**UNIT 19: CREATING EVENTS IN GOOGLE CALENDAR LESSON 5: WHAT TIME IS THE EVENT?**

## LESSON OVERVIEW

An event also needs a scheduled time. You will enter the start and end time of your event. First you will enter the start time. This means that this is the time that the event will start. To add a start time to an event click on the field next to the date field, here. When you click on the start time field, you will choose the time that your event will start. Next you will choose the time that your event will end. To add an end time to an event, click on the next time field. The end time field is after the word "to."

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 5 - What Time 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.

Event Time
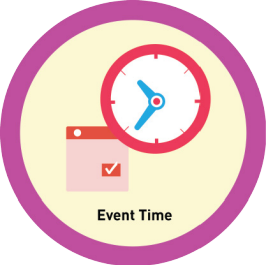
## LESSON PLAN

## WARM UP

## ACCESSING PRIOR KNOWLEDGE

1. *"For a participation dollar, who can tell me what each event must have that we learned about so far?"*

*Answer:* A title and a date.

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

> **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.
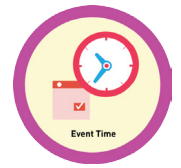
## DIFFERENTIATION

**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** [19.5.IMAGE] to point to potential vocabulary word or icon representing "A title, date," or Points to **Yes or No Image Exchange Card** [19.IEC.Y/N] for rephrased question.

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

Event Time

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

**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 time"*

4. Ask students to give a thumbs up every time they hear and/or see the Time 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.
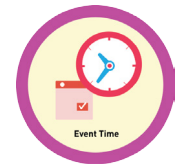
## INFORMAL ASSESSMENT

**+$** 1. *"For a participation dollar, who can tell me what else does an event need that we learned about in today's video?"*

*Answer:* A scheduled time.

2. *"For a participation dollar, who can tell me what should you enter into the two time fields for an event?"*

*Answer:* The start time and end time.

3. *"For a participation dollar, who can tell me what you enter first?"*
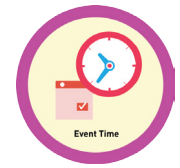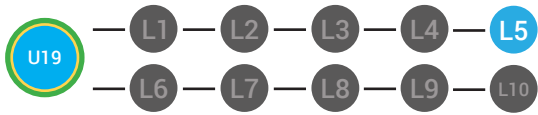
*Answer:* The start time.

4. *"For a participation dollar, who can tell me what you second?"*

*Answer:* The end time.

5. *"For a participation dollar, who can tell me where the end time is located?"*

*Answer:* To the right of the word "to."

6. 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.

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-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 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 **19.5.5**. Students that unlocked the badge will place the **What Time 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.
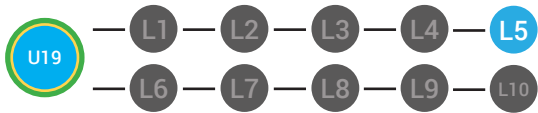
# DIFFERENTIATION

**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** | **-$ 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 **19.5.6** What Time is The Event? Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.
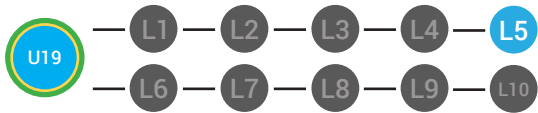
# DIFFERENTIATION

**T1** Using Tier 1 **What Time is The Event? Exit Ticket** [19.5.6.1], Students why is putting an end time important when planning?

**T2** Using Tier 2 **What Time is The Event? Exit Ticket** [19.5.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [19.5.6.3].

**T3** Using Tier 3 **What Time is The Event? Exit Ticket** [19.5.6.3], 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."* |
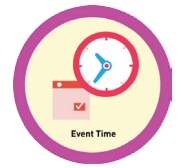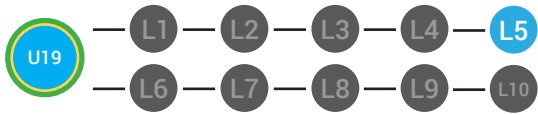
## IMMEDIATE FEEDBACK/NEXT STEPS

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.**
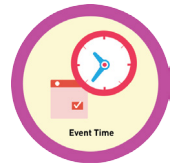
## Behaviors

### Name

| Behaviors | EX: Sam | | | | | | |
|---|---|---|---|---|---|---|---|
| **Successful  +$** | | | | | | | |
| Participation/Contributing | ⦀⦀ (5) | | | | | | |
| Sharing/Helping/Collaborating | ||| | | | | | | |
| Greeting a Guest | | | | | | | | |
| Following Directions/Staying on Task | ||| | | | | | | |
| Encouraging/Complementing | || | | | | | | |
| **Problematic  -$** | | | | | | | |
| Off Task | | | | | | | | |
| Off-Topic/Inappropriate Comment | | | | | | | | |
| Disrespect/Teasing | || | | | | | | |
| Complaining/Whining | | | | | | | | |
| Arguing | | | | | | | | |
| Interrupting | || | | | | | | |
| UMAPA | | | | | | | | |
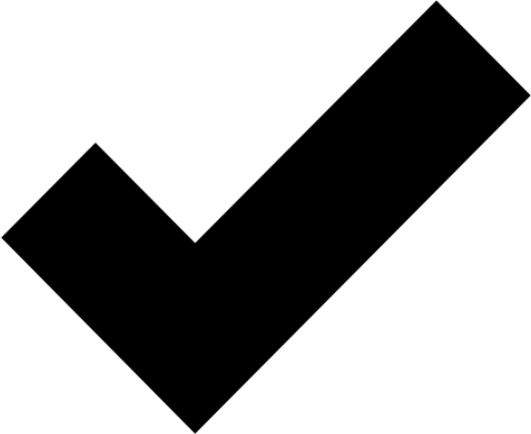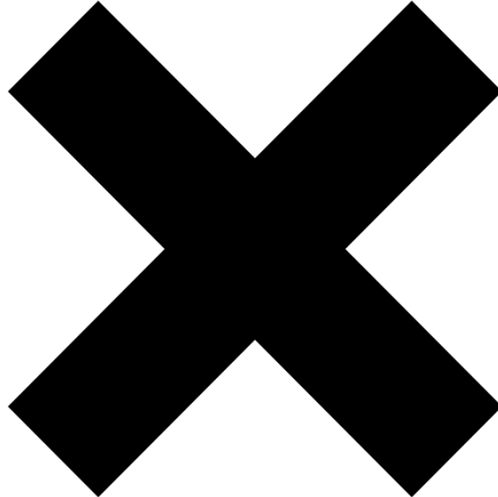
Event Time

**YES OR NO IMAGE EXCHANGE CARD**

**19.IEC.Y/N**

| Yes | No |
|-----|-----|
| ✔ | ✖ |

Event Time

### THUMBS IMAGE EXCHANGE CARD

**19.IEC.THUMB**

Event Time

Event Time

# IMAGE EXCHANGE CARDS

## 19.5.IMAGE

## A title

Back to School Party

## Date

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

LVL 2 UNIT 19: LESSON 5 WHAT TIME IS THE EVENT?

📋 BADGE BOARD
19.BADGE

Event Time

**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**
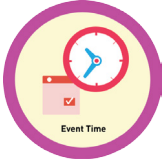
# WORD WALL PRINTOUT

**19.5.5**
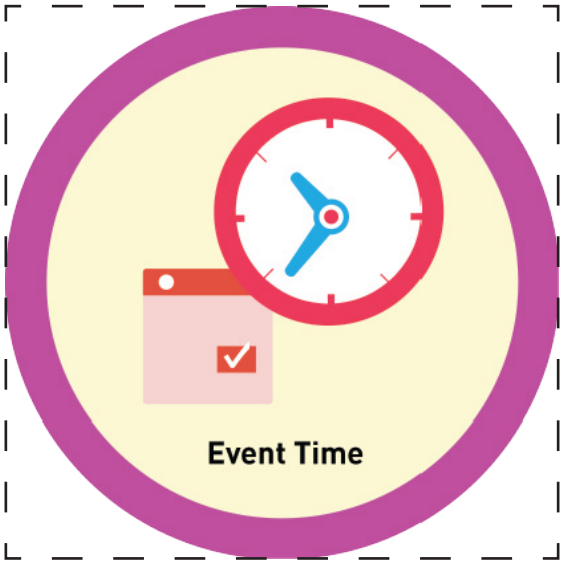


Event Time

An event also needs a scheduled time. You will enter the start and end time of your event.
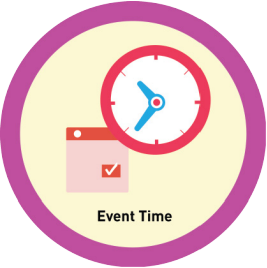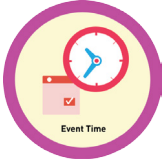
**Event Time**

## T1 WHAT TIME IS THE EVENT? EXIT TICKET TITLING EVENTS ACTIVITY
### 19.5.6.1

**Directions:** You are planning a birthday party this weekend. Why is putting an end time important when planning?
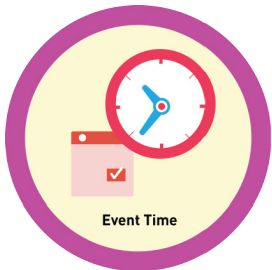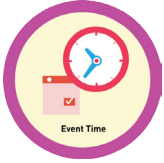
_____

