





UNIT 14: CREATING A GOOGLE ACCOUNT LESSON 7: SKIPPING FIELDS

LESSON OVERVIEW

You do NOT have to enter any information into the phone and email field. You can skip these two fields. You do not have to type any information into these 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 7 Skipping Fields

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

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



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.



DIFFERENTIATION

- On-topic verbal respond; shared response
- Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question
- 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]

+S 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

- Verbal Response
- T2 Writes down badge
- T3 Uses Badge Board [14.BADGE] for this Unit.







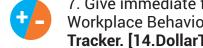
3. Bring attention to screen, "Let's watch this lesson. I know that Istudent's namel is actively watching because he has his eyes on the screen and he is actively listening by giving a thumbs up when he hears the words skipping"

- 4. Ask students to give a thumbs up every time they hear and/or see the Skipping 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 offtask 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 if you have to enter your email address or your phone number in order to create a Google account?"

Answer: No.

2. "For a participation dollar, who can tell me what you can do if you do not have an email address or phone number?"

Answer: Skip it.

3. "For a participation dollar, who can tell me what you should put in the fields if you do not want to answer them?"

Answer: Nothing, you can leave the fields blank.

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 **14.7.IMAGE** Image Exchange Cards and **14.IEC.Y/N** to students. See TDIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

- On-topic verbal response shared response
- Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question; Uses Image Exchange cards [14.7.IMAGE] to point to potential vocabulary word or icon representing "Skip it, leave blank"
- 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!"

-S 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 Skipping Fields Badge for \$1?"

Click Activity Button to Play Activity Video

- 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 **14.7.5**. Students that unlocked the badge will place the **Skipping Fields** 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]



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 **14.7.6** Skipping Fields Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.







DIFFERENTIATION

Using Tier 1 **Skipping Fields Exit Ticket** [14.7.6.1], students Practice creating a Google Account by writing your private information

- Using Tier 2 **Skipping Fields Exit Ticket** [14.7.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [14.7.6.3].
- Using Tier 3 **Skipping Fields Exit Ticket** [14.7.6.3], 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 offtask 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

- Login independently using password cards.
- Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.
- Teacher or Tier 1 assistance to help student login using their password card.







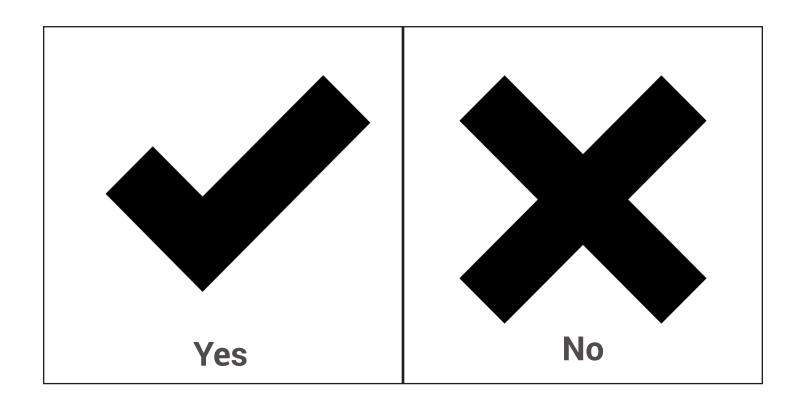
Behaviors	Name /	/	/	/	/	/	
Successful +\$	EX: E						//
Participation/ Contributing	JHI						
Sharing/Helping/ Collaborating	Ш						
Greeting a Guest	I						
Following Directions/ Staying on Task	III						
Encouraging/ Complementing	II						
Problematic -\$							
Off Task							
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing	II						
Complaining/Whining							
Arguing							
Interrupting	II						
UMAPA							









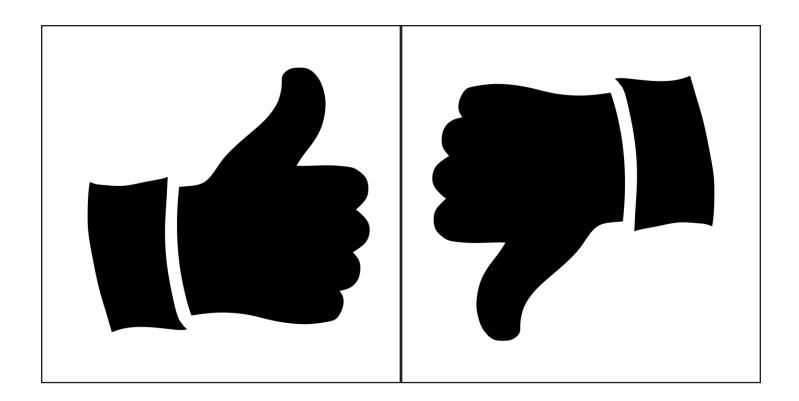












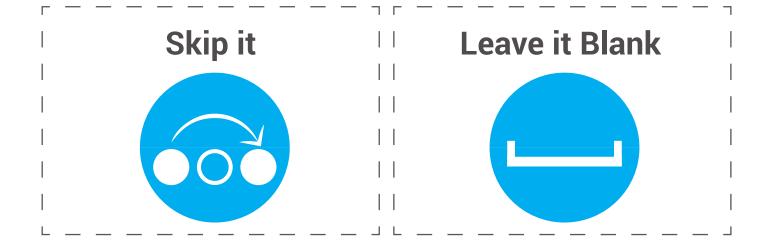








Directions: Cut out cards for each student.



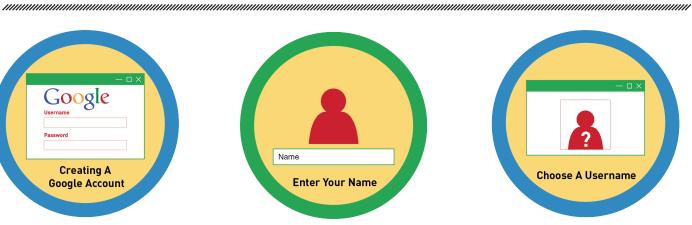










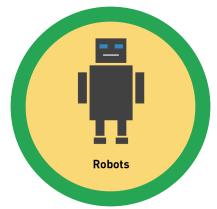




















WORD WALL PRINTOUT

14.7.5



You do NOT have to enter any information into the phone and email field. You can skip these two fields. You do not have to type any information into these field.



DIFFERENTIATION

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







First name



Directions: You are almost ready to creating a Google Account. Practice creating a Google Account by writing your private information.

i not name ,	
Last name ₋	
Username _	
Password _	
Birthday	
Gender	









Name: Date: Define			Sentence
Examples	Skippin	g Fields	Draw









Skipping Fields

You do NOT have to enter any information into the phone and email field. You can skip these two fields. You do not have to type any information into these field.









WORKPLACE CONNECTIONS

14.7.WC.1

Directions: Your co-worker has come to you for help setting up a Google account. They do not have an email address or a phone number. What should you tell them to do?









WORKPLACE CONNECTIONS

14.7.WC.2

Directions: Your co-worker has come to you for help setting up a Google account. They do not have an email address or a phone number. Put a check or x on the steps they should or should not take.

1. Skip the phone number	
2. You have to fill email address in	
3. Skip the email address	
4. You have to fill in the phone number	
5. Leave them both blank	









14.7.WC.3

Directions: Your co-worker has come to you for help setting up a Google account. They do not have an email address or a phone number. Point to the correct steps you should tell them to take.

- 1. Skip the phone number
- 2. You have to fill email address in
- 3. Skip the email address
- 4. You have to fill in the phone number
- 5. Leave them both blank