

UNIT 19: CREATING EVENTS IN GOOGLE CALENDAR

LESSON 6: WHERE IS THE EVENT'S LOCATION?

LESSON OVERVIEW

The location of the event is where you will go to get to the event. The location of your event is entered in the where field. The where field is located here. Click in the where field and type the location of 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

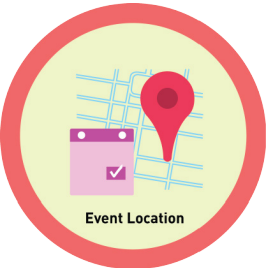
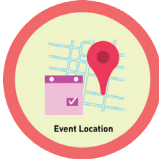
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 19**
5. Select **Lesson 6 - Where is The Event's Location?**

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 tell me what each event must have that we learned about so far?”*

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


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



DIFFERENTIATION



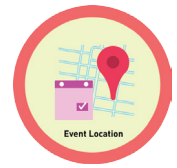
T1 On-topic verbal response shared response



T2 Uses **Yes or No Image Exchange Card** [19.IEC.Y/N] for rephrased question.



T3 Uses **Image Exchange cards** [19.6.IMAGE] to point to potential vocabulary word or icon representing “A title, date, start time, end time,” 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

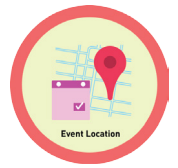
Verbal Response

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 location"

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

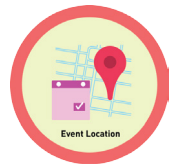
Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"

-\$ 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 what field we learned about in today's video?"*

Answer: The event location.

2. *"For a participation dollar, who can tell me what information should go into the event's location?"*

Answer: Where the event will take place.

3. *"For a participation dollar, who can tell me where you input the event's location?"*

Answer: In the where field.




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."



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



DIFFERENTIATION

T1

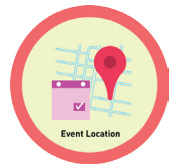
On-topic verbal response shared response

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.



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

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 *Where is the Event's Location Badge for \$1?*"


Click Activity Button to Play Activity Video

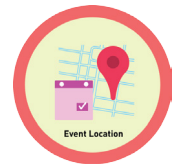
2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



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



3. Distribute lesson badge cut out **19.6.5**. Students that unlocked the badge will place the **Where is The Event's Location?** 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!"

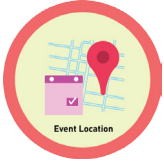
-\$ INTERRUPTIONS

"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 **19.6.6** Where is The Event's Location? Exit Ticket to students. See  DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Where is The Event's Location? Exit Ticket** [19.6.6.1], Students write what they should put for the location of the event in the description.

T2

Using Tier 2 **Where is The Event's Location? Exit Ticket** [19.6.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [19.6.6.3].

T3

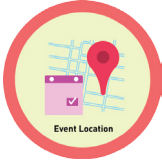
Using Tier 3 **Where is The Event's Location? Exit Ticket** [19.6.6.3], students complete Trace and Learn.



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
<p><i>"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."</i></p>	<p><i>"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."</i></p>



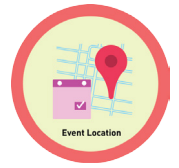
IMMEDIATE FEEDBACK/NEXT STEPS

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**.



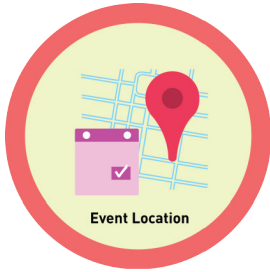
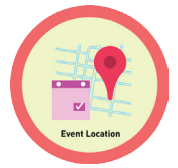
Behaviors

Name

- Successful +\$**
- Participation/Contributing
 - Sharing/Helping/Collaborating
 - Greeting a Guest
 - Following Directions/Staying on Task
 - Encouraging/Complementing

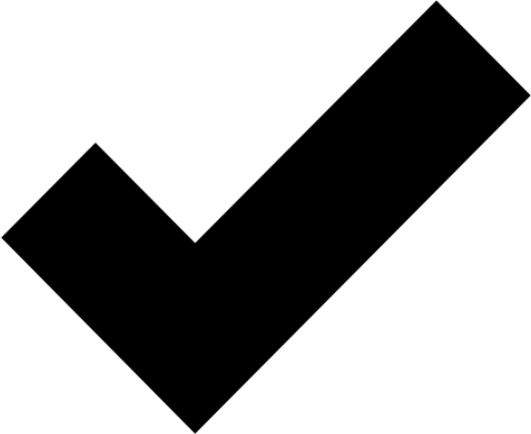
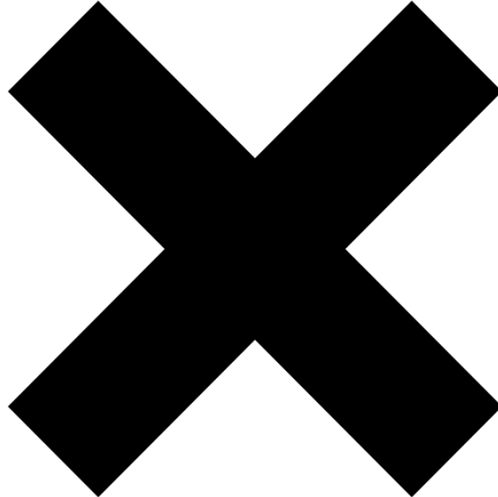
- Problematic -\$**
- Off Task
 - Off-Topic/Inappropriate Comment
 - Disrespect/Teasing
 - Complaining/Whining
 - Arguing
 - Interrupting
 - UMAPA

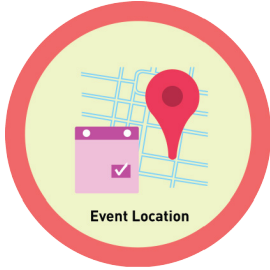
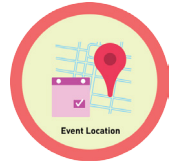
Behaviors	Name						
	EX: Sam						
Participation/Contributing	 						
Sharing/Helping/Collaborating							
Greeting a Guest							
Following Directions/Staying on Task							
Encouraging/Complementing							
Off Task							
Off-Topic/Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining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



 **YES OR NO IMAGE EXCHANGE CARD**

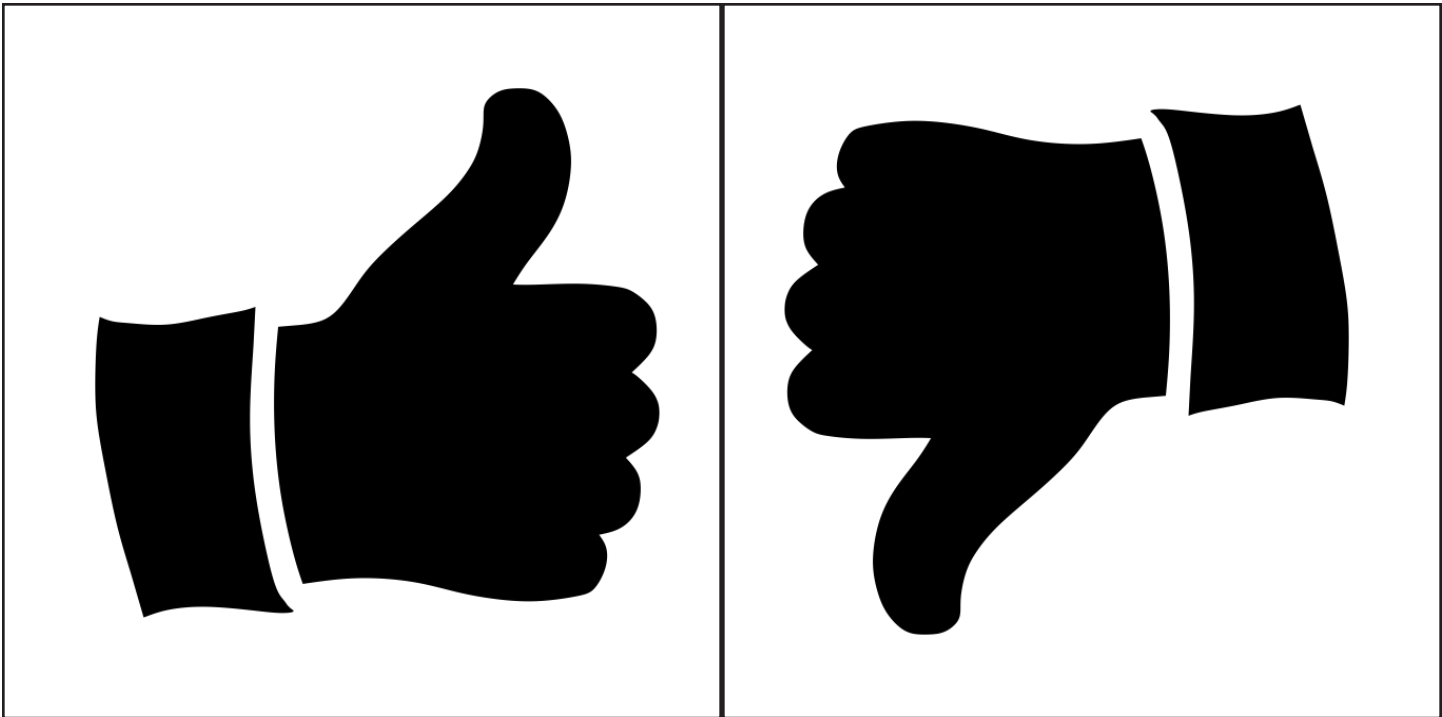
19.IEC.Y/N

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

19.IEC.THUMB



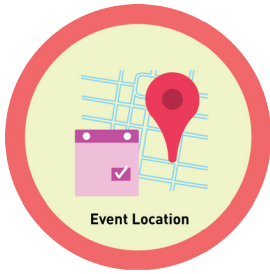
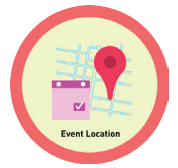


IMAGE EXCHANGE CARDS

19.6.IMAGE

A title



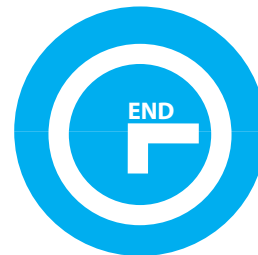
Date

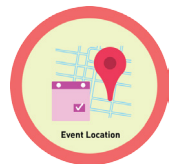


Start Time



End Time





Access Google Calendar

Create an Event

Event Title

Event Date

Event Time

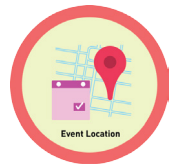
Event Location

Event Description

Invite a Guest

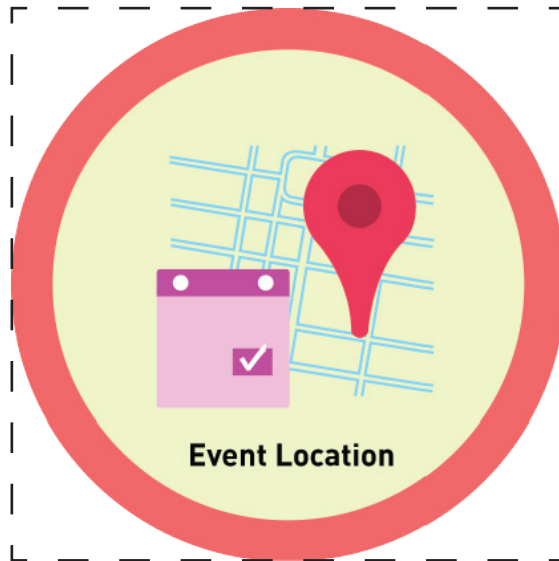
Save Event

Access Google Calendar

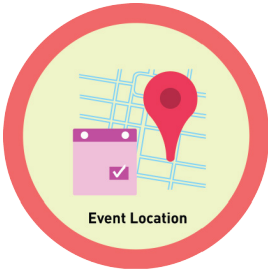
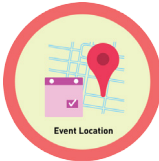


WORD WALL PRINTOUT

19.6.5

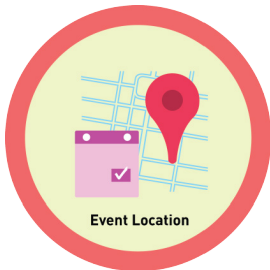
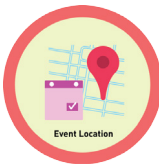


The location of the event is where you will go to get to the event. The location of your event is entered in the where field.



T1 WHERE IS THE EVENT'S LOCATIONS?
EXIT TICKET EVENT LOCATION ACTIVITY
19.6.6.1

Directions: Tomorrow you will have tryouts for your school's basketball team. What should you put for the location of this event?



T2 WHERE IS THE EVENT'S LOCATIONS?
 EXIT TICKET VOCAB BLOCKS

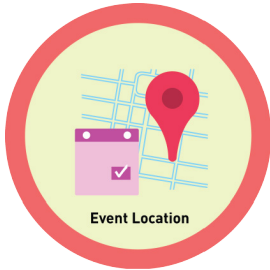
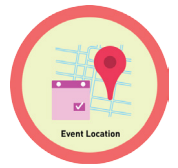
19.6.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Where is the Event's Location?



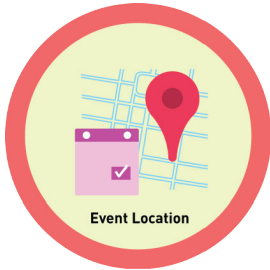
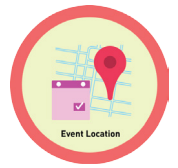
T3

WHERE IS THE EVENT'S LOCATIONS?
EXIT TICKET TRACE 'N' LEARN CARDS

19.6.6.3

Where is the
Event's Location?

The location of
the event is where
you will go to get
to the event. The
location of your
event is entered in
the where field.



READING MAZE

19.6

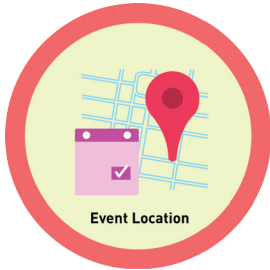
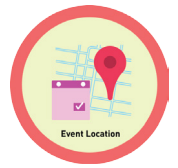
Write in the best answer the blank space to complete the sentence.

You can enter information about an event on your Google _____.
(Calendar, Mail)

The location of the event is _____ you will go to get to the event.
(when, where)

The location of your event is entered in the _____ field.
(where, how)

Click in the where field and type the location of the event. You can _____ your event with anyone that you choose!
(invite, delete)



 **WORKPLACE CONNECTIONS**

19.6.WC.1

Directions: Look at the Google Calendar. Circle the following events that are on the Google Calendar.

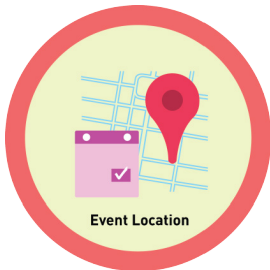
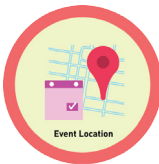
1. Field trip: _____

2. Track Meet: _____

3. Concert: _____

4. Doctor's appointment: _____

5. Teeth cleaning: _____



WORKPLACE CONNECTIONS

19.6.WC.2

Directions: Look at the Google Calendar. Circle the following events that are on the Google Calendar.

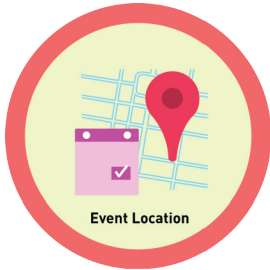
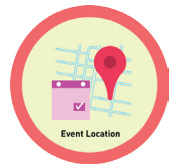
- 1. Field trip
- 2. Track Meet
- 3. Concert
- 4. Doctor's appointment
- 5. Teeth cleaning

☰
Calendar
TODAY
< >
June 2018

🔍
Month ▾
⚙️
☰
🕒

	Sun 27	Mon 28	Tue 29	Wed 30	Thu 31	Fri Jun 1	Sat 2
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		Memorial Day		● Field trip		● 5pm Monthly or Quarterly	
	3	4	5 ● Basket Ball Practice	6 ● Ashley House warming party	7	8 ○ 4pm Data Dashboard Due	9
Add a coworker's calendar + My calendars ^ <input checked="" type="checkbox"/> Digitability	10	11	12 ● Basket Ball Practice	13	14	15 ● Meeting with Principle Johnson	16 ● Teeth cleaning
Other calendars ^ <input checked="" type="checkbox"/> Holidays in United States	17 Father's Day	18	19 ● Basket Ball Practice	20 ● Track Meet	21	22 ● 1pm Retrospective Meetin ● Doctor's appointment	23 ● Beach Day!
	24	25	26	27	28	29 ● Concert	30

+



WORKPLACE CONNECTIONS

19.6.WC.3

Directions: Look at the Google Calendar. Point to the following events that are on the Google Calendar.

1. Field trip
2. Track Meet
3. Concert
4. Doctor's appointment
5. Teeth cleaning

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