





UNIT 18: CREATING YOUR GOOGLE ACCOUNT LESSON 7: SHARING CALENDAR

LESSON OVERVIEW

Google also lets you share your calendars. If you share your Google calendar with a friend or family member, then they will be able to see all of the events you scheduled on that calendar. You can also let your friends and family edit your calendar. This means that they can add an event or change or edit an event that is already scheduled. Remember, do not share your calendar with people you do not know.

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 7 Sharing 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 what two things we have learned about entering into Google Calendar?"

Answers: 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."

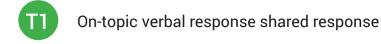
Take answers from at least 4 students. Award at least four participation dollars.

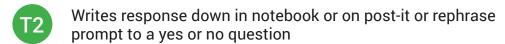


2. Distribute **18.7.IMAGE** Image Exchange Cards and **18.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION





Uses Image Exchange cards [18.7.IMAGE] to point to potential vocabulary word or icon representing "Events, 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]

+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..."



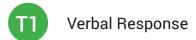
1. "For a participation dollar, who can tell me the name of our next badge?"



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



DIFFERENTIATION





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 sharing"
- 4. Ask students to give a thumbs up every time they hear and/or see the Sharing in the video
- 0
- 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 how you can let other people know your schedule?"

Answer: You can share your Google Calendar.

2. "For a participation dollar, who can tell me what the person you share a calendar with will be able to see?"

Answer. They will be able to see all of the events you have scheduled.

3. "For a participation dollar, who can tell me if your friends or family can edit your calendar?"

Answer: Yes, they can edit your calendar.

4. "For a participation dollar, who can tell me if a friend or family member edits your calendar what can they change?"

Answer. They can change or add or edit an event that you have scheduled

5. "For a participation dollar, who can tell me what the rule is for sharing a Calendar?"

Answer: Only share your calendar with people that you know.



6. 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.

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."







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?"



[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



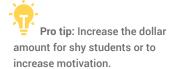
1. Ask the class, "Who would like to unlock the Sharing Calendar Badge for \$1?"

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



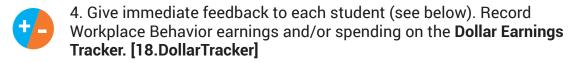






DIFFERENTIATION

- 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 **18.7.6** Sharing Calendars Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



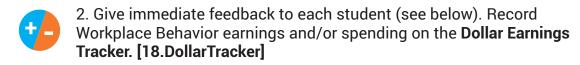




DIFFERENTIATION

Using Tier 1 **Sharing Calendars Exit Ticket** [18.7.6.1], Students tell what they would do to correct time on a calendar

- Using Tier 2 **Sharing Calendars Exit Ticket** [18.7.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [18.7.6.3].
- Using Tier 3 **Sharing Calendars Exit Ticket** [18.7.6.3], students complete Trace and Learn.



[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.







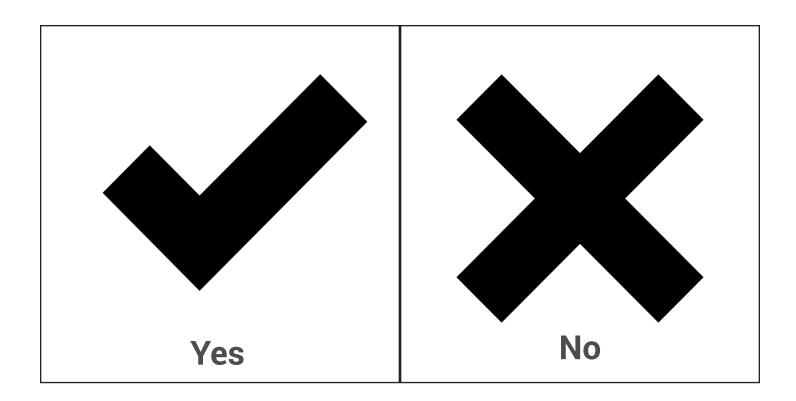
Behaviors	Name	/	/	/	/	/	
Successful +\$	EX: A						
Participation/ Contributing	Ж						
Sharing/Helping/ Collaborating	Ш						
Greeting a Guest	I						
Following Directions/ Staying on Task	Ш						
Encouraging/ Complementing	II						
Problematic -\$							
Off Task	1						
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing	II						
Complaining/Whining							
Arguing							
Interrupting	II						
UMAPA							









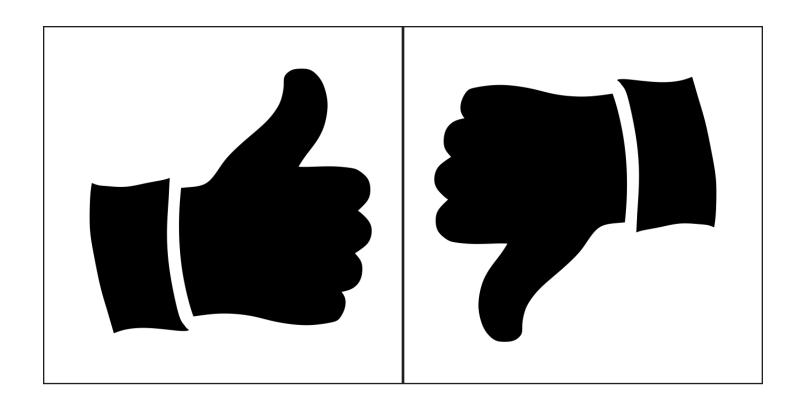




















Events Reminder | Continue | Con



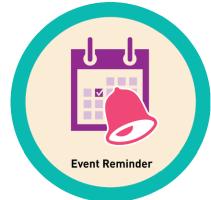




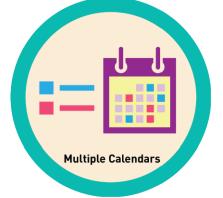




















B WORD WALL PRINTOUT

18.7.5



You can share your Google calendar with a friend or family member. When you do they will be able to see all of the events you scheduled on that calendar.









Directions: Your friend shared a book club event with you for Tuesday from 4-5. However, you notice the time is incorrect. What should you do?









Naiile			
Date:			
Define			Sentence
Examples	Sharing Ca	alendars	Draw









Sharing Calendars

You can share your Google calendar with a friend or family member. When you do they will be able to see all of the events you scheduled on that calendar.









Directions: During Unit 18, Lesson 6, you created a calendar titled "meetings". Share that calendar with a classmate. Add two meetings to the calendar.

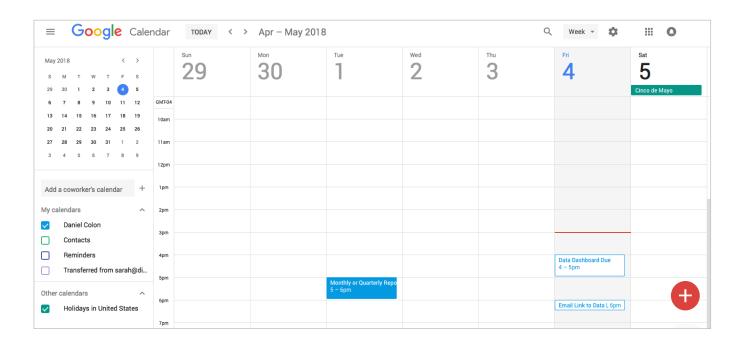








Directions: During Unit 18, Lesson 6, you created a calendar titled "meetings". You want to share that calender with your friend. Circle the button you would click in order to share the calendar with a friend.



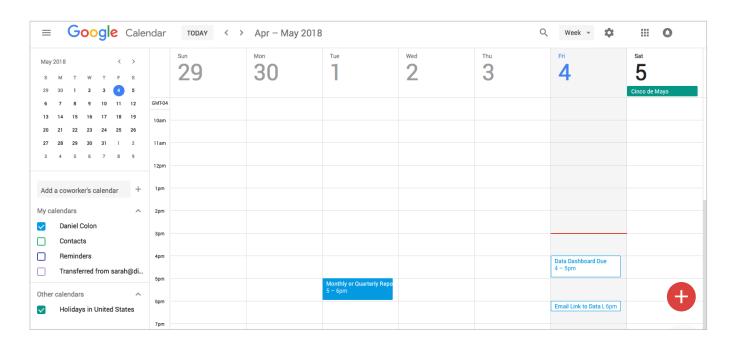








Directions: During Unit 18, Lesson 6, you created a calendar titled "meetings". You want to share that calender with your friend. Point to the button you would click in order to share the calendar with a friend.











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

Google also lets you		your calendars. If	you
(s	hare, unfriend)		
share your Google calen	ndar with a frienc	d or family membe	r, then they
will be able to	all of the ϵ	events you schedu	led on that
(see, hic	de)		
calendar. You can also l	et your friends a	nd family	your
		(edit, e	xit)
calendar. This means th	nat they can add	an event or chang	e or edit an
event that is already sch	neduled. Remem	ber,	_share your
calendar with neonle vo	u do not know	(do do not)	