

UNIT 14: CREATING A GOOGLE ACCOUNT LESSON 8: PROVE YOU ARE NOT A ROBOT

LESSON OVERVIEW

Google will want you to prove that you are not a robot. You can prove that you are not a robot by typing the two pieces of text that you see in the box. You will type the text that you see into the field below the text. If you do Not enter the text in the field correctly, you will have to do it again until you get it right.

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

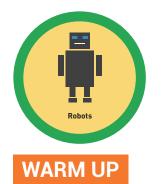
WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



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



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

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



4. 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.





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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]

+\$ 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.



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.

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 "Robot"

4. Ask students to give a thumbs up every time they hear and/or see the "Robot" in the video



5. play video

6. Distribute **14.IEC.THUMB** to students. See **CONTINUATION** 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]

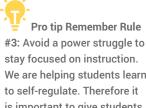
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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."



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 how Google will want you to prove you are not a robot?"

Answer: By typing in the two pieces of texts that you see in the box.

2. "For a participation dollar, who can tell me what will happen if you type it wrong?"

Answer: You will have to redo it until you get it right

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.

4. Distribute **14.8.IMAGE** Image Exchange Cards and **14.IEC.Y/N** to students. See **CP DIFFERENTIATION** 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** [14.8.IMAGE] to point to potential vocabulary word or icon representing "redo it, leave blank, type text provided."



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

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."





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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 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."



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 Prove you are not a Robot 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 **14.8.5**. Students that unlocked the badge will place the **Prove You Are Not a Robot** 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

-\$ 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 **14.8.6** Prove You Are Not a Robot Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.





DIFFERENTIATION



Using Tier 1 **Prove You Are Not a Robot Exit Ticket** [14.8.6.1], students Copy the text in the boxes.



Using Tier 2 **Prove You Are Not a Robot Exit Ticket** [14.8.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [14.8.6.3].



Using Tier 3 **Prove You Are Not a Robot Exit Ticket** [14.8.6.3], 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.**

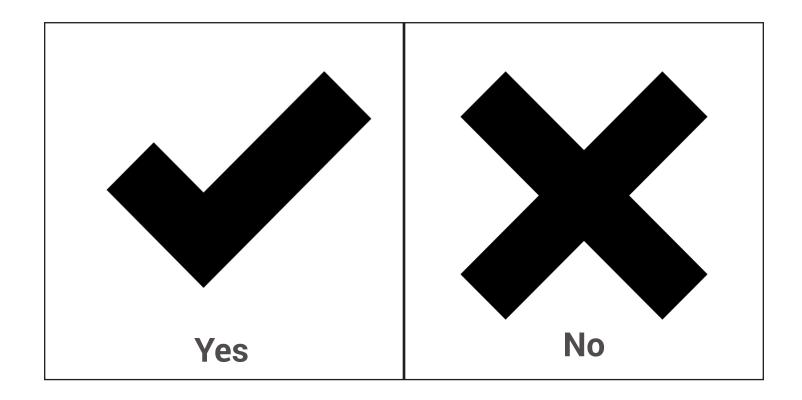


Behaviors	Name	/	/	/	/	/	/	/
Successful +5	EX: UPS							
Participation/ Contributing	JHI			-				
Sharing/Helping/ Collaborating	III							
Greeting a Guest	Ι							
Following Directions/ Staying on Task	III							
Encouraging/ Complementing	II							
Problematic -\$								
Off Task	I							
Off-Topic/ Inappropriate Comment								
Disrespect/Teasing	Ш							
Complaining/Whining								
Arguing								
Interrupting	II							
UMAPA								





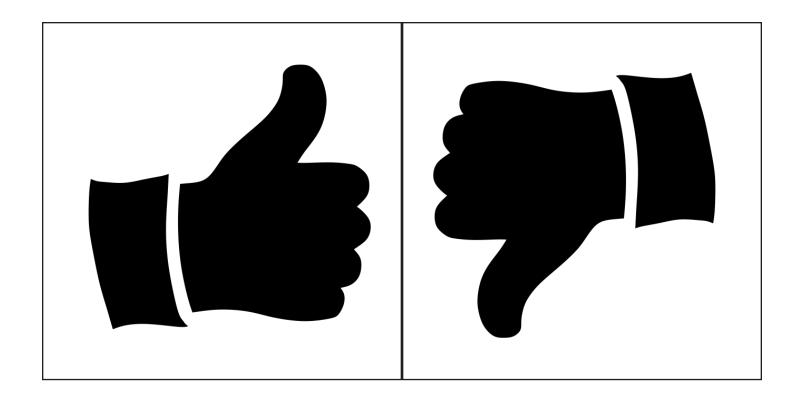










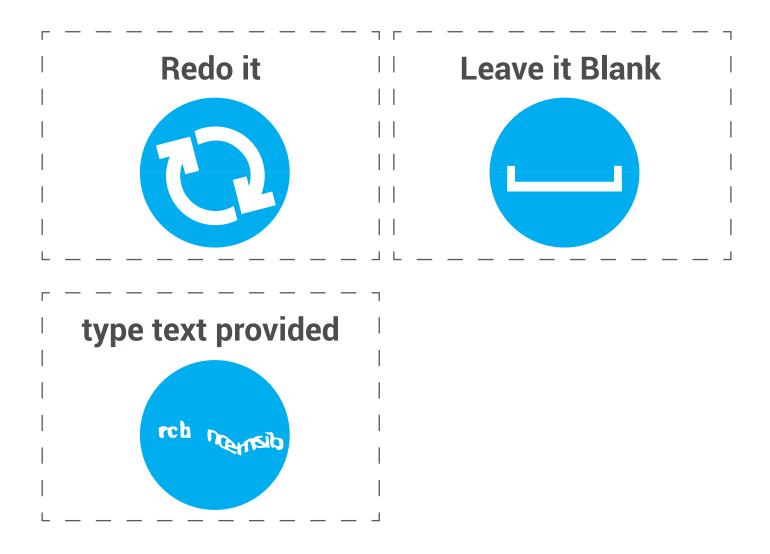








Directions: Cut out cards for each student.



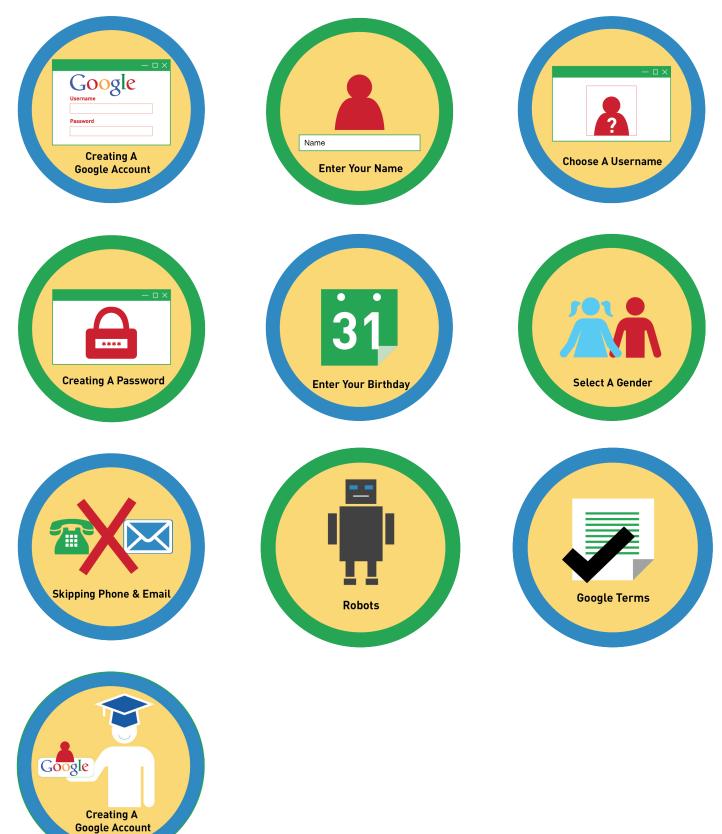


LVL 2 UNIT 14: LESSON 8 PROVE YOU ARE NOT A ROBOT

14.BADGE

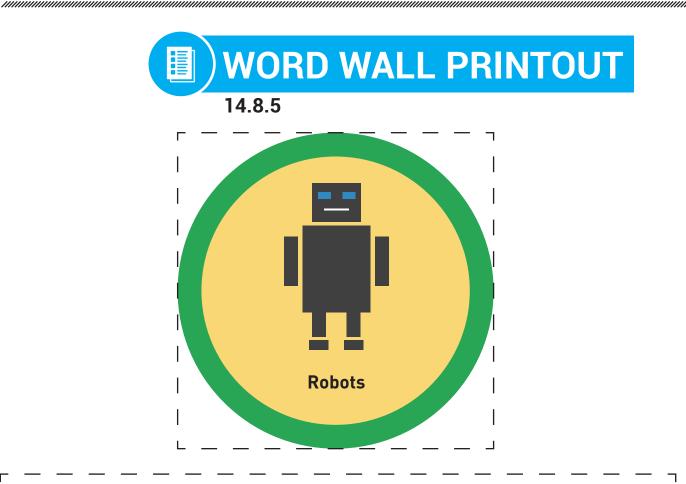












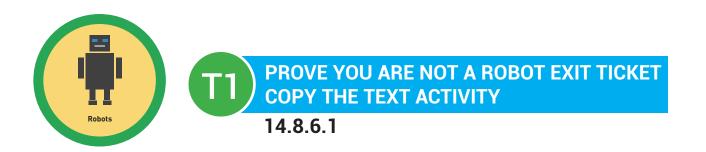
Google will want you to prove that you are not a robot. You can prove that you are not a robot by typing the two pieces of text that you see in the box.

DIFFERENTIATION

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







Directions: These are examples of what you will see when proving to Google that you are not a robot. Copy the text into the boxes below.



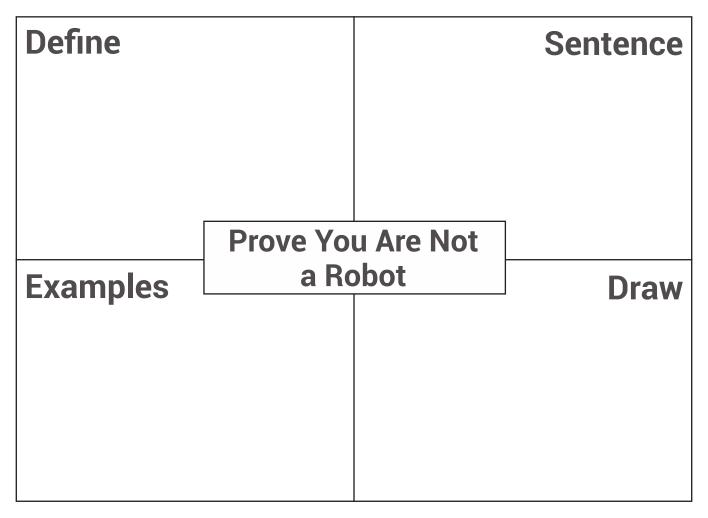






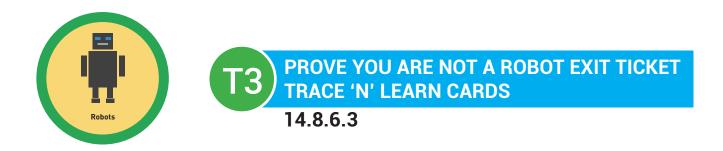
Name:

Date:









Prove You Are Not a Robot

Google will want you to prove that you are not a robot. You can prove that you are not a robot by typing the two pieces of text that you see in the box.







Directions: Why would Google want you to prove that you are not a robot? What might a robot want if it were able to create an email account?







Directions: Why would Google want you to prove that you are not a robot? What might a robot want if it were able to create an email account? Circle the correct answer(s).

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	







Directions: Why would Google want you to prove that you are not a robot? What might a robot want if it were able to create an email account? Point to the correct answer(s).

- **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**