



# UNIT 19: CREATING EVENTS IN GOOGLE CALENDAR

## LESSON 3: WHAT IS AN EVENT TITLE?

### LESSON OVERVIEW

You will need to think of a name for your new events. The name of your event is called a title. The title of your event tells you what the event is about. For example, the name for your school field trip event would be “School Field Trip!” To add a title to a new event, click in the ‘untitled event’ field. It looks like this, then type of the title for your 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 3 - What is an Event Title?**

### 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 you can add to your Google Calendar?"

**Answer:** You can add events to your Google Calendar.




**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.

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



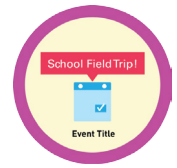
T1 On-topic verbal response shared response



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.



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 title"

4. Ask students to give a thumbs up every time they hear and/or see the Title 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**  
*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 the title of an event should tell you?”*

**Answer:** It should tell you what the event is about.

2. *“For a participation dollar, who can tell me what an appropriate title would be if you were going on a field trip to the zoo this Friday?”*

**Possible Answer:** Field Trip.

3. *“For a participation dollar, who can tell me what you click to add a new event?”*

**Answer:** First click on the Google Calendar button.

4. *“For a participation dollar, who can tell me what you must click in order to add a title to a new event?”*

**Answer:** Click in the untitled event field.

5. *“For a participation dollar, who can tell me what you must enter into the “Untitled Event” field?”*

**Answer:** The title of your event.




**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.”



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

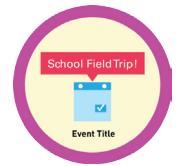


**DIFFERENTIATION**

**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.



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-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




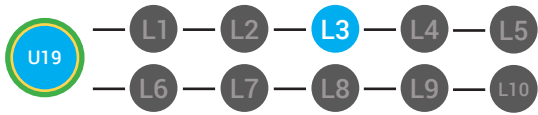
1. Ask the class, "Who would like to unlock the What is an Event Title Badge for \$1?"

### 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 **19.3.5**. Students that unlocked the badge will place the **What is an Event Title?** 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]

<p><b>+\$ PARTICIPATION</b></p> <p>“Marcus + you answered correctly! You earned a dollar! Nice job!”</p>	<p><b>-\$ INTERRUPTIONS</b></p> <p>“Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.”</p>
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## ASSESSMENT/EXIT TICKET



1. Distribute **19.3.6** What is an Event Title? Exit Ticket to students. See  DIFFERENTIATION for this activity to identify supplements needed for your students.



## DIFFERENTIATION

T1

Using Tier 1 **What is an Event Title? Exit Ticket** [19.3.6.1], Students list 5 event titles that you attended that could have put into your Google Calendar.

T2

Using Tier 2 **What is an Event Title? Exit Ticket** [19.3.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [19.3.6.3].

T3

Using Tier 3 **What is an Event Title? Exit Ticket** [19.3.6.3], 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]

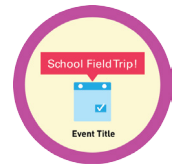
**+\$ PARTICIPATION**

*"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."*





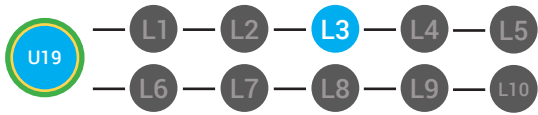
## IMMEDIATE FEEDBACK/NEXT STEPS

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

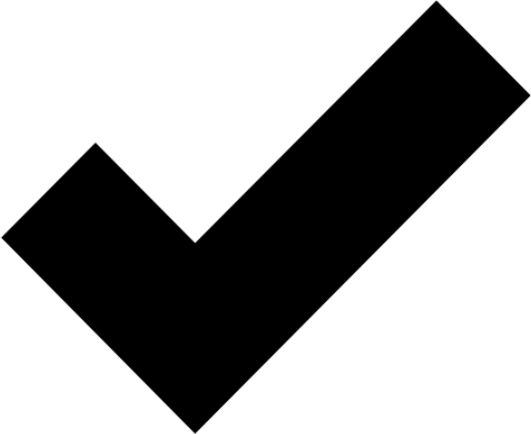
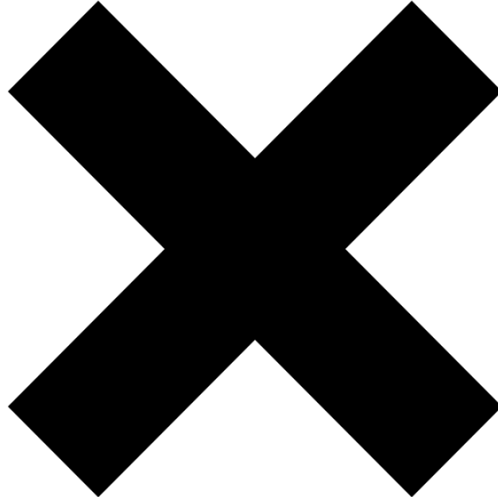
- Problematic -\$**
- Off Task
  - Off-Topic/Inappropriate Comment
  - Disrespect/Teasing
  - Complaining/Whining
  - Arguing
  - Interrupting
  - UMAPA

EX: Sam							
Participation/Contributing	<del>    </del>						
Sharing/Helping/Collaborating							
Greeting a Guest							
Following Directions/Staying on Task							
Encouraging/Complementing							
Off Task							
Off-Topic/Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining							
Arguing							
Interrupting							
UMAPA							



 **YES OR NO IMAGE EXCHANGE CARD**

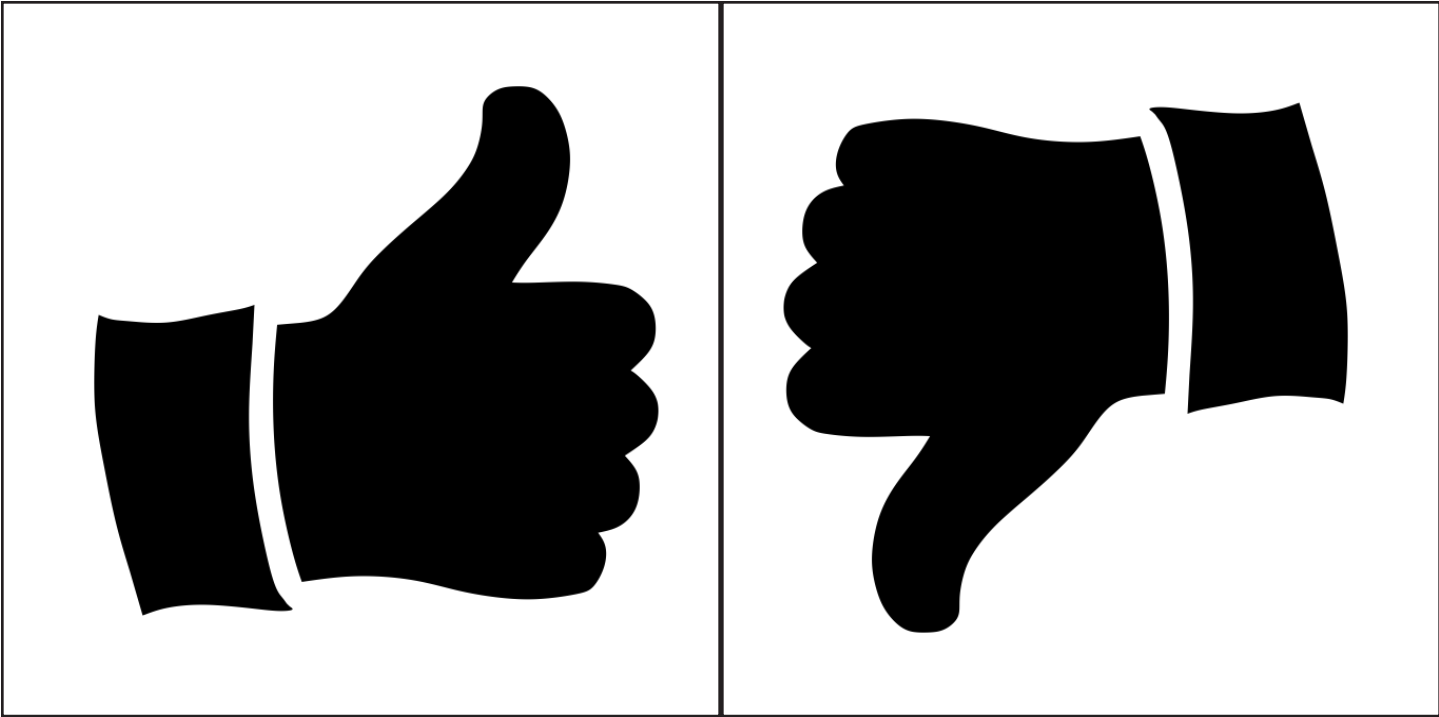
19.IEC.Y/N

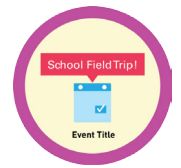
 <p><b>Yes</b></p>	 <p><b>No</b></p>
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 **THUMBS IMAGE EXCHANGE CARD**

**19.IEC.THUMB**





**Access  
Google Calendar**

**Create an Event**

**Event Title**

**Event Date**

**Event Time**

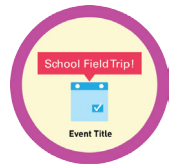
**Event Location**

**Event Description**

**Invite a Guest**

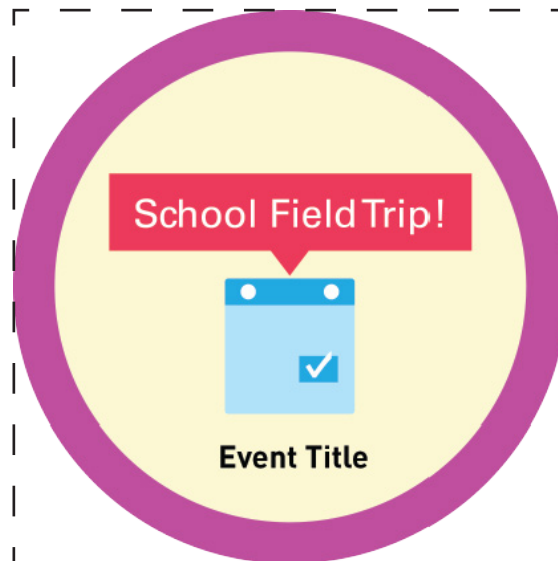
**Save Event**

**Access  
Google Calendar**



## WORD WALL PRINTOUT

### 19.3.5



You will need to think of a name for your new events. The name of your event is called a title. The title of your event tells you what the event is about.



**T1** WHAT IS AN EVENT TITLE? EXIT TICKET  
 TITLING EVENTS ACTIVITY

**19.3.6.1**

**Directions:** Think about some of the things and events that you did this month. List 5 event titles that you attended that could have put into your Google Calendar.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



**T2** WHAT IS AN EVENT TITLE?  
 EXIT TICKET VOCAB BLOCKS

19.3.6.2

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

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

<b>Define</b>	<b>Sentence</b>
<b>When is the Event?</b>	
<b>Examples</b>	<b>Draw</b>





## T3 WHAT IS AN EVENT TITLE? EXIT TICKET TRACE 'N' LEARN CARDS

19.3.6.3

When is the Event?

You will need to think of a name for your new events. The name of your event is called a title. The title of your event tells you what the event is about.



# WORKPLACE CONNECTIONS

## 19.3.WC.1

**Directions:** You want to create an event for your Google Calendar. Create a title for the following work events.

1. A meeting with your boss, Andrea Lou

**Title:**

2. A meeting with Maria Ruiz, a customer

**Title:**

3. Your book club gathering.

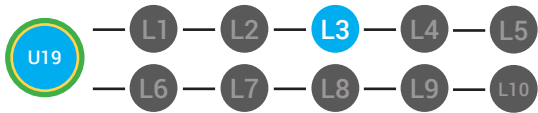
**Title:**

4. Your soccer tournament this Saturday.

**Title:**

5. A beach concert you will be attending.

**Title:**

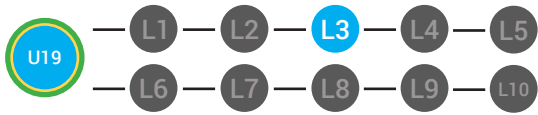


# WORKPLACE CONNECTIONS

## 19.3.WC.2

**Directions:** You created a Google Calendar for work. Circle the meetings that you need to attend.

June 2018	Sun 27	Mon 28	Tue 29	Wed 30	Thu 31	Fri Jun 1	Sat 2
27	28	Memorial Day				5pm Monthly or Quarterly	
3	4		5	6	7	8	9
			Basket Ball Practice	Ashley House warming party		4pm Data Dashboard Due	
10	11	12	13	14	15	16	
			Basket Ball Practice				
17	18	19	20	21	22	23	
Father's Day		Basket Ball Practice			1pm Retrospective Meetin	Beach Day!	
24	25	26	27	28	29	30	



# WORKPLACE CONNECTIONS

## 19.3.WC.3

**Directions:** You created a Google Calendar for work. Point to the meetings that you need to attend.



 **READING MAZE**

**19.3**

**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)**