



UNIT 26: UNDERSTANDING GOOGLE SLIDES LESSON 5: THEMES FOR YOUR PRESENTATION

LESSON OVERVIEW

A theme is a preset group of colors, fonts, backgrounds, and layouts for editing your presentation.

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 5 - Themes For Your Presentation**

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 **“toolbar.”**

a. You will see many options for editing your _____ on the _____.

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

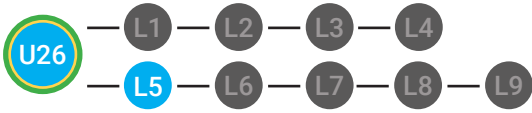
Repeat the process to ensure all students get a chance to participate and earn a participation dollar.



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

The image shows a worksheet titled '26.IMAGE.IEC' with a grid of six categories for an image exchange activity. Each category has a dashed-line box and a corresponding icon:

- Presentation:** Icon of a person pointing at a screen.
- Toolbar:** Icon of text formatting tools (Tt, A, B, I, and a pencil).
- Colors:** Icon of a color wheel.
- Fonts:** Icon of a large 'T' and a smaller 'Tt'.
- Background:** Icon of a blue square with a white grid pattern.
- Layouts:** Icon of a grid of six different slide layout thumbnails.



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]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [26.5.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

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..."*

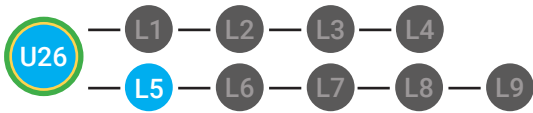


Pro tip: Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

Behaviors	Name						
Successful							
Participation/Contribution							
Sharing/Helping/Encouraging							
Greeting a guest							
Following Directions/Staying on Task							
Encouraging/Complimenting							
Problematic							
Off-Task							
Off-Topic/Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining							
Arguing							
UMAPA							




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: Themes for your Presentation



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



DIFFERENTIATION

T1

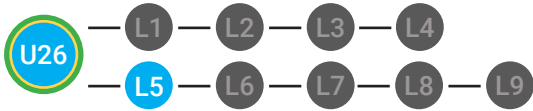
On-topic shared verbal response

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**. [26.5.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>



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.

- 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 word **Themes**."*

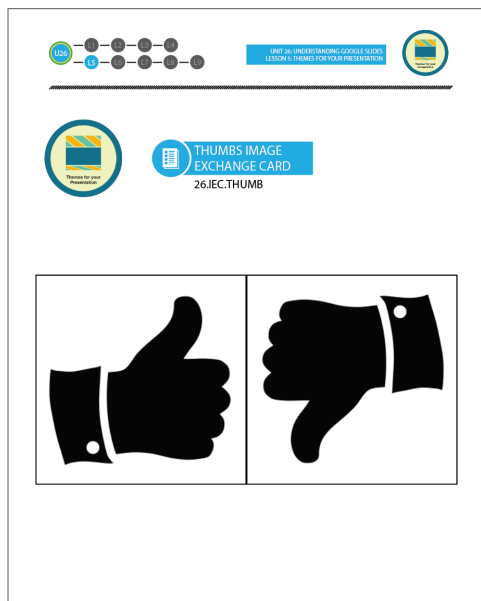
5. Ask students to give a thumbs up every time they hear and/or see the word **Themes** in the video.



6. Play video.

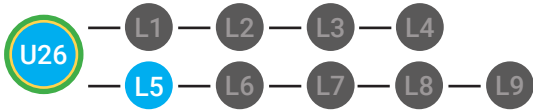


7. Distribute **26.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [26.5.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 a theme is in Google Slides?"*

Possible Answers: A preset group of colors, fonts, backgrounds and layouts

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



2. Ask, *"For a participation dollar, why should you give your presentation a theme?"*

Possible Answers: To save time and give your presentation a professional look



3. Ask, *"For a participation dollar, can you change the layout of your Google Slides presentation?"*



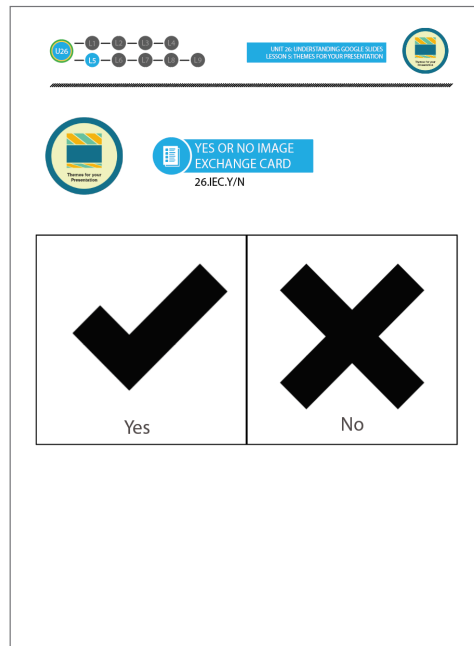
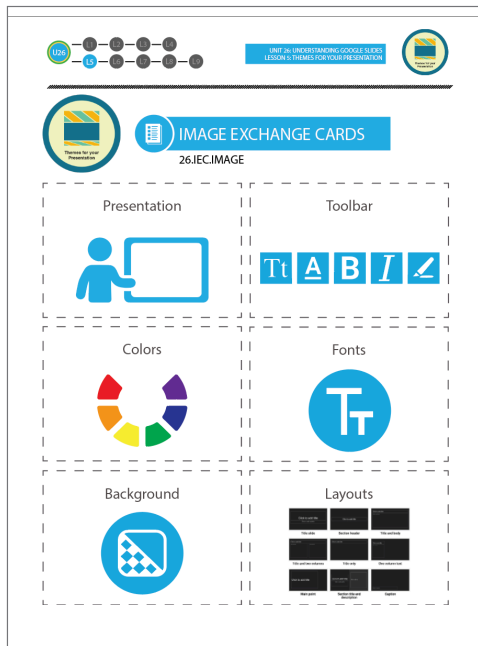
Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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."

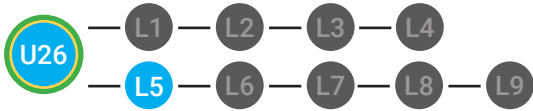


4. Distribute **26.IMAGE.IEC** or **Yes or No Image Exchange Cards 26.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements



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



5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [26.5.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
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- UMAPA
- Arguing

PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Themes for Your Presentation 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 26.5.5** Students that unlocked the badge will place the Themes for your Presentation 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.

WORD WALL PRINT-
 26.5.5

Themes for your Presentation

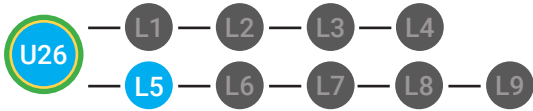
A theme is a preset group of colors, fonts, backgrounds, and layouts for editing your presentation.

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



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**. [26.5.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 **Favorite Theme** Exit Ticket **26.5.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Favorite Theme** Exit Ticket [26.5.6.1], student circles their favorite theme and writes why they chose theme.

T2

Using Tier 2 **Favorite Theme** Exit Ticket [26.5.6.2], student points to their favorite theme and writes the name of theme.

T3

Using Tier 3 **Favorite Theme** Exit Ticket [26.5.6.3], student points to their favorite theme.



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [26.5.DollarTracker]

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

+\$ SUCCESSFUL

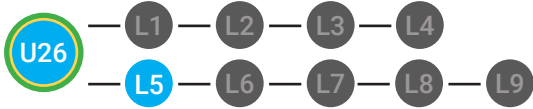
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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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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

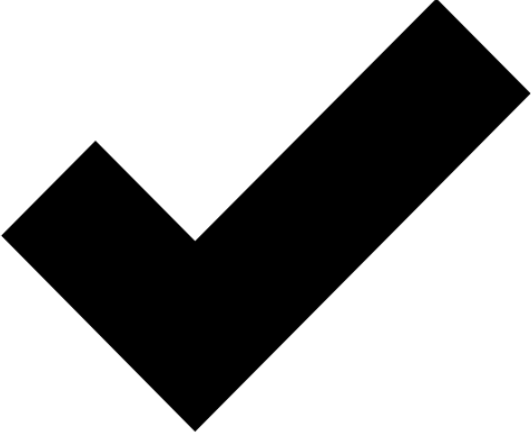
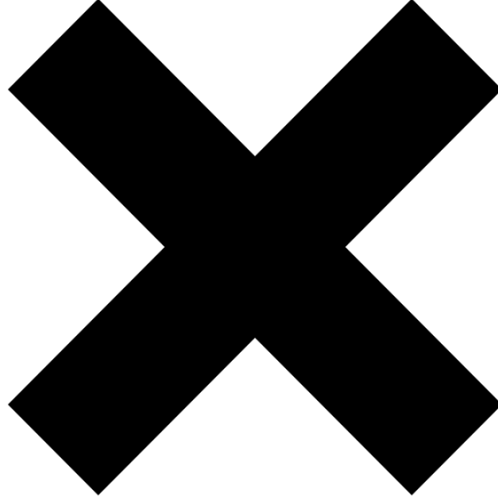
- Problematic**
- Off Task
- Off-Topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	<i>EX:</i> 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

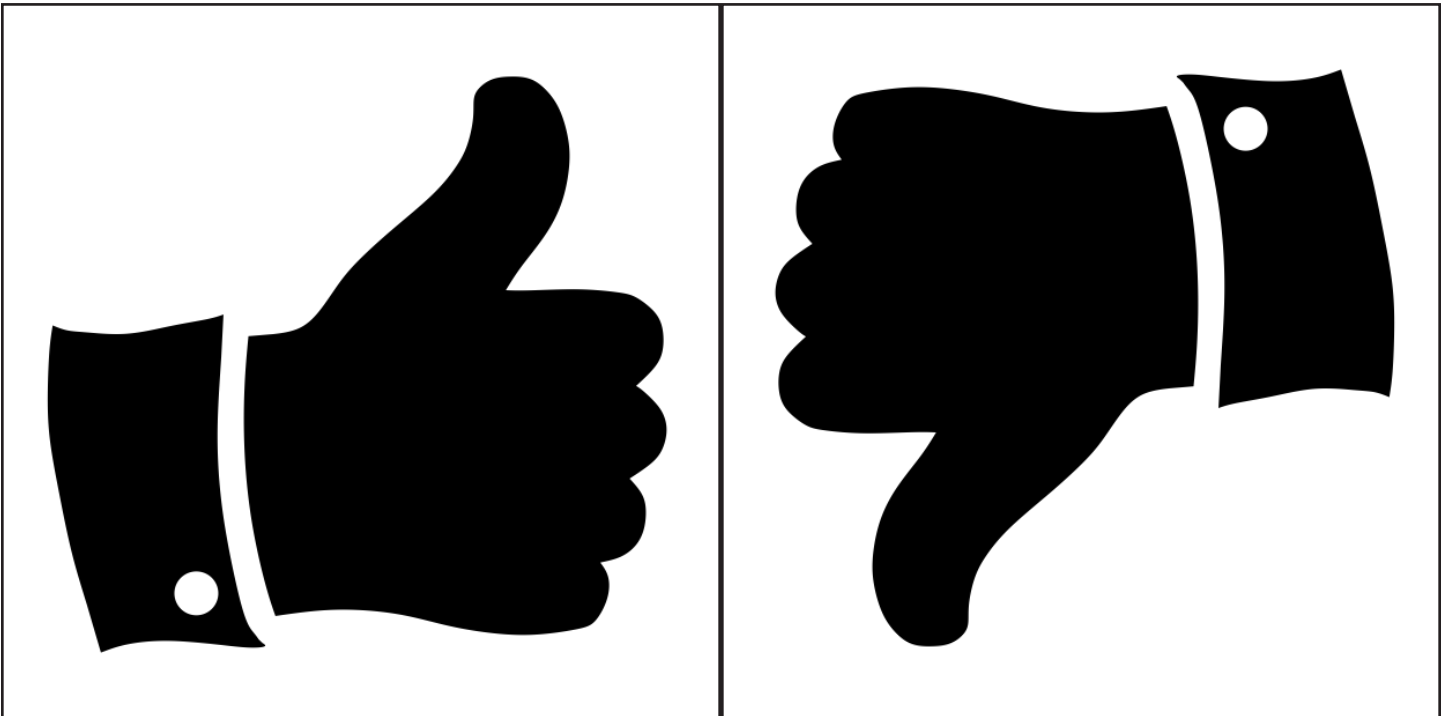
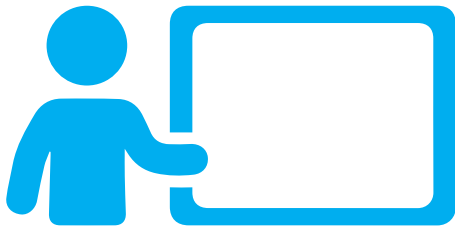




IMAGE EXCHANGE CARDS

26.IEC.IMAGE

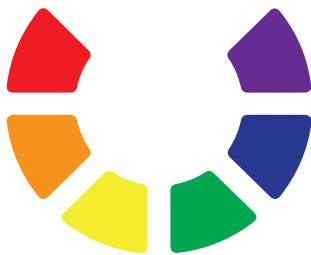
Presentation



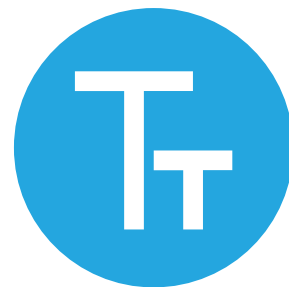
Toolbar



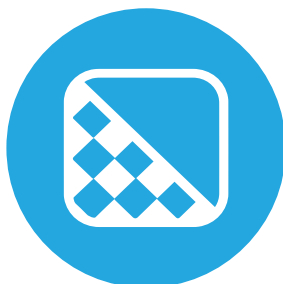
Colors



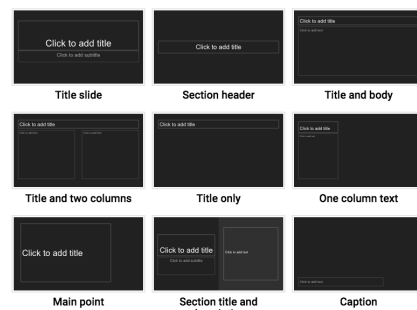
Fonts



Background



Layouts





Save Time



Professional Look





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

26.5.5



A theme is a preset group of colors, fonts, backgrounds, and layouts for editing your presentation.



DIFFERENTIATION

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



T1 FAVORITE THEME

EXIT TICKET | 26.5.6.1

Directions: Circle your favorite theme. Why is that your favorite? Write why you like it in the lines provided.

The screenshot shows the Google Slides interface. The main slide is titled "My Work-based Learning Experience" by Lamar Morris. The sidebar on the right shows five theme options: Streamline, Focus, Shift, Momentum, and Paradigm. Below the screenshot are seven horizontal lines for writing.



T2 FAVORITE THEME

EXIT TICKET | 26.5.6.2

Directions: Circle your favorite theme. Write the name of the theme you chose in the lines provided.

The screenshot shows a Google Slides presentation with the following content on the main slide:

My Work-based Learning Experience
 By Lamar Morris

The 'Themes' panel on the right displays five theme options:

- Streamline:** Light gray background with a blue and green diagonal stripe.
- Focus:** Dark blue background with a light blue and green diagonal stripe.
- Shift:** White background with blue and green diagonal stripes.
- Momentum:** Teal background with a white circular graphic and a bar chart.
- Paradigm:** White background with a dark blue diagonal stripe.

Below the screenshot, there are four horizontal lines for writing the name of the chosen theme.



T3 FAVORITE THEME

EXIT TICKET | 26.5.6.3

Directions: Point to your favorite theme.

The screenshot shows the Google Slides interface. The main slide area displays a presentation with the following content:

- Slide 1: My Work-based Learning Experience (By Lamar Morris)
- Slide 2: Learning to Work with a Team
- Slide 3: My Responsibilities Within the Garden Project
- Slide 4: Thank You

The 'Themes' panel on the right shows five theme options:

- Streamline:** A light gray theme with a blue and green diagonal graphic.
- Focus:** A dark blue theme with a light blue and green diagonal graphic.
- Shift:** A white theme with blue and green diagonal graphics.
- Momentum:** A teal theme with a circular graphic and a bar chart.
- Paradigm:** A white theme with a dark blue diagonal graphic.



MY DIGITABILITY EARNINGS TRACKER

Unit 26: Understanding Google Slides | 26.5.7

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 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: