

## UNIT 18: CREATING YOUR GOOGLE ACCOUNT

### LESSON 3: WHAT ARE EVENTS?

#### LESSON OVERVIEW

An event is an appointment you can create in your google calendar. When you create a new event, you include a title, a start and end time, a location, and more.

**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

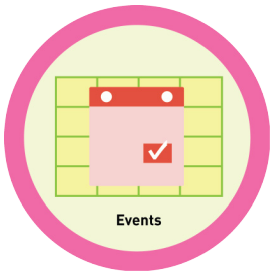
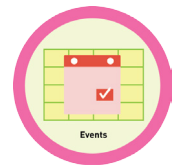
#### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 18**
5. Select **Lesson 3 - What Are Events?**

#### 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 you can do use Google Calendar to do?"*


**Possible Answers:** Stay organized, manage your time, create appointments and organize tasks.



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 **18.3.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**

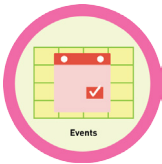
Writes response down in notebook or on post-it or rephrase prompt to a yes or no question

**T3**

Uses **Image Exchange cards** [18.3.IMAGE] to point to potential vocabulary word or icon representing "organized, manage time, create appointments and organize tasks," or 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. I.e. 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]



**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**

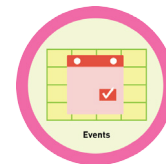
Verbal Response

**T2**

Writes down badge

**T3**


Uses **Badge Board** [18.BADGE] for this Unit.



2. 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 events"*

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

4. 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?"*

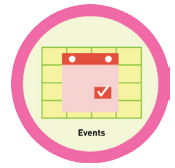
### -\$ OFF TASK

*[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 an event is?"*

**Answer:** An event is an appointment you create in Google Calendar.

2. *"For a participation dollar, who can tell me what information you can put into an event?"*

**Answer:** A title, start and end time, a location and more.

3. *"For a participation dollar, who can tell me how often you can change or edit your Google Event?"*

**Answer:** You can change or edit your event as often as you want.




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



## DIFFERENTIATION

**T1**

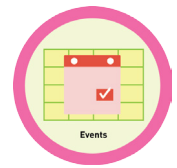
On-topic verbal response shared response

**T2**

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

**T3**

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 are Events Badge for \$1?"


**Click Activity Button to Play Activity Video**

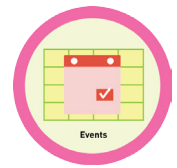
2. Student discusses with class to choose the correct answer.
  - a. If student chooses correct answer, have student or whole class dance.
  - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



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



3. Distribute lesson badge cut out **18.3.5**. Students that unlocked the badge will place the **What Are Events?** 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!"

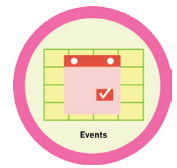
### -\$ INTERRUPTIONS

"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 **18.3.6 What Are Events?** Exit Ticket to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

**T1** Using Tier 1 **What Are Events? Exit Ticket** [18.3.6.1], Students Look at the Sample Google Calendar and answer the following questions.

**T2** Using Tier 2 **What Are Events? Exit Ticket** [18.3.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [18.3.6.3].

**T3** Using Tier 3 **What Are Events? Exit Ticket** [18.3.6.3], 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]

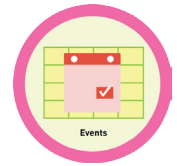
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

### +\$ 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

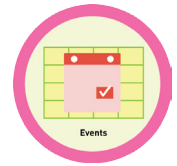
Login independently using **password cards**.

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

||

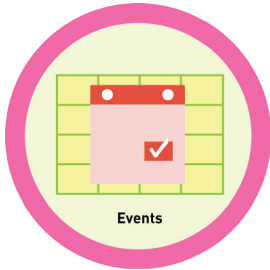
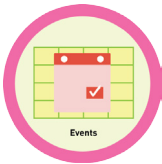
Complaining/Whining

Arguing

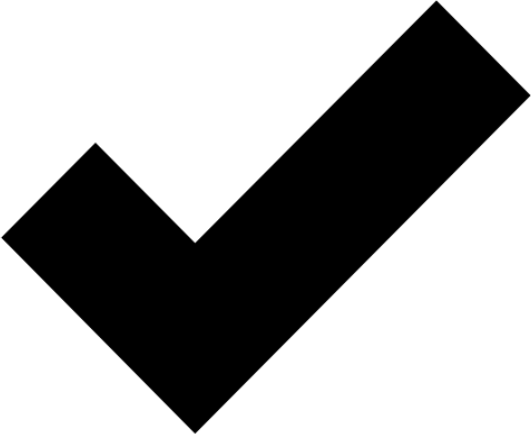
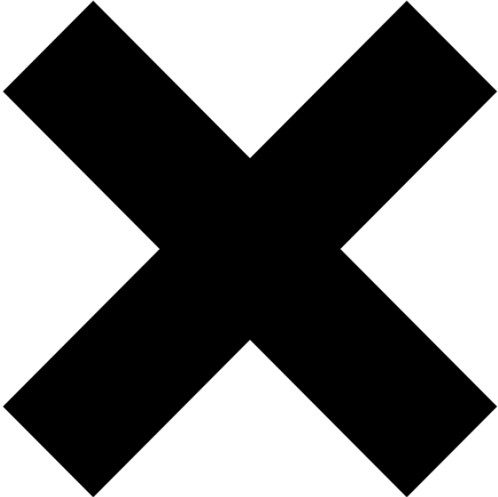
Interrupting

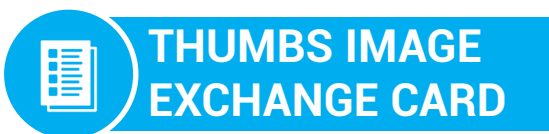
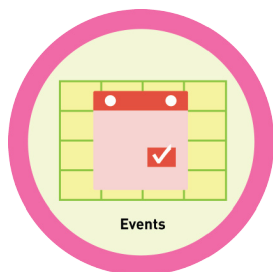
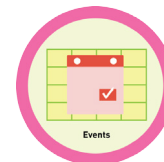
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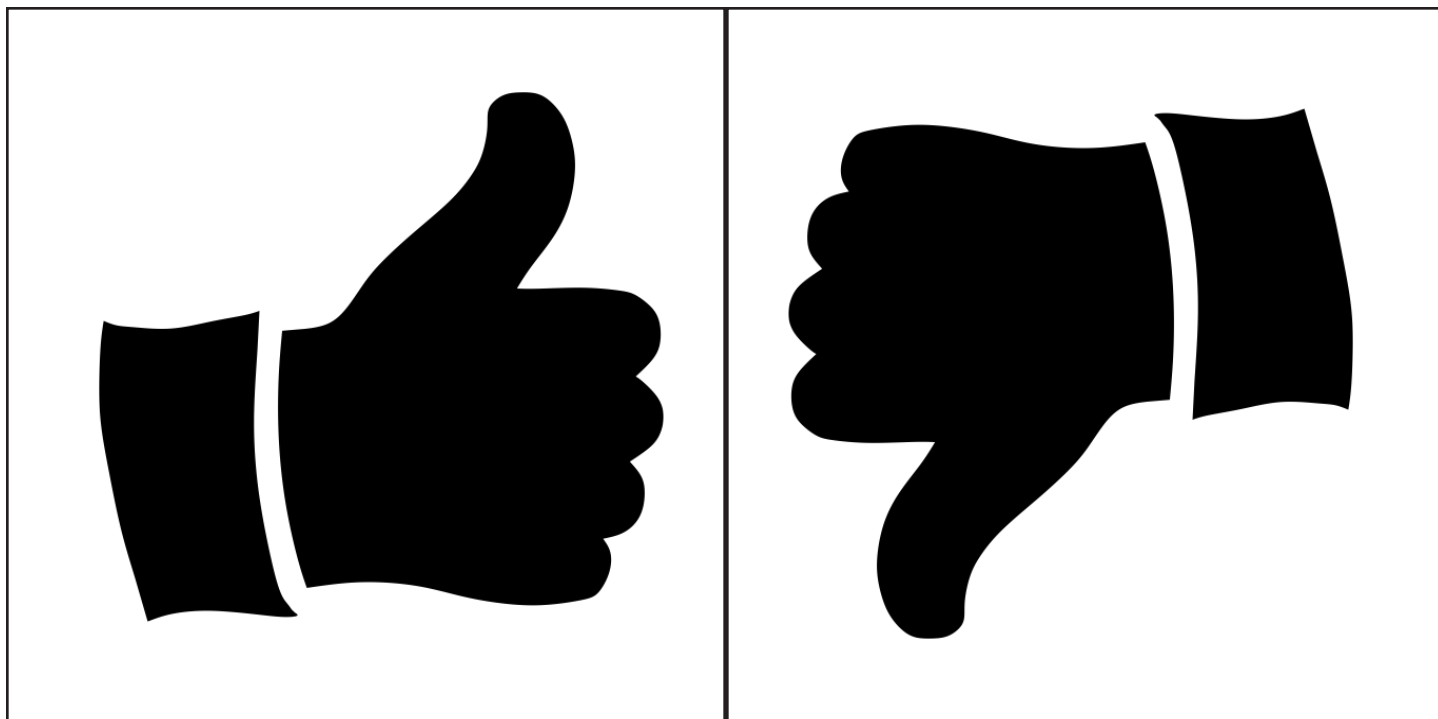


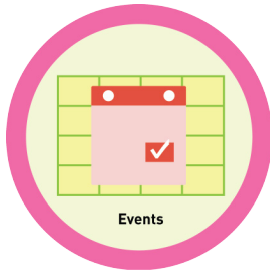
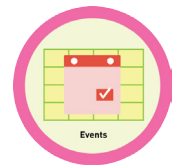
 **YES OR NO IMAGE  
EXCHANGE CARD**  
**18.IEC.Y/N**

 <b>Yes</b>	 <b>No</b>
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18.IEC.THUMB





## IMAGE EXCHANGE CARDS

### 18.3.IMAGE

**Manage Time**



**Organized**

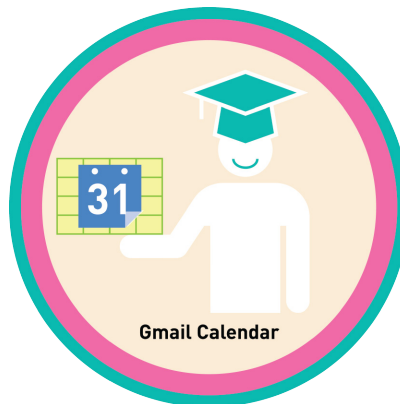
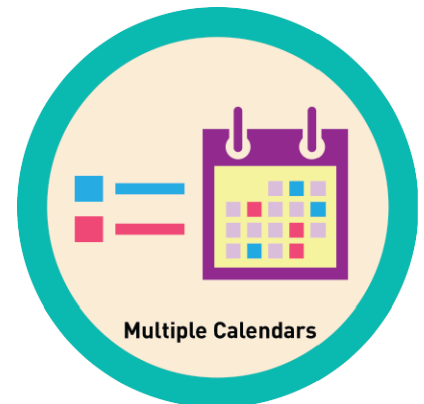
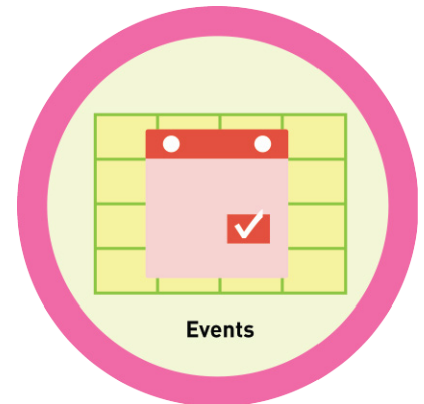
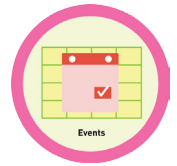


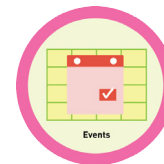
**Create Appointments**



**Organize Tasks**

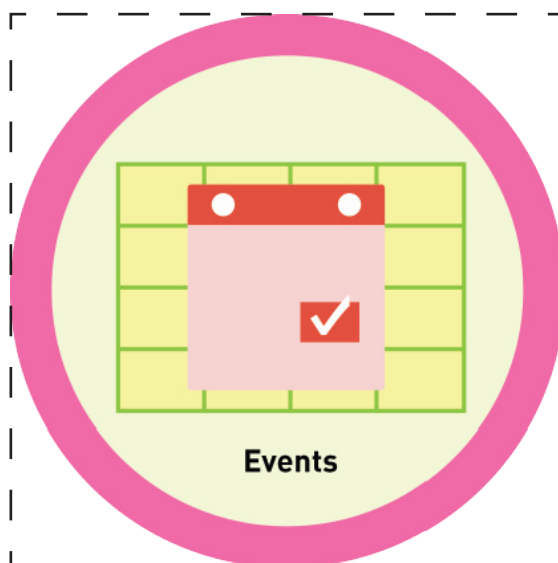




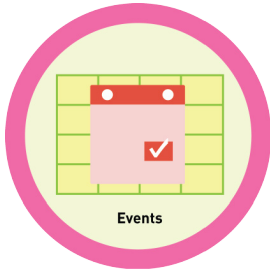
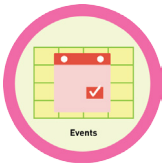
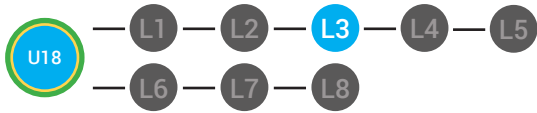


# WORD WALL PRINTOUT

18.3.5



An event is an appointment you can create in your google calendar.



**T1** WHAT ARE EVENTS? EXIT TICKET  
CREATE EVENTS ACTIVITY  
**18.3.6.1**

**Directions:** Choose one of your school classes. You want to create an event in your Google Calendar about your class. What information would you put into the Google Calendar about this class?

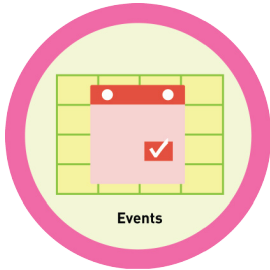
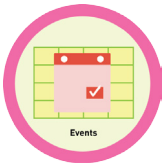
1. Title:

2. Start time:

3. End time:

4. Location:

5. Description:



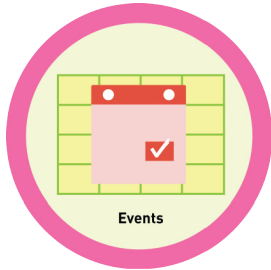
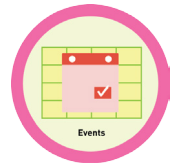
**T2** WHAT ARE EVENTS? EXIT TICKET  
 VOCAB BLOCKS  
 18.3.6.2

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

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

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

**What Are Events?**



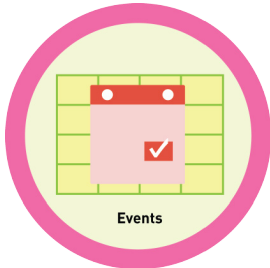
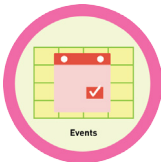
T3

WHAT ARE EVENTS? EXIT TICKET  
TRACE 'N' LEARN CARDS

18.3.6.3

What Are Events?

An event is an  
appointment you  
can create in your  
google calendar.



## WORKPLACE CONNECTIONS

### 18.3.WC.1

**Directions:** Your boss wants you to create an event for the company Christmas Party. Include the title of the event, the start and end time, the location and a description of the event.

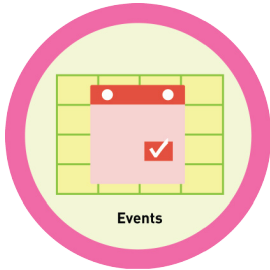
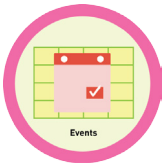
1. Title:

2. Start time:

3. End time:

4. Location:

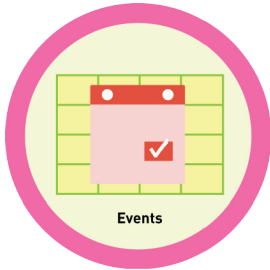
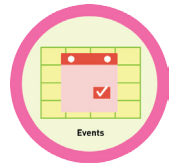
5. Description:



 **WORKPLACE CONNECTIONS**  
**18.3.WC.2**

**Directions:** Your boss wants you to create an event for the company Christmas Party. Match the event information below.



- |                           |   |
|---------------------------|---|
| _____ <b>Title:</b>       | <b>A. 7:00 p.m.</b>   |
| _____ <b>Start time:</b>  | <b>B. Crown Plaza</b>   |
| _____ <b>End time:</b>    | <b>C. Digitability Christmas Party</b>  |
| _____ <b>Location:</b>    | <b>D. Bring your favorite date to the company Christmas Party! Food provided.</b> |
| _____ <b>Description:</b> | <b>E. 9:00 p.m.</b>   |

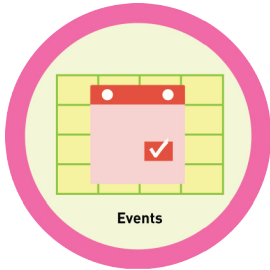
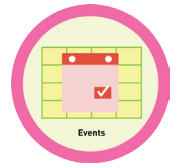
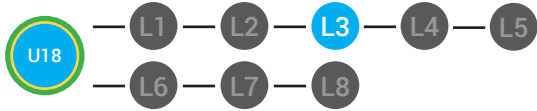


## WORKPLACE CONNECTIONS

### 18.3.WC.3

**Directions:** Your boss wants you to create an event for the company Christmas Party. Match the event information below.

_____ Title:		A. 7:00 p.m.
_____ Start time:		B. Crown Plaza
_____ End time:		C. Digitability Christmas Party
_____ Location:		D. Bring your favorite date to the company Christmas Party! Food provided.
_____ Description:		E. 9:00 p.m.



## READING MAZE

### 18.3

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

You can use your Google \_\_\_\_\_ to stay organized!

**(Calendar, Presentation)**

You can create an \_\_\_\_\_ to keep track of things you

**(drawing, event)**

must do. An event is an \_\_\_\_\_ you can create in your

**(appointment, essay)**

Google Calendar. When you create a \_\_\_\_\_ event, you

**(new, old)**

include a title, a start and end time, a location, and more. You can

access your Google Calendar from any computer with \_\_\_\_\_

**(internet, password)**

service.