UNIT 14: CREATING A GOOGLE ACCOUNT
LESSON 6: SELECT YOUR GENDER

Select A Gender

LESSON OVERVIEW

Let's keep going and enter the appropriate information into the fields. Next, you will select your gender. This is easy. If you are a girl then you will select female from the gender drop down menu. If you are a boy, then you will select male from the gender drop down menu.

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 6 - Select Your Gender**

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 four fields we have learned about when creating a Google Account?"*

Answer: First and Last name, username, password and birthday.

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. *"For a participation dollar, who can recall if this is private information or public information?"*

Answer: Private Information.

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

☷ DIFFERENTIATION

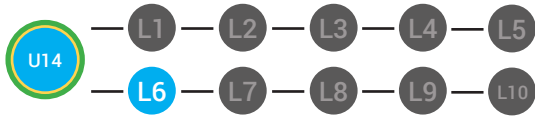**T1** On-topic verbal respond; shared response

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.

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.

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.

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 gender."*

4. Ask students to give a thumbs up every time they hear and/or see the Gender 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 step you learned about?"*

Answer: Selecting gender

2. *"For a participation dollar, who can tell me what you select if you are a girl?"*

Answer: Female.

3. *"For a participation dollar, who can tell me what you select if you are a boy?"*

Answer: Male.

4. Distribute **14.6.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** [14.6.IMAGE] to point to potential vocabulary word or icon representing "female, male"

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

Select A Gender

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 Select your Gender 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 **14.6.5**. Students that unlocked the badge will place the **Select Your Gender** print out on the classroom's **word wall**. See 🧩 DIFFERENTIATION for this activity to identify supplements needed for your students.
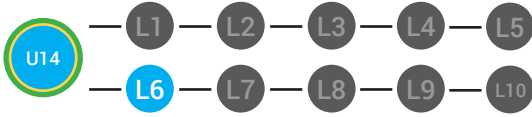
DIFFERENTIATION

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 **14.6.6** Select Your Gender Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.
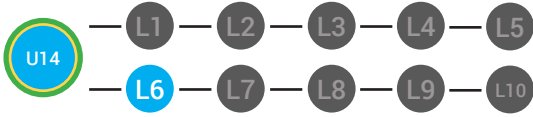
DIFFERENTIATION

T1 Using Tier 1 **Select Your Gender Exit Ticket** [14.6.6.1], students circle the PRIVATE information below.

T2 Using Tier 2 **Select Your Gender Exit Ticket** [14.6.6.2], students highlight their gender in the drop down.

T3 Using Tier 3 **Select Your Gender Exit Ticket** [14.6.6.3], 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]
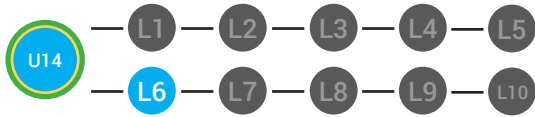
+$ PARTICIPATION	-$ OFF TASK
"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."	*"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're off-task. 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 6 SELECT YOUR GENDER

Dollar Tracker

14.Dollar tracker

Select A Gender

Behaviors — Name

Behaviors	EX: Sam					
Successful +$						
Participation/ Contributing	⫨⫨ (5)					
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						
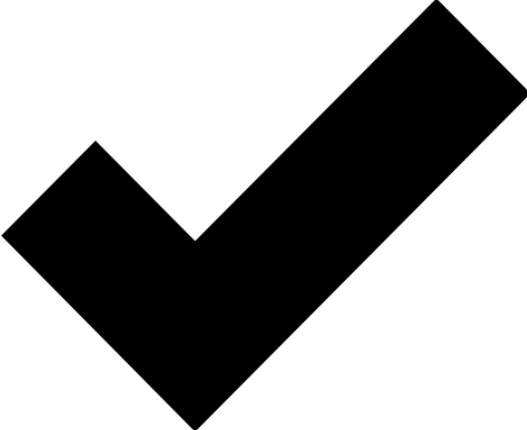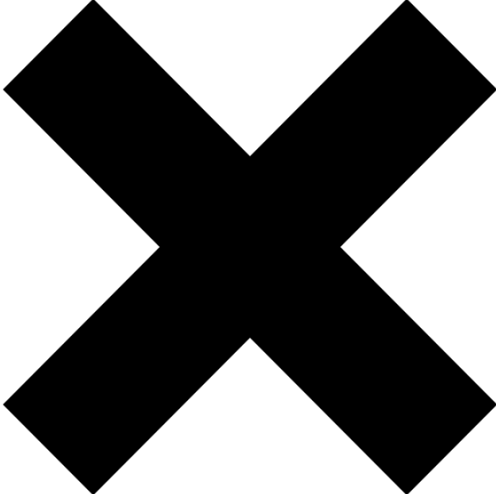
Select A Gender

YES OR NO IMAGE EXCHANGE CARD

14.IEC.Y/N

Yes	**No**

Select A Gender

THUMBS IMAGE EXCHANGE CARD
14.IEC.THUMB

Select A Gender

IMAGE EXCHANGE CARDS

14.6.IMAGE

Directions: Cut out cards for each student.

Female	Male

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

LVL 2 UNIT 14: LESSON 6 SELECT YOUR GENDER
BADGE BOARD
14.BADGE

Select A Gender

Creating A Google Account
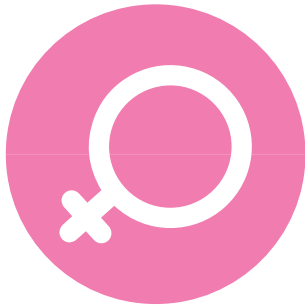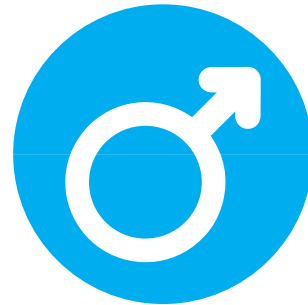
Google
Username
Password

Enter Your Name
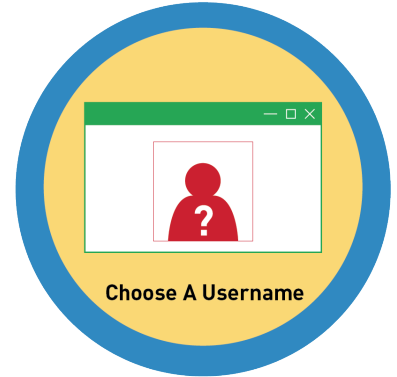
Name

Choose A Username

?

Creating A Password

****

Enter Your Birthday

31

Select A Gender

Skipping Phone & Email
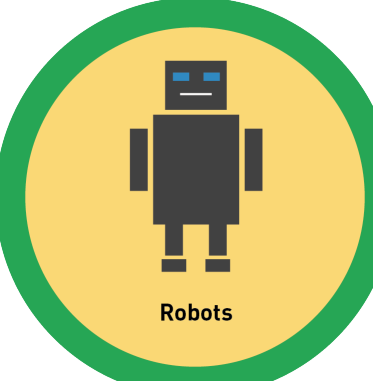
Robots

Google Terms

Creating A Google Account

Google

WORD WALL PRINTOUT

14.6.5
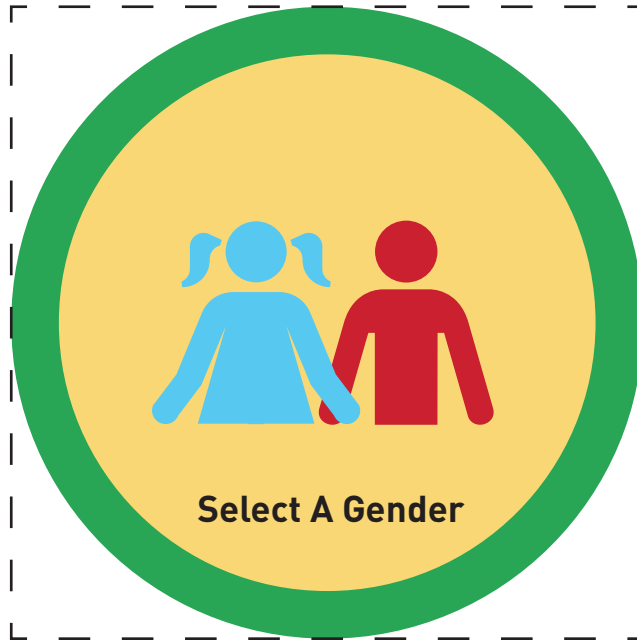
Select A Gender

Select your gender. If you are a girl then you will select female from the gender drop down menu. If you are a boy, then you will select male from the gender drop down menu.

DIFFERENTIATION

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

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

Select A Gender

T1 **SELECT YOUR GENDER EXIT TICKET PRIVATE INFORMATION ACTIVITY**

14.6.6.1

Recall Private and Public Information. Circle the PRIVATE information below.

Your favorite color

Your birthday

Your first and last name

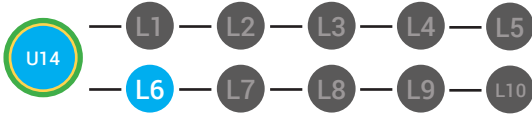# Your password

Your username

Your shoe size

Your email address

Select A Gender

T2

**SELECT YOUR GENDER EXIT TICKET
PICK YOUR GENDER ACTIVITY**

14.6.6.2

Directions: Look at the gender drop down, highlight your gender.

Name

First | Last

Choose your username

@gmail.com

I prefer to use my current email address

Create a password

Confirm your password

Birthday

Month | Day | Year

Gender

Female
Male
Other
Rather not say

Your current email address

Location

United States

Next step

Select A Gender

T3 **SELECT YOUR GENDER EXIT TICKET TRACE 'N' LEARN CARDS**
14.6.6.3

Select Your Gender

Select your gender. If you are a girl then you will select female from the gender drop down menu. If you are a boy, then you will select male from the gender drop down menu.

Select A Gender

WORKPLACE CONNECTIONS

14.6.WC.1

Directions: Create a workplace appropriate username for all of your classmates.

1. _____

2. _____

3. _____

4. _____

5. _____

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

Select A Gender

WORKPLACE CONNECTIONS

14.6.WC.2

Directions: Put a check or x on the workplace appropriate usernames.

1. **dcolon13** ☐

2 **gamerkid** ☐

3. **treyvonc** ☐

4. **sauceman** ☐

5. **catzilla** ☐

WORKPLACE CONNECTIONS

Select A Gender

14.6.WC.3

Directions: Point to the workplace appropriate usernames.

1. **dcolon13**

2 **gamerkid**

3. **treyvonc**

4. **sauceman**

5. **catzilla**