_____

_____

_____

_____

_____

**T2** **WHAT TIME IS THE EVENT?**
**EXIT TICKET VOCAB BLOCKS**
**19.5.6.2**

Event Time

# Name: _____

# Date: _____

| Define | Sentence |
|---|---|
| | |

**What Time is the Event?**

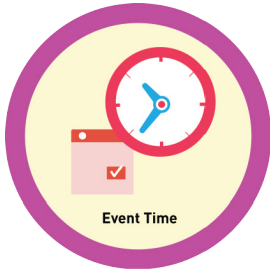| Examples | Draw |
|---|---|
| | |
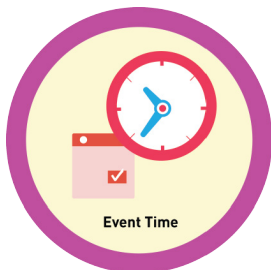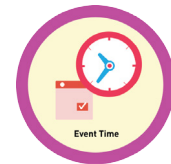
Event Time

**T3** **WHAT TIME IS THE EVENT? EXIT TICKET TRACE 'N' LEARN CARDS**
19.5.6.3

What Time is the Event?

An event also needs a scheduled time. You will enter the start and end time of your event.

## READING MAZE

**19.5**

Event Time

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

An event needs a scheduled _____.

**(time, break)**

You will enter the _____ and end time of your event.

**(last, start)**

First you will enter the start time. This means that this is the time that the event will _____. To _____ a start time to an

**(start, end)**          **(add, multiply)**

event click on the field next to the date field. When you click on the start time field, you will choose the time that your event will start. Next you will choose the time that your event will end. To add an end time to an event, click on the next time field.  The _____ time field

**(end, delete)**

is after the word "to."

Event Time
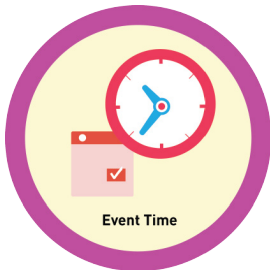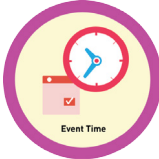
## WORKPLACE CONNECTIONS
### 19.5.WC.1

**Directions:** Your boss at Digitability wants you to create an event for a meeting. You do not know how long the meeting will take. What should you do?
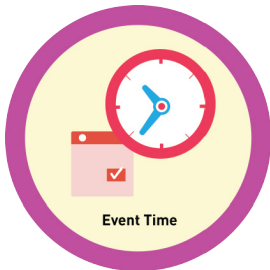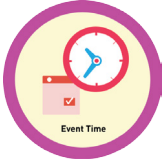
_____

_____

_____

_____

_____

_____

Event Time



# WORKPLACE CONNECTIONS

## 19.5.WC.2

**Directions:** Your boss at Digitability wants you to create an event for a meeting. Circle the start and stop time you planned out for the meeting?

| ✕ | 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

**GUESTS**

📍 Add location

👤 🟢 Hangouts ▾    ✕    daniel ✏️

🔔 Notification ▾    10 ⌃⌄    minutes ▾    ✕

ADD NOTIFICATION

📅 Daniel Colon ▾    🔵 ▾

💼 Busy ▾    Default visibility ▾    ?

≡    📎 **B** *I* U ≔ ⋮≡ 🔗 ✗

Add description
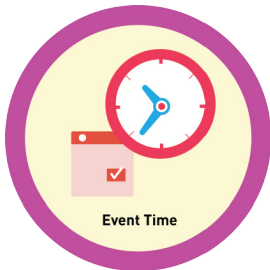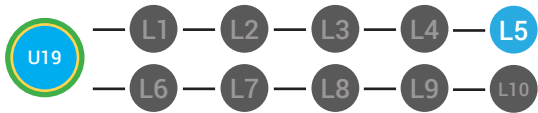
Add guests

Guests can:

☐ Modify event
☑ Invite others
☑ See guest list

Event Time

## WORKPLACE CONNECTIONS

### 19.5.WC.3

**Directions:** Your boss at Digitability wants you to create an event for a meeting. Point to the start and stop time you planned out for the meeting?

| × | 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        GUESTS

📍   Add location

👤   💬 Hangouts ▾   ×   daniel ✎

🔔   Notification ▾   10 ⇕   minutes ▾   ×

ADD NOTIFICATION

📅   Daniel Colon ▾   🔵 ▾

💼   Busy ▾   Default visibility ▾   ⓘ

≡   📎 **B** *I* U ≣ ≣ 🔗 ✕

Add description

Add guests

Guests can:
☐ Modify event
☑ Invite others
☑ See guest list