



UNIT 27: GOOGLE SLIDES INTERFACE LESSON 8: COMMENTS IN GOOGLE SLIDES

LESSON OVERVIEW

The Comment Icon is located at the top of your presentation next to the Collaborator Bubbles. Comments that are created are located in the right margin.

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 8 - Comments in Google Slides**

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 **“Present Button,” “presentation,”** and **“Share Button.”**

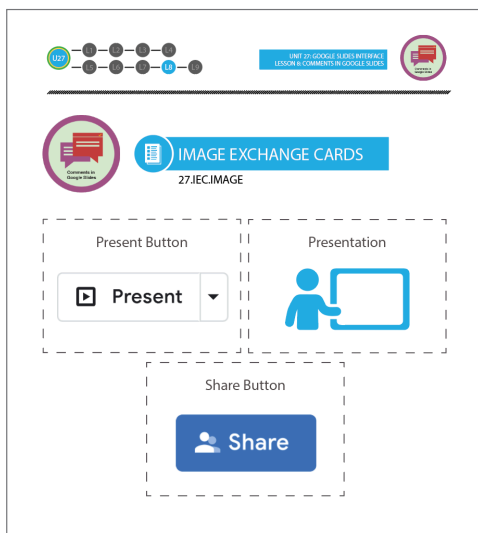
a. The _____ is located at the top of your
_____ next to the _____.

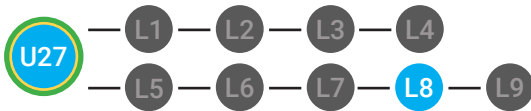
2. Have a student come up to the board to fill in the correct answer.

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



3. Distribute **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**. [27.8.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



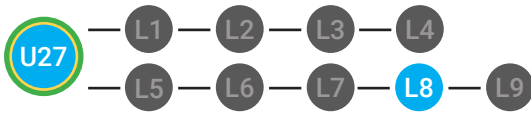
Call out earnings to the class, *"[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."*



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.




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: Comments in Google Slides



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**. [27.8.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

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Interrupting

UMAPA

Arguing



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. 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 **Comment**."*

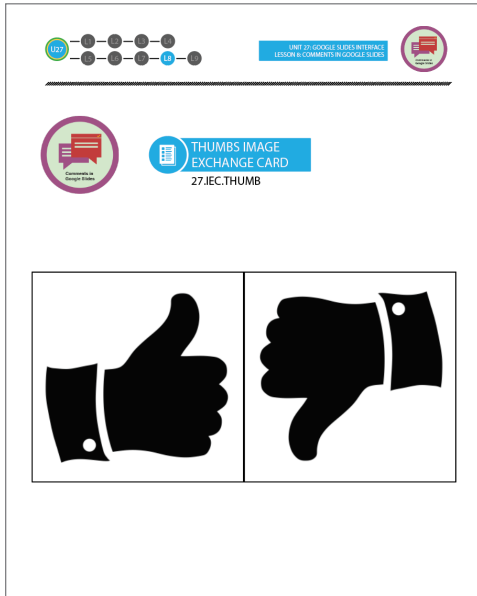
5. Ask students to give a thumbs up every time they hear and/or see the word **Comment** in the video.



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**. [27.8.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

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INFORMAL ASSESSMENT



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."



1. Ask, *"For a participation dollar, who can tell me what comments can help you do in Google Slides?"*

Possible Answers: talk to collaborators on your presentation

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



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


Possible Answers: the top of your presentation next to the Collaborator Bubbles

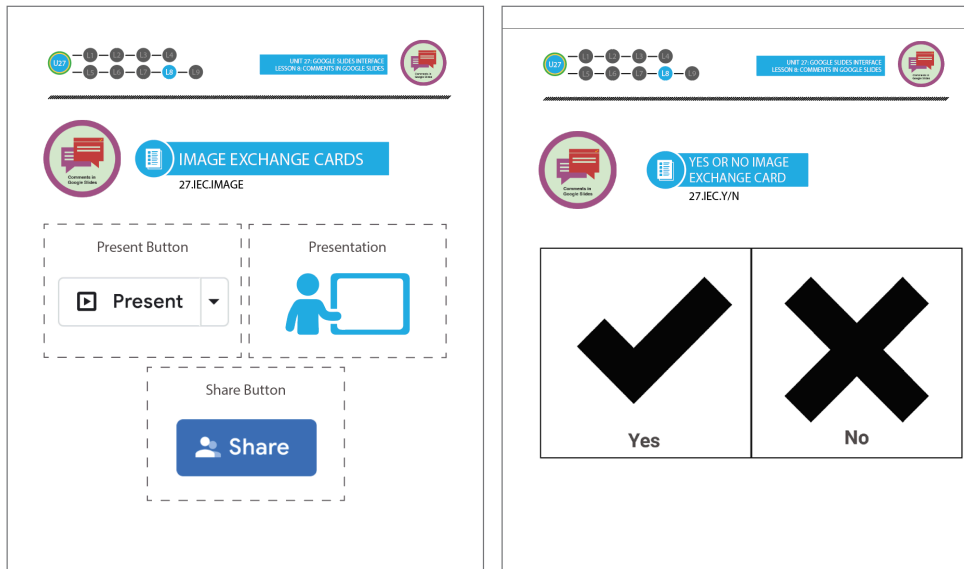


3. Ask, *"For a participation dollar, where will the comments that you create be located?"*

Possible Answers: in the right margin



4. 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 needed for your students.



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



5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [27.8.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

PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Comments in Google Slides 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.



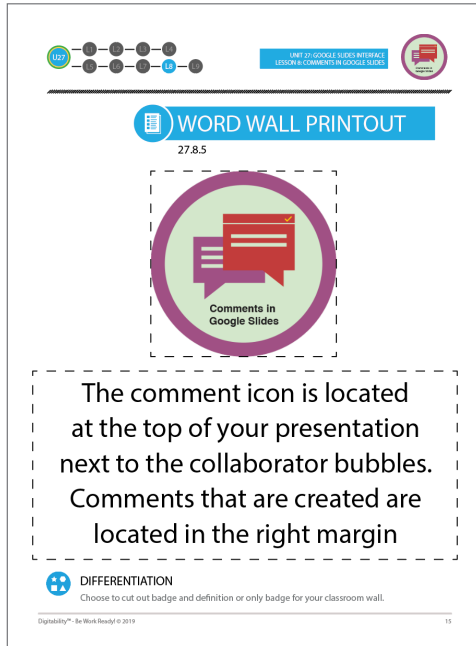
Pro tip: Stick to the script!
Help your students develop self-regulation strategies. Do not give lengthy explanations for behavior. Using clear language formulas helps students identify the workplace behavioral norm AND the optimal replacement behavior.



3. Distribute and cut out **Word Wall Printout 27.8.5** Students that unlocked the badge will place the Comments in Google Slides printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

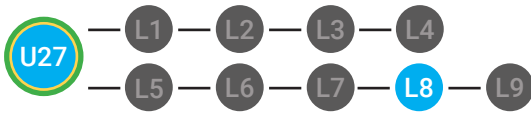


Pro tip: Increase the dollar amount for shy students or to increase motivation.



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**. [27.8.DollarTracker]

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

+\$ SUCCESSFUL

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

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ASSESSMENT/EXIT TICKET



1. Distribute the **Comments in Google Slides Exit Ticket 27.8.6** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 FIND THE MESSAGES
EXIT TICKET | 27.8.6.1

Directions: Circle the message icon and the comment in the margin. What does the message say? Write your answer in the lines provided.

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T2 FIND THE MESSAGES
EXIT TICKET | 27.8.6.2

Directions: Circle or point to the message icon and the comment in the margin. What does the message say? Circle the correct answer in the multiple choice question.

1. What does the message say?

- Working with a team required me to change how I saw critique
- Learning to Work with a Team
- I think we may want to expand on these lessons learned
- None of the above

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T3 TRACE 'N' LEARN
EXIT TICKET | 27.8.6.3

Comments in Google Slides

The comment icon is located at the top of your presentation next to the collaborator bubbles. Comments that are created are

Digitability™ - Be Work Ready! © 2019



DIFFERENTIATION

- T1** Using Tier 1 **Find The Messages** Exit Ticket [27.8.6.1], student circles the Message Icon and the comment in the margin.
- T2** Using Tier 2 **Find The Messages** Exit Ticket [27.8.6.2], student circles or points to the Message Icon and the comment in the margin.
- T3** Student has option to complete **Find The Messages** Exit Ticket [27.8.6.2] or **Trace 'n' Learn Card** Exit Ticket [27.8.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [27.8.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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UMAPA
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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

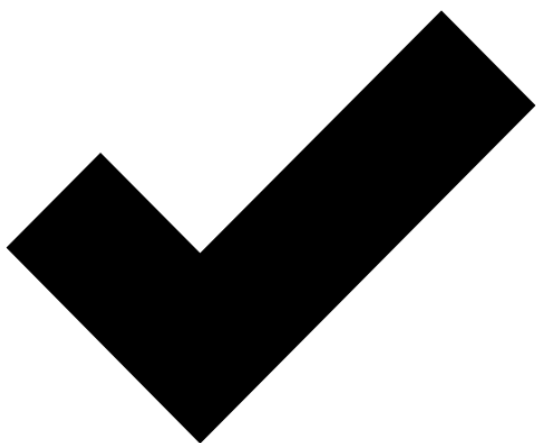
EX:
Sam



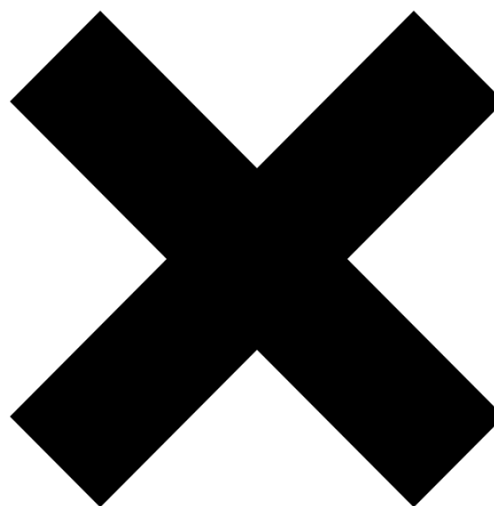


 **YES OR NO IMAGE
EXCHANGE CARD**

27.IEC.Y/N



Yes



No



 **THUMBS IMAGE
EXCHANGE CARD**
27.IEC.THUMB

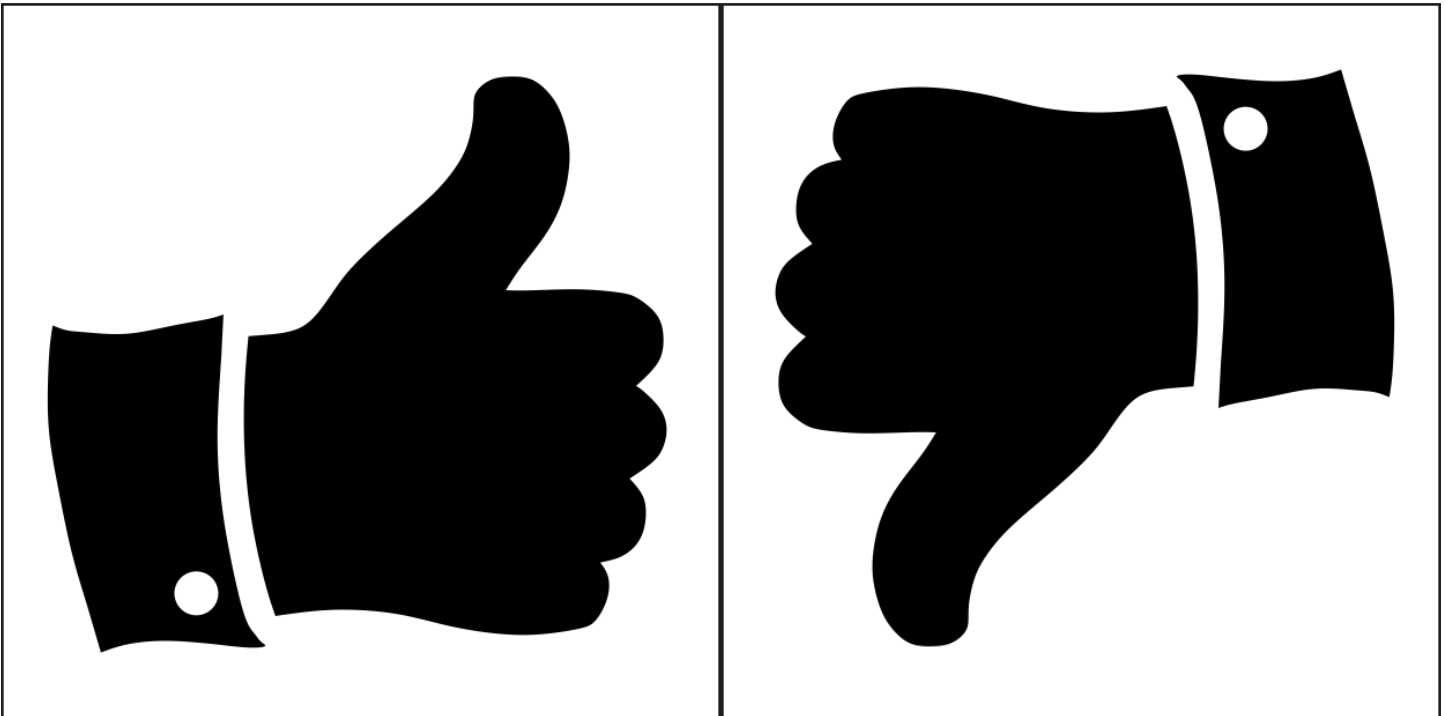
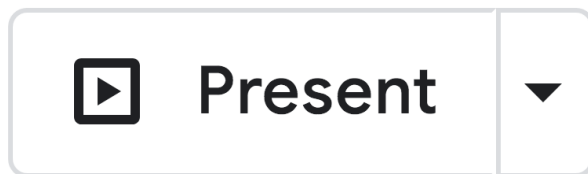




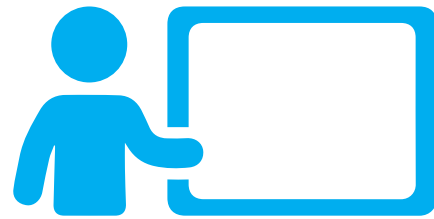
IMAGE EXCHANGE CARDS

27.IEC.IMAGE

Present Button

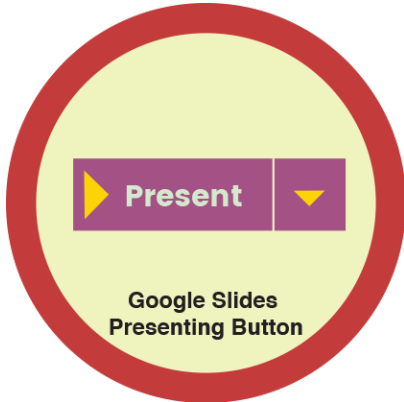
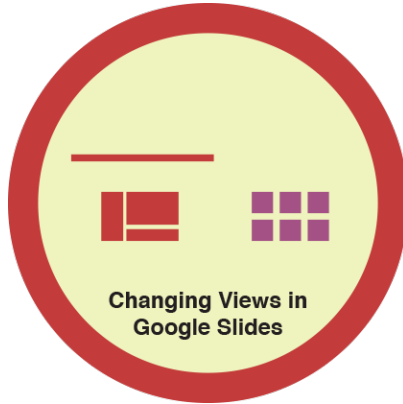
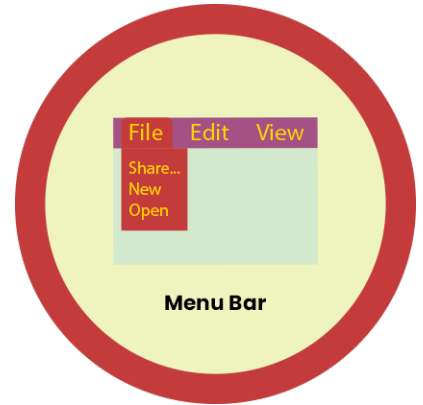
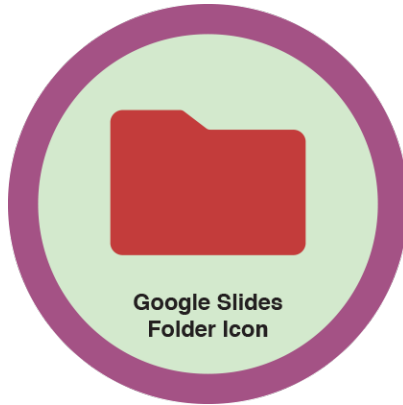
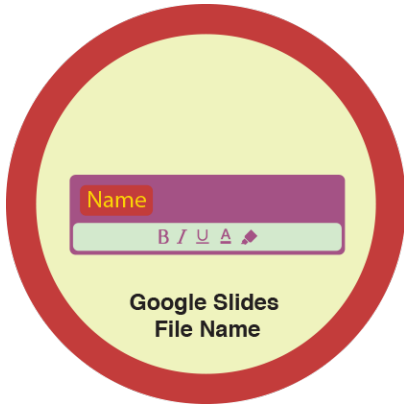


Presentation



Share Button







WORD WALL PRINTOUT

27.8.5



The Comment Icon is located at the top of your presentation next to the Collaborator Bubbles. Comments that are created are located in the right margin.



DIFFERENTIATION

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



T1

FIND THE MESSAGES

EXIT TICKET | 27.8.6.1

Directions: Circle the Message Icon and the comment in the margin. What does the message say? Write your answer 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 Lancer Morris

2 Learning to Work with a Team

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.

Daniel Colon
3:19 PM Today
Resolve

I think we may want to expand on these lessons learned.

Click to add speaker notes



T2 FIND THE MESSAGES

EXIT TICKET | 27.8.6.2

Directions: Circle or point to the Message Icon and the comment in the margin. What does the message say? Circle the correct answer in the multiple choice question.

1. What does the message say?

- Working with a team required me to change how I saw critique
- Learning to work with a team
- I think we may want to expand on these lessons learned
- None of the above



T3 TRACE 'N' LEARN

EXIT TICKET | 27.8.6.3

Comments in Google Slides

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MY DIGITABILITY EARNINGS TRACKER

Unit 27: Google Slides Interface | 27.8.7

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: