



# UNIT 19: CREATING EVENTS IN GOOGLE CALENDAR

## LESSON 1: HOW DO I ACCESS MY GOOGLE CALENDAR?

### LESSON OVERVIEW

You can access your google calendar from your gmail inbox. To access your google calendar click on the calendar link. The calendar link is located above the gmail search field. When you click on the calendar link, you will see your google calendar.

Time: ~30 minutes

### OBJECTIVE

Students will be able to execute the steps to creating an event in 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 19**
5. Select **Lesson 1 - How Do I Access My Google 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



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


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



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 19.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** [19.IEC.Y/N] for rephrased question.



Points to **Yes or No Image Exchange Card** [19.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**. [19.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 19.BADGE to students. See  DIFFERENTIATION for this activity to identify supplements needed for your students.



## DIFFERENTIATION



Verbal Response



Writes down badge



Uses **Badge Board** [19.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 calendar”*

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



5. Play video.



6. Distribute **19.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** [19.IEC.THUMB]



Holds up or points to **Thumbs Image Exchange Card** [19.IEC.THUMB]



7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [19.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 application you can use to access your Google Calendar?"*

**Answer:** Your Gmail Inbox.

2. *"For a participation dollar, who can tell me what link you must click to access the Google Calendar?"*

**Answer:** The calendar link.

3. *"For a participation dollar, who can tell me where the calendar link is located?"*

**Answer:** In your Gmail Inbox above the search field.

4. *"For a participation dollar, who can tell me what will happen when you click the Google Calendar link?"*

**Answer:** It will take you to 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."



5. Distribute **19.1.IMAGE** Image Exchange Cards and **19.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

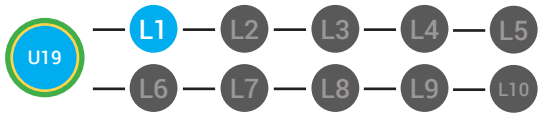


## DIFFERENTIATION

**T1** On-topic verbal response shared response

**T2** Uses **Yes or No Image Exchange Card** [19.IEC.Y/N] for rephrased question.

**T3** Uses **Image Exchange cards** [19.1.IMAGE] to point to potential vocabulary word or icon representing "Gmail inbox, calendar link," or Points to **Yes or No Image Exchange Card** [19.IEC.Y/N] for rephrased question.



6. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [19.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 How do I access my Google 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 19.1.5. Students that unlocked the badge will place the **How Do I Access My Google Calendar?** 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**. [19.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 **19.1.6** How Do I Access My Google Calendar? Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



## DIFFERENTIATION

T1

Using Tier 1 **How Do I Access My Google Calendar? Exit Ticket** [19.1.6.1], Students Highlight or circle where you can locate your Google Calendar.

T2

Using Tier 2 **How Do I Access My Google Calendar? Exit Ticket** [19.1.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [19.1.6.3].

T3

Using Tier 3 **How Do I Access My Google Calendar? Exit Ticket** [19.1.6.3], 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**. [19.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."*





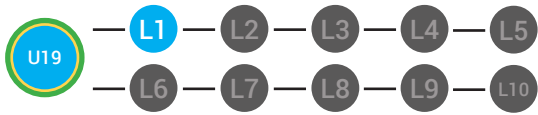
## IMMEDIATE FEEDBACK/NEXT STEPS

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**

- Successful +\$**
- Participation/Contributing
- Sharing/Helping/Collaborating
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging/Complementing

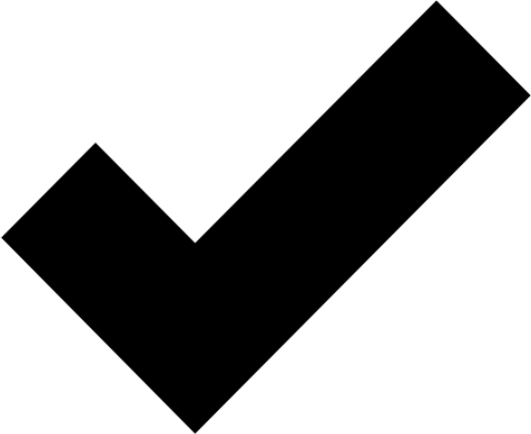
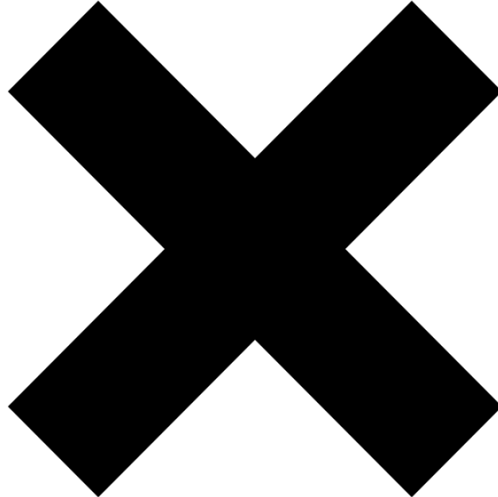
- Problematic -\$**
- Off Task
- Off-Topic/Inappropriate Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

Name						
EX: Sam	<del>    </del>					




 **YES OR NO IMAGE EXCHANGE CARD**

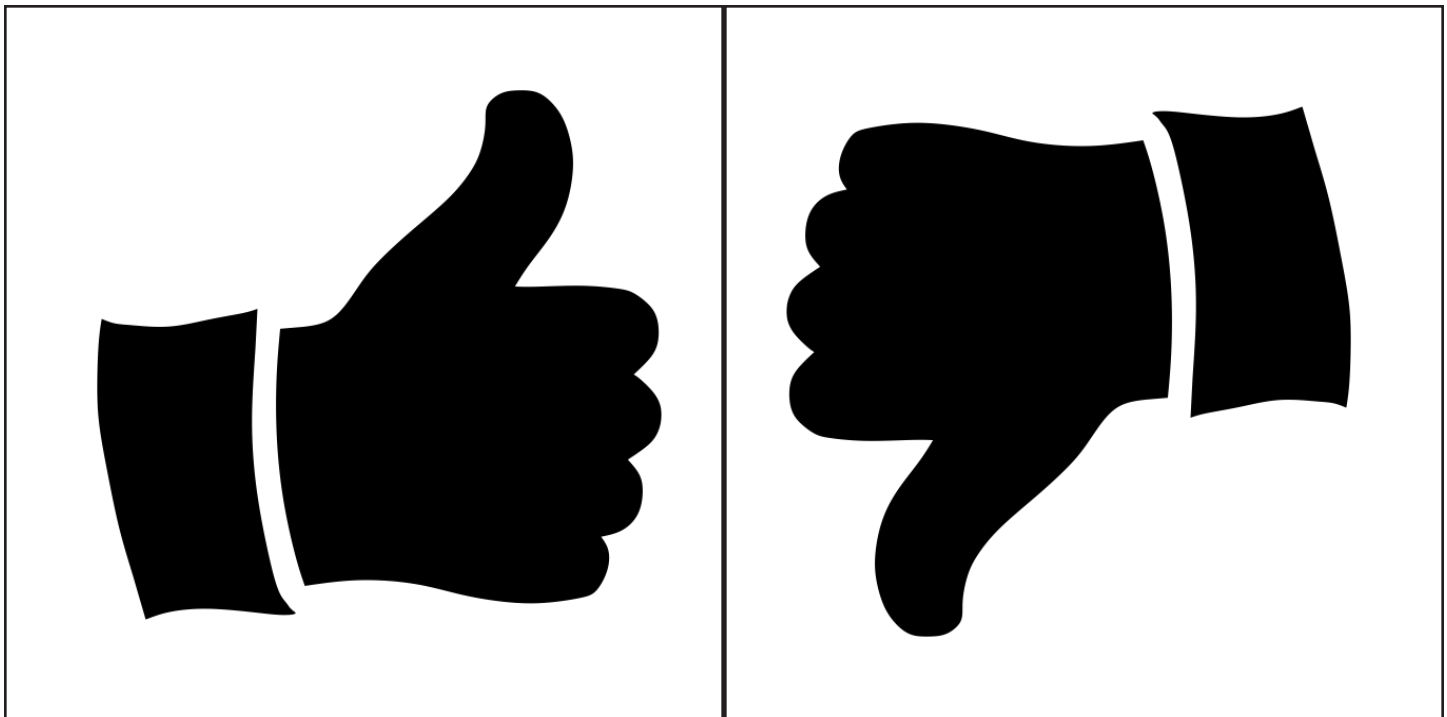
**19.IEC.Y/N**

 <p><b>Yes</b></p>	 <p><b>No</b></p>
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 **THUMBS IMAGE EXCHANGE CARD**

**19.IEC.THUMB**





# IMAGE EXCHANGE CARDS

## 19.1.IMAGE

**Gmail Inbox**

**Calendar Link**



**Access Google Calendar**

**Create an Event**

**Event Title**

**Event Date**

**Event Time**

**Event Location**

**Event Description**

**Invite a Guest**

**Save Event**

**Access Google Calendar**

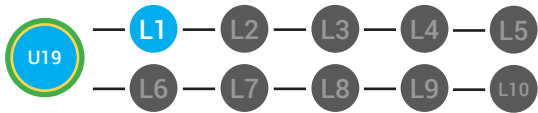


# WORD WALL PRINTOUT

19.1.5



To access your google calendar click on the calendar link. The calendar link is located above the gmail search field.



**T1** HOW DO I ACCESS MY GOOGLE CALENDAR?  
 EXIT TICKET CALENDAR INFO ACTIVITY  
 19.1.6.1

**Directions:** Look at the Gmail Inbox. Highlight or circle where you can locate your Google Calendar.

The screenshot shows a Gmail inbox with the following email list:

Category	Sender	Subject	Time
Unread	WeWork	WeWork cares about your security - wework Hi Daniel, In order to protect our members from being the victims of phishing campaigns and th	1:23 pm
Unread	WeWork Community Manager	Request Solved: Hello, Two of the people in the office have been trying to print. The f... - ##- Please type your reply :	1:18 pm
Everything else	me	(no subject)	2:09 pm
Everything else	WeWork, me (3)	Reminder - Ticket Awaiting Your Reply: Hello, Two of the people in the office have been... - Hello, I apologize for the wait. I	1:02 pm
Everything else	WeWork	Gabrielle just sent you a message - WeWork Hi there, You have new message(s) from Gabrielle Mazza: At 12:04 PM Gabrielle sent: Women o	12:19 pm
Everything else	me	(no subject) - Daniel Colon Graphic Design Intern, Digitability e:Daniel@digitability.com   w:digitability.com	10:41 am
Everything else	Michele, me (4)	quick graphic for a slide... - I know I was just asking for that for later but thats fine just send it when ever Daniel Colon Graphic Design Intern, D	10:05 am
Everything else	Staples	Just for you! Up to \$45 off your ink or toner purchase! - So many ways to save — all inside! view images Download our mobile App. Staples® f	8:57 am
Everything else	Asana	Asana You have 2 overdue tasks: Guide: Mon... and Level 1 cu... - digitability.com - Hi Daniel, You have some digitability.com tasks that are c	4:40 am
Everything else	Staples	Get ready to save even more! - Insider perks are headed your way. view images DAILY DEALS STAPLES COUPONS ELECTRONICS PRINT	Jan 23
Everything else	Daniel Colon	Fwd: Your return of Benibos Mens Slim Fit Casual One... - Forwarded message From: "return@amazon.com" <return@amazon.com> Date: D	Jan 23
Everything else	me, Kayla (2)	tracking number - Thank you! On Jan 23, 2018 10:45 AM, "Daniel Colon" <daniel@digitability.com> wrote: Here is the tracking number for the t	Jan 23
Everything else	print.marketing0084@S. (2)	Thank you for your Print & Marketing Services request - Always make a great impression. DAILY DEALS STAPLES COUPONS ELECTRONIC	Jan 23





**T2** HOW DO I ACCESS MY GOOGLE CALENDAR?  
 EXIT TICKET VOCAB BLOCKS

19.1.6.2

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

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

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

**How do I Access my Google Calendar?**



## T3 HOW DO I ACCESS MY GOOGLE CALENDAR? EXIT TICKET TRACE 'N' LEARN CARDS

19.1.6.3

How do I Access my  
Calendar?

To access your  
google calendar  
click on the  
calendar link. The  
calendar link is  
located above the  
gmail search field.



# WORKPLACE CONNECTIONS

## 19.1.WC.1

**Directions:** You just started working at a Doctor’s Office. How could you use Google Calendar to help you be better at your job?

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**WORKPLACE CONNECTIONS**

**19.1.WC.2**

**Directions:** You just started working at a Doctor’s Office. Circle the appropriate ways to use Google Calendar to help you be better at your job.

1. Schedule new due dates
2. Create events at your new job
3. Set a reminder for the movie coming up
4. Share your calendar with a co-worker
5. Set reminders for a weekly meeting



# WORKPLACE CONNECTIONS

## 19.1.WC.3

**Directions:** You just started working at a Doctor’s Office. Point YES/NO to the ways to use Google Calendar that would help you be better at your job.

1. Schedule new due dates

 Yes	 No
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2. Create events at your new job

 Yes	 No
---------	--------

3. Set a reminder for the movie coming up

 Yes	 No
---------	--------

4. Share your calendar with a co-worker

 Yes	 No
---------	--------

5. Set reminders for a weekly meeting

 Yes	 No
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# READING MAZE

## 19.1

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

You can access your Google Calendar from your Gmail \_\_\_\_\_.  
**(inbox, trash can)**

To access your google calendar click on the \_\_\_\_\_ link.  
**(create, calendar)**

The calendar link is located above the gmail search field. When you click on the calendar link, you will see your google \_\_\_\_\_.  
**(mail, calendar)**

You can access your Google Calendar from any computer \_\_\_\_\_ internet access.  
**(with, without)**