Choose A Username

UNIT 14: CREATING A GOOGLE ACCOUNT LESSON 3: CHOOSE YOUR USERNAME

LESSON OVERVIEW

YOU KNOW that you will type a username every time you want to use the website application. YOU KNOW your username will tell the web application who is using the website. The next step is for you to choose your username. We would suggest using your first and last name typed as one word. That means you do NOT type a space in between your first and last name. This username may not be available. If you type in a username that is already being used by someone else, you will see a message in red that says, "Someone already has that username. Try another?" Google will give you a username that is available. You can use the one Google has suggested or you can try another one.

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 3 - Choose Your Username**

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

Choose A Username

WARM UP

+$ 1. *"For a participation dollar, who can recall what two fields you must enter first, when creating a Gmail account?"*

Answer: First and Last name

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.

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]

+$ 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

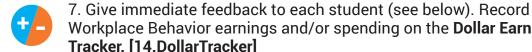**T3** Uses **Badge Board** [14.BADGE] for this Unit.

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 username."*

4. Ask students to give a thumbs up every time they hear and/or see the Username 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	-$ OFF TASK
"Marcus + you answered correctly! You earned a dollar! 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."*

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 a username tells an application?"*

Answer: Who is using the account.

2. *"For a participation dollar, who can tell me what Digitability suggests your username should be?"*

Answer: Your first and last name typed as one word.

3. *"For a participation dollar, who can tell me what happens if your username is already being used?"*

Answer: Someone already has that username. Try another?., Google will give suggestions for another username, you can try another username

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."

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 response 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]

+$ 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 Choose Your Username 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 **14.3.5**. Students that unlocked the badge will place the **Choose Your Username** 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 **14.3.6** Choose Your Username Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Choose Your Username Exit Ticket** [14.3.6.1], students circle the information that is personal information.

T2 Using Tier 2 **Choose Your Username Exit Ticket** [14.3.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [14.3.6.3].

T3 Using Tier 3 **Choose Your Username Exit Ticket** [14.3.6.3], 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.

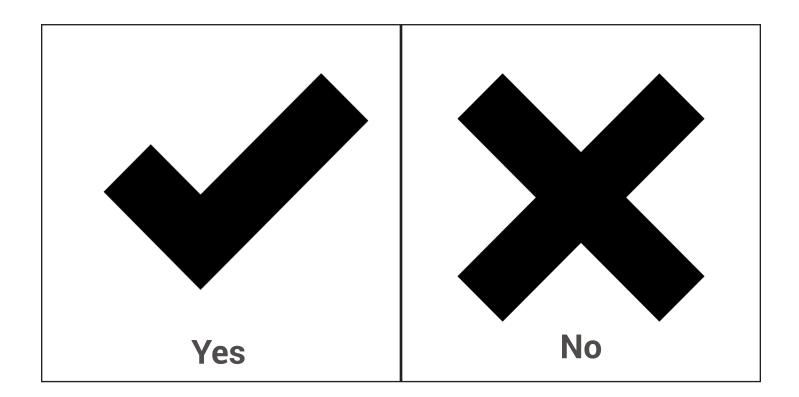**T3** Teacher or Tier 1 assistance to help student login using their **password card.**

Behaviors

Name

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

Choose A Username

YES OR NO IMAGE EXCHANGE CARD

14.IEC.Y/N

✔ **Yes**	✘ **No**

Choose A Username

THUMBS IMAGE EXCHANGE CARD
14.IEC.THUMB

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

LVL 2 UNIT 14: LESSON 3 CHOOSE YOUR USERNAME

BADGE BOARD
14.BADGE

Choose A Username

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

14.3.5

Choose A Username
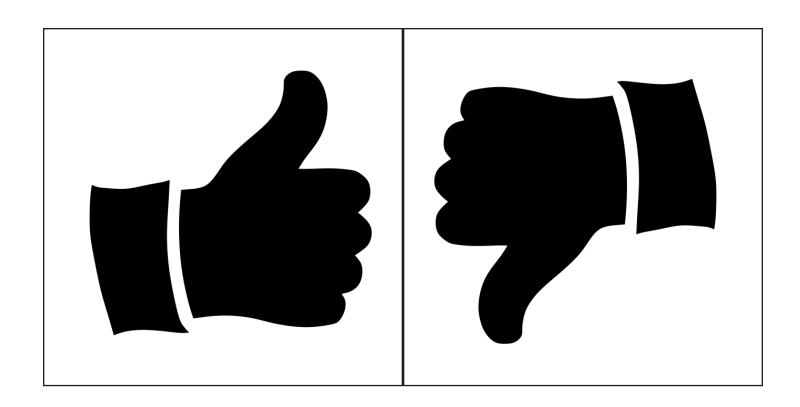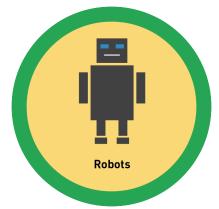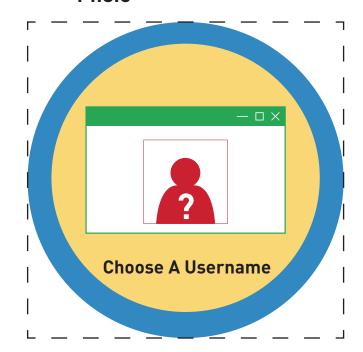
Your Username is needed to access website applications. When Choosing a username it is a good idea to you use your first and last name with no space.

DIFFERENTIATION

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

Choose A Username

T1 **CHOOSE YOUR USERNAME EXIT TICKET**
PICK MY USERNAME ACTIVITY
14.3.6.1

Directions: create a username that is both school and work appropriate.

_____@gmail.com

_____@gmail.com

_____@gmail.com

_____@gmail.com

_____@gmail.com

Choose A Username

T2

**CHOOSE YOUR USERNAME
EXIT TICKET VOCAB BLOCKS**

14.3.6.2

Name: _____

Date: _____

Define	Sentence

Choose Your Username

Examples	Draw

T3 CHOOSE YOUR USERNAME EXIT TICKET
TRACE 'N' LEARN CARDS

14.3.6.3

Choose A Username

Choose Your Username

Your Username is needed to access website applications. When Choosing a username it is a good idea to you use your first and last name with no space.

WORKPLACE CONNECTIONS

14.3.WC.1

Directions: You are creating a username for your new email account. However, it tells you that the username is already taken. What should you do?

_____

_____

_____

_____

_____

_____

_____

_____

Choose A Username

WORKPLACE CONNECTIONS

14.3.WC.2

Directions: You are creating a username for your new email account. However, it tells you that the username is already taken. Circle what you should do?

1. Do not create an account

2. Choose a new one

3. Use it anyway

WORKPLACE CONNECTIONS

14.3.WC.3

Directions: You are creating a username for your new email account. However, it tells you that the username is already taken. Point to what you should do?

1. **Do not create an account**

2. **Choose a new one**

3. **Use it anyway**