

UNIT 18: CREATING YOUR GOOGLE ACCOUNT

LESSON 8: GOOGLE CALENDARS MASTER BADGE

LESSON OVERVIEW

The Google calendar lets you stay organized. You can use a Google Calendar to manage your time, create appointments and organize tasks. An event is an appointment you can create in your google calendar. You can schedule event reminders minutes, hours, days or weeks before your event. You can view your google calendar by day By week And by month. You can create multiple calendars to help organize your schedules. You can share your calendars with your friends and family.

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

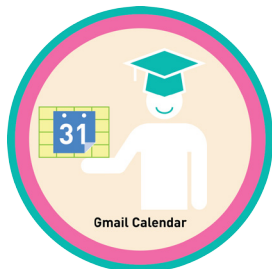
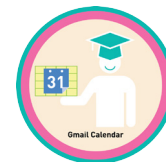
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 18**
5. Select **Lesson 8 - Google Calendar Master Badge**

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 purpose of using Google Calendars is?"*

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



DIFFERENTIATION

T1

On-topic verbal response shared response

T2

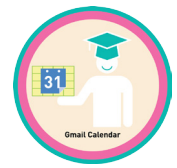
Writes response down in notebook or on post-it or rephrase prompt to a yes or no question

T3

Uses **Image Exchange cards** [18.8.IMAGE] to point to potential vocabulary word or icon representing "Stay organized," 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]

+\$ 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

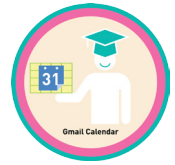
Verbal Response

T2

Writes down badge

T3

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




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 Google Calendar"*

4. Ask students to give a thumbs up every time they hear and/or see the Google Calendar 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

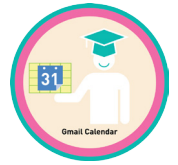
Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"

-\$ 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 tell me what you can use Google Calendar to do?"*

Answer: You can manage your time, create appointments and organize tasks.

2. *"For a participation dollar, who can tell me what an event is?"*

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

3. *"For a participation dollar, who can tell me when you can set a reminder for an event?"*

Answer: You can set a reminder minutes, hours, days or weeks before your event.

4. *"For a participation dollar, who can tell me how you can view your Google Calendar?"*

Answer: You can view it by day, week, or month.

5. *"For a participation dollar, who can tell me if you can have more than one Google Calendar?"*

Answer: Yes you can have more than one Google Calendar.

6. *"For a participation dollar, who can tell me how you can tell your different Google Calendars apart?"*

Answer: They will be different colors.

7. *"For a participation dollar, who can tell me what you can do if you want someone to know your schedule?"*

Answer: You can share your Google Calendar.




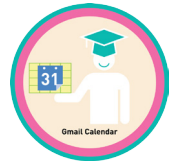
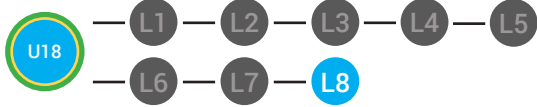
Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment. Require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication.

"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."



8. 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.



9. 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."



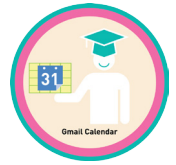
Call out earnings to the class, "[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."

PLAY ACTIVITY VIDEO




1. Ask the class, "Who would like to unlock the Google Calendar Master 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 **18.8.5**. Students that unlocked the badge will place the **Google Calendar Master Badge** 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]**

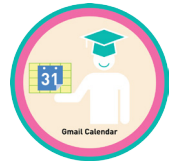
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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 **18.8.6 Google Calendar Master Badge Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Google Calendar Master Badge Exit Ticket** [18.8.6.1], Students schedule the best time for a back to school party

T2

Using Tier 2 **Google Calendar Master Badge Exit Ticket** [18.8.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [18.8.6.3].

T3

Using Tier 3 **Google Calendar Master Badge Exit Ticket**[18.8.6.3], 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]

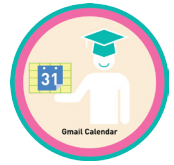
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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

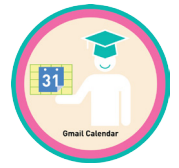
Login independently using **password cards**.

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

||

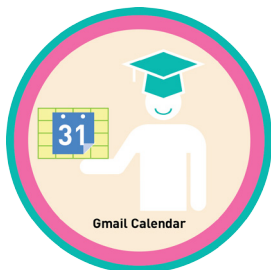
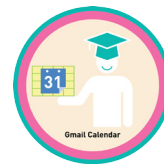
Complaining/Whining

Arguing

Interrupting

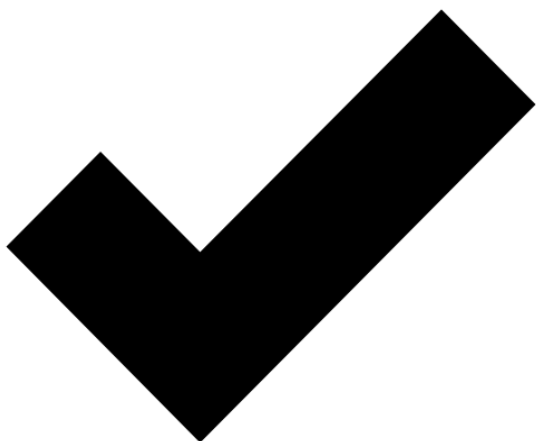
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UMAPA

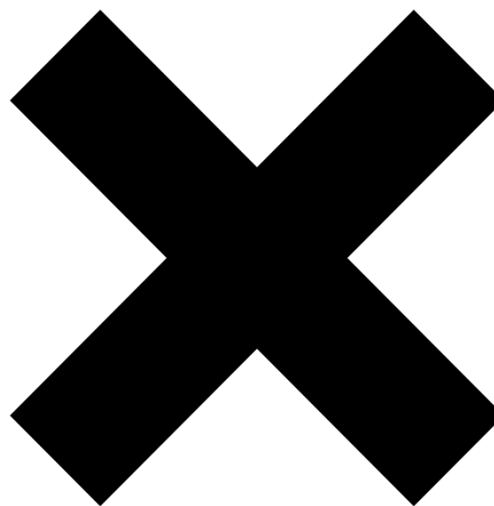


YES OR NO IMAGE EXCHANGE CARD

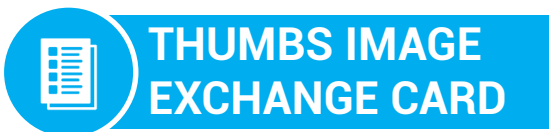
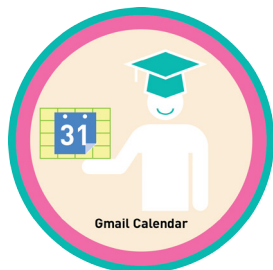
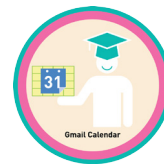
18.IEC.Y/N



Yes

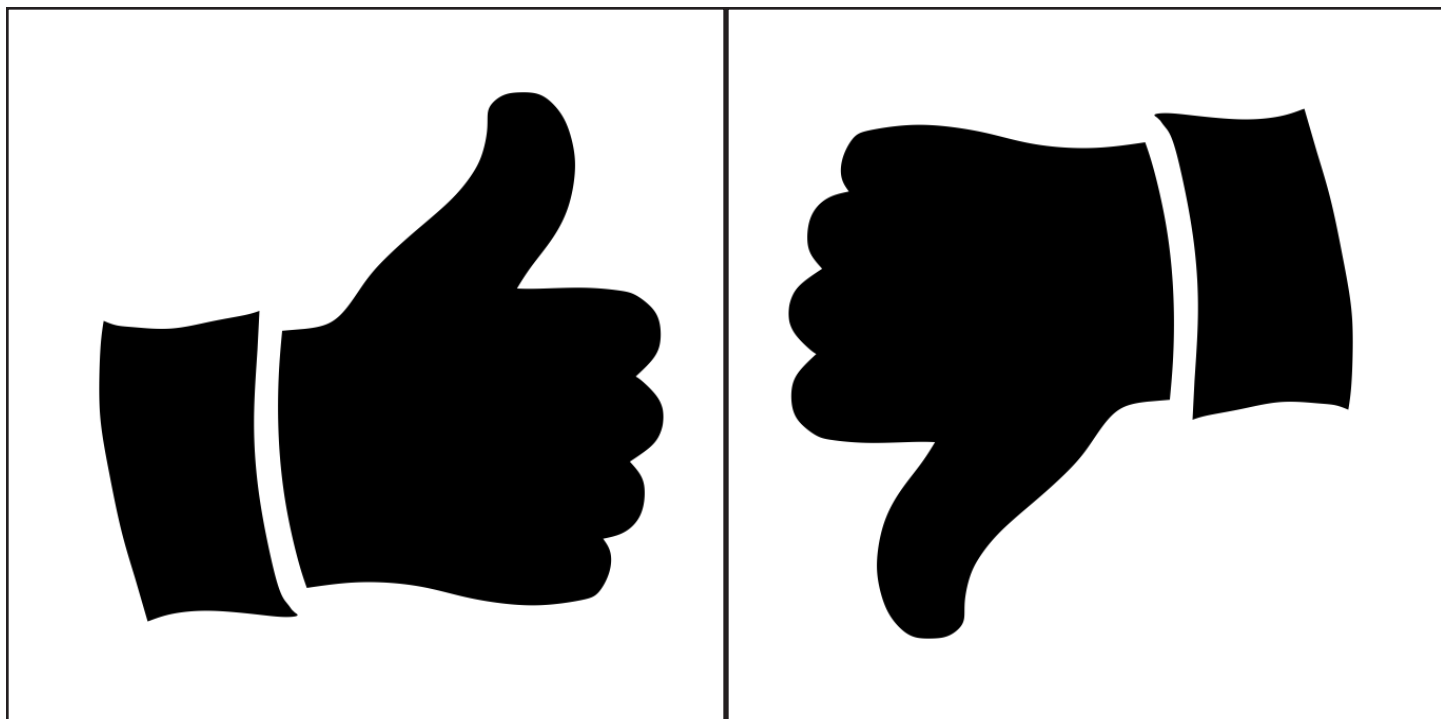


No



**THUMBS IMAGE
EXCHANGE CARD**

18.IEC.THUMB



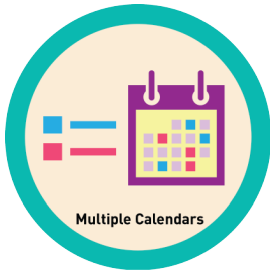
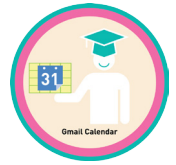
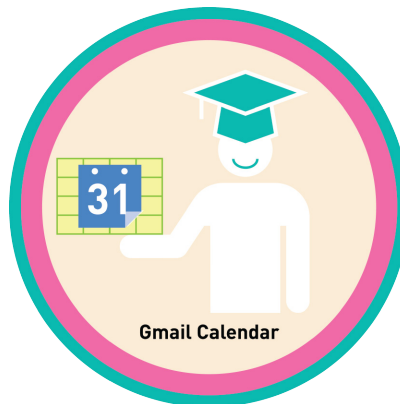
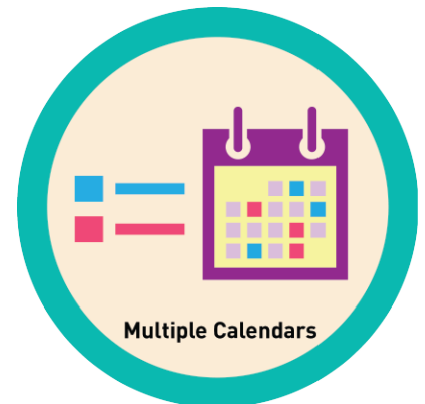
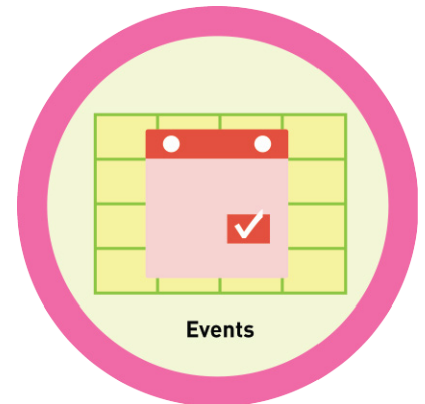
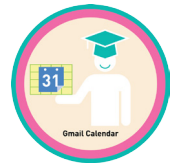


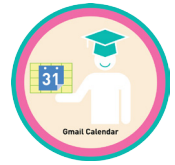
IMAGE EXCHANGE CARDS

18.8.IMAGE

Stay Organized

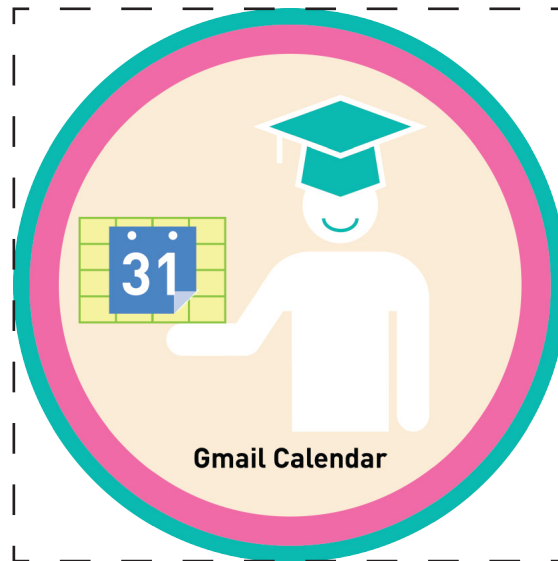




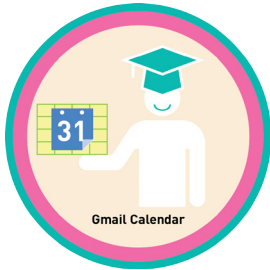
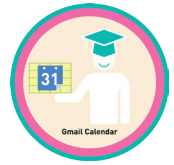


WORD WALL PRINTOUT

18.8.5



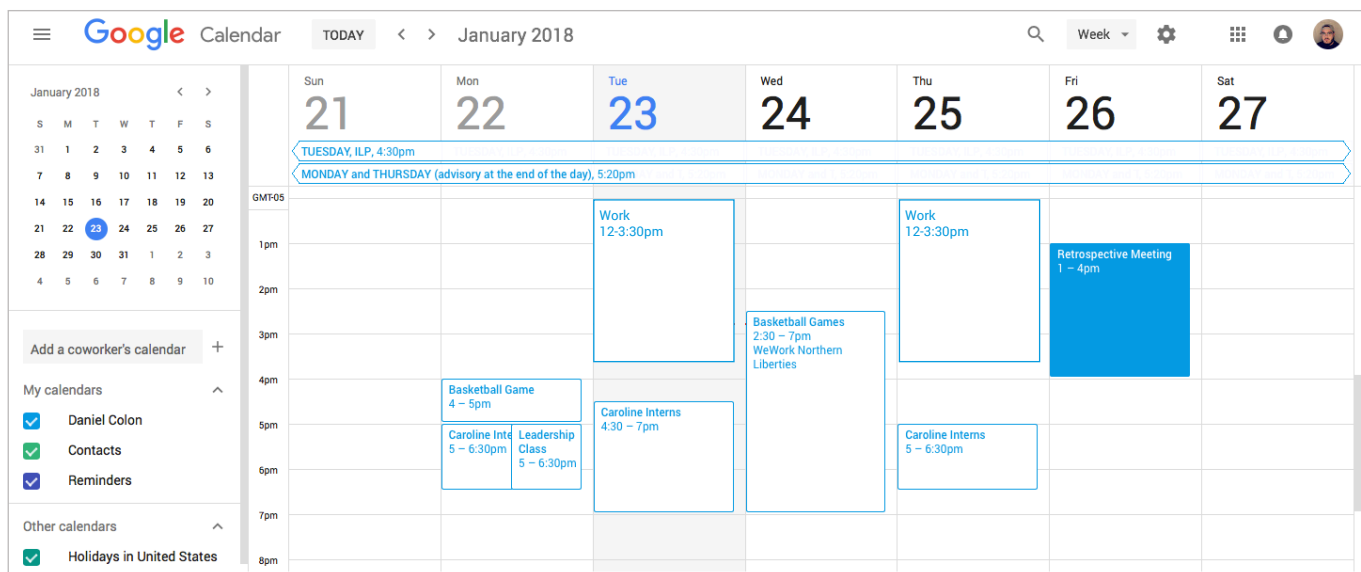
The Google calendar lets you stay organized. You can use a Google Calendar to manage your time, create events, reminders and organize tasks. You can schedule event reminders minutes, hours, days or weeks before your event. You can share your calendars with your friends and family.



T1 GOOGLE CALENDARS MASTER BADGE EXIT TICKET SCHOOL PARTY ACTIVITY

18.8.6.1

Directions: Look at the Sample Google Calendar. You want to plan a Back to School Party one night for at least 3 hours. When is a good day, date and time for a Back to School Party?



Date:

End time:

Title:

Location:

Start time:

Description:



L1

L2

L3

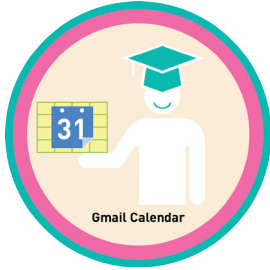
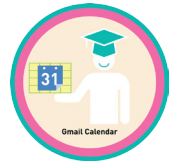
L4

L5

L6

L7

L8



T2

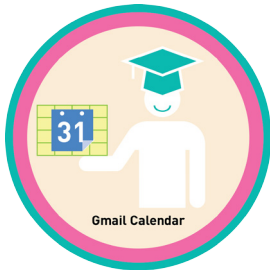
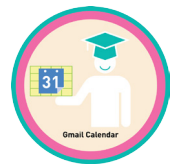
GOOGLE CALENDARS MASTER BADGE
EXIT TICKET VOCAB BLOCKS

18.8.6.2

Name: _____

Date: _____

Define		Sentence	
	Google Calendars		
Examples		Draw	



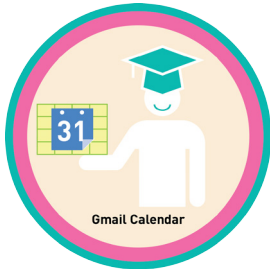
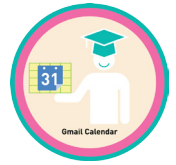
T3

GOOGLE CALENDARS MASTER BADGE
EXIT TICKET TRACE 'N' LEARN CARDS

18.8.6.3

Google Calendars

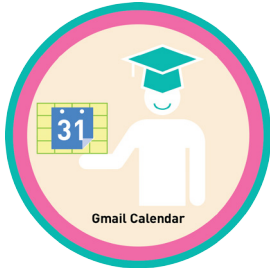
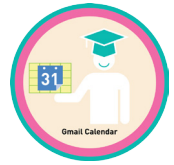
The Google calendar lets you stay organized. You can use a Google Calendar to manage your time, create events, reminders and organize tasks. You can schedule event reminders minutes, hours, days or weeks before your event.



WORKPLACE CONNECTIONS

18.8.WC.1

Directions: Create a Google Calendar titled “School.” Share your Google Calendar titled school with your teacher. Enter two events that you have coming up this school year.

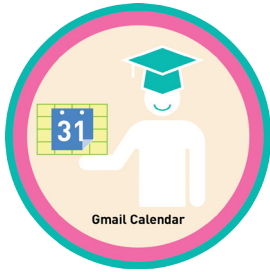
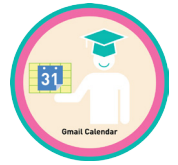


WORKPLACE CONNECTIONS

18.8.WC.2

Directions: You created the following Google Calendar. Answer the following questions about the Google Calendar below.

1. How many Google Calendars are there?
2. Is the calender being viewed by day, week or month?
3. How many meetings do you have this month?
4. Are you available to go to a party on the last Saturday of the month?
5. When is the date and time of the yard sale?



WORKPLACE CONNECTIONS

18.8.WC.3

Directions: You created the following Google Calendar. Point to the answers to the following questions about the Google Calendar below. Have a Tier 1 partner or teacher help you write in the answers.

1. How many Google Calendars are there?
2. Is the calendar being viewed by day, week or month?
3. How many meetings do you have this month?
4. Are you available to go to a party on the last Saturday of the month?
5. When is the date and time of the yard sale?



L1

L2

L3

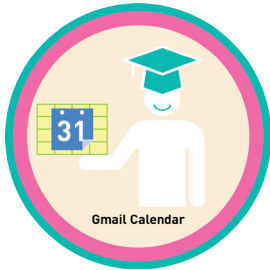
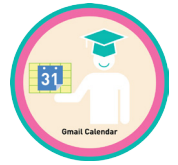
L4

L5

L6

L7

L8



READING MAZE

18.8

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

An email is application that lets you _____

(send, hand deliver)

and receive messages to others. In order to create an email account you must _____

(personal, public)

information such as your name, birthday and location. You must also create an email _____.

(phone number, address)

An email account can help you use _____ like Facebook, Youtube and Twitter.

(applications, files)

You should check your email _____.

(once a year, everyday)

You can access you email from any computer or _____ device with internet access.

(electronic, mobile)