

# UNIT 37: COLLABORATING WITH EDIT TOOLS IN GOOGLE DRIVE LESSON 3: THE EDITING MODE

## LESSON OVERVIEW

When you make changes to your doc in Editing mode, all changes are saved instantly.

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 3 - The Editing Mode**

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

a. When you click on the dropdown menu, you can choose the \_\_\_\_\_ mode, the \_\_\_\_\_ mode or 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.

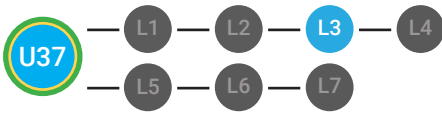


3. Distribute **37.IMAGE.IEC** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

The card displays the following content:

- Unit and Lesson Headers: U37, L1-L7, UNIT 37: COLLABORATING WITH EDIT TOOLS, LESSON 3: THE EDITING MODE.
- Title: **IMAGE EXCHANGE CARDS** (37.IEC.IMAGE)
- Grid of Icons:
 

Editing 	Viewing 
Suggesting 	Instantly 



# 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]



**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**. [37.3.DollarTracker]

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

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

- 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

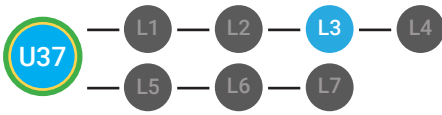
## GUIDED WATCHING



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.

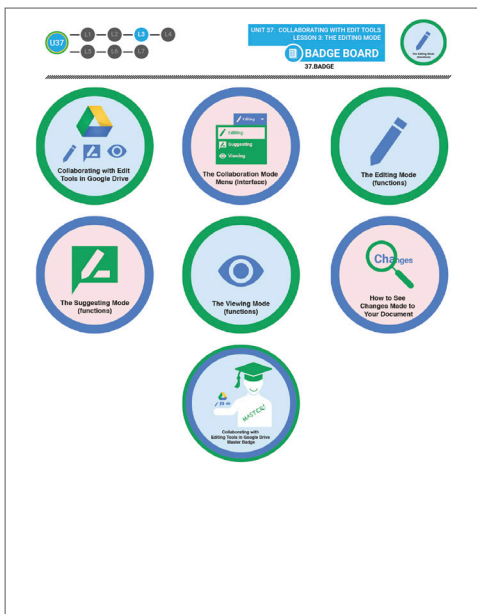


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

**Answer:** Editing Mode

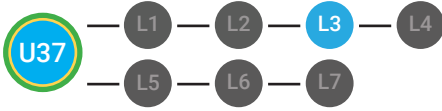


2. Distribute **37.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [37.3.DollarTracker]



**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.

[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



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 'Editing Mode.'"*

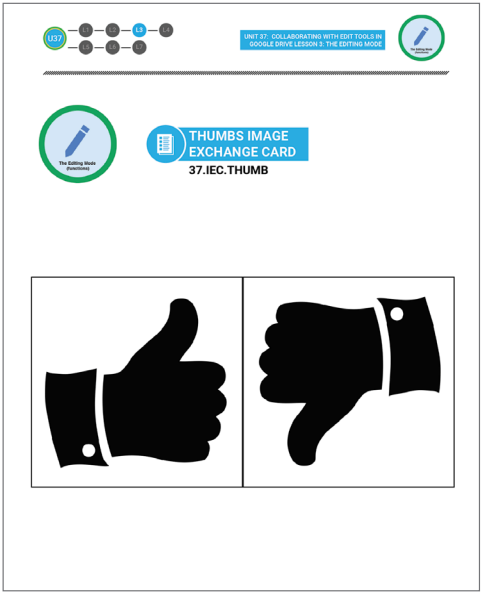
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Editing Mode"** in the video.



6. Play video.

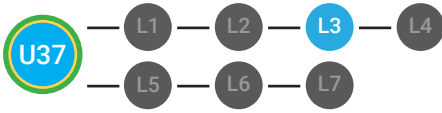


7. Distribute **37.IEC.THUMB** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



### 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**. [37.3.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
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- Arguing

### INFORMAL ASSESSMENT

**?** 1. Ask, *"For a participation dollar, who can tell me what you can use the editing mode to let you and your collaborator do?"*

**Possible Answers:** edit your document at any time

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

**?** 2. Ask, *"For a participation dollar, when are changes to your doc saved?"*

**Possible Answers:** instantly

**?** 3. Ask, *"For a participation dollar, are your collaborator's edits to your doc also saved instantly?"*



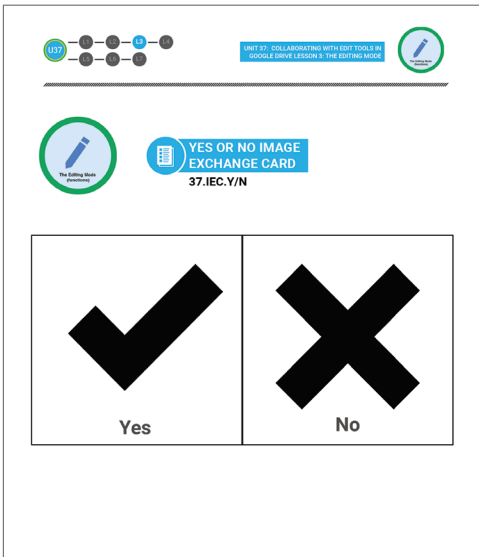
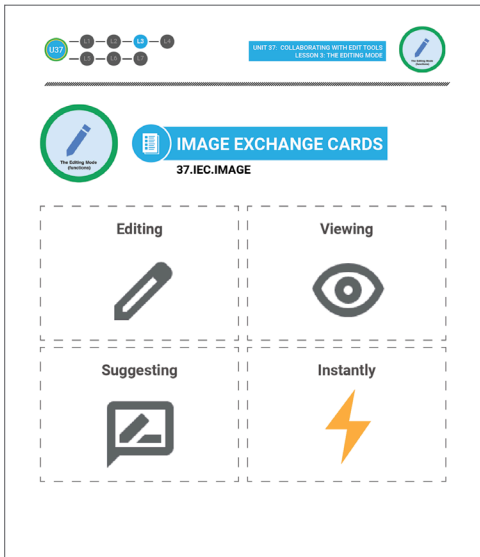
**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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."



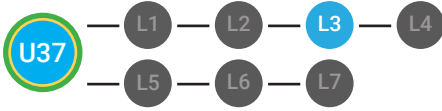
4. Distribute **37.IMAGE.IEC** or **Yes or No Image Exchange Cards** **37.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



### 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**. [37.3.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**



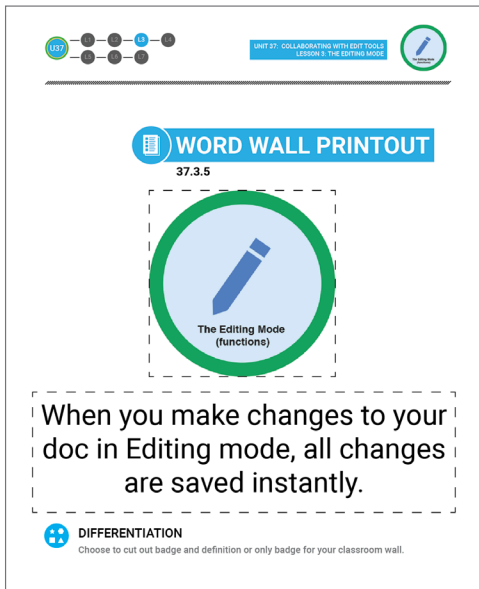
1. Ask the class, *"Who would like to unlock the Editing Mode Badge for \$1?"*

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.

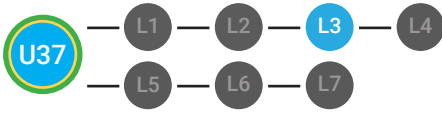


3. Distribute and cut out **Word Wall Printout 37.3.5** Students that unlocked the badge will place the **Editing Mode Badge** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [37.3.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

## ASSESSMENT/EXIT TICKET



1. Distribute the **Editing Mode** Exit Ticket **37.3.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 MULTIPLE CHOICE  
EXIT TICKET | 37.3.6.1

1. What does the editing mode allow you to do?
  - a. Share your doc
  - b. Let you edit your document at any time
  - c. Let you or your collaborator edit your document at any time
  - d. None of the above
2. How are the changes you make in editing mode saved?
  - a. They can't be saved
  - b. They save instantly
  - c. Request permission from your collaborator
  - d. All of the above
3. Which icon is the editing mode icon?
 

a. 
b. 
c.

T3 TRACE 'N' LEARN  
EXIT TICKET | 37.3.6.3

The Editing Mode

When you make changes to your doc in Editing mode, all changes are saved instantly.



# DIFFERENTIATION

**T1** Using Tier 1 **Multiple Choice** Exit Ticket [37.3.6.1]

**T2** Using Tier 1 **Multiple Choice** Exit Ticket [37.3.6.1]

**T3** Student has option to complete **Multiple Choice** Exit Ticket [37.3.6.1] or **Trace 'n' Learn Card** Exit Ticket [37.3.6.3].



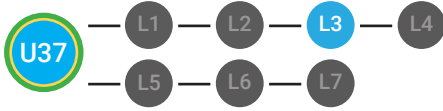
2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [37.3.DollarTracker]

[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
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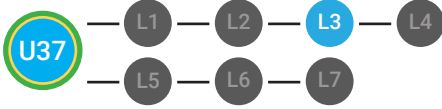
## IMMEDIATE FEEDBACK/NEXT STEPS

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

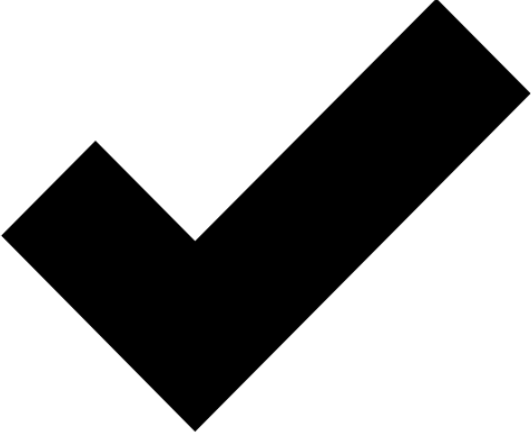
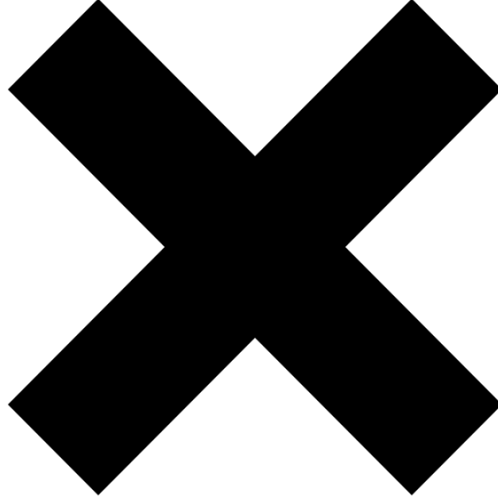
- Problematic**
- Off-task
- Off-topic/  
Inappropriate  
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	EX: Sam					
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**

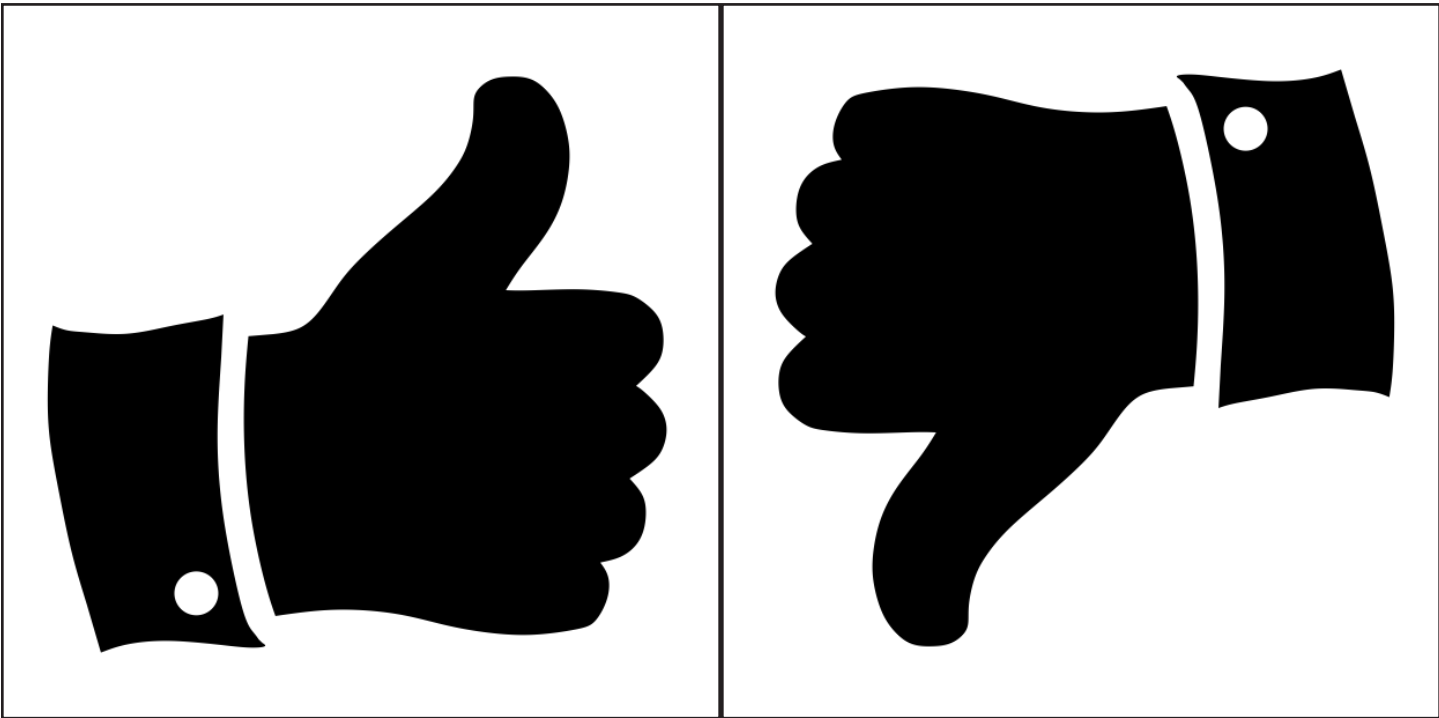
**37.IEC.Y/N**

 <p><b>Yes</b></p>	 <p><b>No</b></p>
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 **THUMBS IMAGE  
EXCHANGE CARD**

**37.IEC.THUMB**







# IMAGE EXCHANGE CARDS

## 37.IEC.IMAGE

**Editing**



**Viewing**



**Suggesting**



**Instantly**





**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

37.3.5



When you make changes to your doc in Editing Mode, all changes are saved instantly.



## DIFFERENTIATION

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



# T1 MULTIPLE CHOICE

## EXIT TICKET | 37.3.6.1

### 1. What does the Editing Mode allow you to do?

- a. Share your doc
- b. Edit your document at any time
- c. Allows you or your collaborator edit your document at any time
- d. None of the above

### 2. How are the changes you make in Editing Mode saved?

- a. They can't be saved
- b. They save instantly
- c. You have to request permission from your collaborator
- d. All of the above

### 3. Which icon is the Editing Mode icon?

a.



b.



c.





## T3 TRACE 'N' LEARN

### EXIT TICKET | 37.3.6.3

The Editing Mode

When you make changes to your doc in Editing Mode, all changes are saved instantly.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 37: Collaborating with Edit Tools in Google Drive | 37.3.7

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

**Name:** \_\_\_\_\_

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

**TOTAL DOLLARS EARNED:**