

## UNIT 26: UNDERSTANDING GOOGLE SLIDES LESSON 7: SHARE BUTTON

### LESSON OVERVIEW

When you share your presentation, another person will be able to see, edit, and comment on 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.

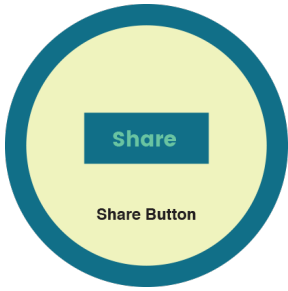
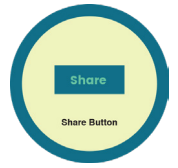
### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 3 - Tech-savvy Ambassador**
4. Select **Unit 26**
5. Select **Lesson 7 - Share Button**

### 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 **“Presenting View,”** and **“presentation.”**

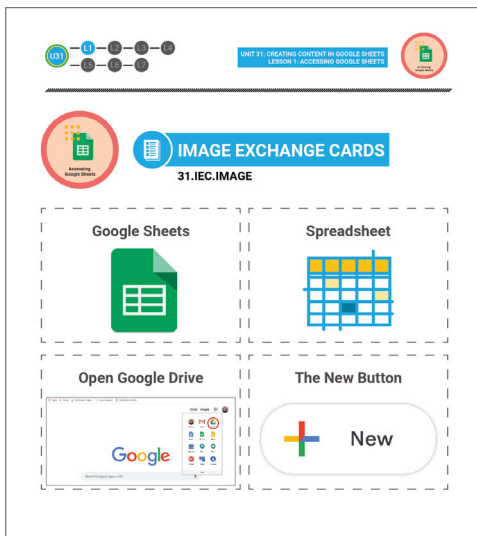
a. The \_\_\_\_\_ is a full-screen view of your \_\_\_\_\_.

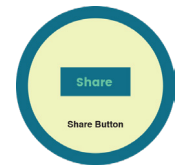
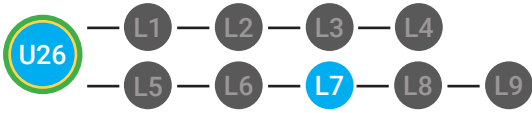
2. Have a student come up to the board to fill in the correct answer.

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]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [26.7.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

## 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..."

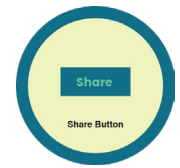
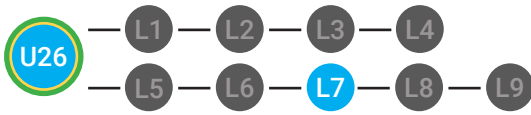


**Pro tip: Remember Rule #3** Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before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

Behaviors	Name
Successful	
Participation/Contribution	
Sharing/Helping	
Greeting a Guest	
Following Directions/Staying on Task	
Encouraging	
Problematic	
Off-task	
Off topic/Inappropriate comment	
Disrespect/Teasing	
Complaining/Whining	
Interrupting	
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:** Share Button

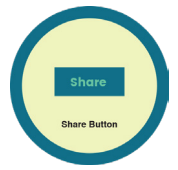
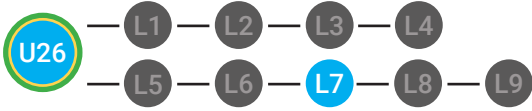


2. Distribute **26.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [26.7.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]

+ \$ 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
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- Off-task
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- Interrupting
- UMAPA
- Arguing

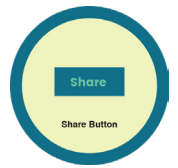



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the phrase "Share Button."*

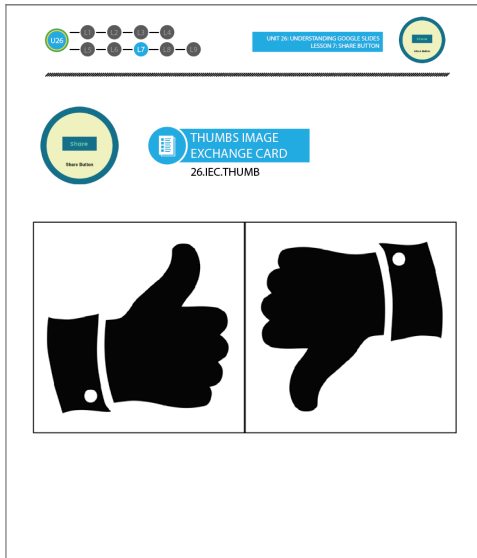
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Share Button"** in the video.



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**. [26.7.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
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**INFORMAL ASSESSMENT**



1. Ask, *"For a participation dollar, who can tell me what you click in order to share your Google Slides with others?"*

**Possible Answers:** using the Share Button

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



2. Ask, *"For a participation dollar, what will the person you share your Google Slide with be able to do?"*

**Possible Answers:** see, edit, and comment on 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. 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

UNIT 31: CREATING CONTENT IN GOOGLE SHEETS  
 LESSON 1: ACCESSING GOOGLE SHEETS

**IMAGE EXCHANGE CARDS**  
 31.IEC.IMAGE

Google Sheets 	Spreadsheet 
Open Google Drive 	The New Button 

UNIT 31: CREATING CONTENT IN GOOGLE SHEETS  
 LESSON 1: ACCESSING GOOGLE SHEETS

**YES OR NO IMAGE EXCHANGE CARD**  
 31.IEC.Y/N

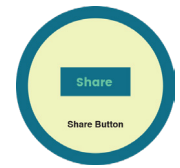
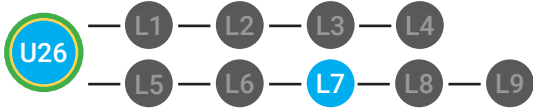
 Yes	 No
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## DIFFERENTIATION

- 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**. [26.7.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]

<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
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**PLAY ACTIVITY VIDEO**



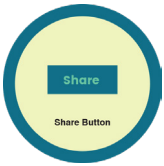
1. Ask the class, *"Who would like to unlock the Share Button Badge for \$1?"*



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

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.

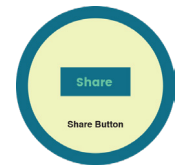
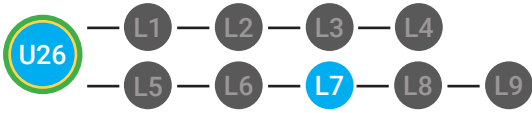


3. Distribute and cut out **Word Wall Printout 26.7.5** Students that unlocked the badge will place the Share Button printout on the classroom’s word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [26.7.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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## ASSESSMENT/EXIT TICKET



1. Distribute the **Multiple Choice Exit Ticket 26.7.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

**T1 FILL THE LABEL**  
EXIT TICKET | 26.7.6.1

Directions: Label the button with the correct button. What will happen to your presentation when you click this button?

**T2 FILL THE LABEL**  
EXIT TICKET | 26.7.6.2

Directions: Label the button with the correct button. Circle the correct answer in the multiple choice question.

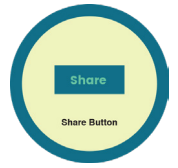
What will happen when you click the share button?

- Another person will be able to share your presentation
- Another person will be able to see, edit and comment on your presentation
- Change the color of your presentation
- Watch videos on your presentation

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 26.7.6.3

**Share Button**

When you share your presentation, another person will be able to see, edit and comment on your presentation.



## DIFFERENTIATION

- T1** Using Tier 1 **Fill in the Label** Exit Ticket [26.7.6.1], student will fill in the label and write what happen when you click.
- T2** Using Tier 2 **Fill in the Label** Exit Ticket [26.7.6.2], student will fill in the label and circle the correct answer.
- T3** Student has option to complete **Fill in the Label** Exit Ticket [26.6.6.2] or **Trace N’ Learn** Exit Ticket [26.7.6.3].



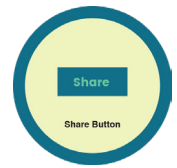
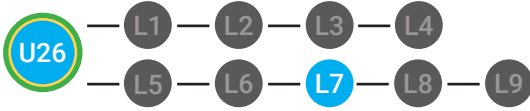
2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [26.6.DollarTracker]

[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>

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



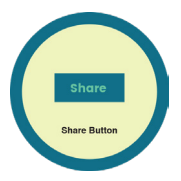
## IMMEDIATE FEEDBACK/NEXT STEPS

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.



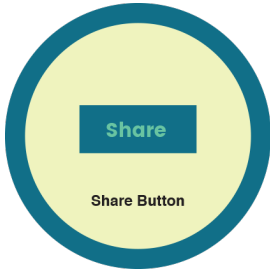
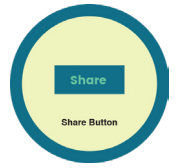
**Behaviors**

**Name**

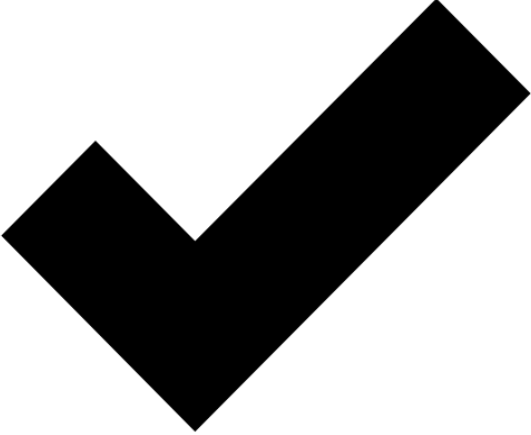
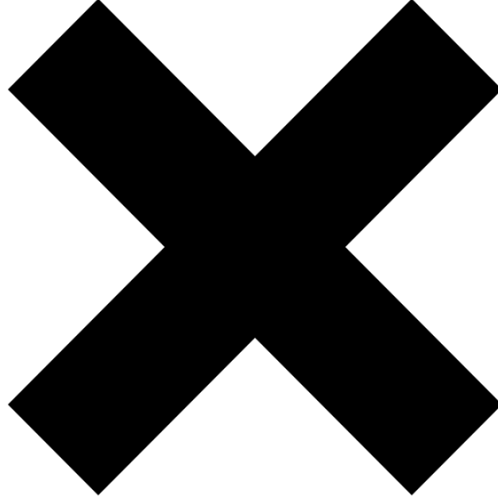
- Successful**
- Participation/  
Contributing
  - Sharing/Helping/  
Collaborating
  - Greeting a Guest
  - Following Directions/  
Staying on Task
  - Encouraging/  
Complementing

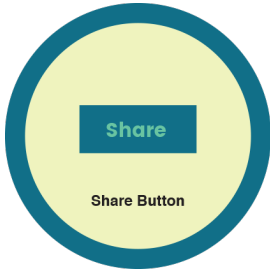
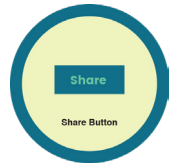
- Problematic**
- Off Task
  - Off-Topic/  
Inappropriate  
Comment
  - Disrespect/Teasing
  - Complaining/Whining
  - Arguing
  - Interrupting
  - UMAPA

Behaviors	Name						
	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							

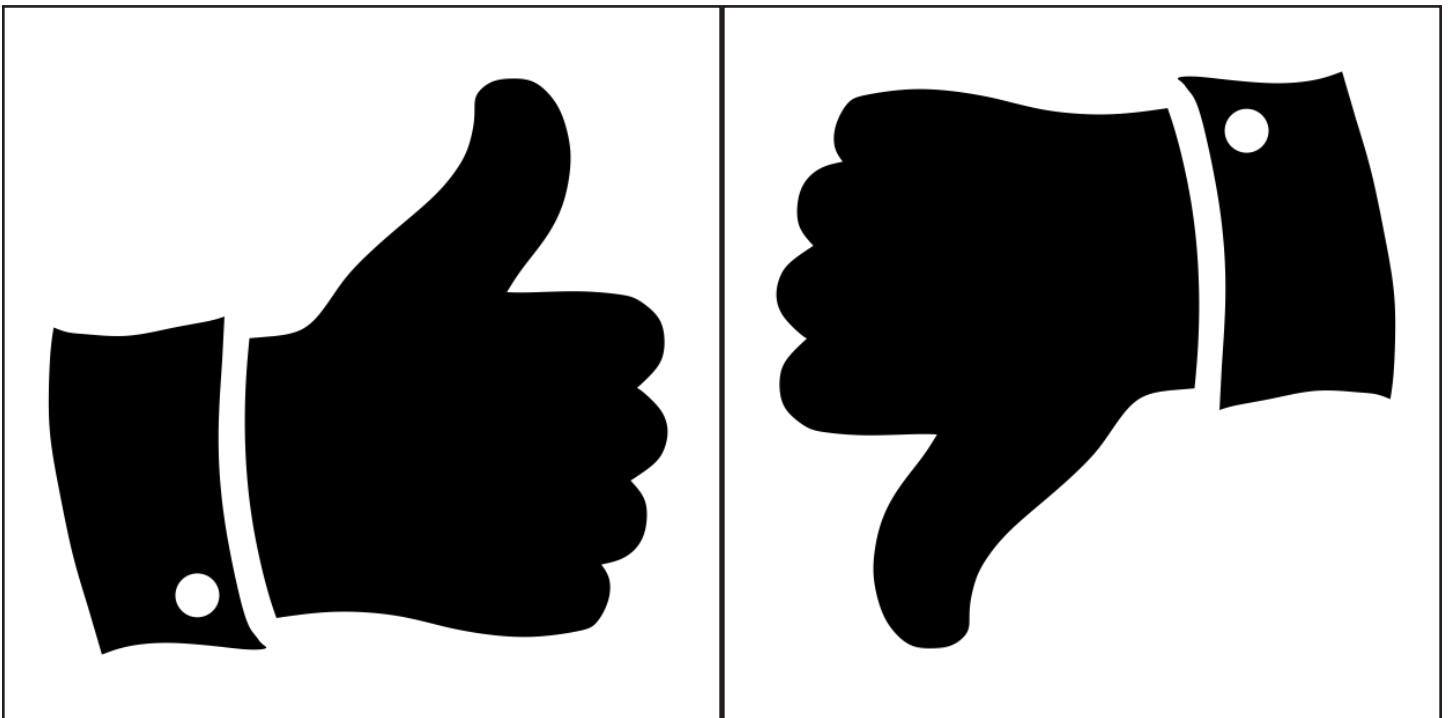


 **YES OR NO IMAGE EXCHANGE CARD**  
**26.IEC.Y/N**

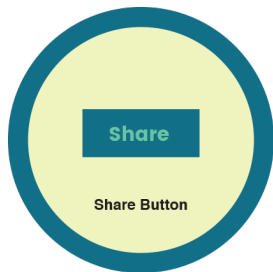
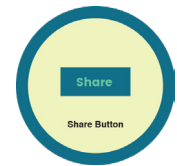
 <p><b>Yes</b></p>	 <p><b>No</b></p>
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 **THUMBS IMAGE  
EXCHANGE CARD**  
**26.IEC.THUMB**



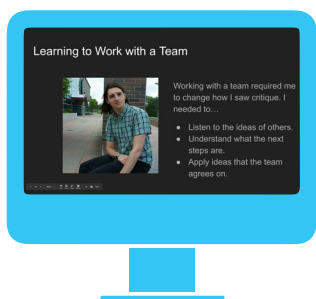




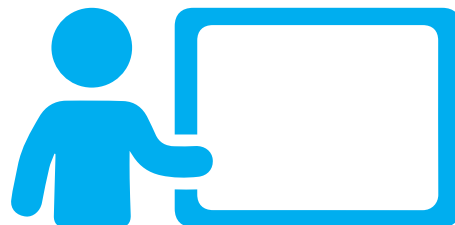
# IMAGE EXCHANGE CARDS

26.IEC.IMAGE

**Presenting View**



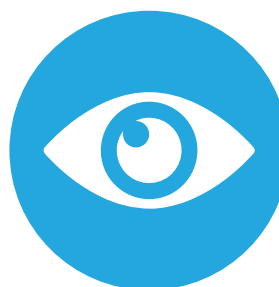
**Presentation**



**Share Button**



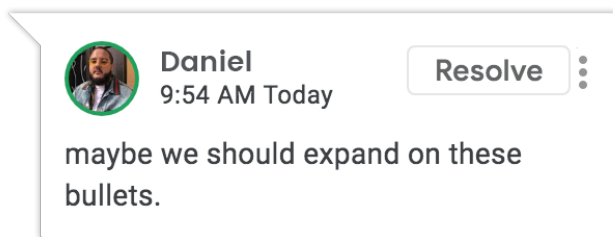
**See**

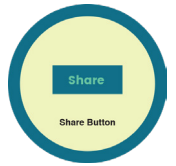


**Edit**



**Comment**





**What is a Presentation?**

**What is Google Slides?**

**Collaboration in Google Slides**

**Google Slides Toolbar**

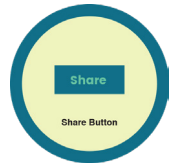
**Themes for Your Presentation**

**Presenting View**

**Share Button**

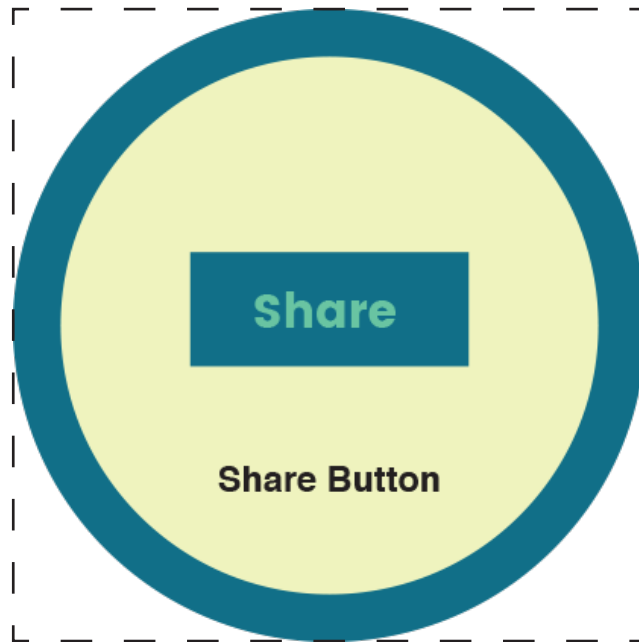
**Downloading Google Slides**

**Understanding Google Slides Master Badge**



# WORD WALL PRINTOUT

26.7.5

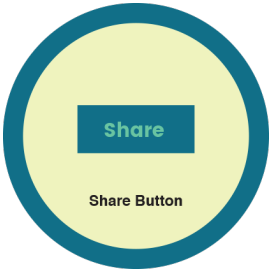


When you share your presentation, another person will be able to see, edit, and comment on your presentation.



## DIFFERENTIATION

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



# T1 FILL IN THE LABEL

## EXIT TICKET | 26.7.6.1

**Directions:** Label the button with the correct answer. What will happen to your presentation when you click this button?

My Work-based Learning Experience

By Lamar Morris

Click to add title

Click to add subtitle

Click to add title

Click to add subtitle

Click to add title

Click to add subtitle

Click to add title

Click to add subtitle

Click to add title

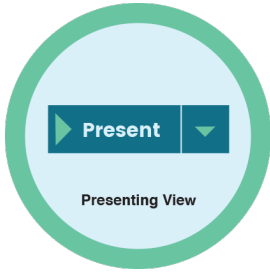
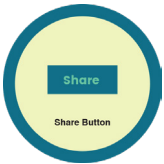
Click to add subtitle

Click to add title

Click to add subtitle

Click to add title

Click to add subtitle



# T2 FILL IN THE LABEL

## EXIT TICKET | 26.7.6.2

**Directions:** Label the button with the correct answer. Circle the correct answer in the multiple choice question.

My Work-based Learning Experience

File Edit View Insert Format Slide Arrange Tools Add-ons Help All changes saved in Drive

Present Share

Background... Layout Theme... Transition...

Click to add title

Click to add subtitle

Simple Dark

Click to add title

Click to add subtitle

Streamline

Click to add title

Click to add subtitle

Focus

Click to add title

Click to add subtitle

Shift

Click to add title

Click to add subtitle

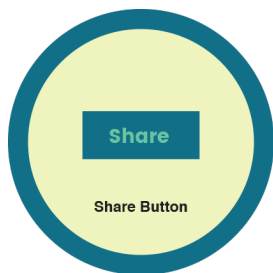
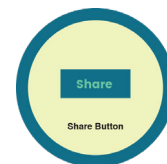
Momentum

Click to add title

Click to add subtitle

### What will happen when you click the Share Button?

- a. Another person will be able to share your presentation
- b. Another person will be able to see, edit, and comment on your presentation
- c. Another person will be able to change the color of your presentation
- d. Watch videos on your presentation

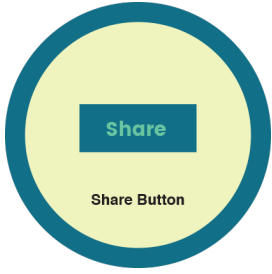
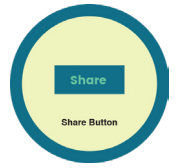


## T3 TRACE 'N' LEARN

EXIT TICKET | 26.7.6.3

Share Button

When you share  
your presentation,  
another person will  
be able to see, edit,  
and comment on  
your presentation.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 26: Understanding Google Slides | 26.7.7

**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> What is a Presentation?		
<b>LESSON 2:</b> What is Google Slides?		
<b>LESSON 3:</b> Collaboration in Google Slides		
<b>LESSON 4:</b> Google Slides Toolbar		
<b>LESSON 5:</b> Themes for Your Presentation		
<b>LESSON 6:</b> Presenting View		
<b>LESSON 7:</b> Share Button		
<b>LESSON 8:</b> Downloading Google Slides		
<b>LESSON 9:</b> Understanding Google Slides Master Badge		

**TOTAL DOLLARS EARNED:**