



## UNIT 28: CREATING CONTENT IN GOOGLE SLIDES LESSON 3: CHOOSING A THEME

### LESSON OVERVIEW

You can scroll through the Theme Menu and choose a theme. When you click on the theme, it will be applied to your 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 3 - Choosing a Theme**

### 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 **“name,” “Google Slides,”** and **“organized.”**

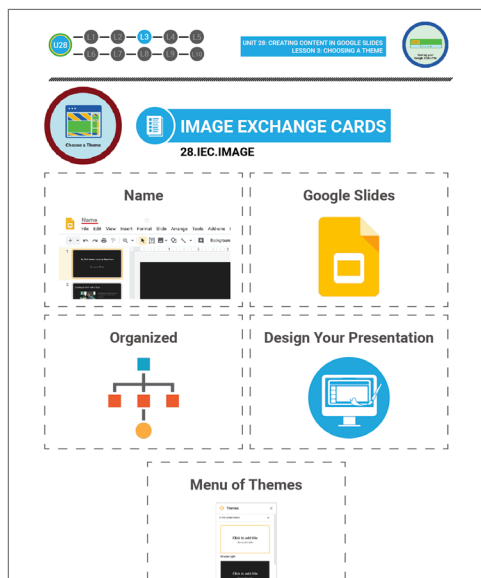
a. You can \_\_\_\_ your \_\_\_\_\_ to help you stay \_\_\_\_\_!

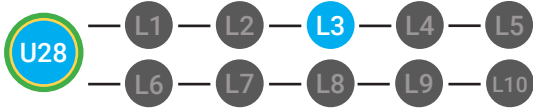
2. Have a student come up to the board to fill in the correct answer.

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**. [28.3.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



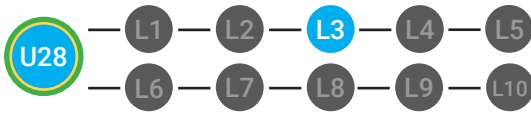
Call out earnings to the class, "[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



**Pro tip:** 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:** Choosing a Theme



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**. [28.3.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



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

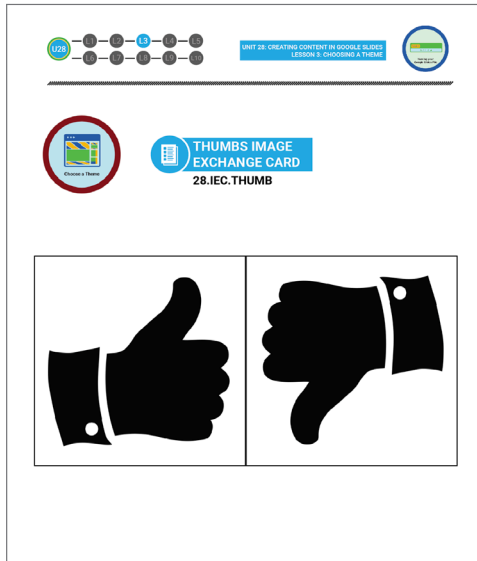
5. Ask students to give a thumbs up every time they hear and/or see the words **"Name," "Google Drive" and "Google Slides"** in the video.



6. Play video.

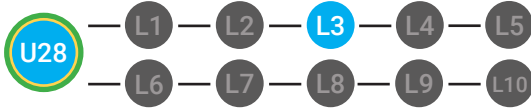


7. Distribute **28.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [28.3.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

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## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me why you should use a theme for your Google Slides presentation?"*

**Possible Answers:** It helps you design your presentation

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



2. Ask, *"For a participation dollar, what appears after you open a new presentation in Google Slides?"*

**Possible Answers:** A menu of themes will appear on the right side



3. Ask, *"For a participation dollar, what happens when you click on a theme?"*

**Possible Answers:** The theme will be applied to your presentation






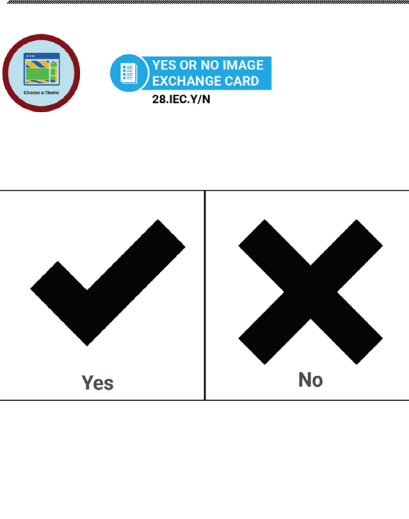
**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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**. [28.3.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	-\$ 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>

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



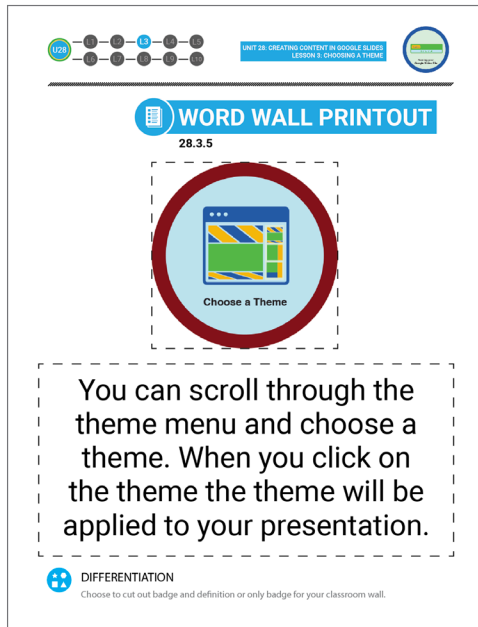
1. Ask the class, *"Who would like to unlock the Choosing a Theme Badge for \$1?"*

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.

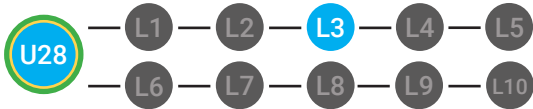


3. Distribute and cut out **Word Wall Printout 28.3.5** Students that unlocked the badge will place the Choosing a Theme printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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.



UNIT 28: CREATING CONTENT IN GOOGLE SLIDES  
LESSON 3: CHOOSING A THEME



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [28.3.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  
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UMAPA  
Arguing

## ASSESSMENT/EXIT TICKET



1. Distribute the **Choosing a Theme** Exit Ticket 28.3.6 to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

**T1 CHOOSE THE THEME**  
EXIT TICKET | 28.3.6.1

Directions: Circle the Swiss Theme. What will happen to your presentation when you click on that theme? Write your response in the lines provided.

**T2 CHOOSE THE THEME**  
EXIT TICKET | 28.3.6.2

Directions: Circle or point to the Swiss Theme. What will happen to your presentation when you click on that theme? Write your response in the lines provided.

What will happen to your presentation when you click on the Swiss theme?

1. Your presentation closes
2. A new presentation will open
3. The theme will be applied to your presentation
4. None of the above

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 28.3.6.3

Choosing a Theme

You can scroll through the theme menu and choose a theme. When you click on the theme the theme will be applied to your presentation.



## DIFFERENTIATION

- T1** Using Tier 1 **Choose The Theme** Exit Ticket [28.3.6.1], student circles the Swiss Theme.
- T2** Using Tier 2 **Choose The Theme** Exit Ticket [28.3.6.2], student circles or points to the Swiss Theme.
- T3** Student has the option to complete **Choose The Theme** Exit Ticket [28.3.6.2] or **Trace 'n' Learn Card** Exit Ticket [28.3.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [28.3.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

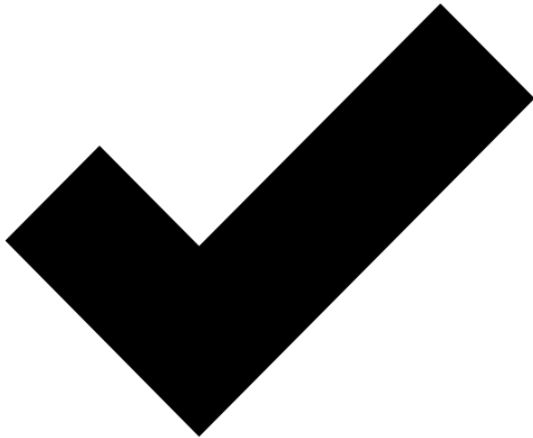
EX:  
Sam



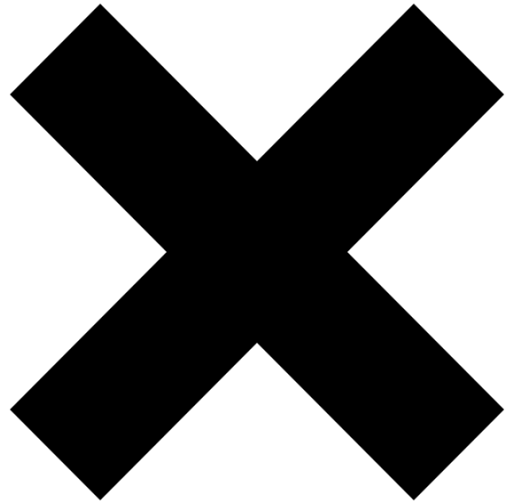


 **YES OR NO IMAGE  
EXCHANGE CARD**

**28.IEC.Y/N**



**Yes**

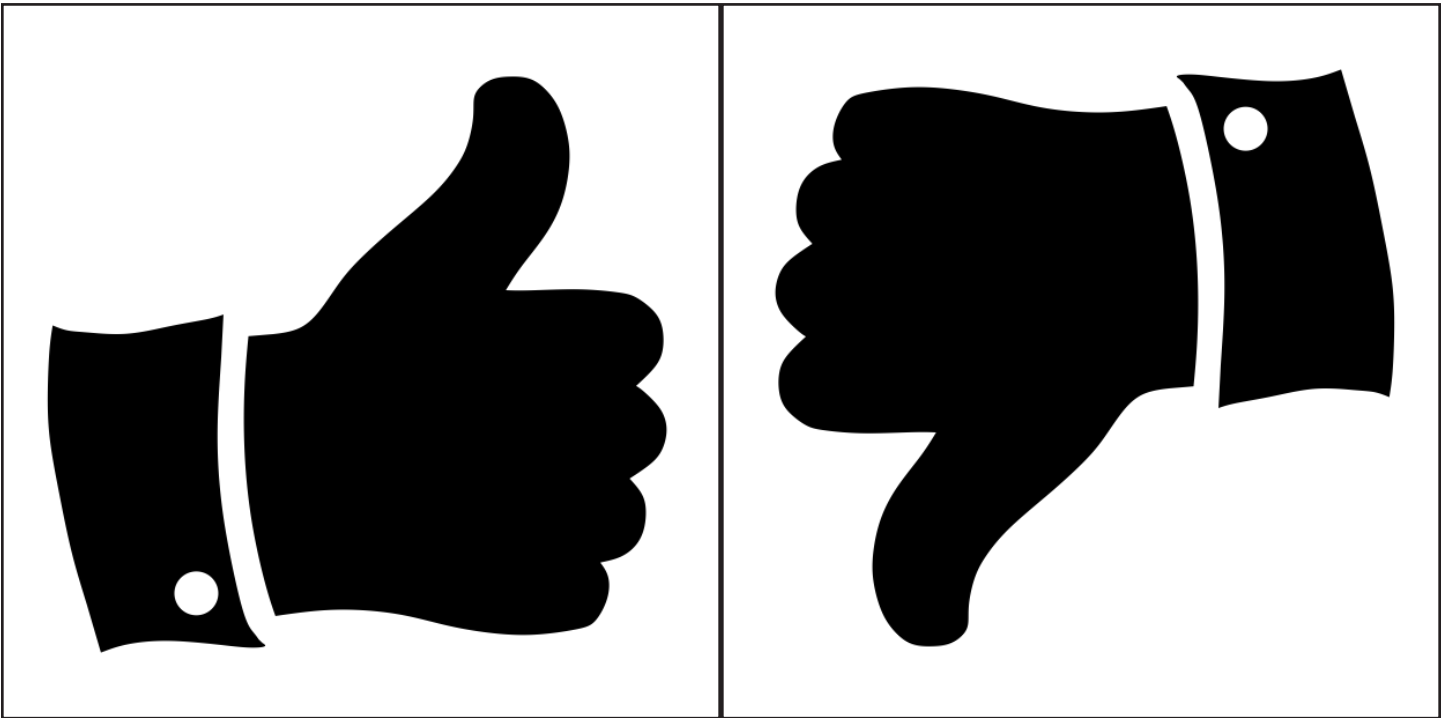


**No**



## THUMBS IMAGE EXCHANGE CARD

28.IEC.THUMB

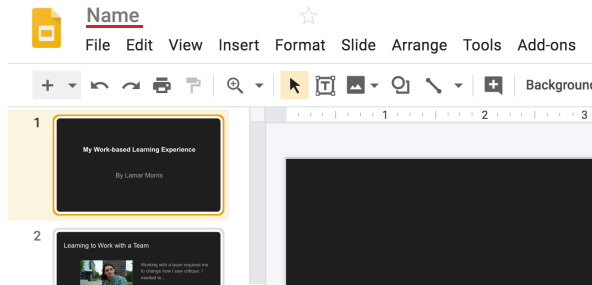




## IMAGE EXCHANGE CARDS

28.IEC.IMAGE

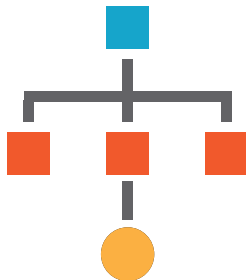
Name



Google Slides



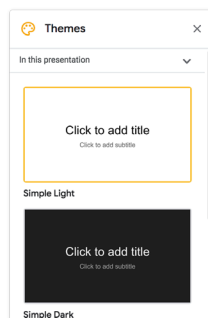
Organized

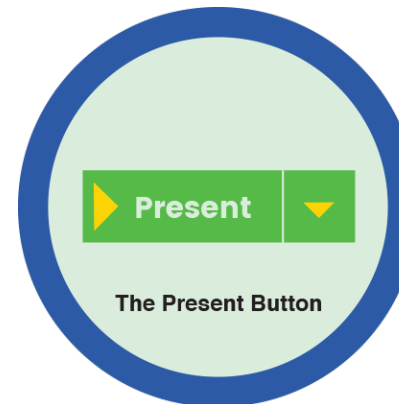
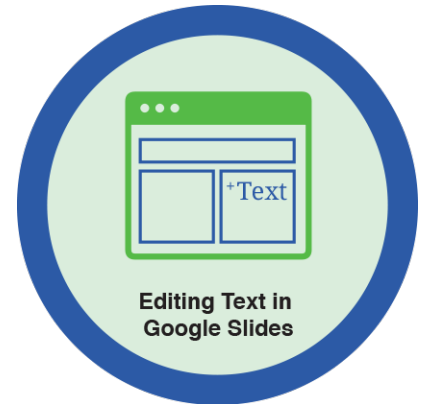
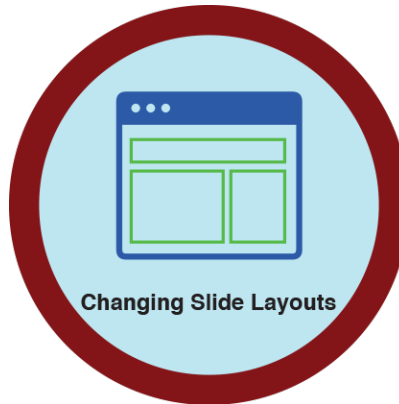
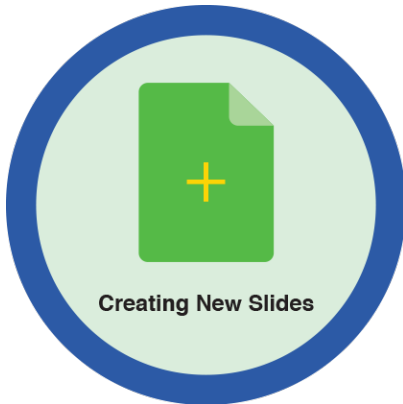


Design Your Presentation



Theme Menu

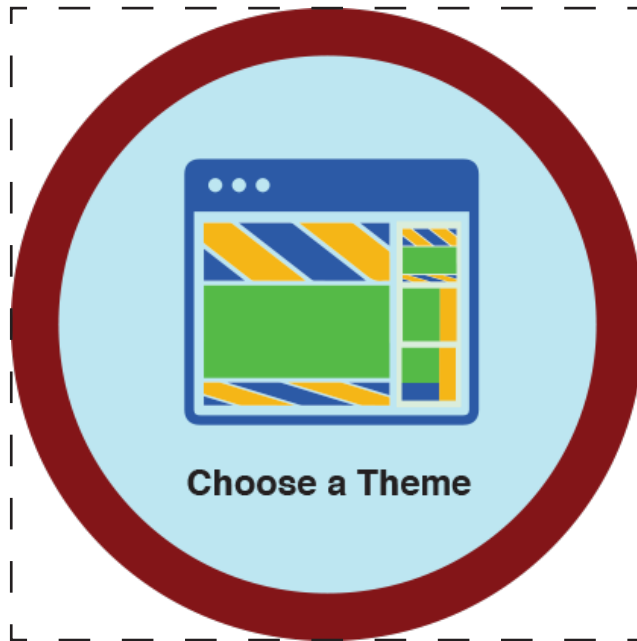






# WORD WALL PRINTOUT

28.3.5



You can scroll through the Theme Menu and choose a theme. When you click on the theme, the theme will be applied to your presentation.



## DIFFERENTIATION

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



T1

# CHOOSE THE THEME

EXIT TICKET | 28.3.6.1

**Directions:** Circle the Swiss Theme. What will happen to your presentation when you click on that theme? Write your response on the lines provided.

The screenshot shows the Google Slides interface. The main slide is titled "My Work-based Learning Experience" by Lamar Morris. The sidebar on the left shows a list of slides: 1. My Work-based Learning Experience, 2. Learning to Work with a Team, 3. My Responsibilities Within the Garden Project, and 4. Thank You. The sidebar on the right shows a list of themes: Material, Swiss, Beach Day, Slate, and Coral. The "Swiss" theme is highlighted.



T2

## CHOOSE THE THEME

EXIT TICKET | 28.3.6.2

**Directions:** Circle or point to the Swiss Theme. What will happen to your presentation when you click on that theme? Circle the correct answer.

My Work-based Learning Experience

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was 7 days ago

Background... Layout Theme... Transition...

1 My Work-based Learning Experience By Lamar Morris

2 Learning to Work with a Team

3 My Responsibilities Within the Garden Project

4 Thank You

My Work-based Learning Experience

By Lamar Morris

Themes

Material

Click to add title

Click to add subtitle

Swiss

CLICK TO ADD TITLE

Click to add subtitle

Beach Day

Click to add title

Click to add subtitle

Slate

Click to add title

Click to add subtitle

Coral

**What will happen to your presentation when you click on the Swiss theme?**

1. Your presentation closes
2. A new presentation will open
3. The theme will be applied to your presentation
4. None of the above



T3

## TRACE 'N' LEARN

EXIT TICKET | 28.3.6.3

Choosing a Theme

You can scroll through the Theme Menu and choose a theme. When you click on the theme, the theme will be applied to your presentation.



## MY DIGITABILITY EARNINGS TRACKER

### Unit 28: Created Content in Google Slides | 28.3.7

**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:**