



UNIT 37: COLLABORATING WITH EDIT TOOLS LESSON 1: COLLABORATING WITH EDIT TOOLS IN GOOGLE DRIVE

LESSON OVERVIEW

You can collaborate using edit tools in Google Drive. You can switch from editing mode to suggesting mode or to viewing mode.

Time: ~30 minutes

OBJECTIVE

Students will be able to manipulate the collaboration tools for editing in their 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 37**
5. Select **Lesson 1 - Collaborating with Edit Tools in Google Drive**

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,” “docs,” and “time.”

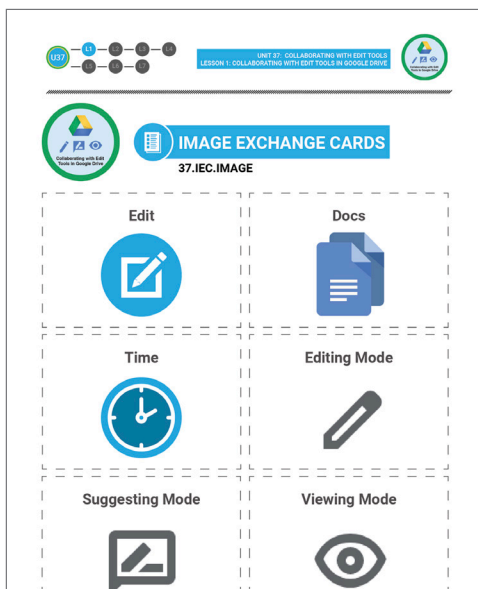
a. Collaborators can ___ your shared ___ in real ___.

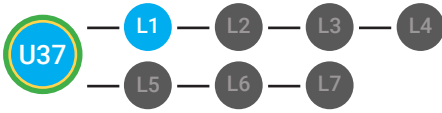
2. Have a student come up to the board to fill in the correct answer.

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



3. Distribute **37.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** [37.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [37.1.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



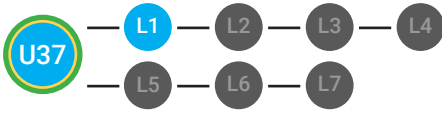
Call out earnings to the class, "[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



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: Collaborating with Edit Tools in Google Drive

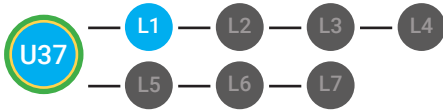


2. Distribute **37.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes down badge name or walks up to point to badge
- T3** Uses **Badge Board** [37.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**. [37.1.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 phrase 'Edit Tools.'"*

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




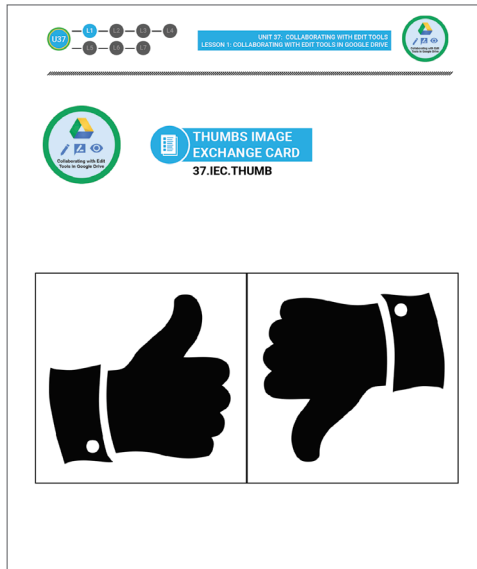
6. Play video.



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.

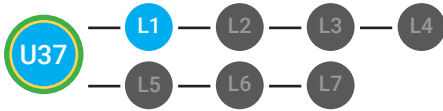


7. Distribute **37.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [37.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [37.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [37.1.DollarTracker]

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

+ \$ SUCCESSFUL	- \$ PROBLEMATIC
<p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>

- 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 the three modes you can switch from in Google Drive?"*

Possible Answers: Editing Mode, Suggesting Mode, Viewing Mode

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



2. Ask, *"For a participation dollar, what will these three modes help you do?"*

Possible Answers: edit your document, make suggestions to your document, or preview and print your document.



3. Ask, *"For a participation dollar, can you switch from the Suggesting mode to the Editing mode?"*



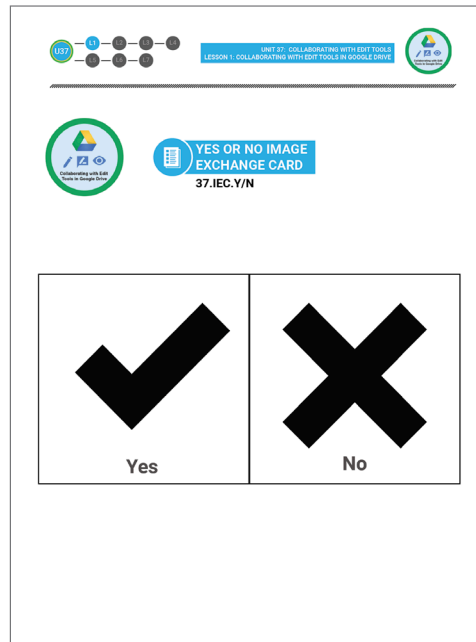
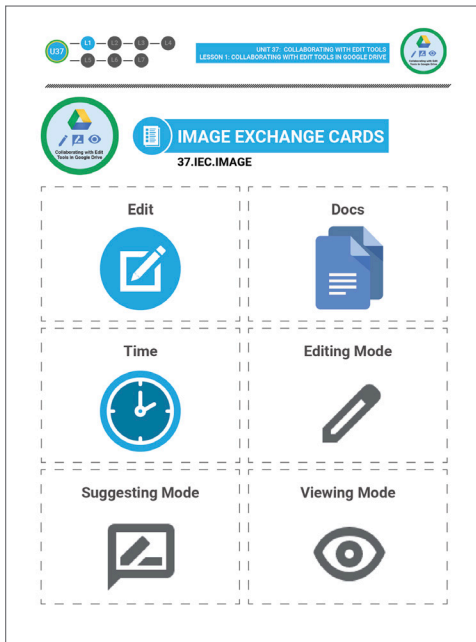
Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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."

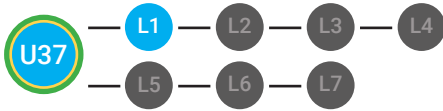


4. Distribute **37.IMAGE.IEC** or **Yes or No Image Exchange Cards** **37.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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** [37.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**. [37.1.DollarTracker]



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.

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

+ \$ SUCCESSFUL	- \$ PROBLEMATIC
<p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>

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




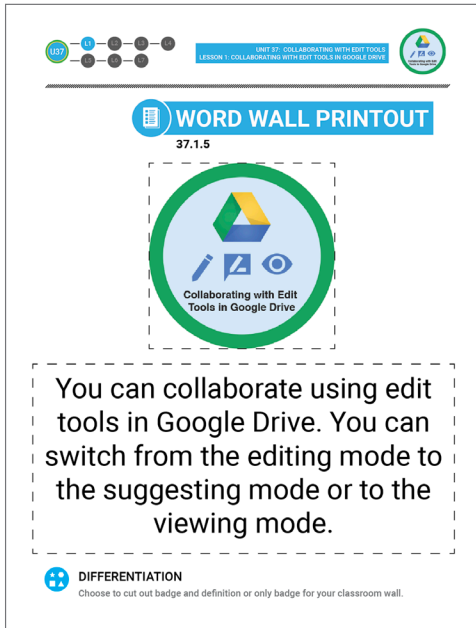
1. Ask the class, *"Who would like to unlock the Collaborating with Edit Tools in Google Drive Badge for \$1?"*

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.

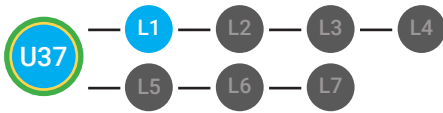


3. Distribute and cut out **Word Wall Printout 37.1.5** Students that unlocked the badge will place the **Collaborating with Edit Tools** in Google Drive your students. printout on the classroom’s word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [37.1.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 37.1.6 the **Collaborating with Edit Tools** in Google Drive Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.


UNIT 37: COLLABORATING WITH EDIT TOOLS
LESSON 1: COLLABORATING WITH EDIT TOOLS IN GOOGLE DRIVE

T1 EDIT TOOL LABELING
EXIT TICKET | 37.1.6.1

Directions: Label each edit tool.

 _____


 _____


 _____


UNIT 37: COLLABORATING WITH EDIT TOOLS
LESSON 1: COLLABORATING WITH EDIT TOOLS IN GOOGLE DRIVE

T2 EDIT TOOL LABELING
EXIT TICKET | 37.1.6.2

Directions: Label each edit tool by circling the correct name.

 (Suggesting mode, Viewing mode, Editing mode)

 (Editing mode, Suggesting mode, Viewing mode)

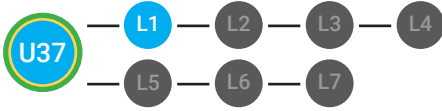
 (Suggesting mode, Viewing mode, Editing mode)

UNIT 37: COLLABORATING WITH EDIT TOOLS
LESSON 1: COLLABORATING WITH EDIT TOOLS IN GOOGLE DRIVE

T3 TRACE 'N' LEARN
EXIT TICKET | 37.1.6.3

Collaborating with Edit Tools

You can collaborate using edit tools in Google Drive. You can switch from the editing mode to the suggesting mode or to the viewing mode.



DIFFERENTIATION



Using Tier 1 **Edit Tool Labeling** Exit Ticket [37.1.6.1], student labels each edit tool.



Using Tier 2 **Edit Tool Labeling** Exit Ticket [37.1.6.2], student labels each edit tool by circling the correct name.



Student has option to complete **Edit Tool Labeling** Exit Ticket [37.1.6.2] or **Trace 'n' Learn Card** Exit Ticket [37.1.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [37.1.DollarTracker]

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

+\$ SUCCESSFUL

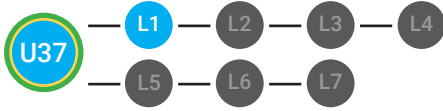
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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/
Complimenting

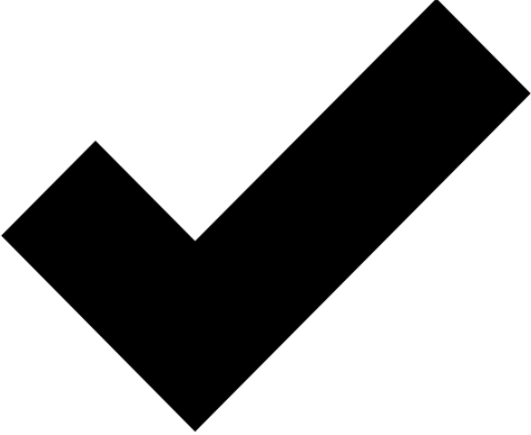
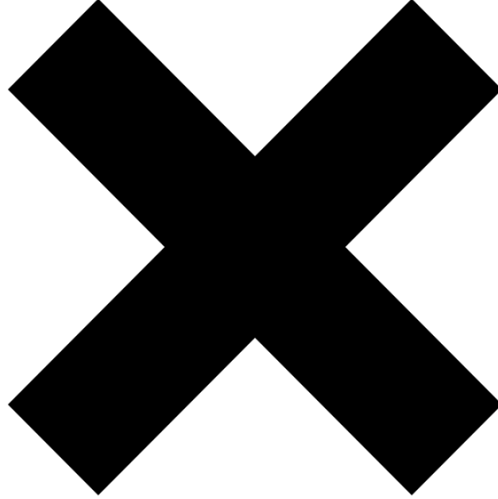
- Problematic**
- Off-task
- Off-topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	<i>EX:</i> Sam					
Participation/ Contributing						
Sharing/Helping/ Collaborating						
Greeting a Guest						
Following Directions/ Staying on Task						
Encouraging/ Complimenting						
Off-task						
Off-topic/ Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting						
UMAPA						




 **YES OR NO IMAGE EXCHANGE CARD**

37.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------



 **THUMBS IMAGE EXCHANGE CARD**

37.IEC.THUMB

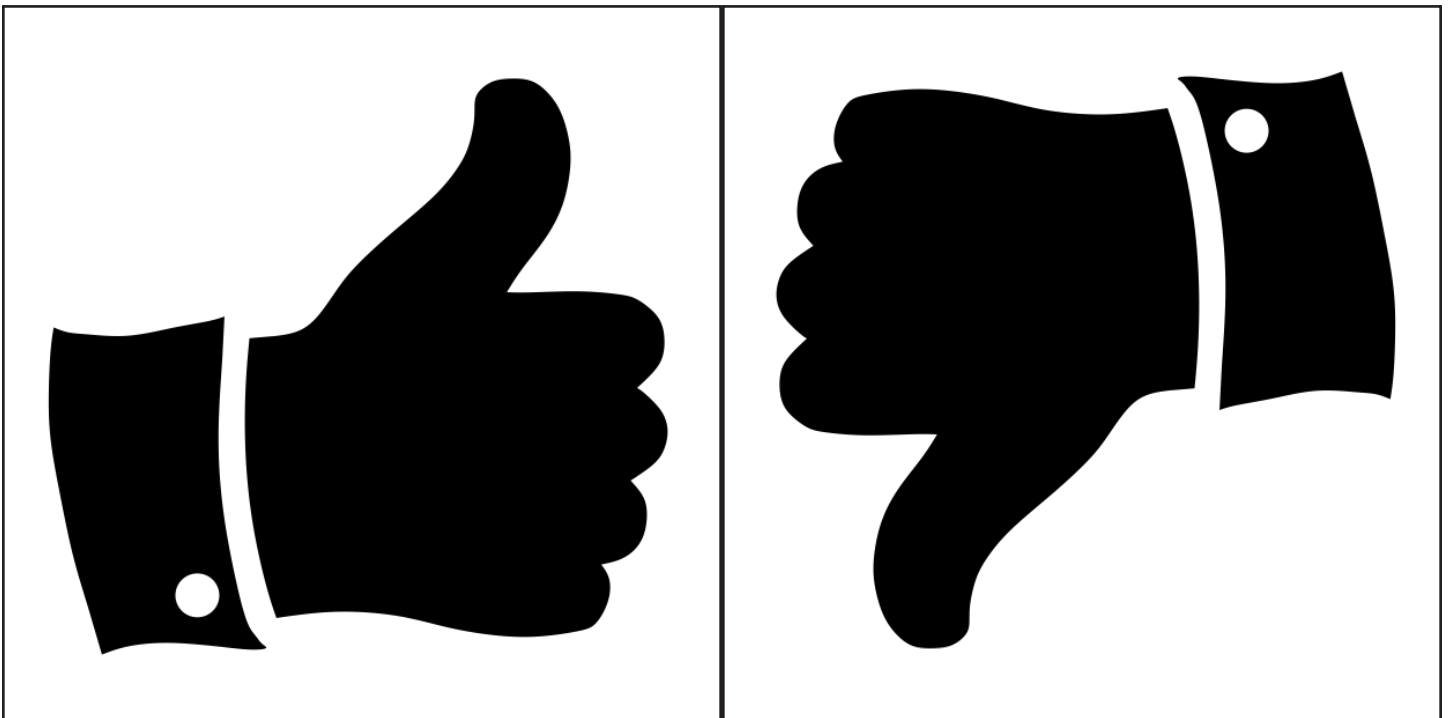




IMAGE EXCHANGE CARDS

37.IEC.IMAGE

Edit



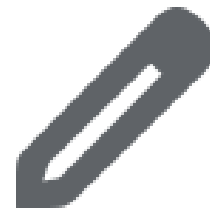
Docs



Time



Editing Mode



Suggesting Mode



Viewing Mode






Collaborating with Edit Tools in Google Drive




The Collaboration Mode Menu (Interface)



The Editing Mode (functions)



The Suggesting Mode (functions)



The Viewing Mode (functions)



How to See Changes Made to Your Document



Collaborating with Editing Tools in Google Drive Master Badge



WORD WALL PRINTOUT

37.1.5



You can collaborate using edit tools in Google Drive. You can switch from editing mode to suggesting mode or to viewing mode.



DIFFERENTIATION

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



T1 EDIT TOOL LABELING

EXIT TICKET | 37.1.6.1

Directions: Label each edit tool.









T2 EDIT TOOL LABELING

EXIT TICKET | 37.1.6.2

Directions: Label each edit tool by circling the correct name.



(Suggesting mode, Viewing mode, Editing mode)



(Editing mode, Suggesting mode, Viewing mode)



(Suggesting mode, Viewing mode, Editing mode)



T3 TRACE 'N' LEARN

EXIT TICKET | 37.1.6.3

Collaborating with
Edit Tools

You can collaborate
using edit tools in
Google Drive. You
can switch from
editing mode to
suggesting mode or
to viewing mode.



MY DIGITABILITY EARNINGS TRACKER

Unit 37: Collaborating with Edit Tools in Google Drive | 37.1.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: Collaborating with Edit Tools in Google Drive		
LESSON 2: The Collaboration Mode Menu		
LESSON 3: The Editing Mode		
LESSON 4: The Suggesting Mode		
LESSON 5: The Viewing Mode		
LESSON 6: How to See Changes Made to Your		
LESSON 7: Collaborating Edit Tools in Google Drive Master Badge		

TOTAL DOLLARS EARNED: