



## UNIT 28: CREATING CONTENT IN GOOGLE SLIDES LESSON 6: EDITING TEXT IN GOOGLE SLIDES

### LESSON OVERVIEW

To add text, click in the Text Box and begin typing on the keyboard. You can also make your text bold, change its color, change its font, and more.

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.

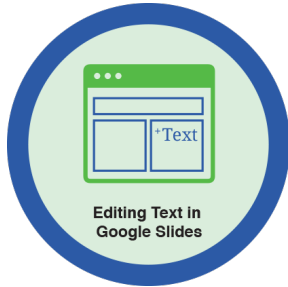
### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 3 - Tech-savvy Ambassador**
4. Select **Unit 28**
5. Select **Lesson 6 - Editing Text in 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 words **“edit,” “slide layouts,”** and **“Layout Icon.”**

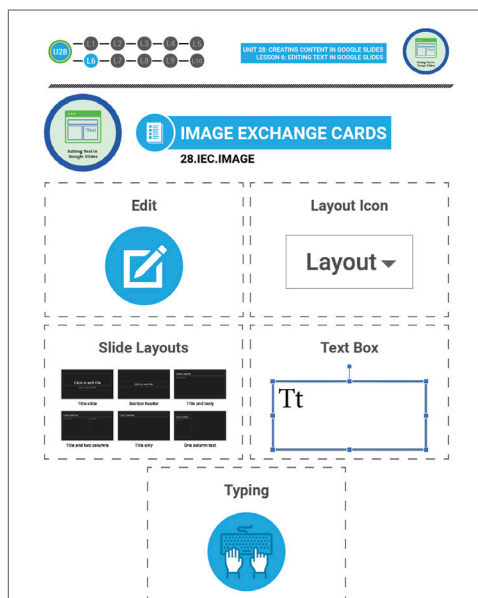
a. You can \_\_\_\_\_ using the \_\_\_\_\_ in Google Slides.

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**. [28.6.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..."

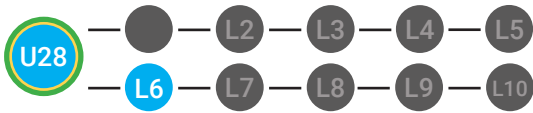


**Pro tip: Remember Rule #3** Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

Behaviors	Name								
<b>Successful</b>									
Participation/Contribution									
Sharing/Helping									
Greeting a Guest									
Following Directions/Staying on Task									
Encouraging									
<b>Problematic</b>									
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.

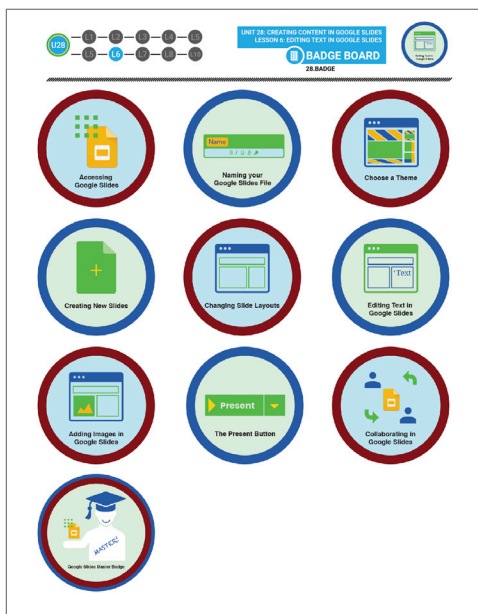


1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*

**Answer:** Editing Text in Google Slides

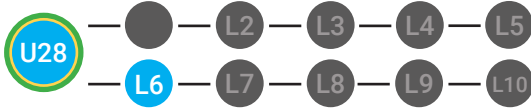


2. Distribute **28.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [28.6.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.

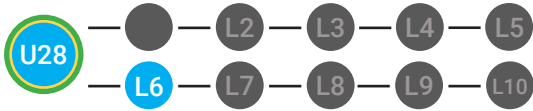



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the words "editing text," "bold," "color," and "font."*

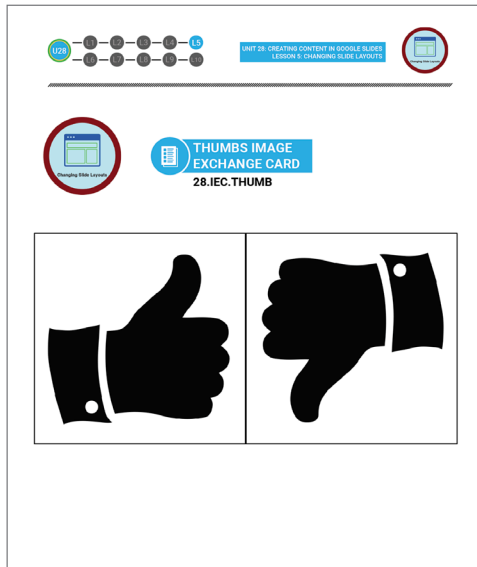
5. Ask students to give a thumbs up every time they hear and/or see the words **"editing text," "bold," "color,"** and **"font"** in the video.



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**. [28.6.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

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UMAPA

Arguing

## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me where you can add text in a Google Slides presentation?"*

**Possible Answers:** the Text Box in the layout of your presentation

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



2. Ask, *"For a participation dollar, when you download a document, what is the first step to adding text in Google Slides?"*

**Possible Answers:** begin typing on the keyboard



3. Ask, *"For a participation dollar, can you make your text bold?"*

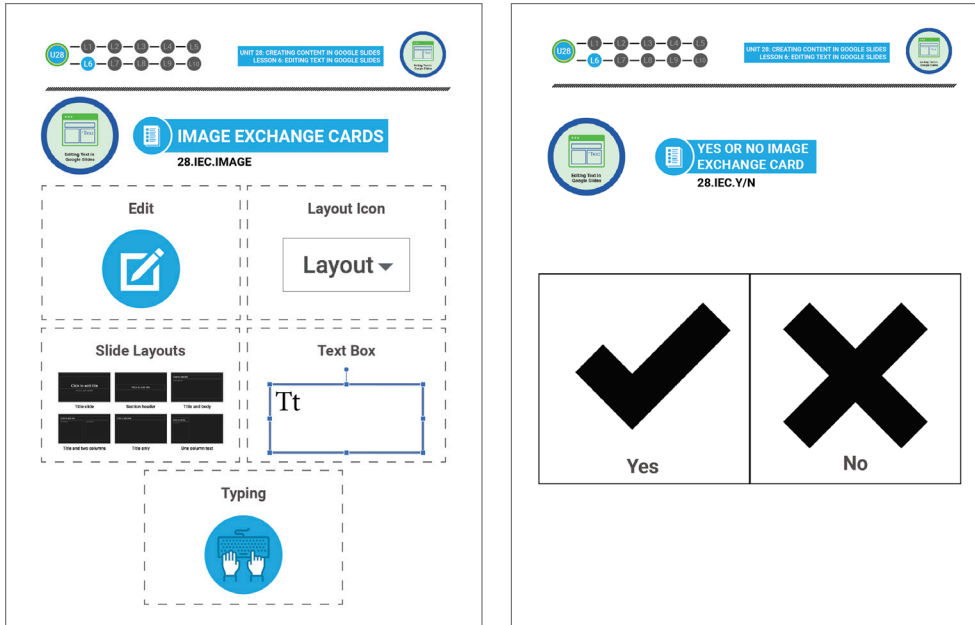


**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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**. [28.6.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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UMAPA

Arguing

## PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Editing Text in 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.

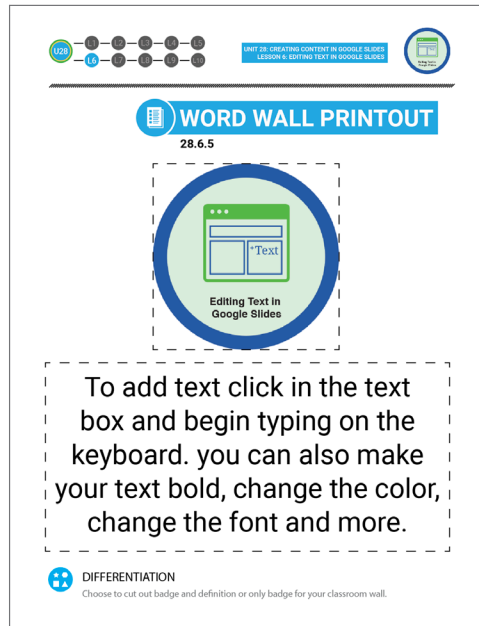
b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



**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 28.6.5** Students that unlocked the badge will place the Editing Text in Google Slides 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**. [28.6.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

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## ASSESSMENT/EXIT TICKET



1. Distribute the **Editing Text in Google Slides Exit Ticket 28.6.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

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

UNIT 28: CREATING CONTENT IN GOOGLE SLIDES  
LESSON 6: EDITING TEXT IN GOOGLE SLIDES

**T1 WRITE IN BLOCK**  
EXIT TICKET | 28.6.6.1

Directions: Write "My Work-based Learning Experience" in the text box on this presentation. What can you do to your text? Write your answer in the lines provided.

By Lamar Morris

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

UNIT 28: CREATING CONTENT IN GOOGLE SLIDES  
LESSON 6: EDITING TEXT IN GOOGLE SLIDES

**T2 WRITE IN BLOCK**  
EXIT TICKET | 28.6.6.2

Directions: Circle or point to the text box on this presentation. What can you do to your text? Circle the correct answer in the multiple choice question.

By Lamar Morris

What will happen when you will click th new slide button?

- Make your text bold, change the font
- Make your text disappear, change the color,
- Make your text bold, change the color, change the font
- None of the above

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

UNIT 28: CREATING CONTENT IN GOOGLE SLIDES  
LESSON 6: EDITING TEXT IN GOOGLE SLIDES

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 28.6.6.3

Editing Text in  
Google Slides

To add text click in  
the text box and begin  
typing on the keyboard.  
you can also make  
your text bold, change  
the color, change the  
font and more.



## DIFFERENTIATION

- T1** Using Tier 1 **Write in Block** Exit Ticket [28.6.6.1], student writes “My Work-based Learning Experience” in the Text Box on this presentation and answers, “What can you do to your text?”
- T2** Using Tier 2 **Write in Block** Exit Ticket [28.6.6.2], student circles or points to the Text Box on this presentation. Circle the correct answer in the multiple choice question.
- T3** Student has the option to complete **Write in Block** Exit Ticket [28.6.6.2] or **Trace ‘n’ Learn Card** Exit Ticket [28.6.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [28.6.DollarTracker]

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

### +\$ SUCCESSFUL

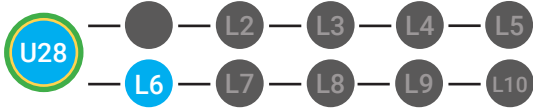
*“Nice job [Behavior], Marcus. You earned a [Behavior] dollar.”*

### -\$ 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



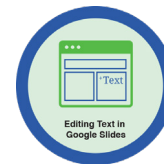
## IMMEDIATE FEEDBACK/NEXT STEPS

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

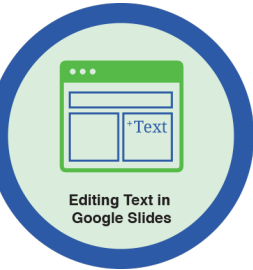
Arguing

Interrupting

UMAPA

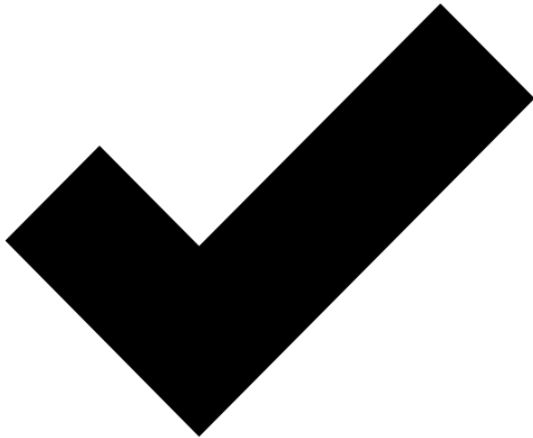
EX:  
Sam



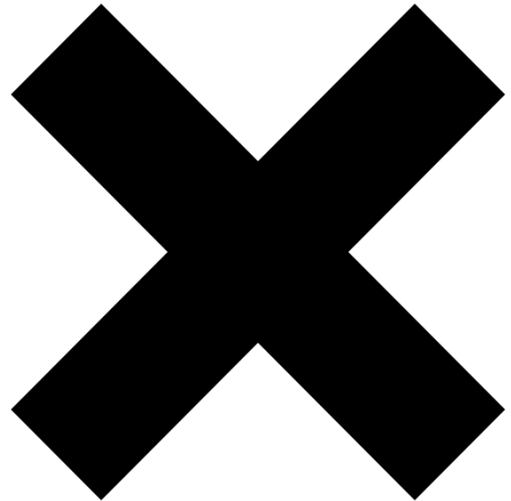


**YES OR NO IMAGE  
EXCHANGE CARD**

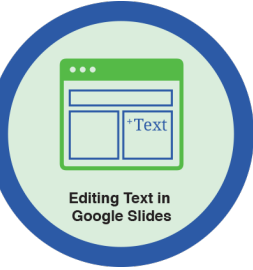
**28.IEC.Y/N**



**Yes**

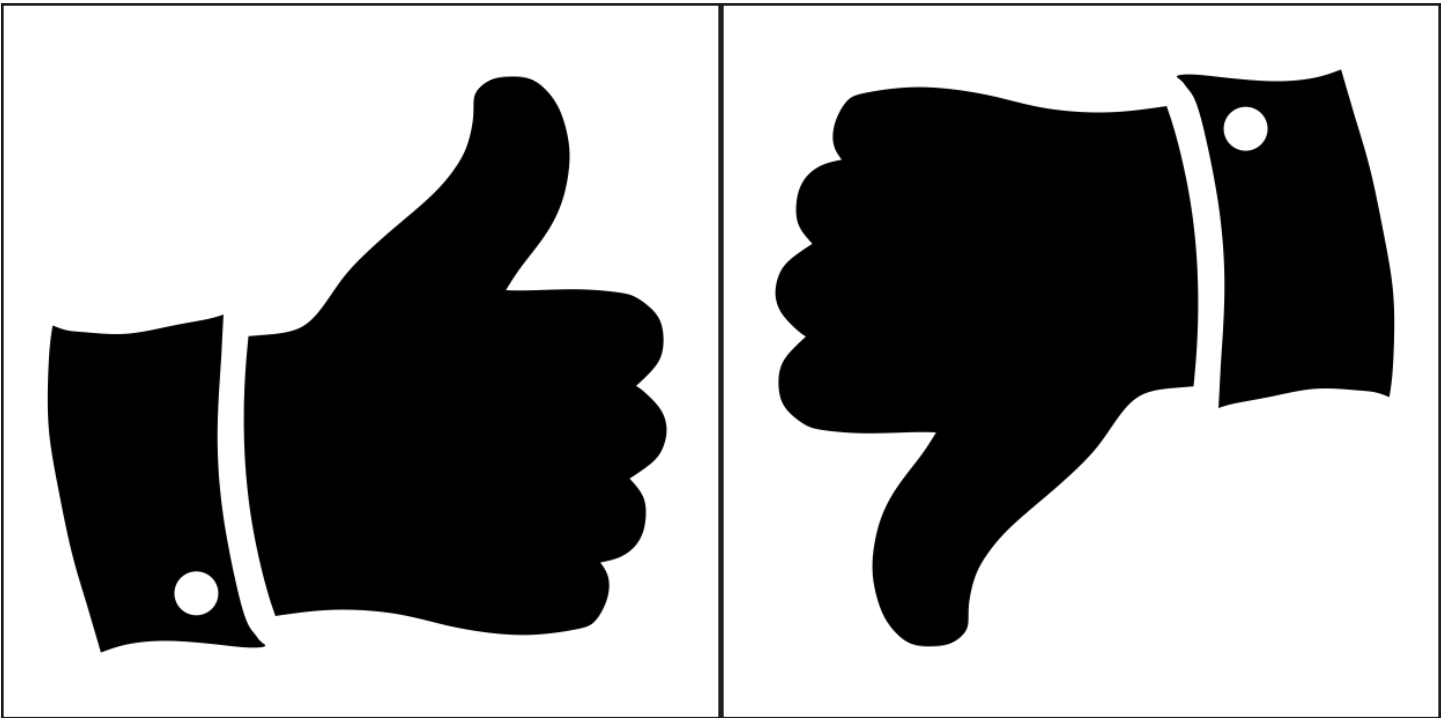


**No**



## THUMBS IMAGE EXCHANGE CARD

28.IEC.THUMB





## IMAGE EXCHANGE CARDS

28.IEC.IMAGE

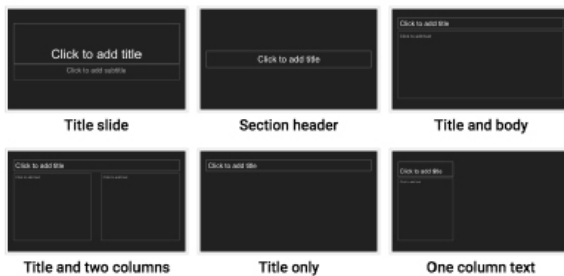
Edit



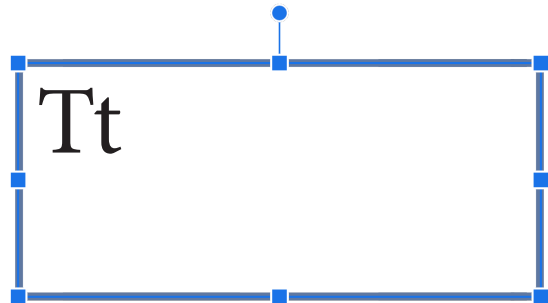
Layout Icon



Slide Layouts

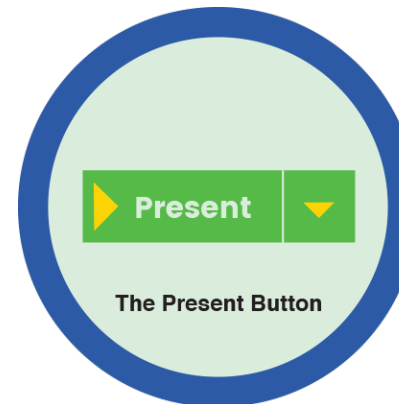
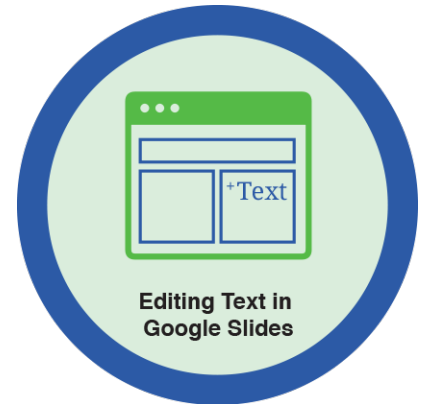
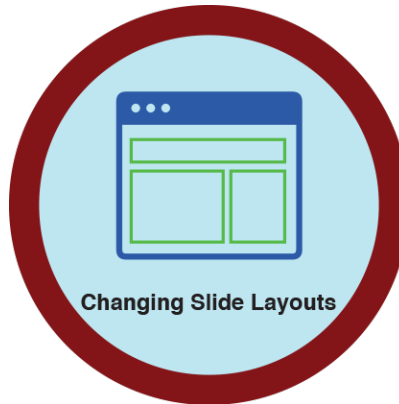
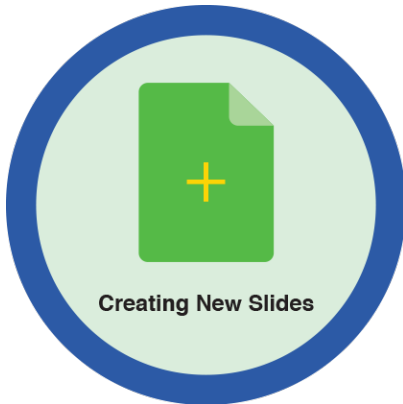


Text Box



Typing

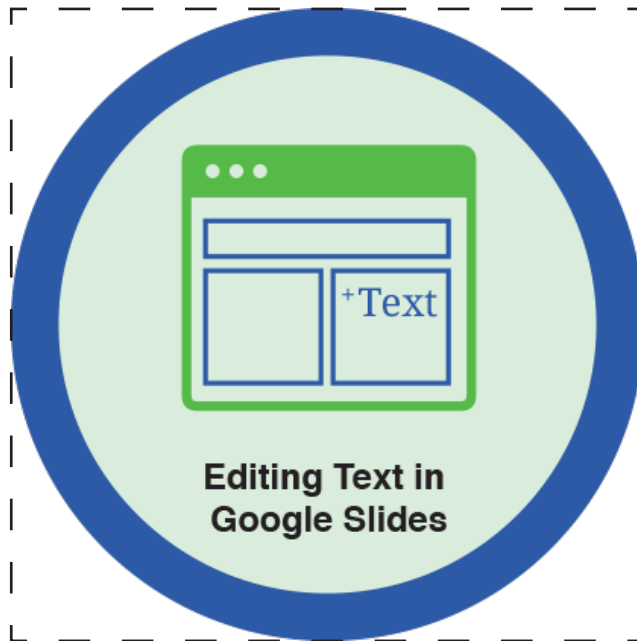






# WORD WALL PRINTOUT

28.6.5



To add text, click in the Text Box and begin typing on the keyboard. You can also make your text bold, change its color, change its font, and more.



## DIFFERENTIATION

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



# T1 WRITE IN BLOCK

## EXIT TICKET | 28.6.6.1

**Directions:** Write “My Work-based Learning Experience” in the Text Box on this presentation. What can you do to your text? Write your answer on the lines provided.

My Work-based Learning Experience

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was 8 days ago

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

1

By Lamar Morris

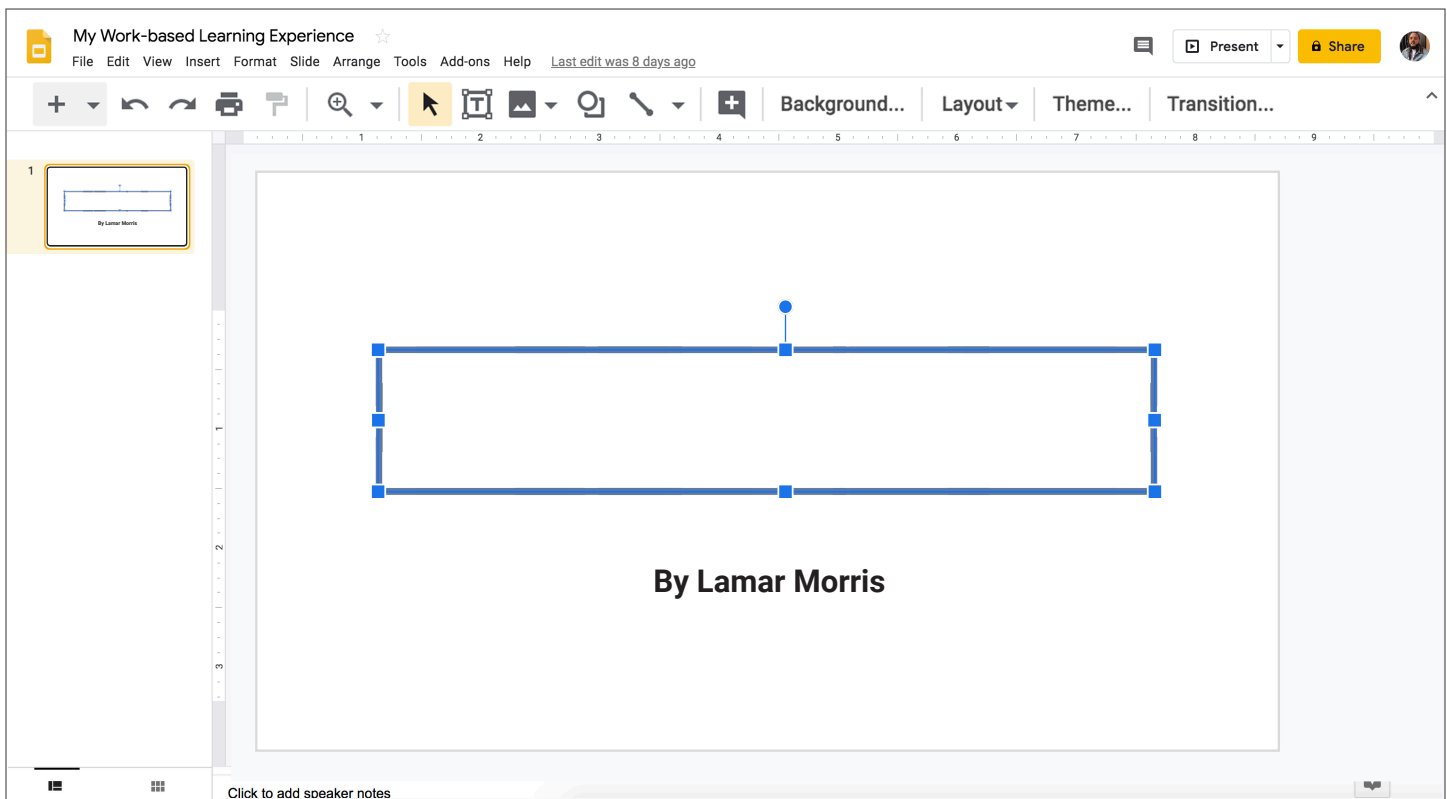
Click to add speaker notes



## T2 WRITE IN BLOCK

### EXIT TICKET | 28.6.6.2

**Directions:** Circle or point to the Text Box on this presentation. What can you do to your text? Circle the correct answer in the multiple choice question.



### What can you do to your text?

- Make your text bold and change the font
- Make your text disappear and change the color
- Make your text bold, change its color, and change its font
- None of the above



## T3 TRACE 'N' LEARN

EXIT TICKET | 28.6.6.3

Editing Text in  
Google Slides

To add text, click in  
the Text Box and begin  
typing on the keyboard.

You can also make  
your text bold, change  
its color, change its  
font, and more.



## MY DIGITABILITY EARNINGS TRACKER

### Unit 28: Created Content in Google Slides | 28.6.7

**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:**