

UNIT 26: UNDERSTANDING GOOGLE SLIDES LESSON 4: GOOGLE SLIDES TOOLBAR

LESSON OVERVIEW

You will see many options for editing your presentation on the Toolbar.

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 4 - Google Slides Toolbar**

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 Slides,” “view,” “edit,”** and **“presentation.”**

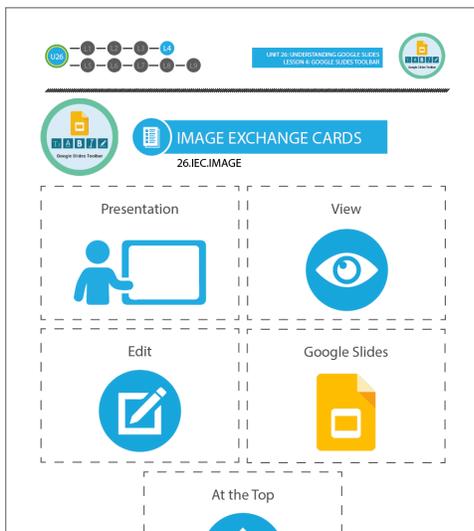
a. _____ lets multiple people _____ and _____ the same _____ at the same time.

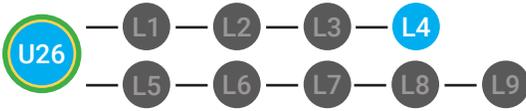
2. Have a student come up to the board to fill in the correct answer.

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

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** [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**. [26.4.DollarTracker]

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



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.

+\$ 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."

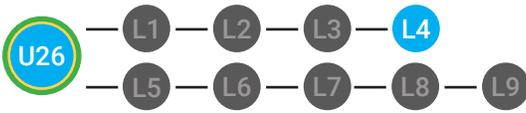
- Participation/Contribution
- Sharing/Helping
- Greeting a guest
- Following Directions/Staying on task
- Encouraging

- 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..."*



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

Answer: Google Slides Toolbar

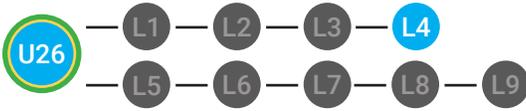


2. Distribute **26.BADGE** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes down badge name or walks up to point to badge
- T3** Uses **Badge Board** [26.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. [26.4.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]

+ \$ 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
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- Off-task
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- 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 word 'Toolbar.'"*

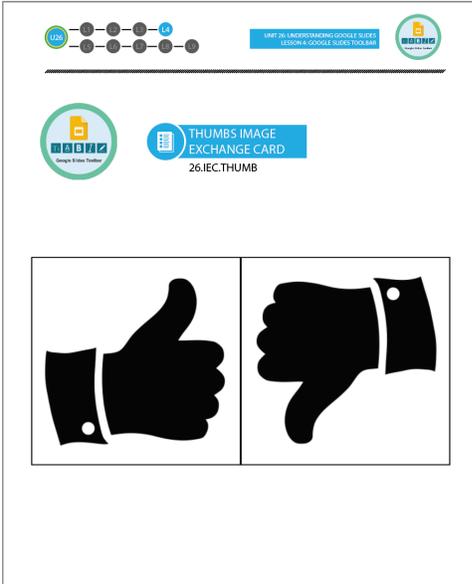
5. Ask students to give a thumbs up every time they hear and/or see the word **"Toolbar"** in the video.



6. Play video.

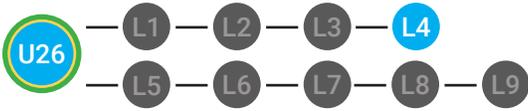


7. Distribute **26.IEC.THUMB** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [26.IEC.THUMB]
- T3** 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**. [26.4.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
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INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me where Google Slides' Toolbar is located?"*

Possible Answers: At the top of the page

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



2. Ask, *"For a participation dollar, can the Google Slides Toolbar help you edit your presentation?"*



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."



