



UNIT 19: CREATING EVENTS IN GOOGLE CALENDAR

LESSON 8: INVITING A GUEST TO YOUR EVENT

LESSON OVERVIEW

You can tell someone else about the event you created, by inviting them as a guest to the event. To invite a guest to you event you need to add their email address to the add guests field. This is the add a guest field. To add a guest to an event click on the field labeled “enter email addresses.”Type in the email addresses of the person you want to share your event with. Then, press enter.

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 8 - Inviting a Guest to Your 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

ACCESSING PRIOR KNOWLEDGE

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

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

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."

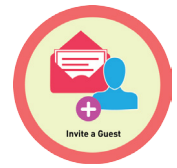
Take answers from at least 4 students. Award at least four participation dollars.

2. Distribute **19.8.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** [19.8.IMAGE] to point to potential vocabulary word or icon representing "A title, date, start time, end time, location, description," or Points to **Yes or No Image Exchange Card** [19.IEC.Y/N] for rephrased question.

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.



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

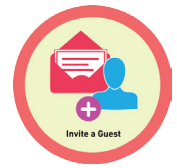
Verbal Response

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 inviting"

3. Ask students to give a thumbs up every time they hear and/or see the Inviting 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 we learned about in today’s video about an email event?”*

Possible Answer: You can share your event with other’s.

2. *“For a participation dollar, who can tell me what you would do if you want someone to go to an event with you?”*

Answer: You can invite them to the event.

3. *“For a participation dollar, who can tell me what you need to know in order to invite someone to an event?”*

Answer: Their email address.

4. *“For a participation dollar, who can tell me where you enter the person’s email address in order to invite them to an event?”*

Answer: The “enter email addresses” 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.”



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

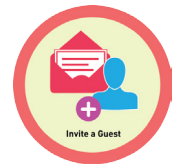


DIFFERENTIATION

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 Inviting a Guest to your Event Badge for \$1?*"

Click Activity Button to Play Activity Video

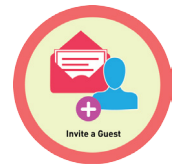
2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



3. Distribute lesson badge cut out **19.8.5**. Students that unlocked the badge will place the **Inviting a Guest Your 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!"

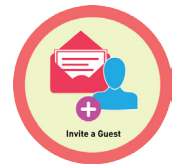
-\$ INTERRUPTIONS

"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 **19.8.6 Inviting a Guest Your Event Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Using Tier 1 **Inviting a Guest Your Event Exit Ticket** [19.8.6.1], Students list who would you share this event with?
- T2** Using Tier 2 **Inviting a Guest Your Event Exit Ticket** [19.8.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [19.8.6.3].
- T3** Using Tier 3 **Inviting a Guest Your Event Exit Ticket** [19.8.6.3], 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]

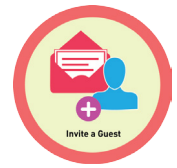
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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

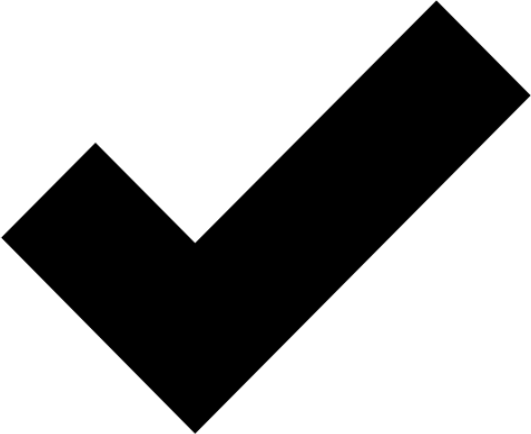
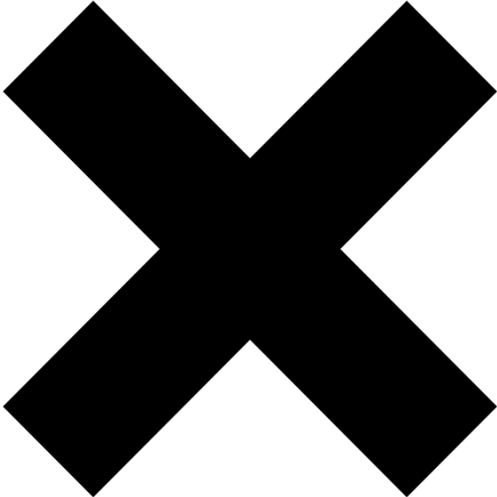
- Problematic -\$**
- Off Task
 - Off-Topic/Inappropriate Comment
 - Disrespect/Teasing
 - Complaining/Whining
 - Arguing
 - Interrupting
 - UMAPA

EX: Sam							
Participation/Contributing							
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 data-bbox="386 1549 505 1612">Yes</p>	 <p data-bbox="1123 1543 1209 1600">No</p>
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 **THUMBS IMAGE EXCHANGE CARD**

19.IEC.THUMB

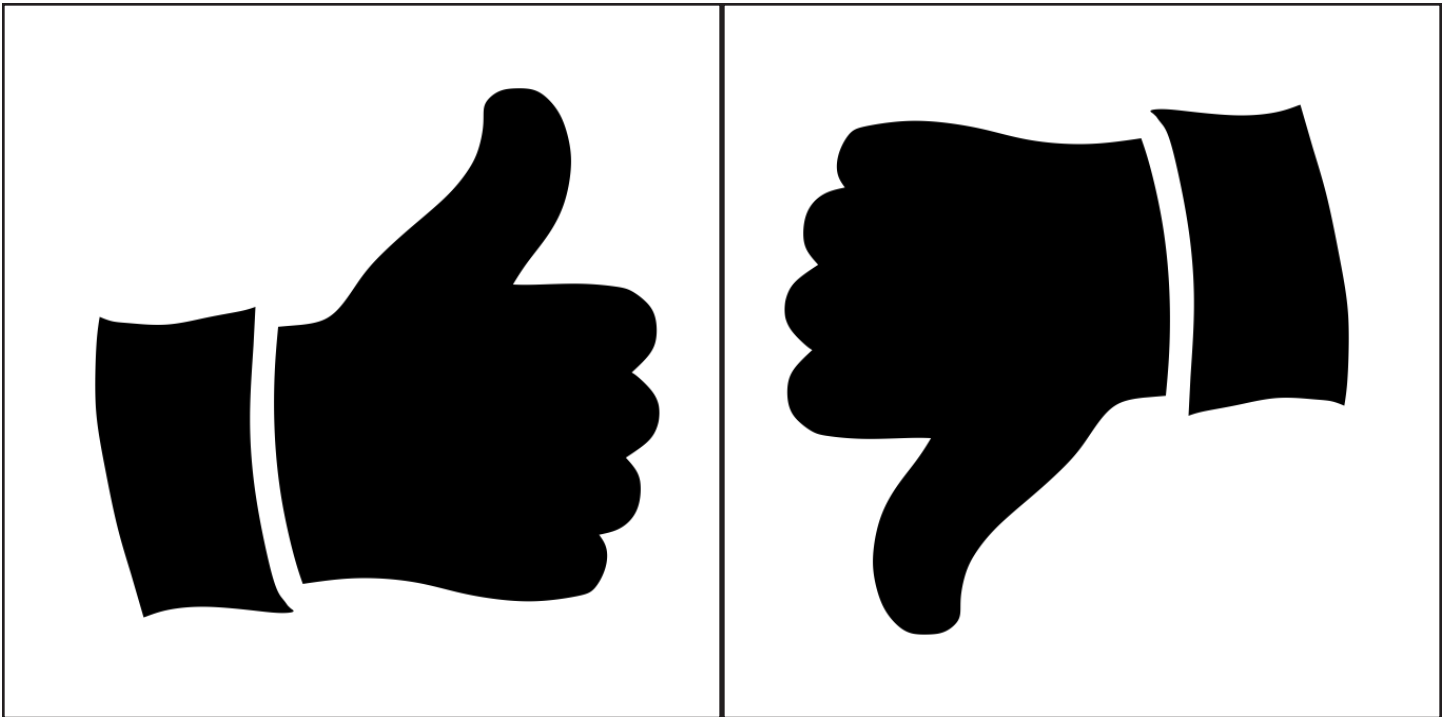




IMAGE EXCHANGE CARDS

19.8.IMAGE

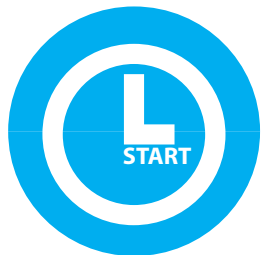
A title



Date



Start Time



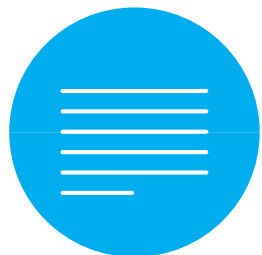
End Time



Location



Description





Access
Google Calendar

Create an Event

School Field Trip!

Event Title

Event Date

Event Time

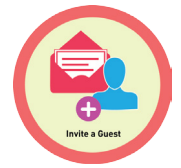
Event Location

Event Description

Invite a Guest

Save Event

Access
Google Calendar



WORD WALL PRINTOUT

19.8.5



You can tell someone else about the event you created, by inviting them as a guest to the event. To invite a guest to you event you need to add their email address to the add guests field.



**T1 INVITING A GUEST TO YOUR EVENT
EXIT TICKET SHARING EVENTS ACTIVITY**

19.8.6.1

Directions: You are having a surprise birthday party for your friend. Who would you share this event with? List them below.



T2 INVITING A GUEST TO YOUR EVENT
EXIT TICKET VOCAB BLOCKS

19.8.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Inviting a Guest to Your Event

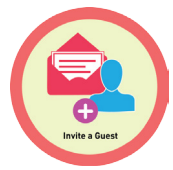


T3 INVITING A GUEST TO YOUR EVENT EXIT TICKET TRACE 'N' LEARN CARDS

19.8.6.3

Inviting a Guest to
your Event

You can tell someone else about the event you created, by inviting them as a guest to the event. To invite a guest to your event you need to add their email address to the add guests field.



READING MAZE

19.8

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

You can tell someone else about the event you created, by _____
 them as a guest to the event. **(inviting, deleting)**

To invite a guest to you event you need to add their _____
(email address, password)
 to the add guests field. To _____ a guest to an event click on
(add, subtract)

the field labeled “enter email addresses.” Type in the email addresses of
 the person you want to _____ your event with.
(share, keep)

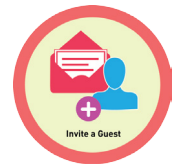
Then, press _____.
(enter, escape)



 **WORKPLACE CONNECTIONS**

19.8.WC.1

Directions: Your boss at Digitability wants you to create an event for a meeting. Is it appropriate to share this event with friends and family? Who is it appropriate to share this event with? Explain.



WORKPLACE CONNECTIONS

19.8.WC.2

Directions: Your boss at Digitability wants you to create an event for a meeting. Circle the people that is appropriate to share your work calendar with.

1. Your coworker,
2. Your best friend,
3. All of Facebook,
4. Your boss,
5. Make it public



WORKPLACE CONNECTIONS

19.8.WC.3

Directions: Your boss at Digitability wants you to create an event for a meeting. Point to the people that is appropriate to share your work calendar with.



1. Your coworker,



2. Your best friend,



3. All of Facebook,



4. Your boss,



5. Make it public