



UNIT 19: CREATING EVENTS IN GOOGLE CALENDAR

LESSON 10: GOOGLE CALENDAR MASTER BADGE

LESSON OVERVIEW

To access your Google calendar click on the calendar link. You can click on the create button to add a new event to your calendar. The title of your event tells you what the event is about. You will enter the date of the event into the date field. You will enter the start and end time of your event. The location of the event is where you will go to get to the event. The description of the event is what you plan to do during the event or where you type any notes for that event. You can tell someone else about the event you created, by inviting them as a guest to the event. After you have added all of your event information, you need to save the event.

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

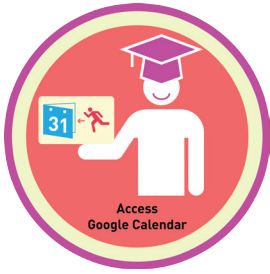
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 19**
5. Select **Lesson 10 - 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 each event must have that we learned about so far?"*

Answer: A title, date, start and end time, location and description.

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."



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.

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



2. Distribute **19.10.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** [19.10.IMAGE] to point to potential vocabulary word or icon representing "A title, date, start time, end time, location, description," or Points to **Yes or No Image Exchange Card** [19.IEC.Y/N] for rephrased question.



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]

+\$ 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 **19.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** [19.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 calendar"*

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



4. Play video.



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

T3

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 how you can access your Google Calendar?"*

Answer: In your Gmail inbox click on the calendar link.

2. *"For a participation dollar, who can tell me what you must click to add a new event to your Google Calendar?"*

Answer: The create button.

3. *"For a participation dollar, who can tell me what the purpose of an event title is?"*

Answer: To briefly tell you what the event is about.

4. *"For a participation dollar, who can tell me what information you can enter about an event in Google Calendar?"*

Answer: An event title, the date of the event, the start and end time, the location and a description of the event.

5. *"For a participation dollar, who can tell me what you can do if you want your friend or co-worker to attend an event with you?"*

Answer: Invite them.

6. *"For a participation dollar, who can tell me what you must do in order for an event to appear in your Google Calendar?"*

Answer: Save it.




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."



7. Distribute **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

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



8. 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 Google Calendar Master Badge Badge for \$1?"

Click Activity Button to Play Activity Video




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



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 **19.10.5**. 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**. **[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 **19.10.6 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** [19.10.6.1], Students plan the event using the create an event form.

T2

Using Tier 2 **Google Calendar Master Badge Exit Ticket** [19.10.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [19.10.6.3].

T3

Using Tier 3 **Google Calendar Master Badge Exit Ticket** [19.10.6.3], 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

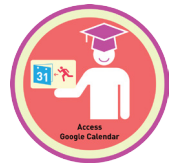
Login independently using **password cards**.

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

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

||

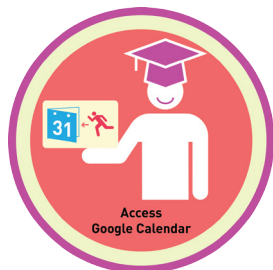
Complaining/Whining

Arguing

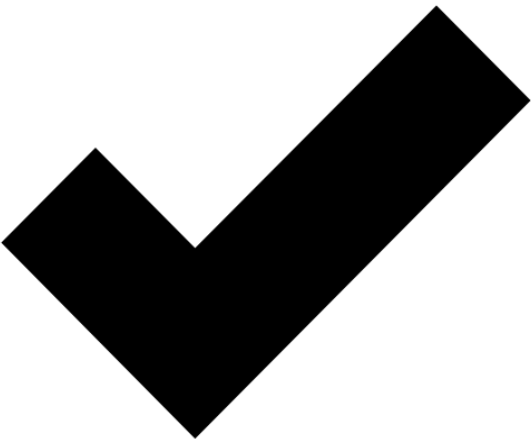
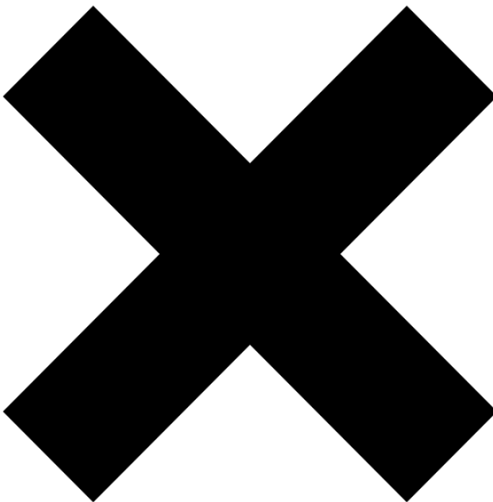
Interrupting

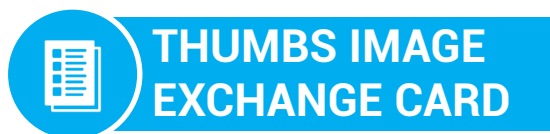
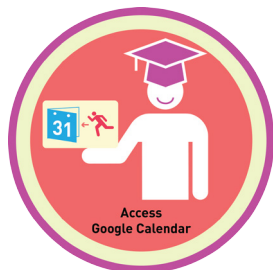
||

UMAPA



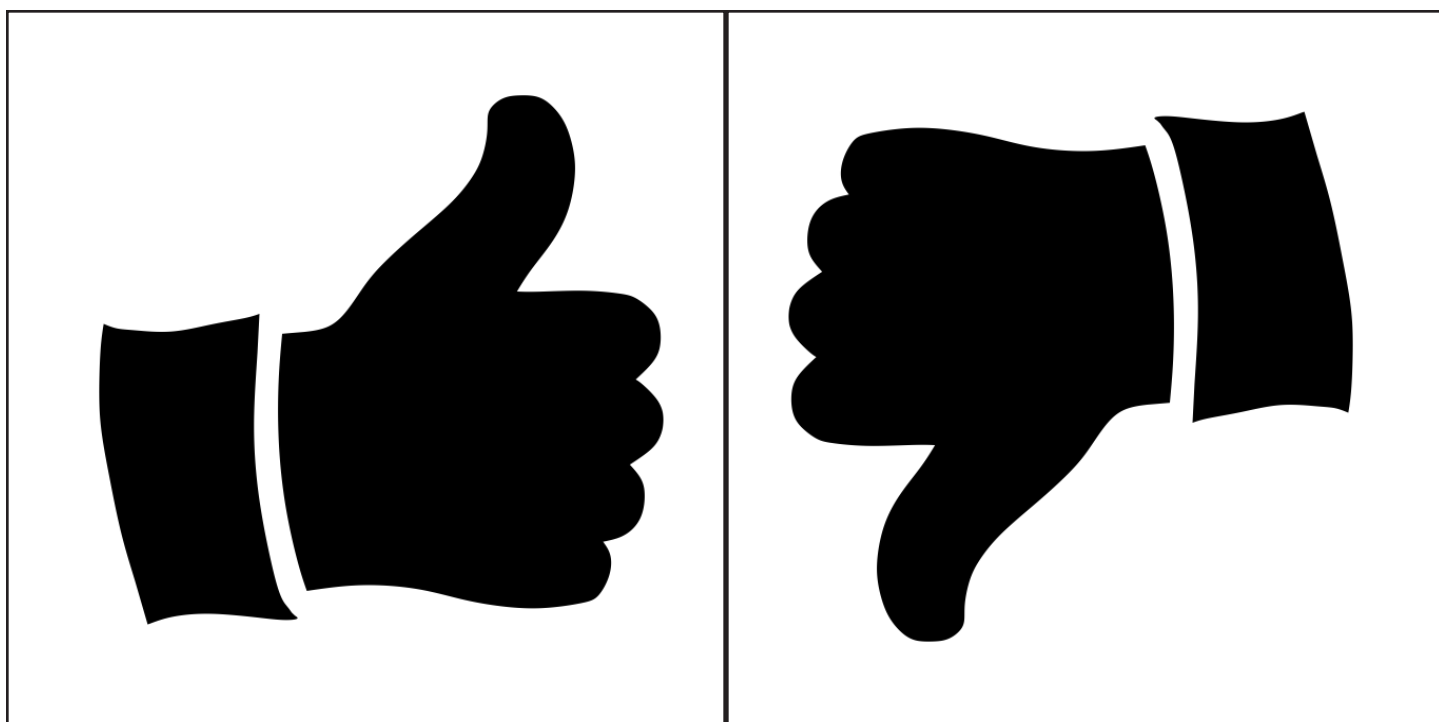
19.IEC.Y/N

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

19.IEC.THUMB



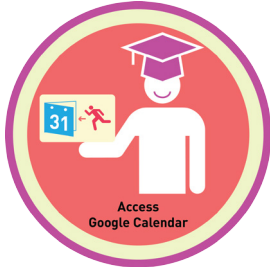


IMAGE EXCHANGE CARDS

19.10.IMAGE

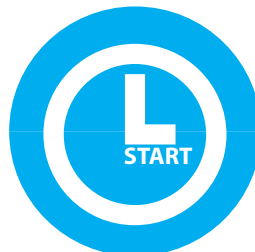
A title



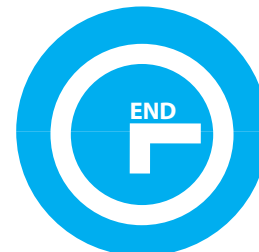
Date



Start Time



End Time

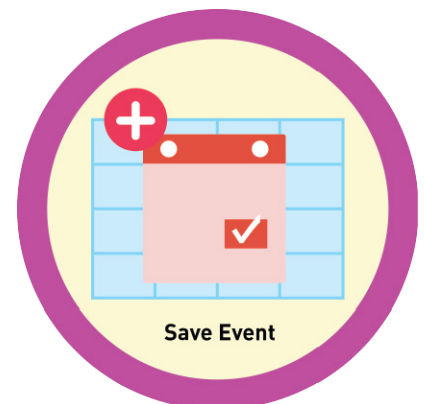
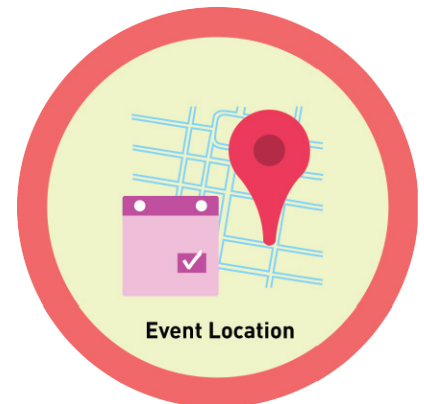
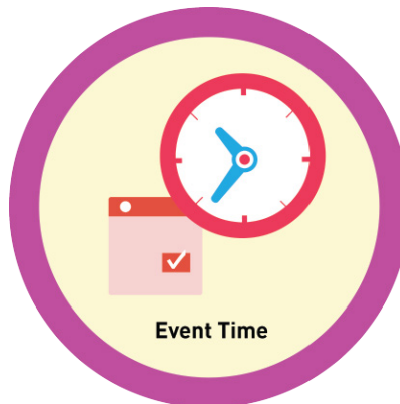


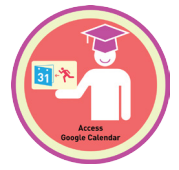
Location



Description

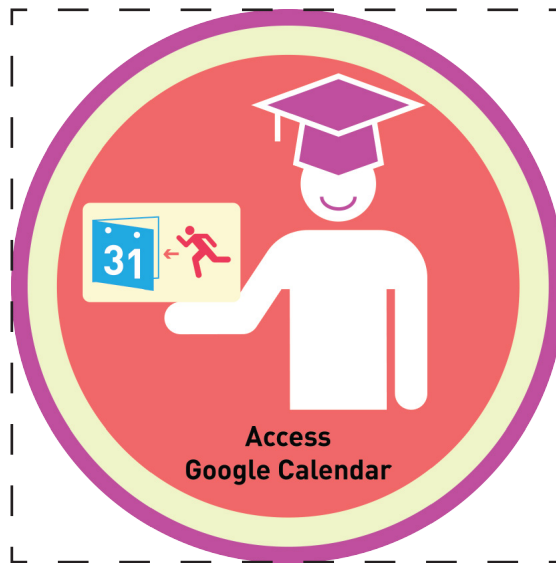






WORD WALL PRINTOUT

19.10.5



To access your Google calendar click on the calendar link. You can click on the create button to add a new event to your calendar. You will need to add a title, date start time, end time, location, and description. You can invite guests to your event. Then save the event.



T1 GOOGLE CALENDAR MASTER BADGE EXIT TICKET CREATE AN EVENT ACTIVITY

19.10.6.1

Directions: You want to have a birthday party next weekend. Plan the event using the create an event form.

×

SAVE

to

TIME ZONE

☐ All day
 Does not repeat ▾

EVENT DETAILS

FIND A TIME

📍

👤

Hangouts ▾

×

daniel ✎

🔔

Notification ▾

10 ⌚

minutes ▾

×

ADD NOTIFICATION

📅

daniel@digitability.com

● ▾

📁

Busy ▾

Default visibility ▾

?

☰

📎

B

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U

☰

☰

🔗

✂

GUESTS

Guests can:

☐

Modify event

☒

Invite others

☒

See guest list

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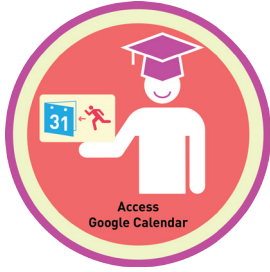
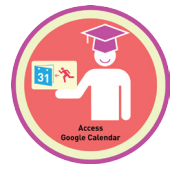
T2 **GOOGLE CALENDAR MASTER BADGE**
EXIT TICKET VOCAB BLOCKS
19.10.6.2

Name: _____

Date: _____

Define	Sentence

Google Calendar



T3

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

19.10.6.3

Google Calendar

To access your Google calendar click on the calendar link. Click on the create button to add a new event to your calendar. Add a title, date, location, description, start, and end time. You can invite guests to your event. Then save the event.



READING MAZE

19.10

Write in the best answer the blank space to complete the sentence.

To access your google calendar click on the _____ link.

(calendar, delete)

You can click on the create button to add a _____ event to

(old, new)

your calendar. The _____ of your event tells you what the

(title, location)

event is about. You will enter the _____ of the event into the

(date, name)

date field. You will enter the start and end time of your event. The

location of the event is _____ you will go to get to the event.

(where, when)

The description of the event is what you plan to do during the event

or where you type any notes for that event. You can tell someone else

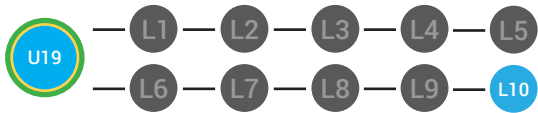
about the event you created, by _____ them as a guest to the

(dismissing inviting)

event. After you have added all of your event information, you need to

_____ the event.

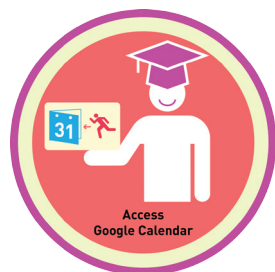
(delete, save)



WORKPLACE CONNECTIONS

19.10.WC.1

Directions: Log into your Google Calendar. Plan and create an event. Invite your teacher to your event.



WORKPLACE CONNECTIONS
19.10.WC.2

Directions: Look at the Google Calendar event. Plan and create an event. Invite your teacher to your event below.

×

Add title

SAVE

May 10, 2018

3:30pm

to

4:30pm

May 10, 2018

TIME ZONE

☐ All day

Does not repeat ▾

EVENT DETAILS

FIND A TIME

📍

Add location

🗣️

Hangouts ▾

✎

🔔

Notification ▾

10

⬆ ⬆ ⬆

minutes ▾

✕

ADD NOTIFICATION

📅

●

▾

📁

Busy ▾

Default visibility ▾

?

📎

B

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☰

☷

🔗

✂

Add description

GUESTS

Add guests

Guests can:

☐

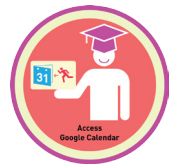
Modify event

☒

Invite others

☒

See guest list



WORKPLACE CONNECTIONS

19.10.WC.3

Directions: Log into your Google Calendar. Point to the birthday party for your best friend below.

Google Calendar TODAY < > June 2018

June 2018 < >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28 Memorial Day	29	30	31	Jun 1 5pm Monthly or Quarterly	2
3	4	5 Basket Ball Practice	6 Ashley House warming party	7	8 4pm Data Dashboard Due	9 Dwayne's Birthday Party
10	11	12 Basket Ball Practice	13	14	15 Meeting with Principle Johnson	16
17 Father's Day	18	19 Basket Ball Practice	20	21	22 1pm Retrospective Meetin	23 Beach Day!
24	25	26	27	28	29	30

Add a coworker's calendar +
 My calendars ^
☒ Digitability
 Other calendars ^
☒ Holidays in United States

+