

UNIT 19: CREATING EVENTS IN GOOGLE CALENDAR

LESSON 7: WHAT IS AN EVENT DESCRIPTIONS

LESSON OVERVIEW

The description of the event is what you plan to do during the event or where you type any notes for that event. The description of your event is entered in the field labeled “description”. You can click in the description field to add your notes to 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

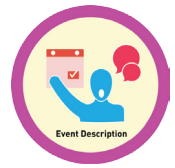
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 19**
5. Select **Lesson 7 - What is an Event Description?**

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?"*

Answers: A title, date, start and end time, and location.




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 **19.7.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** [19.7.IMAGE] to point to potential vocabulary word or icon representing "A title, date, start time, end time, location," 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.




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 description"*

4. Ask students to give a thumbs up every time they hear and/or see the Description 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 we event information we learned about in today's video?"*

Answer: The event description

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

Answer: You enter it in the description field.

3. *"For a participation dollar, who can tell me what information do you think should go into the description field?"*

Possible Answer: Things you may need to remember to do for the 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."



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 What is an Event Description 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 **19.7.5**. Students that unlocked the badge will place the **What is an Event Description?** 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!"

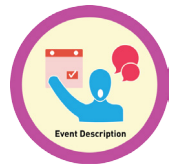
-\$ INTERRUPTIONS

"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 **19.7.6 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 **What is an Event Description? Exit Ticket** [19.7.6.1], Students write a description of the event including reminders for things you may need to do to get ready for it.

T2

Using Tier 2 **What is an Event Description? Exit Ticket** [19.7.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [19.7.6.3].

T3

Using Tier 3 **What is an Event Description? Exit Ticket** [19.7.6.3], 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**.



L1

L2

L3

L4

L5

L6

L7

L8

L9

L10



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

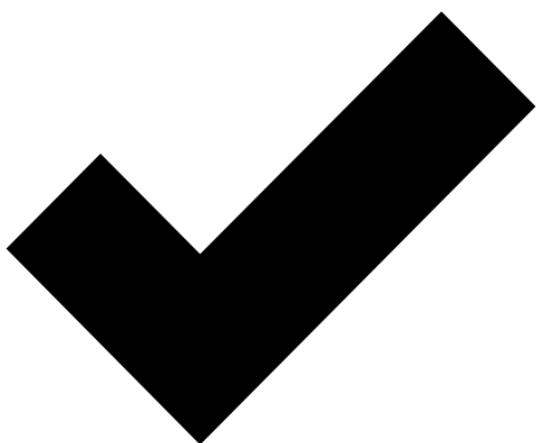
||

UMAPA

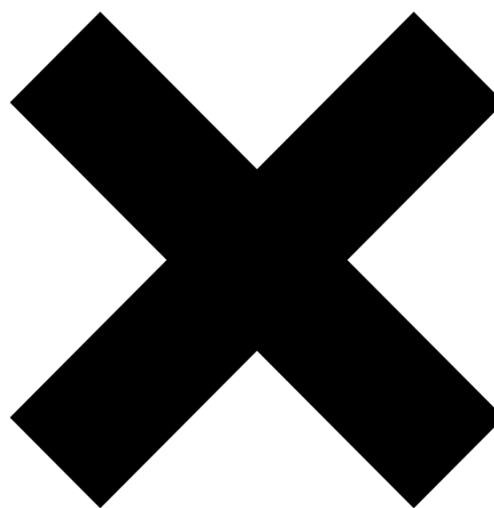


YES OR NO IMAGE EXCHANGE CARD

19.IEC.Y/N



Yes



No



THUMBS IMAGE EXCHANGE CARD

19.IEC.THUMB

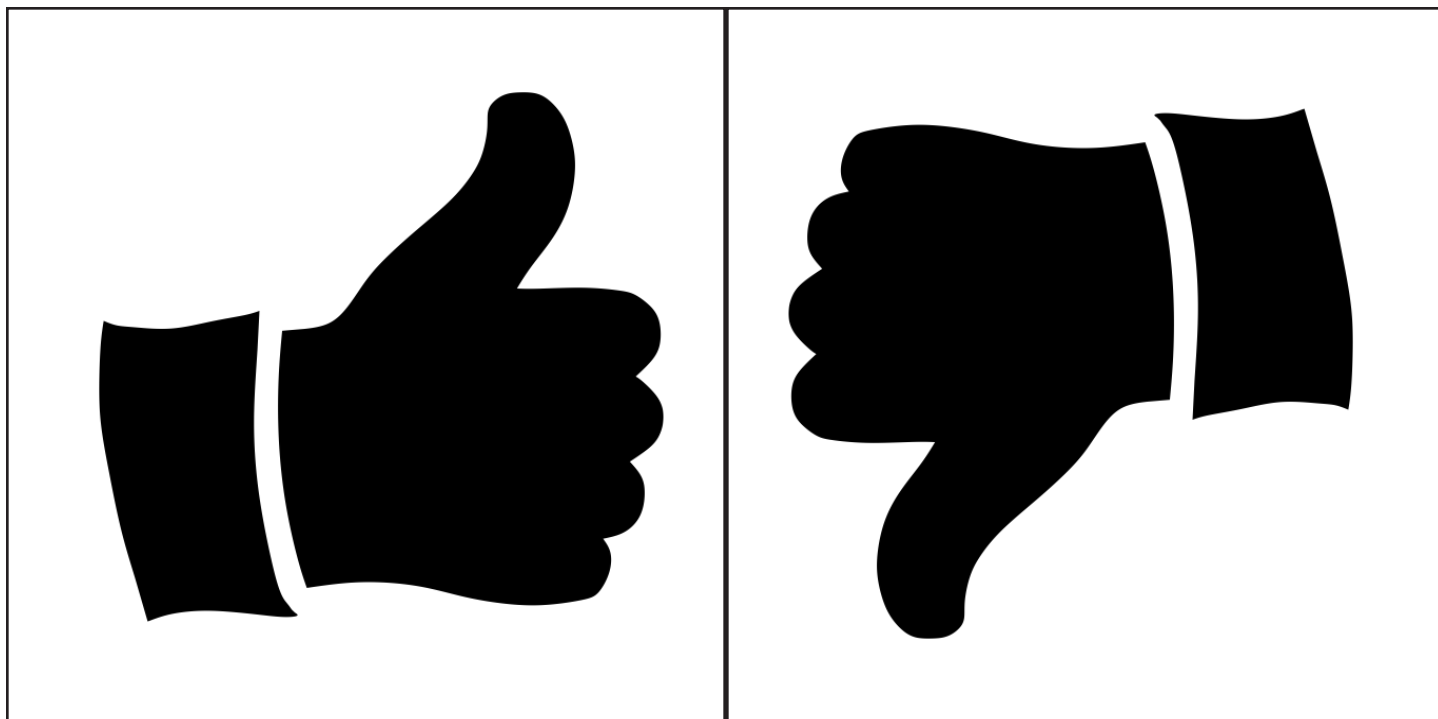




IMAGE EXCHANGE CARDS

19.7.IMAGE

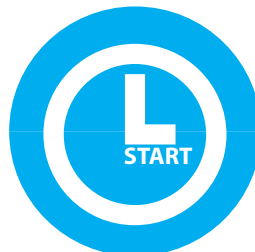
A title



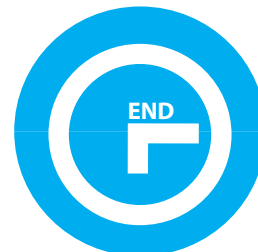
Date



Start Time

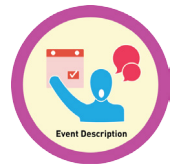


End Time



Location





Access
Google Calendar



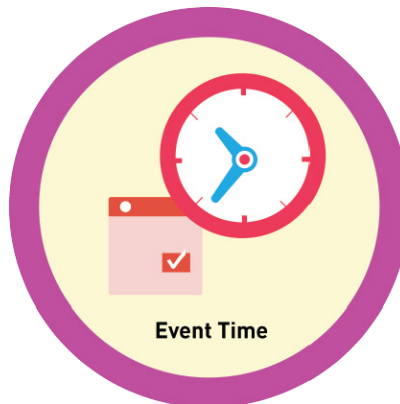
Create an Event



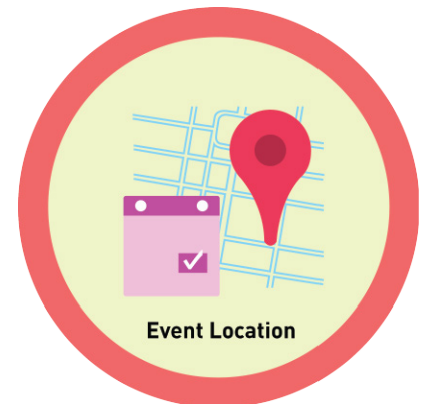
Event Title



Event Date



Event Time



Event Location



Event Description



Invite a Guest



Save Event



Access
Google Calendar



WORD WALL PRINTOUT

19.7.5



The description of the event is what you plan to do during the event or where you type any notes for that event.



T1 WHAT IS AN EVENT DESCRIPTION? EXIT TICKET EVENT LOCATION ACTIVITY

19.7.6.1

Directions: You are creating an event for a picnic you are having in the park with friends. Write a description of the event including reminders for things you may need to do to get ready for it.

×

SAVE

Jan 25, 2018
9:30am
to
10:30am
Jan 25, 2018
TIME ZONE

☐ All day
Does not repeat ▼

EVENT DETAILS
FIND A TIME

Add location

Hangouts
X
daniel

Notification
10
minutes
X

ADD NOTIFICATION

daniel@digitability.com

Busy
Default visibility

Add description

GUESTS

Add guests

Guests can:

☐ Modify event

☒ Invite others

☒ See guest list



T2

WHAT IS AN EVENT DESCRIPTION? EXIT TICKET VOCAB BLOCKS

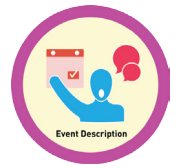
19.7.6.2

Name: _____

Date: _____

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

What is an Event Description?



T3

**WHAT IS AN EVENT DESCRIPTION?
EXIT TICKET TRACE 'N' LEARN CARDS****19.7.6.3**

What is an Event
Description?

The description of
the event is what
you plan to do
during the event
or where you type
any notes for that
event.



READING MAZE

19.7

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

You can add information about the an event to your Google _____ . The _____ of the event is what you plan

(Calendar, Mail) **(time, description)**

to do during the event or where you type any notes for that event. The description of your event is _____ in the field labeled

(deleted, entered)

“description”. You can click in the description field to add your _____ to the event.

(notes, glitter)



WORKPLACE CONNECTIONS

19.7.WC.1

Directions: You are creating an event for a job interview you are having. Write a description for the event. Include reminders for things you may need to do or bring in order to be ready for the bing interview.



Add title

SAVE

Jan 25, 2018 9:30am to 10:30am Jan 25, 2018 TIME ZONE

☐ All day Does not repeat ▾

EVENT DETAILS FIND A TIME

Add location

Hangouts ▾ daniel

Notification ▾ 10 minutes ▾

ADD NOTIFICATION

daniel@digitability.com

Busy ▾ Default visibility ▾

GUESTS

Add guests

Guests can:

- ☐ Modify event
- ☒ Invite others
- ☒ See guest list

Description:



WORKPLACE CONNECTIONS

19.7.WC.2

Directions: Look at the following event descriptions. Match the event title and descriptions below.

_____ 1. Field trip

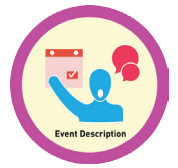
A. Simple Check up at Temple.

_____ 2. Concert

B. Visiting the franklin Institute for the newly placed King Tut Imax experience.

_____ 3. Doctor's appointment

C. J Cole performance at the Wells fargo Center!



WORKPLACE CONNECTIONS

19.7.WC.3

Directions: Look at the following event descriptions. Point to the event title and descriptions that they correspond to below.



_____ 1. Field trip

A. Simple Check up at Temple.



_____ 2. Concert

B. Visiting the franklin Institute for the newly placed King Tut Imax experience.



_____ 3. Doctor's appointment

C. J Cole performance at the Wells fargo Center!