



UNIT 28: CREATING CONTENT IN GOOGLE SLIDES LESSON 10: CREATING CONTENT IN GOOGLE SLIDES MASTER BADGE

LESSON OVERVIEW

To create a presentation using Google Slides, first open your Google Drive. Click on the phrase “Google Slides” to open a new presentation. You can name your Google Slides presentation to help you stay organized! You can scroll through the Theme Menu and choose a theme. You can use the New Slide Icon to create a slide in Google Slides. You can edit slide layouts using the Layout Icon in Google Slides. To add text, click in the Text Box and begin typing on the keyboard. To add images to a slide, first, click the Image Icon. Then, click on the Presentation Button when you are ready to showcase your Google Slides presentation. Sharing your presentation in Google Slides can help you get feedback from your peers or colleagues.

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 10 - Creating Content in Google Slides Master Badge**

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 **“feedback,” “peers,”** and **“colleagues.”**

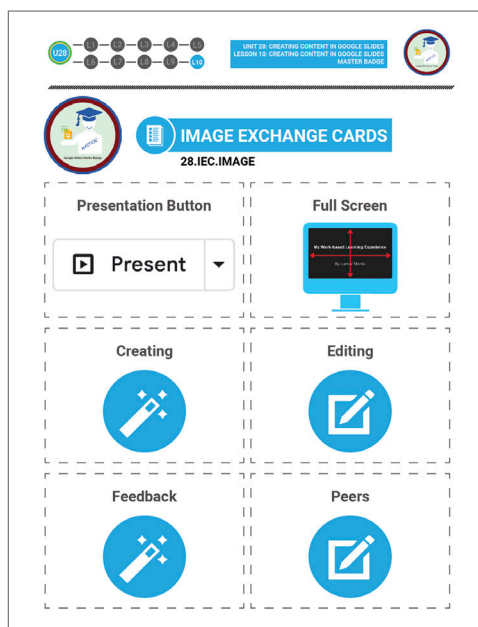
a. “Sharing your presentation in Google Slides can help you get _____ from your _____ and _____.”

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**. [28.10.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



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.

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..."

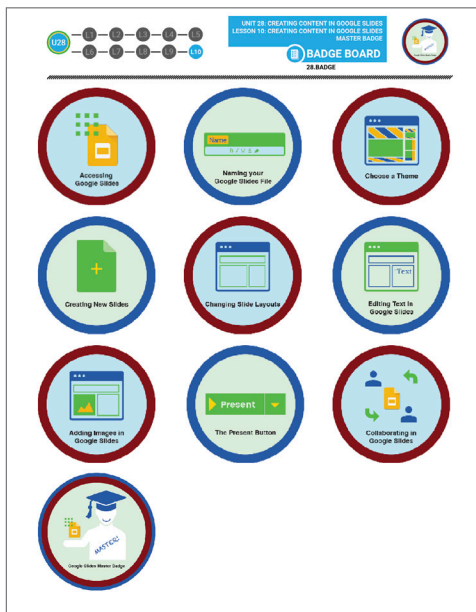


1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*

Answer: Creating Content in Google Slides Master Badge



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**. [28.10.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



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 you learned in this unit"*

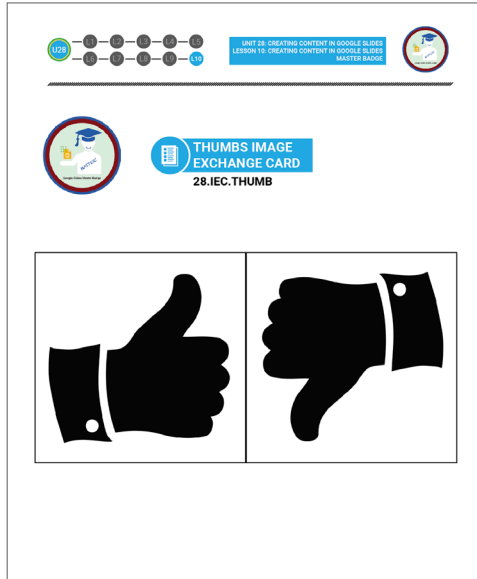
5. Ask students to give a thumbs up every time they hear and/or see the words you learned in this unit in the video



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**. [28.10.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 should click in order to name your presentation?"*

Possible Answers: the word "Untitled" in the top left corner of Google Drive



2. Ask, *"For a participation dollar, what do you do in order to apply a theme to your presentation?"*

Possible Answers: click it



3. Ask, *"For a participation dollar, what is the first step in order to add text to your Google Slides?"*

Possible Answers: click in the Text Box and begin typing on the keyboard



4. Ask, *"For a participation dollar, will you be able to edit your presentation after using the Presentation View?"*



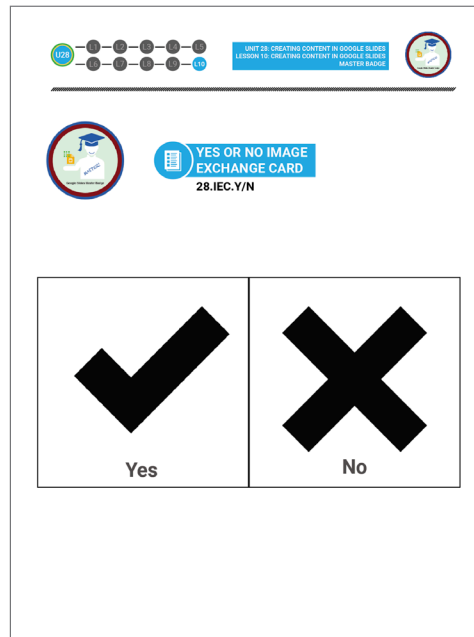
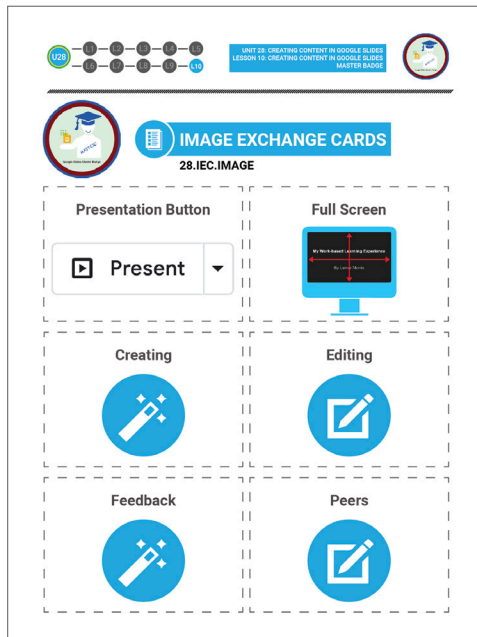
Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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."



5. 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**. [28.10.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 Creating Content in Google Slides Master 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.

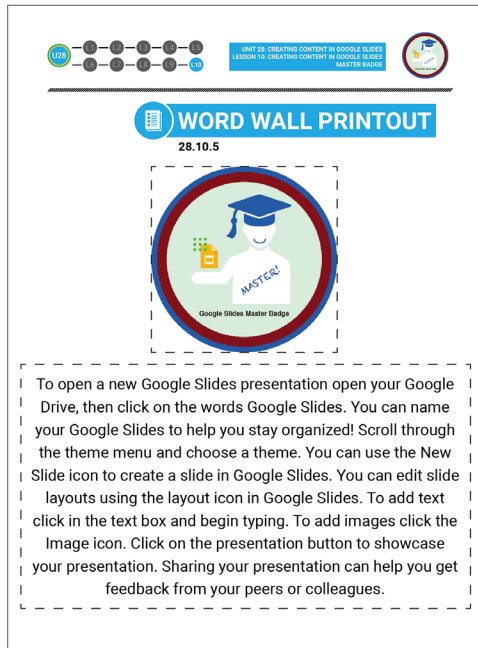
b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



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 28.10.5** Students that unlocked the badge will place the Creating Content in Google Slides Master Badge 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**. [28.10.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."

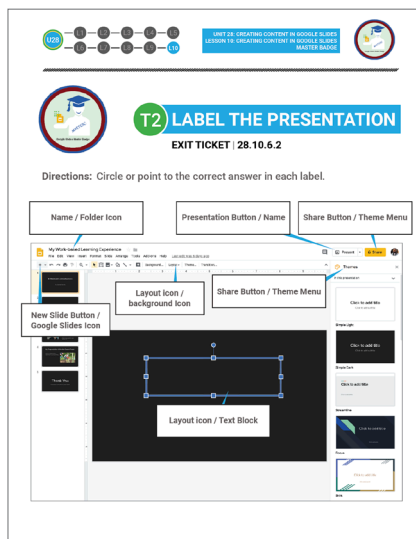
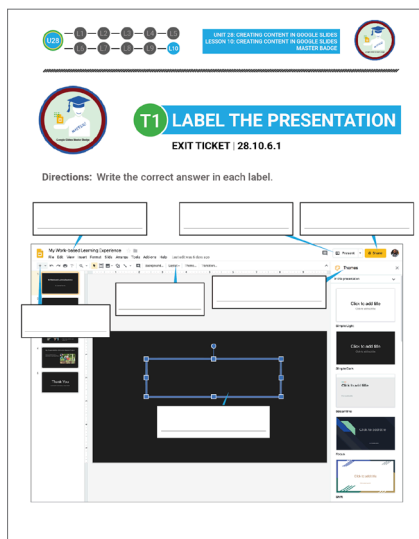
Participation/Contribution
Sharing/Helping
Greeting a Guest
Following Directions/Staying on Task
Encouraging

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

ASSESSMENT/EXIT TICKET



1. Distribute the **Creating Content In Google Slides Master Badge** Exit Ticket **28.10.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.





DIFFERENTIATION

- T1** Using Tier 1 **Label The Presentation** Exit Ticket [28.10.6.1], student writes the correct answer in each label.
- T2** Using Tier 2 **Label The Presentation** Exit Ticket [28.10.6.2], student circles or points to the correct answer in each label.
- T3** Using Tier 2 **Label The Presentation** Exit Ticket [28.10.6.2], student circles or points to the correct answer in each label.



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. **[28.10.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

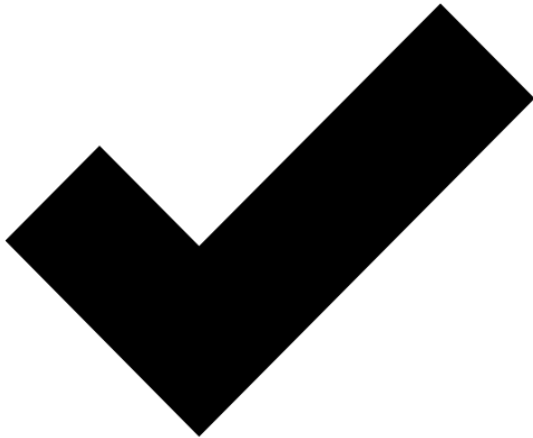
EX:
Sam



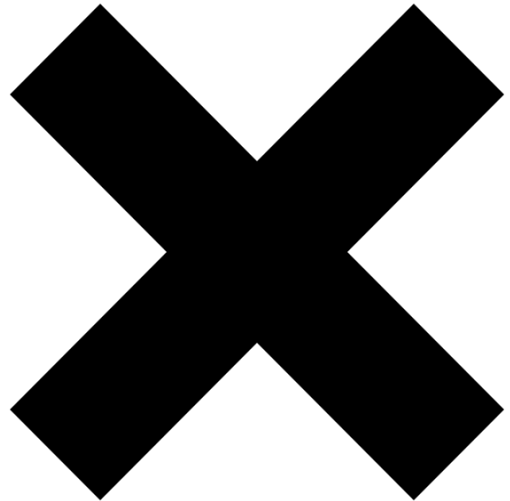


YES OR NO IMAGE EXCHANGE CARD

28.IEC.Y/N



Yes



No



THUMBS IMAGE EXCHANGE CARD

28.IEC.THUMB

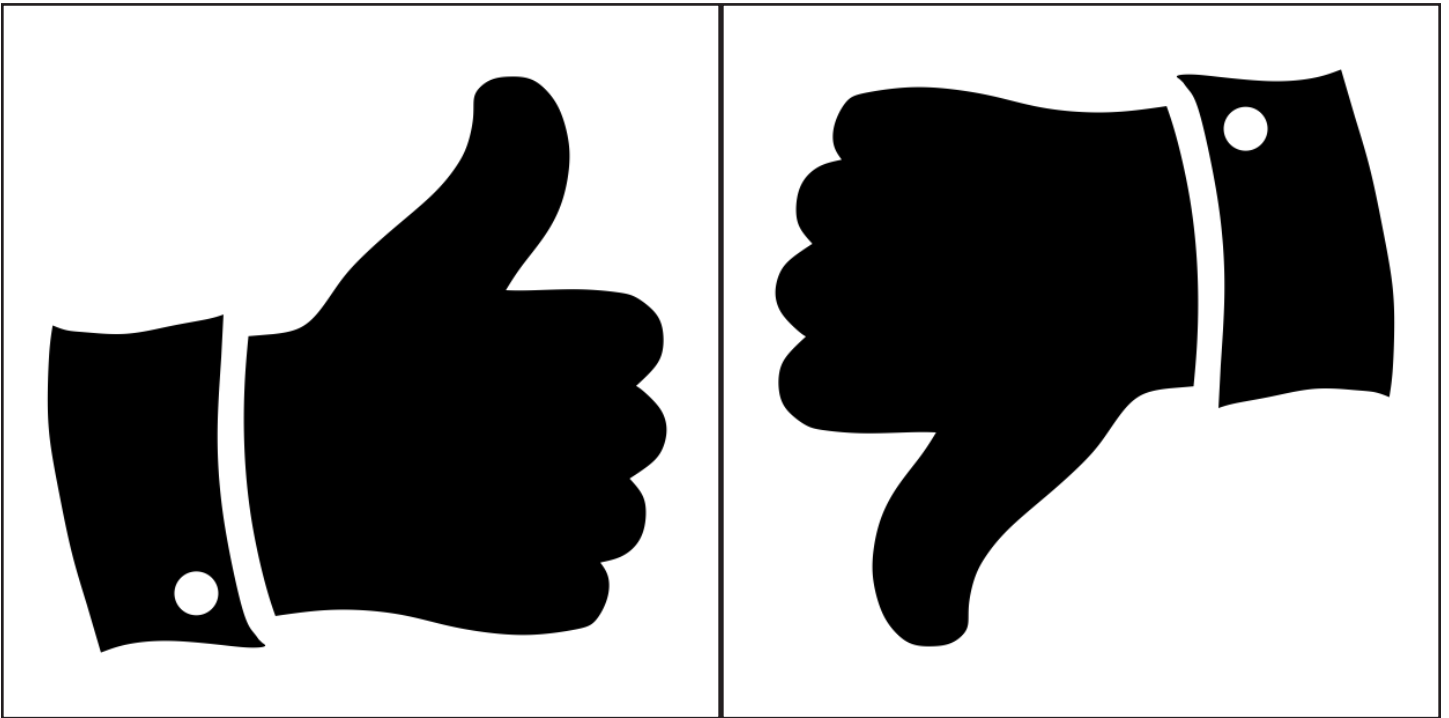




IMAGE EXCHANGE CARDS

28.IEC.IMAGE

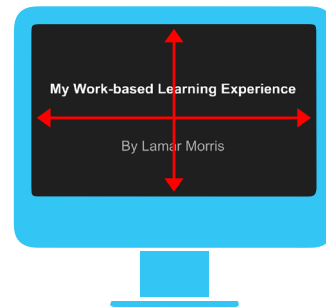
Presentation Button



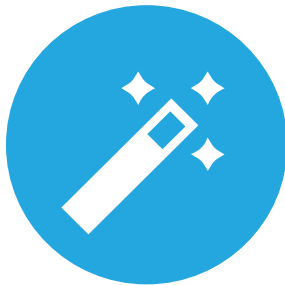
Present



Full Screen



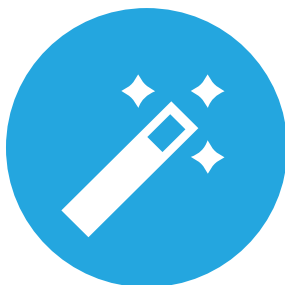
Creating



Editing



Feedback



Peers





Colleagues



Images

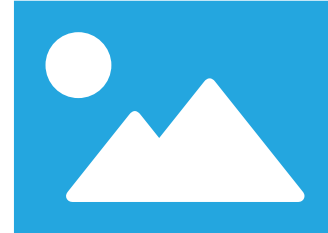


Image Icon



Toolbar



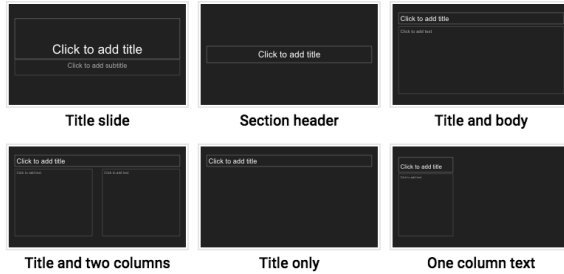
Edit



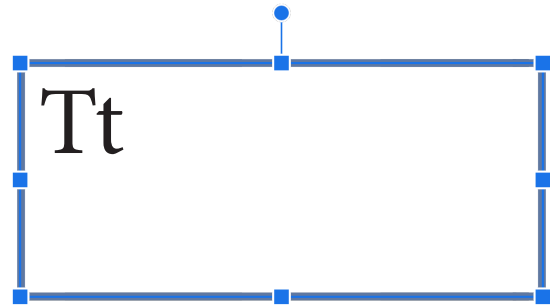
Layout Icon



Slide Layouts



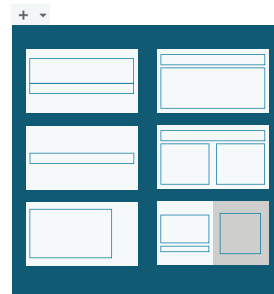
Text Box



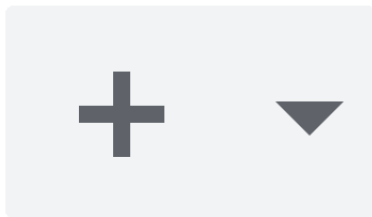
Typing



Dropdown Menu



New Slide Button

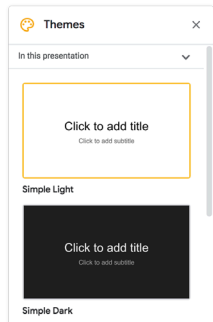


New Slide Layout Button





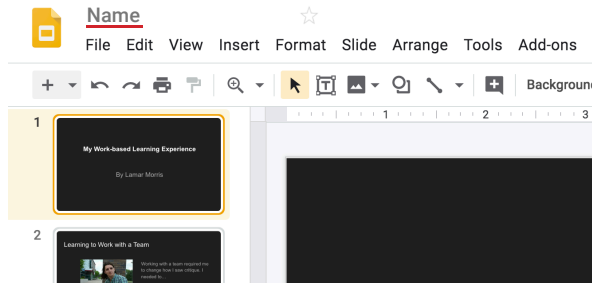
Theme Menu



Theme



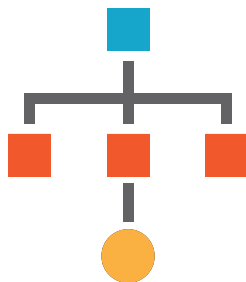
Name



Google Slides



Organized

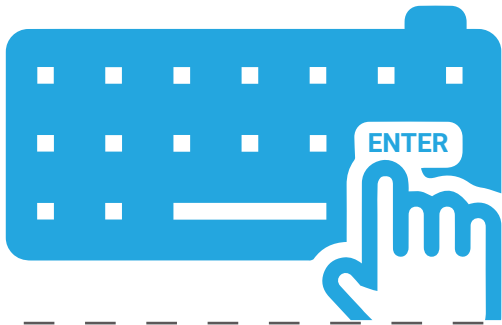


Design Your Presentation

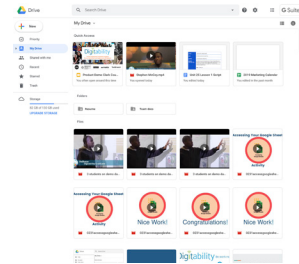




Click Enter



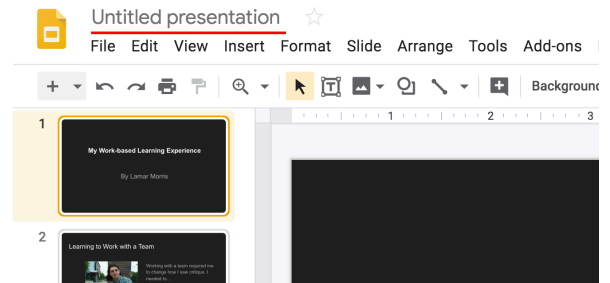
Google Drive



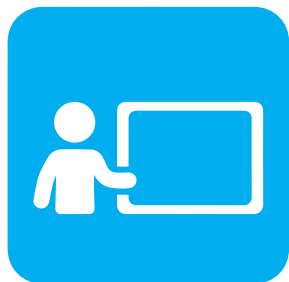
Google Slides



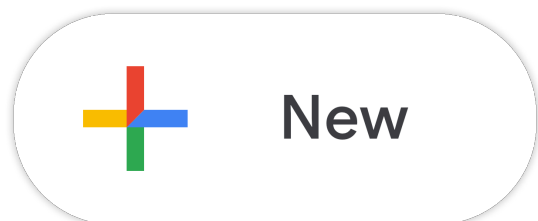
Untitled

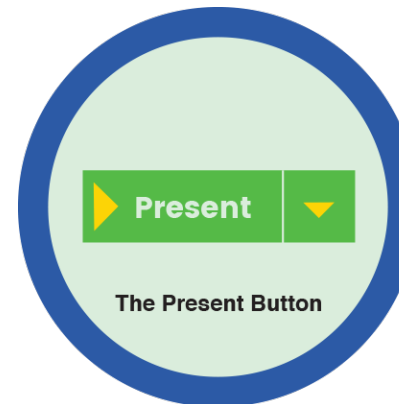
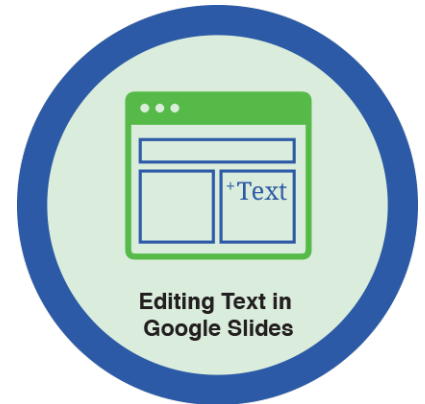
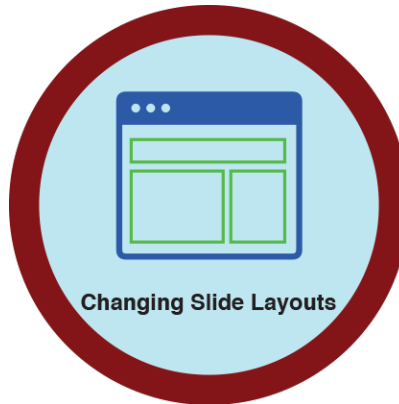
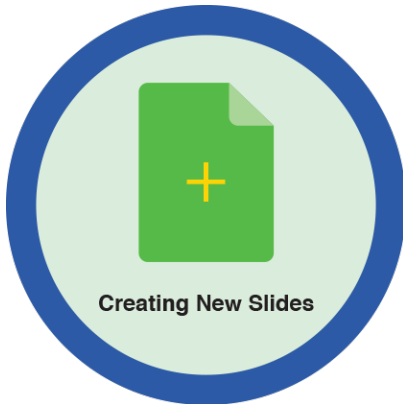


Presentation Application



New Button







WORD WALL PRINTOUT

28.10.5



To create a presentation using Google Slides, first open your Google Drive. Click on the phrase “Google Slides” to open a new presentation. You can name your Google Slides presentation to help you stay organized! You can scroll through the Theme Menu and choose a theme. You can use the New Slide Icon to create a slide in Google Slides. You can edit slide layouts using the Layout Icon in Google Slides. To add text, click in the Text Box and begin typing on the keyboard. To add images to a slide, first, click the Image Icon. Then, click on the Presentation Button when you are ready to showcase your Google Slides presentation. Sharing your presentation in Google Slides can help you get feedback from your peers or colleagues.



T1 LABEL THE PRESENTATION

EXIT TICKET | 28.10.6.1

Directions: Write the correct answer in each label.

The screenshot shows the Google Slides interface for a presentation titled "My Work-based Learning Experience". The interface includes a top menu bar (File, Edit, View, Insert, Format, Slide, Arrange, Tools, Add-ons, Help), a toolbar with icons for undo, redo, search, and various editing tools, and a sidebar on the right with a "Themes" panel. The main workspace displays a slide with a dark background and a white rectangular area. The sidebar on the left shows a list of slides, including "My Work-based Learning Experience", "My Responsibilities Within the Garden Project", and "Thank You". The "Themes" panel on the right lists several themes: Simple Light, Simple Dark, Streamline, and Focus. The interface is annotated with several empty rectangular boxes for labeling, connected by lines to specific components: three boxes at the top point to the top menu bar, the toolbar, and the "Present" button; a box on the left points to the slide list; a box in the center points to the main workspace; a box on the right points to the "Themes" panel; and a box at the bottom points to the slide content area.



T2

LABEL THE PRESENTATION

EXIT TICKET | 28.10.6.2

Directions: Circle or point to the correct answer in each label.

Name / Folder Icon

Presentation Button / Name

Share Button / Theme Menu

The screenshot shows the Google Slides interface with the following labels:

- Name / Folder Icon:** Points to the presentation title "My Work-based Learning Experience" and the folder icon.
- Presentation Button / Name:** Points to the "Present" button.
- Share Button / Theme Menu:** Points to the "Share" button.
- Layout icon / background Icon:** Points to the "Layout" button in the top toolbar.
- Share Button / Theme Menu:** Points to the "Themes" button in the top right corner.
- New Slide Button / Google Slides Icon:** Points to the "+" button in the top left corner.
- Layout icon / Text Block:** Points to the "Text" layout icon in the bottom right corner of the slide.



MY DIGITABILITY EARNINGS TRACKER

Unit 28: Created Content in Google Slides | 28.10.7

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: