31 Enter Your Birthday

UNIT 14: CREATING A GOOGLE ACCOUNT LESSON 5: ENTER YOUR BIRTHDAY

LESSON OVERVIEW

Next, you will enter your birthday. First, you will select the month that you were born in ,using the drop down menu. Next you will click in the field that says day. In this field you will type the day of your birthday. Then you will click in the year field and type in the year that you were born.

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 5 - Enter Your Birthday**

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.

Creating A Password
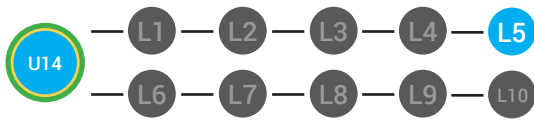
LESSON PLAN

WARM UP

+$ 1. *"For a participation dollar, who can recall what three fields we have learned about when creating a Google Account?"*

Answer: First and Last name, username and password.

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."*

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.

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.
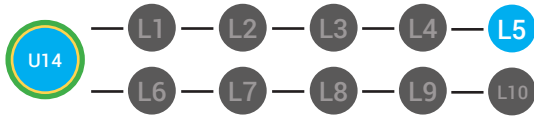
DIFFERENTIATION

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 ¨Birthday."*

4. Ask students to give a thumbs up every time they hear and/or see the ¨Birthday¨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.
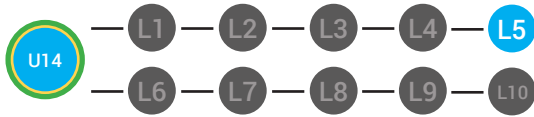
INFORMAL ASSESSMENT

+$ 1. *"For a participation dollar, who can tell me what the first step in entering your birthday is?"*

Answer: Selecting the month you were born from the drop down menu.

2. *"For a participation dollar, who can tell me what you do after you select your birthday month from the drop down menu?"*

Answer: Enter the day that you were born.

3. *"For a participation dollar, who can tell me what you do after you enter the day that you were born?"*

Answer: Enter the year that you were born.

4. Distribute **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."
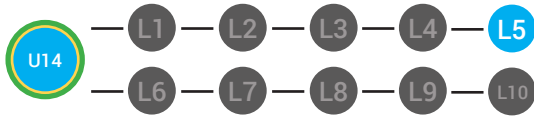
DIFFERENTIATION

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

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

"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 Enter Your Birthday 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 **14.5.5**. Students that unlocked the badge will place the **Enter Your Birthday** 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.
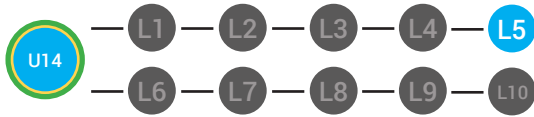
DIFFERENTIATION

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 **14.5.6** Enter Your Birthday Exit Ticket to students. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Enter Your Birthday Exit Ticket** [14.5.6.1], students highlight and enter their birthday in fields.

T2 Using Tier 2 **Enter Your Birthday Exit Ticket** [14.5.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [14.5.6.3].

T3 Using Tier 3 **Enter Your Birthday Exit Ticket** [14.5.6.3], 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]**
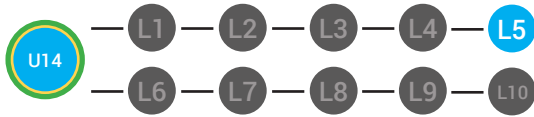
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ 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

Behaviors	EX: Sam					
Successful +$						
Participation/ Contributing	ЖЖ					
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						

31 Enter Your Birthday

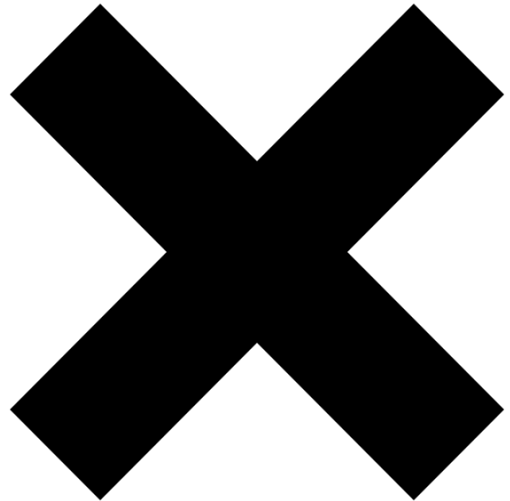**YES OR NO IMAGE EXCHANGE CARD**
14.IEC.Y/N

Yes	No
✔	✘

31
Enter Your Birthday

THUMBS IMAGE EXCHANGE CARD

14.IEC.THUMB

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

LVL 2 UNIT 14: LESSON 5 ENTERING YOUR BIRTHDAY

BADGE BOARD

14.BADGE

31
Enter Your Birthday

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
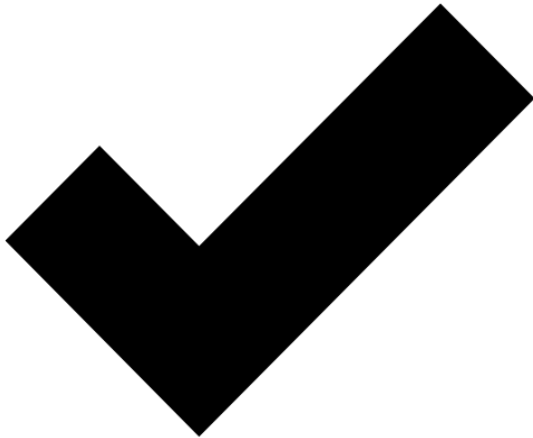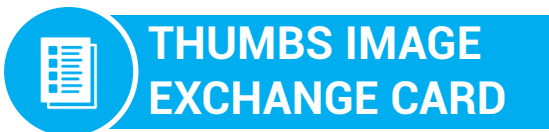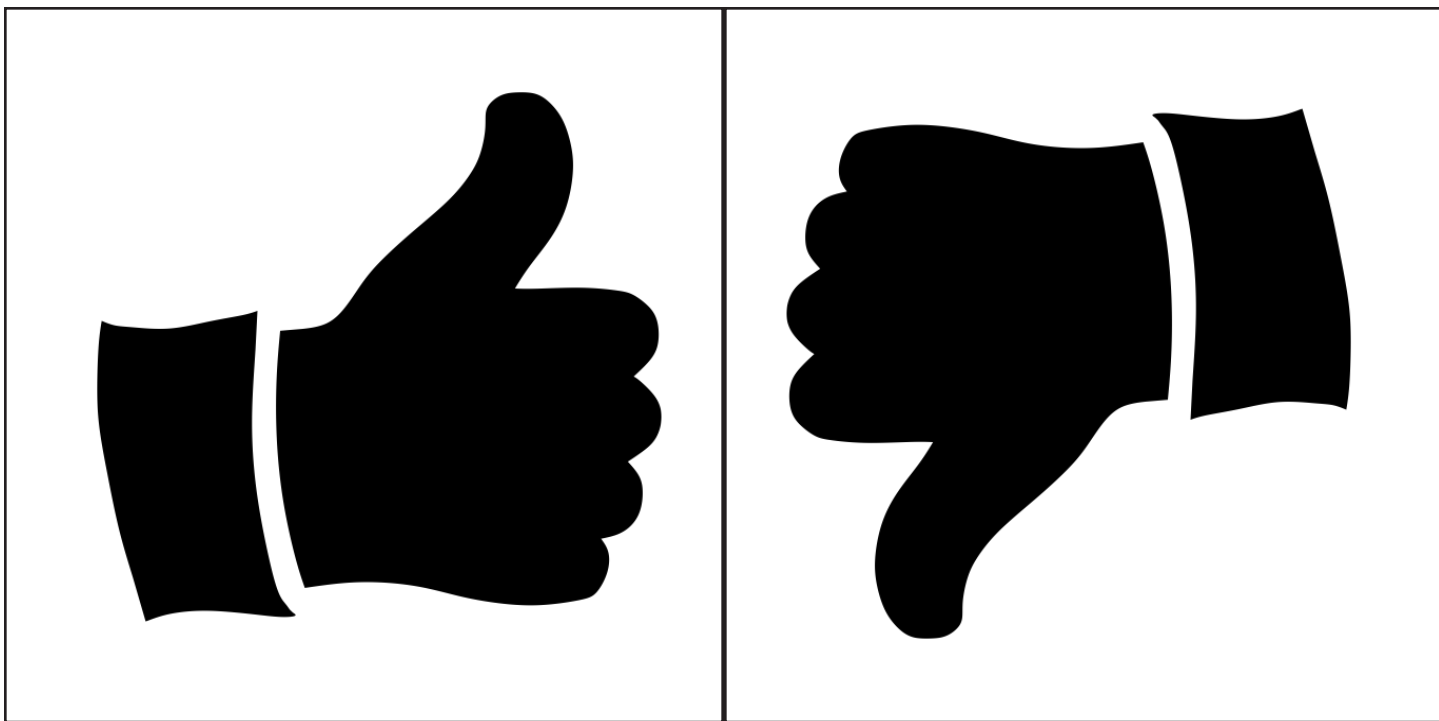
WORD WALL PRINTOUT

14.5.5

31
Enter Your Birthday
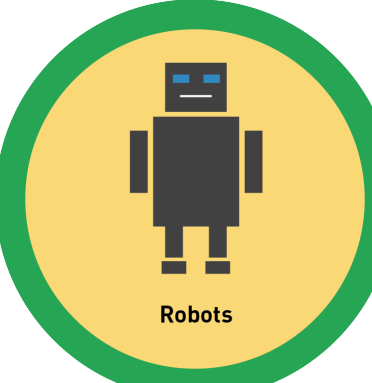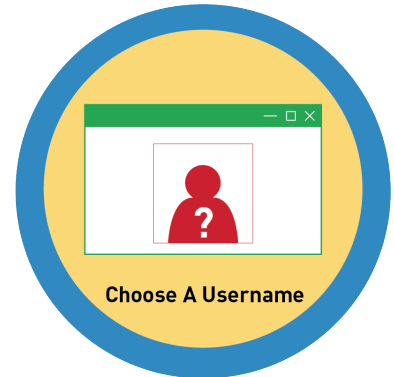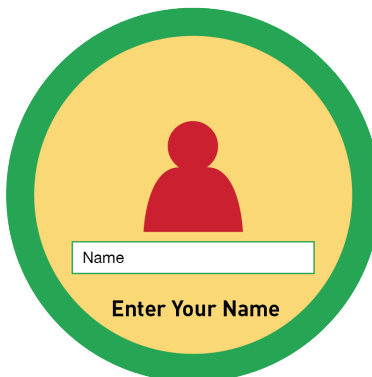
To enter your birthday select the month that you were born in ,using the drop down menu. Next type the day and then the year.

DIFFERENTIATION

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

T1 ENTER YOUR BIRTHDAY EXIT TICKET WHATS YOUR BIRTHDAY ACTIVITY
14.5.6.1

Directions: Highlight your birthday month. Enter your birthday and year into the birthday fields.

Name

First   Last

Choose your username

@gmail.com

I prefer to use my current email address

Create a password

Confirm your password

Birthday

January   Day   Year
February
March
April
May
June
July
August
September
October
November
December

Next step

31
Enter Your Birthday

T2 **ENTER YOUR BIRTHDAY**
EXIT TICKET VOCAB BLOCKS
14.5.6.2

Name: _____

Date: _____

Define	Sentence
Examples	**Draw**

Entering Your Birthday

31
Enter Your Birthday

T3 **ENTER YOUR BIRTHDAY EXIT TICKET TRACE 'N' LEARN CARDS**

14.5.6.3

ENTER YOUR BIRTHDAY

To enter your birthday select the month that you were born in ,using the drop down menu. Next type the day and then the year.

WORKPLACE CONNECTIONS

14.5.WC.1

Enter Your Birthday

Directions: Write out the birth month, day and year for the following birthdays:

9/3/82 _____

3/22/02 _____

9/30/05 _____

5/13/10 _____

7/16/77 _____

WORKPLACE CONNECTIONS

14.5.WC.2

Directions: Put a check or x on the correct birthdays.
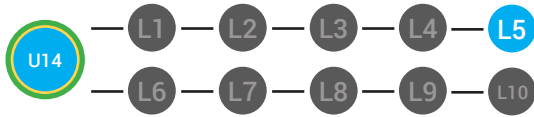
1. **9/3/82** ☐

2 **3/22/02** ☐

3. **15/30/05** ☐

4. **5/13/10** ☐

5. **7/16/77** ☐

WORKPLACE CONNECTIONS

14.5.WC.3

Directions: Point to the correct birthdays.

1. **9/3/82**

2 **3/22/02**

3. **15/30/05**

4. **5/13/10**

5. **7/16/77**