# UNIT 35: COLLABORATION IN THE CLOUD
# LESSON 2: COLLABORATING IN GOOGLE DOCS

Collaborating in Google Docs

## LESSON OVERVIEW

When you work with someone else on a document, they are called a Collaborator.

Time: ~30 minutes

## OBJECTIVE

Student is able to describe methods for collaborating in the cloud.

## 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 4 - Prime Professional**

4. Select **Unit 35**

5. Select **Lesson 2 -  Collaborating In Google Docs**

## 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.

Collaborating in Google Docs

## LESSON PLAN

## WARM UP

1. Write the following on the board, leaving a blank space for the words **"share," "link,"** and **"email."**
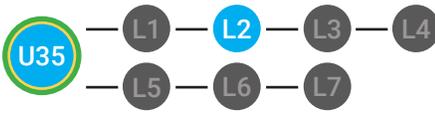
a. You can _____ your doc by using a _____ or by using _____.

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 **35.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** [35.IMAGE.IEC].

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [35.2.DollarTracker]**

[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



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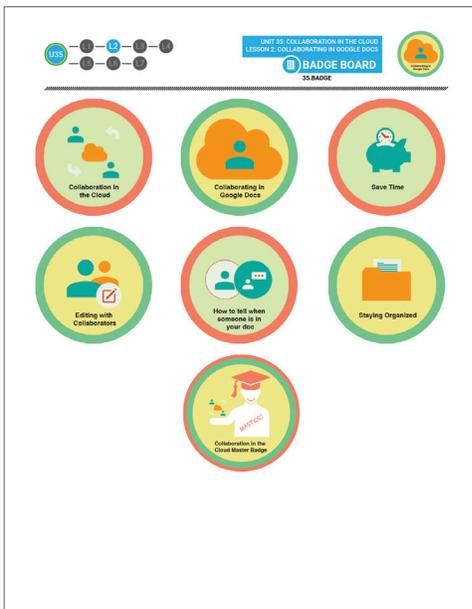
1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*

*Answer:* What is a Form?

2. Distribute **35.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** [35.BADGE] for this unit

U35 — L1 — L2 — L3 — L4
— L5 — L6 — L7

Collaborating in Google Docs

3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [35.2.DollarTracker]**

[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

**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 phrase 'What is a Form?'"*

5. Ask students to give a thumbs up every time they hear and/or see the phrase **"What is a Form?"** in the video.
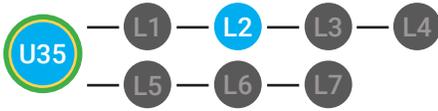
6. Play video.

7. Distribute **35.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** [35.IEC.THUMB]

**T3**   Uses **Thumbs Image Exchange Card** [35.IEC.THUMB]

8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [35.2.DollarTracker]**

[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

## INFORMAL ASSESSMENT

? 1. Ask, *"For a participation dollar, who can tell me what a collaborator is?"*

**Possible Answers:** someone you work with on a document

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

? 2. Ask, *"For a participation dollar, can Collaborators edit shared docs at the same time?*

? 3. Ask, *"For a participation dollar, can Collaborators make edits or comments on your doc?"*

**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 **35.IMAGE.IEC or Yes or No Image Exchange Cards 35.IEC.Y/N** to students. See 👥 **DIFFERENTIATION** for this activity to identify supplements needed for your students.
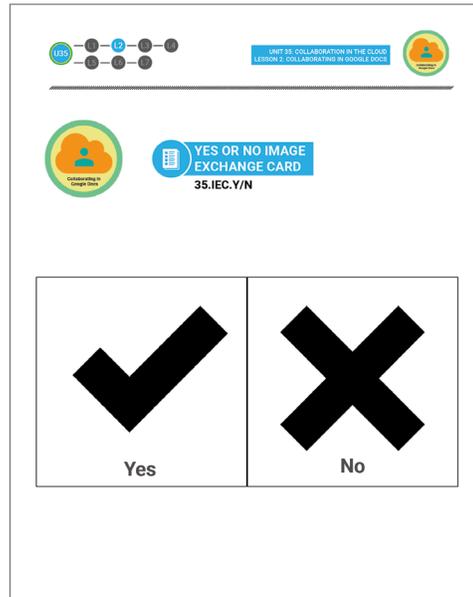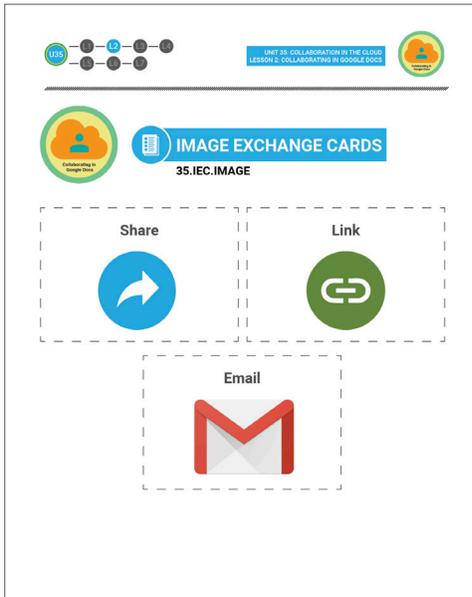
## DIFFERENTIATION

**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** [35.IEC.Y/N] for rephrased question
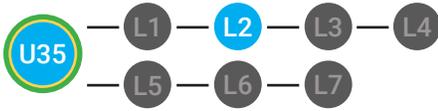
5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [35.2.DollarTracker]**

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

**Pro tip: Stick to the script!** Help your students develop self-regulations strategies. Do not give lengthy explanations for behavior. Using clear language formulas helps students identify the workplace behavioral norm AND the optimal replacement behavior.

| +$ 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 | Off-task |
| Sharing/Helping | Off-topic/Inappropriate Comment |
| Greeting a Guest | Disrespect/Teasing |
| Following Directions/Staying on Task | Complaining/Whining |
| Encouraging | Interrupting |
| | UMAPA |
| | Arguing |

## PLAY ACTIVITY VIDEO
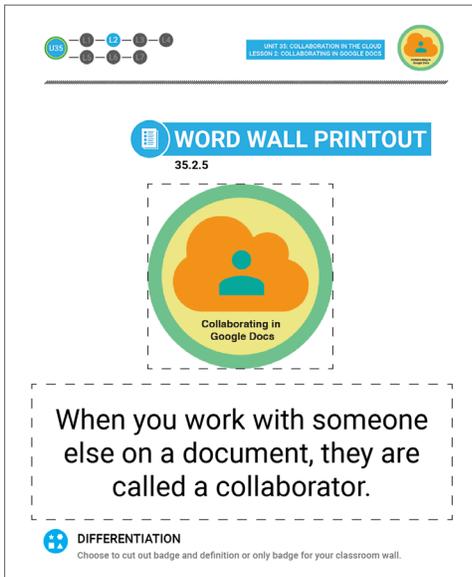
1. Ask the class, *"Who would like to unlock the What is a Form? Badge for $1?"*

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.**
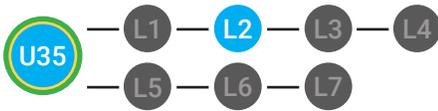
3. Distribute and cut out **Word Wall Printout 35.2.5** Students that unlocked the badge will place the **What is a Form?** printout on the classroom's word wall. See 🔲 DIFFERENTIATION for this activity to identify supplements needed for your students.

### WORD WALL PRINTOUT
**35.2.5**

When you work with someone else on a document, they are called a collaborator.

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

## 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. [35.2.DollarTracker]**

[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

## ASSESSMENT/EXIT TICKET

1. Distribute the **What is a Form?** Exit Ticket **35.2.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

# DIFFERENTIATION

**T1**     Student completes **Vocab Blocks** Exit Ticket [35.2.6.1].

**T2**     Student completes **Vocab Blocks** Exit Ticket [35.2.6.1].

**T3**     Student completes **Trace 'n' Learn Card** Exit Ticket [35.2.6.3].

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [35.2.DollarTracker]**

[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
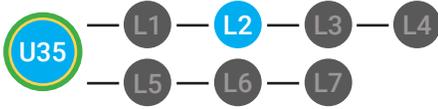
## IMMEDIATE FEEDBACK/NEXT STEPS

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.

U35 — L1 — L2 — L3 — L4
     — L5 — L6 — L7

UNIT 35: COLLABORATION IN THE CLOUD
LESSON 2: COLLABORATING IN GOOGLE DOCS

**Dollar Tracker**

**35.2.Dollar tracker**

Collaborating in Google Docs

## Behaviors

**Name**

EX: Sam

| Behaviors | Sam | | | | | |
|---|---|---|---|---|---|---|
| **Successful** | | | | | | |
| Participation/Contributing | 卌 | | | | | |
| Sharing/Helping/Collaborating | | | | | | |
| Greeting a Guest | | | | | | |
| Following Directions/Staying on Task | | | | | | |
| Encouraging/Complimenting | | | | | | |
| **Problematic** | | | | | | |
| Off Task | | | | | | |
| Off-Topic/Inappropriate Comment | | | | | | |
| Disrespect/Teasing | | | | | | |
| Complaining/Whining | | | | | | |
| Arguing | | | | | | |
| Interrupting | | | | | | |
| UMAPA | | | | | | |

Collaborating in Google Docs

**YES OR NO IMAGE EXCHANGE CARD**

**35.IEC.Y/N**

**Yes**

**No**

U35 — L1 — L2 — L3 — L4
— L5 — L6 — L7

UNIT 35: COLLABORATION IN THE CLOUD
LESSON 2: COLLABORATING IN GOOGLE DOCS

Collaborating in
Google Docs

Collaborating in
Google Docs

# THUMBS IMAGE EXCHANGE CARD
## 35.IEC.THUMB

Collaborating in Google Docs

# IMAGE EXCHANGE CARDS

**35.IEC.IMAGE**

## Share
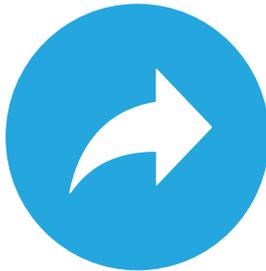


## Link



## Email

U35 — L1 — L2 — L3 — L4
L5 — L6 — L7

UNIT 35: COLLABORATION IN THE CLOUD
LESSON 2: COLLABORATING IN GOOGLE DOCS

**BADGE BOARD**

**35.BADGE**

Collaborating in Google Docs

**Collaboration in the Cloud**

**Collaborating in Google Docs**

**Save Time**

**Editing with Collaborators**

**How to tell when someone is in your doc**

**Staying Organized**

Collaboration in the Cloud Master Badge

MASTER!

# 📰 WORD WALL PRINTOUT

**35.2.5**



**Collaborating in Google Docs**

When you work with someone else on a document, they are called a Collaborator.

**DIFFERENTIATION**

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

Collaborating in
Google Docs

**T1** **VOCAB BLOCK**

**EXIT TICKET** | **35.2.6.1**

## Name: _____

## Date: _____

| Define | Sentence |
|---|---|
| | |

**Collaborating in Google Docs**

| Examples | Draw |
|---|---|
| | |

Collaborating in
Google Docs

## T3 TRACE 'N' LEARN

**EXIT TICKET** | **35.2.6.3**

Collaborating in
Google Docs

When you work with
someone else on a
document, they are
called a Collaborator.

Collaborating in Google Docs

# MY DIGITABILITY EARNINGS TRACKER

## Unit 35: Collaboration in the Cloud  |  35.2.7

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

# Name: _____

| | DATE: | DOLLARS EARNED: |
|---|---|---|
| **LESSON 1:** Collaboration in the Cloud | | |
| **LESSON 2:** Collaborating in Google Docs | | |
| **LESSON 3:** Saving time | | |
| **LESSON 4:** Editing with Collaborators | | |
| **LESSON 5:** How to Tell When Someone is in Your Doc | | |
| **LESSON 6:** Staying Organized | | |
| **LESSON 7:** Collaboration in the Cloud Master Badge | | |

## TOTAL DOLLARS EARNED: