



Google Calender

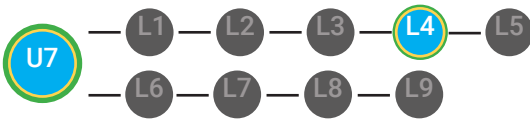
Lesson 4: Google Calendar

Unit 7



TechCrunch





UNIT 7: GOOGLE! LESSON 4: GOOGLE CALENDAR

LESSON OVERVIEW

Google Calendar is your own private calendar that is on the Internet.

Time: ~25 minutes

OBJECTIVE

Student is able to recognize the function of various Google Internet applications.

PRINT PREPARATION

1. Print this units Dollar Tracker.
2. Review sequence of activities in lesson.
3. Identify which supplements you will use.
4. Print/Copy/Laminate materials that fit your students' needs.
5. Refer to your Level 1 Guide to read about effective practices.

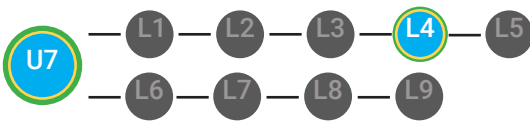
ONLINE REVIEW

1. Sign into Digitability.com
2. Click **LESSONS** tab
3. Select **Level 1 - Internet Navigator**
4. Select **Unit 7**
5. Select **Lesson 4 - Google Calendar**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



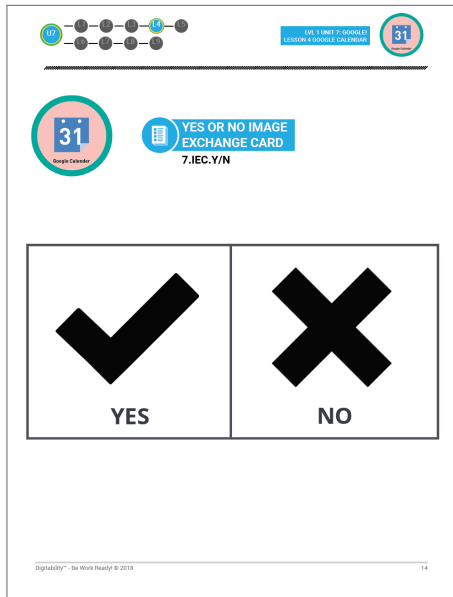
Using the Dollar Tracker, award dollars for participation. Identify students who have not earned, or are earning less, and give them opportunities in this lesson, to participate and earn money. Dollars are given for participation not for "correct" answers.



WARM UP



Distribute **Image Exchange Cards 7.IEC.IMAGE** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

T1

Write down answer in their notebook or a post-it to stick on the board

T2

Opportunity to choose to write their answer or share their word using a verbal response with a Tier 1 partner.

T3

Have students point to **Image Exchange cards** [7.IEC] or points to **Yes or No Image Exchange Card** [7.IEC.Y/N] for rephrased question.

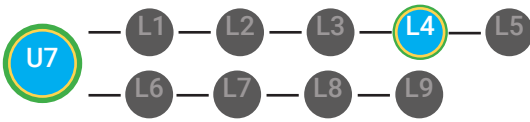


PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



1. Ask, *“For a participation dollar, can someone tell me if all of your documents are saved to your Google account?”*



2. Ask, *“For a participation dollar, are those files in the cloud?”*



3. Ask, *“For a participation dollar, have you ever heard of Google Calendar?”*



USE POSITIVE NARRATION TO IDENTIFY STUDENTS WHO ARE ACTIVELY PARTICIPATING

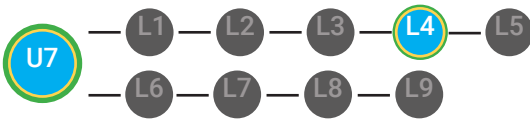


3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.4.DollarTracker]



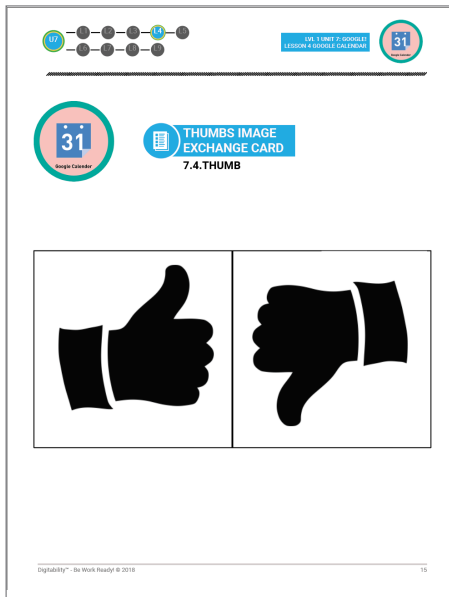
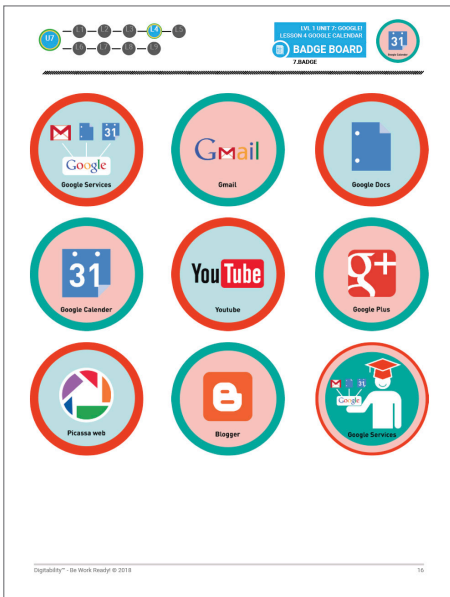
“Marcus answers yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Award at least four participation dollars.



GUIDED FACILITATION

Distribute Badge Board **7.BADGE** and **7.THUMB Image Exchange Card** See **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

- T1** Correct Verbal Response.
- T2** Writes down badge name or walks up to point to badge.
- T3** Uses **Badge Board** [7.BADGE] for this Unit.

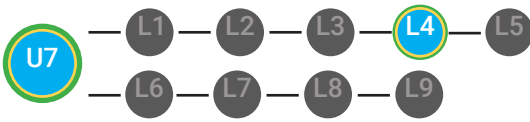


PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

Answer: Google Calendar



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.4.DollarTracker]



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. When you hear the words ‘Google Calendar’, give me a thumbs up and I’ll add participation dollars.”*

4. Ask students to give a thumbs up every time they hear and/or see the words Google Calendar in the video. Distribute **Thumbs Image Exchange cards** [7.4.THUMB]



5. Play video.



-- Video Ends (Do not click activity Button yet) --



6. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.4.DollarTracker]



Use Informal Assessment Section to have each student use the language from the video to describe the key concept of the lesson: “Google Calendar is your own private calendar that is on the Internet.”

Throughout the Informal Assessment section, you will prompt students until they use the language from the video to describe the key concept.

Once this is done, have every student in the class use their language to state the key concept. Then, have the whole class state the key concept together.

You can use phrases like, “What did the video say the/a _____ is?”



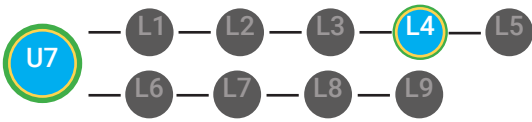
“Marcus answers Google Calendar. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Award at least four participation dollars.



“I see students putting there thumbs up and pointing to thumb cards. Nice Job!”

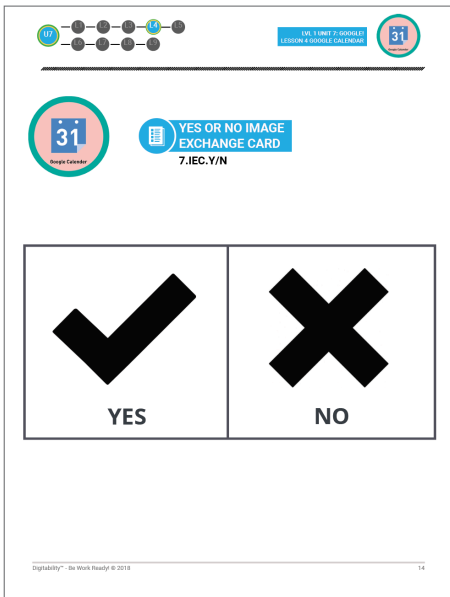
Award at least four participation dollars.



INFORMAL ASSESSMENT



Use supplemental material YES/NO Image Exchange cards **7.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Verbal response or holds up **YES/NO Image Exchange cards** [7.IEC.Y/N] to hold up or point to potential vocabulary word or icon
- T3** Holds up or points to **YES/NO Image Exchange cards** [7.IEC.Y/N] to hold up or point to potential vocabulary word or icon

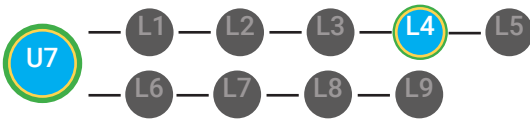


PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



1. Ask, *“For a participation dollar, who can tell me what a Google Calendar is?”*

Consider having students take notes from each lesson in a notebook or in their Google Docs account, if they have one already.



2. Ask, *“For a participation dollar, can you use Google Calendar to keep track of daily tasks?”*



3. Ask, *“For a participation dollar, can I share an event on Google Calendar with one of my friends?”*



Structure prompting to get students to come up with a definition using language from the video.

Key Concept: “Google Calendar is your own private calendar that is on the Internet.”

Optional: Write the term and definition in notebooks after student responses.

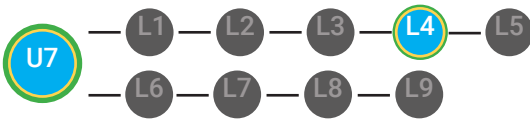


4. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.3.DollarTracker]




“Marcus answers yes. Nice job participating and earning a dollar Marcus. Who else would like to share for a participation dollar.”

Award at least four participation dollars.






GUIDED ACTIVITY



Use supplemental material Lesson Badge Cut Out **7.4.6** Students that unlocked the badge will place the print out on the classroom's **word wall**. See  **DIFFERENTIATION** below 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.

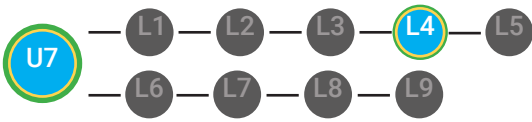


PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

1. Ask the class, “Who would like to unlock the Google Calendar Badge for \$1?”



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.4.DollarTracker]



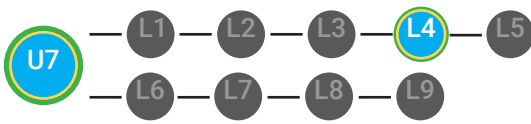
“Marcus unlocks the Google Calendar badge. Nice job participating and earning a dollar Marcus.”

Click Activity Button to Play Activity Video

3. 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 3 until student unlocks the badge.



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



EXIT TICKET



Use supplemental material Google Calendar Exit Ticket **7.4.7** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

T1 GOOGLE CALENDAR EXIT TICKET
READING MAZE
7.4.7.1

Name: _____
Date: _____

Directions: Circle the correct word to complete the sentence.

(1. **Youtube/Google**) is one website that offers many services in the form of (2. **web apps/homepage**), like Gmail, Google Calendar, Youtube and more. I can use my Google account to send and receive emails using (3. **Gmail/Google Docs**). Also, I can use Gmail to instant message, voice chat, and (4. **post/video chat**). I can even use Google web apps, like (5. **Gmail/Google Docs**) to create documents for school assignments. Google has so much to offer!

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T2 GOOGLE CALENDAR EXIT TICKET
VOCAB BLOCK
7.4.7.2

Name: _____
Date: _____

Directions: Draw the icon for each browser.

Define	Sentence
Google Calendar	
Examples	Draw

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T3 GOOGLE CALENDAR EXIT TICKET
TRACE 'N' LEARN CARDS
7.4.7.3

Name: _____
Date: _____

Google Calendar

your own private calendar on the Internet

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DIFFERENTIATION

- T1** Student's complete **Reading Maze worksheet** [7.4.7.1] or **Vocab Blocks worksheet** [7.4.7.2]
- T2** Option to complete **Vocab Blocks worksheet** [7.4.7.2] or **Trace 'n' Learn card** [7.4.7.3]
- T3** Student's complete **Trace 'n' Learn card** [7.3.7.3]

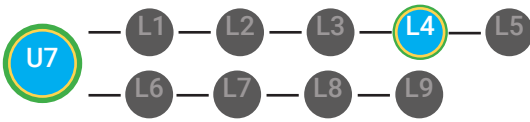


PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

1. Students will complete the Google Calendar Exit Slip.



2. "For a participation dollar, who can share the definition you wrote?"



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.4.DollarTracker]



4. "For a participation dollar, who will share a sentence you wrote?"



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



5. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.4.DollarTracker]



6. "For a participation dollar, who will share one of their examples?"



"[Repeat student answer] Nice job sharing and earning a dollar Marcus."



7. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.4.DollarTracker]



8. "For a participation dollar, who would like to come up and present their drawing?" Call on student.



"Great! [student] is going to present! Nice job earning a participation dollar."

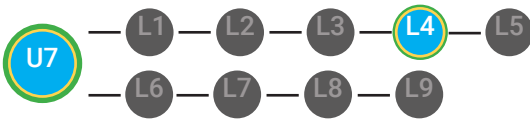


9. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.4.DollarTracker]



After student discusses what they drew and why they drew it, ask students in class to give feedback.

Award at least four participation dollars.



10. “For a participation dollar, who would like to give feedback to [student] on their drawing?” Call on student.

“You can give feedback by telling [student] what you liked about their drawing and explanation. Then, you can ask [student] a question.”

11. Be sure that students do both.

- a. Describe what they like (prompt to student to say more than, “I liked your drawing.” Ask, “What did you like about it?”
- b. Ask a question about drawing or explanation.



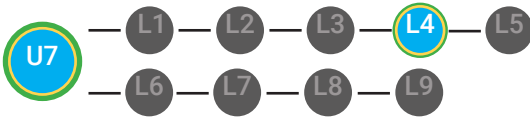
12. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [7.4.DollarTracker]



“Nice job giving feedback and earning a dollar Marcus.”

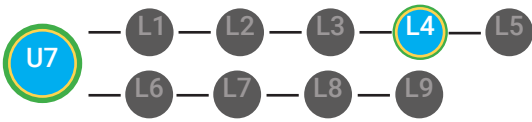
13. After student does both, ask the student presenting, “[Student, what did you hear [student who gave feedback] say?”

Award at least four participation dollars.



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 [7.4.8] Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. Ask students, **“For a participation dollar, what will you do with your earnings?”**
4. If time permits, students can log into their student accounts for independent practice. Remember to set a boundary for students when completing lessons independently. For example, say **“You can unlock badges up until [name of badge you want students to stop at] , then stop what you are doing and put your thumbs up.”**



WRAP-UP



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**.

1. **Have class say the key concepts together.**

Key Concept: "Google Calendar is your own private calendar that is on the Internet."

2. **"Now we know what the Internet is and can use it in a sentence. Whenever you use the word Internet correctly, and at appropriate times (on-topic), you will earn a dollar."**



Google Calender

Supplemental Materials

Unit 7



TechCrunch



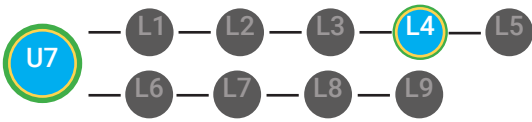


PHOTO OPP GUIDE

Directions: Use this form to brainstorm your Milestone submission. You can submit your Milestone assets using your **Teacher Resources Portal** at digitability.com/teacherresources. We included some suggestions but feel free to submit what you think is most important to capture your implementation!

Suggested Capture:

Videos/photos of students presenting the planning session summary

Videos/photos of differentiation for students with expressive/receptive language needs

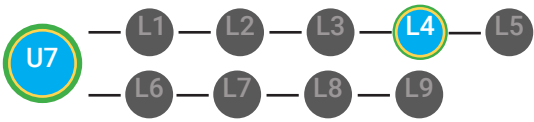
Videos/photos of students completing supplements and those completed supplements

Narrative:

Describe what is happening in your photos/videos. (at least five sentences)

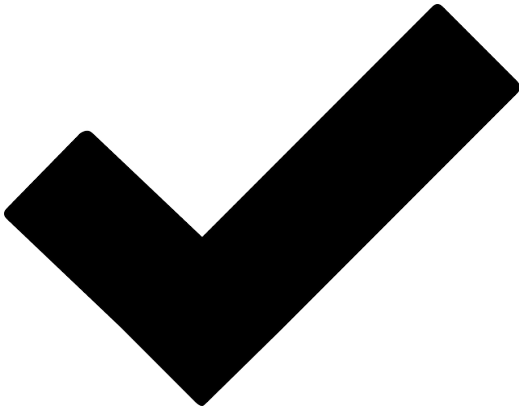
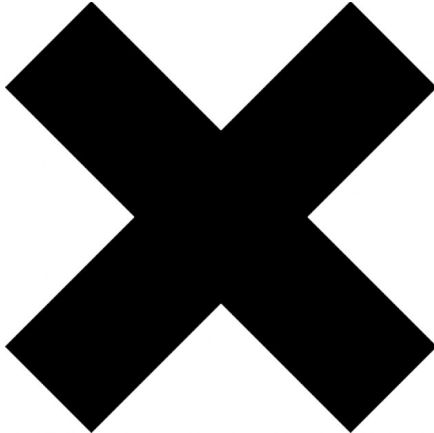
Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her?).

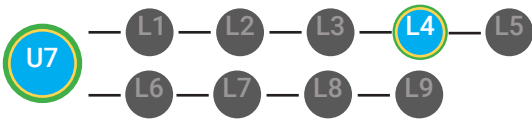
Tell us what you or your students like about this part of the Work Simulation.




 **YES OR NO IMAGE
EXCHANGE CARD**

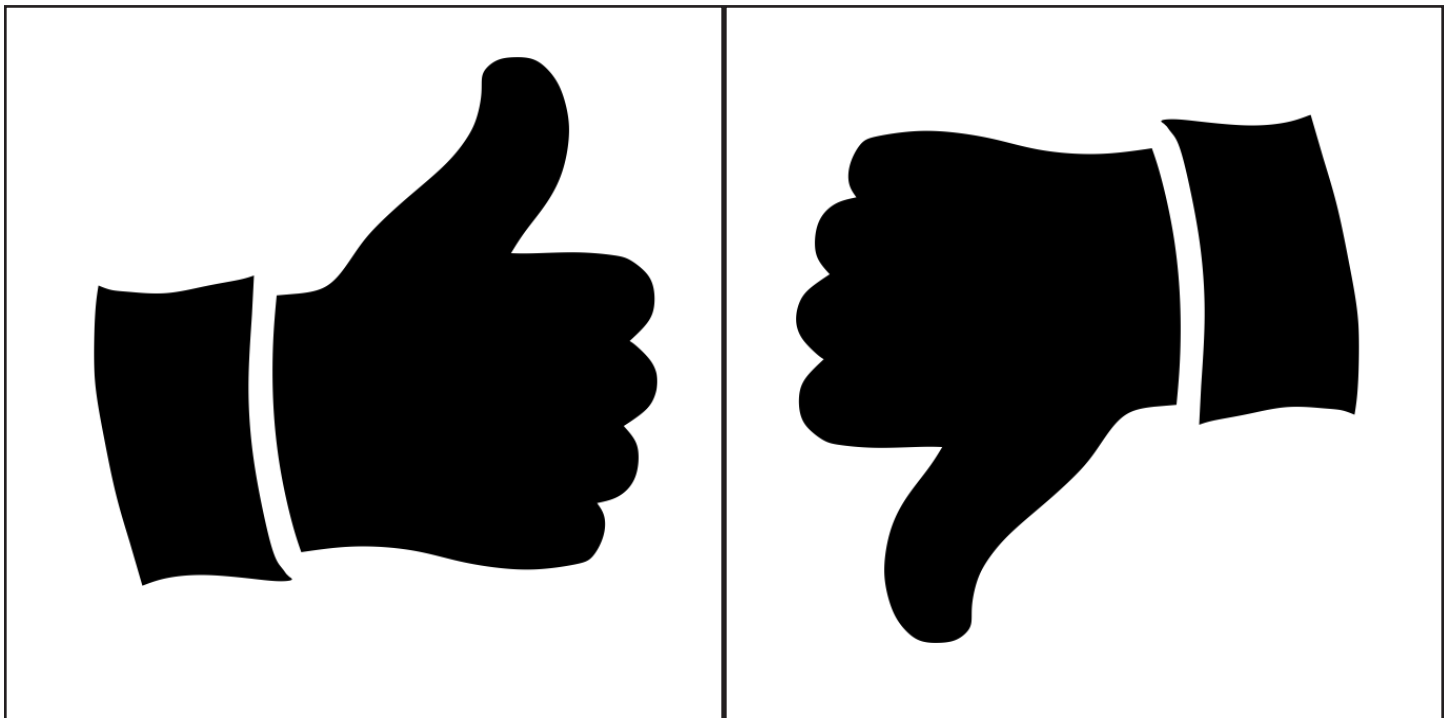
7.IEC.Y/N

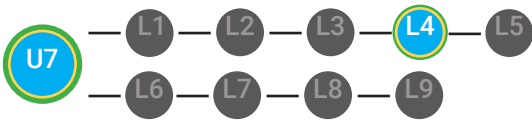
 <p>YES</p>	 <p>NO</p>
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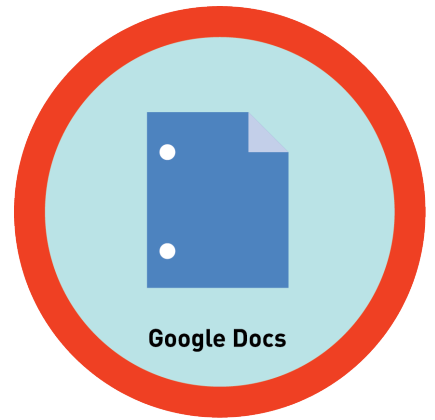
 **THUMBS IMAGE
EXCHANGE CARD**

7.4.THUMB





7.BADGE





WORD WALL PRINTOUT

7.4.6

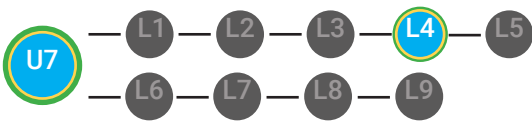


your own private calendar
on the Internet



DIFFERENTIATION

Choose to cut out the badge and definition or only the badge for your classroom word wall



T1 GOOGLE CALENDAR EXIT TICKET
READING MAZE
7.4.7.1

Name: _____

Date: _____

Directions: Circle the correct word to complete the sentence.

(1. Youtube/Google) is one website that offers many services in the form of **(2. web apps/homepage)**, like Gmail, Google Calendar, Youtube and more. I can use my Google account to send and receive emails using **(3. Gmail/Google Docs)**. Also, I can use Gmail to instant message, voice chat, and **(4. post/video chat)**. I can even use Google web apps, like **(5. Gmail/Google Docs)** to create documents for school assignments. Google has so much to offer!



T2 GOOGLE CALENDAR EXIT TICKET
 VOCAB BLOCK
 7.4.7.2

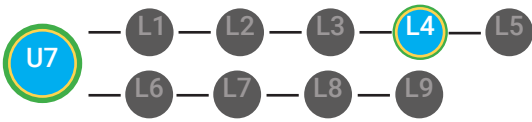
Name: _____

Date: _____

Directions: Draw the icon for each browser.

Define	Sentence
Examples	Draw

**Google
Calendar**



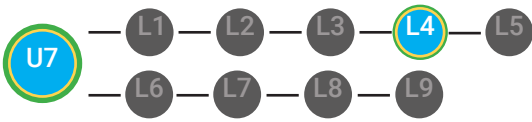
T3 GOOGLE CALENDAR EXIT TICKET
TRACE 'N' LEARN CARDS
7.4.7.3

Name: _____

Date: _____

Google Calendar

your own private
calendar on the
Internet



MY DIGITABILITY EARNINGS TRACKER

Unit 7 Google! | 7.4.8

DIRECTIONS: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: CONNECTING		
LESSON 2: CONNECTING WITH EMAIL		
LESSON 3: CONNECTING WITH CHAT		
LESSON 4: CONNECTING WITH VOICE CHAT		
LESSON 5: CONNECTING WITH VIDEO CHAT		
LESSON 6: STREAMING MEDIA		
LESSON 7: SOCIAL NETWORKS		
LESSON 8: THE LIKE BUTTON		
LESSON 9: CONNECTING WITH BLOGS		
LESSON 10: MASTER BADGE		

TOTAL DOLLARS EARNED: