

## UNIT 37: COLLABORATING WITH EDIT TOOLS LESSON 5: THE VIEWING MODE

### LESSON OVERVIEW

When you choose the Viewing Mode, you or your collaborator can preview your document.

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 5 - The Viewing 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.



- a. When you use the \_\_\_\_\_, your \_\_\_\_\_  
\_\_\_\_\_. Suggestions made to your doc  
will be in \_\_\_\_\_.

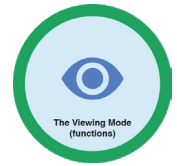
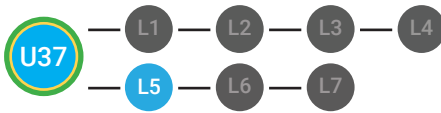
- Repeat the process to ensure all students get a chance to participate and earn a participation dollar.**



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








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

**Answer:** Viewing Mode

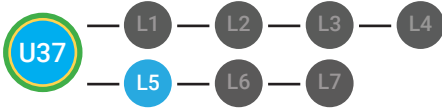


2. Distribute **37.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [37.5.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 phrase "Viewing Mode."*

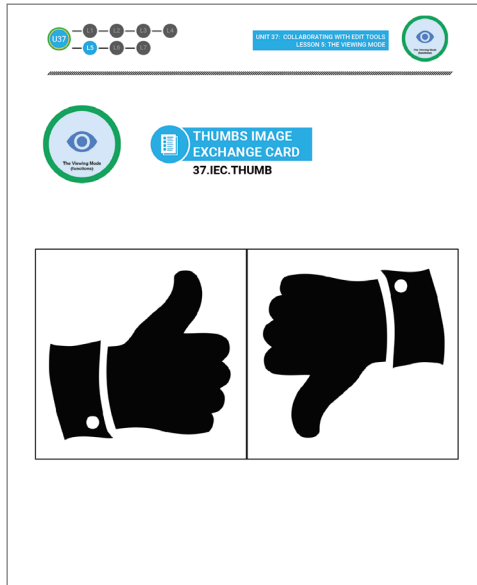
5. Ask students to give a thumbs up every time they hear and/or see the words **"Viewing Mode"** in the video.



6. Play video.

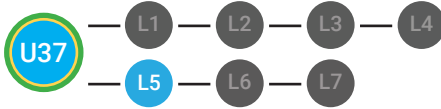


7. Distribute **37.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. **[37.5.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



1. Ask, *"For a participation dollar, who can tell me what you and your collaborator can do when you use the Viewing Mode?"*

**Possible Answers:** preview the document

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



2. Ask, *"For a participation dollar, which version of your doc can your collaborator see in Viewing Mode?"*

**Possible Answers:** the last version



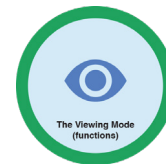
3. Ask, *"For a participation dollar, what do you need to do if you need your collaborator to see new changes to your doc?"*



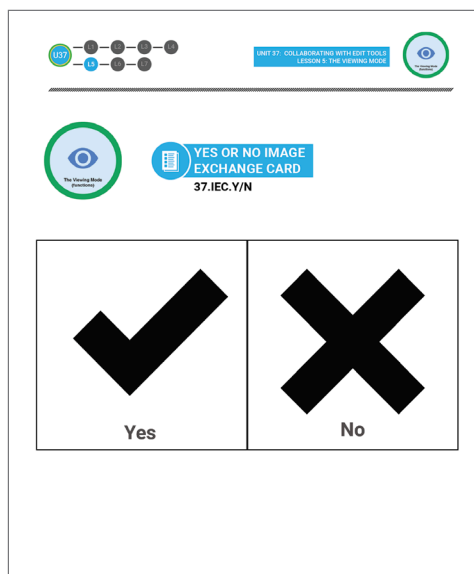
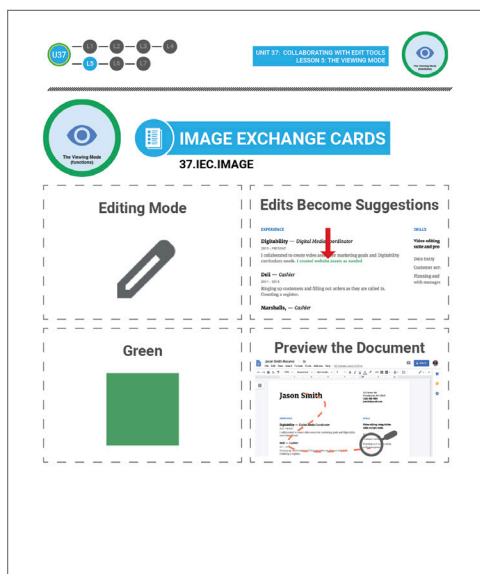
**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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."

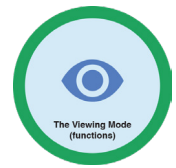
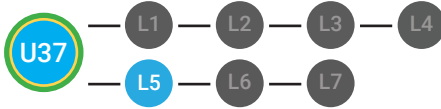


4. Distribute **37.IMAGE.IEC** or **Yes or No Image Exchange Cards** **37.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [37.5.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.

## +\$ 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

## PLAY ACTIVITY VIDEO



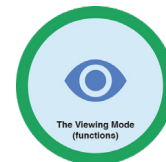
1. Ask the class, *"Who would like to unlock the Viewing Mode Badge for \$1?"*

Click Activity Button to Play Activity Video

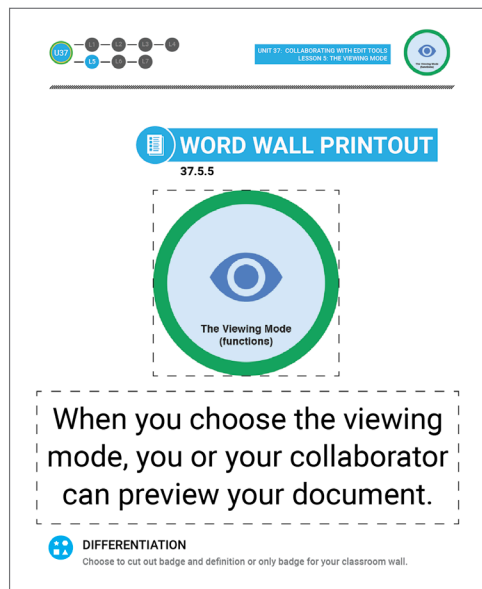
2. Student discusses with class to choose the correct answer.

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.

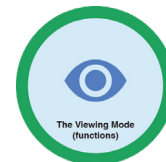
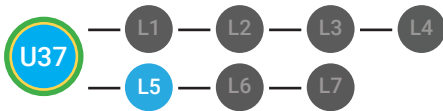


3. Distribute and cut out **Word Wall Printout 37.5.5** Students that unlocked the badge will place the **Viewing Mode Badge** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [37.5.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

## ASSESSMENT/EXIT TICKET



1. Distribute the **Viewing Mode** Exit Ticket **37.5.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 37: COLLABORATING WITH EDIT TOOLS  
LESSON 5: THE VIEWING MODE

**T1 MULTIPLE CHOICE**  
EXIT TICKET | 37.4.6.1

1. What can you do in viewing mode?

- Edit your doc
- Preview your document
- Suggest edits for your doc
- None of the above

2. What version of your doc can you see in viewing mode?

- The Latest version
- The original version
- which ever you like
- All of the above

3. Which icon is the viewing mode icon?

- 
- 
- 

UNIT 37: COLLABORATING WITH EDIT TOOLS  
LESSON 5: THE VIEWING MODE

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 37.5.6.3

The Viewing Mode

When you choose the viewing mode, you or your collaborator can preview your document.



## DIFFERENTIATION

**T1** Using Tier 1 **Multiple Choice** Exit Ticket [37.5.6.1]

**T2** Using Tier 1 **Multiple Choice** Exit Ticket [37.5.6.1]

**T3** Student has option to complete **Multiple Choice** Exit Ticket [37.5.6.1] or **Trace 'n' Learn card** Exit Ticket [37.5.6.3]



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [37.5.DollarTracker]

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

### +\$ SUCCESSFUL

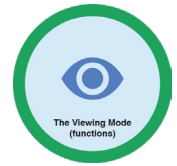
*"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."*

### -\$ 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



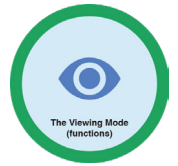
## IMMEDIATE FEEDBACK/NEXT STEPS

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

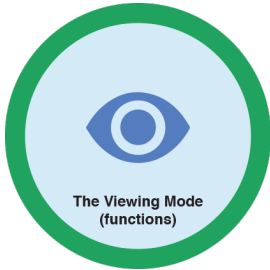
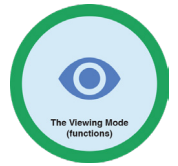
Arguing

Interrupting

UMAPA

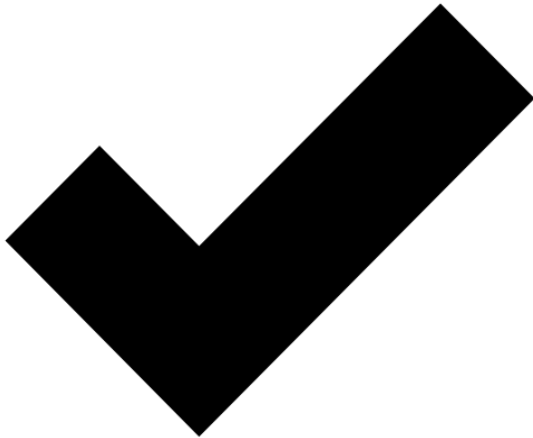
EX: Sam



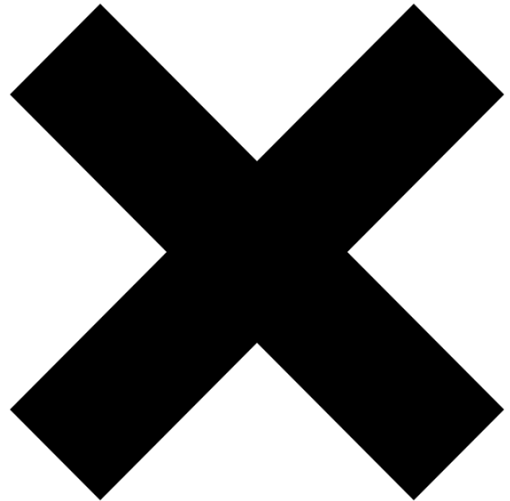


## YES OR NO IMAGE EXCHANGE CARD

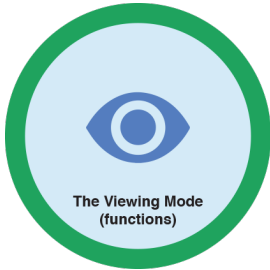
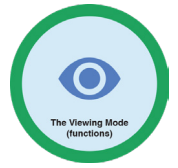
37.IEC.Y/N



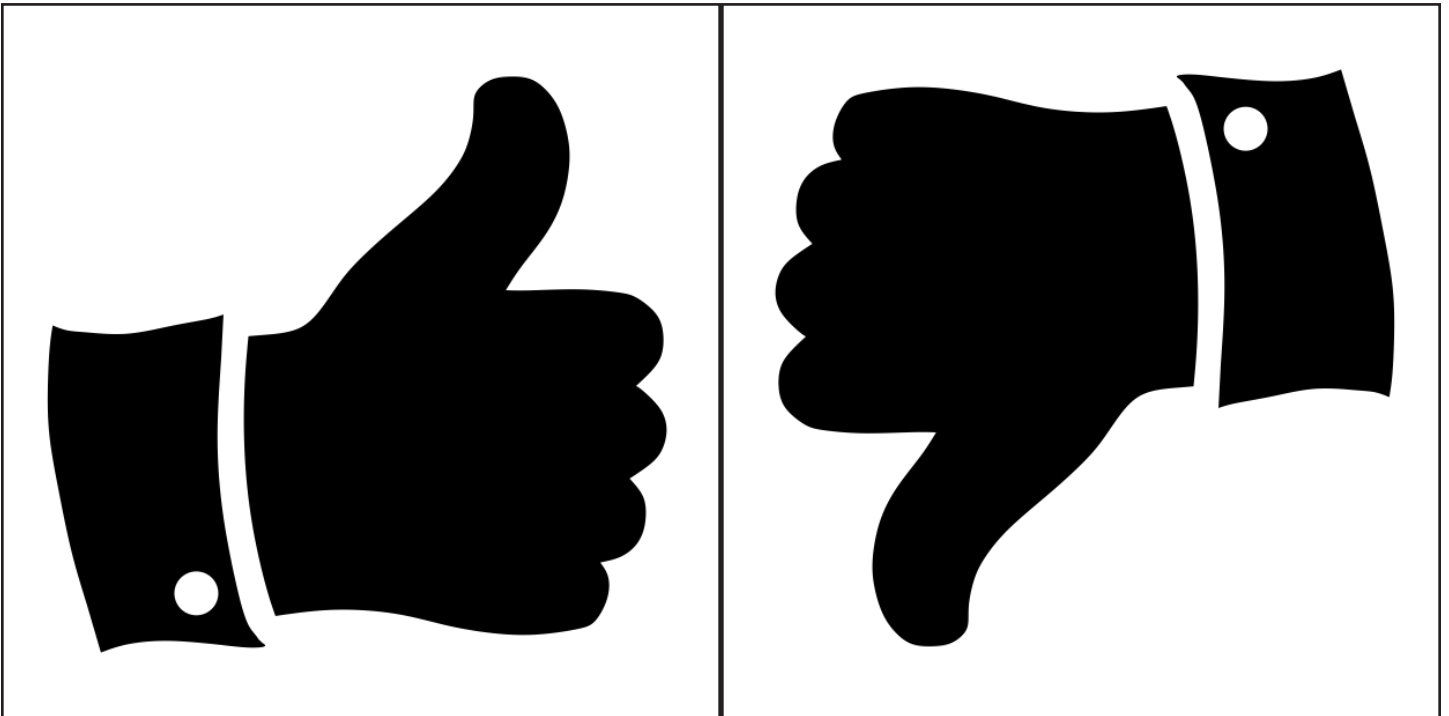
Yes

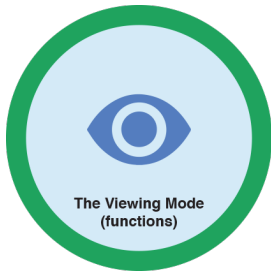
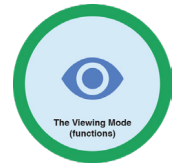


No



**THUMBS IMAGE  
EXCHANGE CARD**  
**37.IEC.THUMB**





## IMAGE EXCHANGE CARDS

### 37.IEC.IMAGE

#### Editing Mode



#### Edits Become Suggestions

##### EXPERIENCE

##### Digitability — Digital Media Coordinator

2015 - PRESENT

I collaborated to create video assets for marketing goals and Digitability curriculum needs. I created website assets as needed.

##### Deli — Cashier

2011 - 2015

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

##### Marshalls, — Cashier

##### SKILLS

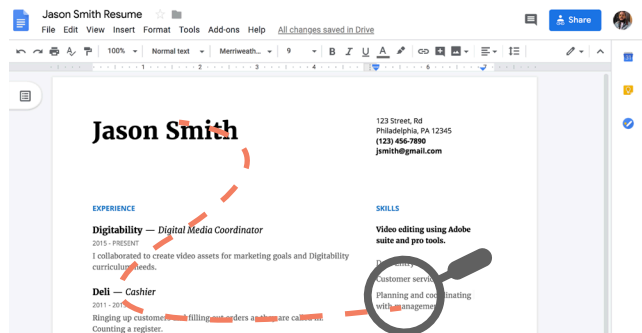
##### Video editing suite and pro

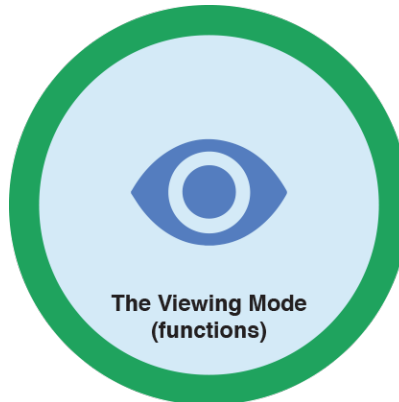
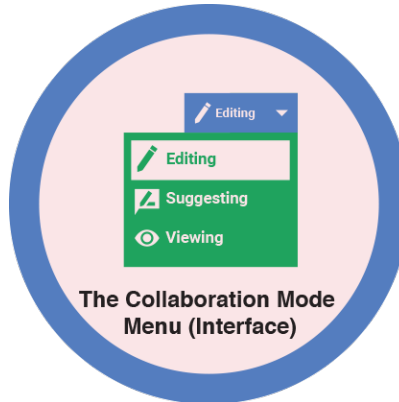
Data Entry  
Customer service  
Planning and managing

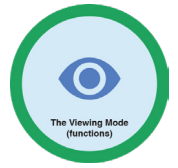
#### Green



#### Preview the Document

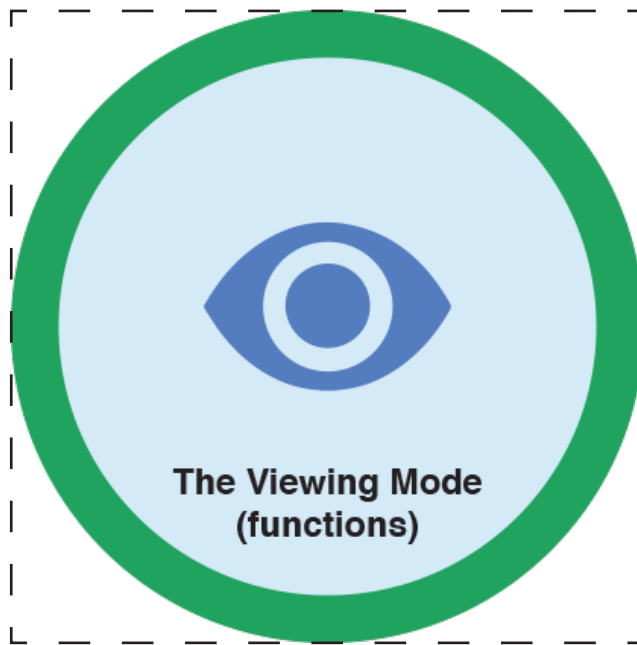






# WORD WALL PRINTOUT

37.5.5

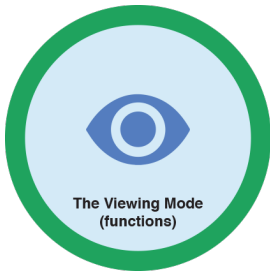
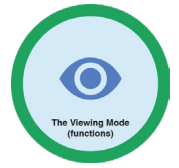


When you choose the Viewing Mode, you or your collaborator can preview your document.



## DIFFERENTIATION

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



## T1 MULTIPLE CHOICE

### EXIT TICKET | 37.4.6.1

#### 1. What can you do in Viewing Mode?

- a. Edit your doc
- b. Preview your doc
- c. Suggest edits for your doc
- d. None of the above

#### 2. What version of your doc do you see in Viewing Mode?

- a. The latest version
- b. The original version
- c. Which ever you like
- d. All of the above

#### 3. Which icon is the Viewing Mode Icon?

a.

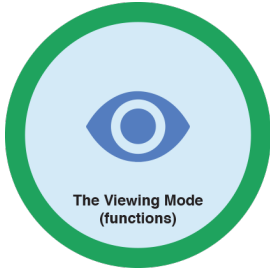
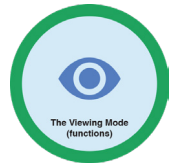


b.



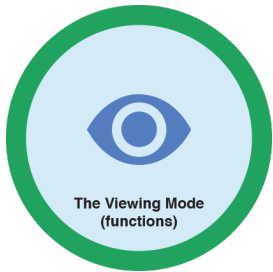
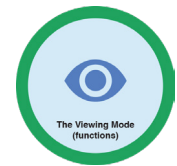
c.



**T3 TRACE 'N' LEARN****EXIT TICKET | 37.5.6.3**

The Viewing Mode

When you choose  
the Viewing Mode,  
you or your  
collaborator can  
preview your  
document.



## MY DIGITABILITY EARNINGS TRACKER

### Unit 37: Collaborating with Edit Tools in Google Drive | 37.5.7

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

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

DATE:

DOLLARS EARNED:

**LESSON 1:**

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 Document

**LESSON 7:**

Collaborating Edit Tools in Google Drive Master Badge

**TOTAL DOLLARS EARNED:**