

UNIT 28: CREATING CONTENT IN GOOGLE SLIDES

LESSON 1: ACCESSING YOUR GOOGLE SLIDES

LESSON OVERVIEW

To create a presentation using Google Slides, first open your Google Drive. Click on the phrase “Google Slides” to open a new Google Slides presentation.

Time: ~30 minutes

OBJECTIVE

Student is able to use the tools in Google Slides to create, edit, and share presentations.

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 28**
5. Select **Lesson 1 - Accessing Your 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 phrase **“presentation application.”**

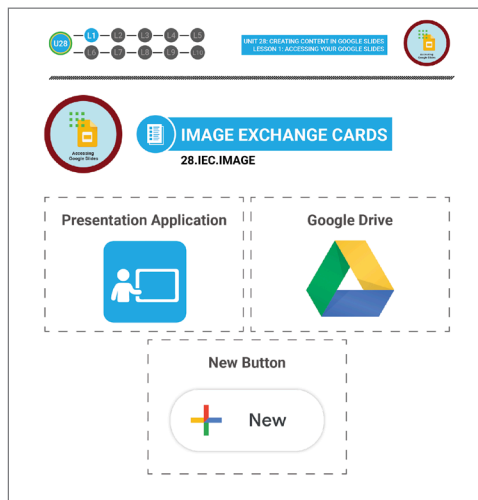
a. Google Slides is a _____.

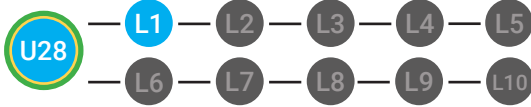
2. Have a student come up to the board to fill in the correct answer.

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



3. Distribute **28.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** [28.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [28.1.DollarTracker]

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



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.

+\$ 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

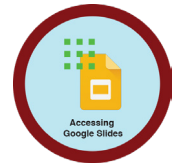
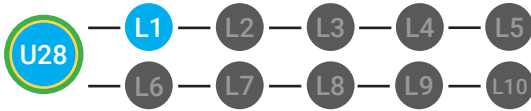
GUIDED WATCHING



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: Accessing Your Google Slides



2. Distribute **28.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** [28.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. [28.1.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

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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 words "Access, and Google Drive."*

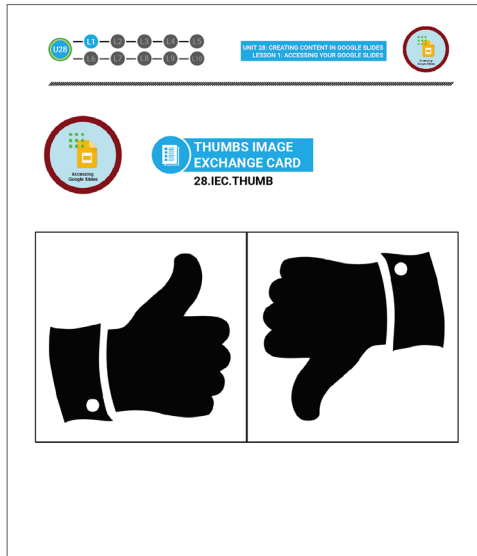
5. Ask students to give a thumbs up every time they hear and/or see the words **"Access, and Google Drive"** in the video.



6. Play video.



7. Distribute **28.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** [28.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [28.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [28.1.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 you do first in order to create a new Google Slides presentation?"*

Possible Answers: first open your Google Drive

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



2. Ask, *"For a participation dollar, what button should you press in order to create a new Google Slides presentation?"*

Possible Answers: the new button



3. Ask, *"For a participation dollar, does the 'New' Button have a dropdown menu?"*




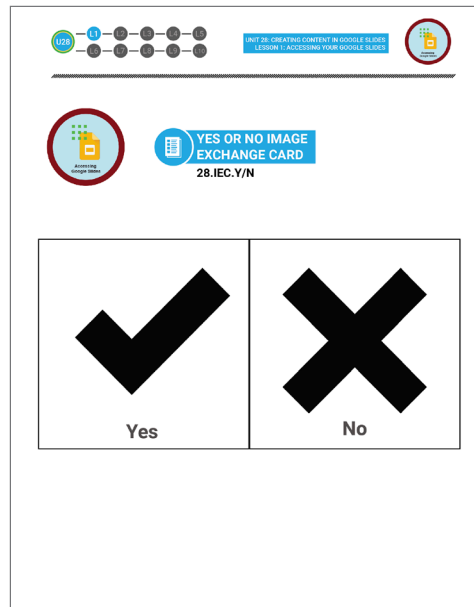
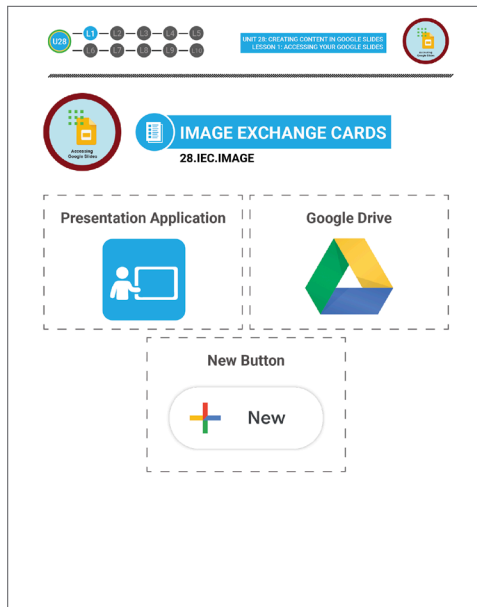
Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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 **28.IMAGE.IEC** or **Yes or No Image Exchange Cards** **28.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** [28.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**. [28.1.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

PLAY ACTIVITY VIDEO



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

Click Activity Button to Play Activity Video

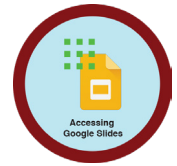
2. Student discusses with class to choose the correct answer.

a. If student chooses correct answer, have student or whole class dance.

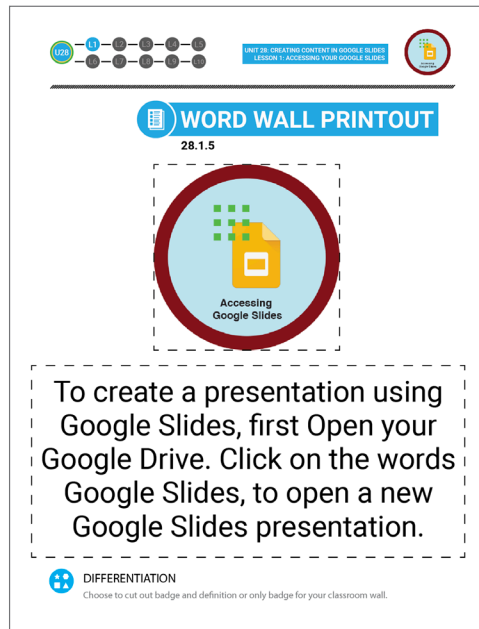
b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



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 28.1.5** Students that unlocked the badge will place the Accessing Your Google Slides 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**. [28.1.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
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Interrupting
UMAPA
Arguing

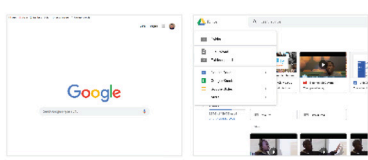
ASSESSMENT/EXIT TICKET



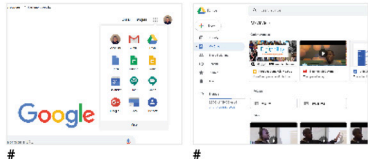
1. Distribute the **Accessing Your Google Slides** Exit Ticket 28.1.6 to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 ACCESS GOOGLE DOCS
EXIT TICKET 28.1.6.1

Directions: Write in the correct order (1-4) to access Google Slides.



#




#

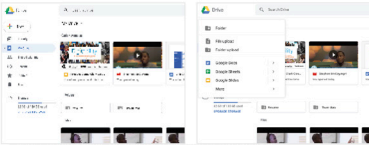
T2 ACCESS GOOGLE DOCS
EXIT TICKET 28.1.6.2

Directions: Using the images below, circle where you should click to access your Google Slides. Do this for each step of the process.

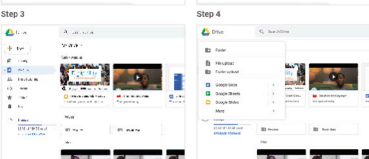
Step 1



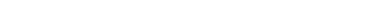
Step 2



Step 3



Step 4



T3 TRACE 'N' LEARN
EXIT TICKET 28.1.6.3

Accessing Your Google Slides

To create a presentation using Google Slides, first open your Google Drive. Click on the words Google Slides, to open a new Google Slides presentation.



DIFFERENTIATION

T1

Using Tier 1 Intro to **Access Google Docs** Exit Ticket [28.1.6.1], student writes in the correct order (1-4) to access Google Slides.

T2

Student has option to complete **Access Google Docs** Exit Ticket [28.1.6.2] or **Trace 'n' Learn card** Exit Ticket [28.1.6.3].

T3

Student completes **Trace 'n' Learn card** Exit Ticket [28.1.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [28.1.DollarTracker]

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

+\$ SUCCESSFUL

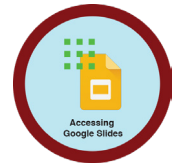
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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



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

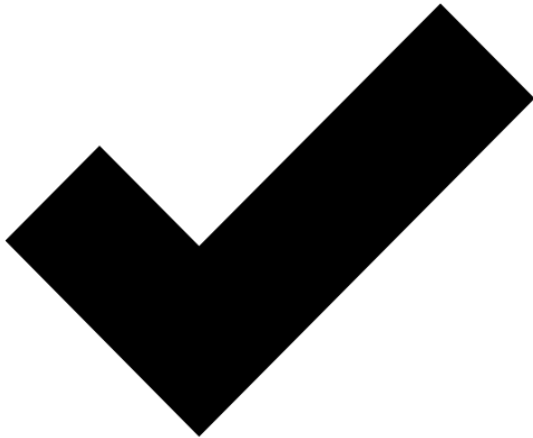
EX:
Sam



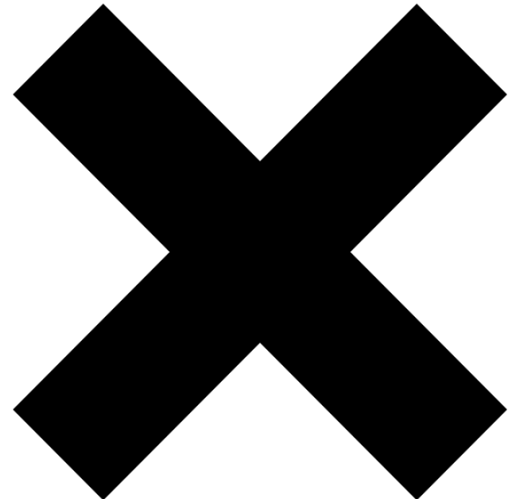


YES OR NO IMAGE EXCHANGE CARD

28.IEC.Y/N



Yes



No



THUMBS IMAGE EXCHANGE CARD

28.IEC.THUMB

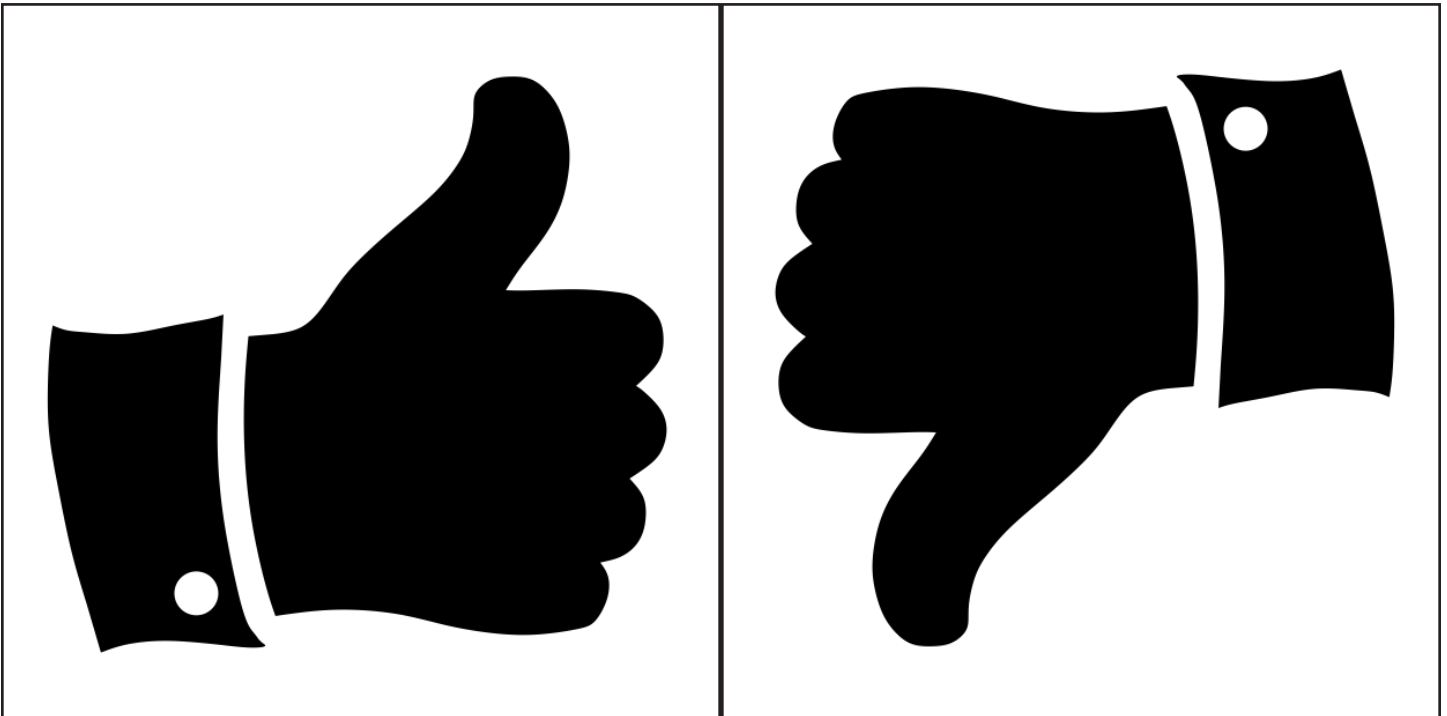
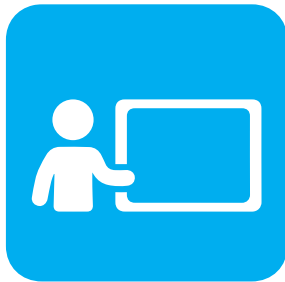




IMAGE EXCHANGE CARDS

28.IEC.IMAGE

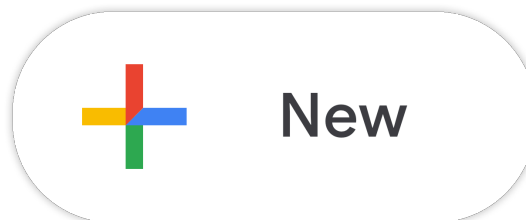
Presentation Application

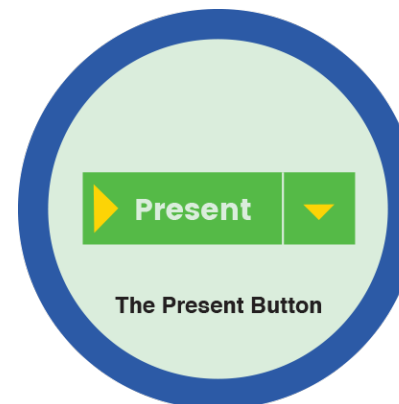
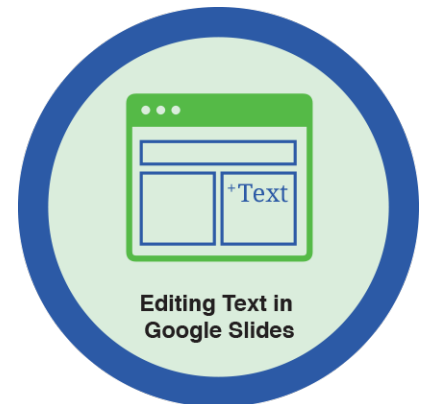
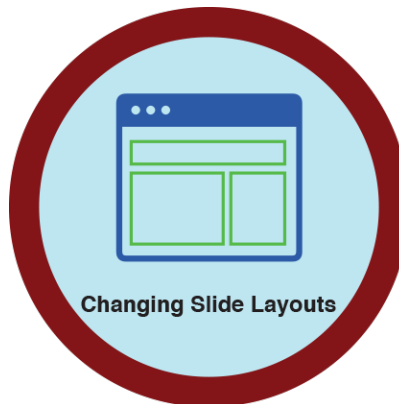
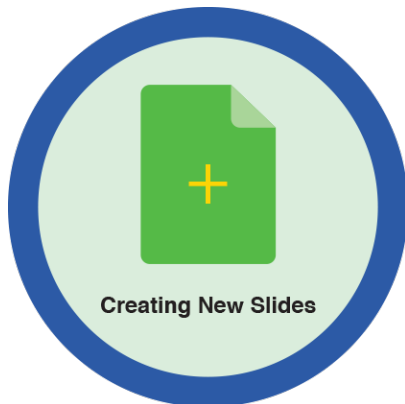


Google Drive



New Button







WORD WALL PRINTOUT

28.1.5

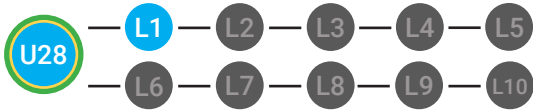


To create a presentation using Google Slides, first open your Google Drive. Click on the phrase “Google Slides” to open a new Google Slides presentation.



DIFFERENTIATION

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

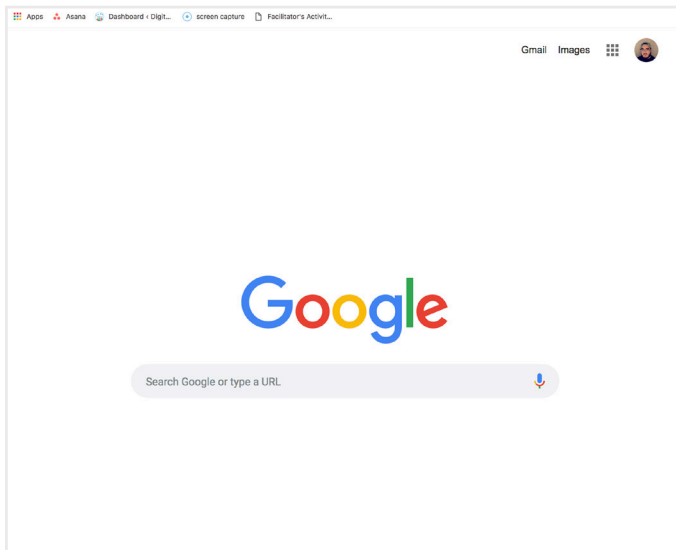


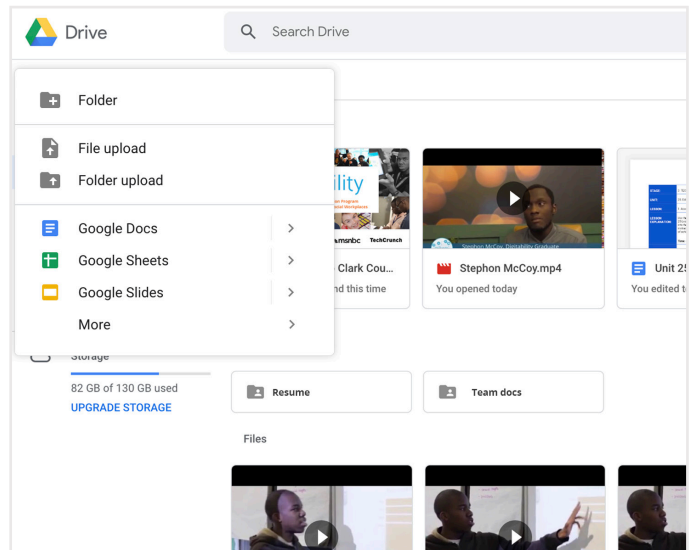
T1

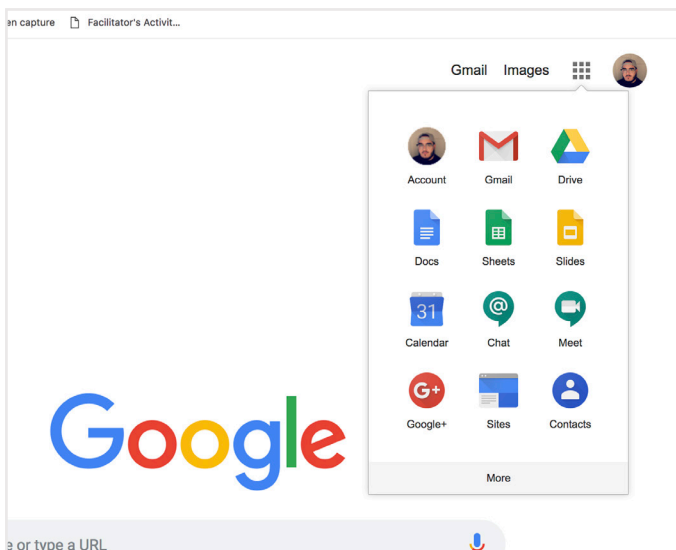
ACCESS GOOGLE DOCS

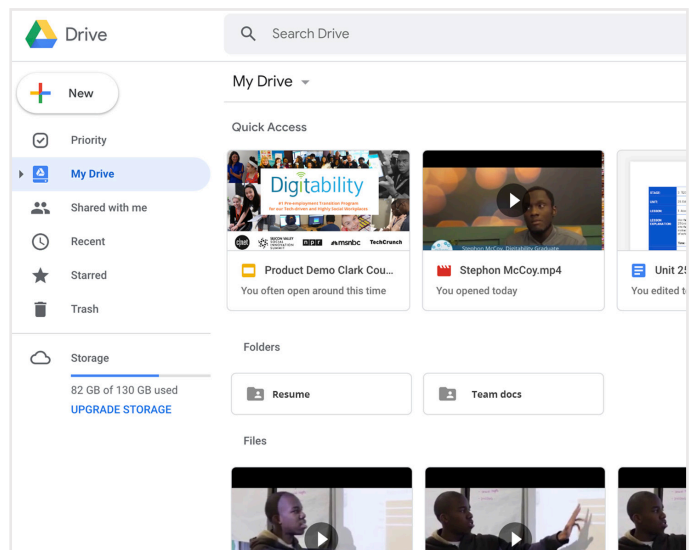
EXIT TICKET | 28.1.6.1

Directions: Write in the correct order (1-4) to access Google Slides.











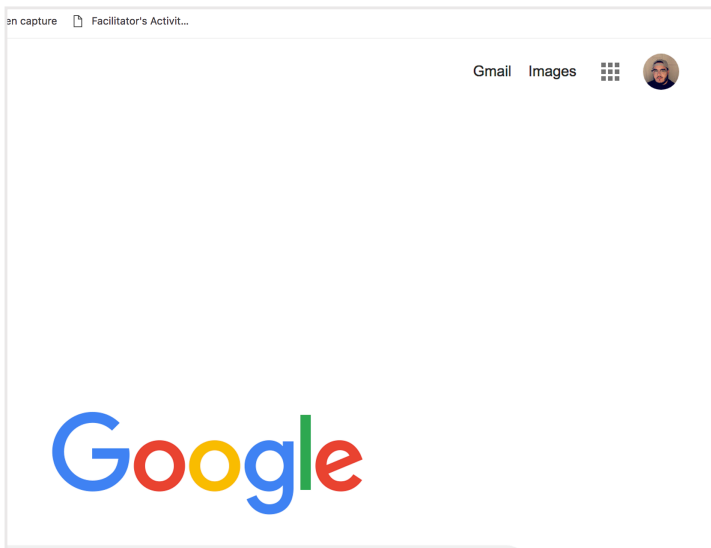
T2

ACCESS GOOGLE DOCS

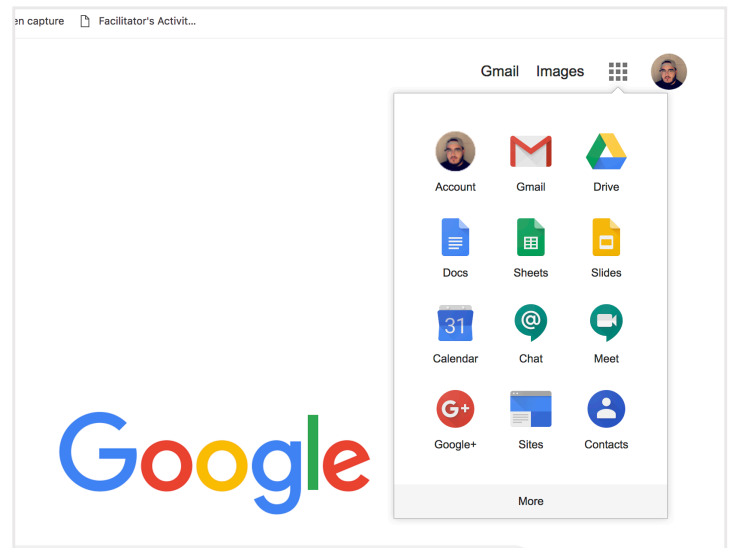
EXIT TICKET | 28.1.6.2

Directions: Using the images below, circle where you should click to access your Google Slides. Do this for each step of the process.

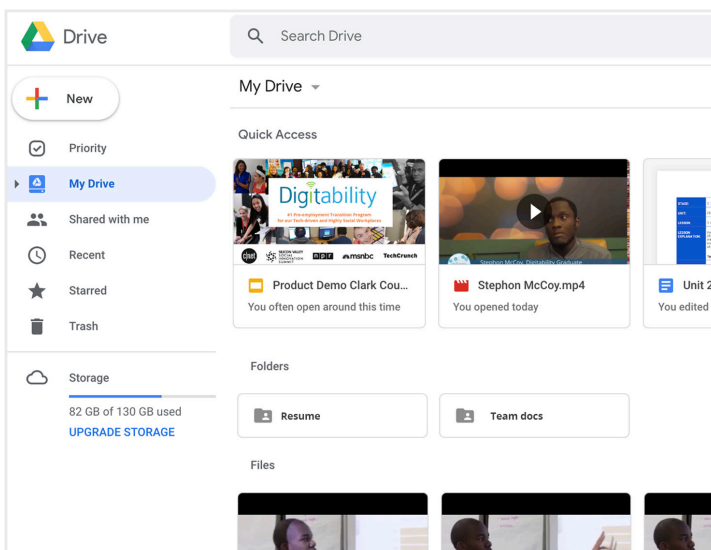
Step 1



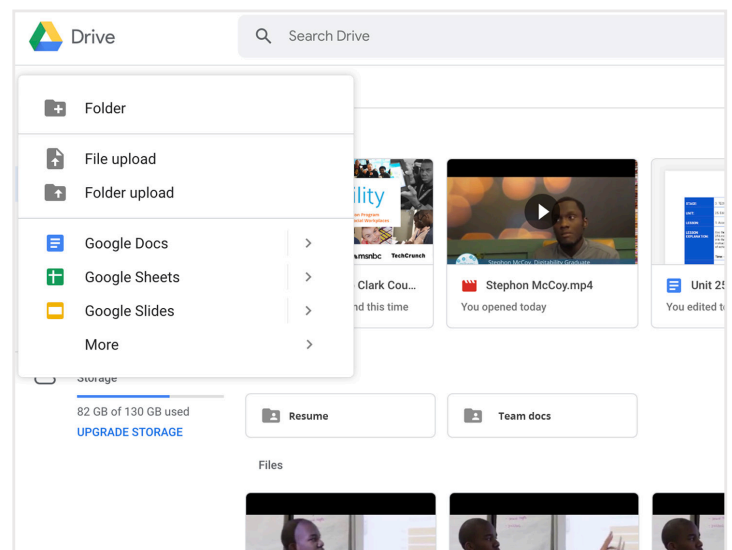
Step 2



Step 3



Step 4





T3

TRACE 'N' LEARN

EXIT TICKET | 28.1.6.3

Accessing Your Google Slides

To create a presentation using Google Slides, first open your Google Drive.

Click on the phrase "Google Slides" to open a new Google Slides presentation.



MY DIGITABILITY EARNINGS TRACKER

Unit 28: Created Content in Google Slides | 28.1.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: Accessing Your Google Slides		
LESSON 2: Naming Your Google Slides file		
LESSON 3: Choosing a Theme		
LESSON 4: Creating New Slides		
LESSON 5: Changing Slide Layouts		
LESSON 6: Editing Text in Google Slides		
LESSON 7: Adding Images in Google Slides		
LESSON 8: The Present Button in Google Slides		
LESSON 9: Collaborating in Your Google Slides		
LESSON 10: Collaborating in Your Google Slides		

TOTAL DOLLARS EARNED: