



UNIT 37: COLLABORATING WITH EDIT TOOLS LESSON 7: COLLABORATING WITH EDIT TOOLS MASTER BADGE

LESSON OVERVIEW

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. When you click on the dropdown menu, you can choose the suggesting mode, the editing mode or the viewing mode. When you make changes to your doc in Editing mode, all changes are saved instantly. When you use the Suggesting Mode, your edits become Suggestions. Suggestions made to your doc will be in green. When you choose the Viewing Mode, you or your collaborator can preview your document. 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 7 - Collaborating with Edit Tools Master Badge**

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 **“hyperlink”** and **“all changes saved.”**

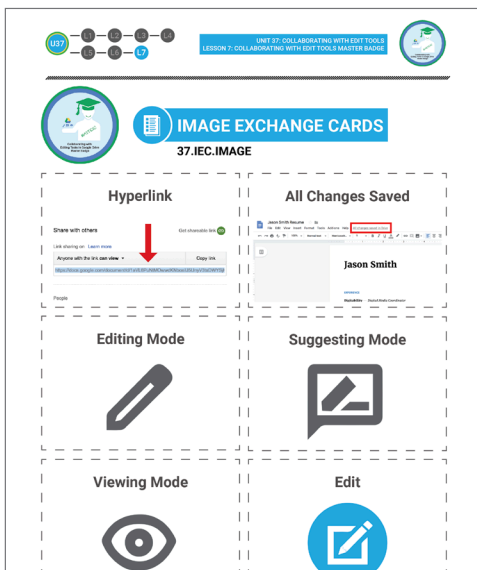
a. To see your Version History, click on the _____ that says “ _____ in Drive.”

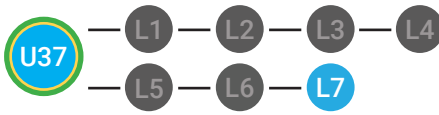
2. Have a student come up to the board to fill in the correct answer.

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**. [37.7.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								

<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

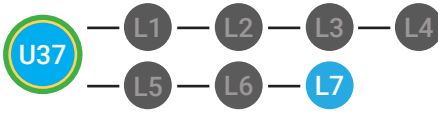
GUIDED WATCHING



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: Collaborating with Edit Tools Master Badge

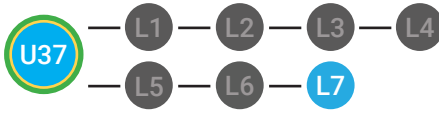


2. Distribute **37.BADGE** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [37.7.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 words you learned in this unit."*

5. Ask students to give a thumbs up every time they hear and/or see the words you learned in this unit in the video.




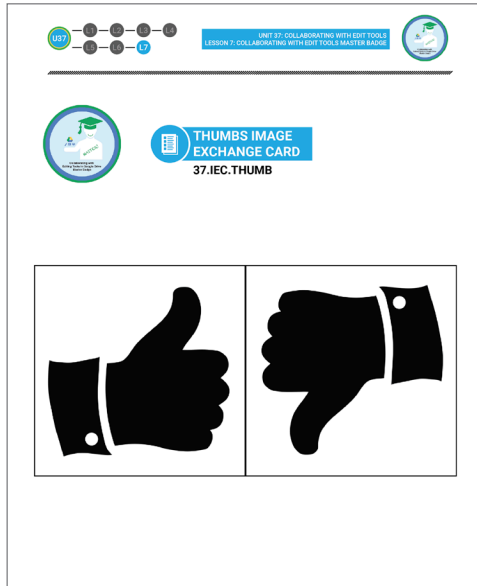
6. Play video.



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 in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

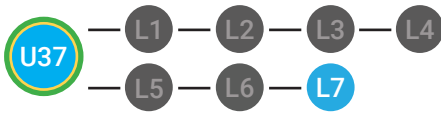


7. Distribute **37.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [37.7.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, 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



3. Ask, *"For a participation dollar, who can tell me what happens when you use the Suggesting Mode?"*

Possible Answers: your edits become suggestions



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."

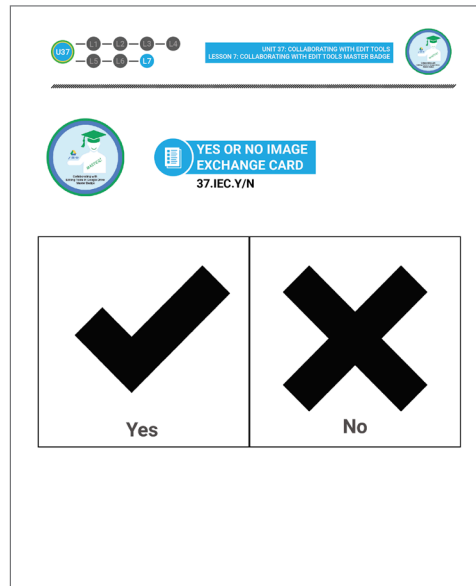
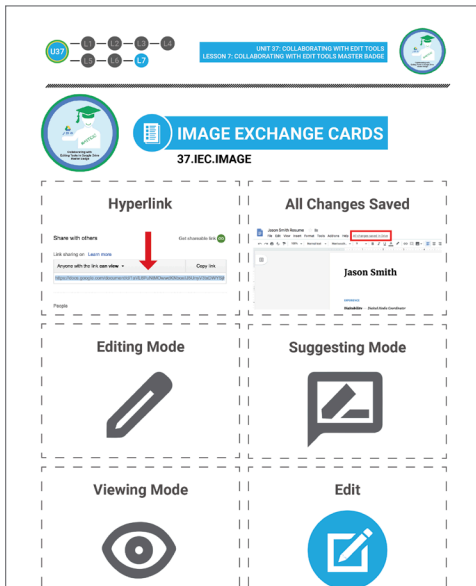


4. Ask, *“For a participation dollar, where can you see all of the changes that have been made to your doc?”*

Possible Answers: your Version History

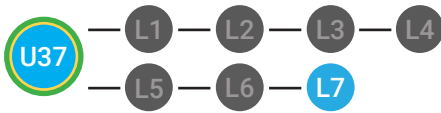


5. Distribute **37.IMAGE.IEC** or **Yes or No Image Exchange Cards** **37.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [37.7.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




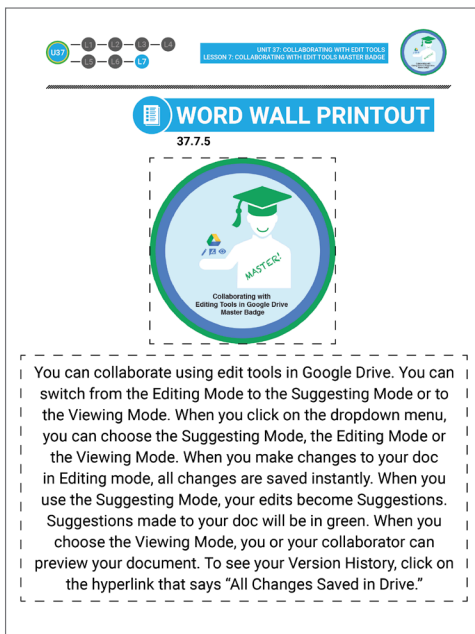
1. Ask the class, *"Who would like to unlock the Collaborating with Edit Tools Master Badge for \$1?"*

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

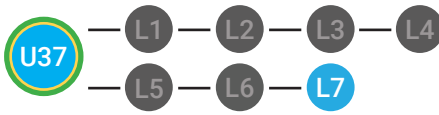


3. Distribute and cut out **Word Wall Printout 37.7.5** Students that unlocked the badge will place the **Collaborating with Edit Tools Master Badge** printout on the classroom’s word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [37.7.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
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- Off-task
- Off-topic/Inappropriate Comment
- Disrespect/Teasing
- Complaining/Whining
- Interrupting
- UMAPA
- Arguing

ASSESSMENT/EXIT TICKET



1. Distribute the **Collaborating with Edit Tools Master Badge Exit Ticket 37.7.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 EDIT TOOL LABELING
EXIT TICKET | 37.7.6.1

Directions: Circle the Collaboration Mode Menu. Then, label each collaboration tool and explain its function.

T2 EDIT TOOL LABELING
EXIT TICKET | 37.7.6.2

Directions: Circle the Collaboration Mode Menu. Then, match the icon on the left with its correct description on the right.

a. The Editing Mode
Let you or your collaborator edit your document at any time.

b. The Viewing Mode
Using the viewing mode, you or your collaborator can preview your document.

c. The Suggestion Mode
When you use the suggesting mode, your edits become suggestions.



DIFFERENTIATION

- T1** Using Tier 1 **Edit Tool Labeling** Master Badge Exit Ticket [37.7.6.1], student circles the Collaboration Mode Menu. Label and tell the function of each collaboration tool.
- T2** Using Tier 2 **Edit Tool Labeling** Exit Ticket [37.7.6.2], student circles the Collaboration Mode Menu. Match the icon with the correct description.
- T3** Using Tier 2 **Edit Tool Labeling** Exit Ticket [37.7.6.2], student points to the correct label in each label on this spreadsheet.



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [37.7.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



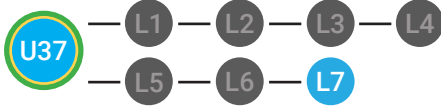
IMMEDIATE FEEDBACK/NEXT STEPS

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.



Dollar Tracker

37.7.Dollar tracker



Behaviors

Name

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

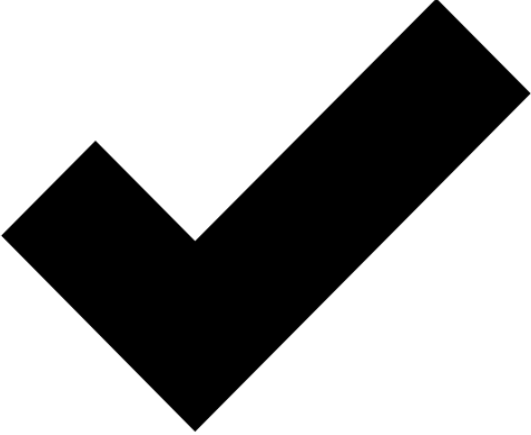
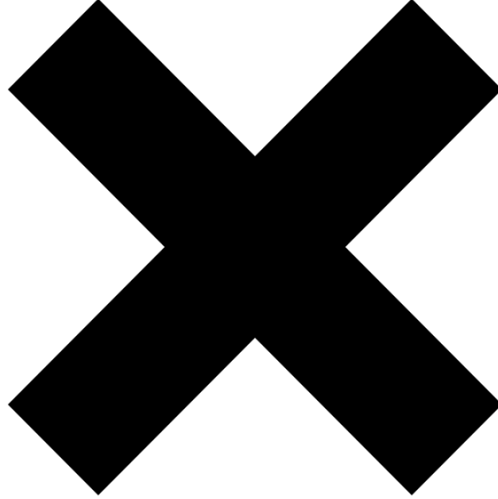
- Problematic**
- Off-task
- Off-topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	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

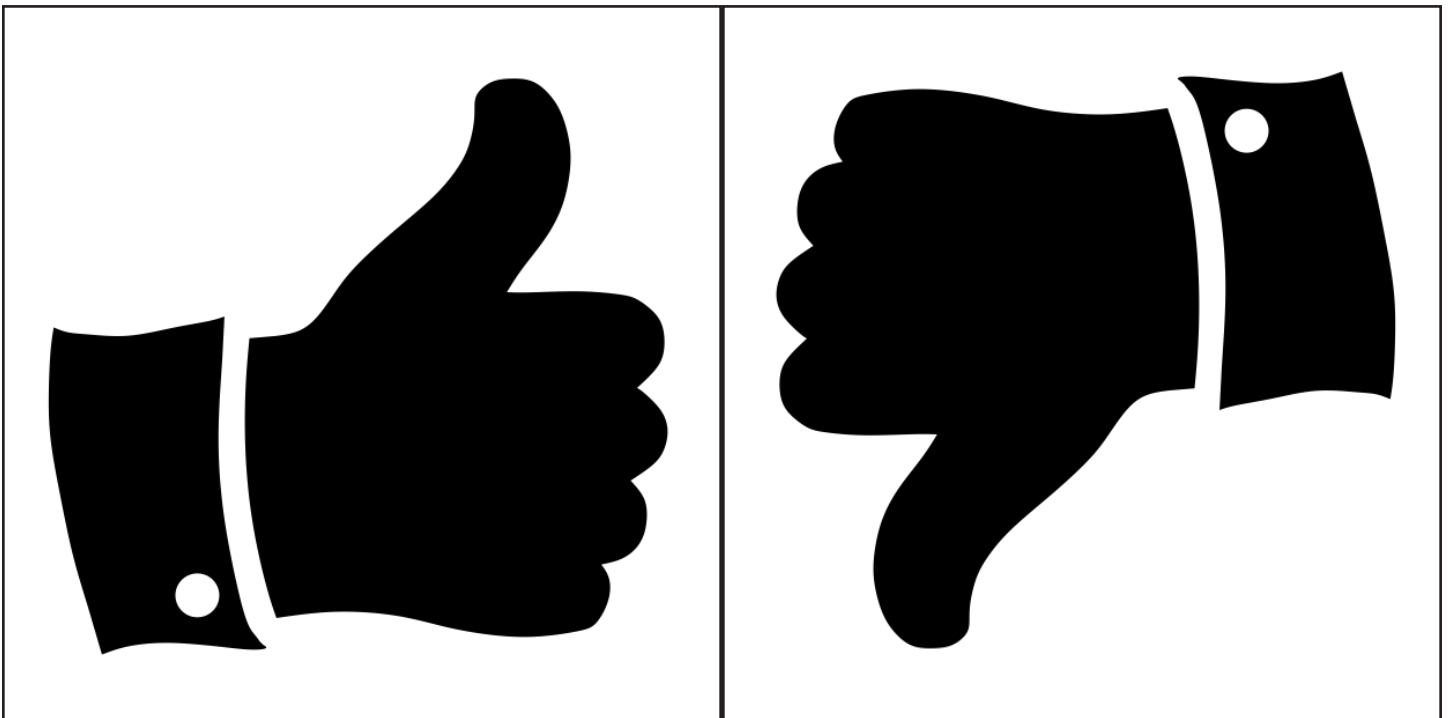
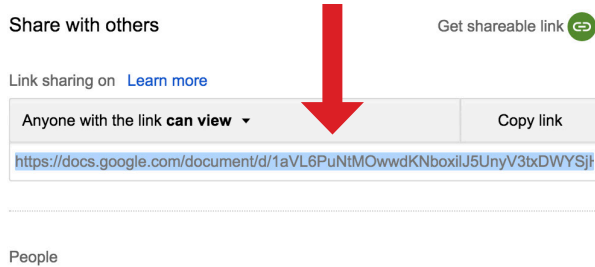




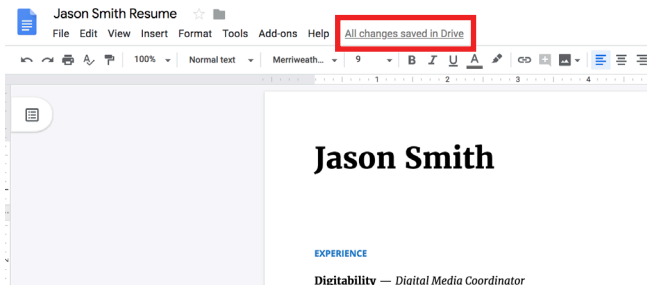
IMAGE EXCHANGE CARDS

37.IEC.IMAGE

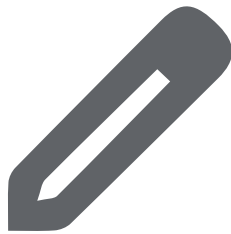
Hyperlink



All Changes Saved



Editing Mode



Suggesting Mode



Viewing Mode



Edit





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

Ringing 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 serv
 Planning and with manager

Version History

Version history

Only show named versions

TODAY

August 19, 2:58 PM

Current version

● Jason Smith



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

37.7.5



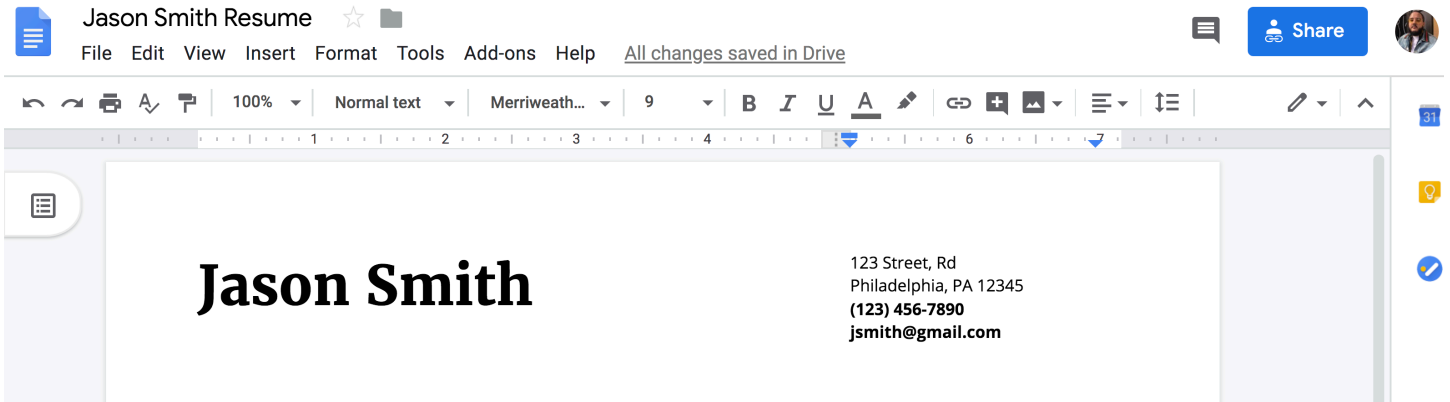
You can collaborate using edit tools in Google Drive. You can switch from the Editing Mode to the Suggesting Mode or to the Viewing Mode. When you click on the dropdown menu, you can choose the Suggesting Mode, the Editing Mode or the Viewing Mode. When you make changes to your doc in Editing mode, all changes are saved instantly. When you use the Suggesting Mode, your edits become Suggestions. Suggestions made to your doc will be in green. When you choose the Viewing Mode, you or your collaborator can preview your document. To see your Version History, click on the hyperlink that says “All Changes Saved in Drive.”





T1 EDIT TOOL LABELING


EXIT TICKET | 37.7.6.1

Directions: Circle the Collaboration Mode Menu. Then, label each collaboration tool and explain its function.







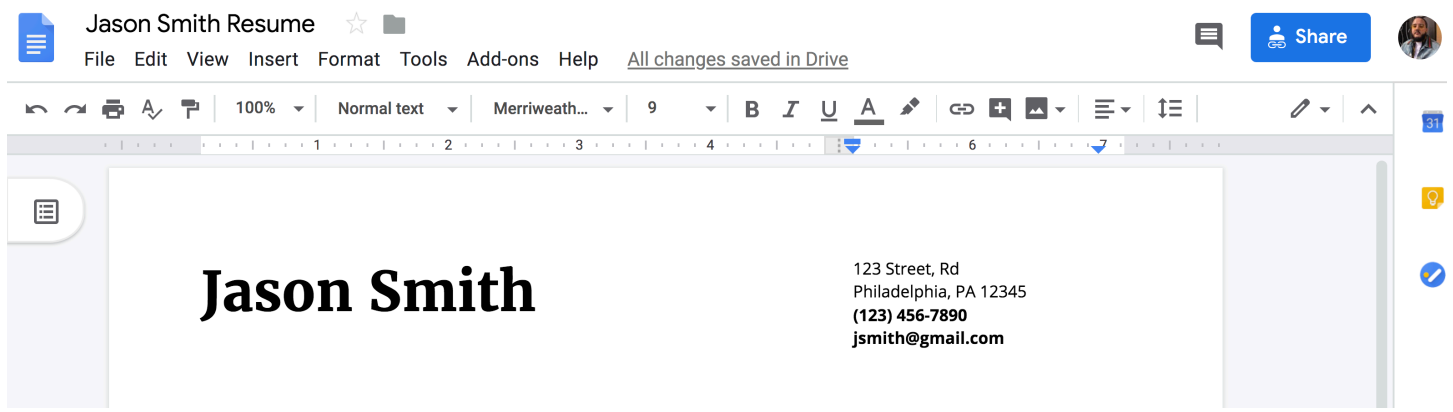




T2 EDIT TOOL LABELING

EXIT TICKET | 37.7.6.2

Directions: Circle the Collaboration Mode Menu. Then, match the icon on the left with its correct description on the right.



a. The Editing Mode
 Let you or your collaborator edit your document at any time.



b. The Viewing Mode
 Using the viewing mode, you or your collaborator can preview your document.



c. The Suggestion Mode
 When you use the suggesting mode, your edits become suggestions.



MY DIGITABILITY EARNINGS TRACKER

Unit 37: Collaborating with Edit Tools in Google Drive | 37.7.7

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: