

UNIT 24: GOOGLE DOCS INTERFACE LESSON 3: GOOGLE DOCS MENU BAR

LESSON OVERVIEW

The Menu Bar is located at the top of your doc under the name of your doc.

Time: ~30 minutes

OBJECTIVE

Student will be able to navigate the interface of Google Docs.

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.

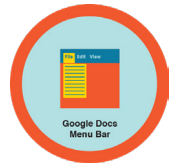
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 3 - Tech-savvy Ambassador**
4. Select **Unit 24**
5. Select **Lesson 3 - Google Docs Menu Bar**

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



1. Write the following on the board, leaving a blank space for the phrases **“Folder Icon”** and **“Google Doc.”**

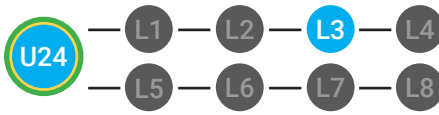
a. The _____ shows you what folder your _____ is saved in.

2. Have a student come up to the board to fill in the correct answer.

Repeat the process to ensure all students get a chance to participate and earn a participation dollar.



3. Distribute **24.IMAGE.IEC** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Writes response on board
- T2** Writes response on board with assistance from a Tier 1 partner or writes answer in notebook
- T3** Writes response on board with assistance from an adult or points to **Image Exchange Cards** [24.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [24.3.DollarTracker]

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

+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

- Participation/Contribution
- Sharing/Helping
- Greeting a guest
- Following Directions/Staying on task
- Encouraging

- Off-task
- Off topic/Inappropriate comment
- Disrespect/Teasing
- Complaining/Whining
- Interrupting
- UMAPA
- Arguing

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..."*

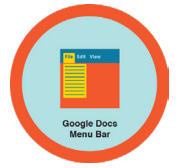
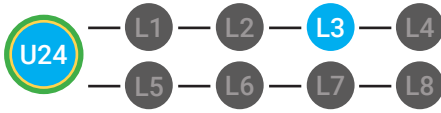


Pro tip: Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

Behaviors	Name								
Successful									
Participation/Contribution									
Sharing/Helping/Encouraging									
Greeting a Guest									
Following Directions/Staying on Task									
Responsible/Complimenting									
Problematic									
Off Task									
Off Topic/Inappropriate Comment									
Disrespect/Teasing									
Complaining/Whining									
Arguing									
Interrupting									
UMAPA									




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.

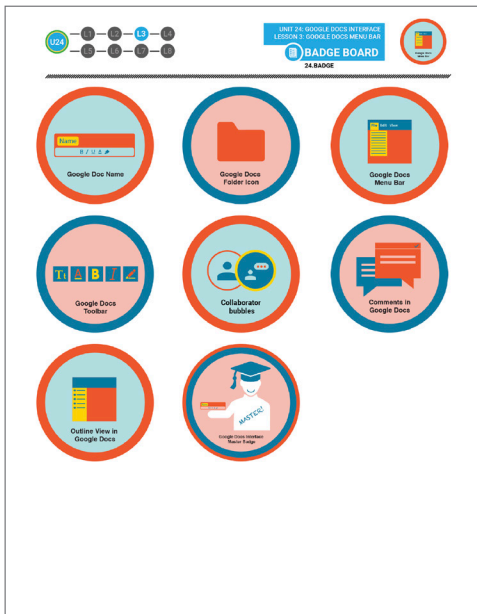


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

Answer: Google Docs Menu Bar

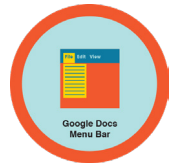


2. Distribute **24.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes down badge name or walks up to point to badge
- T3** Uses **Badge Board** [24.BADGE] for this unit



3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [24.3.DollarTracker]



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 in or identify their replacement behavior. If a student is not following directions, you have give them one minute before taking additional dollars.

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

<p>+\$ SUCCESSFUL</p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p>-\$ PROBLEMATIC</p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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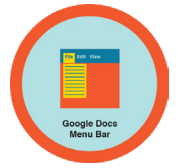


4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the phrase "Name of your Menu Bar."*

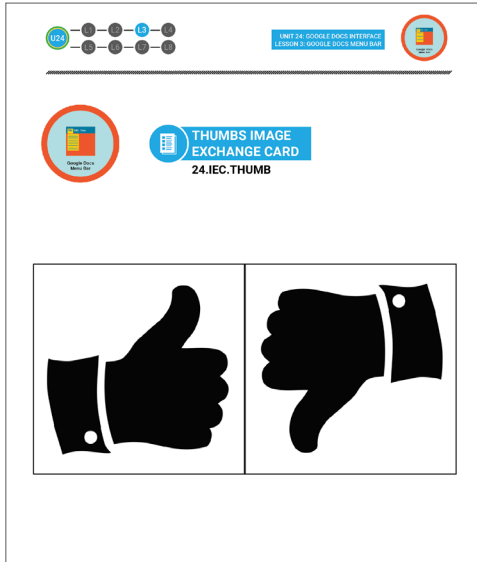
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Name of your Menu Bar"** in the video.



6. Play video.

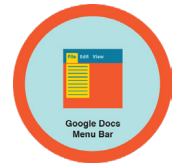
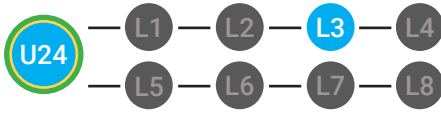


7. Distribute **24.IEC.THUMB** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [24.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [24.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [24.3.DollarTracker]

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

+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

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INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what the Google Docs Menu Bar is made up of?"*

Possible Answers: The Menu Bar is made up of many different menus

Write the term and definition on the board after student responses.



2. Ask, *"For a participation dollar, what can the menus in the Menu Bar help you with?"*

Possible Answers: Tasks



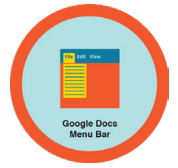
3. Ask, *"For a participation dollar, where is the Menu Bar located?"*



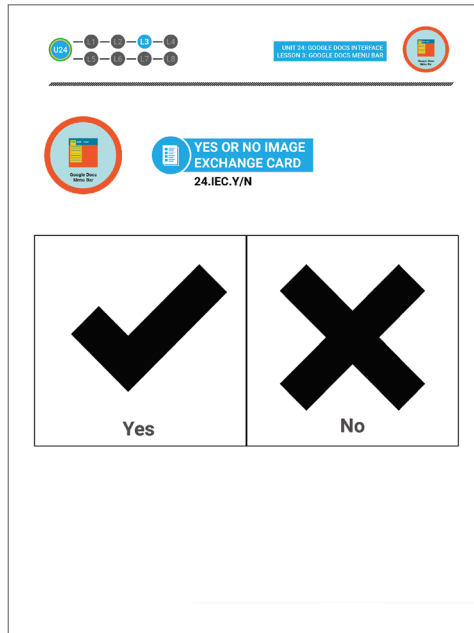
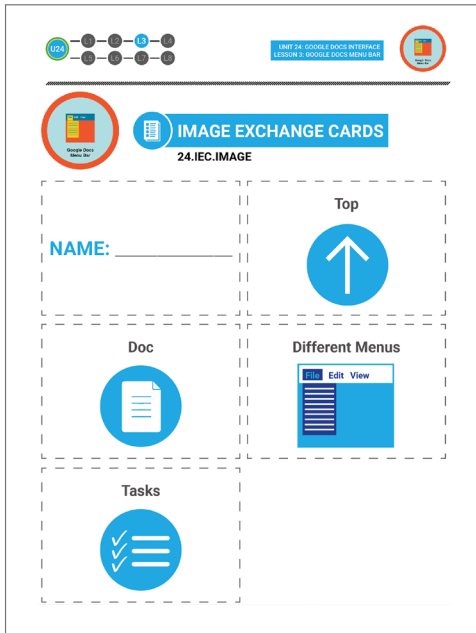
Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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 **Image Exchange Cards 24.IMAGE.IEC** or **Yes or No Image Exchange Cards 24.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes response down in notebook OR rephrase prompt to a **yes or no** question
- T3** Distribute **Yes or No Image Exchange Card [24.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**. [24.3.DollarTracker]



Pro tip: Stick to the script!
 Help your students develop self-regulation strategies. Do not give lengthy explanations for behavior. Using clear language formulas helps students identify the workplace behavioral norm AND the optimal replacement behavior.

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

<p>+\$ SUCCESSFUL</p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p>-\$ PROBLEMATIC</p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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PLAY ACTIVITY VIDEO



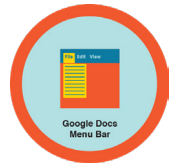
1. Ask the class, *"Who would like to unlock the Google Docs Menu Bar Badge for \$1?"*

Click Activity Button to Play Activity Video

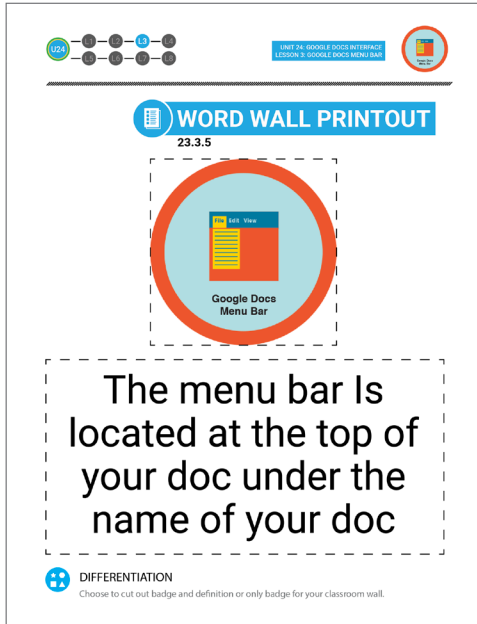
2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



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

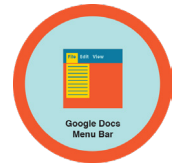
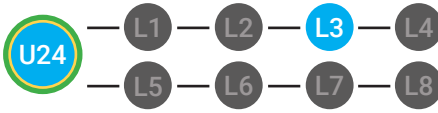


3. Distribute and cut out **Word Wall Printout 24.3.5** Students that unlocked the badge will place the Google Docs Menu Bar printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [24.3.DollarTracker]

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

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ASSESSMENT/EXIT TICKET



1. Distribute **The Google Docs Menu Bar Exit Ticket 24.3.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 24: GOOGLE DOCS INTERFACE
LESSON 3: GOOGLE DOCS MENU BAR

T1 MENU OPTIONS
EXIT TICKET | 24.3.6.1

Directions: Circle or highlight the "Move to..." option and the "Print" option.

UNIT 24: GOOGLE DOCS INTERFACE
LESSON 3: GOOGLE DOCS MENU BAR

T2 MENU OPTIONS
EXIT TICKET | 24.3.6.2

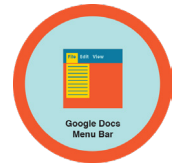
Directions: Point to the "Move to..." option and the "Print" option.

UNIT 24: GOOGLE DOCS INTERFACE
LESSON 3: GOOGLE DOCS MENU BAR

T3 TRACE 'N' LEARN
EXIT TICKET | 24.3.6.3

Google Docs
Menu Bar

The menu bar
is located at the
top of your doc
under the name
of your doc



DIFFERENTIATION

- T1** Using Tier 1 **Menu Options** Exit Ticket [24.3.6.1], student circles or highlights the correct menu options.
- T2** Student has option to complete **Menu Options** Exit Ticket [24.3.6.2] or **Trace 'N' Learn** Exit Ticket [24.3.6.3].
- T3** Student completes **Trace 'N' Learn** Exit Ticket [24.3.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [24.3.DollarTracker]

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

+\$ SUCCESSFUL

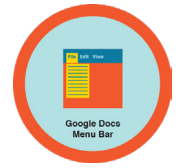
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

- Participation/Contribution
- Sharing/Helping
- Greeting a guest
- Following Directions/Staying on task
- Encouraging

- Off-task
- Off topic/Inappropriate comment
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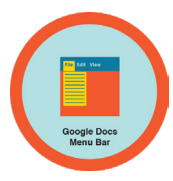
IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned or spent 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 you can continue on to the next lesson plan.



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.



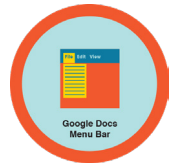
Behaviors

Name

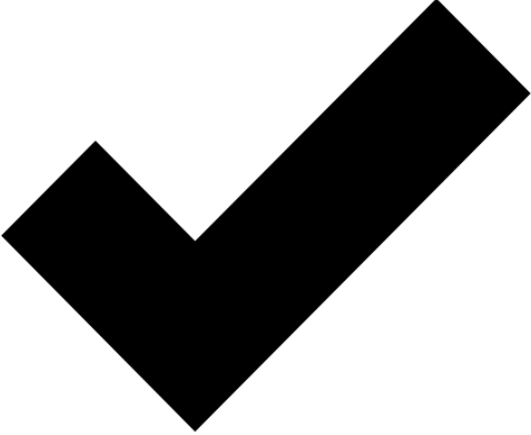
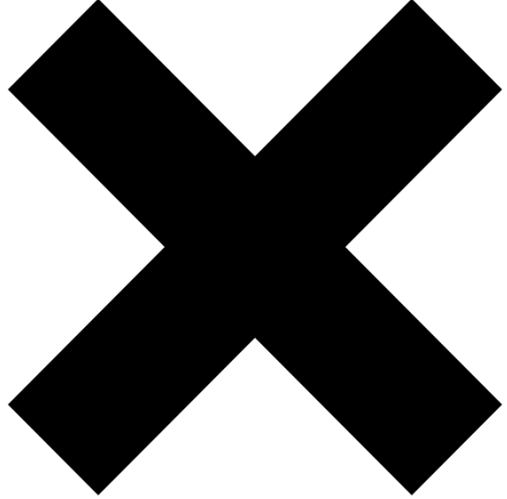
- Successful**
- Participation/Contributing
 - Sharing/Helping/Collaborating
 - Greeting a Guest
 - Following Directions/Staying on Task
 - Encouraging/Complementing

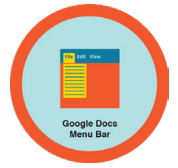
- Problematic**
- Off Task
 - Off-Topic/Inappropriate Comment
 - Disrespect/Teasing
 - Complaining/Whining
 - Arguing
 - Interrupting
 - UMAPA

Name							
EX: Sam							
Participation/Contributing							
Sharing/Helping/Collaborating							
Greeting a Guest							
Following Directions/Staying on Task							
Encouraging/Complementing							
Off Task							
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UMAPA							

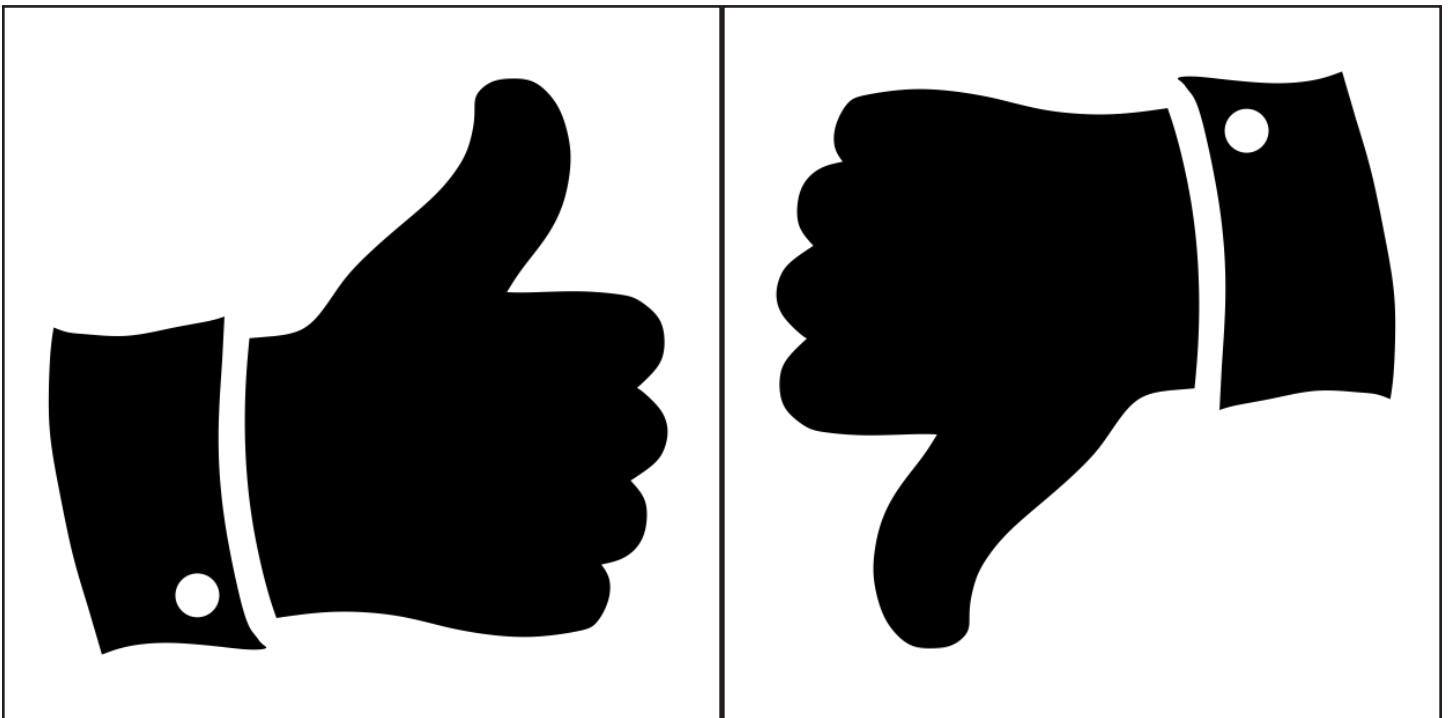


 **YES OR NO IMAGE EXCHANGE CARD**
24.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE EXCHANGE CARD**
24.IEC.THUMB



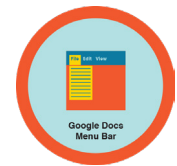


IMAGE EXCHANGE CARDS

24.IEC.IMAGE

NAME: _____

Google Docs



Doc



Different Menus

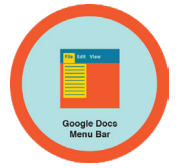


Tasks



Folder Icon

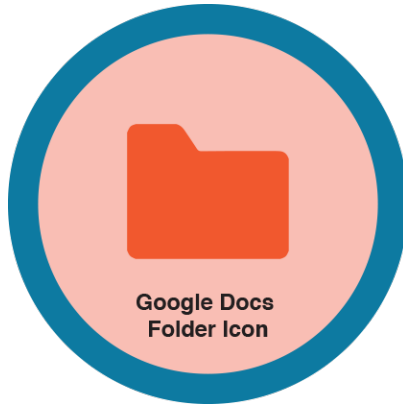




24.BADGE



Google Doc Name



Google Docs Folder Icon



Google Docs Menu Bar



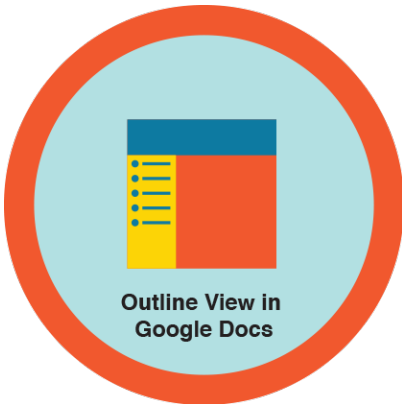
Google Docs Toolbar



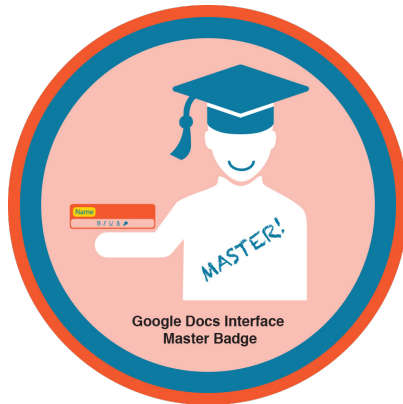
Collaborator Bubbles



Comments in Google Docs



Outline View in Google Docs

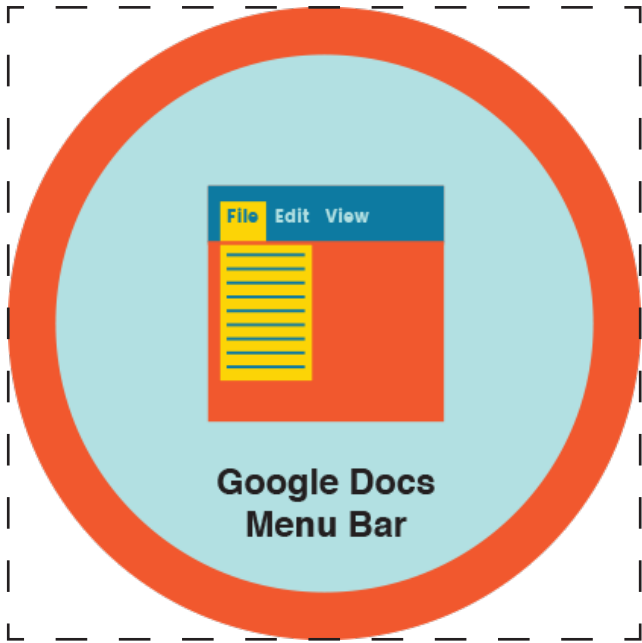


Google Docs Interface Master Badge



WORD WALL PRINTOUT

23.3.5

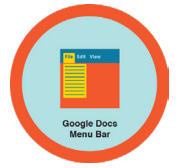


The Menu Bar is located at the top of your doc under the name of your doc.



DIFFERENTIATION

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



T1 MENU OPTIONS

EXIT TICKET | 24.3.6.1

Directions: Circle or highlight the “Move to...” option and the “Print” option.

Jason Smith's Resume

File Edit View Insert Format Tools Add-ons Help All changes saved in Drive

Share... Normal text Roboto 10 B I U A [Icons]

New ▶
 Open... ⌘O
 Make a copy...
 Download as ▶
 Email as attachment...
 Version history ▶
 Rename...
 Move to...
 Move to trash
 Publish to the web...
 Email collaborators...
 Document details...
 Language ▶
 Page setup...
 Print ⌘P

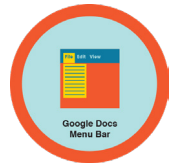
Jason Smith

EXPERIENCE

Digitability — *Digital Media Coordinator*
 2015 - PRESENT
 I collaborated to create video assets for marketing goals and Digitability curriculum needs.

Deli — *Cashier*
 2011 - 2015
 Ringing up customers and filling out orders as they are called in.
 Counting a register.

Marshalls — *Cashier*



T2 MENU OPTIONS

EXIT TICKET | 24.3.6.2

Directions: Point to the the “Move to...” option and the “Print” option.

Jason Smith's Resume

File Edit View Insert Format Tools Add-ons Help All changes saved in Drive

Share... Normal text Roboto 10 B I U A [Icons]

New

Open... ⌘O

Make a copy...

Download as

Email as attachment...

Version history

Rename...

Move to...

Move to trash

Publish to the web...

Email collaborators...

Document details...

Language

Page setup...

Print ⌘P

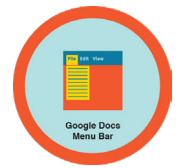
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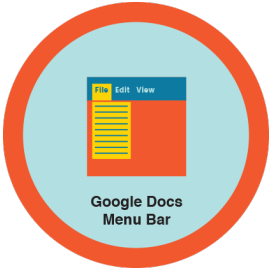
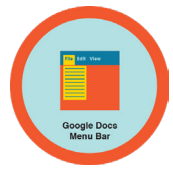


T3 TRACE 'N' LEARN

EXIT TICKET | 24.3.6.3

Google Docs
Menu Bar

The Menu Bar
is located at the
top of your doc
under the name
of your doc.



MY DIGITABILITY EARNINGS TRACKER

Unit 24: Google Docs Menu Bar | 24.3.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: The Name of Your Google Doc		
LESSON 2: Google Docs Folder Icon		
LESSON 3: Google Docs Menu Bar		
LESSON 4: Google Docs Toolbar		
LESSON 5: Google Docs Collaborator Bubbles		
LESSON 6: Comments in Google Docs		
LESSON 7: Outline View in Google Docs		
LESSON 8: Google Docs Interface Master Badge		

TOTAL DOLLARS EARNED: