

## UNIT 18: CREATING YOUR GOOGLE ACCOUNT

### LESSON 1: WHAT IS A GMAIL CALENDAR

#### LESSON OVERVIEW

Your gmail account also lets you use Google Calendars. The google calendar lets you stay organized. You can access your google calendar from any computer with internet access.

Time: ~30 minutes

#### OBJECTIVE

Students will be able to identify the main components of the Gmail Calendar.

#### 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 18**
5. Select **Lesson 1 - What is a Gmail Calendar?**

#### 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



### ACCESSING PRIOR KNOWLEDGE



1. *"For a participation dollar, who can recall some applications a Google Account will allow you to use It?"*

**Possible Answers:** Gmail, Documents, Presentations, Youtube, Google Calendar.

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.



2. Distribute **18.1.IMAGE** Image Exchange Cards and **18.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

Uses **Image Exchange cards** [18.1.IMAGE] to point to potential vocabulary word or icon representing "Gmail, documents, presentations, YouTube, google calendar," or Points to **Yes or No Image Exchange Card** [18.IEC.Y/N] for rephrased question.





3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. **[18.DollarTracker]**

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



**Pro tip:** When students exhibit problematic behavior, such as perseveration that keeps them off-task, but correct the behavior after a prompt or verbal cue, IMMEDIATELY provide positive reinforcement, ie. "Nice work following directions, [student]. You earned a following directions dollar."

## +\$ PARTICIPATION

*Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"*

## -\$ OFF TASK

*[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. Marcus, that is off-topic. Off-topic comments cost a \$1. "We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar. "*

## 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 **18.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

T1

Verbal Response

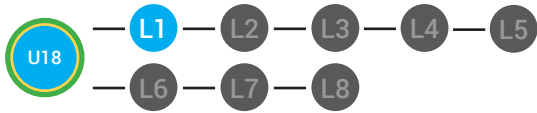
T2

Writes down badge

T3

Uses **Badge Board** [18.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 calendar"*

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

5. Play video.

6. Distribute **18.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** [18.IEC.THUMB]

**T3** Holds up or points to **Thumbs Image Exchange Card** [18.IEC.THUMB]

7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [18.DollarTracker]

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

### +\$ PARTICIPATION

*Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"*

### -\$ OFF TASK

*[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. Marcus, that is off-topic. Off-topic comments cost a \$1. "We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar. "*



#### 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 other application your Gmail account lets you use that we saw in the video today?"*

**Answer:** Google Calendars.

2. *"For a participation dollar, who can tell me what the Google Calendar helps you do?"*

**Answer:** It can help you stay organized.

3. *"For a participation dollar, who can tell me where you can access your Google Calendar?"*

**Answer:** You can access your Google Calendar from any computer with internet access.




**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 **18.1.IMAGE** Image Exchange Cards and **18.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**

Uses **Yes or No Image Exchange Card** [18.IEC.Y/N] for rephrased question.

**T3**

Uses **Image Exchange cards** [18.1.IMAGE] to point to potential vocabulary word or icon representing "Google calendar, organized, computer," or Points to **Yes or No Image Exchange Card** [18.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**. **[18.DollarTracker]**

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

### +\$ PARTICIPATION

*Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"*

### -\$ OFF-TOPIC

*[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. "Marcus, that is off-topic. Off-topic comments cost a \$1. We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar."*



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 What is a Gmail Calendar 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.



**Pro tip:** Increase the dollar amount for shy students or to increase motivation.



3. Distribute lesson badge cut out **18.1.5**. Students that unlocked the badge will place the **What is a Gmail Calendar?** 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**. [18.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 **18.1.6 What is a Gmail Search? Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.





## DIFFERENTIATION

T1

Using Tier 1 **What is a Gmail Calendar? Exit Ticket** [18.1.6.1], Students Look at the Sample Google Calendar and answer the following questions.

T2

Using Tier 2 **What is a Gmail Calendar? Exit Ticket** [18.1.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [18.1.6.3].

T3

Using Tier 3 **What is a Gmail Calendar? Exit Ticket** [18.1.6.3], 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**. [18.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 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

EX: Sam

### 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

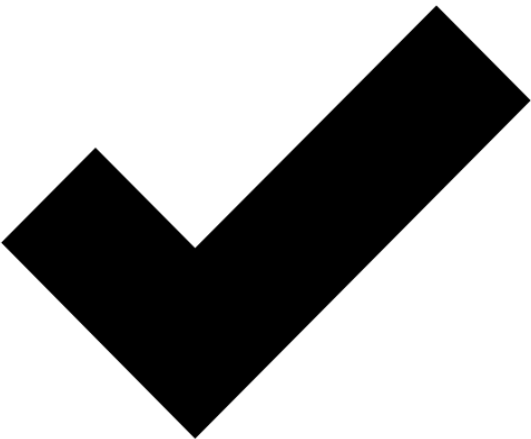
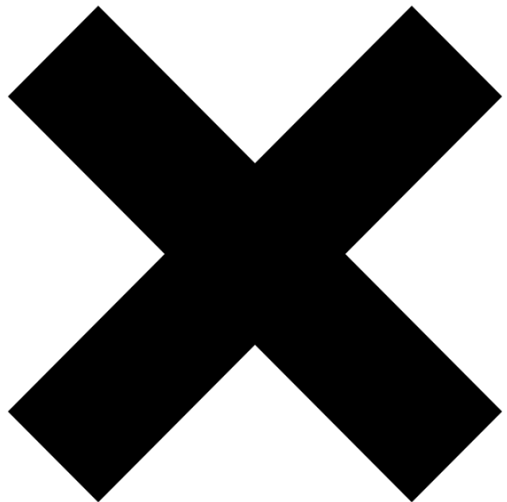
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UMAPA





18.IEC.Y/N

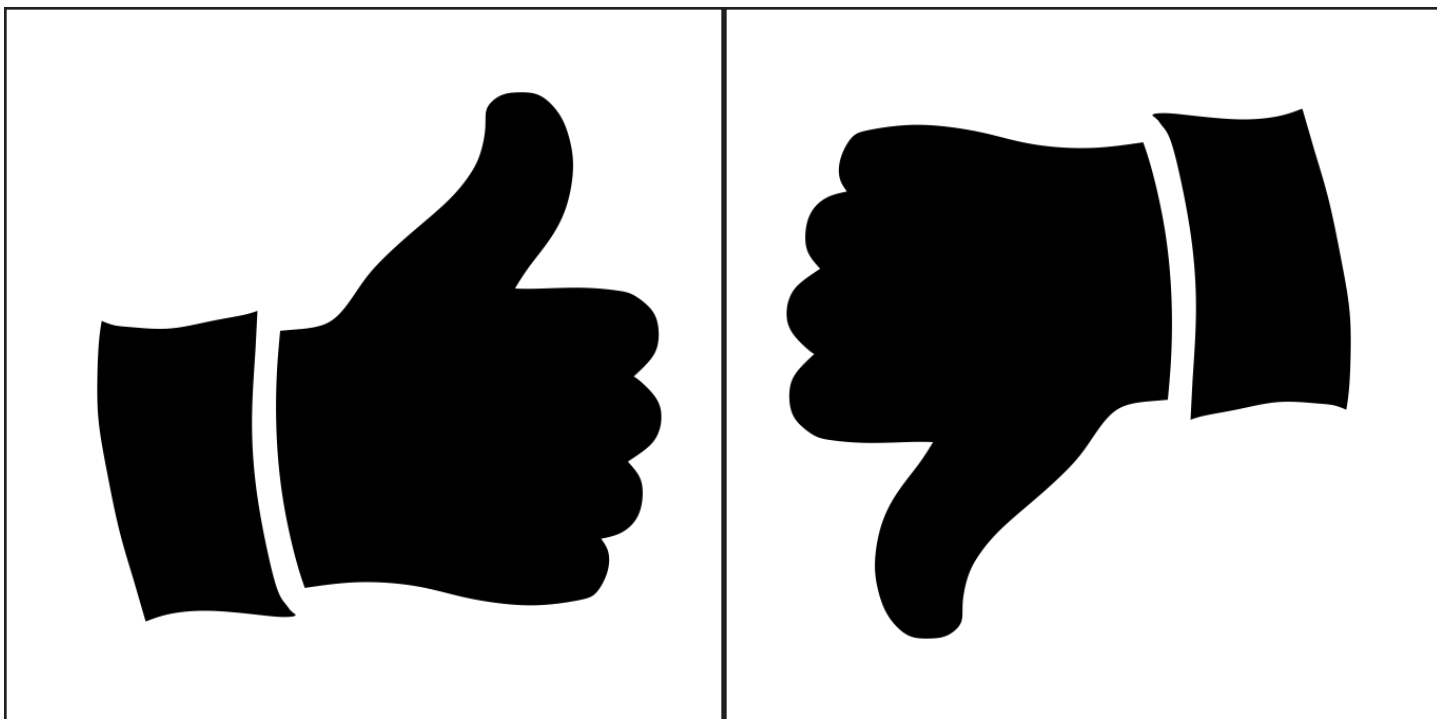
 <p style="font-size: 2em; font-weight: bold;">Yes</p>	 <p style="font-size: 2em; font-weight: bold;">No</p>
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## THUMBS IMAGE EXCHANGE CARD

18.IEC.THUMB







## IMAGE EXCHANGE CARDS

### 18.1.IMAGE

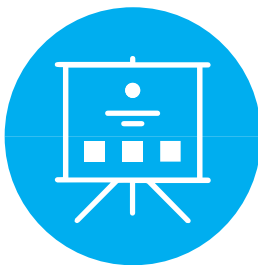
**Gmail**



**Documents**



**Presentations**



**YouTube**



**Google Calendar**



**Organized**



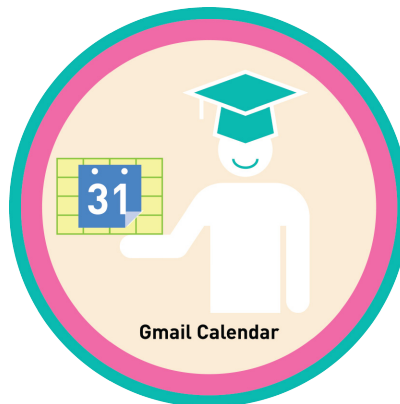
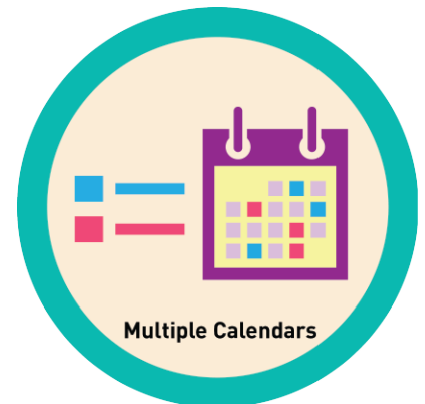
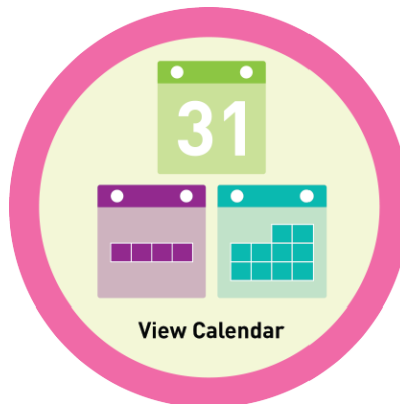
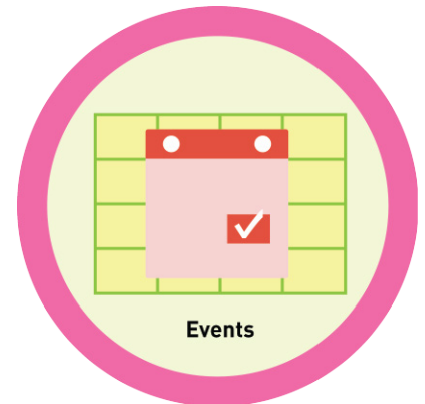




# Computer





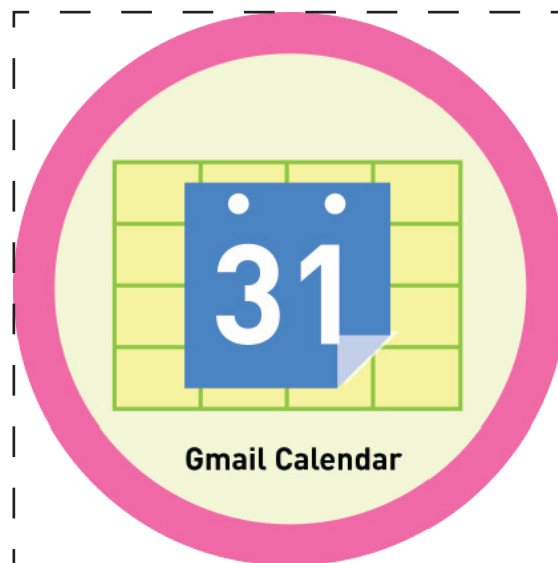






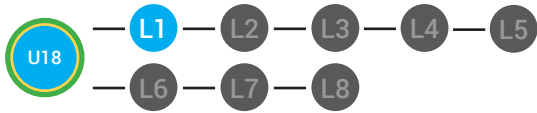
## WORD WALL PRINTOUT

18.1.5



The google calendar lets you stay organized. You can access your google calendar from any computer with internet access.

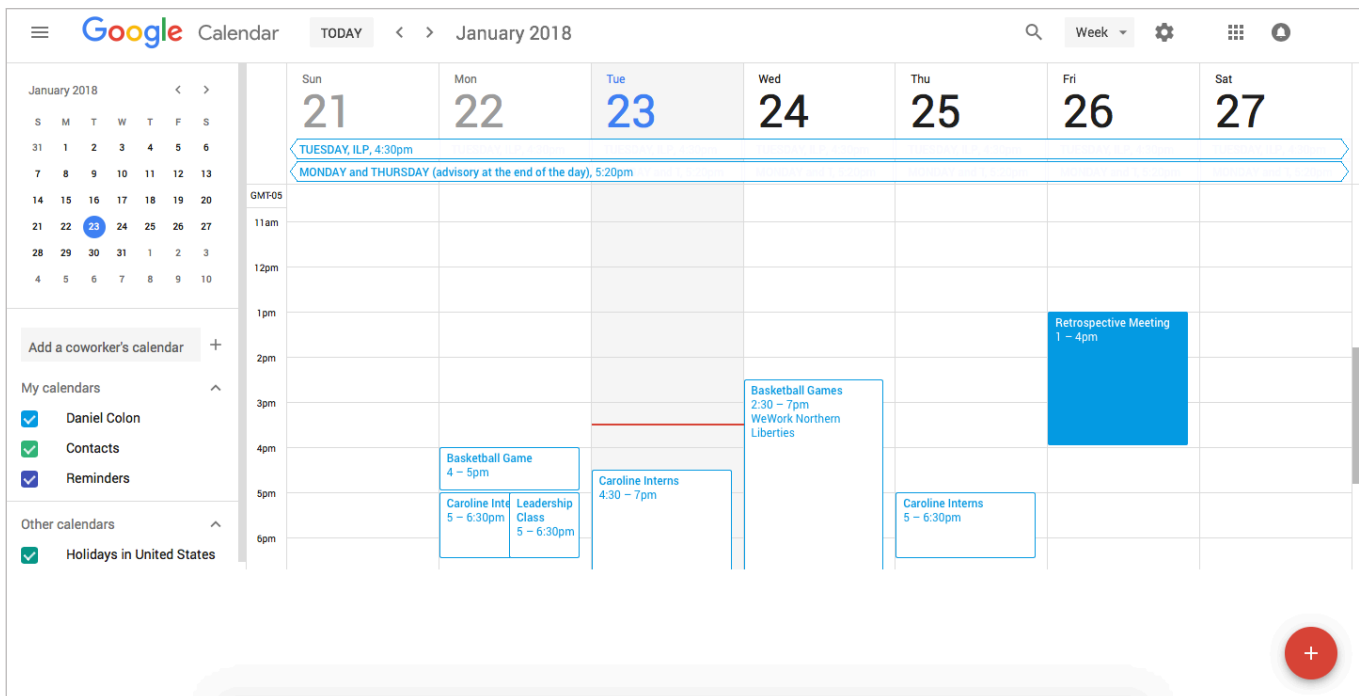




## T1 WHAT IS A GMAIL CALENDAR? EXIT TICKET CALENDAR INFO ACTIVITY

### 18.1.6.1

**Directions:** Look at the Sample Google Calendar then answer the following questions.



**What information does the Google Calendar give?**

**Why is the Google Calendar important?**





**T2**

**WHAT IS A GMAIL CALENDAR?  
EXIT TICKET VOCAB BLOCKS**

**18.1.6.2**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<p><b>Define</b></p>	<p><b>Sentence</b></p>
<p><b>Examples</b></p>	<p><b>Draw</b></p>

What is a Gmail Calendar?





T3

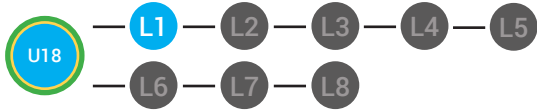
GMAIL SEARCH MASTER BADGE  
EXIT TICKET TRACE 'N' LEARN CARDS

18.1.6.3

What is a Gmail  
Calendar?

The google calendar  
lets you stay  
organized. You can  
access your google  
calendar from any  
computer with  
internet access.





## WORKPLACE CONNECTIONS

### 18.1.WC.1

**Directions:** Your boss at Digitability wants you to create a Google Calendar to keep track of events. Create a Google Calendar of your own and title it “Digitability.” Share the calendar with your teacher.



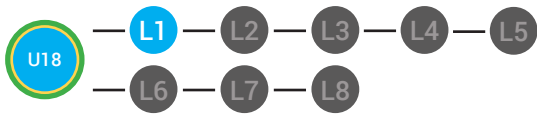


## WORKPLACE CONNECTIONS

### 18.1.WC.2

**Directions:** Your boss at Digitability wants you to create a Google Calendar to keep track of events. Look at the following Gmail calendar. What is the title of the gmail calendar? Circle it below.





## WORKPLACE CONNECTIONS

### 18.1.WC.3

**Directions:** Your boss at Digitability wants you to create a Google Calendar to keep track of events. Look at the following Gmail calendar. What is the title of the gmail calendar? Point to it below.





L1

L2

L3

L4

L5

L6

L7

L8



# READING MAZE

## 18.1

**Directions:** Write in or circle the best answer to complete the sentence.

Your Gmail Account lets you use Google \_\_\_\_\_.

**(Calendars, Books)**

The Google Calendar lets you stay \_\_\_\_\_.

**(disorganized, organized)**

You can access your Google Calendar from any \_\_\_\_\_ with

**(computer, radio)**

internet access. You can \_\_\_\_\_ your Google Calendar with

**(delete, share)**

anyone that you want!