UNIT 18: CREATING YOUR GOOGLE ACCOUNT
LESSON 6: USING MULTIPLE CALENDARS

LESSON OVERVIEW

You can create multiple calendars to help organize your schedules. Each calendar is assigned its own color. All of the events for that calendar will be in the same color. For example, you might have two calendars. One that you use to keep track of your school events. This calendar could be assigned an orange color. You may also have another to manage your doctor appointments. This calendar could be assigned a blue color.

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**

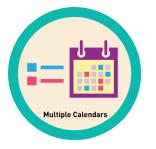5. Select **Lesson 6 - Using Multiple Calendars**

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.

Multiple Calendars

LESSON PLAN

WARM UP

ACCESSING PRIOR KNOWLEDGE

1. *"For a participation dollar, who can recall what three ways you can view your Google Calendar?"*

Answer: By day, week or month.

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 **18.6.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** [18.6.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 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

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 multiple"*

3. Ask students to give a thumbs up every time they hear and/or see the Multiple 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 if you can use more than one Google calendar?"*

Answer: Yes, you can use multiple calendars to help organize your schedules.

2. *"For a participation dollar, who can tell me why you may need to use a different calendar?"*

Answer: One calendar may be for work and another may be a personal calendar.

3. *"For a participation dollar, who can tell me how you can tell your different calendars apart?"*

Answer: Each calendar is a different color.

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	-$ OFF-TOPIC
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?"	*[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 Using Multiple Calendars 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 **18.6.5**. Students that unlocked the badge will place the **Using Multiple Calendars** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.

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

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	-$ 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 **18.6.6** Viewing Calendar Exit Ticket to students. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Using Multiple Calendars** Exit Ticket [18.6.6.1], Students List the calendars you may need to stay organized below.

T2 Using Tier 2 **Using Multiple Calendars Exit Ticket** [18.6.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [18.6.6.3].

T3 Using Tier 3 **Using Multiple Calendars Exit Ticket** [18.6.6.3], 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	-$ OFF TASK
"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."	*"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.

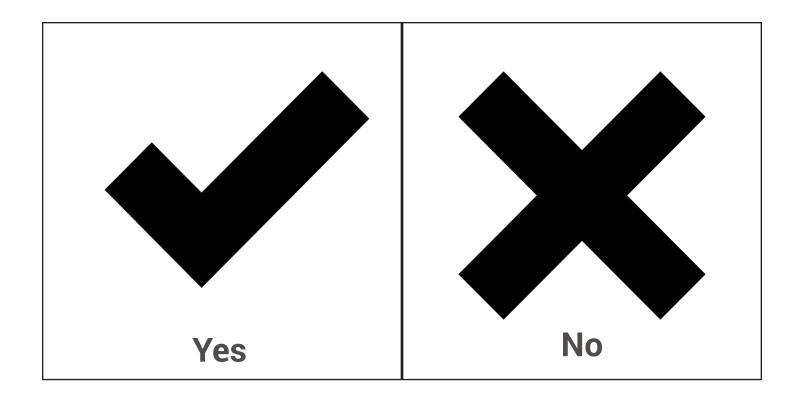**T3** Teacher or Tier 1 assistance to help student login using their **password card.**

Behaviors | Name

Behaviors	EX: Sam					
Successful +$						
Participation/ Contributing	卌					
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	||					
UMAPA						

Multiple Calendars

YES OR NO IMAGE EXCHANGE CARD

18.IEC.Y/N

Yes	**No**

Multiple Calendars

THUMBS IMAGE EXCHANGE CARD

18.IEC.THUMB

Multiple Calendars

IMAGE EXCHANGE CARDS

18.6.IMAGE

Day

Week

Month

U18 —L1—L2—L3—L4—L5
—L6—L7—L8

LVL 2 UNIT 18: LESSON 6 USING MULTIPLE CALENDARS

📖 BADGE BOARD
18.BADGE

Multiple Calendars

Gmail Calendar

Stay Organized

Events

Event Reminder

View Calendar

Multiple Calendars

Share Calendars

Gmail Calendar

WORD WALL PRINTOUT

18.6.5

Multiple Calendars

You can create multiple calendars to help organize your schedules.

Multiple Calendars

T1 **USING MULTIPLE CALENDARS**
EXIT TICKET CALENDARS ACTIVITY
18.6.6.1

Directions: As a student, how many calendars would you need to organize your schedule? List the calendars you may need to stay organized below.

_____

_____

_____

_____

_____

_____

Multiple Calendars

T2 **USING MULTIPLE CALENDARS EXIT TICKET VOCAB BLOCKS**

18.6.6.2

Name: _____

Date: _____

Define	**Sentence**

Multiple Calendars

Examples	**Draw**

Multiple Calendars
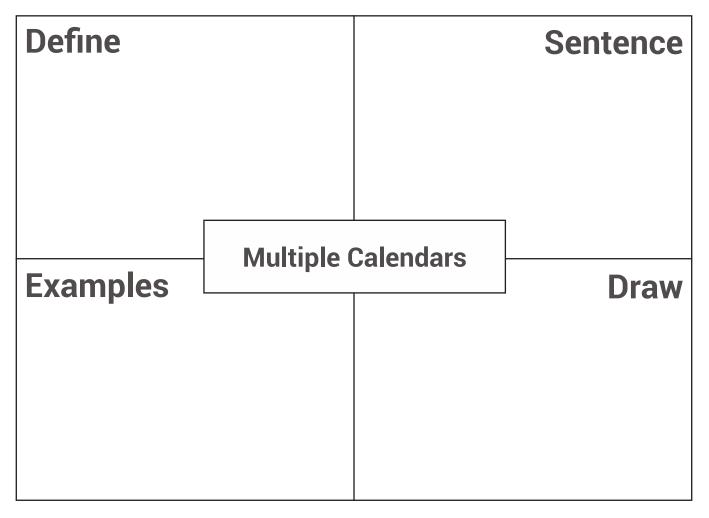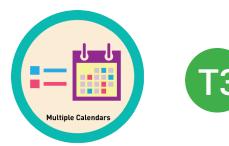
T3 **USING MULTIPLE CALENDARS**
EXIT TICKET TRACE 'N' LEARN CARDS
18.6.6.3

Using Multiple Calendars

You can create multiple calendars to help organize your schedules.

Multiple Calendars

WORKPLACE CONNECTIONS

18.6.WC.1

Directions: Create a second Google calendar for your meetings. Title it "meetings."

Multiple Calendars

WORKPLACE CONNECTIONS
18.6.WC.2

Directions: Look at the Google Calendar below. How many different calendars does this person have?

_____/ Amount of Calendars

WORKPLACE CONNECTIONS

18.6.WC.3

Multiple Calendars

Directions: Look at the Google Calendar below. How many different calendars does this person have? Point to them and count them below. Have a Tier 1 partner help you write in what you count.

_____/ **Amount of Calendars**

Multiple Calendars

READING MAZE

18.6

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

You can create _____ calendars to help organize your

(only one, multiple)

schedules. Each calendar is assigned its own _____ All of

(folder, color)

the events for that calendar will be in the _____ color. For

(same, different)

example, you might have two calendars. One that you use to keep

track of your school events. This calendar could be assigned an

orange color. You may also have another calendar to manage your

doctor appointments. This calendar could be assigned a blue color.

This will help you stay _____.

(organized, disorganized)