DIFFERENTIATION

T1 On-topic verbal response shared response

T2 Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question; Uses **Image Exchange cards** [14.1.IMAGE] to point to potential vocabulary word or icon representing "sign in button, gmail, google calender, youtube, picassa web."

T3 Points to **Yes or No Image Exchange Card** [14.IEC.Y/N] for rephrased question.

6. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [14.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ FOLLOWING DIRECTIONS	-$ OFF TASK
"Nice job following directions and giving a thumbs up! You're earning a dollars! Nice job!"	*"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're off-task. For every minute that you are not participating, it will cost a $1. Look at the screen and listen carefully to earn dollars for following direction/participating."*

Call out earnings to the class, *"[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."*

PLAY ACTIVITY VIDEO

1. Ask the class, *"Who would like to unlock the Visiting Google to Create an Account Badge for $1?"*

Click Activity Button to Play Activity Video

2. 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 2 until student unlocks the badge.

3. Distribute lesson badge cut out **14.1.5**. Students that unlocked the badge will place the **Visiting Google to Create an Account** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.

Pro tip: Increase the dollar amount for shy students or to increase motivation.
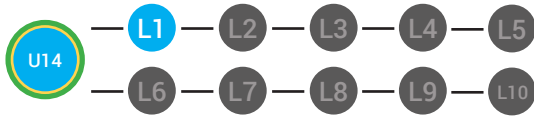
DIFFERENTIATION

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.

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [14.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ PARTICIPATION	-$ INTERRUPTIONS
"Marcus + you answered correctly! You earned a dollar! Nice job!"	"Marcus + you interrupted. Interruptions cost $1. Next time, raise your hand and wait to be called on to earn a $1."

ASSESSMENT/EXIT TICKET

1. Distribute **14.1.6** Visiting Google to Create an Account Exit Ticket to students. See 🎯 DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Visiting Google to Create an Account Exit Ticket** [14.1.6.1], students circle apps that you can access through Google.

T2 Using Tier 2 **Visiting Google to Create an Account Exit Ticket** [14.1.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [14.1.6.3].

T3 Using Tier 3 **Visiting Google to Create an Account Exit Ticket** [14.1.6.3], students complete Trace and Learn.

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [14.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ PARTICIPATION	-$ OFF TASK
"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."	*"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're off-task. For every minute that you are not participating, it will cost a $1. Look at the screen and listen carefully to earn dollars for following direction/participating."*
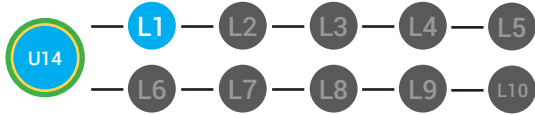
IMMEDIATE FEEDBACK/NEXT STEPS

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. Have students staple this sheet into their notebooks so they can use it for the entire unit.

3. If time permits, you can either have students log into their student accounts for independent practice or continue on to the next lesson plan.

4. Ask students what they will do with their money. Spend it or save it?

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.**

U14 — L1 — L2 — L3 — L4 — L5 — L6 — L7 — L8 — L9 — L10

LVL 2 UNIT 14: LESSON 1 VISITING GOOGLE TO CREATE AN ACCOUNT
Dollar Tracker
14.Dollar tracker

Google
Username
Password
Creating A Google Account

Behaviors

Name

Behaviors	EX: Sam						
Successful +$							
Participation/ Contributing	JHľ						
Sharing/Helping/ Collaborating	III						
Greeting a Guest	I						
Following Directions/ Staying on Task	III						
Encouraging/ Complementing	II						
Problematic -$							
Off Task	I						
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing	II						
Complaining/Whining							
Arguing							
Interrupting	II						
UMAPA							
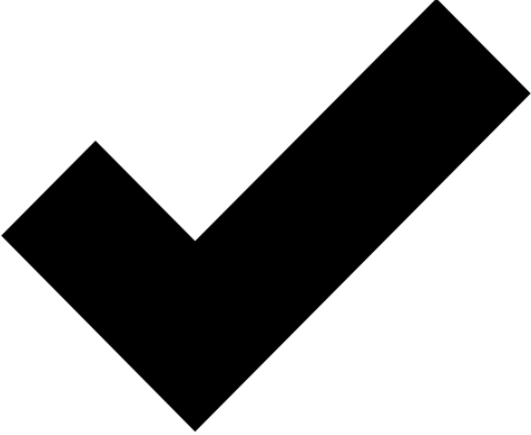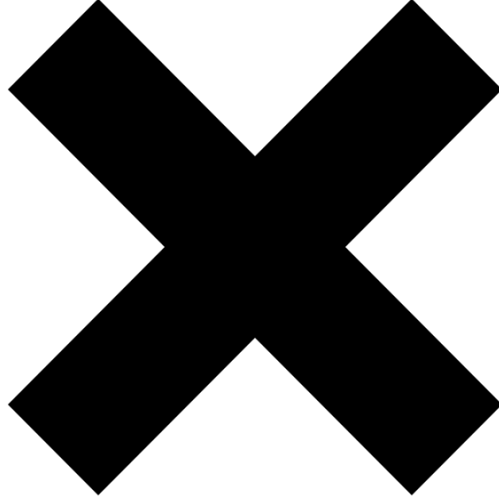
Creating A
Google Account

YES OR NO IMAGE EXCHANGE CARD

14.IEC.Y/N

Yes	No
✔	✘

U14 — L1 — L2 — L3 — L4 — L5 — L6 — L7 — L8 — L9 — L10

LVL 2 UNIT 14: LESSON 1 VISITING GOOGLE TO CREATE AN ACCOUNT

Google
Username
Password
Creating A Google Account

Google
Username
Password
Creating A Google Account

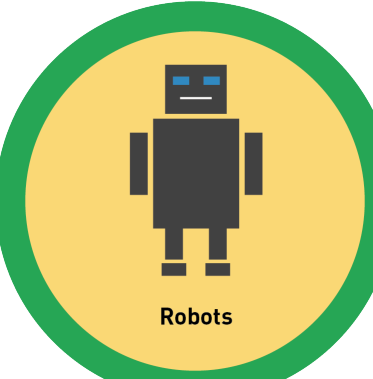## THUMBS IMAGE EXCHANGE CARD
14.IEC.THUMB

Creating A Google Account

IMAGE EXCHANGE CARDS

14.1.IMAGE

Directions: Cut out

Gmail

Google Calendar

YouTube

Complete a task

Sign In Button
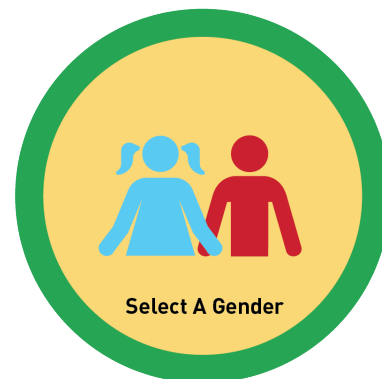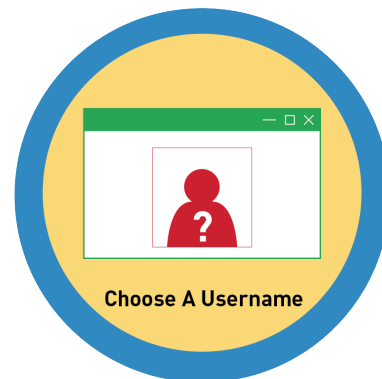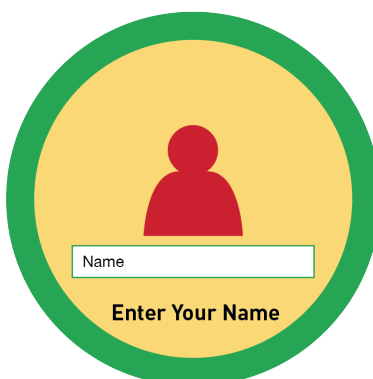
Sign In

Creating A Google Account

Enter Your Name

Choose A Username

Creating A Password

Enter Your Birthday

Select A Gender

Skipping Phone & Email

Robots

Google Terms

Creating A Google Account

WORD WALL PRINTOUT

14.1.5

Google

Username

Password

Creating A Google Account

Type the url www. google.com into your address bar. Create an account by clicking the 'create an account for free hyperlink.

DIFFERENTIATION

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

T1 VISITING GOOGLE TO CREATE AN ACCOUNT EXIT TICKET APPLICATION ACTIVITY

14.1.6.1

Directions: Look at the following applications. Circle the applications you can use through your Google Account

WORDS WITH FRIENDS

GMAIL

GOOGLE CALENDER

GOOGLE PRESENTATION

INSTAGRAM

FACEBOOK

SNAP CHAT

Picasa

GOOGLE DOCS

YouTube

BITMOJI

GOOGLE PHOTOS

GOOGLE DRIVE

Creating A
Google Account

T2 | **VISITING GOOGLE TO CREATE AN ACCOUNT**
EXIT TICKET VOCAB BLOCKS
14.1.6.2

Name: _____

Date: _____

Define	**Sentence**
Examples	**Draw**

Visiting google to create an account

U14 — L1 — L2 — L3 — L4 — L5 — L6 — L7 — L8 — L9 — L10

LVL 2 UNIT 14: LESSON 1 VISITING GOOGLE TO CREATE AN ACCOUNT

Google
Username
Password
Creating A
Google Account

Google
Username
Password
**Creating A
Google Account**

T3

**VISITING GOOGLE TO CREATE AN ACCOUNT
EXIT TICKET TRACE 'N' LEARN CARDS**

14.1.6.3

Visiting Google to Create an Account

Type the url www. google.com into your address bar. Create an account by clicking the 'create an account for free hyperlink.

Creating A Google Account
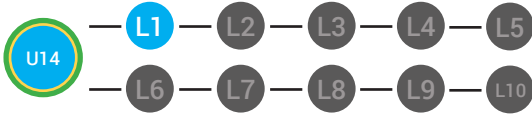
WORKPLACE CONNECTIONS

14.1.WC.1

Directions: Your boss wants to use more technology in the workplace. Write an email to your boss telling him about a Google Account and what it enables you to do.

New Message

Recipients

Subject

_____

_____

_____

_____

_____

Sans Serif B I U A ≡

Send A Saved

WORKPLACE CONNECTIONS

14.1.WC.2

Creating A Google Account

Directions: Your boss wants to use more technology in the workplace. Circle the programs you can use if you create a Google Account.

GMAIL

GOOGLE CALENDER

GOOGLE PRESENTATION

INSTAGRAM

FACEBOOK

GOOGLE DRIVE

GOOGLE DOCS

SNAP CHAT

YouTube

Creating A Google Account

WORKPLACE CONNECTIONS

14.1.WC.3

Directions: Your boss wants to use more technology in the workplace. Point to the programs you can use if you create a Google Account.

GMAIL

GOOGLE CALENDER

GOOGLE PRESENTATION

INSTAGRAM

FACEBOOK

GOOGLE DRIVE

GOOGLE DOCS

SNAP CHAT

YouTube