



UNIT 19: CREATING EVENTS IN GOOGLE CALENDAR

LESSON 9: SAVE YOUR EVENT

LESSON OVERVIEW

After you have added all of your event information, you need to save the event. Saving the event adds the event to your calendar. To save your event click on the save button. The save button is red and is located here above the title field.

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 9 - Save 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 you would do if you want someone to go to an event with you?"

Answer: You can invite them to the 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]



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."

<p>+\$ PARTICIPATION</p> <p><i>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?"</i></p>	<p>-\$ OFF TASK</p> <p><i>[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. "</i></p>
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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



Verbal Response



Writes down badge



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 save"

4. Ask students to give a thumbs up every time they hear and/or see the Save 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]



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.

+\$ 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. "



INFORMAL ASSESSMENT



1. *“For a participation dollar, who can tell me what we learned about an event in today’s video?”*

Answer: Saving the event.

2. *“For a participation dollar, who can tell me what you must do to save an event?”*

Answer: Click the save button.

3. *“For a participation dollar, who can tell me what color the save button is?”*

Answer: Red.

4. *“For a participation dollar, who can tell me what may happen if you do not save an event?”*

Answer: It will not appear on your Google Calendar.




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

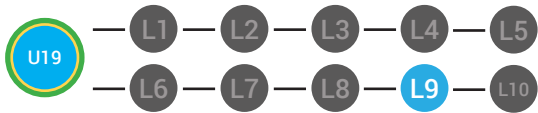
On-topic verbal response shared response

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]

<p>+\$ PARTICIPATION</p> <p><i>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?"</i></p>	<p>-\$ OFF-TOPIC</p> <p><i>[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."</i></p>
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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 Save 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.



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



3. Distribute lesson badge cut out **19.9.5**. Students that unlocked the badge will place the **Save Your Event** 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]

<p>+\$ PARTICIPATION</p> <p>“Marcus + you answered correctly! You earned a dollar! Nice job!”</p>	<p>-\$ INTERRUPTIONS</p> <p>“Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.”</p>
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ASSESSMENT/EXIT TICKET



1. Distribute **19.9.6 Save Your Event Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Save Your Event Exit Ticket** [19.9.6.1], Students color the save button blue, as it appears in the event window.

T2

Using Tier 2 **Save Your Event Exit Ticket** [19.9.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [19.9.6.3].

T3

Using Tier 3 **Save Your Event Exit Ticket** [19.9.6.3], 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]

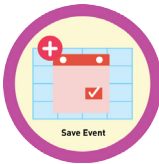
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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

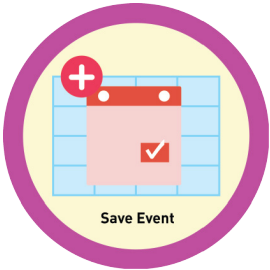
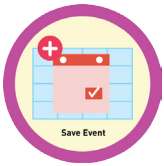
Complaining/Whining

Arguing

Interrupting

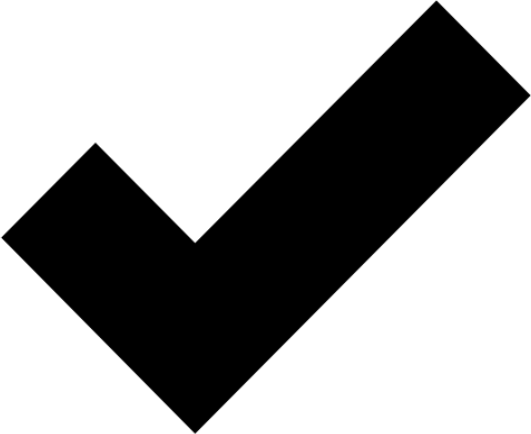
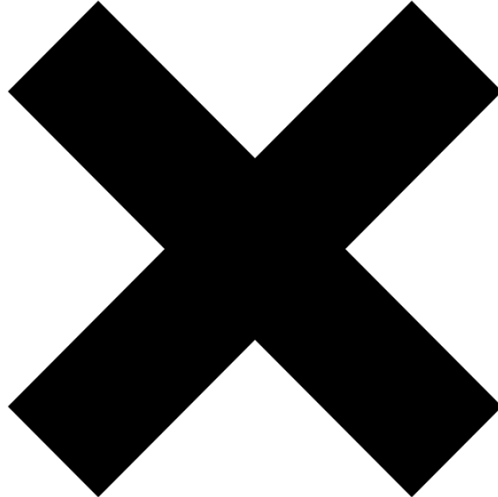
UMAPA

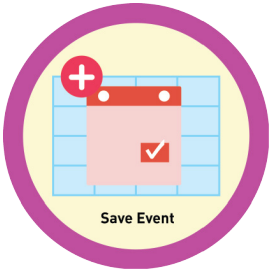
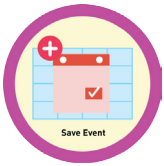
EX: Sam							
Participation/ Contributing	 						
Sharing/Helping/ Collaborating							
Greeting a Guest							
Following Directions/ Staying on Task							
Encouraging/ Complementing							
Off Task							
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining							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



 **YES OR NO IMAGE EXCHANGE CARD**

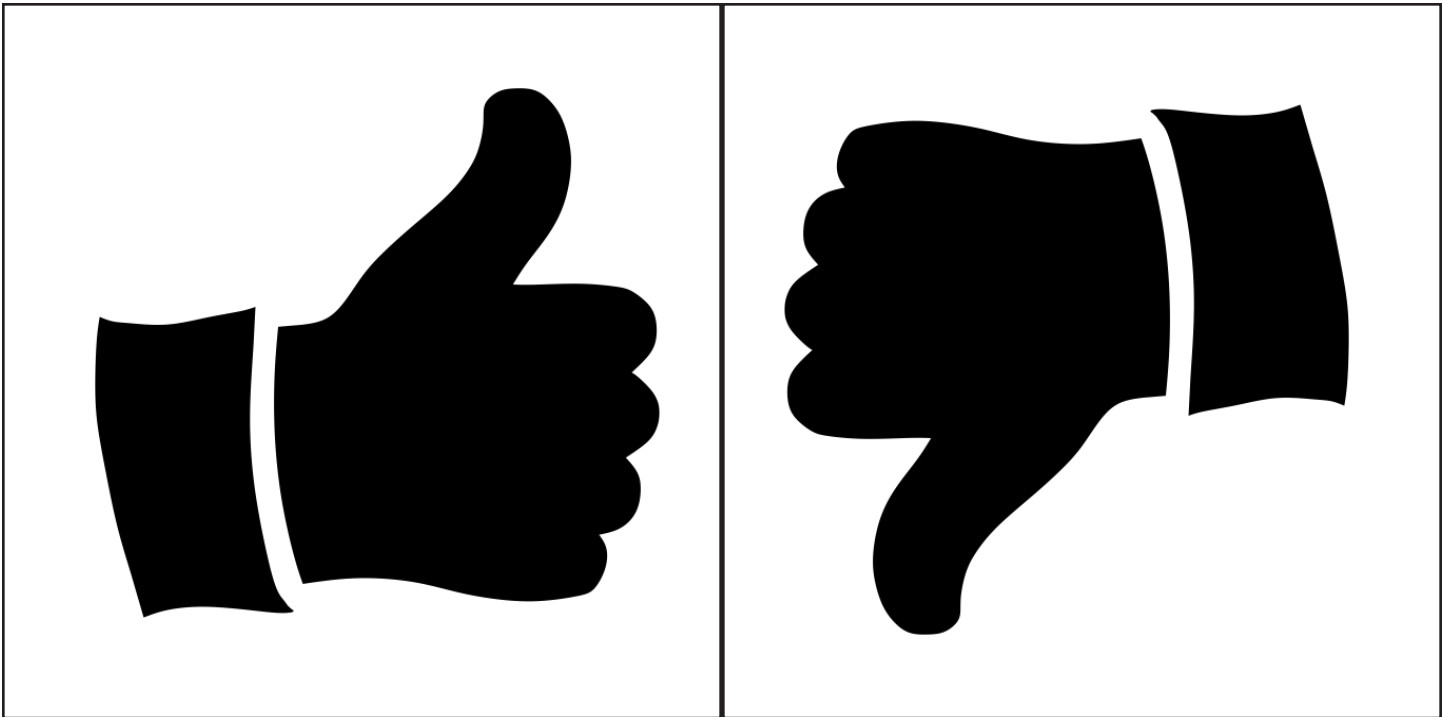
19.IEC.Y/N

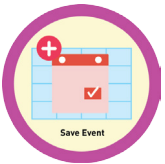
 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE EXCHANGE CARD**

19.IEC.THUMB





19.BADGE

Access
Google Calendar

Create an Event

Event Title

Event Date

Event Time

Event Location

Event Description

Invite a Guest

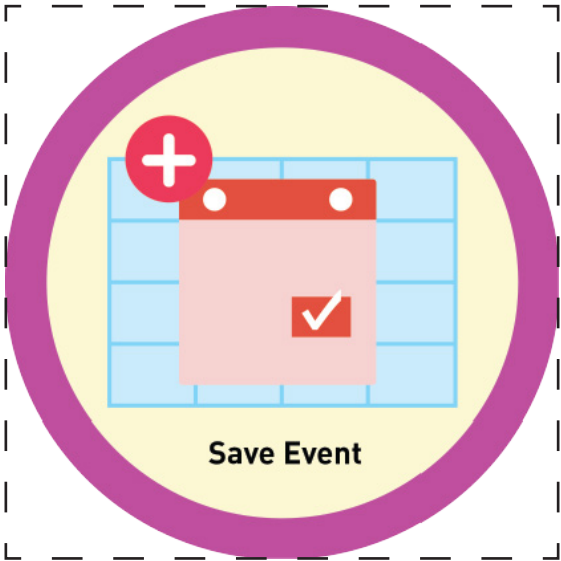
Save Event

Access
Google Calendar



WORD WALL PRINTOUT

19.9.5



After you have added all of your event information, you need to save the event. Saving the event adds the event to your calendar.



T1 SAVE YOUR EVENT EXIT TICKET
 CREATE AN EVENT ACTIVITY
 19.9.6.1

Directions: Look at the create an event window. Color the save button blue, as it appears in the event window.

×

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 ▾ ⓘ

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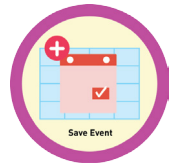
Add description

GUESTS

Add guests

Guests can:

- Modify event
- Invite others
- See guest list



T2 SAVE YOUR EVENT EXIT TICKET
VOCAB BLOCKS

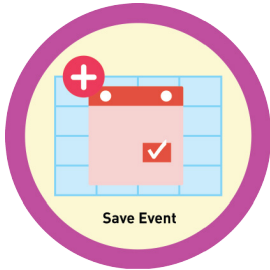
19.9.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Save Your Event

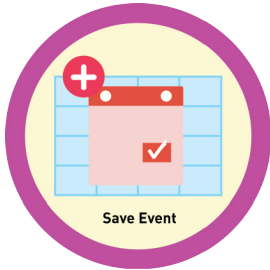


T3 SAVE YOUR EVENT EXIT TICKET TRACE 'N' LEARN CARDS

19.9.6.3

Save Your Event

After you have added all of your event information, you need to save the event. Saving the event adds the event to your calendar.



READING MAZE

19.9

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

To access your google calendar click on the _____ link.

(calendar, delete)

After you have _____ all of your event information, you

(added, subtracted)

need to _____ the event. Saving the event adds the event to

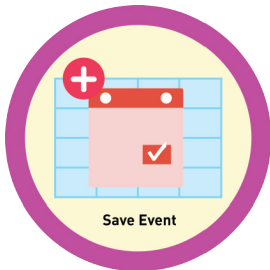
(delete, save)

your _____. To save your event click on the _____

(calendar, mail)

(save, create)

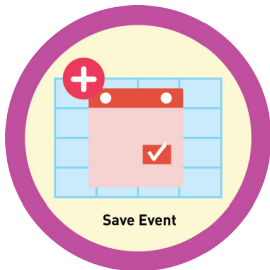
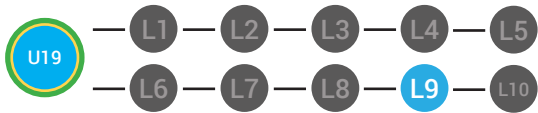
button. The save button is red and is located here above the title field.



WORKPLACE CONNECTIONS

19.9.WC.1

Directions: You created an event for a meeting that you are having at work. You didn't save the event. What happens to the event? What should you do?



WORKPLACE CONNECTIONS

19.9.WC.2

Directions: You created an event for a meeting that you are having at work. Circle what you would click to save the event?

×

Progress Meeting

SAVE

May 10, 2018

3:30pm

to

4:30pm

May 10, 2018

TIME ZONE

All day Does not repeat ▾

EVENT DETAILS FIND A TIME

📍 2387 Hardford Ave

👤 Hangouts ▾ × daniel ✎

🔔 Notification ▾ 10 🕒 minutes ▾ ×

ADD NOTIFICATION

📅 Daniel Colon ▾ ● ▾

📁 Busy ▾ Default visibility ▾ ?

☰ 📎 B I U ☰ ☰ 🔗 ✂

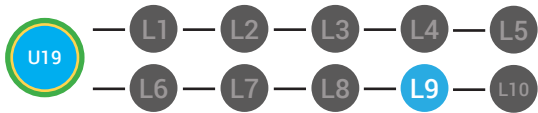
A meeting with Lidia about what the month progress looked like, what we did well and what we can change to improve over the next month.

GUESTS

Add guests

Guests can:

- Modify event
- Invite others
- See guest list



WORKPLACE CONNECTIONS

19.9.WC.3

Directions: You created an event for a meeting that you are having at work. Point to what you would click to save the event?

×

Progress Meeting

SAVE

May 10, 2018

3:30pm

to

4:30pm

May 10, 2018

TIME ZONE

All day Does not repeat ▾

EVENT DETAILS FIND A TIME

📍 2387 Hardford Ave

👤 Hangouts ▾ × daniel ✎

🔔 Notification ▾ 10 ⌚ minutes ▾ ×

ADD NOTIFICATION

📅 Daniel Colon ▾ ● ▾

📁 Busy ▾ Default visibility ▾ ?

☰ 📎 B I U ☰ ☰ 🔗 ✂

A meeting with Lidia about what the month progress looked like, what we did well and what we can change to improve over the next month.

GUESTS

Add guests

Guests can:

- Modify event
- Invite others
- See guest list