

UNIT 14: CREATING A GOOGLE ACCOUNT

LESSON 2: ENTERING YOUR NAME

LESSON OVERVIEW

You know that you can create a google account by entering the appropriate information into the fields. Look at the first field. It says name above it and first inside of it. This mean that you will type your first name in this field. The field next to the first name field is the last name field. You will type your last name in the last name field.

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

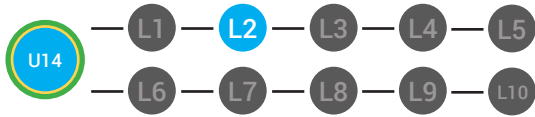
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 14**
5. Select **Lesson 2 - Entering Your Name**

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.



LESSON PLAN

WARM UP



1. "For a participation dollar, who can recall what you must click on in order to begin using Google?"

Answer: Create an account, Sign in




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. I.e. 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.



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



DIFFERENTIATION

T1

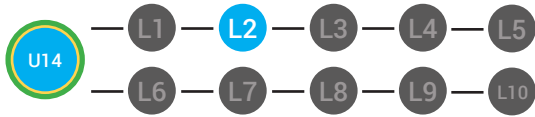
On-topic verbal respond; shared response

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.



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]

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



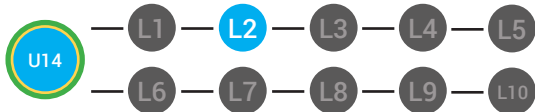
Verbal Response



Writes down badge



Uses **Badge Board** [14.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 and he is actively listening by giving a thumbs up when he hears the words entering your name.”*

4. Ask students to give a thumbs up every time they hear and/or see the Entering Your Name 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



Puts thumbs up



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



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]

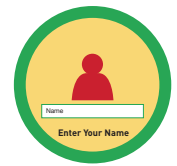
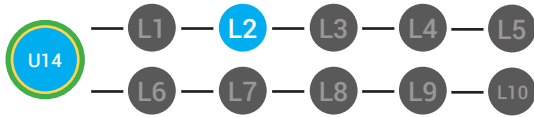
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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. *“For a participation dollar, who can tell me what is the first field you must enter when creating a Google Account?”*

Answer: Your first name

2. *“For a participation dollar, who can tell me what you enter after inputting your first name?”*

Answer: Your Last name



3. Distribute **14.2.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

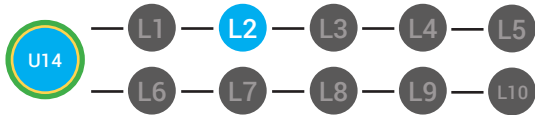
On-topic verbal response shared response

T2

Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question; Uses **Image Exchange cards** [14.2.IMAGE] to point to potential vocabulary word or icon representing “First name, last name.”

T3

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



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]

<p>+\$ FOLLOWING DIRECTIONS</p> <p><i>"Nice job following directions and giving a thumbs up! You're earning a dollars! Nice job!"</i></p>	<p>-\$ OFF TASK</p> <p><i>"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."</i></p>
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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 Entering Your Name Badge for \$1?"


Click Activity Button to Play Activity Video

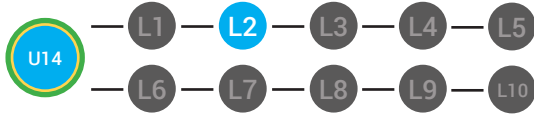
2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



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



3. Distribute lesson badge cut out 14.2.5. Students that unlocked the badge will place the **Entering Your Name** print out on the classroom's **word wall**. See  **DIFFERENTIATION** for this activity 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.



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

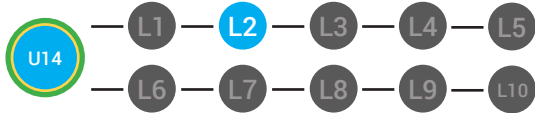
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

<p>+\$ PARTICIPATION</p> <p>“Marcus + you answered correctly! You earned a dollar! Nice job!”</p>	<p>-\$ INTERRUPTIONS</p> <p>“Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.”</p>
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ASSESSMENT/EXIT TICKET



1. Distribute **14.2.6** Entering Your Name Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Entering Your Name Exit Ticket** [14.2.6.1], students circle the information that is personal information.

T2

Using Tier 2 **Entering Your Name Exit Ticket** [14.2.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [14.2.6.3].

T3

Using Tier 3 **Entering Your Name Exit Ticket** [14.2.6.3], 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]

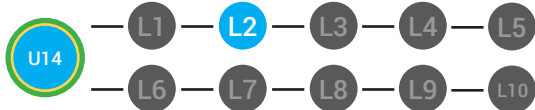
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ PARTICIPATION

"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."

-\$ 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."



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**.



Behaviors

Name

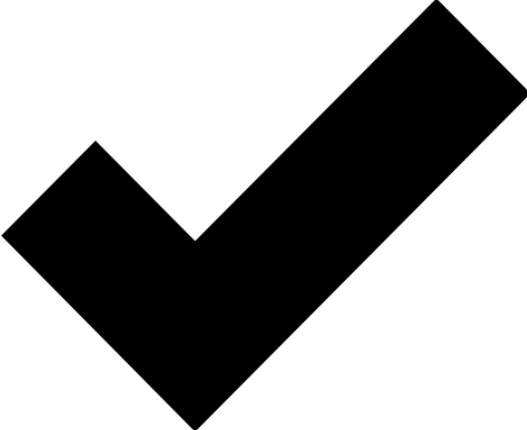
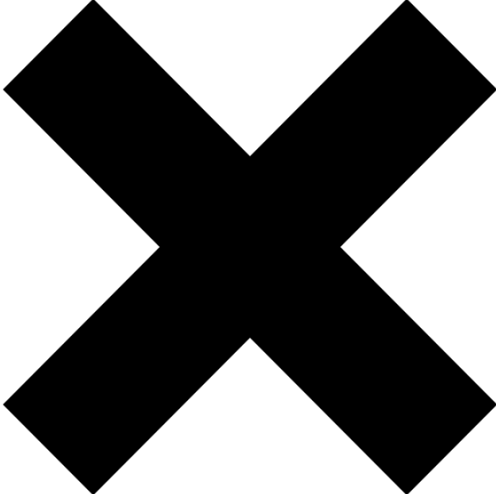
EX: Sam

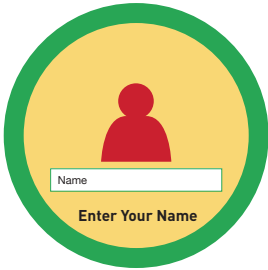
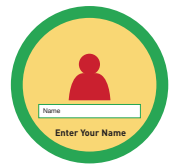
	Sam					
Successful +\$						
Participation/Contributing						
Sharing/Helping/Collaborating						
Greeting a Guest						
Following Directions/Staying on Task						
Encouraging/Complementing						
Problematic -\$						
Off Task						
Off-Topic/Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting						
UMAPA						




 **YES OR NO IMAGE EXCHANGE CARD**

14.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE EXCHANGE CARD**

14.IEC.THUMB

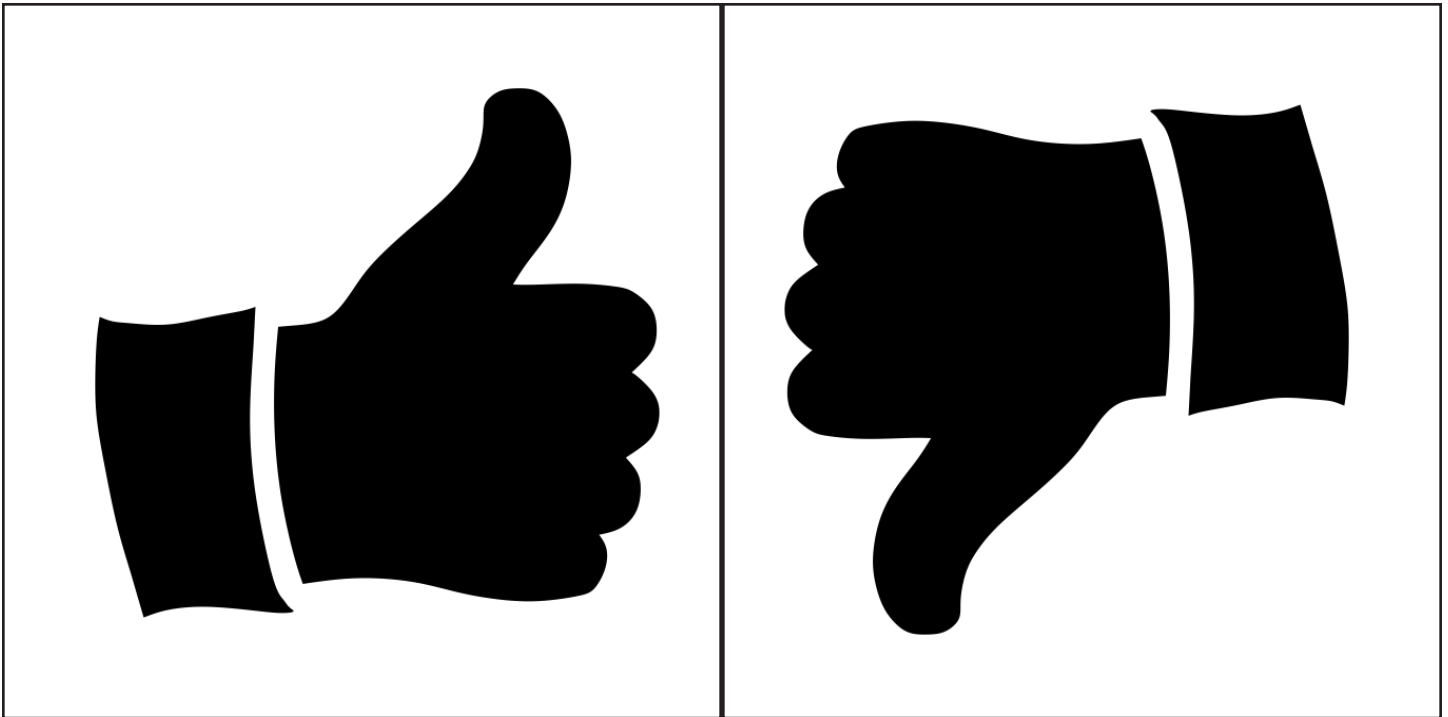








IMAGE EXCHANGE CARDS

14.2.IMAGE

Directions: Cut out cards for each student.

			
First Name		Last Name	



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

14.2.5

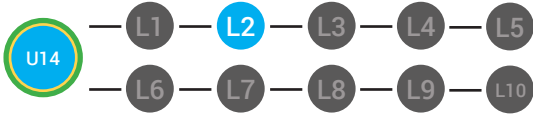


The parts of your Gmail that you can use to help you manage your Gmail account such as the Inbox, Menu and Search Field.



DIFFERENTIATION

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



T1 ENTERING YOUR NAME EXIT TICKET
PERSONAL INFORMATION ACTIVITY

14.2.6.1

Look at the following information. Circle the information that is personal information.

**Name, Movie times, Birthdate, Social Security
Number, Video Game Scores, Phone Number,
email address, book titles, Age**



T2 ENTERING YOUR NAME
EXIT TICKET VOCAB BLOCKS

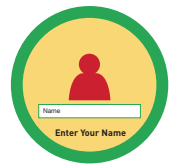
14.2.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

ENTERING YOUR NAME



T3

ENTERING YOUR NAME EXIT TICKET
TRACE 'N' LEARN CARDS

14.2.6.3

Entering Your Name

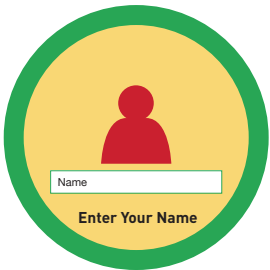
The parts of your Gmail that you can use to help you manage your Gmail account such as the Inbox, Menu and Search Field.



WORKPLACE CONNECTIONS

14.2.WC.1

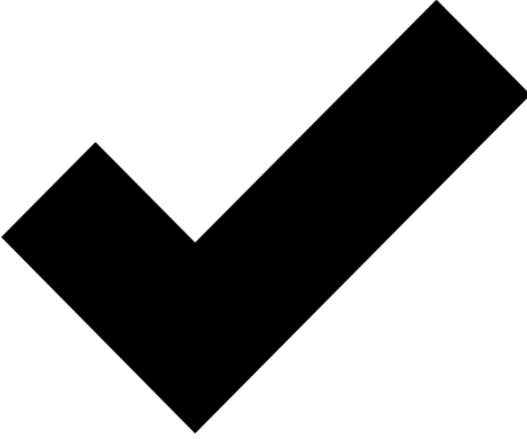
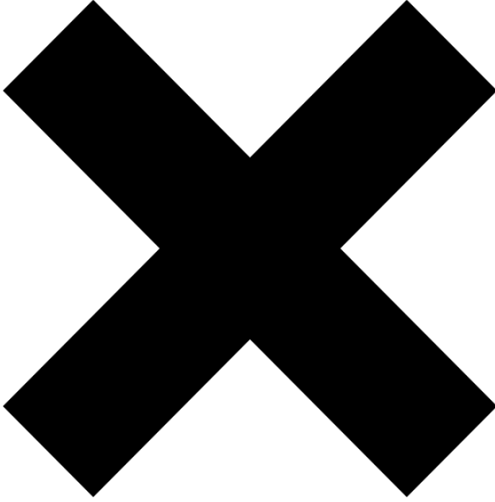
Directions: You are creating your Google Account. You want to input your name. What should you do if you have a middle name?

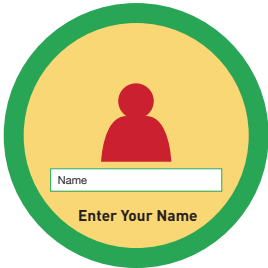


WORKPLACE CONNECTIONS

14.2.WC.2

Directions: You are creating your Google Account. You want to input your name. If you have a middle name, would you enter it when creating a Google Account? Circle Yes or No.

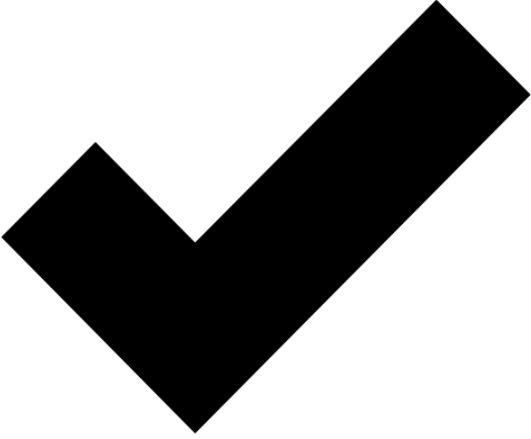
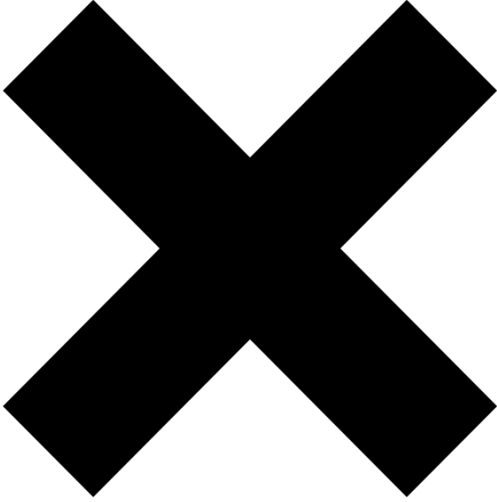
 <p data-bbox="391 1528 505 1585">Yes</p>	 <p data-bbox="1125 1518 1211 1575">No</p>
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WORKPLACE CONNECTIONS

14.2.WC.3

Directions: You are creating your Google Account. You want to input your name. If you have a middle name, would you enter it when creating a Google Account? Point to Yes or No.

 <p data-bbox="391 1528 503 1585">Yes</p>	 <p data-bbox="1125 1520 1209 1577">No</p>
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