

## UNIT 27: GOOGLE SLIDES INTERFACE LESSON 1: GOOGLE SLIDES FILE NAME

### LESSON OVERVIEW

Naming your Google Slides file helps you understand what the topic of your presentation is.

Time: ~30 minutes

### OBJECTIVE

Student is able to navigate the interface 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.

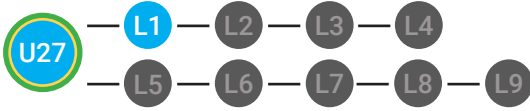
### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 3 - Tech-savvy Ambassador**
4. Select **Unit 27**
5. Select **Lesson 1 - Google Slides File Name**

### 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 phrase **“presentation application.”**

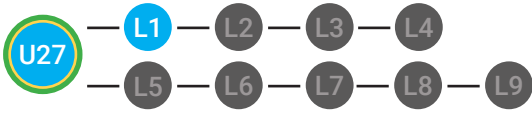
a. Google Slides is a \_\_\_\_\_.

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 **27.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** [27.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [27.1.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..."*

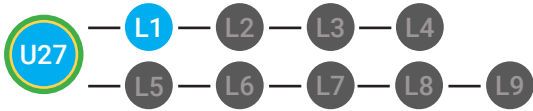


**Pro tip: Remember Rule #3** Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before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

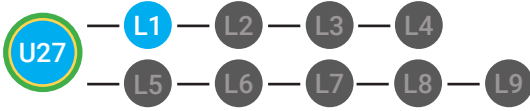


2. Distribute **27.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes down badge name or walks up to point to badge
- T3** Uses **Badge Board** [27.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**. [27.1.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
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- Interrupting
- UMAPA
- Arguing

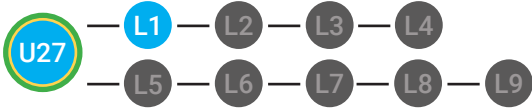



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the phrase "File Name."*

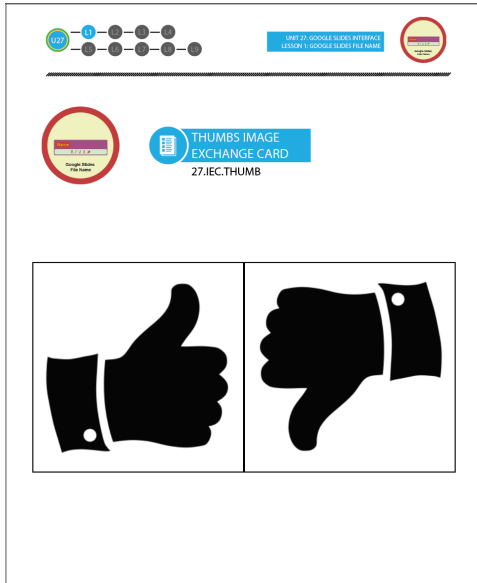
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"File Name"** in the video.



6. Play video.

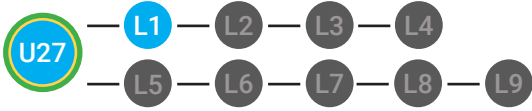


7. Distribute **27.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [27.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [27.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [27.1.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

## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what naming your Google Slides file helps you understand?"*

**Possible Answers:** understand what the topic of your presentation is

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



2. Ask, *"For a participation dollar, where is the Google Slides file name located?"*

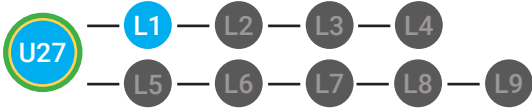
**Possible Answers:** at the top left corner of the page



**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 **27.IMAGE.IEC** or **Yes or No Image Exchange Cards** **27.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** [27.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**. [27.1.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
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- Off-task
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- Interrupting
- UMAPA
- Arguing

## PLAY ACTIVITY VIDEO




1. Ask the class, *"Who would like to unlock the Google Slides File Name 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 27.1.5** Students that unlocked the badge will place the Google Slides File Name printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

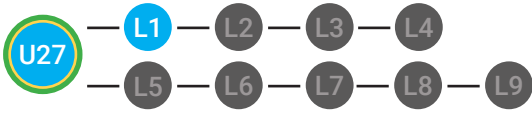


**Pro tip:** Increase the dollar amount for shy students or to increase motivation.



## 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**. [27.1.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
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- Arguing

## ASSESSMENT/EXIT TICKET



1. Distribute **The Name Of Your Presentation Exit Ticket 27.1.6** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

**T1 THE NAME OF YOUR PRESENTATION**  
EXIT TICKET | 27.1.6.1

Directions: Circle the name of this presentation. Write what the topic of this presentation is in the lines provided.

Learning to Work with a Team

Working with a team required me to change how I saw critique. I needed to...

- Listen to the ideas of others.
- Understand what the next steps are.
- Apply ideas that the team agrees on.

\_\_\_\_\_

\_\_\_\_\_

**T2 THE NAME OF YOUR PRESENTATION**  
EXIT TICKET | 27.1.6.2

Directions: Circle or point to the name of your presentation. Circle the correct answer to the multiple choice question.

Learning to Work with a Team

Working with a team required me to change how I saw critique. I needed to...

- Listen to the ideas of others.
- Understand what the next steps are.
- Apply ideas that the team agrees on.

1. What is this presentation about?

- Great pictures this person took
- The love for team work this person has
- The experience this person had for the workplace
- This persons writing career

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 27.1.6.3

Google Slides File Name

Naming your Google Slides file helps you understand what the topic of your presentation is.



## DIFFERENTIATION

**T1**

Using Tier 1 **The Name Of Your Presentation** Exit Ticket [27.1.6.1], student circles the correct answer for each question.

**T2**

Using Tier 2 **The Name Of Your Presentation** Exit Ticket [27.1.6.2], student circles the correct answer for each question.

**T3**

Student has option to complete **The Name Of Your Presentation** Exit Ticket [27.1.6.2] or **Trace 'n' Learn Card** Exit Ticket [27.1.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [27.1.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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- Disrespect/Teasing
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- 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.



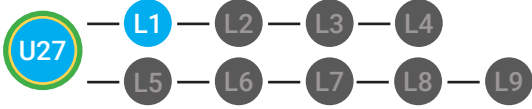
**Behaviors**

**Name**

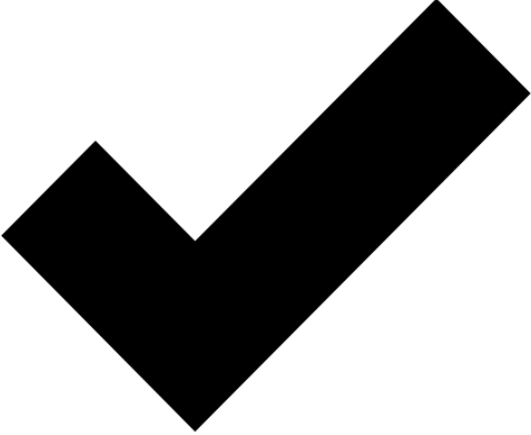
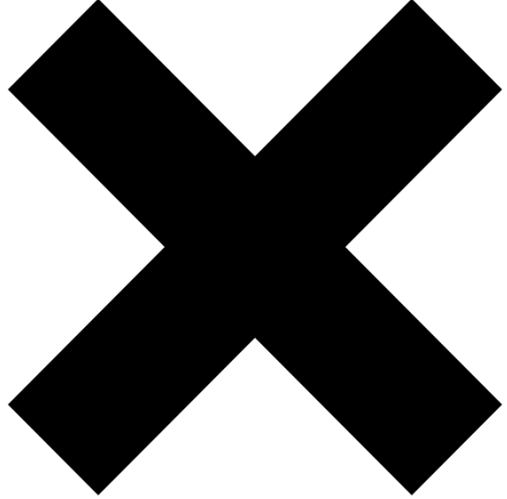
- Successful**
- Participation/  
Contributing
- Sharing/Helping/  
Collaborating
- Greeting a Guest
- Following Directions/  
Staying on Task
- Encouraging/  
Complementing

- 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						

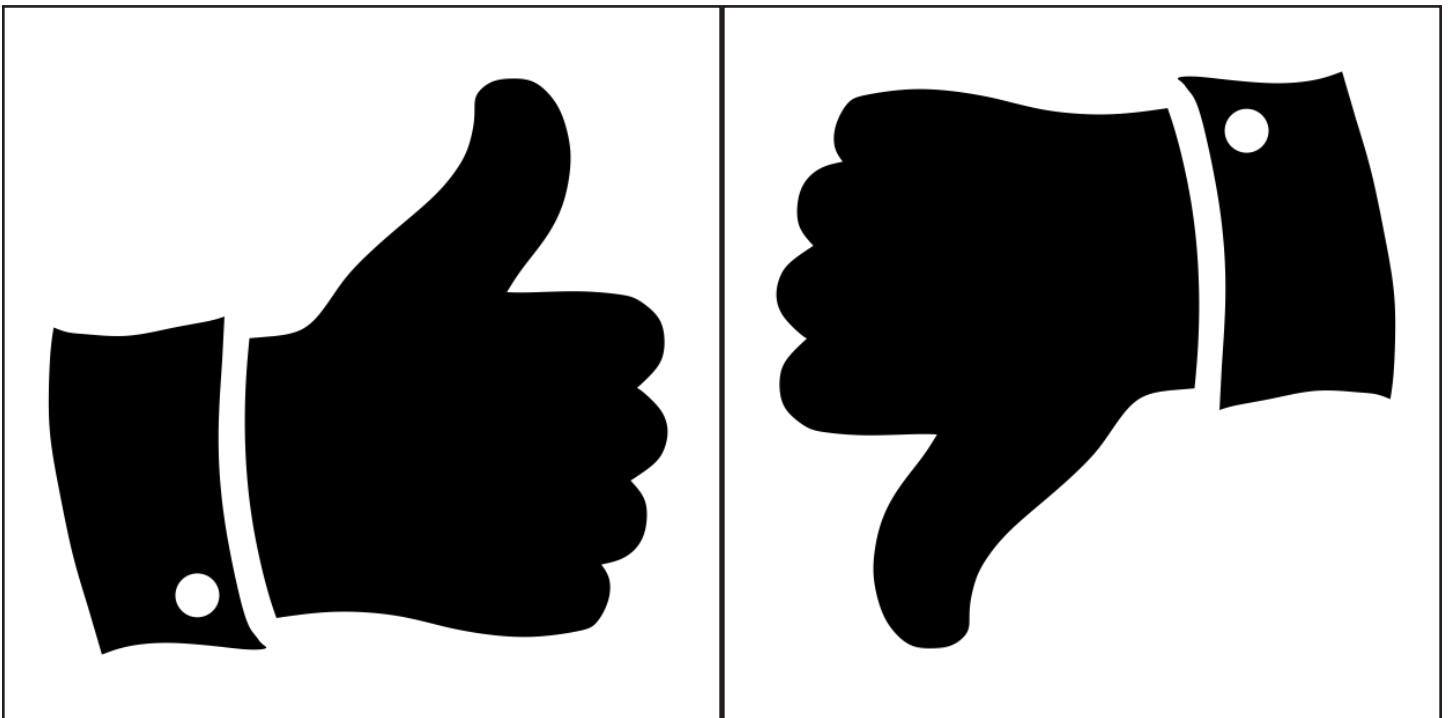


 **YES OR NO IMAGE EXCHANGE CARD**  
**27.IEC.Y/N**

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



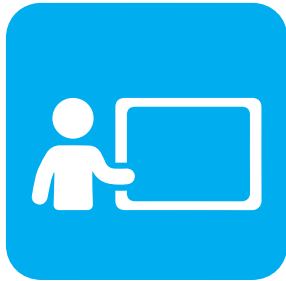




# IMAGE EXCHANGE CARDS

27.IEC.IMAGE

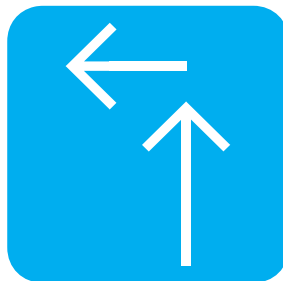
**Presentation Application**



**Topic**

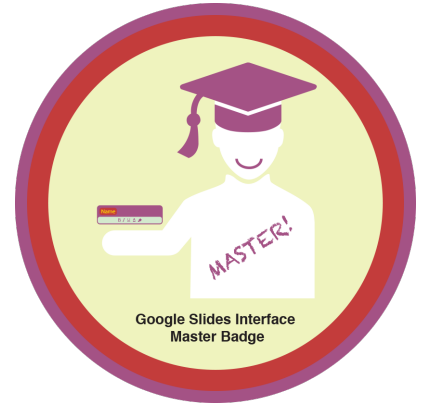
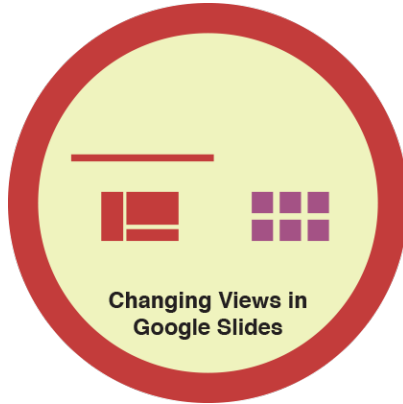
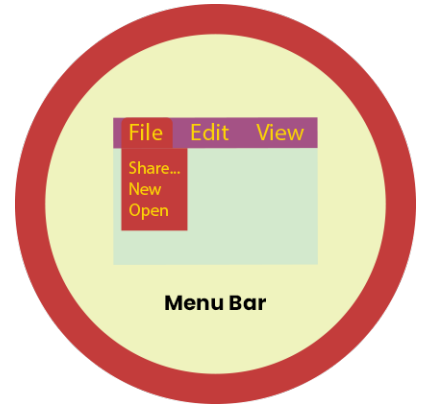


**Top Left Corner**





27.BADGE





# WORD WALL PRINTOUT

27.1.5

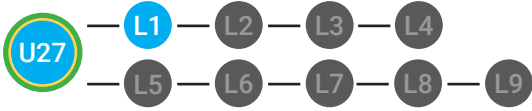


Naming your Google Slides file helps you understand what the topic of your presentation is.



## DIFFERENTIATION

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



# T1 THE NAME OF YOUR PRESENTATION

## EXIT TICKET | 27.1.6.1

**Directions:** Circle the name of this presentation. Write what the topic of this presentation is on the lines provided.

My Work-based Learning Experience

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

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

1 My Work-based Learning Experience  
By Lamar Morris

2 Learning to Work with a Team  
Working with a team required me to change how I saw critique. I needed to...

3 My Responsibilities Within the Garden Project

4 Thank You

Learning to Work with a Team

Working with a team required me to change how I saw critique. I needed to...

- Listen to the ideas of others.
- Understand what the next steps are.
- Apply ideas that the team agrees on.

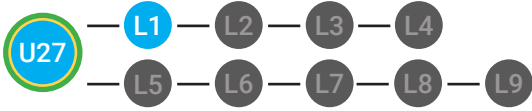
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# T2 THE NAME OF YOUR PRESENTATION

## EXIT TICKET | 27.1.6.2

**Directions:** Circle or point to the name of your presentation. Circle the correct answer to the multiple choice question.

### 1. What is this presentation about?

- a. Great pictures this person took
- b. The love for teamwork this person has
- c. The experience this person had for the workplace
- d. This person’s writing career



# T3 TRACE 'N' LEARN

EXIT TICKET | 27.1.6.3

Google Slides  
File Name

Naming your Google Slides file helps you understand what the topic of your presentation is.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 27: Google Slides Interface | 27.1.7

**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> Google Slides File Name		
<b>LESSON 2:</b> Google Slides Folder Icon		
<b>LESSON 3:</b> Menu Bar		
<b>LESSON 4:</b> Google Slides Toolbar		
<b>LESSON 5:</b> Changing Views in Google Slides		
<b>LESSON 6:</b> Collaborator Bubbles		
<b>LESSON 7:</b> Presenting Button		
<b>LESSON 8:</b> Comment in Google Slides		
<b>LESSON 9:</b> Google Slides Interface Master Badge		

**TOTAL DOLLARS EARNED:**