

## UNIT 35: COLLABORATION IN THE CLOUD

### LESSON 5: HOW TO TELL IF SOMEONE IS IN YOUR DOC

#### LESSON OVERVIEW

When a collaborator is working on your document, you will see your Collaborator's Icon.

**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 5 - How to Tell if Someone is in Your Doc**

#### 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,” “comment,”** and **“view.”**

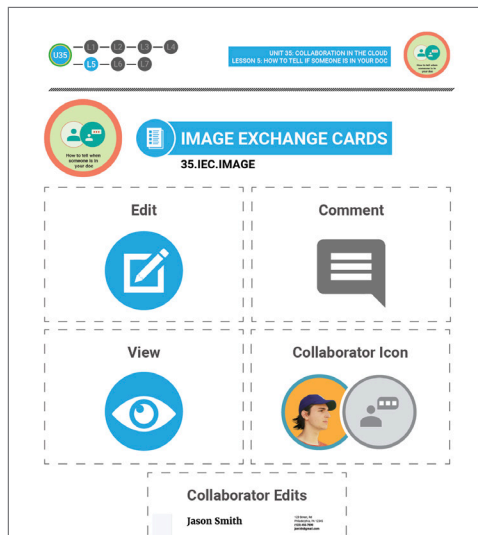
a. You can choose to let collaborators \_\_\_\_ your doc, \_\_\_\_\_ on your doc, or \_\_\_\_\_ your doc.

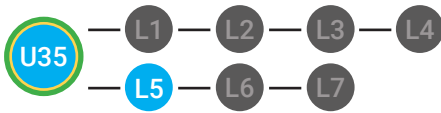
2. Have a student come up to the board to fill in the correct answer.

**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**. [35.5.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



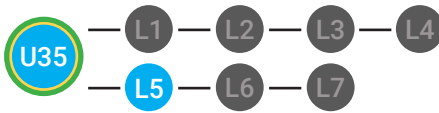
Call out earnings to the class, "[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



**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:** How to Tell if Someone is in Your Doc



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



3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [35.5.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 word 'Doc.'"*

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



6. Play video.

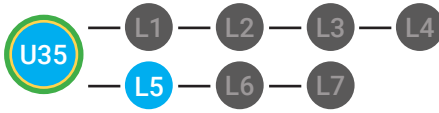


7. Distribute **35.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [35.5.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

## INFORMAL ASSESSMENT



**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."



1. Ask, *"For a participation dollar, who can tell me what you will see when a collaborator is working in your doc?"*

**Possible Answers:** your Collaborator's Icon.

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



2. Ask, *"For a participation dollar, where will your Collaborator's Icon appear?"*

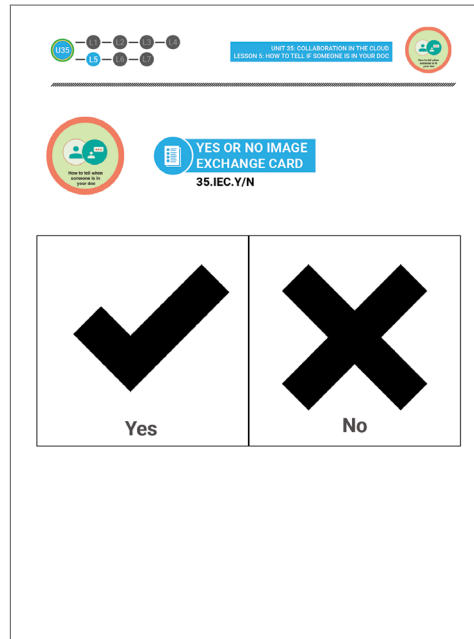
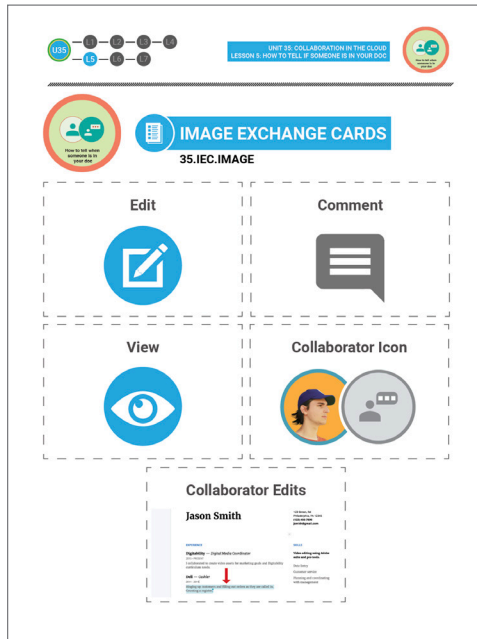
**Possible Answers:** at the top right hand side of the page



3. Ask, *"For a participation dollar, when does your Collaborator's color show up in your doc?"*

**Possible Answers:** when they make edits to your doc

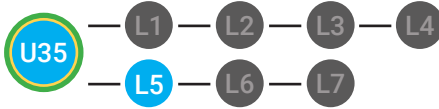
4. Distribute **35.IMAGE.IEC** or **Yes or No Image Exchange Cards** **35.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

- T1** On-topic shared rverbal 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**. [35.5.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

## PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the How to Tell if Someone is in Your Doc 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.

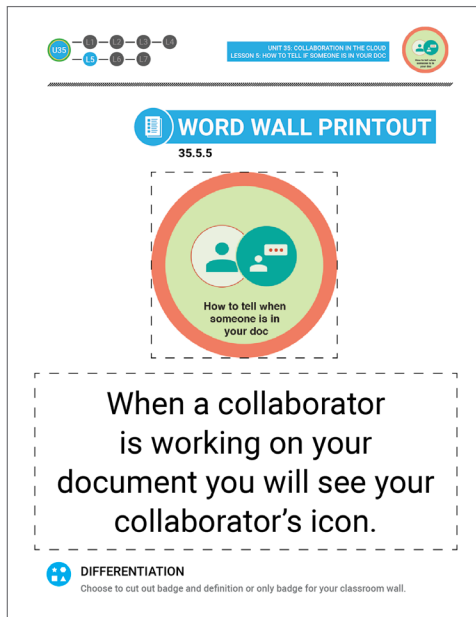
b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



**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.

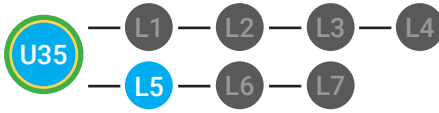


3. Distribute and cut out **Word Wall Printout 35.5.5** Students that unlocked the badge will place the **How to Tell if Someone is in Your Doc** printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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 35: COLLABORATION IN THE CLOUD

### LESSON 5: HOW TO TELL IF SOMEONE IS IN YOUR DOC



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [35.5.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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UMAPA

Arguing

## ASSESSMENT/EXIT TICKET



1. Distribute 35.5.6 the **How to Tell if Someone is in Your Doc** Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

**T1 COLLABORATION WORKSHEET**  
EXIT TICKET | 35.5.6.1

Directions: Circle the Collaborator icon on the Google Doc. When does the collaborator's color show up on the doc? Write your answer on the lines provided.

When does the collaborator's color show up on the doc?

**T2 COLLABORATION WORKSHEET**  
EXIT TICKET | 35.5.6.2

Directions: Circle the Collaborator icon on the Google Doc. When does the collaborator's color show up on the doc? Circle the correct answer.

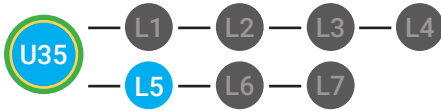
When does the collaborator's color show up on the doc?

- Their color shows up when they delete your doc
- Their color shows up when they make edits to your doc
- Their color shows up when add videos to your doc
- Never

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 35.5.6.3

Telling if Someone is in Your Doc

When a collaborator is working on your Document you will see Your Collaborator's icon.



## DIFFERENTIATION

- T1** Student completes Tier 1 **Collaboration Worksheet** Exit Ticket [35.5.6.1], circling the Collaborator Icon on the Google Doc and writing the answer to the question on the lines provided.
- T2** Student completes Tier 2 **Collaboration Worksheet** Exit Ticket [35.5.6.2], circling the Collaborator Icon on the Google Doc. Then, student circles the correct answer to the question.
- T3** Student completes **Trace 'n' Learn card** Exit Ticket [35.5.6.3]



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [35.5.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  
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## 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/  
Complimenting

### Problematic

Off-task

Off-topic/  
Inappropriate  
Comment

Disrespect/Teasing

Complaining/Whining

Arguing

Interrupting

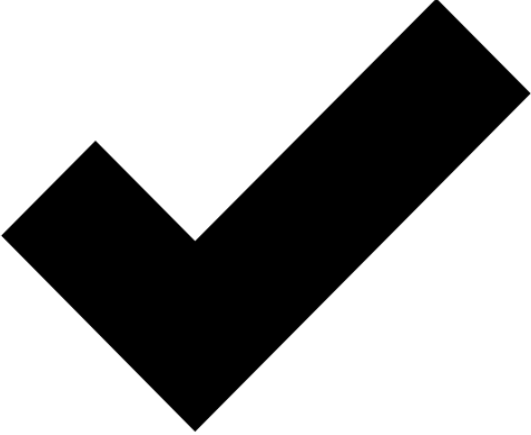
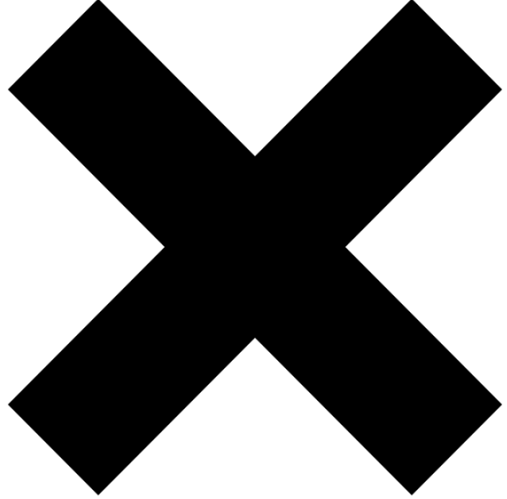
UMAPA

EX:  
Sam



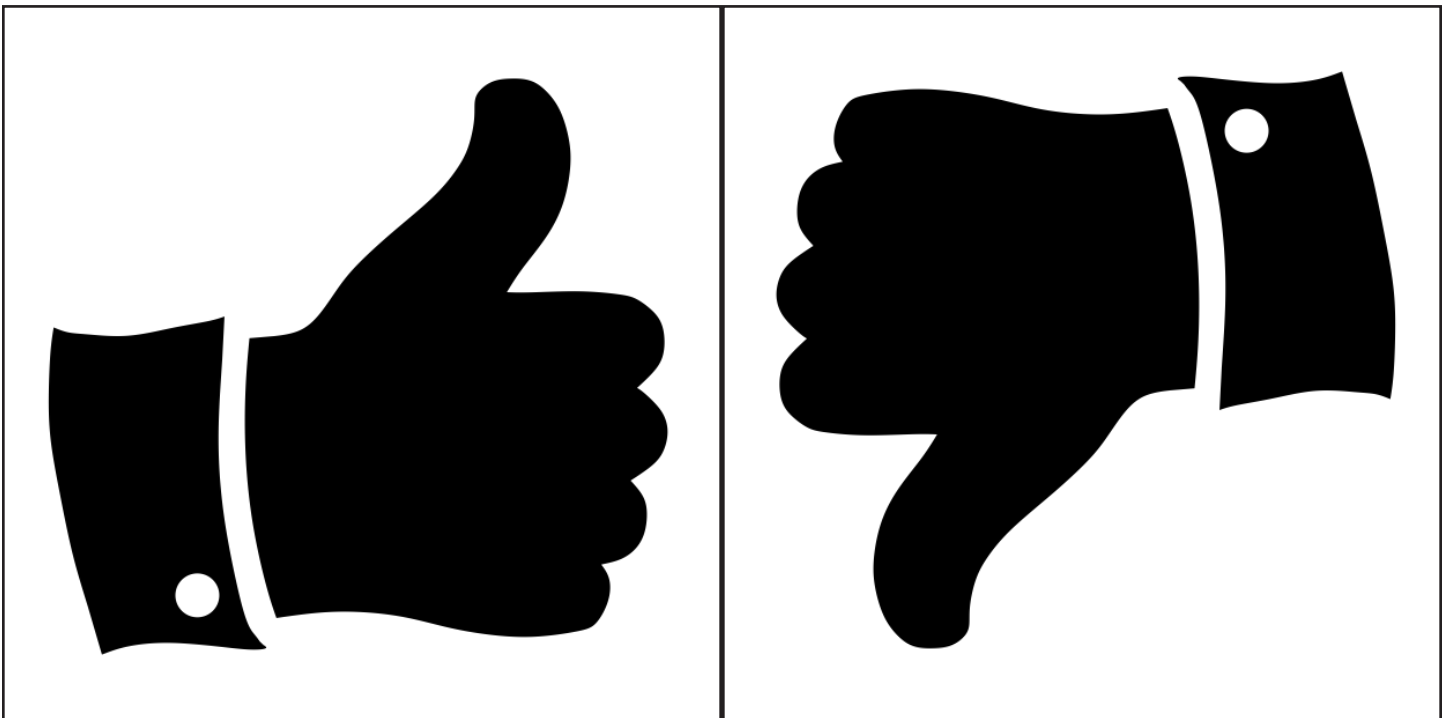


**YES OR NO IMAGE  
 EXCHANGE CARD**  
 35.IEC.Y/N

 <p><b>Yes</b></p>	 <p><b>No</b></p>
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**THUMBS IMAGE  
 EXCHANGE CARD**  
**35.IEC.THUMB**







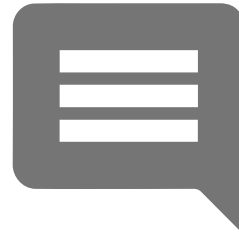
## IMAGE EXCHANGE CARDS

35.IEC.IMAGE

Edit



Comment



View



Collaborator Icon



## Collaborator Edits

**Jason Smith**

123 Street, Rd  
Philadelphia, PA 12345  
(123) 456-7890  
jsmith@gmail.com

### EXPERIENCE

**Digitability** — *Digital Media Coordinator*

2015 - PRESENT

I collaborated to create video assets for marketing goals and Digitability curriculum needs.

**Deli** — *Cashier*

2011 - 2015

Ringed up customers and filling out orders as they are called in.  
Counting a register.



### SKILLS

**Video editing using Adobe suite and pro tools.**

Data Entry  
Customer service  
Planning and coordinating with management



L1

L2

L3

L4

L5

L6

L7

UNIT 35: COLLABORATION IN THE CLOUD  
LESSON 5: HOW TO TELL IF SOMEONE IS IN YOUR

**BADGE BOARD****35.BADGE**

How to tell when  
someone is in  
your doc





# WORD WALL PRINTOUT

35.5.5



When a collaborator is working on your document, you will see your Collaborator's Icon.



## DIFFERENTIATION

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



# T1 COLLABORATION WORKSHEET

## EXIT TICKET | 35.5.6.1

**Directions:** Circle the Collaborator Icon on the Google Doc. Then, answer the question below on the lines provided.

Jason Smith Resume ☆

File Edit View Insert Format Tools Add-ons Help Last edit was on December 18, 2018

Heading 3 Open Sans 8 B I U A

**Jason Smith**

123 Street, Rd  
Philadelphia, PA 12345  
(123) 456-7890  
jsmith@gmail.com

**EXPERIENCE**

**Digitability** — *Digital Media Coordinator*  
2015 - PRESENT  
I collaborated to create video assets for marketing goals and Digitability curriculum needs.

**Deli** — *Cashier*  
2011 - 2015  
Ringing up customers and filling out orders as they are called in.  
Counting a register.

**SKILLS**

**Video editing using Adobe suite and pro tools.**

Data Entry  
Customer service  
Planning and coordinating with management

**When does the Collaborator's color show up on the doc?**

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## T2 COLLABORATION WORKSHEET

### EXIT TICKET | 35.5.6.2

**Directions:** Circle the Collaborator Icon on the Google Doc. Then, circle the correct answer to the question below.

Jason Smith Resume

File Edit View Insert Format Tools Add-ons Help Last edit was on December 18, 2018

Heading 3 Open Sans 8 B I U A

**Jason Smith**

123 Street, Rd  
Philadelphia, PA 12345  
(123) 456-7890  
jsmith@gmail.com

**EXPERIENCE**

**Digitability** — *Digital Media Coordinator*  
2015 - PRESENT  
I collaborated to create video assets for marketing goals and Digitability curriculum needs.

**Deli** — *Cashier*  
2011 - 2015  
Ringing up customers and filling out orders as they are called in.  
Counting a register.

**SKILLS**

Video editing using Adobe suite and pro tools.  
Data Entry  
Customer service  
Planning and coordinating with management

**When does the Collaborator's color show up on the doc?**

- Their color shows up when they delete your doc.
- Their color shows up when they make edits to your doc.
- Their color shows up when they add videos to your doc.
- Never.



## T3 TRACE 'N' LEARN

EXIT TICKET | 35.5.6.3

Telling if Someone  
is in Your Doc

When a collaborator  
is working on your  
document, you will see  
their Collaborator's  
Icon.



## MY DIGITABILITY EARNINGS TRACKER

### Unit 35: Collaboration in the Cloud | 35.5.7

**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:**