





### UNIT 18: CREATING YOUR GOOGLE ACCOUNT LESSON 2: STAY ORGANIZED

#### **LESSON OVERVIEW**

Your google account allows you to have your own personal calendar. You can use a Google Calendar to manage your time, create appointments and organize tasks. You can change, edit and rearrange your schedule whenever you want.

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 2 Stay Organized

#### **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 what the Google Calendar helps you do?"

**Possible Answers:** The Google Calendar helps you stay organized.



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.



2. Distribute **18.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



#### **DIFFERENTIATION**



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







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]

#### **+S** 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: 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."

#### **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..."



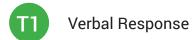
1. "For a participation dollar, who can tell me the name of our next badge?"



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



#### **DIFFERENTIATION**





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 organized"
- 4. Ask students to give a thumbs up every time they hear and/or see the Organized 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**

- Puts thumbs up
- Uses Thumbs Image Exchange Card [18.IEC.THUMB]
- 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?"

#### -S 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 you Google account allows you to have?"

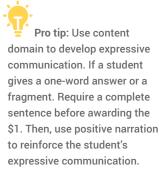
**Answer:** It allows you to have your own personal calendar.

2. "For a participation dollar, who can tell me what are some things you can use Google Calendar to do?"

**Answer:** Manage your time, create appointments, organize tasks.

3. "For a participation dollar, who can tell me if you can change, edit or rearrange your schedule once you input information?"

**Answer:** Yes, you can change, edit and rearrange your schedule whenever you want.



"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.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



#### **DIFFERENTIATION**

- On-topic verbal response shared response
- Uses **Yes or No Image Exchange Card** [18.IEC.Y/N] for rephrased question.
- 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]

#### **+S** 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 Stay Organized Badge for \$1?"

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

#### **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 **18.2.5**. Students that unlocked the badge will place the **Stay Organized** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.



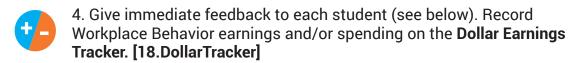




#### **DIFFERENTIATION**

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.



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



#### PARTICIPATION

"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 **18.2.6** Stay Organized Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.







#### **DIFFERENTIATION**

Using Tier 1 Stay Organized Exit Ticket [18.2.6.1], Students Look at the Google Calendar, answer the questions about your schedule.

- Using Tier 2 Stay Organized Exit Ticket [18.2.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [18.2.6.3].
- Using Tier 3 **Stay Organized Exit Ticket** [18.2.6.3], 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**

- 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.







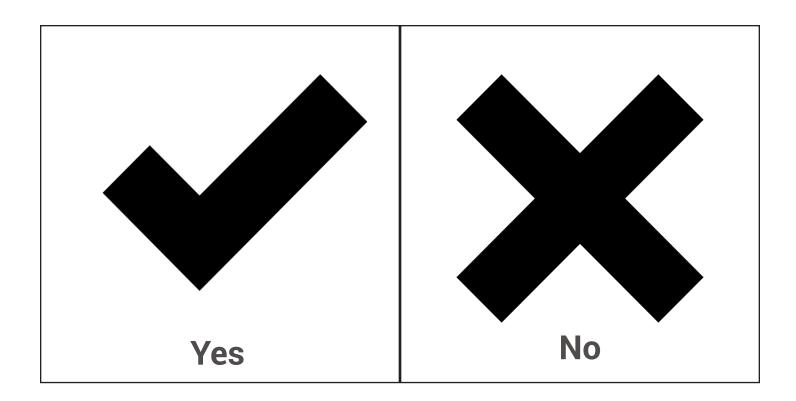
Behaviors	Name /	/	/	/	/	/	,
Successful +\$	EX: E						
Participation/ Contributing	Ж						
Sharing/Helping/ Collaborating	III						
Greeting a Guest	1						-
Following Directions/ Staying on Task	III						-
Encouraging/ Complementing	II						
Problematic -\$							
Off Task	1						
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing	II						
Complaining/Whining							
Arguing							
Interrupting	II						in the state of th
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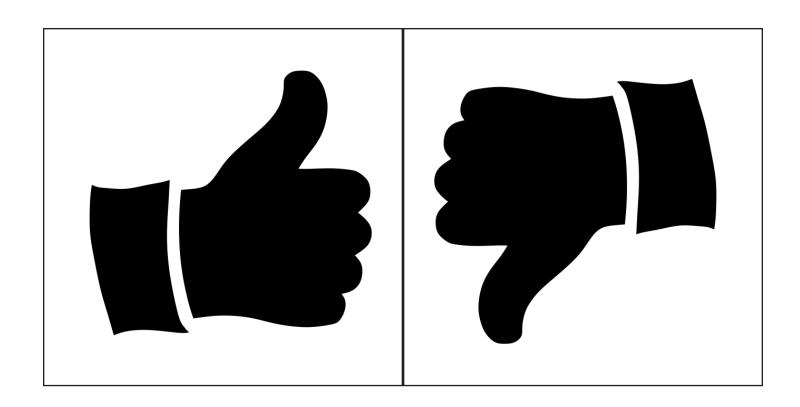














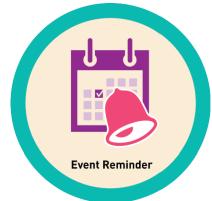




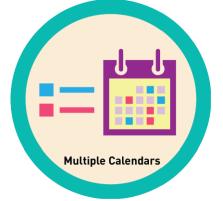




















### **園) WORD WALL PRINTOUT**

18.2.5



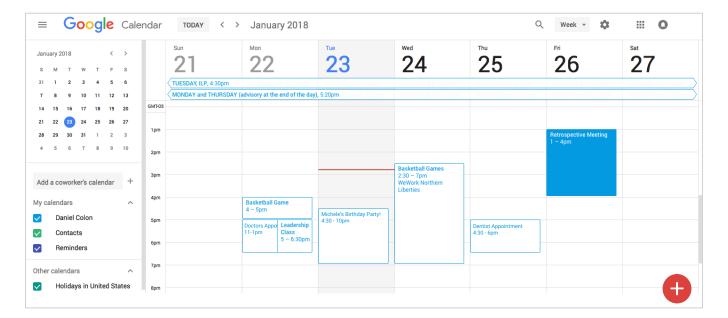
You can use a Google Calendar to manage your time, create appointments and organize tasks.







**Directions:** Look at the Google Calendar, answer the questions about your schedule.



How many meetings do you have this month?

How many parties do you have this month?

How many doctors appointments do you have this week?









Name:		
Date:		
Define		Sentence
Examples	Stay Organized	Draw









# Stay Organized

You can use a Google Calendar to manage your time, create appointments and organize tasks.



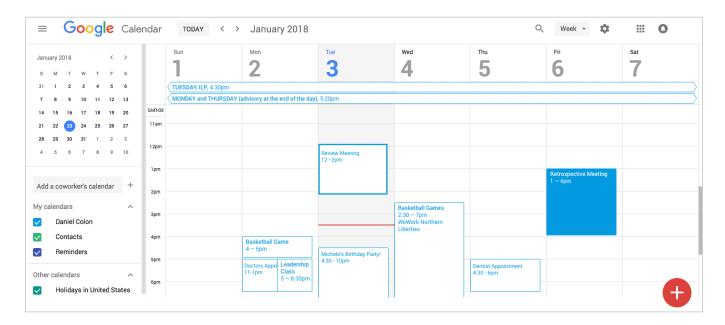






18.2.WC.1

**Directions:** Look at the Sample Google Calendar and answer the following question.



Your co-worker wants you to go shopping with her on the 4th at 12:00 in the afternoon. Can you go? Yes or no and explain.

\_\_\_\_\_

\_\_\_\_



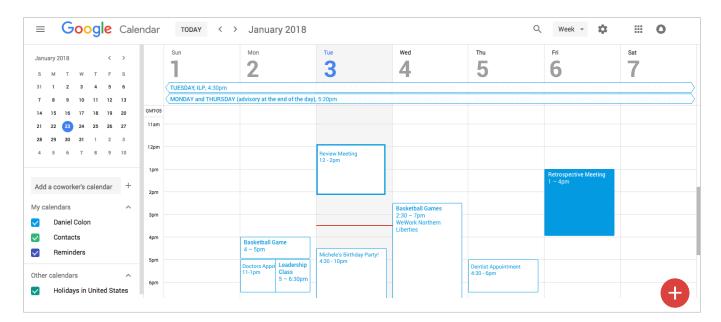






18.2.WC.1

**Directions:** Look at the Sample Google Calendar and answer the following question.



Your co-worker wants you to go shopping with her on the 4th at 12:00 in the afternoon. Can you go? Yes or no. Why?

\_\_\_\_\_



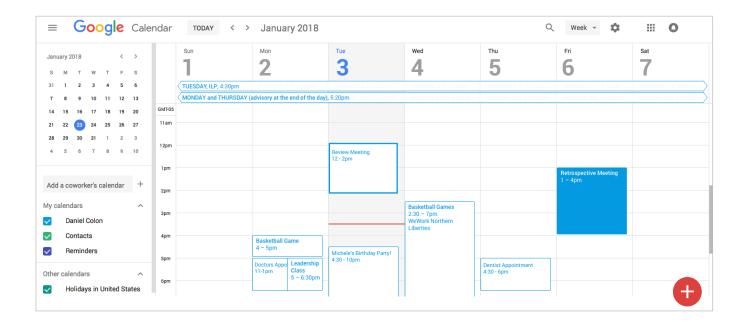






18.2.WC.2

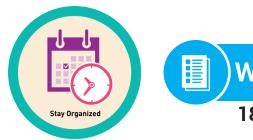
**Directions:** Look at the Sample Google Calendar and answer the following question.



Your co-worker wants you to go shopping with her on the 4th at 12:00 in the afternoon, however, you are already busy. Circle what you will be doing that day and time.



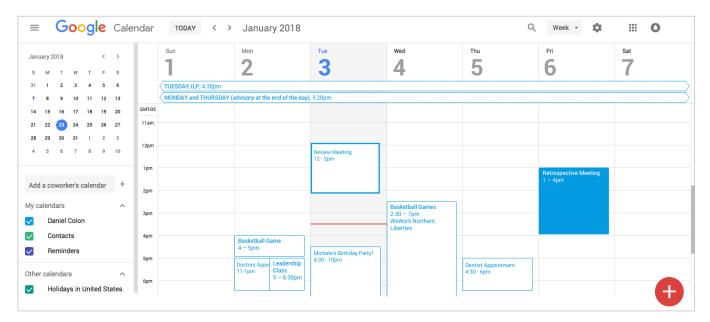




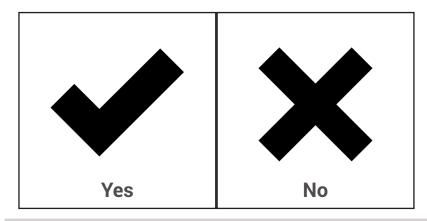


18.2.WC.3

**Directions:** Look at the Sample Google Calendar and answer the following question.



Your co-worker wants you to go shopping with her on the 4th at 12:00 in the afternoon. Can you go? Yes or no.











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

Your Google Account allows you to have your ow	n
	(personal, public)
calendar. You can use a Google Calendar to mana	age your,
	(time, photos)
create appointments and task	ks. You can change,
(disorganize, organize)	
edit and rearrange your schedule whenever you w	ant. You can access
your Google Calendar from any	with internet access.
(computer, televisio	on)