

UNIT 37: COLLABORATING WITH EDIT TOOLS LESSON 2: THE COLLABORATION MODE MENU

LESSON OVERVIEW

When you click on the dropdown menu, you can choose the suggesting mode, the editing mode or the 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.

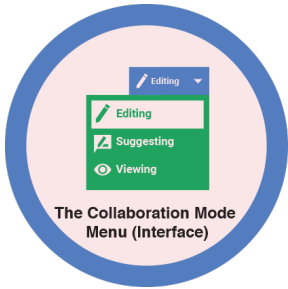
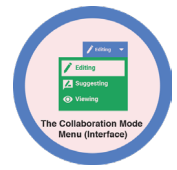
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 4 - Prime Professional**
4. Select **Unit 37**
5. Select **Lesson 2 - The Collaboration Mode Menu**

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 word **“editing,” “suggesting,”** and **“viewing.”**

a. You can switch from the ____ mode to the ____ mode to the ____ mode.

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.

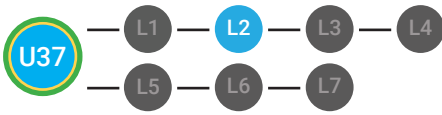


3. Distribute **37.IMAGE.IEC** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 37: COLLABORATING WITH EDIT TOOLS IN GOOGLE DRIVE
LESSON 2: THE COLLABORATION MODE MENU

IMAGE EXCHANGE CARDS
37.IEC.IMAGE

Editing 	Viewing
Suggesting 	



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**. [37.2.DollarTracker]

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



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								
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									

+\$ SUCCESSFUL

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

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior] 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

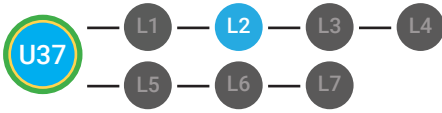
GUIDED WATCHING



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 Mode Menu

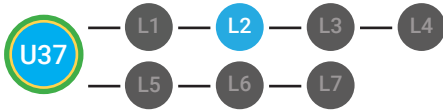


2. Distribute **37.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [37.2.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.

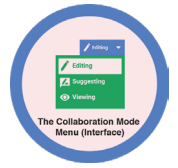



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the phrase 'Collaboration Mode.'"*

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



6. Play video.

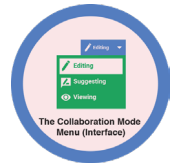
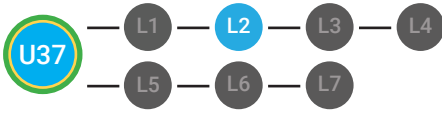


7. Distribute **37.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [37.2.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 where the Collaboration Mode Menu is located?"*

Possible Answers: on the top right-hand corner of the toolbar

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



2. Ask, *"For a participation dollar, what does the Editing Mode Icon look like?"*

Possible Answers: an image of a black pencil



3. Ask, *"For a participation dollar, can you use this dropdown menu to switch from the editing mode to the suggesting 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."

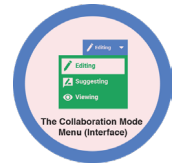
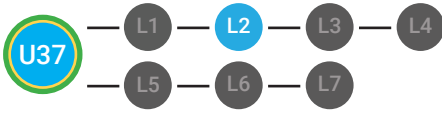


4. Distribute **37.IMAGE.IEC** or **Yes or No Image Exchange Cards** **37.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [37.2.DollarTracker]

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



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.

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

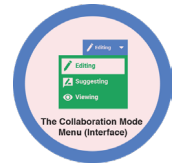
PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Collaboration Mode Menu 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 37.2.5** Students that unlocked the badge will place the **Collaboration Mode Menu Badge** printout on the classroom’s word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

WORD WALL PRINTOUT
 37.2.5

The Collaboration Mode Menu (Interface)

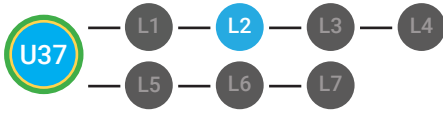
To create a spreadsheet using Google Sheets, click on the words Google Sheets to open a new spreadsheet.

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**. [37.2.DollarTracker]

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

<p>+\$ SUCCESSFUL</p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p>-\$ PROBLEMATIC</p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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- 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 **Collaboration Mode Menu Exit Ticket 37.2.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 COLLABORATION MODE MENU
EXIT TICKET | 37.2.6.1

Directions: Circle the collaboration mode menu. What will you click the collaboration mode menu? Write your answer the lines provided.

What will you click the collaboration mode menu?

T2 COLLABORATION MODE MENU
EXIT TICKET | 37.2.6.2

Directions: Circle the collaboration mode menu. What will you click the collaboration mode menu? Circle the correct answer.

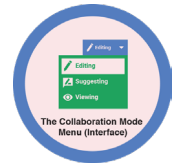
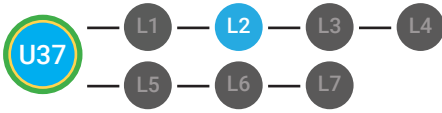
What will you click the collaboration mode menu?

- The editing mode
- Bold, text color, underline, italic
- The suggesting mode, the editing mode, and the viewing mode.
- None of the above

T3 TRACE 'N' LEARN
EXIT TICKET | 37.2.6.3

The Collaboration Mode Menu

When you click on the dropdown menu, you can choose the suggesting mode, the editing mode or the viewing mode.



DIFFERENTIATION

T1

Using Tier 1 **Collaboration Mode Menu** Exit Ticket [37.2.6.1], student writes in the correct order (1-4) to access Google Forms.

T2

Using Tier 2 **Collaboration Mode Menu** Exit Ticket [37.2.6.2], student uses the images below to circle where you should click to access your Google Forms.

T3

Student has option to complete **Collaboration Mode Menu** Exit Ticket [37.2.6.2] or **Trace 'n' Learn Card** Exit Ticket [37.2.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [37.2.DollarTracker]

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

+\$ SUCCESSFUL

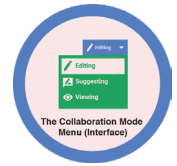
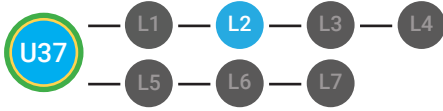
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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



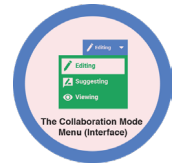
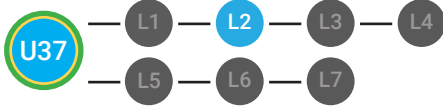
IMMEDIATE FEEDBACK/NEXT STEPS

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.




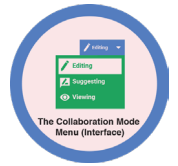
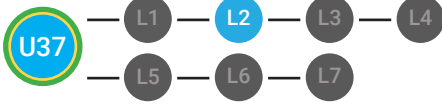
Behaviors

Name

- Successful**
- Participation/
Contributing
- Sharing/Helping/
Collaborating
- Greeting a Guest
- Following Directions/
Staying on Task
- Encouraging/
Complimenting

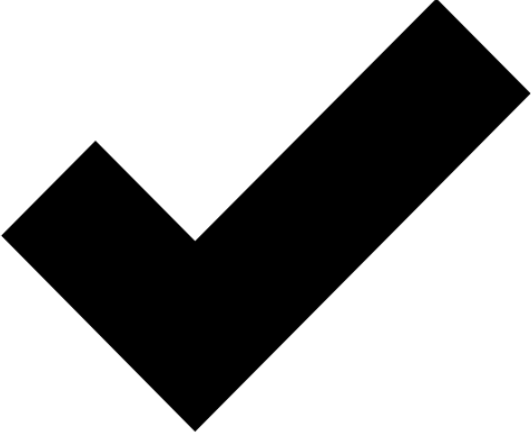
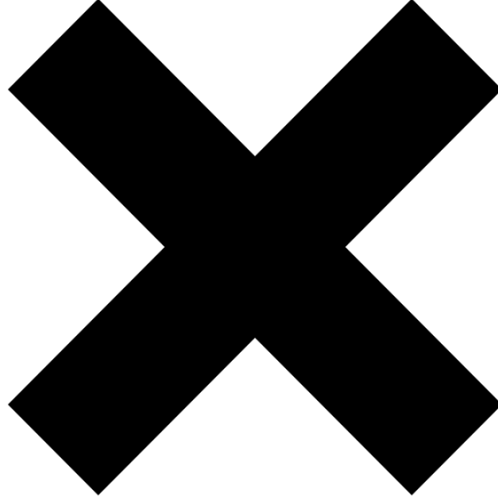
- Problematic**
- Off-task
- Off-topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	EX: 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						



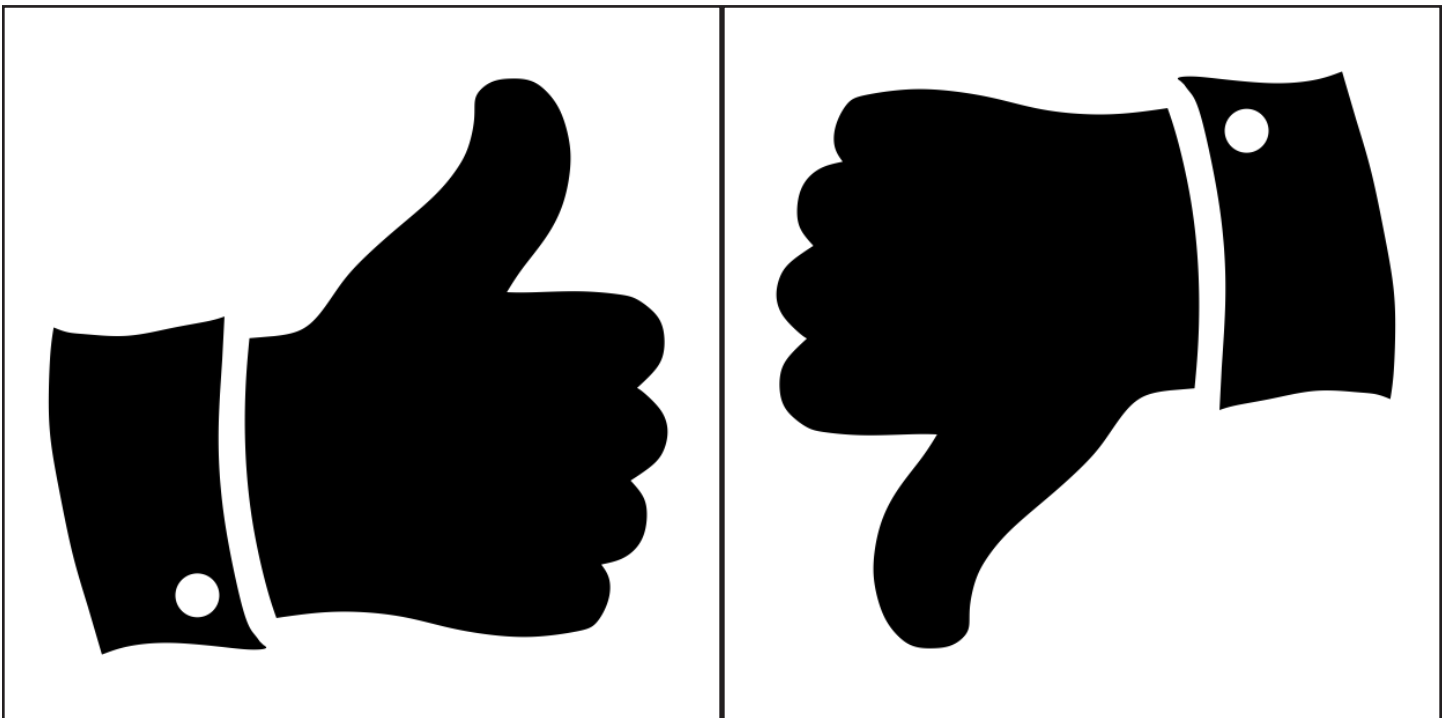
 **YES OR NO IMAGE EXCHANGE CARD**

37.IEC.Y/N

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



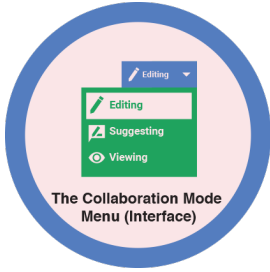
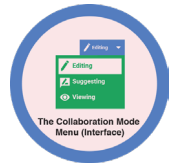


IMAGE EXCHANGE CARDS

37.IEC.IMAGE

Editing

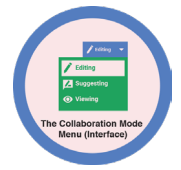


Viewing



Suggesting





Collaborating with Edit Tools in Google Drive

The Collaboration Mode Menu (Interface)

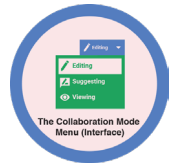
The Editing Mode (functions)

The Suggesting Mode (functions)

The Viewing Mode (functions)

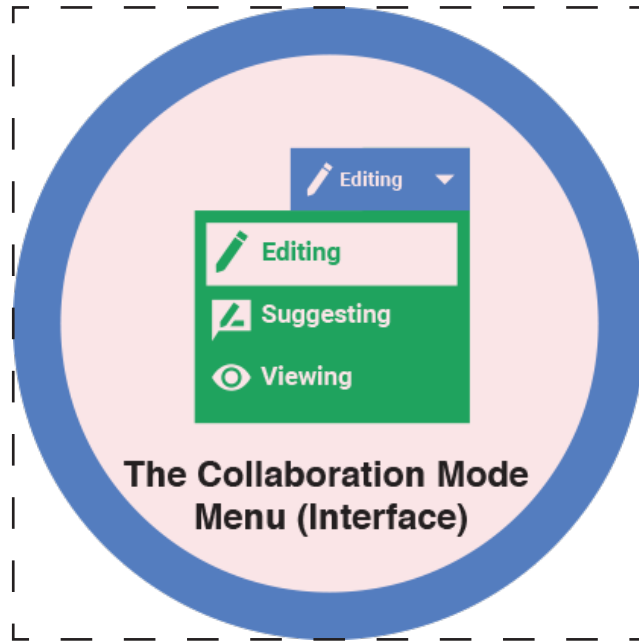
How to See Changes Made to Your Document

Collaborating with Editing Tools in Google Drive Master Badge



WORD WALL PRINTOUT

37.2.5

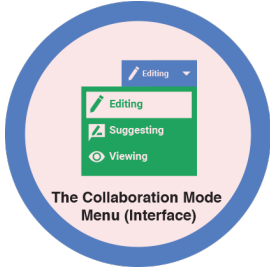
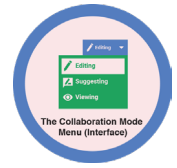
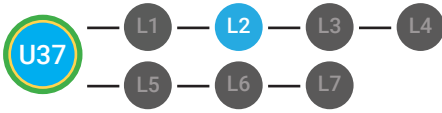


To create a spreadsheet using Google Sheets, click on the words “Google Sheets” to open a new spreadsheet.



DIFFERENTIATION

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



T1 COLLABORATION MODE MENU

EXIT TICKET | 37.2.6.1

Directions: Circle the Collaboration Mode Menu. Then, write your answer to the question below on the lines provided.

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.

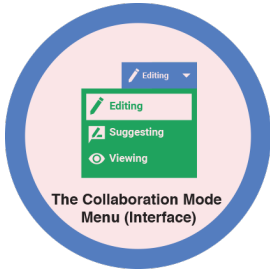
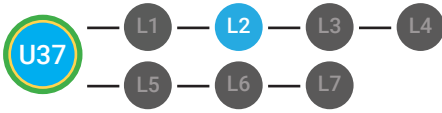
Deli — *Cashier*
2011 - 2015
Ringing up customers and filling out orders as they are called in.
Counting a register.

SKILLS

Video editing using Adobe suite and pro tools.

Data Entry
Customer service
Planning and coordinating with management

What will you click the collaboration mode menu?



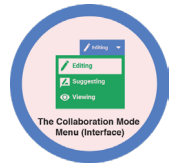
T2 COLLABORATION MODE MENU

EXIT TICKET | 37.2.6.2

Directions: Circle the Collaboration Mode Menu. Then, circle the correct answer to the question below.

What can you click on the Collaboration Mode Menu?

- a. The editing mode
- b. Bold, text color, underline, italic
- c. The Suggesting mode, the Editing mode, and the Viewing mode.
- d. None of the above

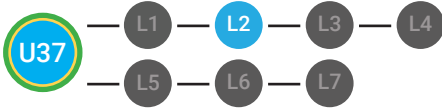


T3 TRACE 'N' LEARN

EXIT TICKET | 37.2.6.3

The Collaboration
Mode Menu

When you click on
the dropdown menu,
you can choose the
suggesting mode,
the editing mode or
the viewing mode.



MY DIGITABILITY EARNINGS TRACKER

Unit 37: Collaborating with Edit Tools in Google Drive | 37.2.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: 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: