





UNIT 28: CREATING CONTENT IN GOOGLE SLIDES LESSON 4: CREATING NEW SLIDES

LESSON OVERVIEW

You can use the New Slide Icon to create a new slide in Google Slides.

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 4 Creating New 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.









1. Write the following on the board, leaving a blank space for the words **"Theme Menu"** and **"theme."**

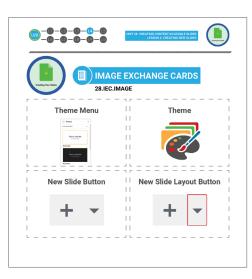
a. You can scroll through the _____ and choose a _____. When you click on the theme, the theme will be applied to your presentation.

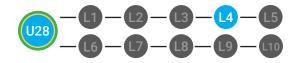
2. Have a student come up to the board to fill in the correct answer.

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 **C DIFFERENTIATION** for this activity to identify supplements needed for your students.







DIFFERENTIATION



Writes response on board



Writes response on board with assistance from a Tier 1 partner or writes answer in notebook



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.** [28.4.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: 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.

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.





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

Answer: Creating New Slides



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





DIFFERENTIATION



On-topic shared verbal response



Writes down badge name or walks up to point to badge



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. [28.4.DollarTracker]**

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

+\$ SUCCESSFUL

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

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"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

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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 phrase "new slides."

5. Ask students to give a thumbs up every time they hear and/or see the phrase "**new slides**" in the video.



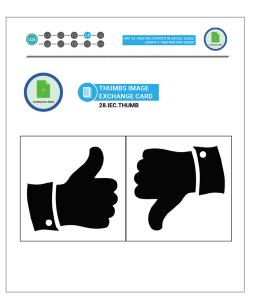
6. Play video.

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.





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





DIFFERENTIATION



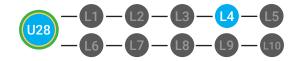
Puts thumbs up



Uses Thumbs Image Exchange Card [28.IEC.THUMB]



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. [28.4.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	Off-task
Sharing/Helping	Off-topic/Inappropriate Comment
Greeting a Guest	Disrespect/Teasing

Sharing/Helping Greeting a Guest Following Directions/Staying on Task Encouraging 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 click first in order to add a new slide?"

Possible Answers: the New Slide Button in the Toolbar

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

2. Ask, "For a participation dollar, where will your new slide appear?"

Possible Answers: a new slide will appear in your slide list



Possible Answers: next to the New Slide Button

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:

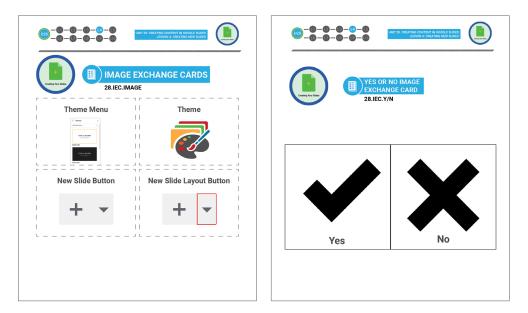
"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

"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



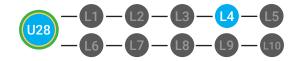
On-topic shared verbal response



Writes response down in notebook OR rephrase prompt to a **yes or no** question



Distribute **Yes or No Image Exchange Card** [28.IEC.Y/N] for rephrased question





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4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker.** [28.4.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 New 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.

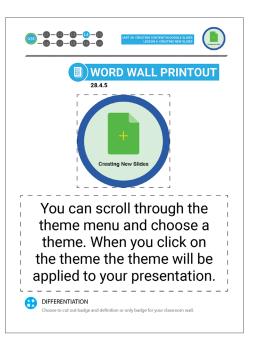
b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.

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 28.4.5** Students that unlocked the badge will place the Creating New Slides printout on the classroom's word wall. See DIFFERENTIATION for this activity to identify supplements needed for your students.





DIFFERENTIATION



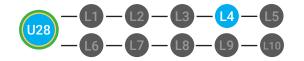
Student will use verbal prompting to unlock the badge with the class.



Student will use verbal prompting and hand signals to unlock the badge with the class.



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. [28.4.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 New Slides** Exit Ticket **28.4.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

Image: Ward of the second se	Image: Wight of the state of the s	EXIT TICKET 28.4.6.3
Lines provided. Networkshowshowshow to be advected to be advecte	N the band any physical ■ <th>Creating New Slides</th>	Creating New Slides
My Work-based Learning Experience By Lamar Morris	Click to add title	You can use the New Slide icon
	What will happen when you will click th new slide button? a. Your presentation saves b. A new slide is created c. You move your presentation name d. None of the above	to create a slide in Google Slides.





DIFFERENTIATION



Using Tier 1 **Create a New Slide** Exit Ticket [28.4.6.1], student circles the New Slide Button. What will happen to your presentation when you click the New Slide Button?



Using Tier 2 **Create a New Slide** Exit Ticket [28.4.6.2], student circles or points to the New Slide Button and then circle the correct answer in the multiple choice questions.



Student has the option to complete **Create a New Slide** Exit Ticket [28.4.6.2] or **Trace 'n' Learn card** Exit Ticket [28.4.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [28.4.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.



Login independently using password cards.



Login independently using password card with the help from a Tier 1 partner for any required troubleshooting.



Teacher or Tier 1 assistance to help student login using their password card.



)Dollar Tracker



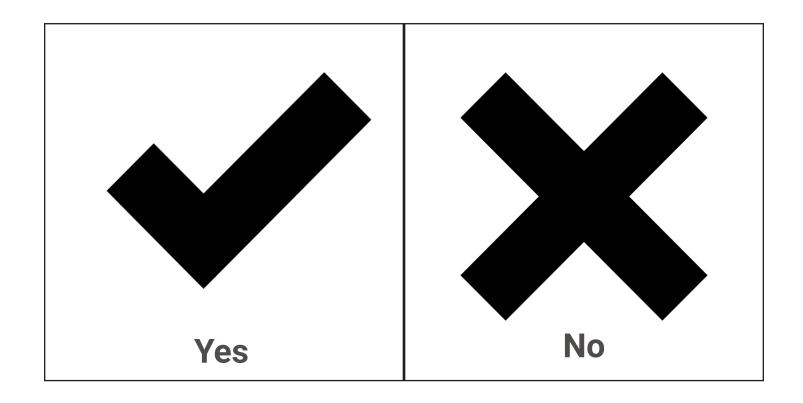
28.4.Dollar tracker

Behaviors	Name				
Successful	EX: PS				
Participation/ Contributing	JHI			/	
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					





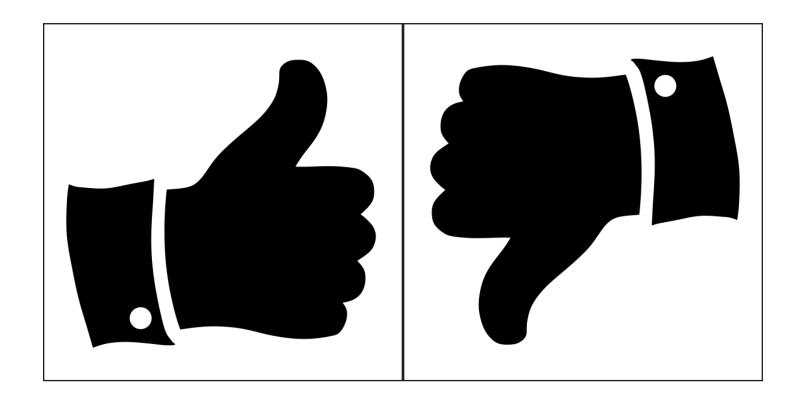






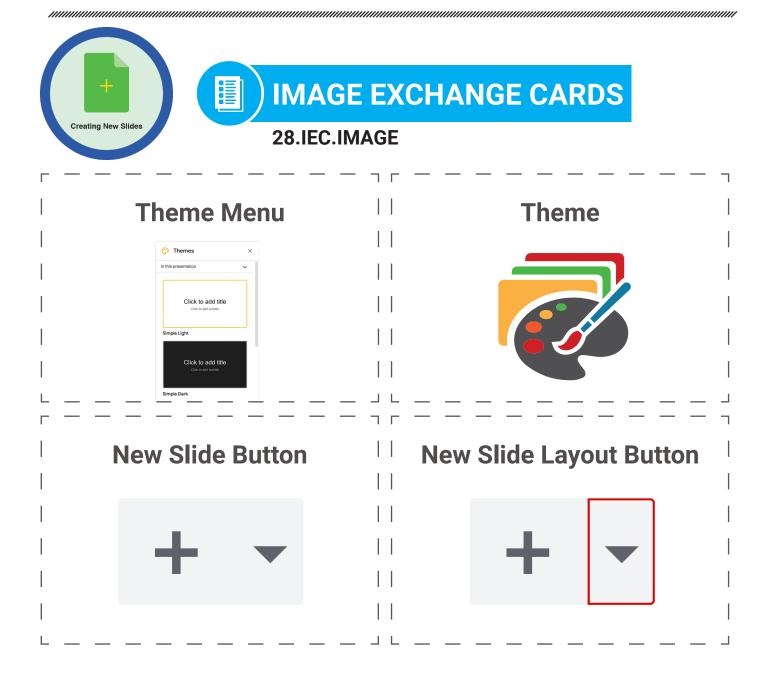


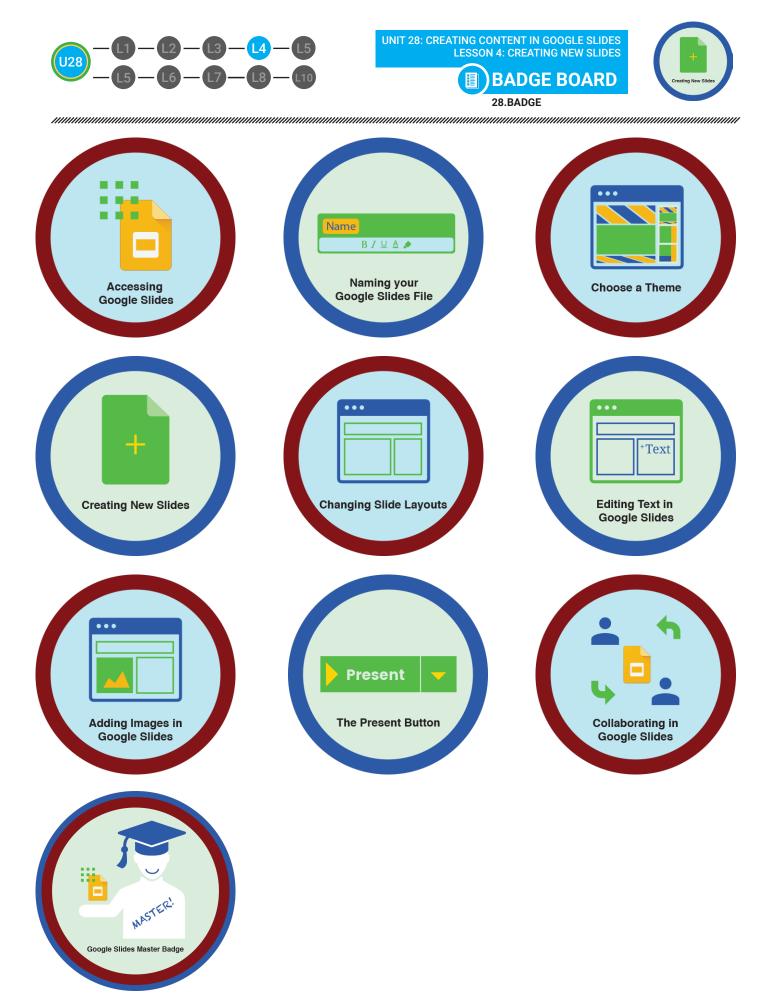




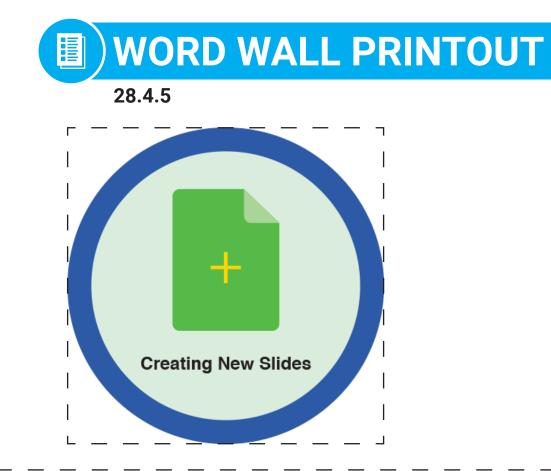












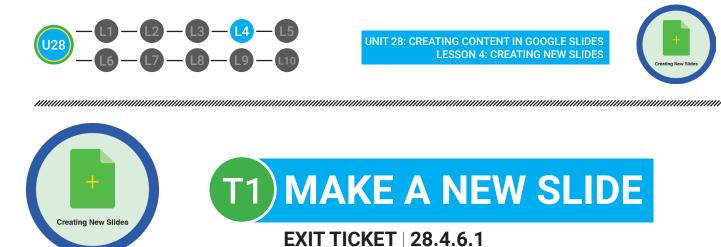
UNIT 28: CREATING CONTENT IN GOOGLE SLIDES

LESSON 4: CREATING NEW SLIDES

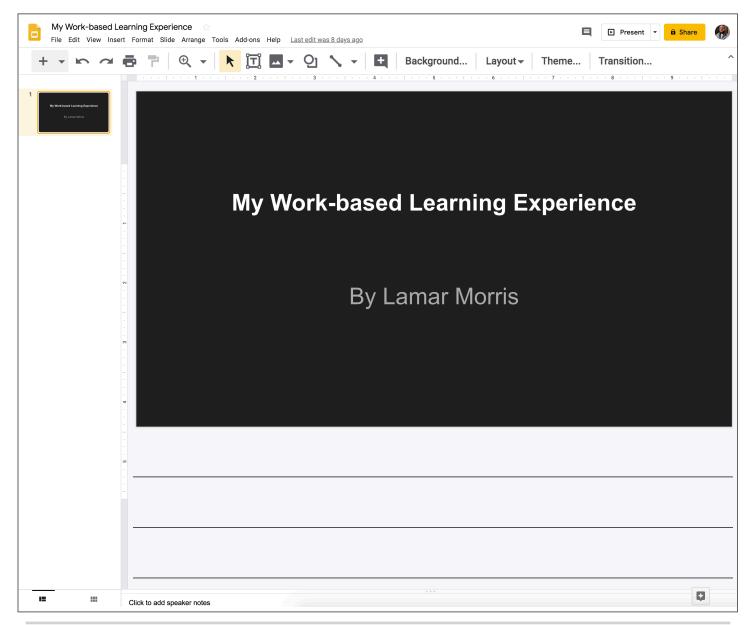
You can use the New Slide Icon to create a new slide in Google Slides.

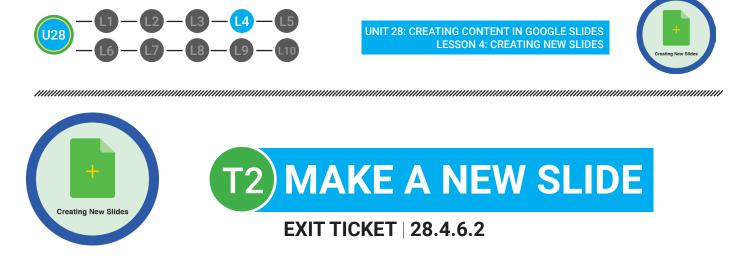


Choose to cut out badge and definition or only badge for your classroom wall.

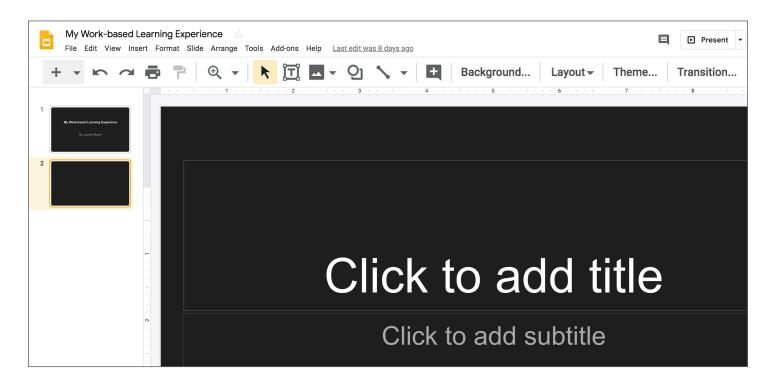


Directions: Circle the New Slide Button. What will happen to your presentation when you click the New Slide Button? Write your response on the lines provided.





Directions: Circle or point to the New Slide Button and then circle the correct answer in the multiple choice questions.



What will happen when you will click the New Slide Button?

- a. Your presentation saves
- b. A new slide is created
- c. You move your presentation name
- d. None of the above







Creating New Sldes You can use the New Slide Icon to create a new slide in Google Slides.







MY DIGITABILITY EARNINGS TRACKER

Unit 28: Created Content in Google Slides | 28.4.7

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: