

UNIT 19: CREATING EVENTS IN GOOGLE CALENDAR

LESSON 4: WHEN IS THE EVENT?

LESSON OVERVIEW

Every event must have a date. You will enter the date of the event into the date field. The date field is located under the title field. When you click on the date field, a calendar will open. To add an event date click on the field with today's date. Then, click on the date that the event will happen on.

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

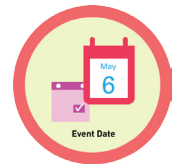
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 19**
5. Select **Lesson 4 - When is The 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.



LESSON PLAN

WARM UP



1. *"For a participation dollar, who can tell me what you must enter into the 'Untitled Event' field?"*

Answer: The title of your event.




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



DIFFERENTIATION

T1

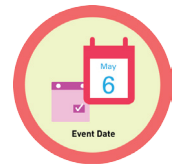
On-topic verbal response shared response

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

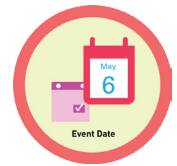
Verbal Response

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 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



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?"

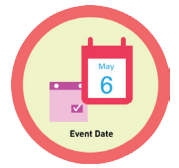
-\$ OFF TASK

[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 each event must have?"*

Answer: A date.

2. *"For a participation dollar, who can tell me where the date field is located?"*

Answer: Under the title field.

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

Answer: A calendar opens up.

4. *"For a participation dollar, who can tell me if you can have more than one event on the same date?"*

Answer: Yes, you may have more than one event on the same date.




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



DIFFERENTIATION

T1

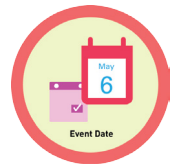
On-topic verbal response shared response

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.



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 When is the Event Badge for \$1?"

Click Activity Button to Play Activity Video

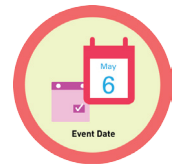
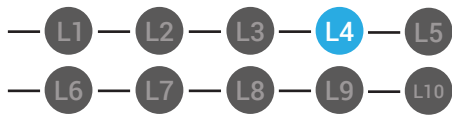
2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



3. Distribute lesson badge cut out **19.4.5**. Students that unlocked the badge will place the **When is The 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

"Marcus + you answered correctly!
You earned a dollar! Nice job!"

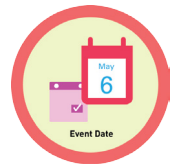
-\$ INTERRUPTIONS

"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 **19.4.6 When is The Event?** Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Using Tier 1 **When is The Event? Exit Ticket** [19.4.6.1], Students Highlight or circle where you can locate your Google Calendar.
- T2** Using Tier 2 **When is The Event? Exit Ticket** [19.4.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [19.4.6.3].
- T3** Using Tier 3 **When is The Event? Exit Ticket** [19.4.6.3], 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]

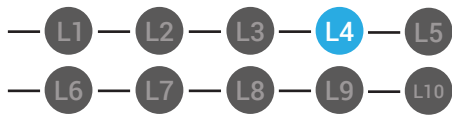
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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

||

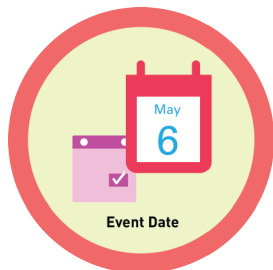
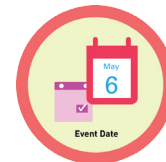
Complaining/Whining

Arguing

Interrupting

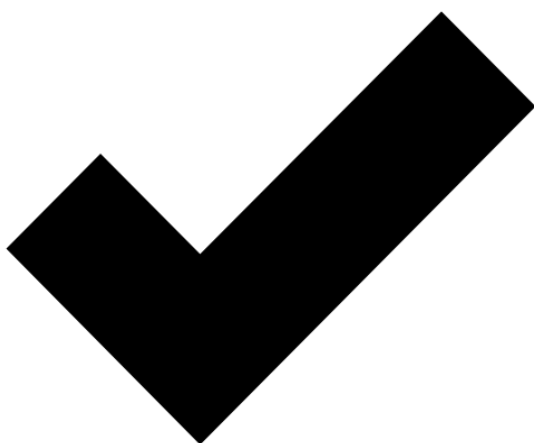
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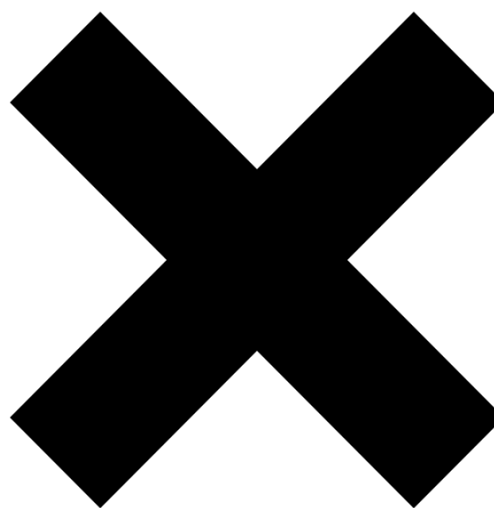


**YES OR NO IMAGE
EXCHANGE CARD**

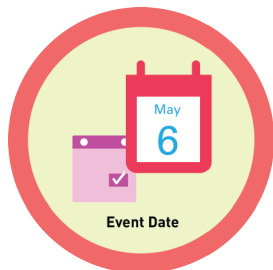
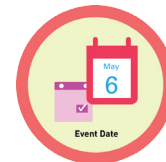
19.IEC.Y/N



Yes

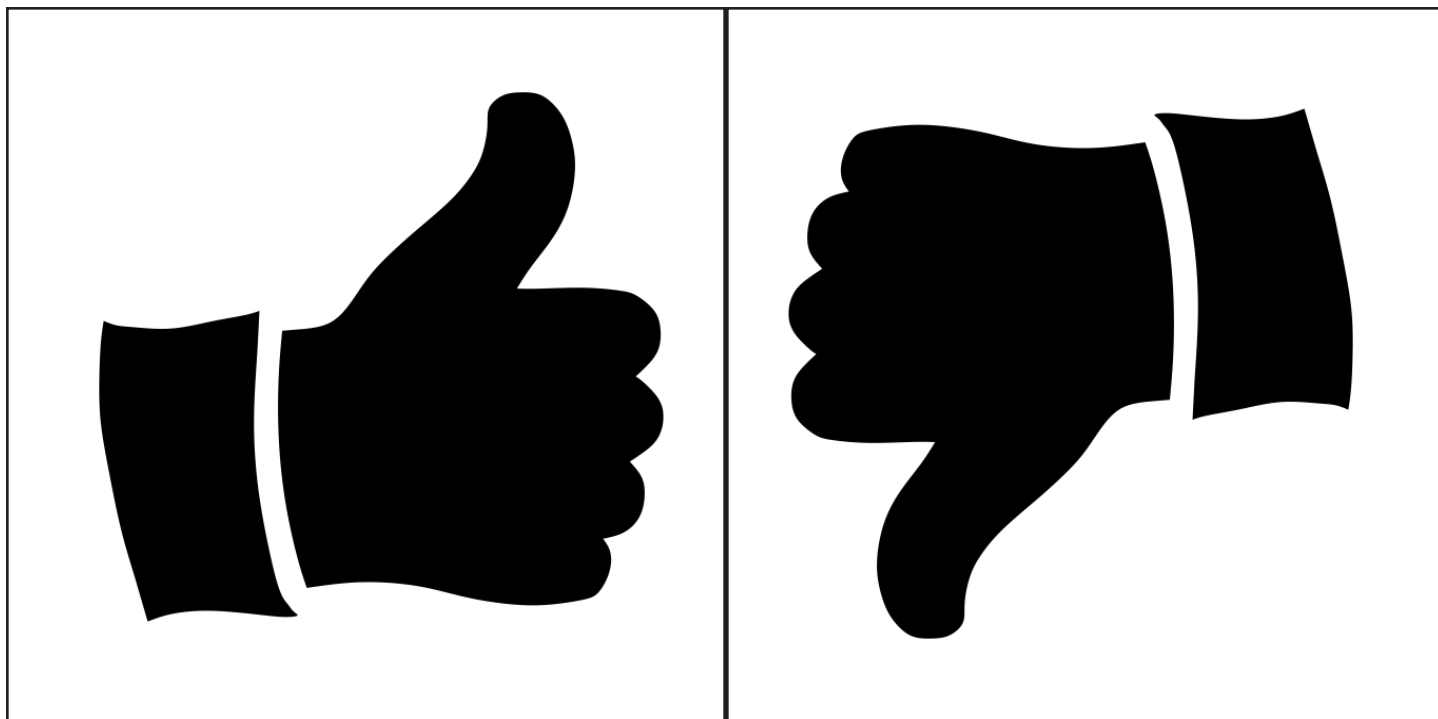


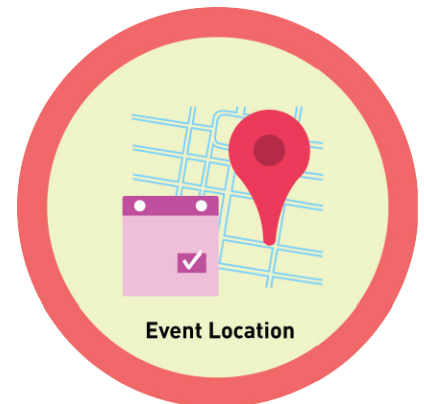
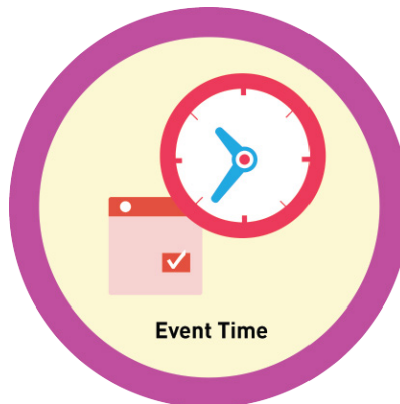
No

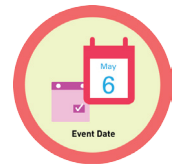


THUMBS IMAGE EXCHANGE CARD

19.IEC.THUMB





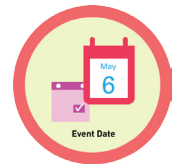


WORD WALL PRINTOUT

19.4.5



Every event must have a date.
You will enter the date of the
event into the date field.



T1 WHEN IS THE EVENT? EXIT TICKET SCHEDULE EVENTS ACTIVITY

19.4.6.1

Directions: Putting events on the correct date is very important. Write appropriate event dates (month, day and year) for the following parties you have coming up this year.

1. A Christmas Party.

Month: Day: Year:

2. A Halloween party.

Month: Day: Year:

3. A summer BBQ.

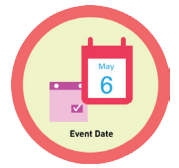
Month: Day: Year:

4. Your birthday party.

Month: Day: Year:

5. Your New Year's eve party.

Month: Day: Year:



T2

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

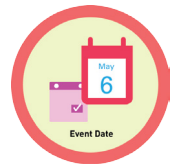
19.4.6.2

Name: _____

Date: _____

<p>Define</p>	<p>Sentence</p>
<p>Examples</p>	<p>Draw</p>

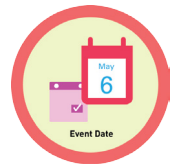
When is the Event?



T3 WHAT IS AN EVENT TITLE? EXIT TICKET
TRACE 'N' LEARN CARDS
19.4.6.3

When is the Event?

Every event must
have a date. You
will enter the date
of the event into
the date field.



READING MAZE

19.4

Write in the best answer the blank space 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.

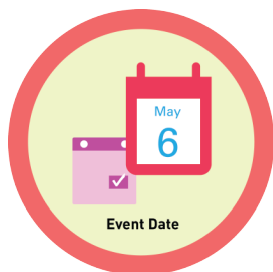
(electronic, mobile)



WORKPLACE CONNECTIONS

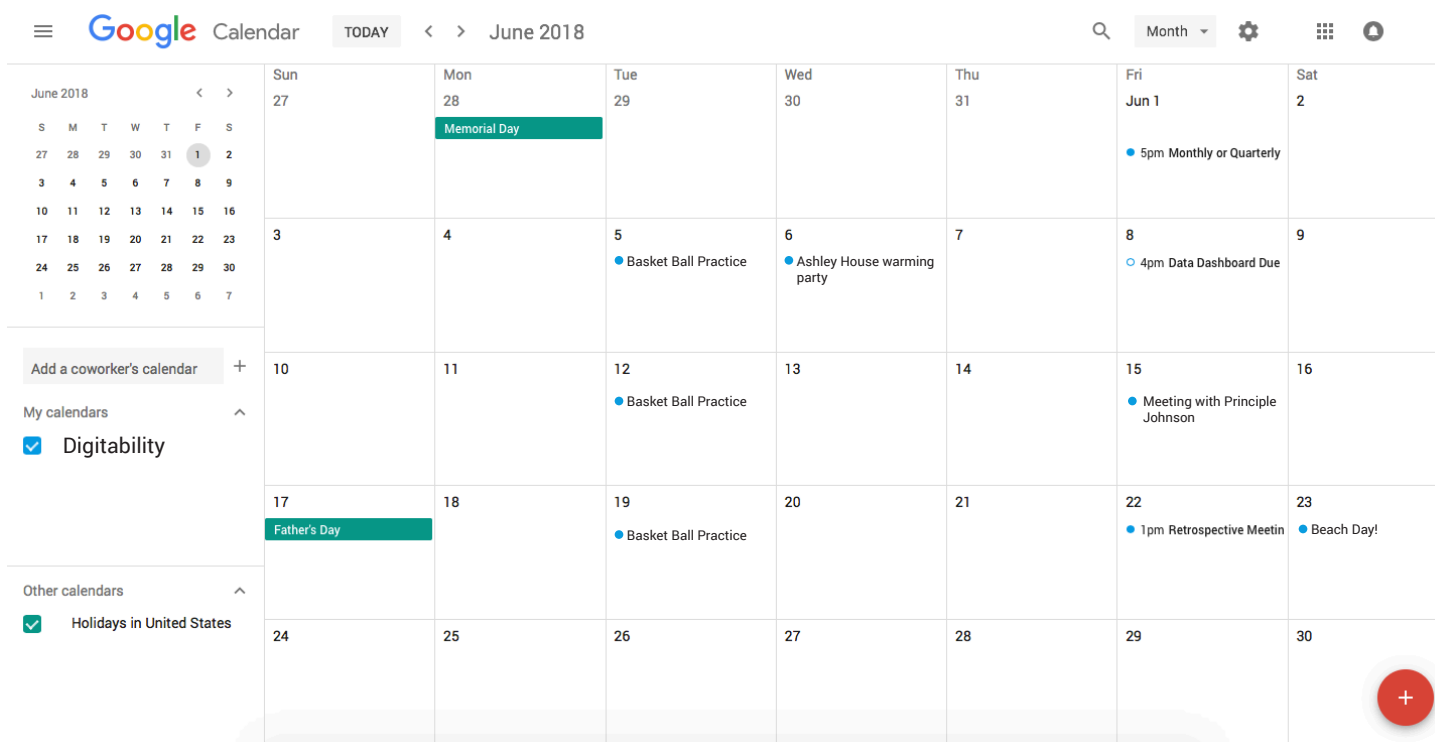
19.4.WC.1

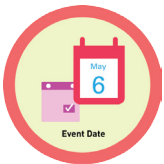
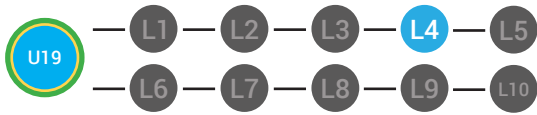
Directions: Putting events on the correct date is very important, especially in the workplace. What would happen if you didn't input the correct date for a work event?



WORKPLACE CONNECTIONS
19.4.WC.2

Directions: Putting events on the correct date is very important, especially in the workplace. You realize you put your meeting with the Principal on the wrong date. Circle the meeting that is on the wrong date.





WORKPLACE CONNECTIONS

19.4.WC.3

Directions: Putting events on the correct date is very important, especially in the workplace. You realize you put your meeting with the Principal on the wrong date. Point to the meeting that is on the wrong date.

Google Calendar

TODAY

< > June 2018

June 2018

S M T W T F S

27 28 29 30 31 1 2

3 4 5 6 7 8 9

10 11 12 13 14 15 16

17 18 19 20 21 22 23

24 25 26 27 28 29 30

1 2 3 4 5 6 7

Add a coworker's calendar

My calendars

Digitability

Other calendars

Holidays in United States

Sun 27	Mon 28 Memorial Day	Tue 29	Wed 30	Thu 31	Fri Jun 1 5pm Monthly or Quarterly	Sat 2
3	4	5 Basket Ball Practice	6 Ashley House warming party	7	8 4pm Data Dashboard Due	9
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

+

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