



## UNIT 25: EDITING CONTENT IN GOOGLE DOCS LESSON 7: EDITING CONTENT IN GOOGLE DOCS MASTER BADGE

### LESSON OVERVIEW

To work in Google Drive, you will click on the Google Drive Icon. In Google Drive, you can create a new Google Doc by clicking on the New Button. You can name your Google Doc to help you stay organized. You can use the Toolbar to change the size of your text, make it bold, change the color and more. You can also share your Google Doc with others. To share your Google Doc, click the Share Button. You can choose the type of word processing file you want to download.

**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 7 - Editing Content In Google Docs Master Badge**

### 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 **“Word processor file”** and **“download.”**

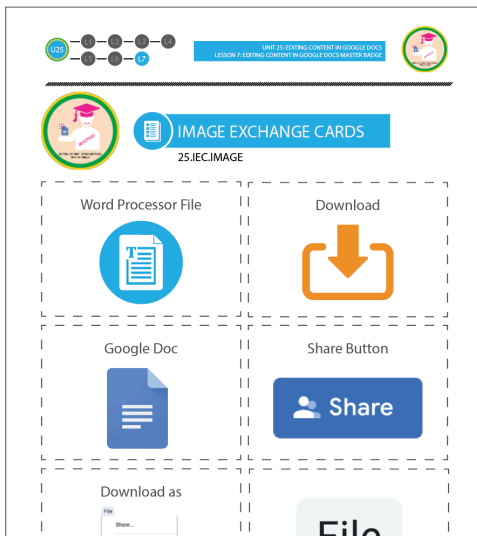
a. You can choose the type of \_\_\_\_\_ you want to \_\_\_\_\_.

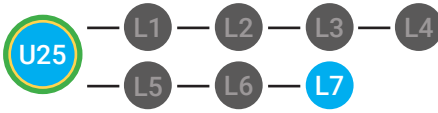
2. Have a student come up to the board to fill in the correct answer.

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**. [25.7.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									
Participation/Contributing									
Sharing/Helping									
Collaborating									
Greeting a Guest									
Following Directions/Staying on Task									
Encouraging									
Complimenting									
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 to or write down their answers. EVERY student should be earning money.

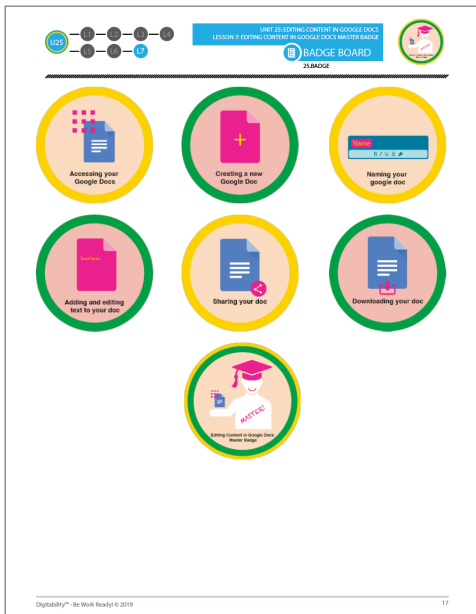


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

**Answer:** Editing Content In Google Docs Master Badge



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**. [25.7.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><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></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 you learned in this unit."*

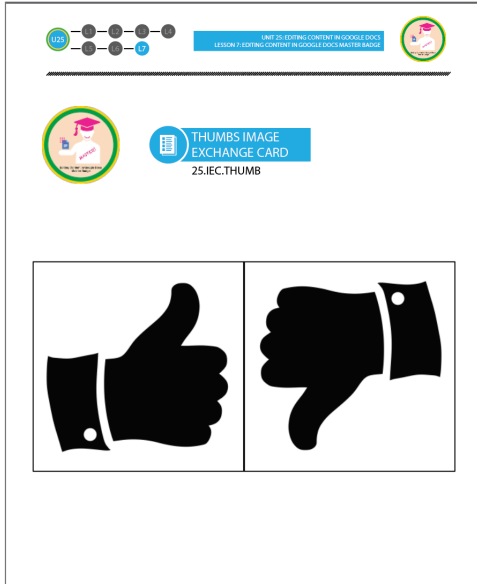
5. Ask students to give a thumbs up every time they hear and/or see the words you learned in this unit in the video.



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**. [25.7.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

## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what button you click on in Google Drive to create a new Google Doc?"*

**Possible Answers:** click the New Button

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



2. Ask, *"For a participation dollar, name three things you can do to your Google Doc using the toolbar."*

**Possible Answers:** change the size of your text, make it bold, change the color



3. Ask, *"For a participation dollar, what button do you need to click on in order to share your Google Doc?"*

**Possible Answers:** the Share Button



4. Ask, *"For a participation dollar, can you choose what kind of processing file to download your Google Doc as?"*



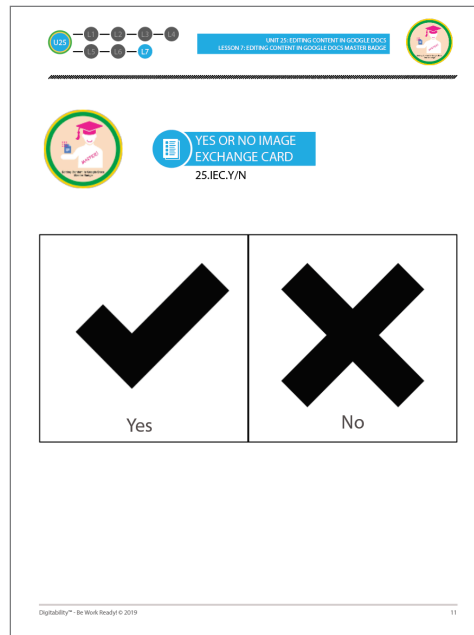
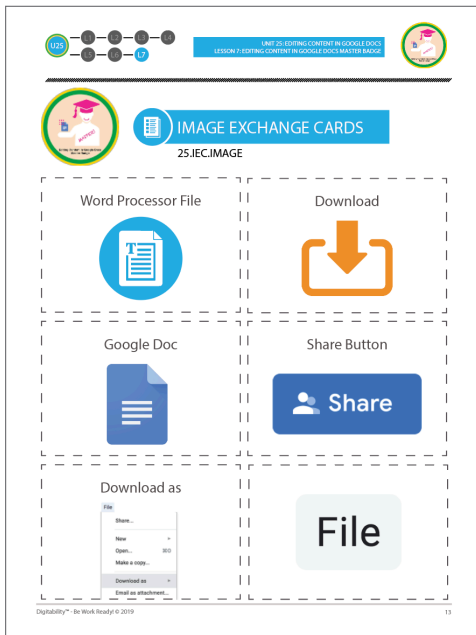
**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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."



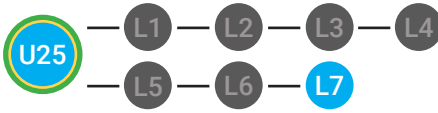
5. Distribute **25.IMAGE.IEC** or **Yes or No Image Exchange Cards** **25.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements



## 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





6. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [25.7.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]

### +\$ 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

## PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Editing Content In Google Docs Master 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 25.7.5** Students that unlocked the badge will place the Editing Content In Google Docs Master Badge printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

Click on the Google Drive icon. To create a new Google Doc Click new button. Name your Google Doc to help you stay organized! Use the toolbar to change the size of your text, make it bold, change the color and more. Share your Google Doc, click the share button. Choose the type of word processing file you want to download.



## 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**. [25.7.DollarTracker]

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

<p><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></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
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- Off-task
- Off topic/Inappropriate comment
- Disrespect/Teasing
- Complaining/Whining
- Interrupting
- UMAPA
- Arguing

## ASSESSMENT/EXIT TICKET



1. Distribute **Editing Content in Google Docs Master Badge Exit Ticket 25.7.6** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

UNIT 25: EDITING CONTENT IN GOOGLE DOCS  
LESSON 7: EDITING CONTENT IN GOOGLE DOCS MASTER BADGE

**T1** MULTIPLE CHOICE

EXIT TICKET | 25.7.6.1

Directions: Circle the Correct answer in each question.

- What does the Google Apps Menu look like??
  - a. A Google G
  - b. A triangle
  - c. Nine Small squares
  - d. A Start button
- What is the first step to create a new Google Doc?
  - a. Click the plus sign
  - b. Click the New Button
  - c. Click the share button
  - d. All of the above.
- Why It is important to name a Google Doc?
  - a. To delete "Untitled Document"
  - b. To remember what your doc is about
  - c. To keep busy
  - d. To stay organized

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UNIT 25: EDITING CONTENT IN GOOGLE DOCS  
LESSON 7: EDITING CONTENT IN GOOGLE DOCS MASTER BADGE

**T2** VOCAB BLOCK

EXIT TICKET | 25.7.6.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Define	Sentence
Examples	Draw

Editing Content in Google Docs

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UNIT 25: EDITING CONTENT IN GOOGLE DOCS  
LESSON 7: EDITING CONTENT IN GOOGLE DOCS MASTER BADGE

**T3** MULTIPLE CHOICE

EXIT TICKET | 25.7.6.3

Directions: Point or circle to the correct answer in each question.

- What does the Google Apps Menu look like??
  - a. A Google G
  - b. A triangle
  - c. Nine Small squares
  - d. A Start button
- What is the first step to create a new Google Doc?
  - a. Click the plus sign
  - b. Click the New Button
  - c. Click the share button
- Why It is important to name a Google Doc?
  - a. To delete "Untitled Document"
  - b. To remember what your doc is about
  - c. To keep busy
  - d. To stay organized

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## DIFFERENTIATION

T1

Using Tier 1 **Multiple Choice** Exit Ticket [25.7.6.1], student circles the correct answer for each question.

T2

Student has option to complete **Vocab Block** Exit Ticket [25.7.6.2] or **Multiple Choice** Exit Ticket [25.7.6.3].

T3

Using Tier 3 **Multiple Choice** Exit Ticket [25.7.6.3], student points to the correct answer with the help of support staff.



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [25.7.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



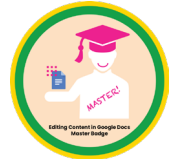
## IMMEDIATE FEEDBACK/NEXT STEPS

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

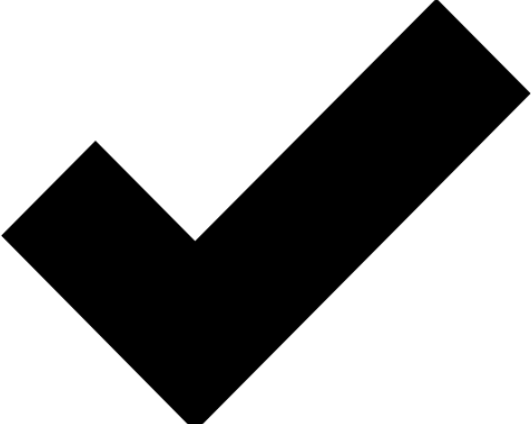
- Problematic**
- Off Task
  - Off-Topic/Inappropriate Comment
  - Disrespect/Teasing
  - Complaining/Whining
  - Arguing
  - Interrupting
  - UMAPA

	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							

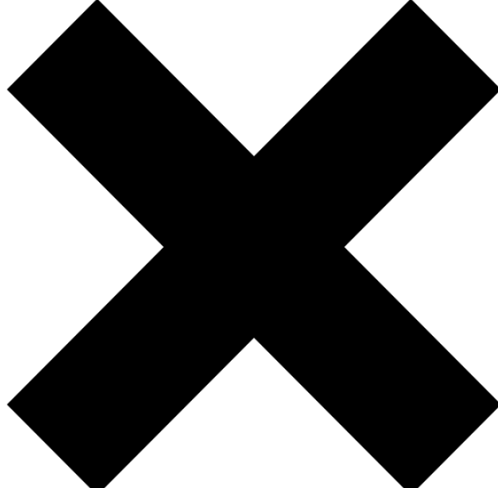


 **YES OR NO IMAGE EXCHANGE CARD**

**25.IEC.Y/N**




**Yes**

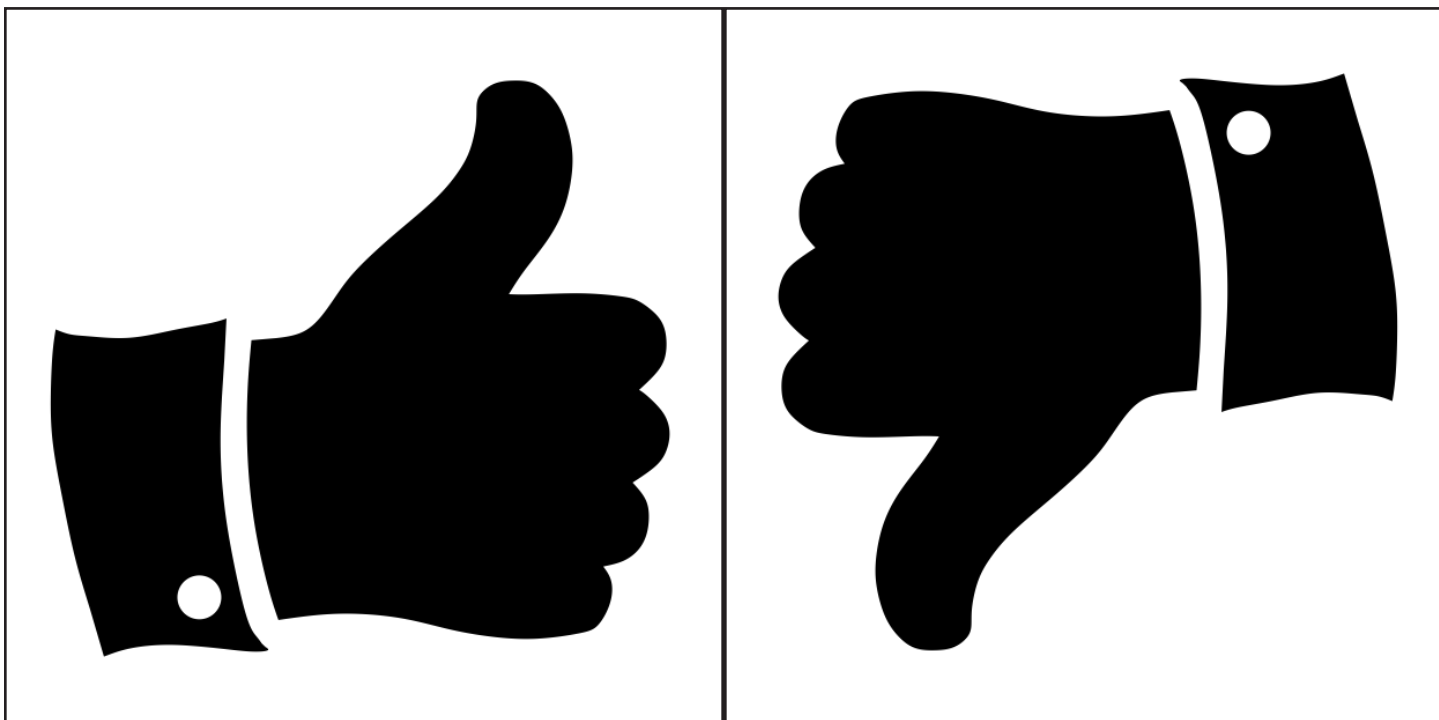


**No**



 **THUMBS IMAGE  
EXCHANGE CARD**

**25.IEC.THUMB**







**IMAGE EXCHANGE CARDS**

**25.IEC.IMAGE**

**Word Processor File**



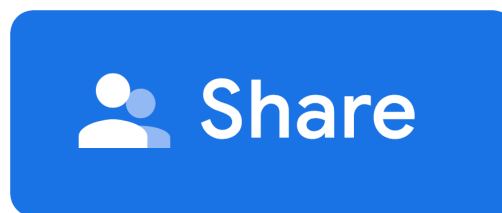
**Download**



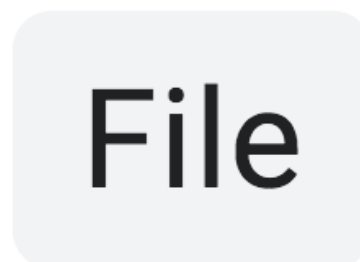
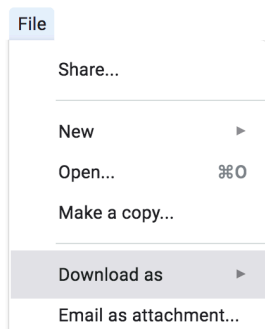
**Google Doc**



**Share Button**

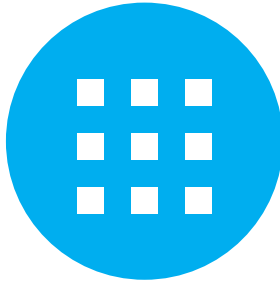


**Download as**





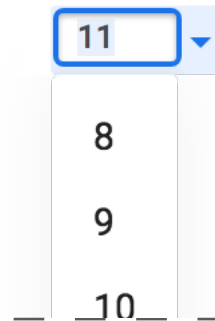
### Nine Small Squares



### Toolbar



### Size



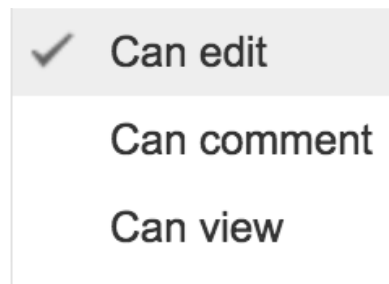
### Bold



### Share Button

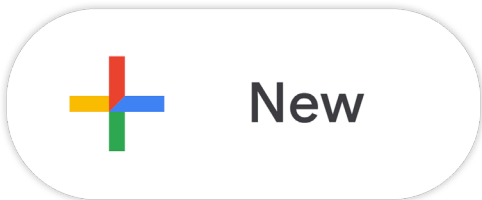


### Share Options

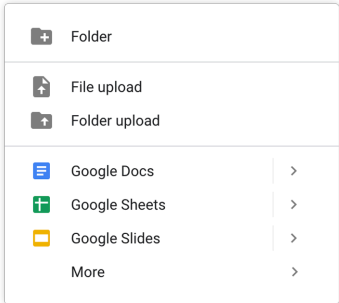




### New Button



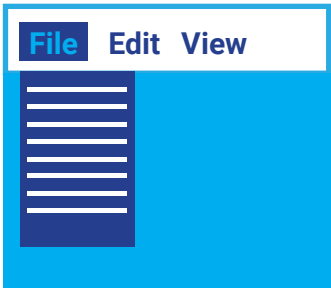
### Drop Down Menu



### Help



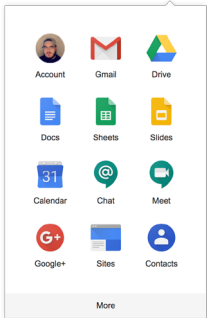
### Menus



### Tasks

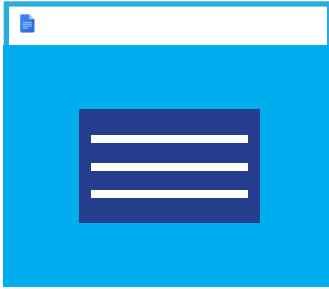


### Menu of Google Apps

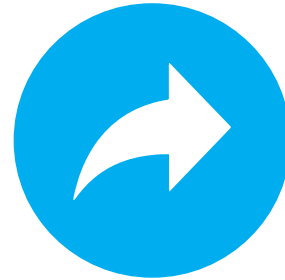




## Menus



## Share






**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**

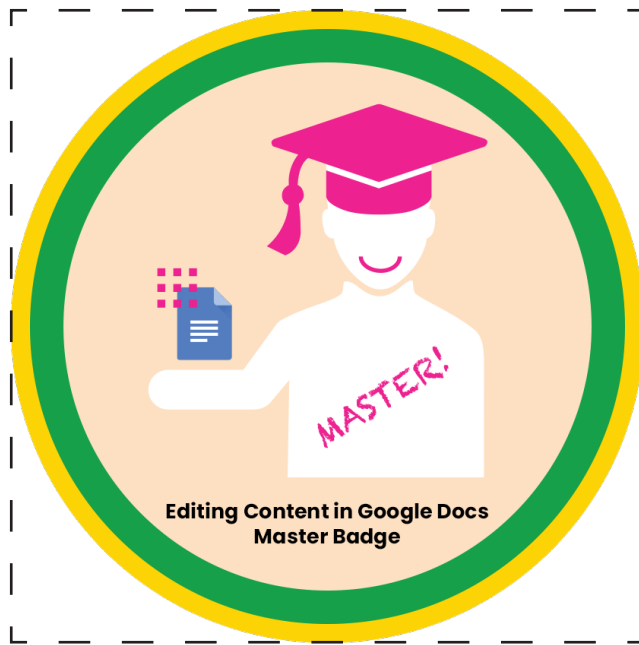


**Editing Content in Google Docs Master Badge**



# WORD WALL PRINTOUT

25.7.5



To work in Google Drive, you will click on the Google Drive Icon. In Google Drive, you can create a new Google Doc by clicking on the New Button. You can name your Google Doc to help you stay organized. You can use the Toolbar to change the size of your text, make it bold, change the color and more. You can also share your Google Doc with others. To share your Google Doc, click the Share Button. You can choose the type of word processing file you want to download.



**T1** **MULTIPLE CHOICE**

**EXIT TICKET | 25.7.6.1**

**Directions:** Circle the correct answer in each question.

**1. What does the Google Apps Menu look like??**

- a. Google G
- b. Triangle
- c. Nine Small Squares
- d. Start Button

**2. What is the first step to create a new Google Doc?**

- a. Click the plus sign
- b. Click the New Button
- c. Click the Share Button
- d. All of the above.

**3. Why it is important to name a Google Doc?**

- a. To delete “Untitled Document”
- b. To remember what your doc is about
- c. To keep busy
- d. To stay organized



#### 4. What are some things you can do to edit your Google Doc?

- a. A web app that helps you create, edit, and store text-based files
- b. Change the size of your text, make it bold, change the color and more.
- c. An application that lets you create pictures
- d. None of the above

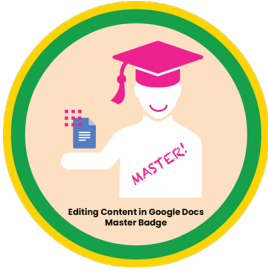
#### 5. How do you share a Google Doc with someone else?

- a. Send them an email
- b. Give them your computer
- c. Click the Share Button
- d. Copy and paste

#### 6. What are the steps to download a Google Doc?

- a. Click Edit → Redo
- b. Click File → Save as → Pick a file type
- c. Click Print it out → Scan it on your computer





# T2 VOCAB BLOCK

EXIT TICKET | 25.7.6.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Define</b>	<b>Sentence</b>
<b>Examples</b>	<b>Draw</b>

**Editing Content in Google Docs**







# T3 MULTIPLE CHOICE




## EXIT TICKET | 25.7.6.3

**Directions:** Point or circle to the correct answer in each question.

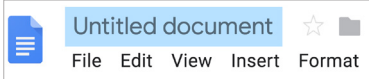



### 1. What does the Google Apps Menu look like??

- a. Google G 
- b. Triangle 
- c. Nine Small Squares 
- d. Start Button 

### 2. What is the first step to create a new Google Doc?




- a. Click the plus sign 
- b. Click the New Button 
- c. Click the share button 

### 3. Why it is important to name a Google Doc?

- a. To delete "Untitled Document" 
- b. To remember what your doc is about 
- c. To keep busy 
- d. To stay organized 







## 4. What are some things you can do to edit your Google Doc?

- a. Create, edit, and store text-based files.   
- b. Change the size of your text, make it bold, change the color and

more.   

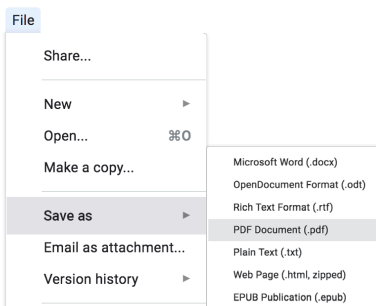
- c. Create pictures. 

## 5. How do you share a Google Doc with someone else?

- a. Send them an email 
- b. Give them your computer 
- c. Click the Share Button 
- d. Copy and paste 

## 6. What are the steps to download a Google Doc?

- a. Click Edit Redo  
- b. Click File Save as Pick a file type

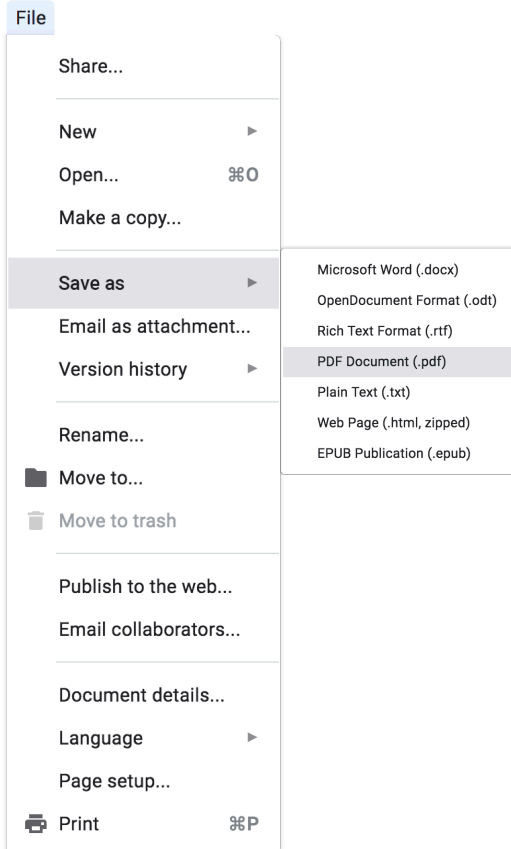




## 6. What are the steps to download a Google Doc?

a. Click Edit → Redo  

b. Click File → Save as → Pick a file type



c. Click Print it out → Scan it on your computer





# MY DIGITABILITY EARNINGS TRACKER

## Unit 25: Accessing Your Google Docs | 25.7.7

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

**Name:** \_\_\_\_\_

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

**TOTAL DOLLARS EARNED:**