

## UNIT 28: CREATING CONTENT IN GOOGLE SLIDES

### LESSON 2: NAMING YOUR GOOGLE SLIDES FILE

#### LESSON OVERVIEW

You can name your Google Slides to help you stay organized!

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 2 - Naming Your Google Slides File**

#### 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 word **“create,” “Google Slides”** and **“Google Drive.”**

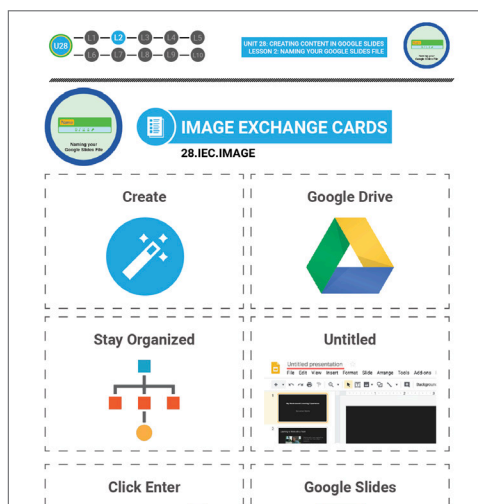
a. To \_\_\_\_\_ a presentation using \_\_\_\_\_, first open your \_\_\_\_\_. Click on the phrase **“Google Slides”** to open a new Google Slides presentation.

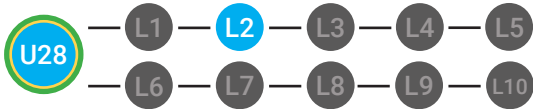
2. Have a student come up to the board to fill in the correct answer.

**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**. [28.2.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



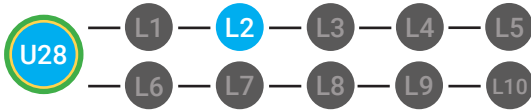
Call out earnings to the class, "[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



**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.




## UNIT 28: CREATING CONTENT IN GOOGLE SLIDES LESSON 2: NAMING YOUR GOOGLE SLIDES FILE

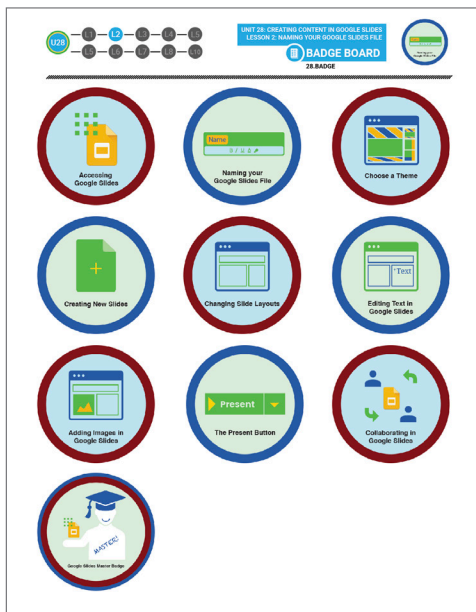


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

**Answer:** Naming Your Google Slides File

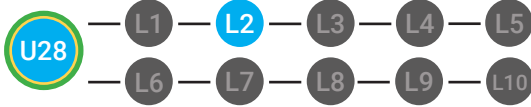


2. Distribute **28.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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. [28.2.DollarTracker]**

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

+\$ SUCCESSFUL	-\$ PROBLEMATIC
<i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i>	<i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i>



**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.

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




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 "Name," "Google Drive" and "Google Slides."*

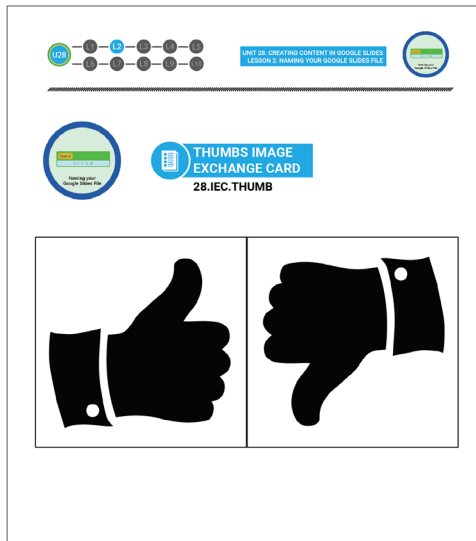
5. Ask students to give a thumbs up every time they hear and/or see the words **"Name," "Google Drive" and "Google Slides"** in the video.



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**. [28.2.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

## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me why you should name your Google Slides file?"*

**Possible Answers:** help stay organized

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



2. Ask, *"For a participation dollar, what should you click on first in order to change your file name?"*

**Possible Answers:** the word untitled



3. Ask, *"For a participation dollar, in order to save the file name you've typed into this field, what should you press?"*

**Possible Answers:** click enter on your keyboard








**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







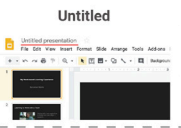
Create




Google Drive




Stay Organized



Untitled



Click Enter



Google Slides






Yes



No



## 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**. [28.2.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	-\$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	"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



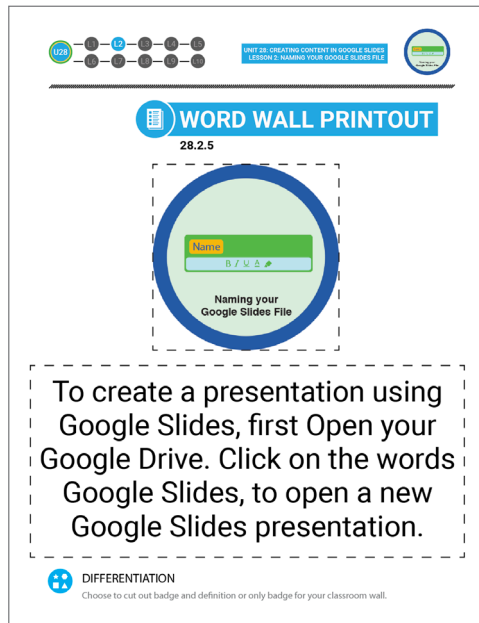
1. Ask the class, "Who would like to unlock the Naming Your Google Slides Badge for \$1?"

Click Activity Button to Play Activity Video

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



3. Distribute and cut out **Word Wall Printout 28.2.5** Students that unlocked the badge will place the Naming 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**. [28.2.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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Arguing

## ASSESSMENT/EXIT TICKET



1. Distribute the **Naming Your Google Slides Exit Ticket 28.2.6** to students. See **+\$ DIFFERENTIATION** for this activity to identify supplements needed for your students.

U28 — L1 — L2 — L3 — L4 — L5  
L6 — L7 — L8 — L9 — L10

UNIT 28: CREATING CONTENT IN GOOGLE SLIDES  
LESSON 2: NAMING YOUR GOOGLE SLIDES FILE

**T1 THE TOPIC OF THIS PRESENTATION**  
EXIT TICKET | 28.2.6.1

Directions: Circle the name of this Google presentation. According to the name of this presentation, what is the topic of this presentation?

My Work-based Learning Experience

Learning to Work with a Team

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

1. Changing how I saw critique

2. Learning to Work with a Team

3. Work-based Learning Experience

4. None of the above

U28 — L1 — L2 — L3 — L4 — L5  
L6 — L7 — L8 — L9 — L10

UNIT 28: CREATING CONTENT IN GOOGLE SLIDES  
LESSON 2: NAMING YOUR GOOGLE SLIDES FILE

**T2 THE TOPIC OF THIS PRESENTATION**  
EXIT TICKET | 28.2.6.2

Directions: Circle the name of this Google Presentation. Circle the correct topic of this Presentation according to the name of this Presentation.

My Work-based Learning Experience

Learning to Work with a Team

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

1. Changing how I saw critique

2. Learning to Work with a Team

3. Work-based Learning Experience

4. None of the above

U28 — L1 — L2 — L3 — L4 — L5  
L6 — L7 — L8 — L9 — L10

UNIT 28: CREATING CONTENT IN GOOGLE SLIDES  
LESSON 2: NAMING YOUR GOOGLE SLIDES FILE

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 28.2.6.3

Naming Google Slides File

You can name your Google Slides to help you stay organized!



## DIFFERENTIATION

- T1** Using Tier 1 Intro to **Access Google Docs** Exit Ticket [28.2.6.1], student writes in the correct order (1-4) to access Google Slides.
- T2** Student has option to complete **Access Google Docs** Exit Ticket [28.2.6.2] or **Trace 'n' Learn card** Exit Ticket [28.2.6.3].
- T3** Student completes **Trace 'n' Learn card** Exit Ticket [28.2.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [28.2.DollarTracker]

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

### +\$ SUCCESSFUL

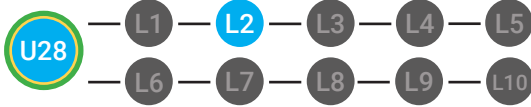
*"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."*

### -\$ PROBLEMATIC

*"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."*

Participation/Contribution  
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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

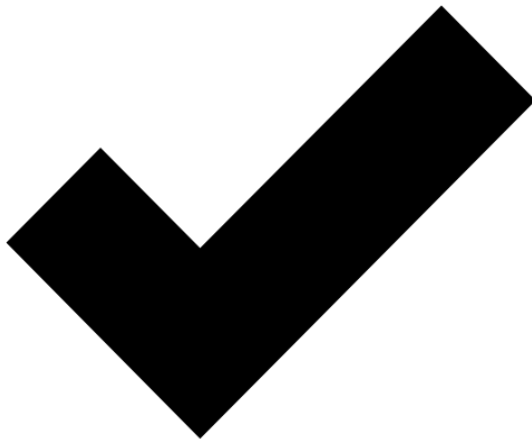
EX:  
Sam



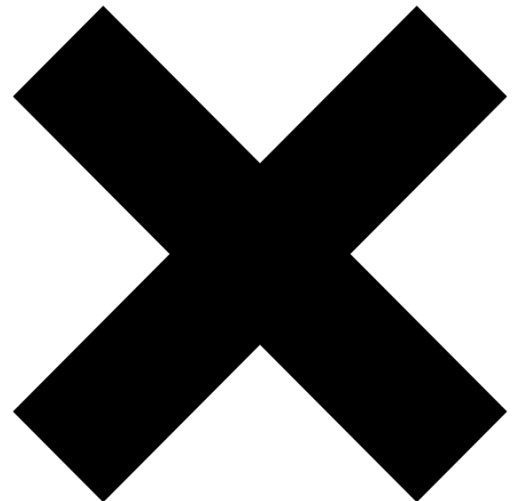


## YES OR NO IMAGE EXCHANGE CARD

28.IEC.Y/N



Yes

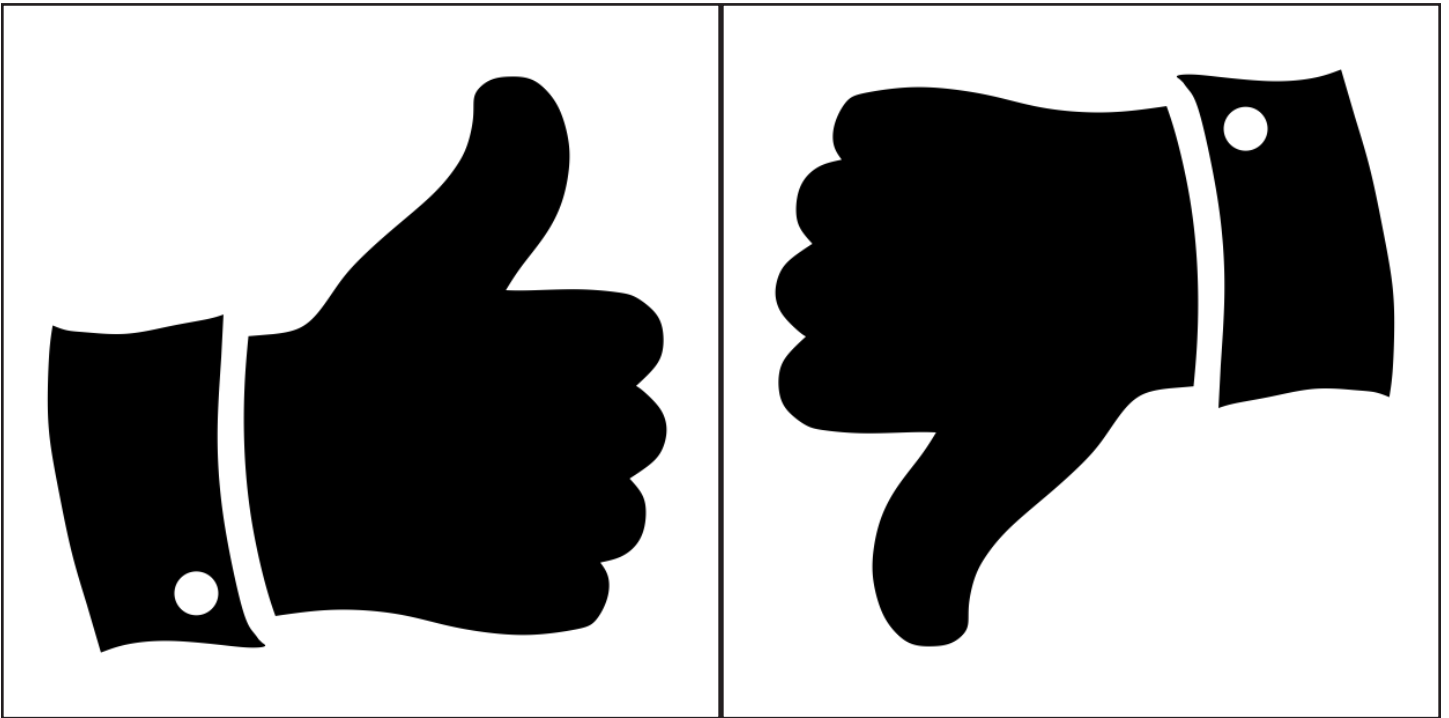


No



## THUMBS IMAGE EXCHANGE CARD

28.IEC.THUMB



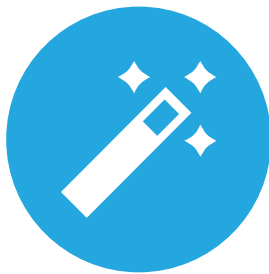




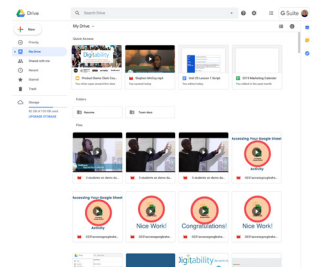
## IMAGE EXCHANGE CARDS

28.IEC.IMAGE

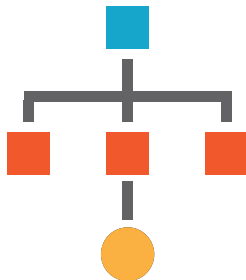
Create



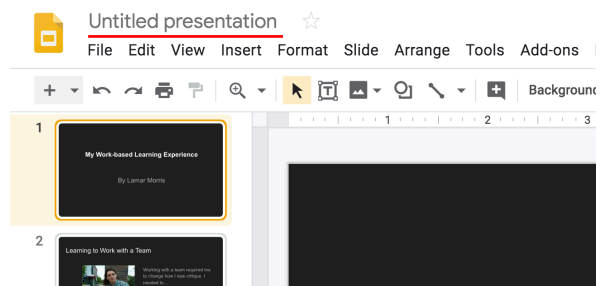
Google Drive



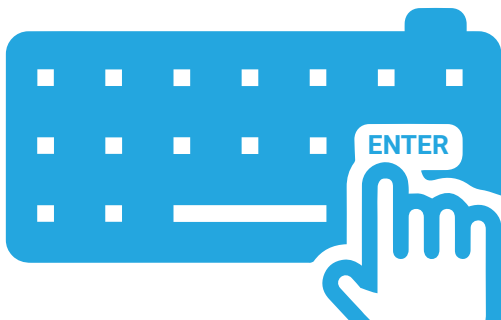
Stay Organized



Untitled

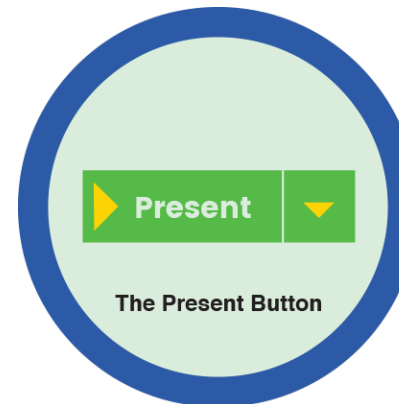
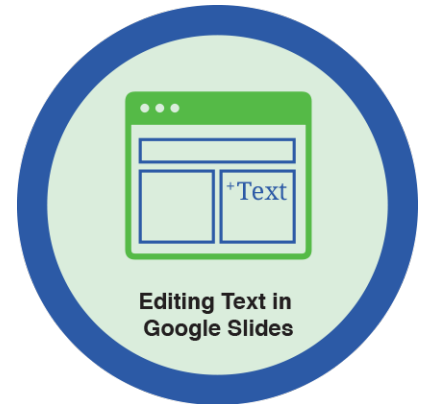
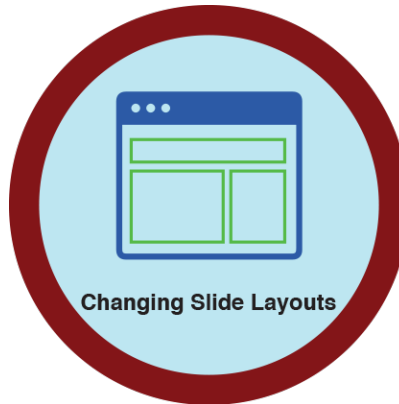
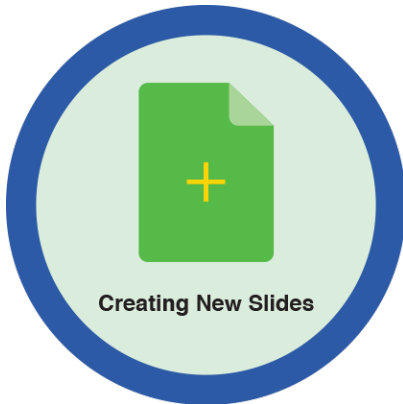


Click Enter



Google Slides







# WORD WALL PRINTOUT

28.2.5



You can name your Google Slides  
to help you stay organized!



## DIFFERENTIATION

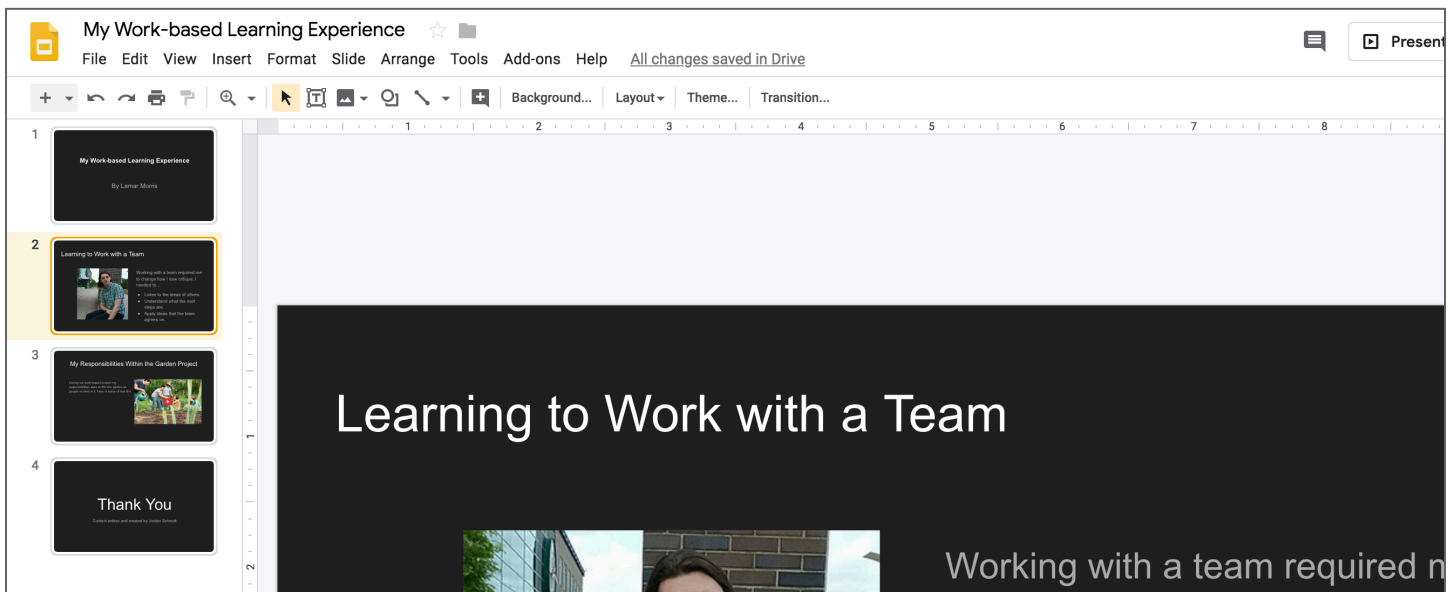
Choose to cut out badge and definition or only badge for your classroom wall.



# T1 THE TOPIC OF THIS PRESENTATION

## EXIT TICKET | 28.2.6.1

**Directions:** Circle the name of this Google presentation. According to the name of this presentation, what is the topic of this presentation?




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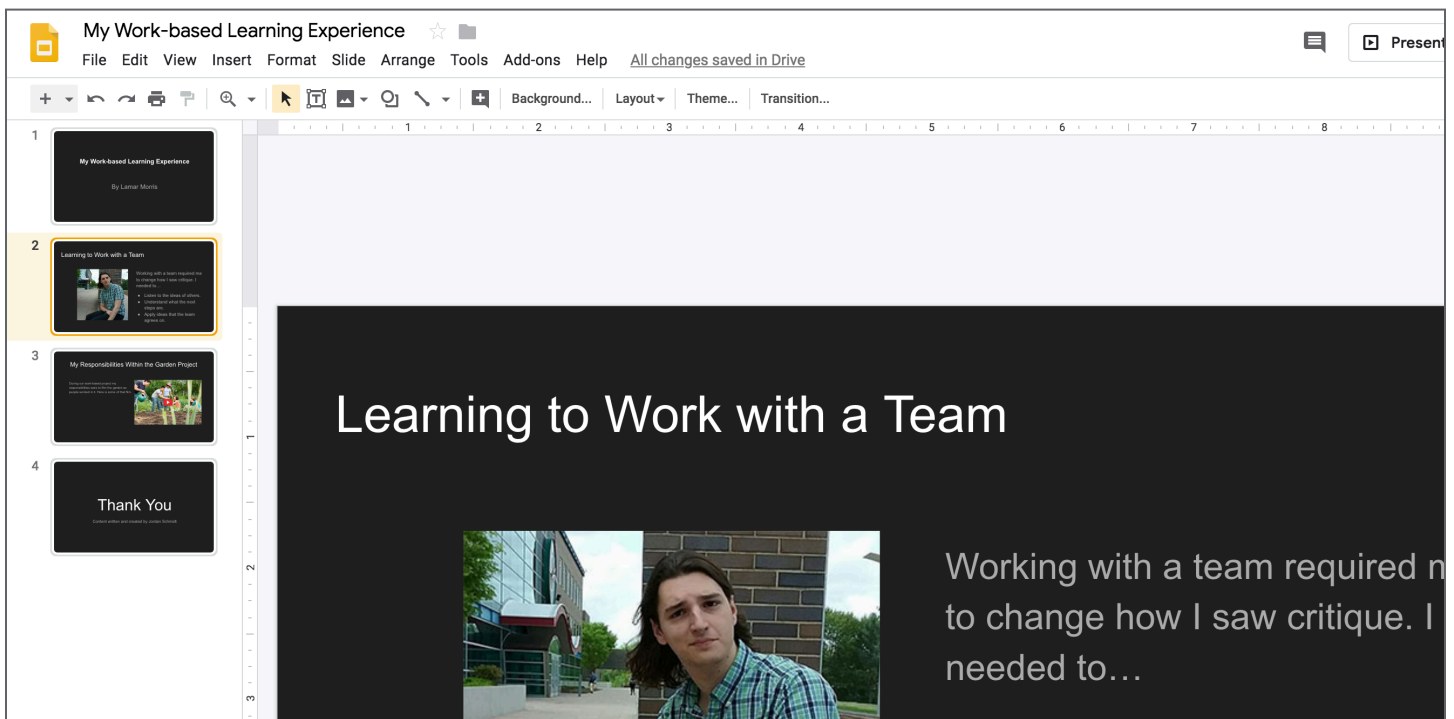
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## T2 THE TOPIC OF THIS PRESENTATION

EXIT TICKET | 28.2.6.2

**Directions:** Circle the name of this Google Presentation. Circle the correct topic of this Presentation according to the name of this Presentation.



1. Changing how I saw critique
2. Learning to Work with a Team
3. Work-based Learning Experience
4. None of the above



T3

TRACE 'N' LEARN

EXIT TICKET | 28.2.6.3

Naming Google  
Slides File

You can name  
your Google  
Slides to  
help you stay  
organized!



## MY DIGITABILITY EARNINGS TRACKER

### Unit 28: Created Content in Google Slides | 28.2.7

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

**Name:** \_\_\_\_\_

**DATE:**

**DOLLARS EARNED:**

**LESSON 1:**

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:**