



UNIT 24: GOOGLE DOCS INTERFACE LESSON 6: COMMENTS IN GOOGLE DOCS

LESSON OVERVIEW

The comment icon is located at the top of your doc next to the collaborator bubbles

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 6 - Comments in Google Docs**

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 word “Collaborator bubbles, doc”.

a. The _____ are located at the top of your _____ on the right of your doc

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**. [24.6.DollarTracker]

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

<p>+\$ FOLLOWING DIRECTIONS</p> <p><i>"Nice job following directions and completing your warm up! You're earning dollars! Nice job!"</i></p>	<p>-\$ OFF-TASK</p> <p><i>"Marcus, you're off-task. Being off-task cost a dollar. You can earn dollars by following directions Marcus, you're off-task. For every minute that you are not participating, it will cost a \$1."</i></p>
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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.

Behaviors	Name								
Successful									
Participating/Complimenting									
Sharing/Helping/Cooperating									
Greeting + Greet									
Following Directions/Stand in Line									
Encouraging/Complimenting									
Problematic									
Off Task									
Off Topic/Inappropriate Comment									
Disrupting/Teasing									
Complaining/Whining									
Arguing									
Interrupting									
UMAPL									

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. Ask, "For a participation dollar, who can tell me the name of our next badge?"

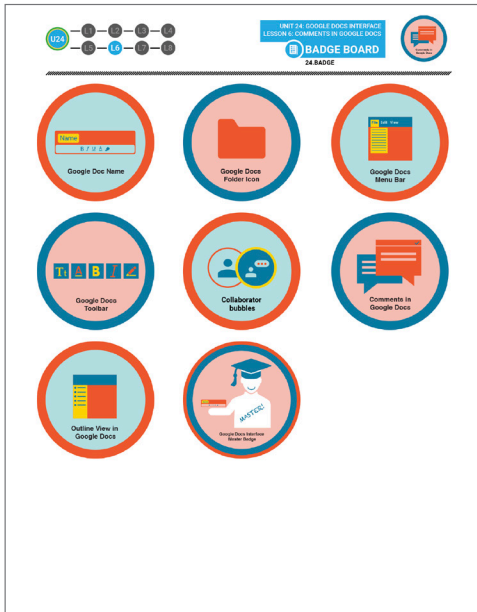
Answer: Comments in Google Docs



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.



2. Distribute **24.BADGE** to students. See **DIFFERENTIATION** for this activity 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 [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. [24.6.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.

<p>+\$ FOLLOWING DIRECTIONS</p> <p><i>"Nice job following directions and giving a thumbs up! You're earning dollars! Nice job!"</i></p>	<p>-\$ OFF-TASK</p> <p><i>"Marcus, you're off-task. Being off-task cost a dollar. You can follow directions by watching the video. 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."</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 words Comments in Google Docs"*

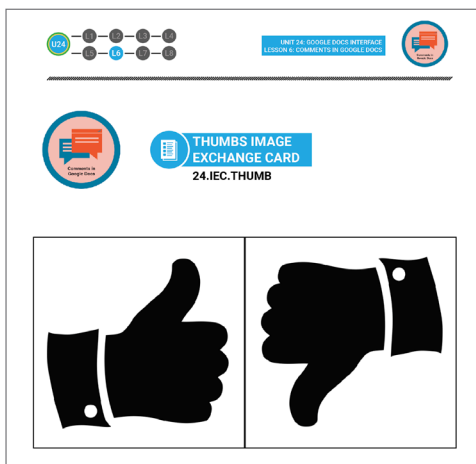
5. Ask students to give a thumbs up every time they hear and/or see the words Comments in the video

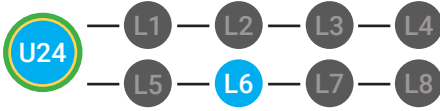


6. Play video.



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**. [24.6.DollarTracker]

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

+\$ COLLABORATION

"Nice job collaborating and giving a thumbs up! Nice job earning dollars!"

-\$ COMPLAINING/ WHINING

"Marcus, you're complaining. Complaining costs a dollar. You can collaborate by giving a thumbs up when you hear the words Comments. Marcus, you're complaining. For every minute that you are complaining, it will cost a \$1."



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.

INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what comments can help provide for collaborators?"*

Possible Answers: help provide feedback

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

"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."



2. Ask, "For a participation dollar, where is the comment icon located on your Google Doc?"



3. Ask, "For a participation dollar, where are the comments that you create located on your Google Doc?"



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.

24.IEC.IMAGE

Collaborator Bubbles

Doc

Feedback

24.IEC.Y/N

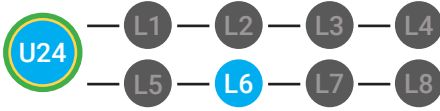
Yes

No



DIFFERENTIATION

- T1** On-topic verbal response shared 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**. [24.6.DollarTracker]

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



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

<p>+\$ PARTICIPATION</p> <p><i>"Nice job participating! You earned a earned dollars!"</i></p>	<p>-\$ OFF-TASK</p> <p><i>"Marcus, you're off-task. Being off-task cost a dollar. To earn dollars for following direction/participating answer these questions. Marcus, you're off-task. For every minute that you are not following directions, it will cost a \$1."</i></p>
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PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Comments in Google Docs 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 24.6.5 Students that unlocked the badge will place the Comments Google Docs 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**. **[24.6.DollarTracker]**

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

<p>+\$ COLLABORATION</p> <p><i>"Nice job collaborating and unlocking the badge! Nice job earning dollars!"</i></p>	<p>-\$ COMPLAINING/WHINING</p> <p><i>"Marcus, you're complaining. Complaining costs a dollar. You can collaborate unlocking the Name of Your Google Doc Badge Marcus, you're complaining. For every minute that you are complaining, it will cost a \$1."</i></p>
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ASSESSMENT/EXIT TICKET



1. Distribute 24.6.6 the Comments in Google Docs Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

T1 COMMENTS IN GOOGLE DOCS
 EXIT TICKET | 24.6.6.1

Directions: Circle the comment icon and then circle the message in this Google Doc.

T2 COMMENTS IN GOOGLE DOCS
 EXIT TICKET | 24.6.6.2

Directions: Point to the comment icon and then circle the message in this Google Doc.

T3 TRACE 'N' LEARN
 EXIT TICKET | 24.6.6.3

Comments in Google Docs

The comment icon is located at the top of your doc next to the collaborator bubbles



DIFFERENTIATION

- T1** Using Tier 1 **Comments In Google Docs** Exit Ticket [24.6.6.1], students circle the message icon and the message in the Google Docs
- T2** Student has option to complete **Comments In Google Docs** Exit Ticket [24.6.6.2] or **Trace 'N' Learn** Exit Ticket [24.6.6.3]
- T3** Student completes **Trace 'N' Learn** Exit Ticket [24.6.6.3]



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [24.6.DollarTracker]

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

<p>+\$ PARTICIPATION</p> <p><i>"Nice job participation and completing your exit ticket! Nice job earning dollars!"</i></p>	<p>-\$ OFF-TASK</p> <p><i>"Marcus, you're off-task. Being off-task cost a dollar. You can be on task by participating in the exit ticket. Marcus, you're off-task. For every minute that you are not participating, it will cost a \$1."</i></p>
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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.



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

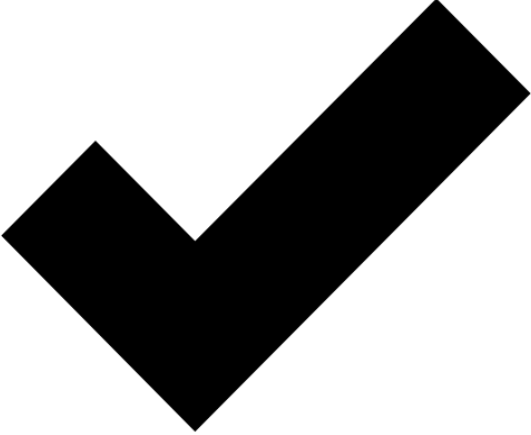
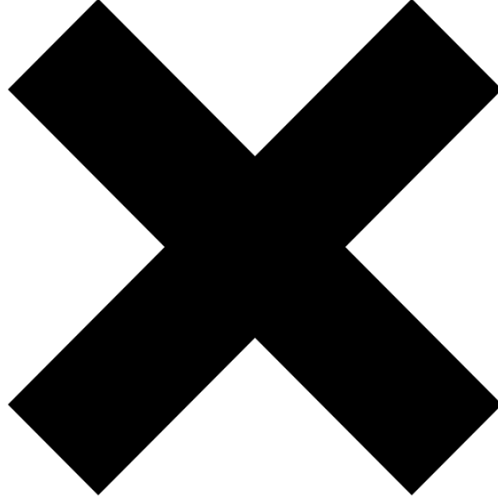
- Successful**
- Participation/
Contributing
 - Sharing/Helping/
Collaborating
 - Greeting a Guest
 - Following Directions/
Staying on Task
 - Encouraging/
Complementing

- 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**
24.IEC.Y/N

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

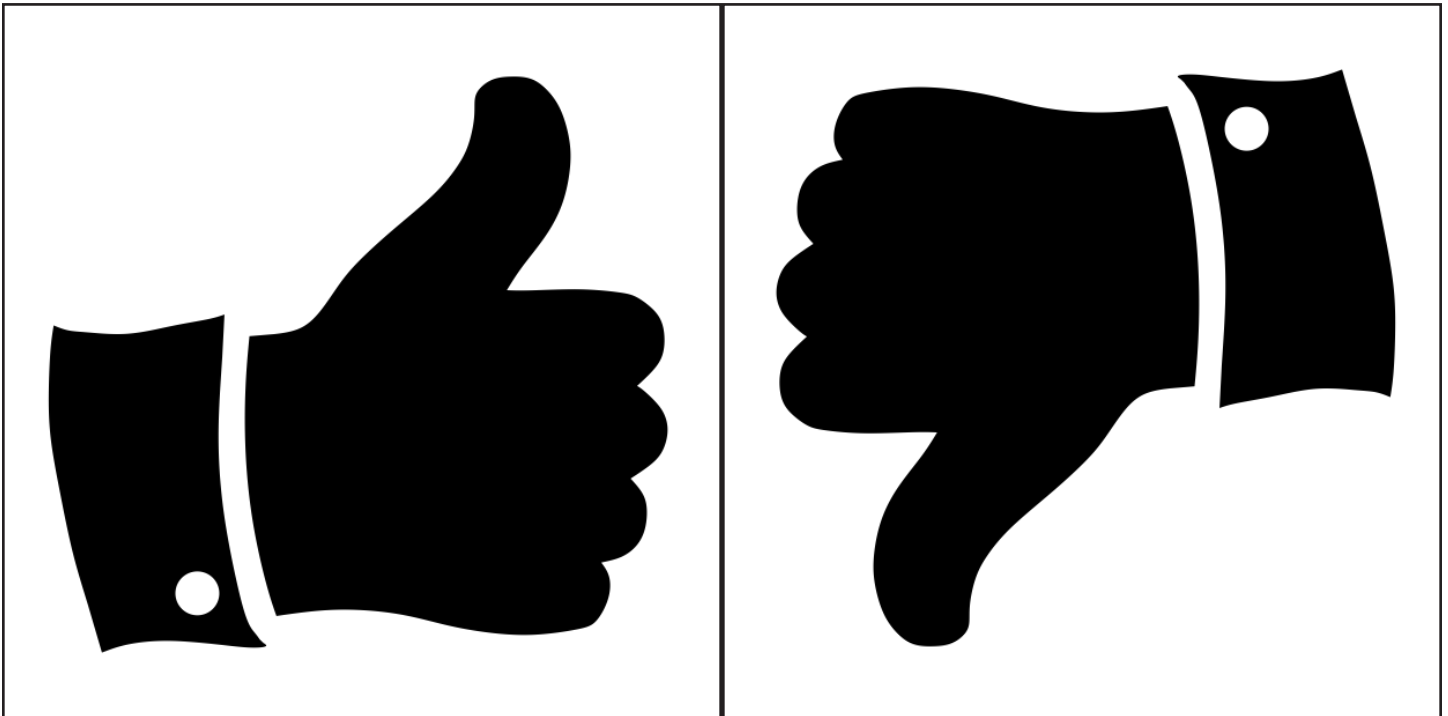




IMAGE EXCHANGE CARDS

24.IEC.IMAGE

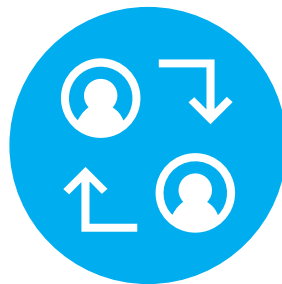
Collaborator Bubbles



Doc



Feedback

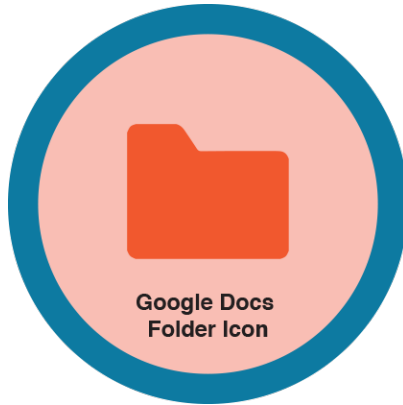




24.BADGE



Google Doc Name



Google Docs Folder Icon



Google Docs Menu Bar



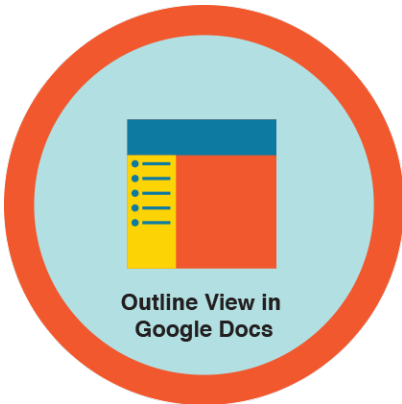
Google Docs Toolbar



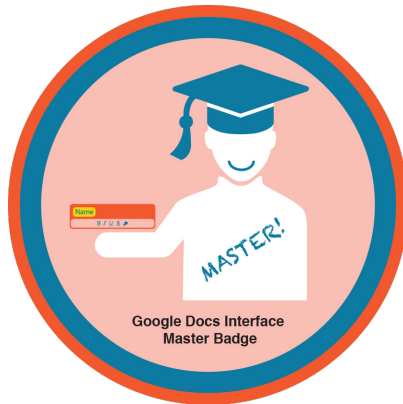
Collaborator bubbles



Comments in Google Docs



Outline View in Google Docs



Google Docs Interface Master Badge



WORD WALL PRINTOUT

23.6.5



The comment icon is located at the top of your doc next to the collaborator bubbles



DIFFERENTIATION

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



T1 COMMENTS IN GOOGLE DOCS

EXIT TICKET | 24.6.6.1

Directions: Circle the comment icon and then circle the message in this Google Doc.

The screenshot shows a Google Doc interface with a resume for Jason Smith. The resume includes sections for Experience, Skills, and Education. A comment from Mark Peters is visible on the right side of the document, stating: "We should add more skills to this list". The comment has a "Comment" button and a "Cancel" button.

Jason Smith
 123 Street, Rd
 Philadelphia, PA 12345
 (123) 456-7890
 jsmith@gmail.com

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*
 2008 - 2011
 Ringing up customers and providing outstanding customer service.

EDUCATION

Community College, Philadelphia — *Video Productions*
 2010 - 2014

SKILLS

Video editing using Adobe suite and pro tools.

Data Entry
 Customer service
 Planning and coordinating with management

Mark Peters
 9:21 AM Today
 We should add more skills to this list
 Comment Cancel



T2 COMMENTS IN GOOGLE DOCS

EXIT TICKET | 24.6.6.2

Directions: Point to the comment icon and then circle the message in this Google Doc.

The screenshot shows a Google Doc interface. At the top, there are navigation elements including 'Add-ons', 'Help', and 'All changes saved in Drive'. The main content area displays a resume for Jason Smith, including contact information, experience, skills, and education. A comment from Mark Peters is visible on the right side of the document, stating 'We should add more skills to this list'. The comment includes a profile picture, name, and timestamp.

Jason Smith
 123 Street, Rd
 Philadelphia, PA 12345
 (123) 456-7890
 jsmith@gmail.com

EXPERIENCE

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

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 2011 - 2015
 Ringing up customers and filling out orders as they are called in.
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SKILLS

Video editing using Adobe suite and pro tools.

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 We should add more skills to this list
 Comment Cancel



T3 TRACE 'N' LEARN

EXIT TICKET | 24.6.6.3

Comments in
Google Docs

The comment
icon is located
at the top of
your doc next to
the collaborator
bubbles



MY DIGITABILITY EARNINGS TRACKER

Unit 24: Comments in Google Docs | 24.6.7

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: