





UNIT 36: SHARING GOOGLE DOCS LESSON 5: COLLABORATION OPTIONS USING EMAIL

LESSON OVERVIEW

To change how you want to collaborate, click on the dropdown menu next to the email field.

Time: ~30 minutes

OBJECTIVE

Student will be able to distinguish methods for sharing docs in Google Drive

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 36
- 5. Select Lesson 5 Collaboration Options Using Email

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

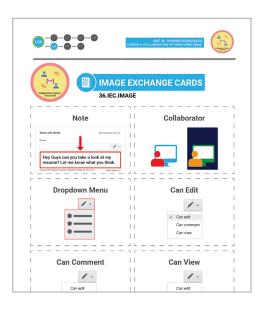


- 1. Write the following on the board, leaving a blank space for the words "note" and "collaborator."
 - **a.** You can add a ____ to your ____ when emailing the doc to them.
- 2. Have a student come up to the board to fill in the correct answer.

Repeat the process to ensure all students get a chance to participate and earn a participation dollar.



3. Distribute **36.IMAGE.IEC** to students. See 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 [36.IMAGE.IEC]

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. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings** Tracker. [36.5.DollarTracker]

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

+S 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.







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

Answer: Collaboration Options Using Email



2. Distribute **36.BADGE** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.





- On-topic shared verbal response
- T2 Writes down badge name or walks up to point to badge
- Uses Badge Board [36.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.** [36.5.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



- 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 "Email."
- 5. Ask students to give a thumbs up every time they hear and/or see the word "Email" 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, or identify their
replacement behavior. If
a student is not following
directions, you have give them
one minute (60 seconds) before
taking additional dollars.







7. Distribute **36.IEC.THUMB** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.





- Puts thumbs up
- Uses Thumbs Image Exchange Card [36.IEC.THUMB]
- Uses Thumbs Image Exchange Card [36.IEC.THUMB]







8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker.** [36.5.DollarTracker]

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

+S 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
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INFORMAL ASSESSMENT

1. Ask,"For a participation dollar, who can tell me what you click in order to change how you collaborate?"

Possible Answers: click on the dropdown menu next to the email field

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

2. Ask, "For a participation dollar, where is this dropdown menu located?"

Possible Answers: to the right of where you typed your collaborator's email address.

3. Ask, "For a participation dollar, what three options can you choose from the dropdown menu?"

Possible Answers: can edit, can comment, can view

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!"

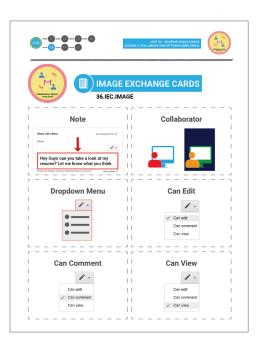
"Yes, nice job participating, [student]! You earned a participation dollar."

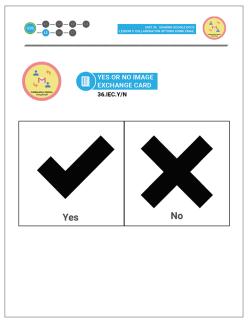






4. Distribute **36.IMAGE.IEC** or **Yes** or **No Image Exchange Cards 36.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.







- 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** [36.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.** [36.5.DollarTracker]

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

-\$ 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

PLAY ACTIVITY VIDEO

"Nice job [Behavior], Marcus. You

earned a [Behavior] dollar."

SUCCESSFUL

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
Complaining/Whining
Interrupting
UMAPA
Arguing

Arguing



1. Ask the class, "Who would like to unlock the Collaboration Options Using Email 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 36.5.5** Students that unlocked the badge will place the **Collaboration Options Using Email Badge** printout on the classroom's word wall. See

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





- 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. [36.5.DollarTracker]**

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

+S SUCCESSFUL

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

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ASSESSMENT/EXIT TICKET



1. Distribute the **Collaboration Options Using Email** Exit Ticket **36.5.6** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.













DIFFERENTIATION

Using Tier 1 **Collaboration Options Using Email** Exit Ticket [36.5.6.1], student writes in the correct order (1-4) to access Google Forms.

- Using Tier 2 **Collaboration Options Using Email** Exit Ticket [36.5.6.2], student circles where you should click to access your Google Forms.
- Student has option to complete Collaboration Options Using Email Exit Ticket [36.5.6.2] or **Trace 'n' Learn Card** Exit Ticket [36.5.6.3]



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [36.5.DollarTracker]**

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



SUCCESSFUL

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

-S 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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Encouraging

Off-task
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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.







36.5.Dollar tracker

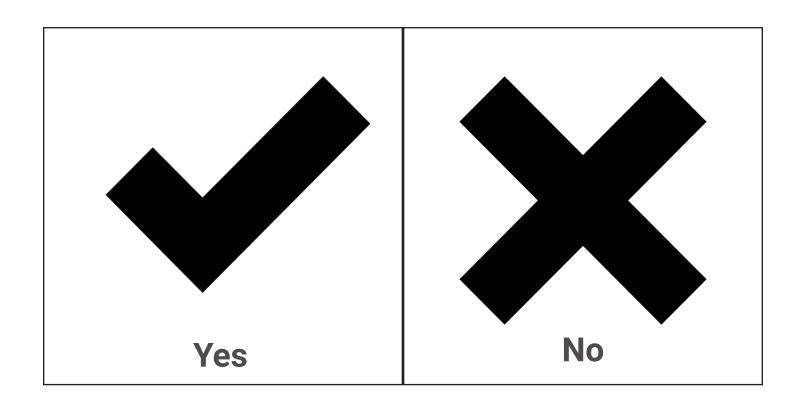
Behaviors	Name	/	/	/	/	/	/	
Successful	EX: 4							
Participation/ Contributing	Жĺ							
Sharing/Helping/ Collaborating								
Greeting a Guest								
Following Directions/ Staying on Task								
Encouraging/ Complimenting								
Problematic								
Off-task								
Off-topic/ Inappropriate Comment								
Disrespect/Teasing								
Complaining/Whining								
Arguing								
Interrupting								-
UMAPA								



















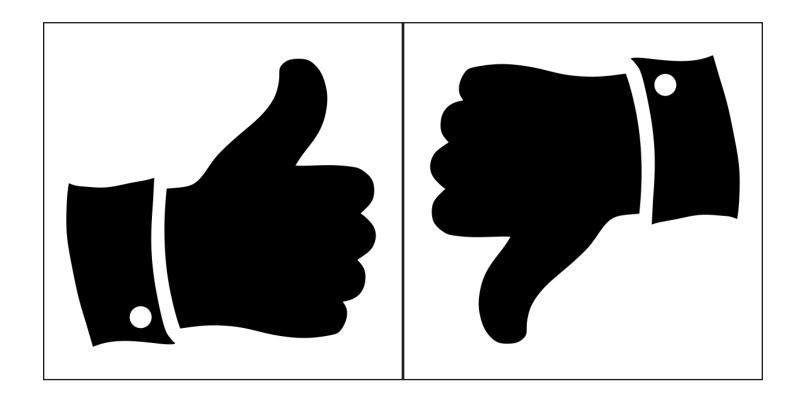




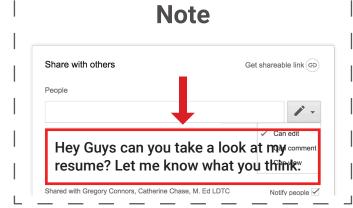




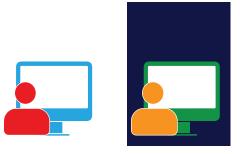


IMAGE EXCHANGE CARDS

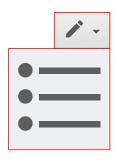
36.IEC.IMAGE



Collaborator



Dropdown Menu



Can Edit



Can Comment



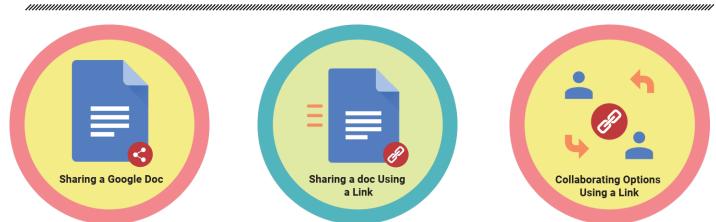
Can View



























WORD WALL PRINTOUT

36.5.5



To change how you want to collaborate, click on the dropdown menu next to the email field.



DIFFERENTIATION

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





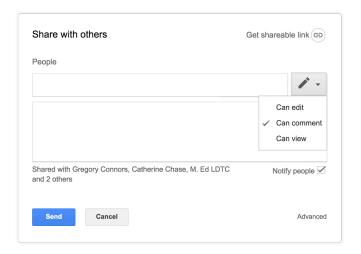


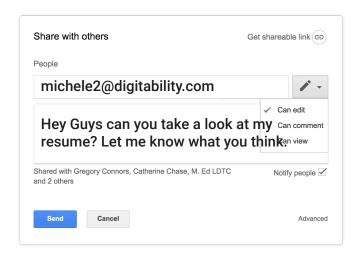




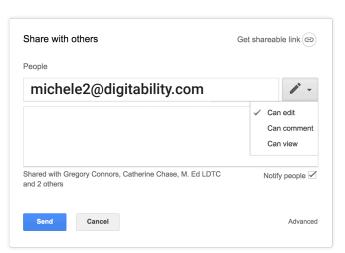
EXIT TICKET | 36.5.6.1

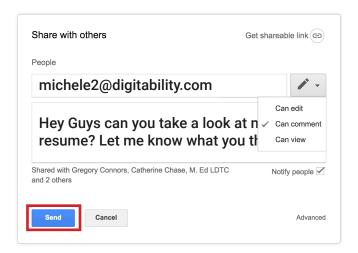
Directions: Write in the steps to share a Google Doc in the correct order (1-4).





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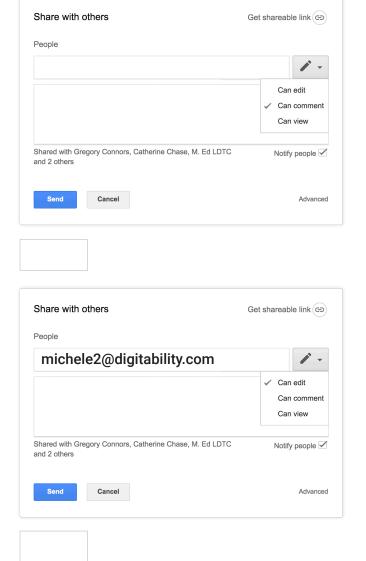


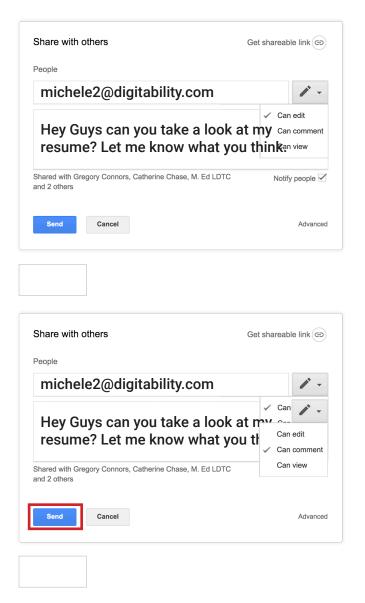




EXIT TICKET | 36.5.6.2

Directions: Cut and paste the steps to share a Google Doc in the correct order.





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Step 1

Step 2

Step 3

Step 4







T3) TRACE 'N' LEARN

EXIT TICKET | 36.5.6.3

Collaboration Options Using Email

To change how you want to collaborate, click on the dropdown menu next to the email field.





Mame.

MY DIGITABILITY EARNINGS TRACKER

Unit 36: Sharing Google Docs | 36.5.7

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

	DATE:	DOLLARS EARNED:				
LESSON 1: Sharing a Google Doc						
LESSON 2: Sharing a Doc Using a Link						
LESSON 3: Collaborating Options Using a Link						
LESSON 4: Sharing a Doc Using Email						
LESSON 5: Collaborations Options Using Email						
LESSON 6: Privacy Options						
LESSON 7: Editing Privacy Options						
LESSON 8: Sharing a Google Doc Master Badge						

TOTAL DOLLARS EARNED: