





# UNIT 26: UNDERSTANDING GOOGLE SLIDES LESSON 2: WHAT IS GOOGLE SLIDES?

#### **LESSON OVERVIEW**

Google Slides is a presentation application.

Time: ~30 minutes

#### **OBJECTIVE**

Student is able to identify functions of Google Slides.

#### 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 26
- 5. Select Lesson 2 What is Google Slides?

#### **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**



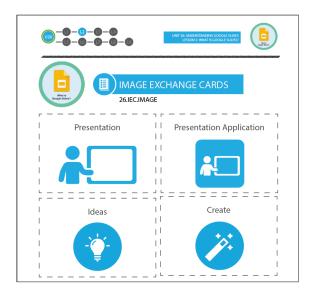
1. Write the following on the board, leaving a blank space for the words "presentation" and "ideas."

- a. You can use a \_\_\_\_\_\_ to present \_\_\_\_\_ to other people.
- 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 **26.IMAGE.IEC** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.









#### **DIFFERENTIATION**

- T1 Writes response on board
- Writes response on board with assistance from a Tier 1 partner or writes answer in notebook

Writes response on board with assistance from an adult or points to **Image Exchange Cards** [26.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. [26.2.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

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.

#### **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..."





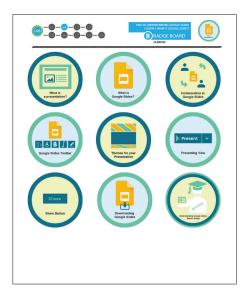


1. Ask, "For a participation dollar, who can tell me the name of our next badge?"

Answer: What is Google Slides?



2. Distribute **26.BADGE** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.





- On-topic shared verbal response
- Writes down badge name or walks up to point to badge.
- Uses **Badge Board** [26.BADGE] for this unit





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

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



"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
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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 "Google Slides," "presentation," "edit," and "share."
- 5. Ask students to give a thumbs up every time they hear and/or see the words "Google Slides," "presentation," "edit," and "share" in the video.



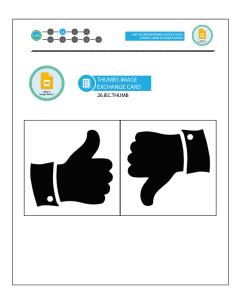
6. Play video.







7. Distribute **26.IEC.THUMB** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



- Puts thumbs up
- Uses Thumbs Image Exchange Card [26.IEC.THUMB]
- Uses Thumbs Image Exchange Card [26.IEC.THUMB]







8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [26.2.DollarTracker]** 

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



#### SUCCESSFUL

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

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

#### -\$ PROBLEMATIC

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

Off-task
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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."

#### **INFORMAL ASSESSMENT**



1. Ask, "For a participation dollar, who can tell me what Google Slides is?"

Possible Answers: presentation application

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

3

2. Ask, "For a participation dollar, what can Google Slides help you do?"

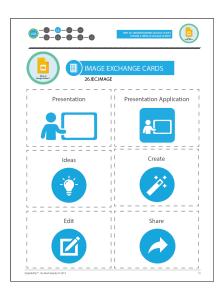
Possible Answers: create, edit, and share presentations

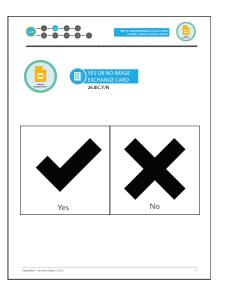






3. Distribute **26.IMAGE.IEC** or Yes or No Image Exchange Cards **26.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements







- On-topic shared verbal response
- Writes response down in notebook OR rephrase prompt to a **yes or no** question
- Distribute Image Exchange Cards [26.IMAGE.IEC] or Yes or No Image Exchange Cards [26.IEC.Y/N] for rephrased question.







4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [26.2.DollarTracker]** 

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

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.

#### **+S** SUCCESSFUL

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

#### **-S** PROBLEMATIC

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

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#### **PLAY ACTIVITY VIDEO**



1. Ask the class, "Who would like to unlock the What is Google Slides? 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.

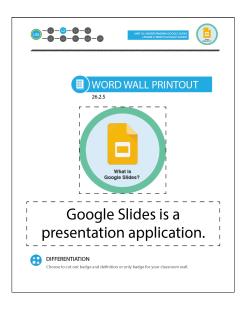
Pro tip: Increase the dollar amount for shy students or to increase motivation.







3. Distribute and cut out **Word Wall Printout 26.2.5** Students that unlocked the badge will place the What is Google Slides printout on the classroom's word wall. See DIFFERENTIATION for this activity to identify supplements needed for your students.





- Student will use verbal prompting to unlock the badge with the class.
- Student will use verbal prompting and hand signals to unlock the badge with the class.
- 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. [26.2.DollarTracker]** 

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



#### SUCCESSFUL

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

#### **-S** PROBLEMATIC

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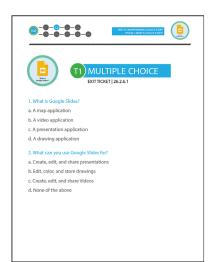
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#### **ASSESSMENT/EXIT TICKET**



1. Distribute the **Multiple Choice** Exit Ticket **26.2.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.













#### **DIFFERENTIATION**

Using Tier 1 **Multiple Choice** Exit Ticket [26.2.6.1], student circles the correct answer for each question.

- Using Tier 2 **Multiple Choice** Exit Ticket [26.2.6.2], student circles the correct answer for each question.
- Student has option to complete **Multiple Choice** Exit Ticket [26.2.6.2] or **Trace 'n' Learn Card** Exit Ticket [26.2.6.3]
- +-

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker.** [26.2.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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#### **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.



- Login independently using password cards.
- Login independently using password card with the help from a Tier 1 partner for any required troubleshooting.
- Teacher or Tier 1 assistance to help student login using their password card.







26.2.Dollar tracker

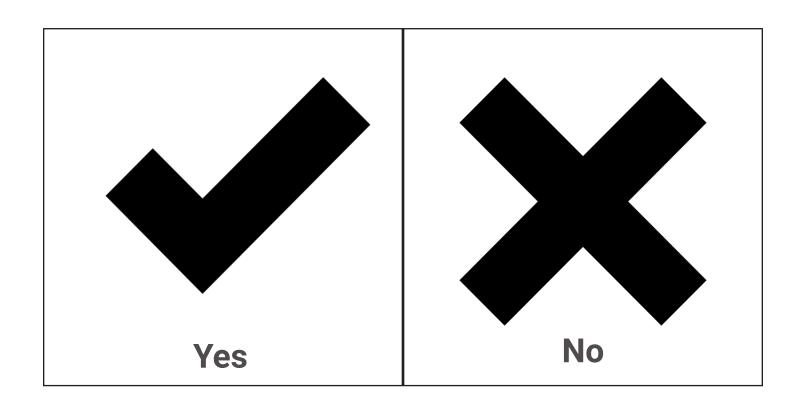
Behaviors	Name	/	/	/	/	/	/	
Successful	EX: 4							
Participation/ Contributing	M							
Sharing/Helping/ Collaborating								
Greeting a Guest								
Following Directions/ Staying on Task								
Encouraging/ Complementing								
Problematic								
Off Task								
Off-Topic/ Inappropriate Comment								
Disrespect/Teasing								
Complaining/Whining								
Arguing								
Interrupting								<u></u>
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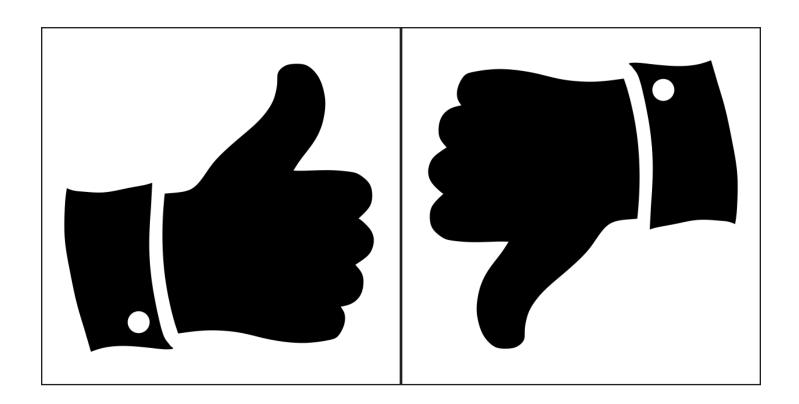


















## **IMAGE EXCHANGE CARDS**

26.IEC.IMAGE

#### **Presentation**



## **Presentation Application**



#### **Ideas**



Create



#### **Edit**



#### **Share**



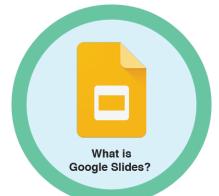






26.BADGE



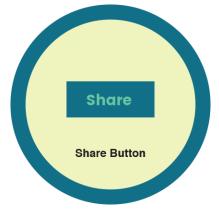


















# **WORD WALL PRINTOUT**

26.2.5



# Google Slides is a presentation application.



#### **DIFFERENTIATION**

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









**EXIT TICKET | 26.2.6.1** 

#### 1. What is Google Slides?

- a. A map application
- b. A video application
- c. A presentation application
- d. A drawing application

#### 2. What can you use Google Slides for?

- a. Create, edit, and share presentations
- b. Edit, color, and store drawings
- c. Create, edit, and share videos
- d. None of the above









**EXIT TICKET | 26.2.6.2** 

#### 1. What is Google Slides?

a. A map application



b. A video application



c. A presentation application



d. A drawing application



#### 2. What can you use Google Slides for?













c. Create,



and share









# T3) TRACE 'N' LEARN

**EXIT TICKET | 26.2.6.3** 

What is Google Slides?

Google Slides is a presentation application.









Mame.

## MY DIGITABILITY EARNINGS TRACKER

Unit 26: Understanding Google Slides | 26.2.7

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

	DATE:	DOLLARS EARNED:				
LESSON 1: What is a Presentation?						
LESSON 2: What is Google Slides?						
LESSON 3: Collaboration in Google Slides						
LESSON 4: Google Slides Toolbar						
LESSON 5: Themes for Your Presentation						
LESSON 6: Presenting View						
LESSON 7: Share Button						
LESSON 8: Downloading Google Slides						
LESSON 9: Understanding Google Slides Master Badge						

#### **TOTAL DOLLARS EARNED:**