



UNIT 25: EDITING CONTENT IN GOOGLE DOCS LESSON 4: ADDING AND EDITING TEXT IN YOUR GOOGLE DOC

LESSON OVERVIEW

You can use the Toolbar to change the size of your text, make it bold, change the color and more.

Time: ~30 minutes

OBJECTIVE

Student is able to create content in 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 25**
5. Select **Lesson 4 - Adding and Editing Text in Your Google Doc**

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 words **“Google Doc”** and **“organized.”**

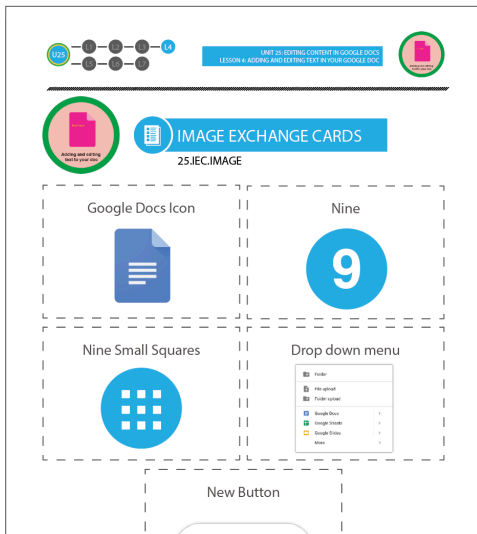
a. You can name your _____ to help you stay _____.

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 **25.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** [25.IMAGE.IEC]



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.



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [25.4.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."

Behaviors	Name						
Successful							
Participating							
Helping							
Collaborating							
Greeting a Guest							
Following Directions							
Staying on Task							
Encouraging							
Complaining							
Problematic							
Off-task							
Off-topic							
Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining							
Arguing							
Interrupting							
UMAPA							
Arguing							

- 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: 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.

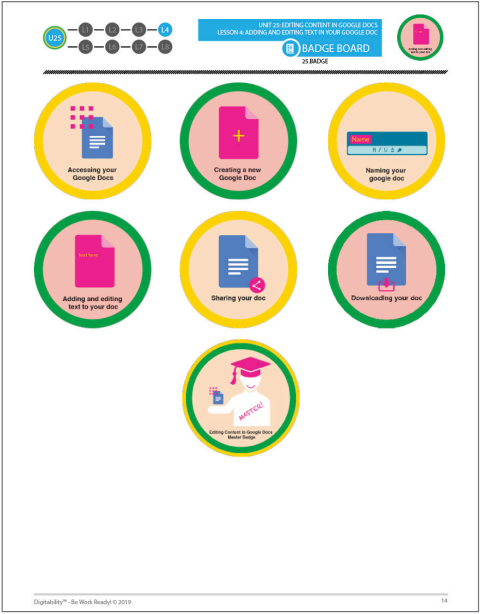


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

Answer: Naming Your Google Doc



2. Distribute **25.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** [25.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**. [25.4.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, 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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- 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




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 "Create," "plus sign," and "Google Docs."*

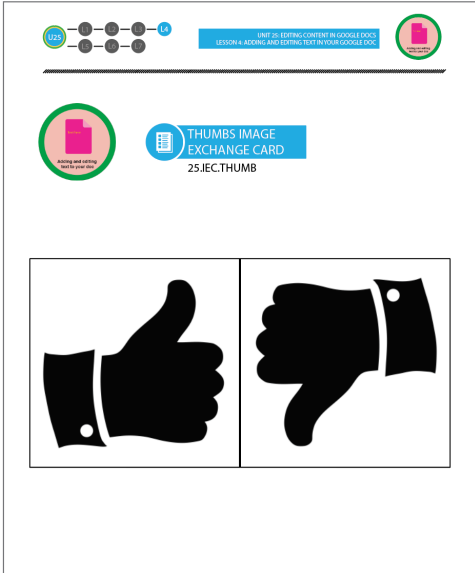
5. Ask students to give a thumbs up every time they hear and/or see the words **"Create," "plus sign,"** and **"Google Docs"** in the video



6. Play video.



7. Distribute **25.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 [25.IEC.THUMB]**
- T3** Uses **Thumbs Image Exchange Card [25.IEC.THUMB]**



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [25.4.DollarTracker]

[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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- Participation/Contribution
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INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me the first thing you click on in order to name your Google Doc?"*

Possible Answers: click 'Untitled Document' in the top left hand corner of Google Drive

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



2. Ask, *"For a participation dollar, what happens to the Untitled Document text when you click on it?"*

Possible Answers: it is highlighted



3. Ask, *"For a participation dollar, do you type your Google Doc name into the empty field?"*



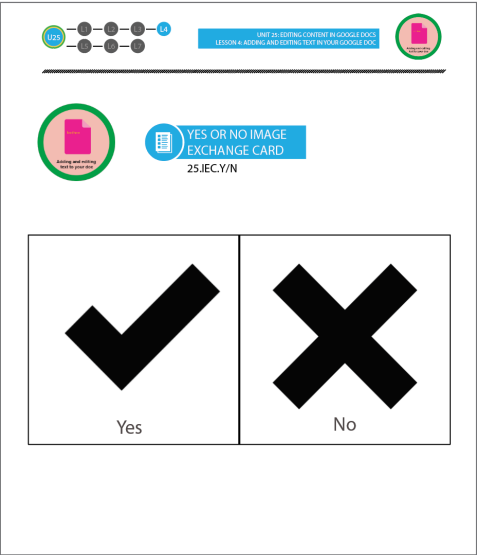
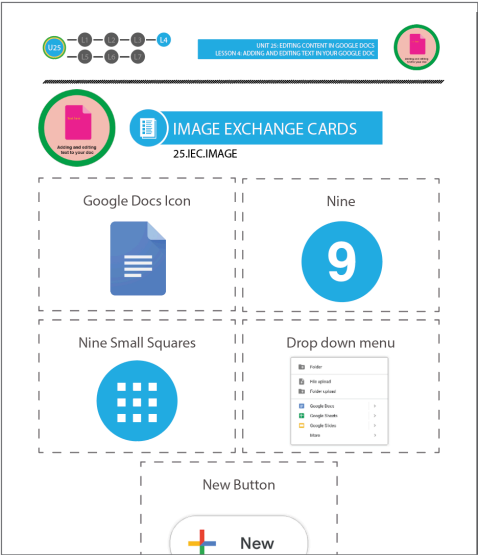
Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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."

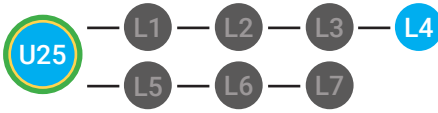



4. Distribute 25.IMAGE.IEC or Yes or No Image Exchange Cards 25.IEC.Y/N to students. See DIFFERENTIATION for this activity to identify supplements



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 [25.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**. [25.4.DollarTracker]


[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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- Participation/Contribution
- Sharing/Helping
- Greeting a guest
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- UMAPA
- Arguing

PLAY ACTIVITY VIDEO


 1. Ask the class, *"Who would like to unlock the Adding and Editing Text 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.

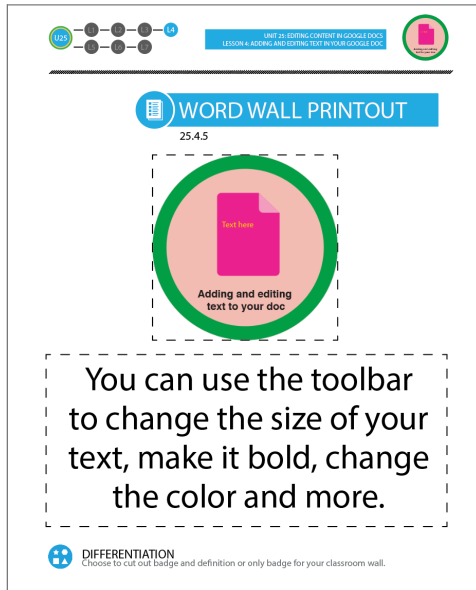
 **Pro tip: Stick to the script!**
Help your students develop self-regulation strategies. Do not give lengthy explanations for behavior. Using clear language formulas helps students identify the workplace behavioral norm AND the optimal replacement behavior.



3. Distribute and cut out **Word Wall Printout 25.4.5** Students that unlocked the badge will place the Adding and Editing Text printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

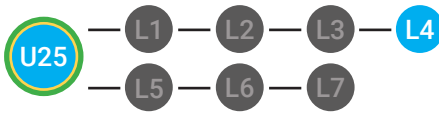


Pro tip: Increase the dollar amount for shy students or to increase motivation.



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**. [25.4.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
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- UMAPA
- Arguing

ASSESSMENT/EXIT TICKET



1. Distribute the **Match The Image** Exit Ticket 25.4.6 to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 MATCH THE IMAGE
EXIT TICKET | 25.4.6.1

Directions: Match the correct image with its description. Write the letter on the line.

- Change the color of your text _____
- Change the size of your text _____
- Bold your text _____

T2 MATCH THE IMAGE
EXIT TICKET | 25.4.6.2

Directions: Draw a line to match the correct image with its description. Draw a line from the bubble to the image.

- Change the color of your text
- Change the size of your text
- Bold your text

T3 TRACE 'N' LEARN
EXIT TICKET | 25.4.6.3

Editing in Your Google Doc

You can use the toolbar to change the size of your text, make it bold, change the color and more.



DIFFERENTIATION

- T1** Using Tier 1 **Match The Image** Exit Ticket [25.4.6.1], match the correct image with its description. Write the letter on the line.
- T2** Student has option to complete tier 1 **Match The Image** Exit Ticket [25.4.6.1] or tier 2 **Match The Image** Exit Ticket [25.4.6.2].
- T3** Student has option to complete **Match The Image** Exit Ticket [25.4.6.2] or **Trace 'n' Learn Card** Exit Ticket [25.4.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [25.4.DollarTracker]

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

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

- 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



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

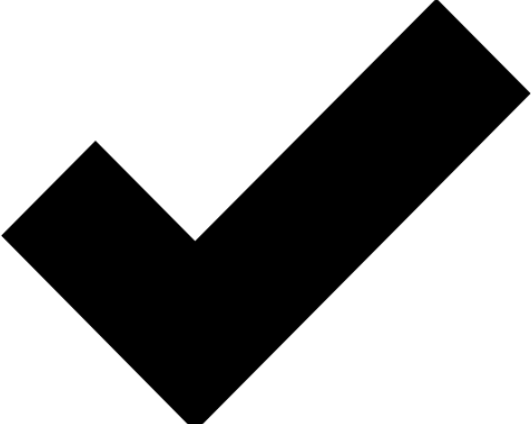
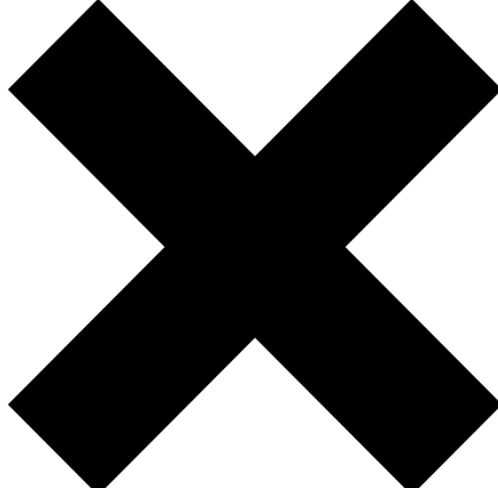
- Problematic**
- Off Task
 - Off-Topic/Inappropriate Comment
 - Disrespect/Teasing
 - Complaining/Whining
 - Arguing
 - Interrupting
 - UMAPA

	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**

25.IEC.Y/N

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

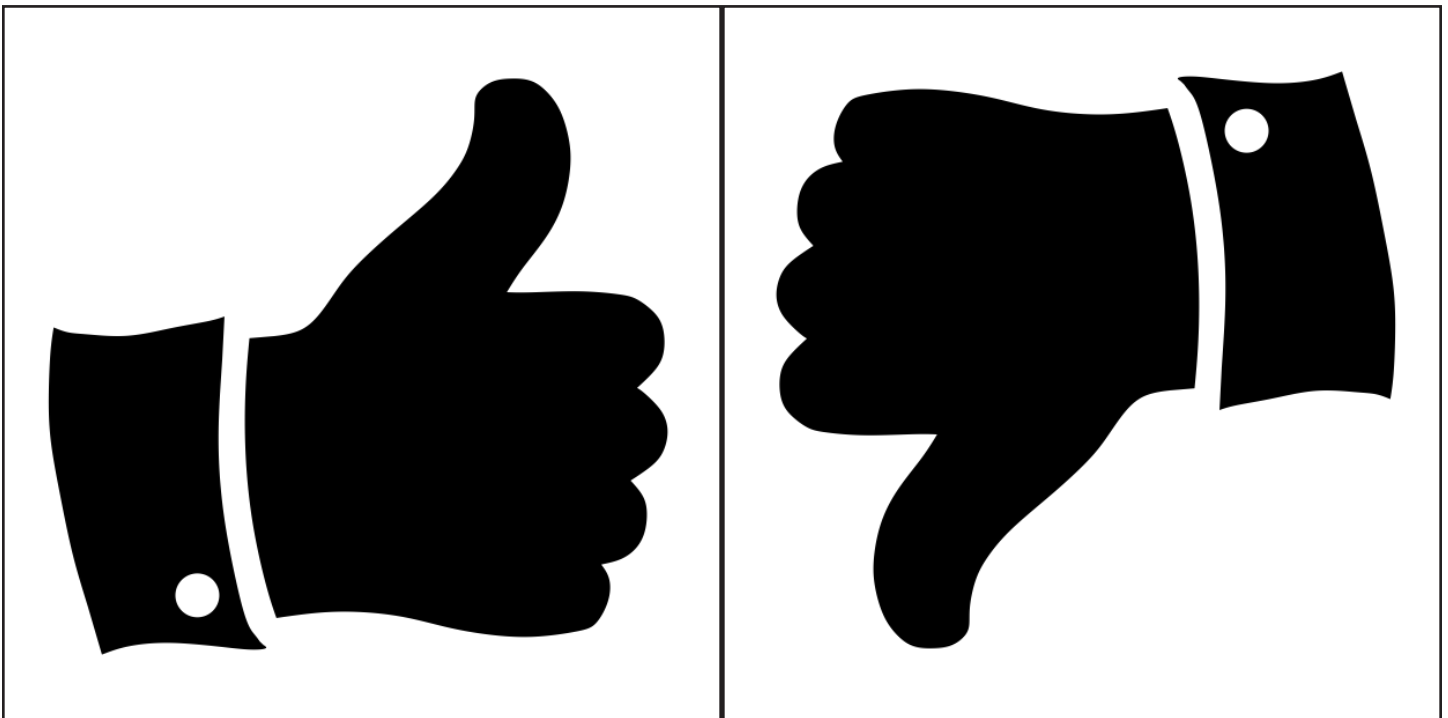
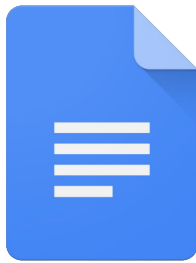




IMAGE EXCHANGE CARDS

25.IEC.IMAGE

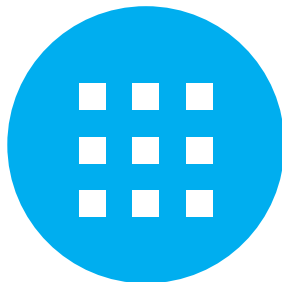
Google Docs Icon



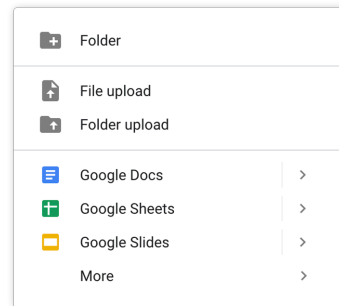
Nine



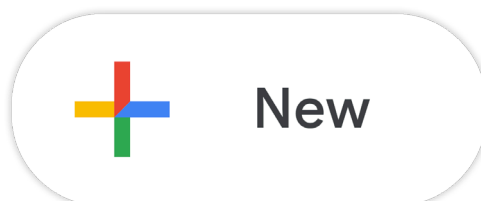
Nine Small Squares



Drop Down Menu



New Button





Accessing Your Google Docs



Creating a New Google Doc



Naming Your Google Doc




Adding and Editing Text to Your Doc



Sharing Your Doc



Downloading Your Doc



**Editing Content in Google Docs
Master Badge**



WORD WALL PRINTOUT

25.4.5



You can use the Toolbar to change the size of your text, make it bold, change the color and more.



DIFFERENTIATION

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



T1 MATCH THE IMAGE

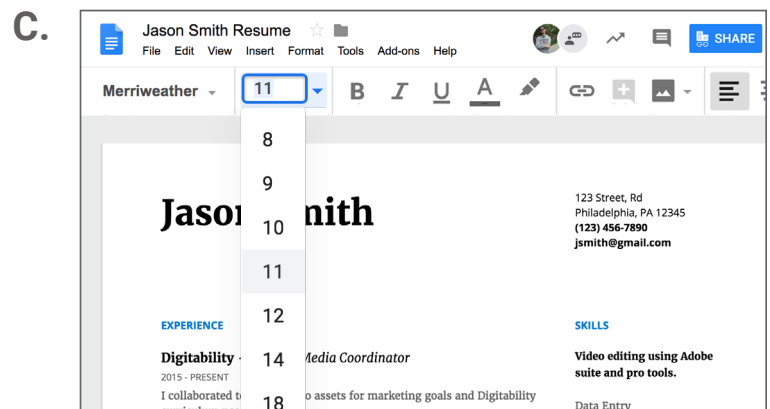
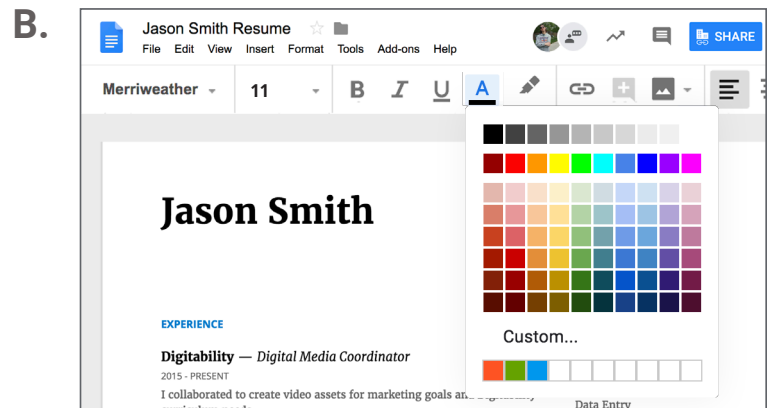
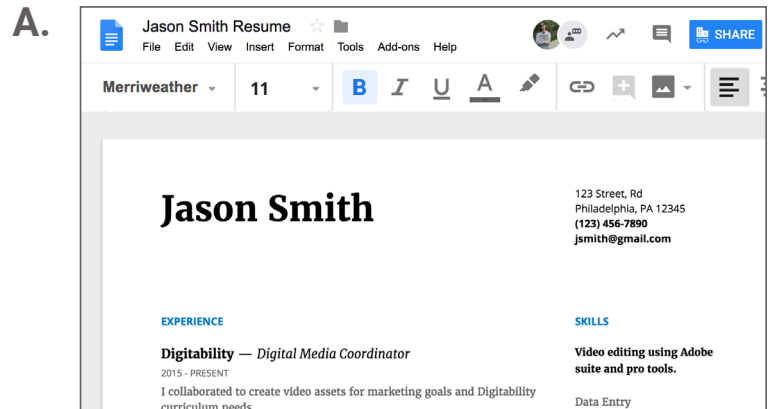
EXIT TICKET | 25.4.6.1

Directions: Match the correct image with its description. Write the letter on the line.

1. Change the color of your text _____

2. Change the size of your text _____

3. Bold your text _____



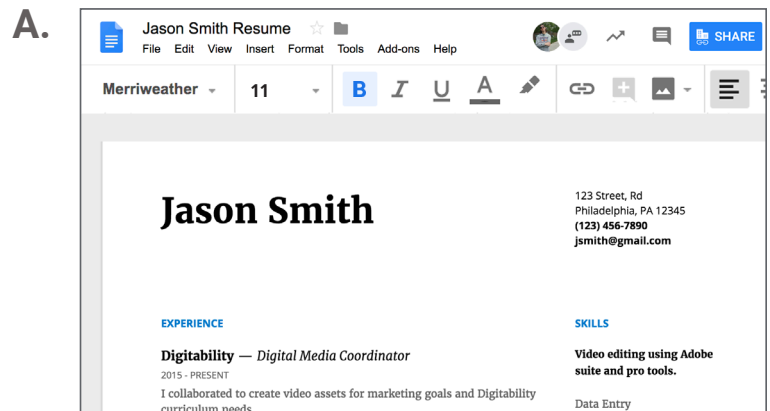


T2 MATCH THE IMAGE

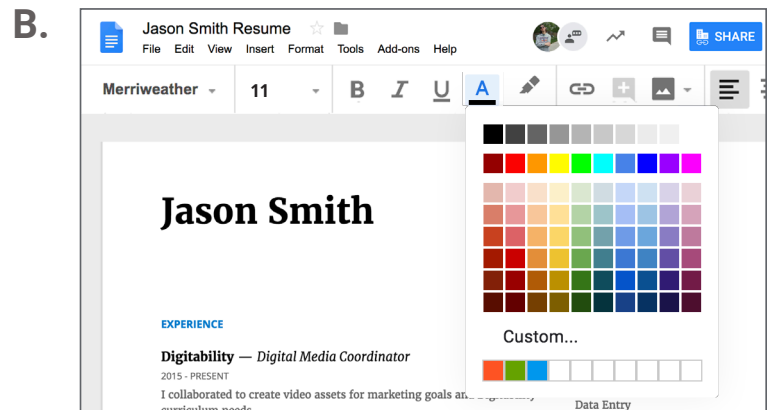
EXIT TICKET | 25.4.6.2

Directions: Draw a line to match the correct image with its description. Draw a line from the bubble to the image.

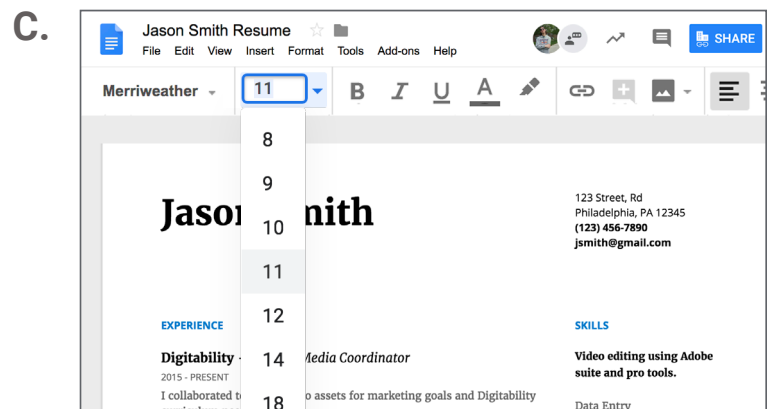
1. Change the color of your text



2. Change the size of your text



3. Bold your text





T3 TRACE 'N' LEARN

EXIT TICKET | 25.4.6.3

Editing in Your
Google Doc

You can use the
Toolbar to change
the size of your
text, make it bold,
change the color
and more.



MY DIGITABILITY EARNINGS TRACKER

Unit 25: Accessing Your Google Docs | 25.4.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: Accessing Your Google Docs		
LESSON 2: Creating a New Google Doc		
LESSON 3: Naming Your Google Doc		
LESSON 4: Adding and Editing Text in Your Doc		
LESSON 5: Sharing Your Doc		
LESSON 6: Downloading Your Doc		
LESSON 7: Google Docs Master Badge		

TOTAL DOLLARS EARNED: