

UNIT 14: CREATING A GOOGLE ACCOUNT LESSON 4: CREATING A PASSWORD

LESSON OVERVIEW

You will have to create a password. YOU KNOW A password is a secret word that the website application will use to match you to your username. YOU KNOW that when you type in both your username and password the web application will give you permission to use your account. Create a password that is at least 8 characters long. That means that you will type a password with at least 8 numbers and letters. Make sure you write down your password and keep it somewhere safe. After you type your password into the create a password field, you will have to type it again. In the confirm your password 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

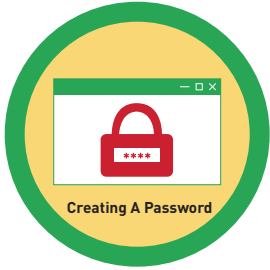
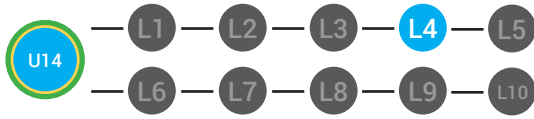
ONLINE REVIEW

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

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 Digitability suggests your username should be?"*

Answer: First and Last name as one word




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.

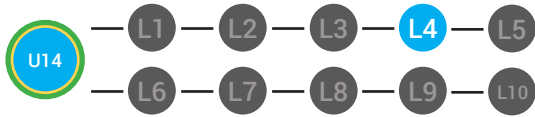


DIFFERENTIATION

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



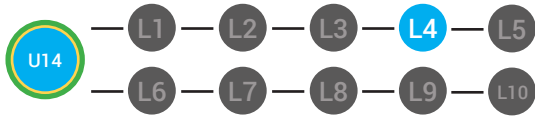
Verbal Response



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 “Password.”*

4. Ask students to give a thumbs up every time they hear and/or see the “Password” 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]



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.

+\$ 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.”



INFORMAL ASSESSMENT



1. *"For a participation dollar, who can tell me what a password tells an application?"*

Answer: A password is a secret word that the website application will use to match you to your username.

2. *"For a participation dollar, who can tell me what happens when you type both your username and your password?"*

Answer: The web application will give you permission to use your account.

3. *"For a participation dollar, who can tell me how long a password should be?"*

Answer: At Least 8 characters

4. *"For a participation dollar, who can tell me how you can remember your password if you forget it?"*

Answer: Write it down somewhere safe.

5. *"For a participation dollar, who can tell me what you put in the confirm password field?"*

Answer: Re-type the password you used in the first password field.




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."



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



DIFFERENTIATION

T1

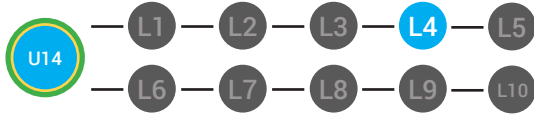
On-topic verbal response shared response

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.



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]

+\$ FOLLOWING DIRECTIONS

"Nice job following directions and giving a thumbs up! You're earning a dollars! 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."



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 Creating a Password Badge for \$1?"*

Click Activity Button to Play Activity Video

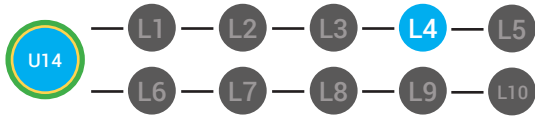
2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



3. Distribute lesson badge cut out **14.4.5**. Students that unlocked the badge will place the **Creating a Password** 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

“Marcus + you answered correctly! You earned a dollar! Nice job!”

-\$ INTERRUPTIONS

“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 **14.4.6 Creating a Password Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Creating a Password Exit Ticket** [14.4.6.1], students circle the information that is personal information.

T2

Using Tier 2 **Creating a Password Exit Ticket** [14.4.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [14.4.6.3].

T3

Using Tier 3 **Creating a Password Exit Ticket** [14.4.6.3], 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]

<p>+\$ PARTICIPATION</p> <p><i>"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."</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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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**.



14.Dollar tracker

Behaviors

Name

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

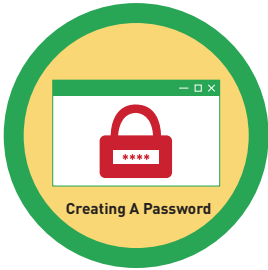
Complaining/Whining

Arguing

Interrupting

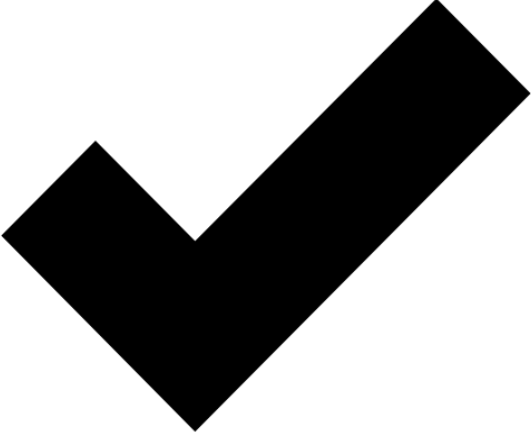
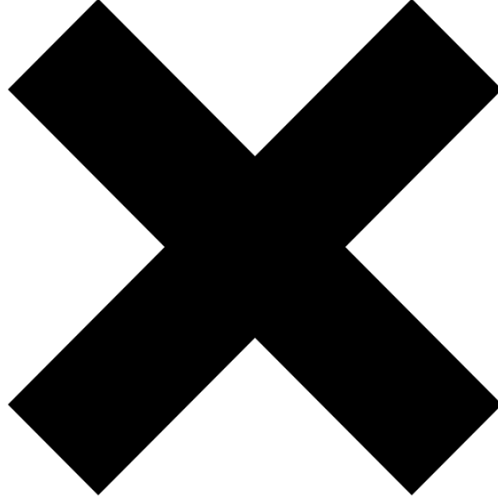
UMAPA

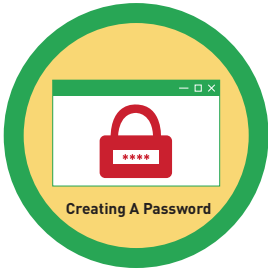
EX: Sam							
Participation/ Contributing							
Sharing/Helping/ Collaborating							
Greeting a Guest							
Following Directions/ Staying on Task							
Encouraging/ Complementing							
Off Task							
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining							
Arguing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




 **YES OR NO IMAGE EXCHANGE CARD**

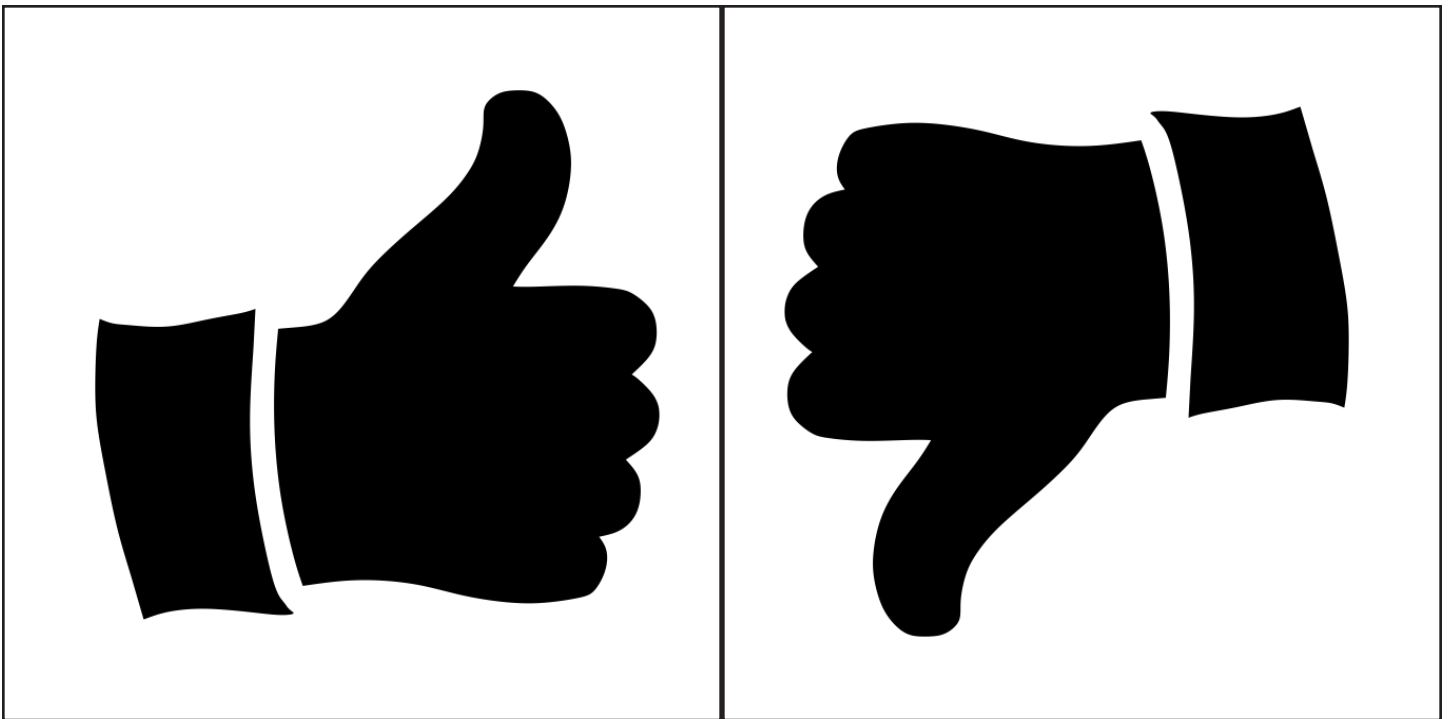
14.IEC.Y/N

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

14.IEC.THUMB





Creating A Google Account

Enter Your Name

Choose A Username

Creating A Password

Enter Your Birthday

Select A Gender

Skipping Phone & Email

Robots

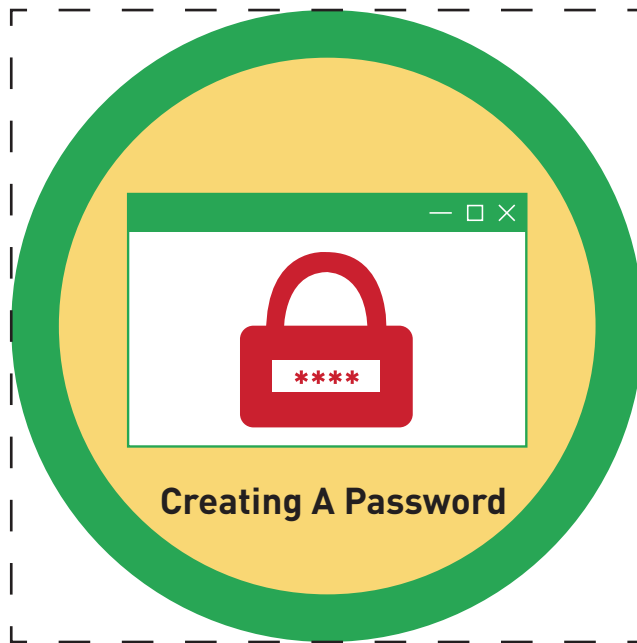
Google Terms

Creating A Google Account



WORD WALL PRINTOUT

14.4.5

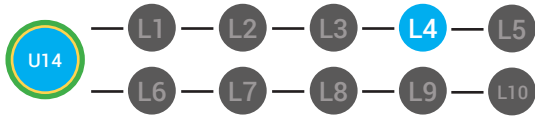


YOU KNOW that when you type in both your username and password the web application will give you permission to use your account.



DIFFERENTIATION

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



T1 CREATING A PASSWORD EXIT TICKET
ACCEPTABLE PASSWORD ACTIVITY

14.4.6.1

Directions: Read the following passwords. Circle the passwords that are acceptable

- 1. Computer123!**
- 2. Cat**
- 3. Password**
- 4. #Pizza411**
- 5. Cobra219****
- 6. Matt**



T2 CREATING A PASSWORD
EXIT TICKET VOCAB BLOCKS

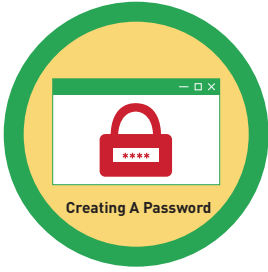
14.4.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Creating a Password



T3

CREATING A PASSWORD EXIT TICKET
TRACE 'N' LEARN CARDS

14.4.6.3

Creating a Password

YOU KNOW that when you type in both your username and password the web application will give you permission to use your account.

Create a password that is at least 8 numbers or letters long.



WORKPLACE CONNECTIONS

14.4.WC.1

Directions: Create five passwords that are 8 characters long. Use combinations of letters, numbers and symbols.

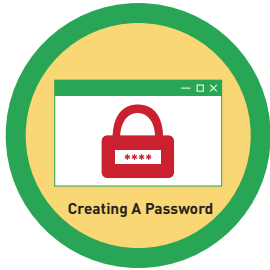
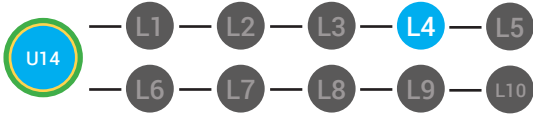
1. _____

2. _____

3. _____

4. _____

5. _____



WORKPLACE CONNECTIONS

14.4.WC.2

Directions: Circle appropriate passwords with at least 8 characters. It should be a combinations of letters, numbers and symbols.

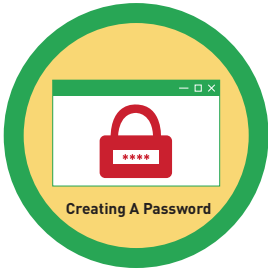
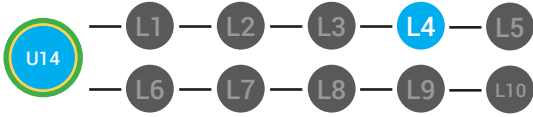
1. **1Studi03**

2. **ry1219**

3. **4_cobra1**

4. **.Shadow3**

5. **password**



WORKPLACE CONNECTIONS

14.4.WC.3

Directions: Point to appropriate passwords with at least 8 characters. It should be a combinations of letters, numbers and symbols.

1. **1Studi03**

2. **ry1219**

3. **4_cobra1**

4. **.Shadow3**

5. **password**