

## UNIT 37: COLLABORATING WITH EDIT TOOLS LESSON 6: SEE CHANGES MADE TO YOUR DOCUMENT

### LESSON OVERVIEW

To see your version history, click on the hyperlink that says “All Changes Saved in Drive.”

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 6 - How to See Changes Made to Your Document**

### 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 **“Viewing Mode”** and **“preview.”**

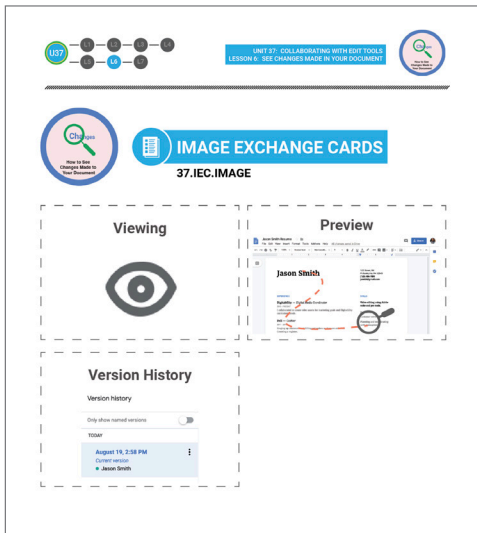
a. When you choose the \_\_\_\_\_, you or your collaborator can \_\_\_\_\_ your document.

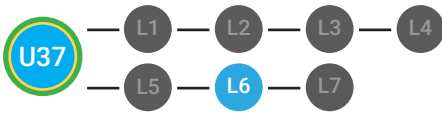
2. Have a student come up to the board to fill in the correct answer.

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**. [37.6.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..."

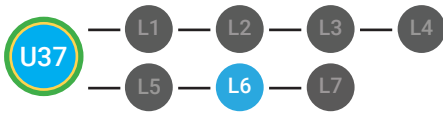


**Pro tip:** Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

Behaviors	Name						
Successful Participation/Contribution Sharing/Helping/ Collaborating Greeting a Guest Following Directions/ Staying on Task Encouraging/ Complimenting	Marcus						
Problematic Off Task Off Topic/ Inappropriate Comment Disrespect/Teasing Complaining/Whining Arguing Interrupting UMAPA							




**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.

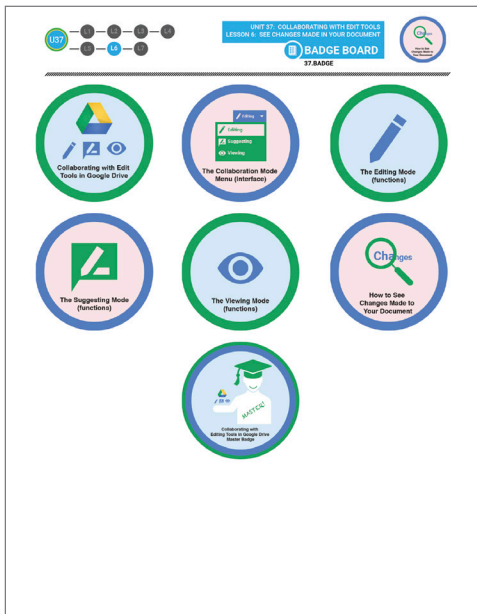


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

**Answer:** How to See Changes Made in your Document

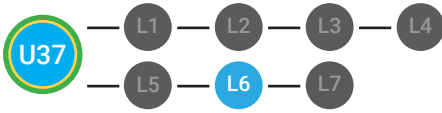


2. Distribute **37.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [37.6.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 word 'Changes.'"*

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



6. Play video.

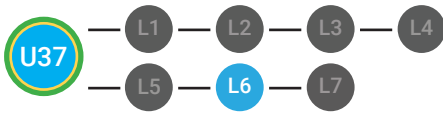


7. Distribute **37.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [37.6.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 Google Docs will do when you collaborate in Google Drive?"*

**Possible Answers:** save each version created during your collaboration

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



2. Ask, *"For a participation dollar, where can you see all of these changes that have been made to your doc?"*

**Possible Answers:** in your Version History



3. Ask, *"For a participation dollar, what will each revision in your history tell you?"*



**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."



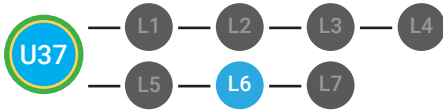
4. Distribute **37.IMAGE.IEC** or **Yes or No Image Exchange Cards 37.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [37.6.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><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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- 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 How to See Changes Made in your Document 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.

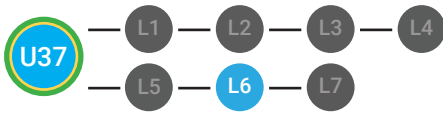


3. Distribute and cut out **Word Wall Printout 37.6.5** Students that unlocked the badge will place the **How to See Changes Made in Your Document Badge** printout on the classroom’s word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [37.6.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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- 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 37.6.6 the **How to see Changes Made in your Document** Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

**T1 HYPERLINK KNOWLEDGE**  
EXIT TICKET | 37.6.6.1

Directions: Circle the hyperlink that says, "All changes saved in Drive". What will you see when you click this hyperlink? Write your answer the lines provided.

What will you see when you click this hyperlink?

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**T2 HYPERLINK KNOWLEDGE**  
EXIT TICKET | 37.6.6.2

Directions: Circle the hyperlink that says, "All changes saved in Drive". What will you see when you click this hyperlink? Circle the correct answer.

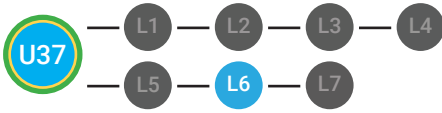
What will you see when you click this hyperlink?

- Folders
- A list of revisions to your doc.
- Pictures you put in Google Drive
- None of the above

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 37.6.6.3

See Changes Made in Your Document

To see your version history, click on the hyperlink that says "All Changes Saved in Drive"



## DIFFERENTIATION

- T1** Using Tier 1 **Hyperlink Knowledge** Exit Ticket [37.6.6.1], student circles the hyperlink that says, “All changes saved in Drive.” Write your answer the lines provided.
- T2** Using Tier 2 **Hyperlink Knowledge** Exit Ticket [37.6.6.2], student circles the hyperlink that says, “All changes saved in Drive.” Circle the correct answer.
- T3** Student completes **Trace ‘n’ Learn Card** Exit Ticket [37.6.6.3].



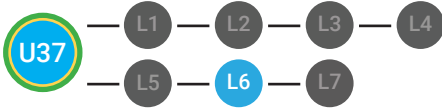
2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [37.6.DollarTracker]

[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



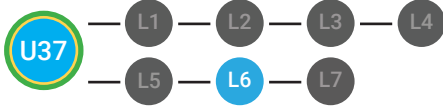
## IMMEDIATE FEEDBACK/NEXT STEPS

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

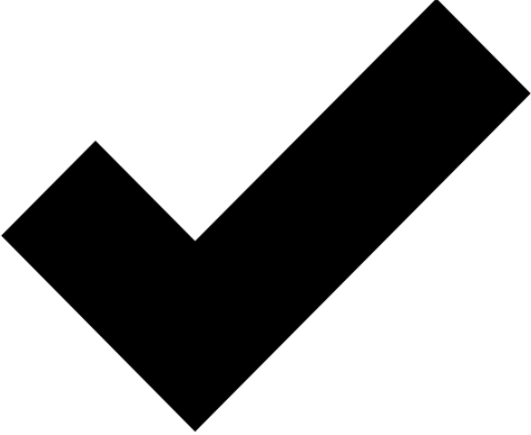
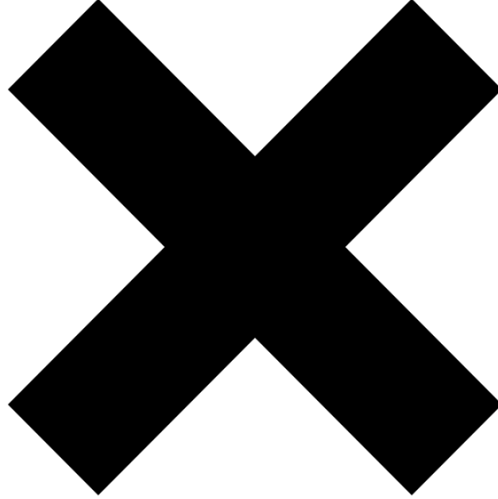
- Problematic**
- Off-task
- Off-topic/  
Inappropriate  
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	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**

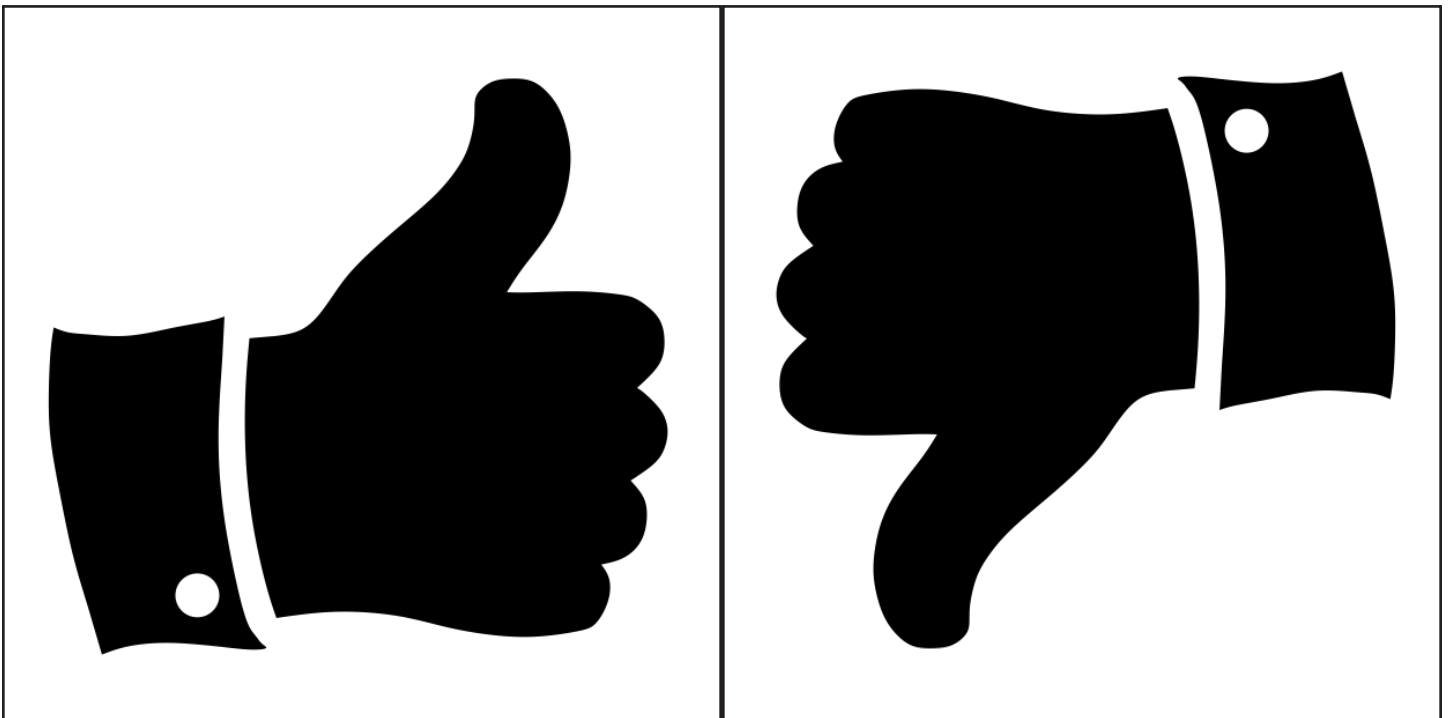
**37.IEC.Y/N**

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

**37.IEC.THUMB**







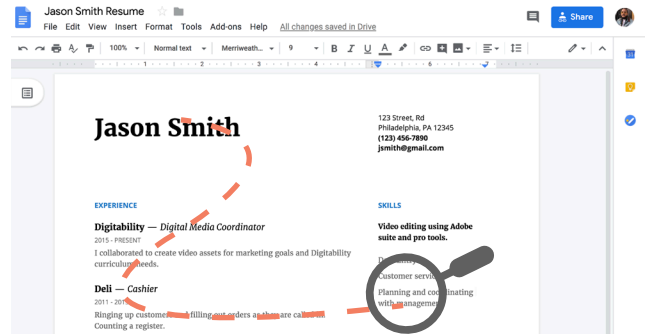
# IMAGE EXCHANGE CARDS

## 37.IEC.IMAGE

### Viewing



### Preview



### Version History

#### Version history

Only show named versions

TODAY

**August 19, 2:58 PM**

Current version


● Jason Smith



37.BADGE



**Collaborating with Edit Tools in Google Drive**



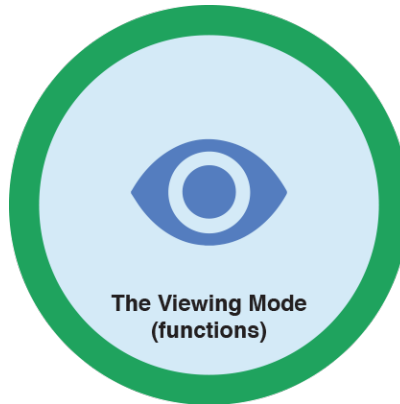
**The Collaboration Mode Menu (Interface)**



**The Editing Mode (functions)**



**The Suggesting Mode (functions)**



**The Viewing Mode (functions)**



**How to See Changes Made to Your Document**



**Collaborating with Edit Tools in Google Drive Master Badge**



# WORD WALL PRINTOUT

37.6.5



To see your Version History, click on the hyperlink that says “All Changes Saved in Drive.”



## DIFFERENTIATION

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



# T1 HYPERLINK KNOWLEDGE

## EXIT TICKET | 37.6.6.1

Directions: Circle the hyperlink that says, “All changes saved in Drive.” Then, answer the question below. Write your answer the lines provided.

Jason Smith Resume ☆

File Edit View Insert Format Tools Add-ons Help All changes saved in Drive

100% Normal text Merriweath... 9 B I U A

# 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

**SKILLS**

**Video editing using Adobe suite and pro tools.**

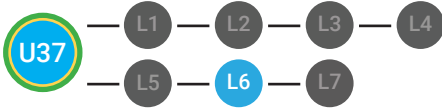
Data Entry  
 Customer service  
 Planning and coordinating with management

What will you see when you click this hyperlink?

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# T2 HYPERLINK KNOWLEDGE

## EXIT TICKET | 37.6.6.2

**Directions:** Circle the hyperlink that says, “All changes saved in Drive.” Then, circle the correct answer to the question below.

Jason Smith Resume ☆

File Edit View Insert Format Tools Add-ons Help [All changes saved in Drive](#)

100% Normal text Merriweath... 9 B I U A

# 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

**SKILLS**

**Video editing using Adobe suite and pro tools.**

Data Entry  
Customer service  
Planning and coordinating with management

Share

**What will you see when you click this hyperlink?**

- a. Folders
- b. A list of revisions to your doc
- c. Pictures you put in Google Drive
- d. None of the above



## T3 TRACE 'N' LEARN

EXIT TICKET | 37.6.6.3

See Changes Made  
in Your Document

To see your Version  
History, click on the  
hyperlink that says  
“All Changes Saved in  
Drive.”



# MY DIGITABILITY EARNINGS TRACKER

## Unit 37: Collaborating with Edit Tools in Google Drive | 37.6.7

**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:**