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

26.IEC.IMAGE

Presentation	View
Edit	Google Slides
At the Top	

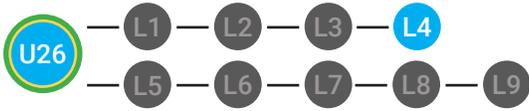
26.IEC.Y/N

Yes	No
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DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes response down in notebook OR rephrase prompt to a **yes or no** question
- T3** Distribute **Image Exchange Cards 26.IMAGE.IEC** or **Yes or No Image Exchange Card [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**. [26.4.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	- \$ 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

PLAY ACTIVITY VIDEO

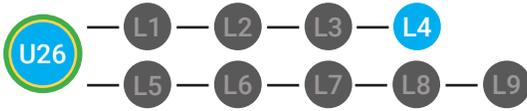


1. Ask the class, *"Who would like to unlock the Google Slides Toolbar Badge for \$1?"*

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.



3. Distribute and cut out **Word Wall Printout 26.4.5** Students that unlocked the badge will place the Google Slides Toolbar 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

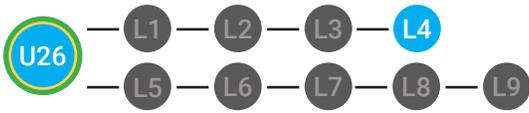
Student will use verbal prompting to unlock the badge with the class.

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**. [26.4.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
- Following Directions/Staying on task
- Encouraging

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

ASSESSMENT/EXIT TICKET



1. Distribute the **Multiple Choice Exit Ticket 26.4.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 26: UNDERSTANDING GOOGLE SLIDES
LESSON 4: GOOGLE SLIDES TOOLBAR

T1 MULTIPLE CHOICE
EXIT TICKET | 26.4.6.1

1. What will you see in the Google Slides toolbar?

- The Share Button
- Pictures of the slides you created
- Many options for editing your presentation
- A tool for moving things of your presentation

2. Where is the Google Slides Toolbar located?

- At the bottom of the page
- On the side of the page
- At the top of the page
- None of the above

UNIT 26: UNDERSTANDING GOOGLE SLIDES
LESSON 4: GOOGLE SLIDES TOOLBAR

T2 VOCAB BLOCK
EXIT TICKET | 26.4.6.2

Name: _____

Date: _____

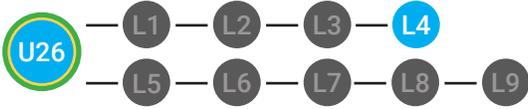
Define		Sentence
	Google Slides Toolbar	Draw
Examples		

UNIT 26: UNDERSTANDING GOOGLE SLIDES
LESSON 4: GOOGLE SLIDES TOOLBAR

T3 TRACE 'N' LEARN
EXIT TICKET | 26.4.6.3

Google Slides
Toolbar

You will see
many options
for editing
your presentation
on the toolbar.



DIFFERENTIATION

T1

Using Tier 1 **Multiple Choice** Exit Ticket [26.4.6.1], student circles the correct answer for each question.

T2

Student completes **Vocab Block** Exit Ticket [26.4.6.2].

T3

Student has option to complete **Vocab Block** Exit Ticket [26.4.6.2] or **Trace 'n' Learn Card** Exit Ticket [26.4.6.3].



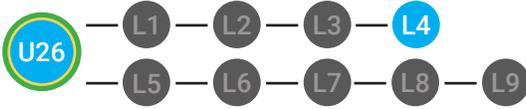
2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [26.4.DollarTracker]

[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

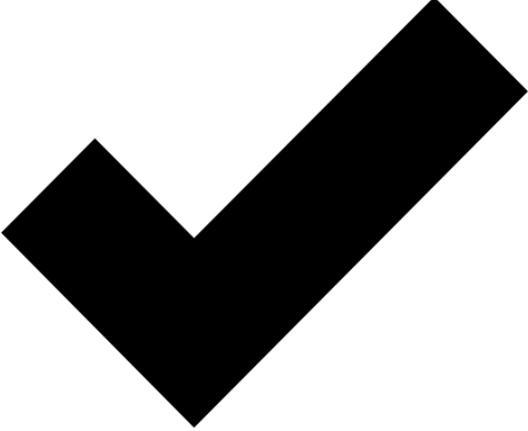
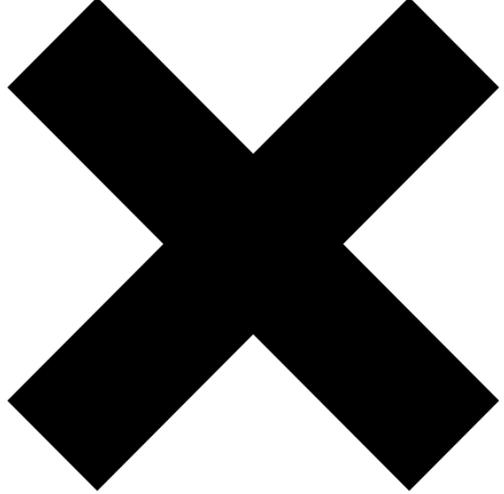
- Problematic**
- Off Task
- Off-Topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	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**

26.IEC.Y/N

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

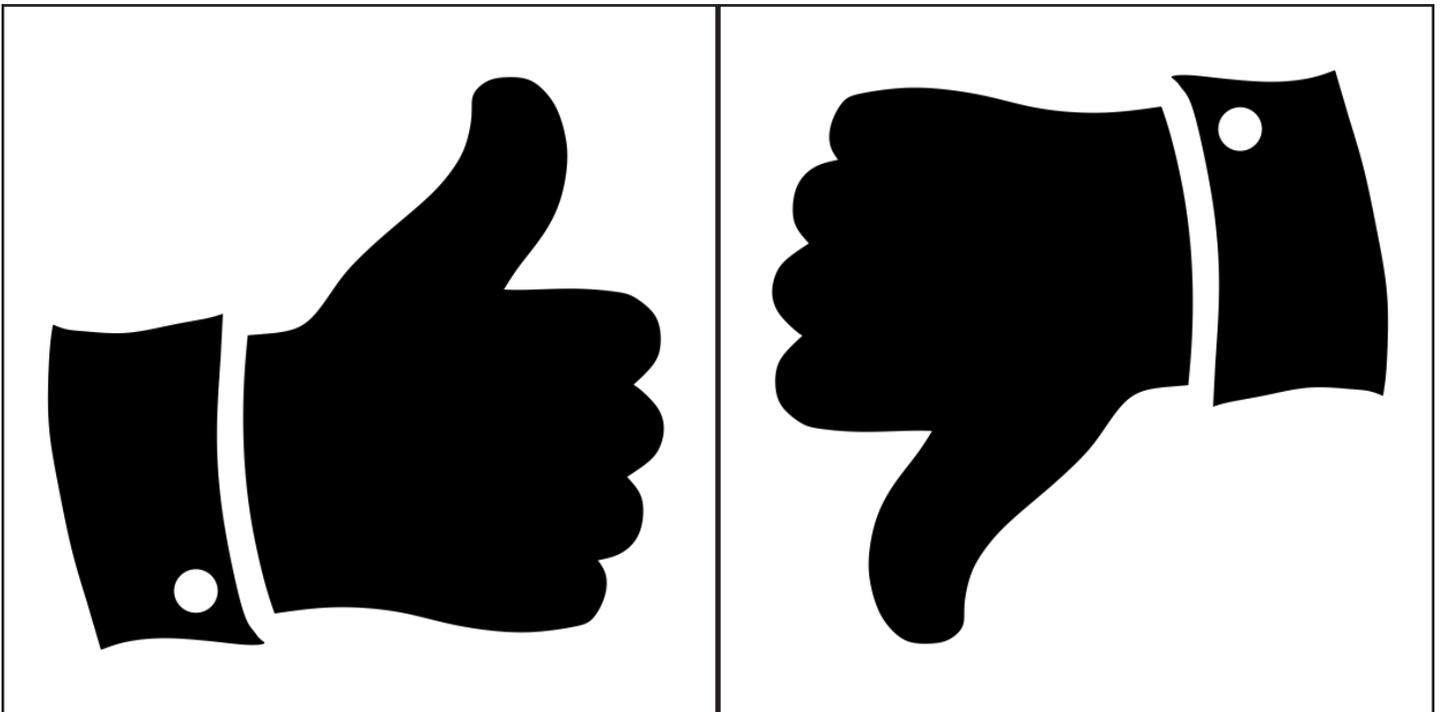
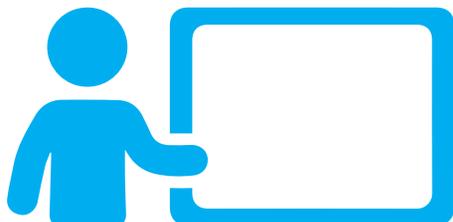




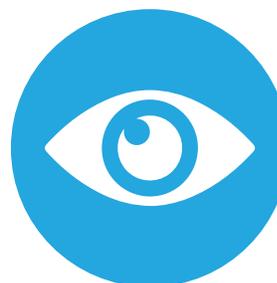
IMAGE EXCHANGE CARDS

26.IEC.IMAGE

Presentation



View



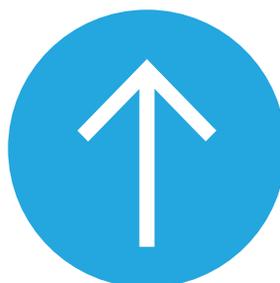
Edit



Google Slides



At the Top





What is a Presentation?



What is Google Slides?



Collaboration in Google Slides



Google Slides Toolbar



Themes for Your Presentation



Presenting View



Share Button



Downloading Google Slides

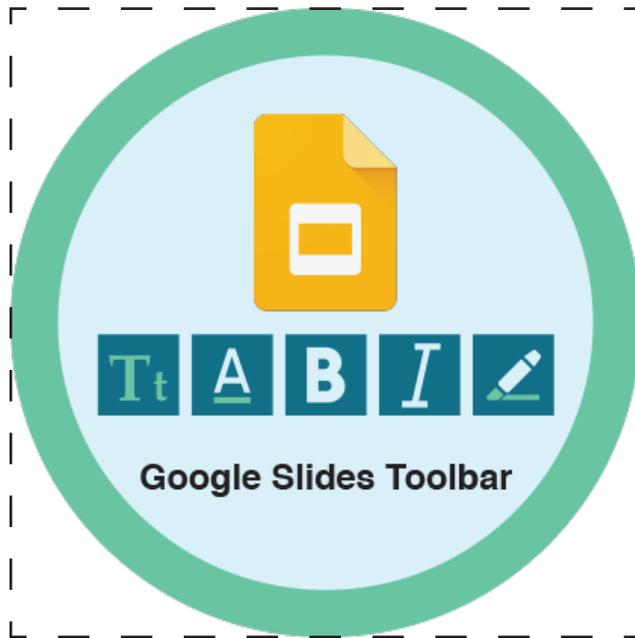


Understanding Google Slides Master Badge



WORD WALL PRINTOUT

26.4.5



You will see many options for editing your presentation on the Toolbar.



DIFFERENTIATION

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



T1 MULTIPLE CHOICE

EXIT TICKET | 26.4.6.1

1. What will you see in the Google Slides Toolbar?

- a. The Share Button
- b. Pictures of the slides you created
- c. Many options for editing your presentation
- d. A tool for moving things in your presentation

2. Where is the Google Slides Toolbar located?

- a. At the bottom of the page
- b. On the side of the page
- c. At the top of the page
- d. None of the above



T2 VOCAB BLOCK

EXIT TICKET | 26.4.6.2

Name: _____

Date: _____

<p>Define</p>	<p>Sentence</p>
<p>Examples</p>	<p>Draw</p>

**Google Slides
Toolbar**



T3 TRACE 'N' LEARN

EXIT TICKET | 26.4.6.3

Google Slides
Toolbar

You will see
many options
for editing
your presentation
on the Toolbar.



MY DIGITABILITY EARNINGS TRACKER

Unit 26: Understanding Google Slides | 26.4.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: What is a Presentation?		
LESSON 2: What is a 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: