



UNIT 38: COLLABORATING WITH COMMUNICATION TOOLS

LESSON 1: COLLABORATING WITH COMMUNICATION TOOLS IN GOOGLE DRIVE

LESSON OVERVIEW

You can comment and chat while working on a project.

Time: ~30 minutes

OBJECTIVE

Students will be able to manipulate the collaborating tools in 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 38**
5. Select **Lesson 1 - Collaborating with Communication Tools in Google Drive**

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 **“edit,” “suggestions”** and **“preview.”**

a. The three collaboration modes will help you ____ your document, make ____ to your document, and ____ your document.

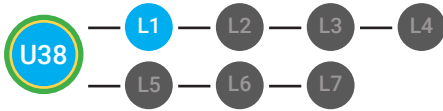
2. Have a student come up to the board to fill in the correct answer.

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



3. Distribute **38.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** [38.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [38.1.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



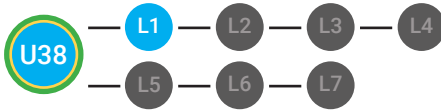
Call out earnings to the class, "[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



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.




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 Communication Tools in Google Drive

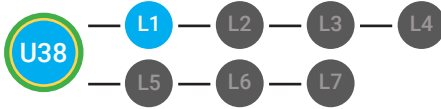


2. Distribute **38.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes down badge name or walks up to point to badge
- T3** Uses **Badge Board** [38.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. [38.1.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

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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 'Communication Tools.'"*

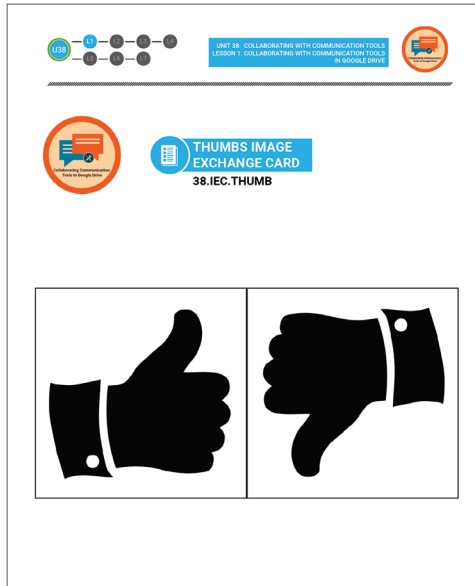
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Communication Tools"** in the video.



6. Play video.



7. Distribute **38.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** [38.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [38.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [38.1.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
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INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell what Google Drive has tools for?"*

Possible Answers: communicating with collaborators

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



2. Ask, *"For a participation dollar, what can you do while working on a project?"*

Possible Answers: chat and comment



3. Ask, *"For a participation dollar, does Google Sheets have communication tools?"*



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!"

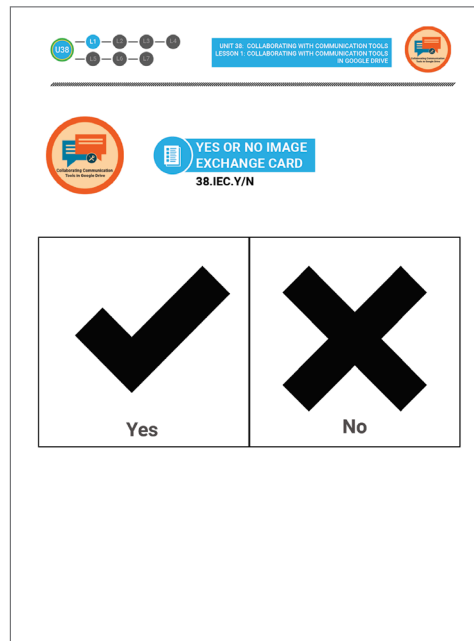
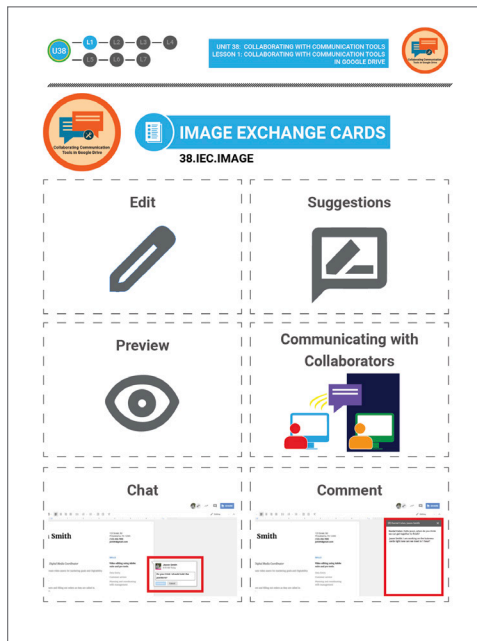
"Yes, nice job participating, [student]! You earned a participation dollar."



UNIT 38: COLLABORATING WITH COMMUNICATION TOOLS
LESSON 1: COLLABORATING WITH COMMUNICATION TOOLS
IN GOOGLE DRIVE



4. Distribute **38.IMAGE.IEC** or **Yes or No Image Exchange Cards** **38.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** [38.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**. [38.1.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
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PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Collaborating with Communication Tools in Google Drive 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.

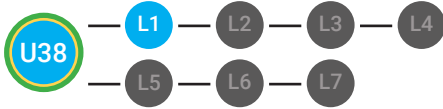


3. Distribute and cut out **Word Wall Printout 38.1.5** Students that unlocked the badge will place the **Collaborating with Communication Tools in Google Drive** printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [38.1.DollarTracker]

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

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ASSESSMENT/EXIT TICKET



1. Distribute the **Collaborating with Communication Tools in Google Drive** Exit Ticket 38.1.6 to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 MULTIPLE CHOICE
EXIT TICKET | 38.1.6.1

1. Circle the 4 Google Drive applications that use communication tools

2. What can you do when working on a project?

- Comment and chat
- Watch Youtube
- Use Facebook
- None of the above

T3 TRACE 'N' LEARN
EXIT TICKET | 38.1.6.3

Collaborating With Communication Tools

You can comment and chat while working on a project.



DIFFERENTIATION

- T1** Student completes **Multiple Choice** Exit Ticket [38.1.6.1].
- T2** Student completes **Multiple Choice** Exit Ticket [38.1.6.1].
- T3** Student completes **Trace 'n' Learn Card** Exit Ticket [38.1.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [38.1.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
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Following Directions/Staying on Task
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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

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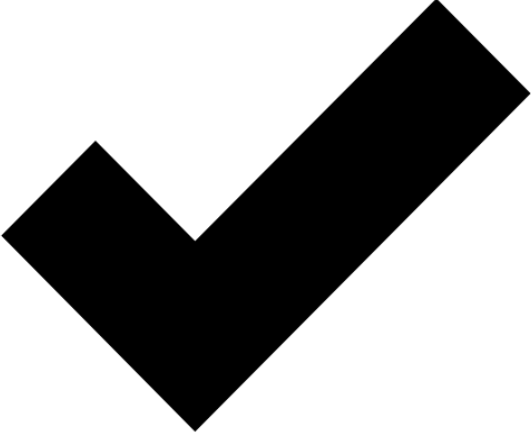
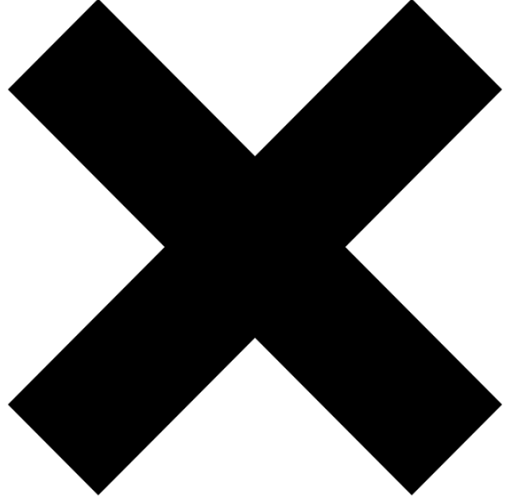
UMAPA

EX:
Sam

||||



**YES OR NO IMAGE
EXCHANGE CARD**
38.IEC.Y/N

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

38.IEC.THUMB

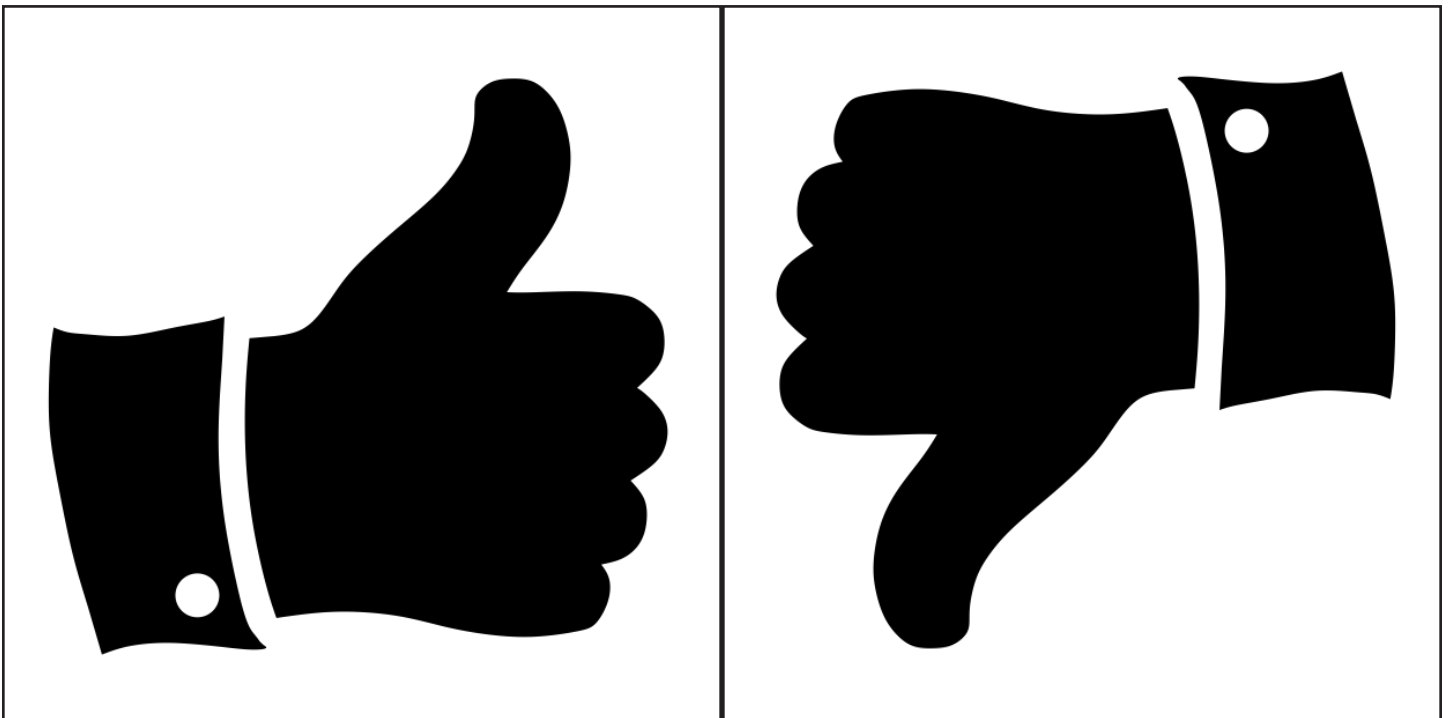
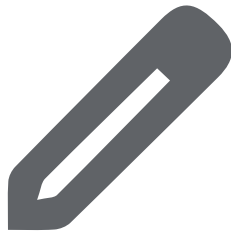




IMAGE EXCHANGE CARDS

38.IEC.IMAGE

Edit



Suggestions



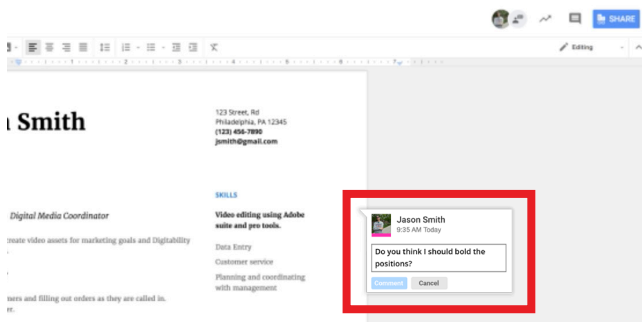
Preview



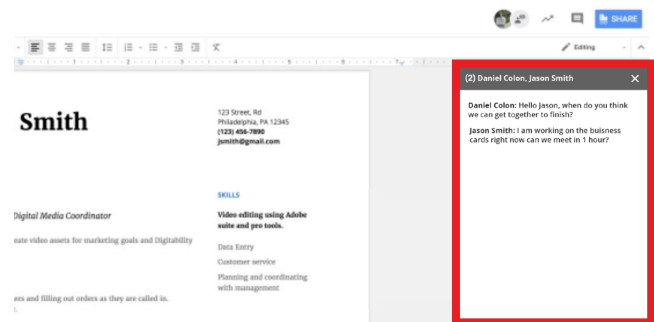
Communicating with
Collaborators

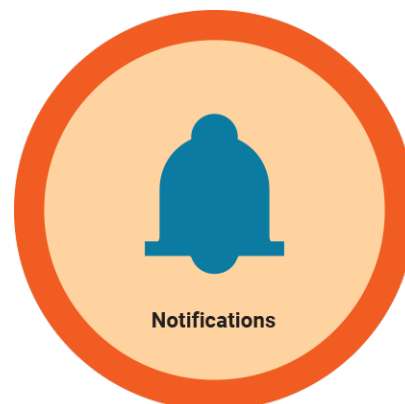


Chat



Comment







WORD WALL PRINTOUT

38.1.5



You can comment and chat while working on a project.



DIFFERENTIATION

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



T1 MULTIPLE CHOICE

EXIT TICKET | 38.1.6.1

1. Circle the 4 Google Drive applications that use communication tools.



2. What can you do when working on a project?

- a. Comment and chat
- b. Watch Youtube
- c. Use Facebook
- d. None of the above



T3 TRACE 'N' LEARN

EXIT TICKET | 38.1.6.3

Collaborating With
Communication Tools

You can
comment and chat
while working on
a project.



MY DIGITABILITY EARNINGS TRACKER

Unit 38: Collaborating With Communication Tools | 38.1.7

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

Name: _____

DATE:

DOLLARS EARNED:

LESSON 1:

Intro to Collaborating
Communication Tools in Google
Drive

LESSON 2:

Commenting Tools: Making
Comments

LESSON 3:

Commenting Tools: Notifications

LESSON 4:

Commenting Tools: Replying to
Comments

LESSON 5:

Commenting Tools: Resolving
Comments

LESSON 6:

Chatting in Google Drive

LESSON 7:

Collaborating with Communication
Tools in Google Drive Master Badge

TOTAL DOLLARS EARNED: