





UNIT 18: CREATING YOUR GOOGLE ACCOUNT LESSON 5: VIEWING CALENDAR

LESSON OVERVIEW

There are many ways to view your google calendar. You can view your Google calendar by day and see all of your events scheduled for that day. You can view your Google calendar by week and see all of your events scheduled for that week. You can view your Google calendar by month and see all of your events scheduled for that month.

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 5 Viewing 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



ACCESSING PRIOR KNOWLEDGE

1. "For a participation dollar, who can recall what two things we learned about inputting into Google Calendar?"

Answer: Events and reminders.



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 **18.5.IMAGE** Image Exchange Cards and **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



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



Uses **Image Exchange cards** [18.5.IMAGE] to point to potential vocabulary word or icon representing "Events and reminders," 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. 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]

+\$ 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



Verbal Response



Writes down badge

Т3

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 viewing"

4. Ask students to give a thumbs up every time they hear and/or see the Viewing 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?" -\$ 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 list the different ways you can view Google Calendar?"

Answer: By day, week or month.

2. "For a participation dollar, who can tell me what you will see if you view your calendar by day?"

Answer: You will see all of your events scheduled for the day.

3. "For a participation dollar, who can tell me what you will see if you view your calendar by month?"

Answer: You will see all of your events scheduled for the month.



4. Distribute **18.5.IMAGE** Image Exchange Cards and **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



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



Uses **Image Exchange cards** [18.5.IMAGE] to point to potential vocabulary word or icon representing "Day, week, month," or Points to **Yes or No Image Exchange Card** [18. 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. [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 Viewing Calendar Badge for \$1?"

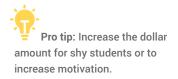
Click Activity Button to Play Activity Video

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.



3. Distribute lesson badge cut out **18.5.5**. Students that unlocked the badge will place the **Viewing Calendar** 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.** [18.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 **18.5.6** Viewing Calendar Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



Using Tier 1 **Viewing Calendar Exit Ticket** [18.5.6.1], Students Look at the Sample Google Calendar and answer the following questions.



Using Tier 2 **Viewing Calendar Exit Ticket** [18.5.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [18.5.6.3].



Using Tier 3 Viewing Calendar Exit Ticket [18.5.6.3], 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 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.**



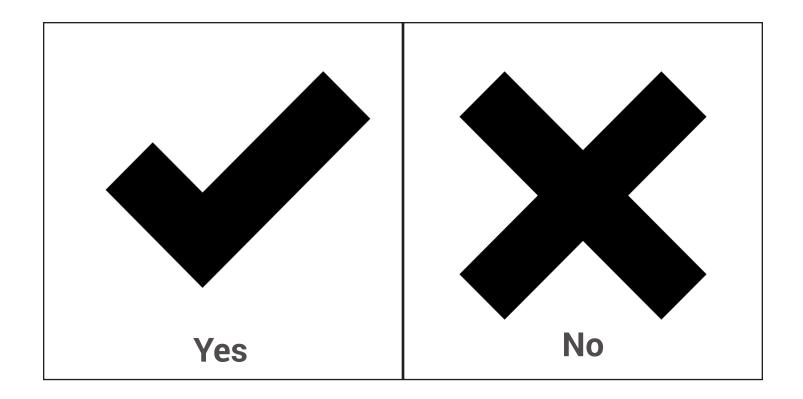
Dollar Tracker 18.Dollar tracker 31 View Calendar

Behaviors	Name	/	/	/	/	/	/	/
Successful +\$	ex: Sam		/	/				
Participation/ Contributing	JHI							
Sharing/Helping/ Collaborating	Ш							
Greeting a Guest	T							
Following Directions/ Staying on Task	Ш							
Encouraging/ Complementing	Ш							
Problematic -\$								
Off Task								
Off-Topic/ Inappropriate Comment								
Disrespect/Teasing	Ш							
Complaining/Whining								
Arguing								
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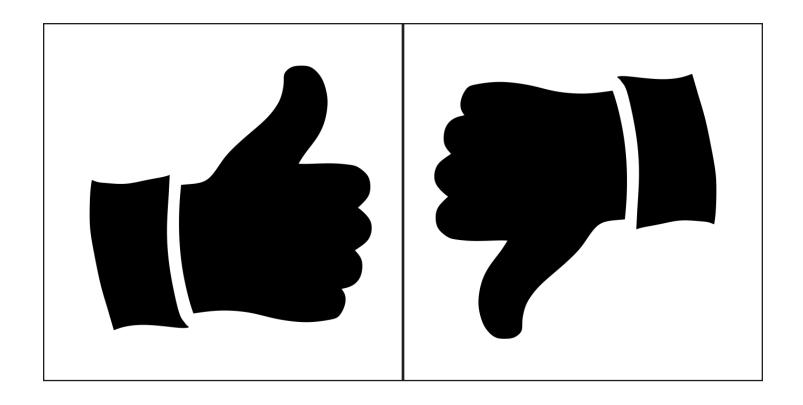






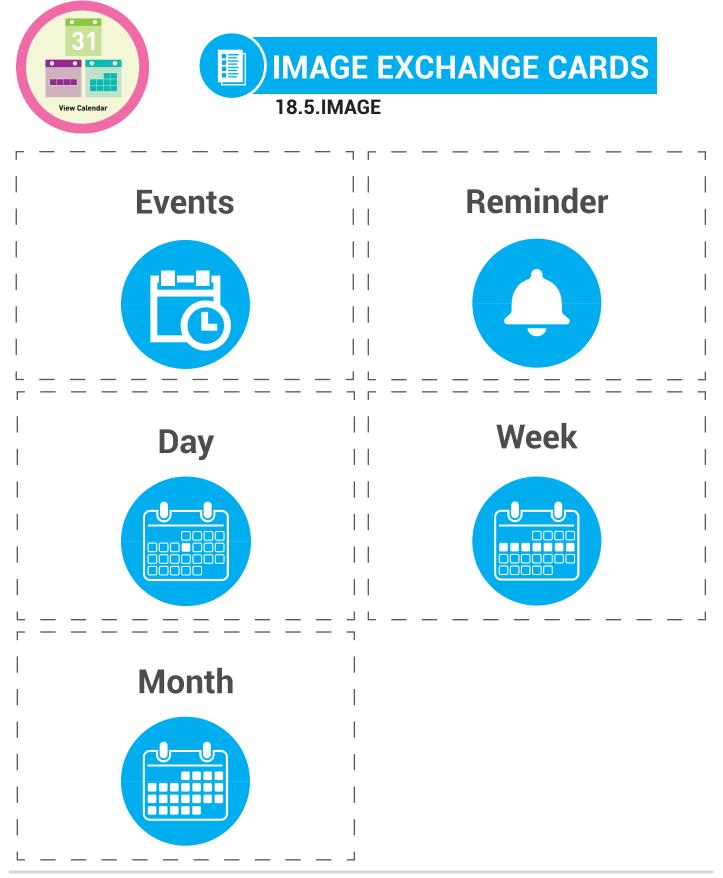














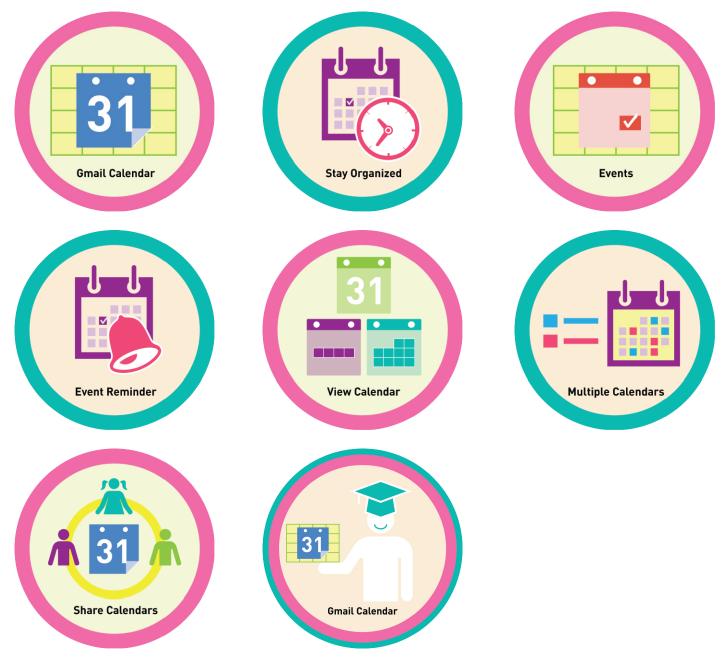
LVL 2 UNIT 18: LESSON 5 VIEWING CALENDAR

18.BADGE

BADGE BOARD

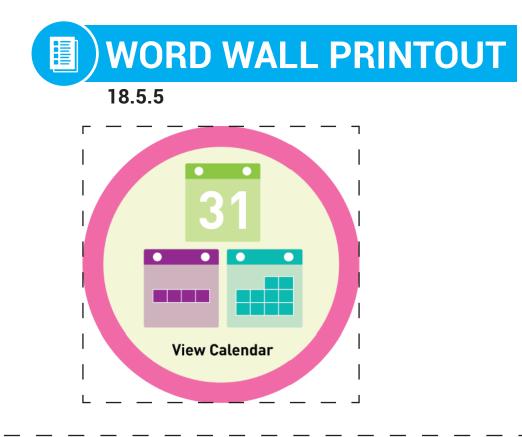
31 View Calendar











You can view your Google calendar by day, week, and month. You can see all of your events scheduled for that day, week, or month.







Directions: Look at the following calendar views. Label the calendars as DAY, WEEK or MONTH.

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4 5 6	5	7	8	9	10	1pm	
						2pm	
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Z Danie	el Co	olon				4pm	
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Remi	inde	rs				5pm	
ther calend	lars				^	6pm	
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Label:

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Reminders								
Contacts		1 more	4 more	2 more	2 more	2 more	2 more	1 more
Daniel Colon		4:30pm TUESDAY, ILP	4:30pm TUESDAY, ILP	4:30pm TUESDAY, ILP	4:30pm TUESDAY, ILP	4:30pm TUESDAY, ILP	4:30pm TUESDAY, ILP	4:30pm TUESDAY, ILP
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Label: _____

—L4 — L5

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Reminders			Caroline Inte Leadership 5 – 6:30pm Class			Caroline Interns 5 – 6:30pm		
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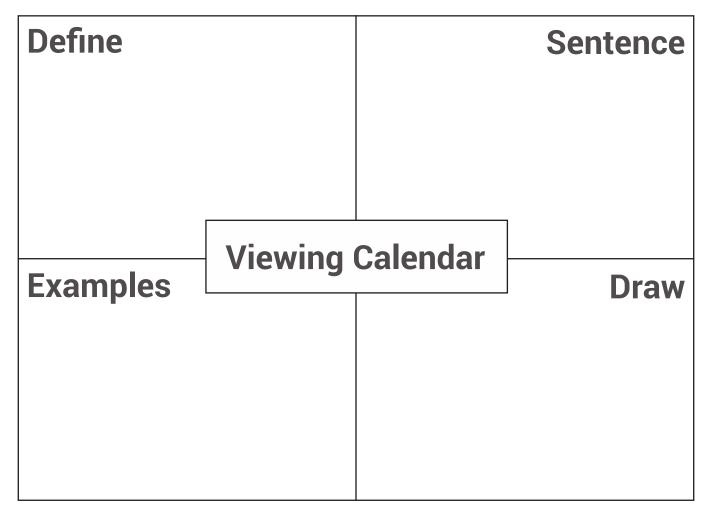




31	T2 VIEWING CALENDAR EXIT TICKET VOCAB BLOCKS
View Calendar	18.5.6.2

Name:

Date:



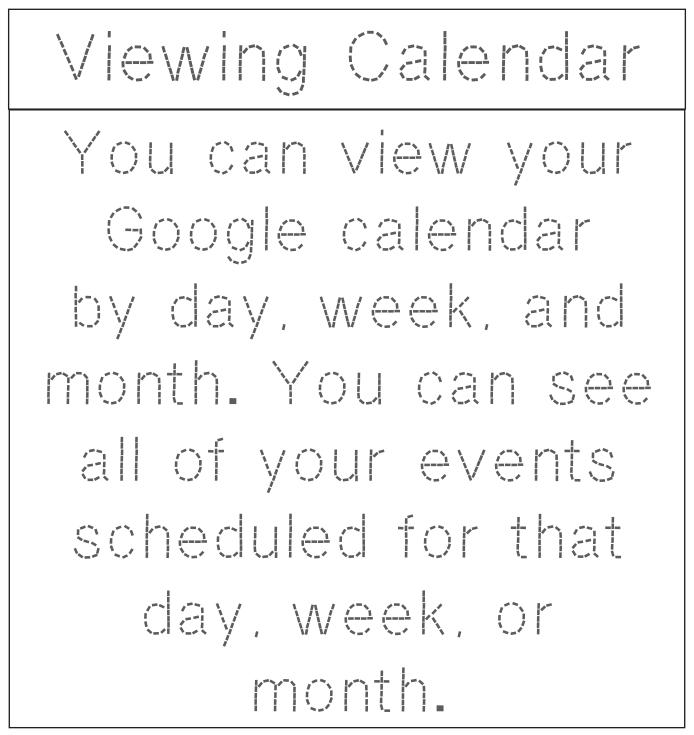






VIEWING CALENDAR EXIT TICKET TRACE 'N' LEARN CARDS

18.5.6.3









Directions: Look at the Google Calendars below. Write whether each calendar is being shown by Day, Week or Month. Label them below.

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Daniel Colon	4pm		
Contacts			
Reminders	5pm		-
Other calendars	6pm		
Holidays in United States	7pm		l

/ Day, Month, Week





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Daniel Colon	4:30pm TUESDAY, ILP						
Contacts	1 more	4 more	2 more	2 more	2 more	2 more	1 more
Reminders	28	29	30	31	Feb 1	2	3

/ Day, Month, Week

L4 —

L5

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Contacts	5pm				Caroline Interns 4:30 – 7pm	_			
Reminders			Caroline Inte 5 – 6:30pm	Class			Caroline Interns 5 – 6:30pm		
er calendars	6pm			5 – 6:30pm	-				

_/ Day, Month, Week







Directions: Look at the Google Calendars below. Match whether each calendar is being shown by Day, Week or Month. Match them below.

Day | Month | Week

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	~	н	olida	vs in	Unite	ed St	ates	7pm	





Day | Month | Week

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caler	ndars				^	21	22	23	24	25	26	27
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C	Conta	icts				1 more	4 more	2 more	2 more	2 more	2 more	1 more
F	Remir	nders				28	29	30	31	Feb 1	2	3
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			u Unite	ed Sta		1 more	3 more	2 more	2 more	2 more	1 more	1 more

Day | Month | Week

A X Y									Sun	Mon	Tue	Wed	Thu	Fri	Sat
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Add a coworker's calendar - Add a coworker's calendar - y calendars - Daniel Colon - 4m Basketball Game Contacts - 5m Caroline Interns 5m - 6m -	28	29	30	31	1	2	3	12pm							
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opm								6			0pm		5 – 6:30pm		
	her o	aler	ndars	S			~	ърт							







Directions: Look at the Google Calendars below. Match whether each calendar is being shown by Day, Week or Month. Match them below.

	Day	Month Week
= Google Calen	ndar	TODAY < > January 2018 Q Day - III O
January 2018 < >		Wed
SMTWTFS		24
31 1 2 3 4 5 6		TUESDAY, ILP, 4:30pm
7 8 9 10 11 12 13		MONDAY and THURSDAY (advisory at the end of the day), 5:20pm
14 15 16 17 18 19 20	GMT-05	
21 22 23 24 25 26 27	12pm	
28 29 30 31 1 2 3		
4 5 6 7 8 9 10	1pm	
	2pm	
Add a coworker's calendar +		Basketball Games
My calendars	3pm	2:30 – 7pm WeWork Northern Liberties
Daniel Colon	4pm	
Contacts		
Reminders	5pm	
	6pm	
Other calendars		
Holidays in United States	7pm	





Day





Week

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
anuary 2018 < >	31	Jan 1	2	3	4	5	6
SMTWTFS	4:30pm TUESDAY, ILP	4:30pm TUESDAY, IL					
1 1 2 3 4 5 6	2 more	2 more	2 more	3 more	6 more	2 more	2 more
8 9 10 11 12 13							
4 15 16 17 18 19 20	7	8	9	10	11	12	13
1 22 23 24 25 26 27	4:30pm TUESDAY, ILP	4:30pm TUESDAY, IL					
8 29 30 31 1 2 3	2 more	3 more	3 more	4 more	3 more	3 more	2 more
5 6 7 8 9 10	14	15	16	17	18	19	20
	4:30pm TUESDAY, ILP	4:30pm TUESDAY, IL					
dd a coworker's calendar 🛛 🕂	2 more	5 more	3 more	3 more	2 more	1 more	1 more
calendars	21	22	23	24	25	26	27
Daniel Colon	4:30pm TUESDAY, ILP	4:30pm TUESDAY, IL					
Contacts	1 more	4 more	2 more	2 more	2 more	2 more	1 more
Reminders	28	29	30	31	Feb 1	2	3
ner calendars	4:30pm TUESDAY, ILP	4:30pm TUESDAY, IL					
	1 more	3 more	2 more	2 more	2 more	1 more	1 more







≡ Google Calendar TODAY < > January 2018

Q Week - 🏟 🏭 🔘

Janu s	ary 2 м	2018 т	w	т	< F			^{sun}	Mon 22	Tue 23	^{wed} 24	^{Thu} 25	26	^{Sat} 27
31	1	2	3	4	5	6		TUESDAY, ILP, 4:30pm	TUESDAY, ILP, 4:30;	m TUESDAY, ILP, 4:30pm	TUESDAY, ILP, 4:30pm	TUESDAY, ILP, 4:30pm	TUESDAY, ILP, 4:30pm	DUESDAY, ILP, 4:30pm
7	8	9	10	11	12	13		MONDAY and THURSDAY (advisory at the end of t	he day), 5:20pm	MONDAY and T, 5:20pm	MONDAY and T, 5:20pm	MONDAY and T, 5:20pm	MONDAY and 1, 5:20pm
14	15	16	17	18	19	20	GMT-05							
21	22	23	24	25	26	27								
28	29	30	31	1	2	3	12pm							
4	5	6	7	8	9	10	1pm						.	
			l			+	2pm					_	Retrospective Meeting 1 - 4pm	
Add	Add a coworker's calendar								Basketball Games					
My calendars			^	3pm				2:30 – 7pm WeWork Northern						
\checkmark	Di	Daniel Colon			4pm		Basketball Game		Liberties					
\checkmark	C	ontad	ntacts					4 – 5pm	Caroline Interns					
 Image: A start of the start of	R	emin	ders				5pm		Caroline Inte Leaders 5 – 6:30pm Class	4:30 - 7pm		Caroline Interns 5 – 6:30pm		
Other	cal	enda	rs			^	6pm		5 - 6:3					
Holidays in United States				ed Sta	ates	7pm								







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