UNIT 19: CREATING EVENTS IN GOOGLE CALENDAR
LESSON 2: CREATING AN EVENT

LESSON OVERVIEW

You can add and edit events on your calendar. To add a new event to your calendar click the create button. The create button is red. It looks like this. When you click the create button, you will see a new form. You can complete this form to create a new 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 2 - Creating an Event**

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.

Create an Event

LESSON PLAN

WARM UP

ACCESSING PRIOR KNOWLEDGE

1. *"For a participation dollar, who can recall where you access your Google Calendar from?"*

Answer: From your Gmail Inbox.

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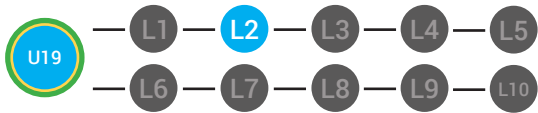
DIFFERENTIATION

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** [19.2.IMAGE] to point to potential vocabulary word or icon representing "Gmail inbox," or 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. 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. [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.

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 event"*

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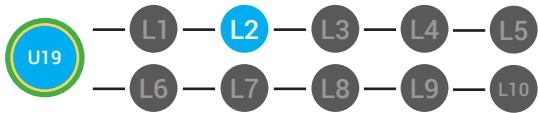
DIFFERENTIATION

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	-$ OFF TASK
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. "*

💡 **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 add to your Google Calendar?"*

Answer: You can add events to your Google Calendar.

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

Answer: The create button.

3. *"For a participation dollar, who can tell me what happens when you click the create button?"*

Answer: You will see a new form to create a new event.

4. Distribute **19.IEC.Y/N** to students. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

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."

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.

5. 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	-$ 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 Creating an Event 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 **19.2.5**. Students that unlocked the badge will place the **Creating an Event** 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.
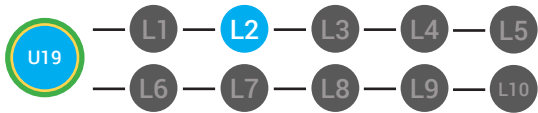
DIFFERENTIATION

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	-$ 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 **19.2.6** Creating an Event Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Creating an Event Exit Ticket** [19.2.6.1], Students highlight or circle where you can locate your Google Calendar.

T2 Using Tier 2 **Creating an Event Exit Ticket** [19.2.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [19.2.6.3].

T3 Using Tier 3 **Creating an Event Exit Ticket** [19.2.6.3], 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	**-$ 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."*
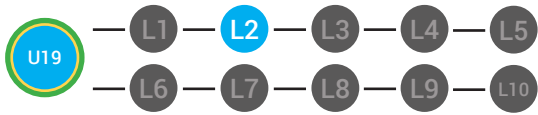
IMMEDIATE FEEDBACK/NEXT STEPS

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.**

U19 — L1 — L2 — L3 — L4 — L5
— L6 — L7 — L8 — L9 — L10

LVL 2 UNIT 19: LESSON 2 CREATING AN EVENT
Dollar Tracker
19.Dollar tracker

Create an Event
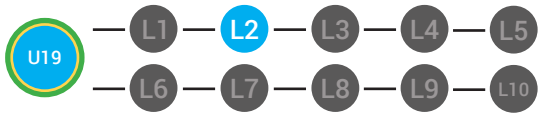
Behaviors

Name

Behaviors	EX: Sam						
Successful +$							
Participation/ Contributing	Ж						
Sharing/Helping/ Collaborating	III						
Greeting a Guest	I						
Following Directions/ Staying on Task	III						
Encouraging/ Complementing	II						
Problematic -$							
Off Task	I						
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing	II						
Complaining/Whining							
Arguing							
Interrupting	II						
UMAPA							
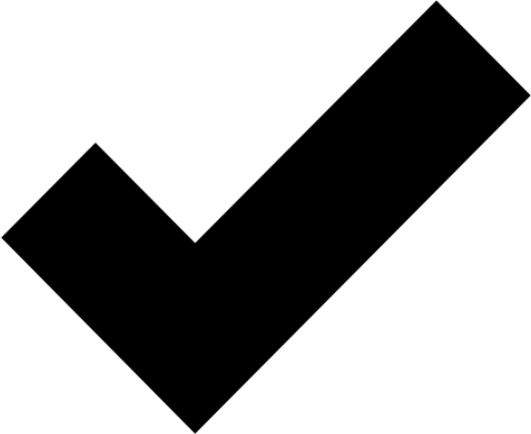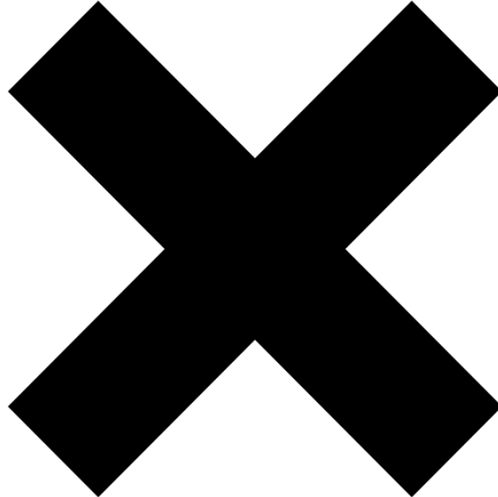
Create an Event

YES OR NO IMAGE EXCHANGE CARD
19.IEC.Y/N

✔ **Yes**	✘ **No**

Create an Event

THUMBS IMAGE EXCHANGE CARD
19.IEC.THUMB

Create an Event

IMAGE EXCHANGE CARDS

19.2.IMAGE

Gmail Inbox

U19 — L1 — L2 — L3 — L4 — L5
— L6 — L7 — L8 — L9 — L10

LVL 2 UNIT 19: LESSON 2 CREATING AN EVENT
BADGE BOARD
19.BADGE

Create an Event

Access Google Calendar

Create an Event

School Field Trip!

Event Title

May 6

Event Date

Event Time

Event Location

Event Description

Invite a Guest
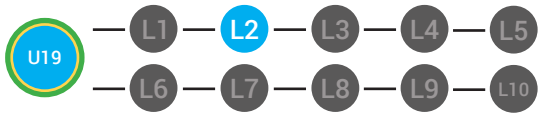
Save Event

Access Google Calendar

📋 WORD WALL PRINTOUT

19.2.5

Create an Event

You can add and edit events on your calendar. To add a new event to your calendar click the create button.

Create an Event

T1 CREATING AN EVENT EXIT TICKET
CALENDAR INFO ACTIVITY
19.2.6.1

Directions: Look at the Google Calendar. Color the button you would click to enter.

Create an Event

T2 **CREATING AN EVENT**
EXIT TICKET VOCAB BLOCKS
19.2.6.2

Create an Event

Name: _____

Date: _____

Define	Sentence
Examples	**Draw**

Creating an Event

Create an Event

T3 **CREATING AN EVENT EXIT TICKET TRACE 'N' LEARN CARDS**
19.2.6.3

Creating an Event

You can add and edit events on your calendar. To add a new event to your calendar click the create button.

WORKPLACE CONNECTIONS

19.2.WC.1

Create an Event

Directions: List five events that you might find in a Google Calendar at a workplace.

_____

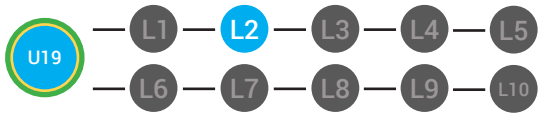_____

_____

_____

_____

_____

WORKPLACE CONNECTIONS
19.2.WC.2

Directions: Write three events that you might find in a Google Calendar at a workplace.

1. _____

2. _____

3. _____

Create an Event

WORKPLACE CONNECTIONS

19.2.WC.3

Directions: Point to five events that are on the Google Calendar.

READING MAZE

19.2

Create an Event

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

You can add and edit events on your Google _____.

(calendar, documents)

To add a new event to your calendar click the _____ button.

(delete, create)

The create button is _____. When you click the create button,

(red, pink)

you will see a new _____ appear. You can complete this

(photograph, form)

form to create a new _____.

(event, presentation)