

UNIT 27: GOOGLE SLIDES INTERFACE LESSON 2: GOOGLE SLIDES FOLDER ICON

LESSON OVERVIEW

There is a Folder Icon on your Google Slides.

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.

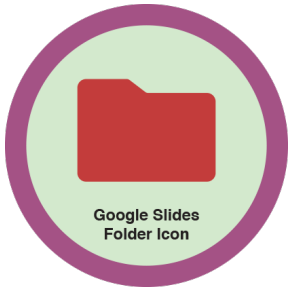
ONLINE REVIEW

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

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 phrases **“Folder Icon”** and **“Google Slides.”**

a. There is a _____ on 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 **27.IMAGE.IEC** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

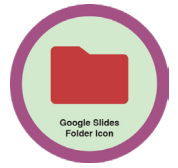
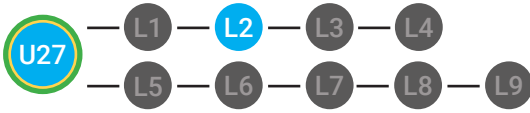
UNIT 27: GOOGLE SLIDES INTERFACE
 LESSON 2: GOOGLE SLIDES FOLDER ICON

IMAGE EXCHANGE CARDS
 27.IEC.IMAGE

Presentation

Topic

Google Slides



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]



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**. [27.3.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

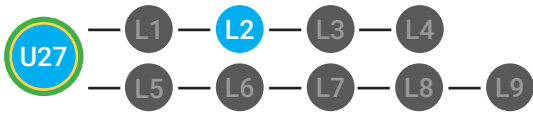
GUIDED WATCHING



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: 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 Folder Icon



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**. [27.3.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
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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 word "folder."*

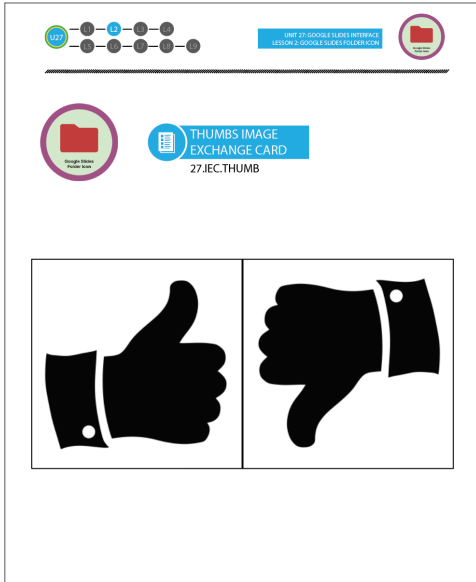
5. Ask students to give a thumbs up every time they hear and/or see the word **"folder"** in the video.



6. Play video.

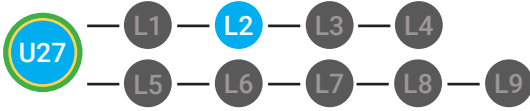


7. Distribute **27.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [27.3.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
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INFORMAL ASSESSMENT



1. Ask, "For a participation dollar, who can tell me what the Folder Icon in Google Slides shows you?"

Possible Answers: which folder your presentation is saved in

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



2. Ask, "For a participation dollar, where is the Folder Icon located in Google Slides?"

Possible Answers: At the top of your doc next to the name of your doc



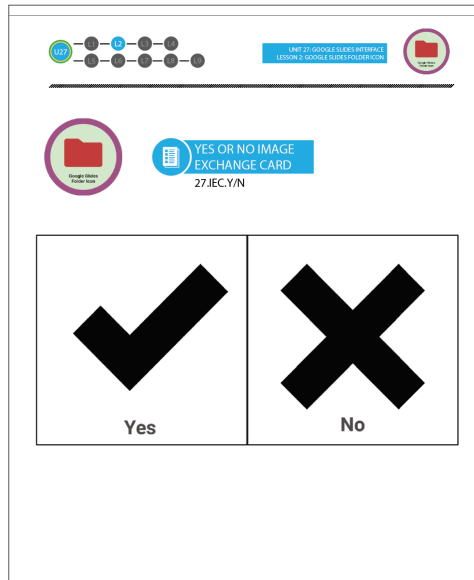
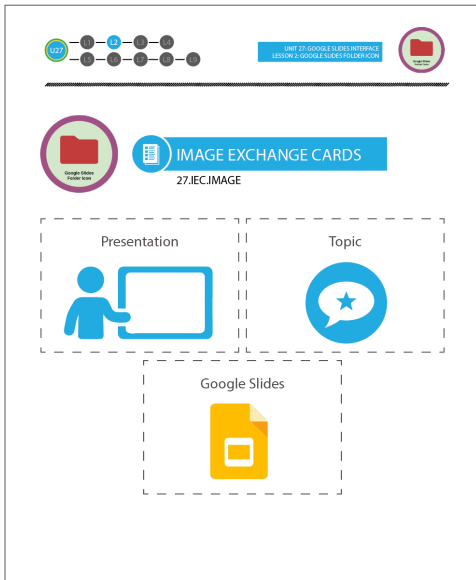
Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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."

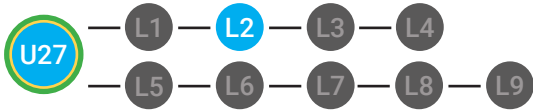


3. Distribute **27.IMAGE.IEC** or **Yes or No Image Exchange Cards** **27.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements



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**. [27.3.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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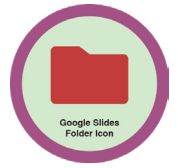
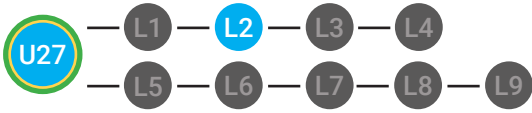
PLAY ACTIVITY VIDEO




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

Click Activity Button to Play Activity Video

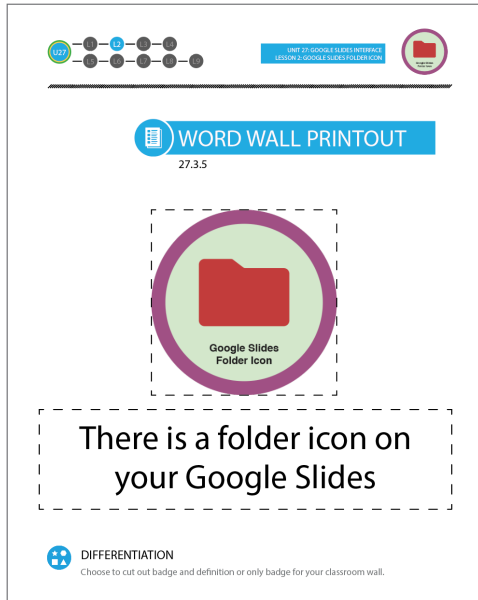
2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



3. Distribute and cut out **Word Wall Printout 27.3.5** Students that unlocked the badge will place the Google Slides Folder Icon printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

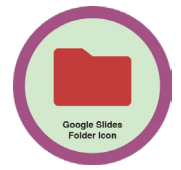
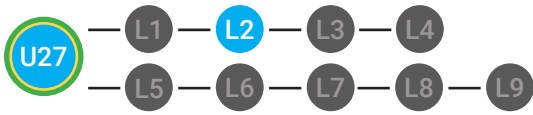


Pro tip: Increase the dollar amount for shy students or to increase motivation.



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**. [27.3.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
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- UMAPA
- Arguing

ASSESSMENT/EXIT TICKET



1. Distribute the **Google Slides Folder Icon Exit Ticket 27.3.6** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

T1 FIND THE FOLDER
EXIT TICKET | 27.3.6.1

Directions: Circle the folder icon in this presentation. What does the folder icon show you? Write the answer 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 FIND THE FOLDER
EXIT TICKET | 27.3.6.2

Directions: Circle or point to the folder icon in this presentation. Answer 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.

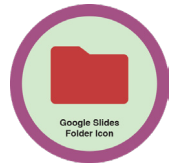
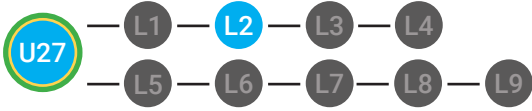
1. What is does the folder icon show you?

- The videos in this presentation
- The deleted presentations in Google Drive
- What folder your presentation is saved in
- None of the above

T3 TRACE 'N' LEARN
EXIT TICKET | 27.3.6.3

Google Slides Folder Icon

There is a folder icon on your Google Slides



DIFFERENTIATION

- T1** Using Tier 1 **Find The Folder** Exit Ticket [27.3.6.1], student circles the Folder Icon.
- T2** Using Tier 2 **Find The Folder** Exit Ticket [27.3.6.2], student circles or points to the Folder Icon.
- T3** Student has option to complete **Find The Folder** Exit Ticket [27.3.6.2] or **Trace 'n' Learn Card** Exit Ticket [27.3.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [27.3.DollarTracker]

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

+\$ SUCCESSFUL

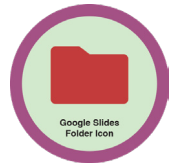
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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



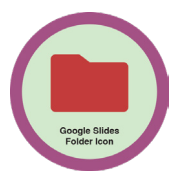
IMMEDIATE FEEDBACK/NEXT STEPS

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.



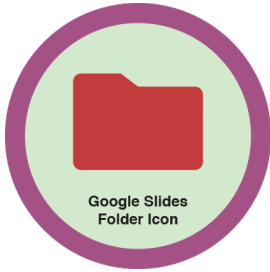
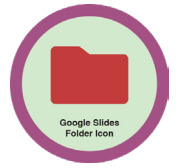
Behaviors

Name

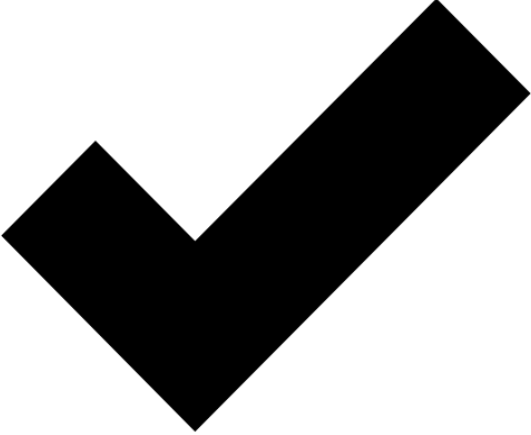
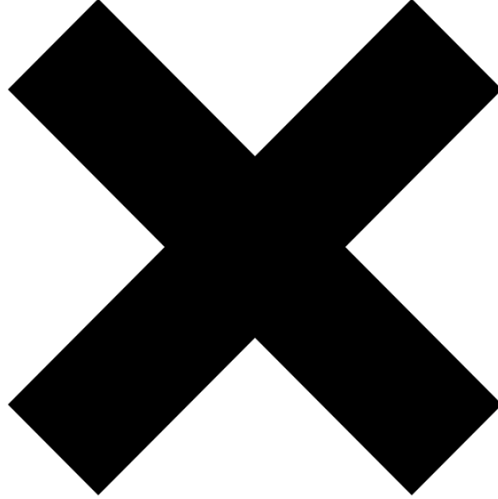
- Successful**
- Participation/
Contributing
- Sharing/Helping/
Collaborating
- Greeting a Guest
- Following Directions/
Staying on Task
- Encouraging/
Complementing

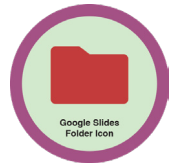
- Problematic**
- Off Task
- Off-Topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	EX: Sam					
Participation/ Contributing						
Sharing/Helping/ Collaborating						
Greeting a Guest						
Following Directions/ Staying on Task						
Encouraging/ Complementing						
Problematic						
Off Task						
Off-Topic/ Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting						
UMAPA						

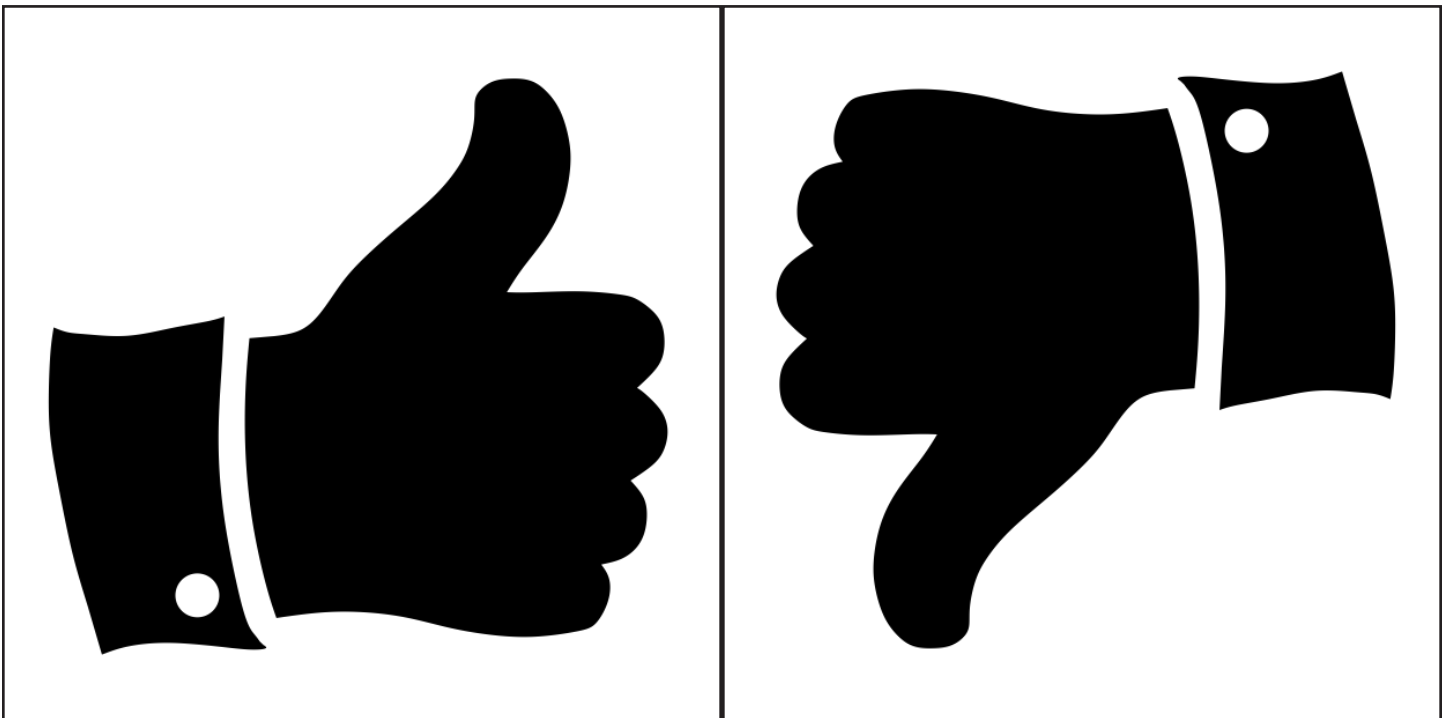


 **YES OR NO IMAGE EXCHANGE CARD**
27.IEC.Y/N

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



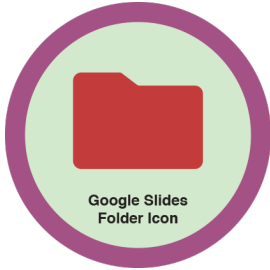
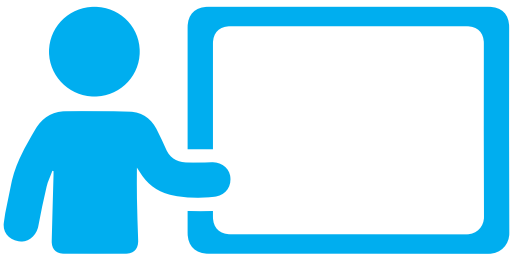


IMAGE EXCHANGE CARDS

27.IEC.IMAGE

Presentation



Topic



Google Slides





27.BADGE

Google Slides File Name

Google Slides Folder Icon

Menu Bar

Google Slides Toolbar

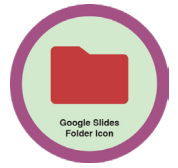
Changing Views in Google Slides

Collaborator Bubbles in Google Slides

Google Slides Presenting Button

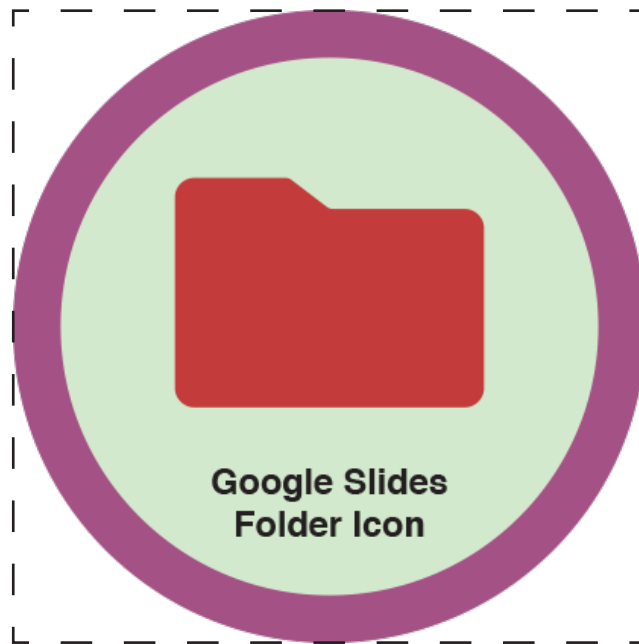
Comments in Google Slides

Google Slides Interface Master Badge



WORD WALL PRINTOUT

27.3.5

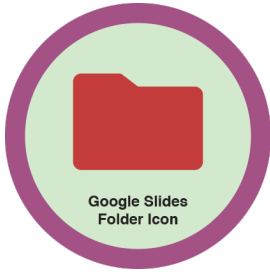
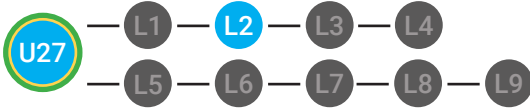


There is a Folder Icon on
your Google Slides.



DIFFERENTIATION

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




T1 FIND THE FOLDER

EXIT TICKET | 27.3.6.1

Directions: Circle the Folder Icon in this presentation. What does the Folder Icon show you? Write the answer on the lines provided.

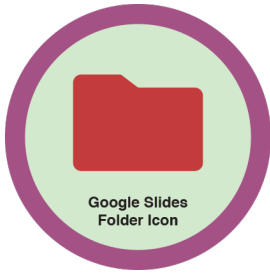
The screenshot shows a Google Slides interface. The title bar reads 'My Work-based Learning Experience'. The menu bar includes 'File', 'Edit', 'View', 'Insert', 'Format', 'Slide', 'Arrange', 'Tools', 'Add-ons', and 'Help'. The toolbar shows various editing tools. The slide content is as follows:

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.



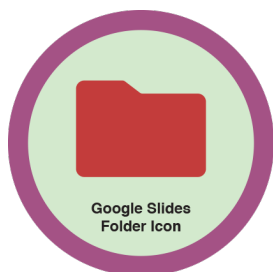
T2 FIND THE FOLDER

EXIT TICKET | 27.3.6.2

Directions: Circle or point to the Folder Icon in this presentation. Then, answer the multiple choice question.

1. What does the Folder Icon show you?

- The videos in this presentation
- The deleted presentations in Google Drive
- What folder your presentation is saved in
- None of the above

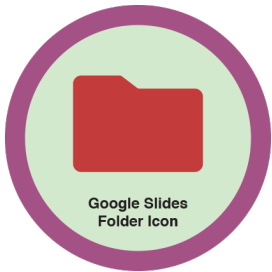
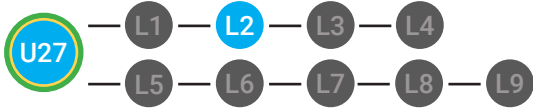


T3 TRACE 'N' LEARN

EXIT TICKET | 27.3.6.3

Google Slides
Folder Icon

There is a Folder
Icon on your Google
Slides.



MY DIGITABILITY EARNINGS TRACKER

Unit 27: Google Slides Interface | 27.2.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: Google Slides File Name		
LESSON 2: Google Slides Folder Icon		
LESSON 3: Menu Bar		
LESSON 4: Google Slides Toolbar		
LESSON 5: Changing Views in Google Slides		
LESSON 6: Collaborator Bubbles		
LESSON 7: Presenting Button		
LESSON 8: Comment in Google Slides		
LESSON 9: Google Slides Interface Master Badge		

TOTAL DOLLARS EARNED: