

UNIT 38: COLLABORATING WITH COMMUNICATION TOOLS LESSON 2: COMMENTING TOOLS: MAKING COMMENTS

LESSON OVERVIEW

To comment in Google Drive applications, click on the 'Add Comment' icon.

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 2 - Commenting Tools: Making Comments**

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 **“comment”** and **“chat.”**

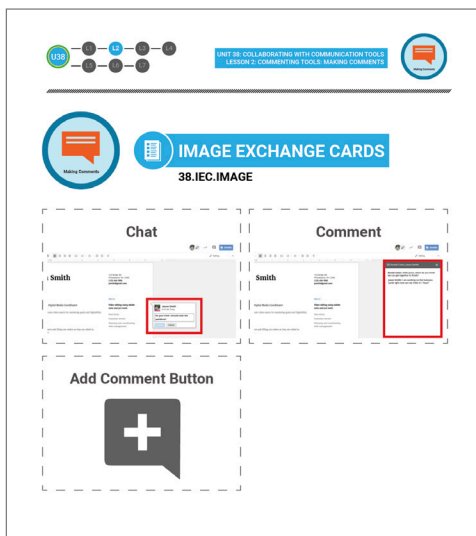
a. You can _____ and _____ while working on a project.

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**. [38.2.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




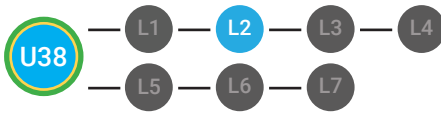
Call out earnings to the class, "[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



 **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.

[illegible]


 **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.

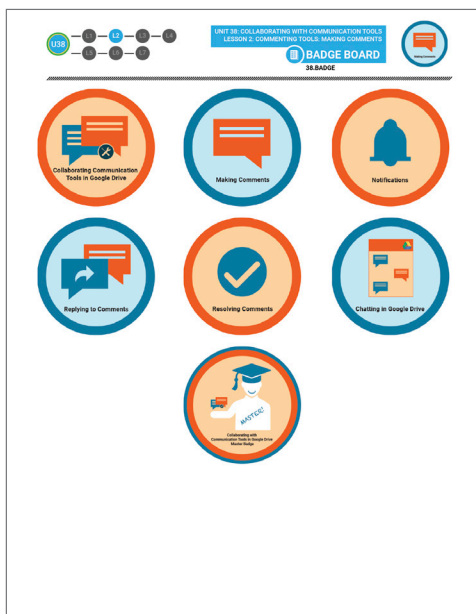


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

Answer: Commenting Tools: Making Comments

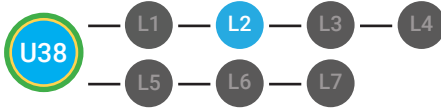


2. Distribute **38.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [38.2.DollarTracker]

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

+\$ SUCCESSFUL

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

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"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

Participation/Contribution

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Off-task

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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.

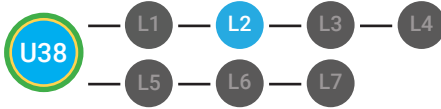



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the phrase 'Making Comments.'"*

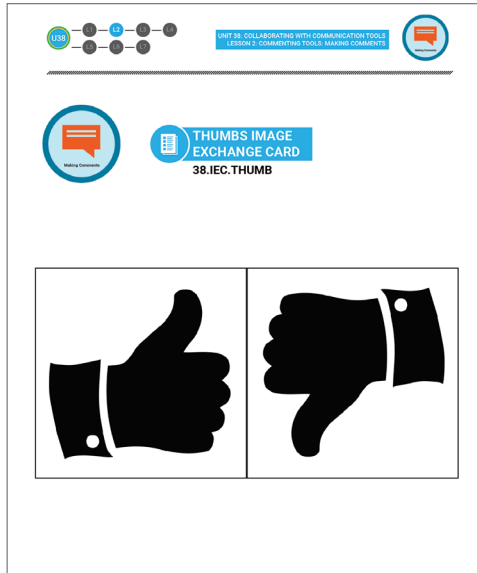
5. Ask students to give a thumbs up every time they hear and/or see the words **"Making Comments"** in the video.



6. Play video.

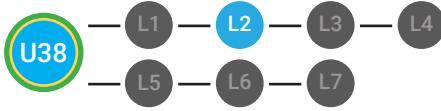


7. Distribute **38.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. **[38.2.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

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INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell what you click on in order to comment in Google Drive?"*

Possible Answers: Add Comment Button

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



2. Ask, *"For a participation dollar, what does the Add Comment Button look like?"*

Possible Answers: a message with a plus sign on it




3. Ask, *"For a participation dollar, is there an 'Add Comment' Button in Google Slides?"*

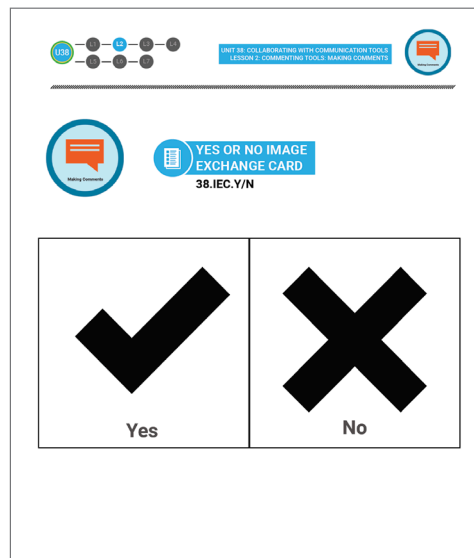
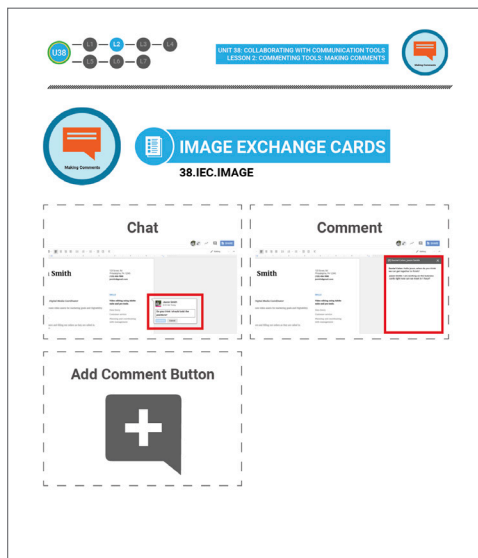


Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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 **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

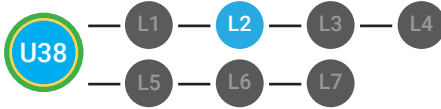
On-topic shared verbal response

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**. [38.2.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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Interrupting

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Arguing

PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Commenting Tools: Making Comments 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.

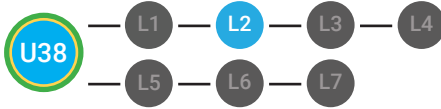


3. Distribute and cut out **Word Wall Printout 38.2.5** Students that unlocked the badge will place the **Commenting Tools: Making Comments** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [38.2.DollarTracker]

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

+\$ SUCCESSFUL

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

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ASSESSMENT/EXIT TICKET



1. Distribute the **Commenting Tools: Making Comments** Exit Ticket **38.2.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 MULTIPLE CHOICE
EXIT TICKET | 38.1.6.1

1. What are the 4 Google Drive applications that use communication tools?
a. Photoshop, Instagram, Facebook, and Google Search
b. YouTube, Google Search, Gmail, and Facebook
c. Gmail, Google Docs, Google Slides, and Google Sheets
d. None of the above

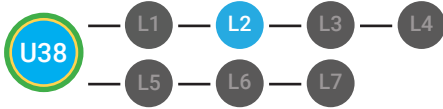
2. How do you comment in a Google Drive applications?
a. Click on the add comment icon
b. Click on the bold icon
c. Click on the share button
d. None of the above

3. What does the comment icon look like?

T3 TRACE 'N' LEARN
EXIT TICKET | 38.2.6.3

Making Comments

To comment in a Google Drive applications, click on the add comment icon.



DIFFERENTIATION

- T1** Student completes **Multiple Choice** Exit Ticket [38.2.6.1].
- T2** Student completes **Multiple Choice** Exit Ticket [38.2.6.1].
- T3** Student completes **Trace 'n' Learn Card** Exit Ticket [38.2.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [38.2.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
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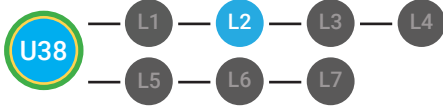
IMMEDIATE FEEDBACK/NEXT STEPS

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/
Complementing

Problematic

Off-task

Off-topic/
Inappropriate Com-
ment

Disrespect/Teasing

Complaining/Whining

Arguing

Interrupting

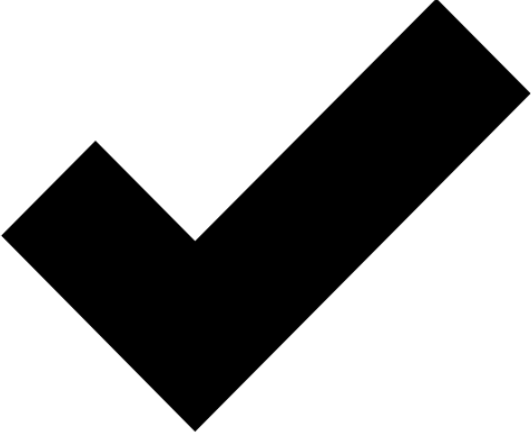
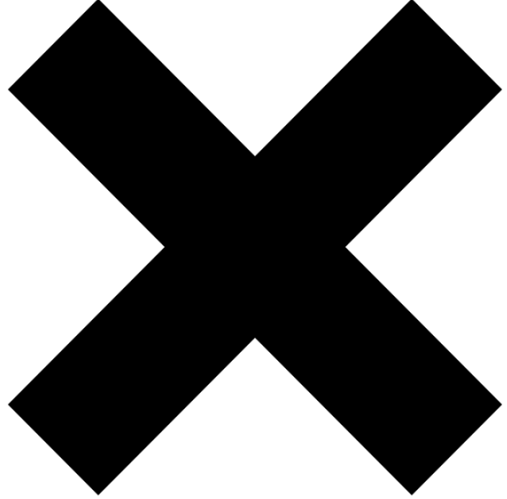
UMAPA

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

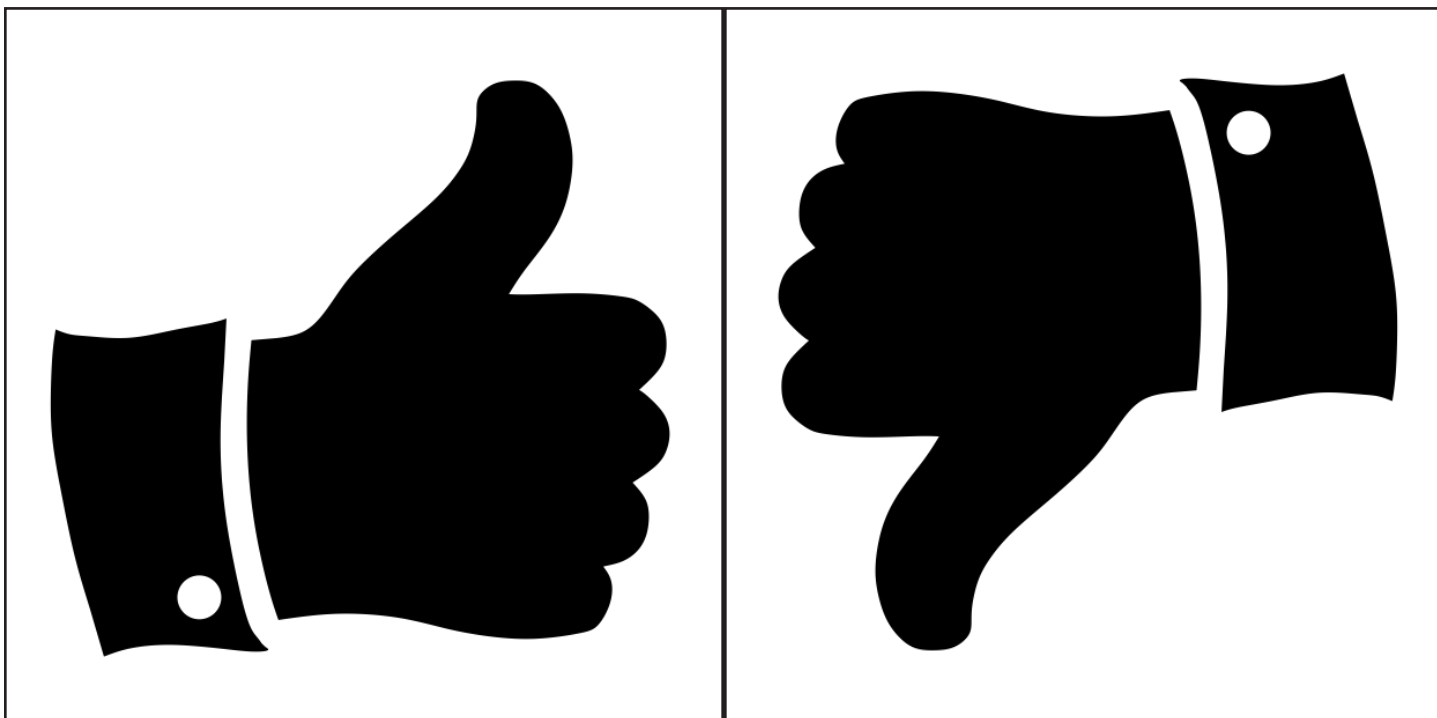
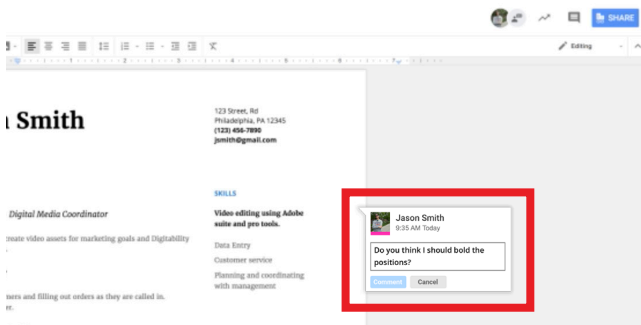




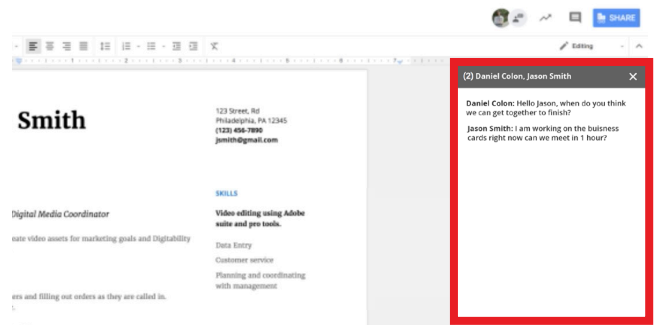
IMAGE EXCHANGE CARDS

38.IEC.IMAGE

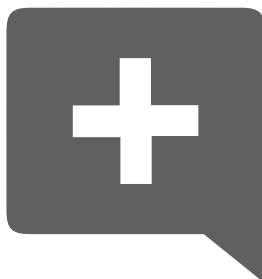
Chat

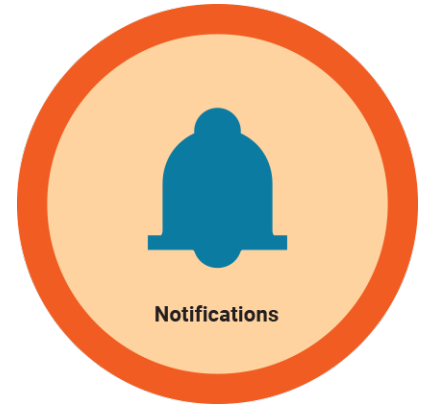


Comment



'Add Comment' Button







WORD WALL PRINTOUT

38.2.5



To comment in Google Drive applications, click on the 'Add Comment' icon.



DIFFERENTIATION

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



T1 MULTIPLE CHOICE

EXIT TICKET | 38.1.6.1

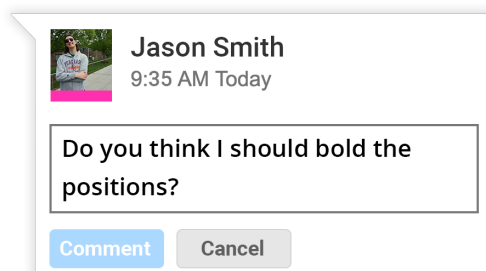
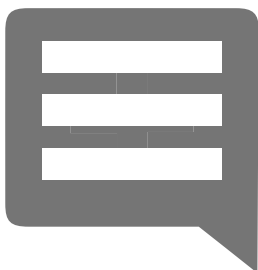
1. What are the 4 Google Drive applications that use communication tools?

- a. Photoshop, Instagram, Facebook, and Google Search
- b. YouTube, Google Search, Gmail, and Facebook
- c. Gmail, Google Docs, Google Slides, and Google Sheets
- d. None of the above

2. How do you comment in Google Drive applications?

- a. Click on the 'Add Comment' icon
- b. Click on the Bold icon
- c. Click on the Share Button
- d. None of the above

3. What does the comment icon look like?





T3

TRACE 'N' LEARN

EXIT TICKET | 38.2.6.3

Making Comments

To comment in
Google Drive
applications,
click on the Add
Comment icon.



MY DIGITABILITY EARNINGS TRACKER

Unit 38: Collaborating With Communication Tools | 38.2.7

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: