

UNIT 38: COLLABORATING WITH COMMUNICATION TOOLS LESSON 4: COMMENTING TOOLS: REPLYING TO COMMENTS

LESSON OVERVIEW

To reply to a comment, click on the comment in the margin. A Reply Field will appear. Click into the Reply Field, then click the blue Reply Button. Your collaborator will see your reply.

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.

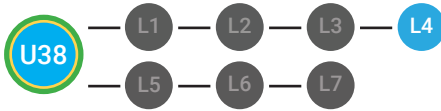
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 4 - Prime Professional**
4. Select **Unit 38**
5. Select **Lesson 4 - Commenting Tools: Replying to 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 **“comments”** and **“replies.”**

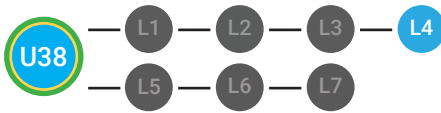
a. Notifications will be _____ and _____ from you and your collaborators.

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**. [38.4.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..."

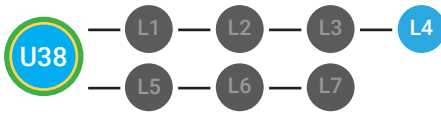


Pro tip: Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking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

Behaviors	Name								
Successful									
Participation/Contributing									
Sharing/Helping									
Greeting a Guest									
Following Directions/Staying on Task									
Encouraging									
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.

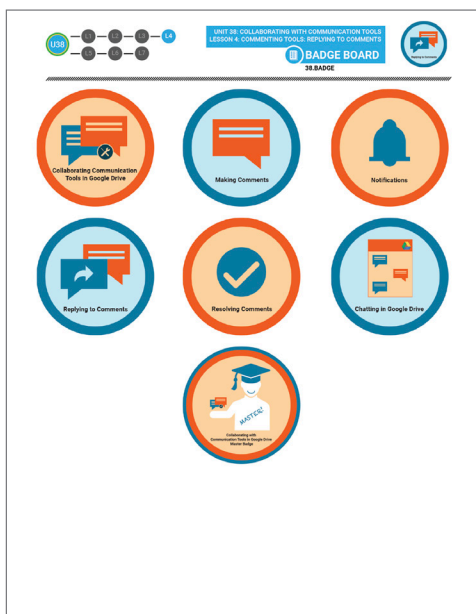


1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*

Answer: Commenting Tools: Replying to Comments

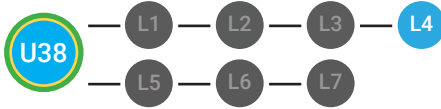


2. Distribute **38.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [38.4.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 'Replying to Comments.'"*

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



6. Play video.

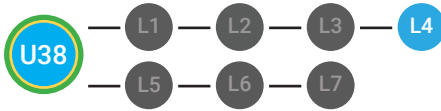


7. Distribute **38.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [38.4.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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Disrespect/Teasing
Complaining/Whining
Interrupting
UMAPA
Arguing

INFORMAL ASSESSMENT



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

Possible Answers: the comment in the margin

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



2. Ask, *"For a participation dollar, what button do you click in order to send your reply to your collaborators?"*

Possible Answers: blue Reply Button



3. Ask, *"For a participation dollar, can you reply to a comment your collaborator makes on 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 **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.

UNIT 38: COLLABORATING WITH COMMUNICATION TOOLS
LESSON 4: COMMENTING TOOLS: REPLYING TO COMMENTS

IMAGE EXCHANGE CARDS
38.IEC.IMAGE

Comments

Replies

Comment in Margin

Blue Reply Button

UNIT 38: COLLABORATING WITH COMMUNICATION TOOLS
LESSON 4: COMMENTING TOOLS: REPLYING TO COMMENTS

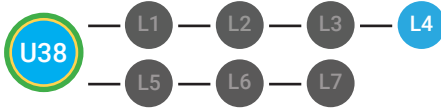
YES OR NO IMAGE EXCHANGE CARD
38.IEC.Y/N

Yes

No

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**. [38.4.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

PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Commenting Tools: Replying to Comments Badge for \$1?"*

Click Activity Button to Play Activity Video

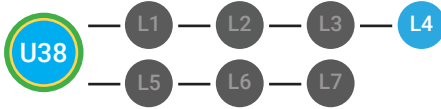
2. Student discusses with class to choose the correct answer.


a. If student chooses correct answer, have student or whole class dance.

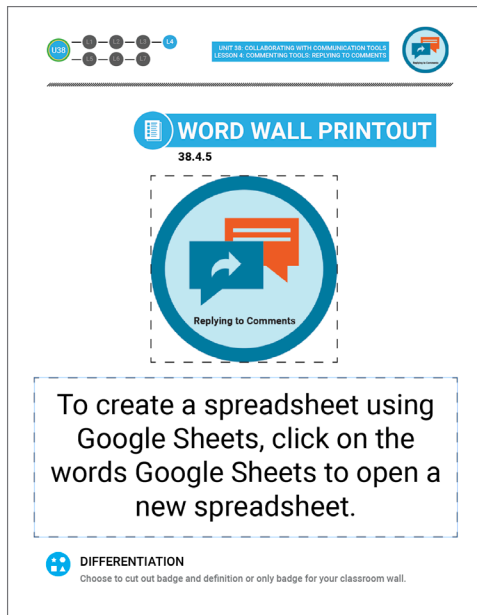
b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



Pro tip: Stick to the script!
Help your students develop self-regulations strategies. Do not give lengthy explanations for behavior. Using clear language formulas helps students identify the workplace behavioral norm AND the optimal replacement behavior.



3. Distribute and cut out **Word Wall Printout 38.4.5** Students that unlocked the badge will place the **Commenting Tools: Replying to 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.



[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 38.4.6 the **Commenting Tools: Replying to Comments** Exit Ticket to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

[illegible][illegible]

UNIT 18: COLLABORATING WITH COMMUNICATION TOOLS
EXPLORE & COMMUNICATE TOOLS & SERVICES TO COMMUNICATE





T3
TRACE 'N' LEARN

EXIT TICKET | 38.4.6.3

Replying to Comments

To reply to a comment, click on the comment in the margin. A reply field will appear. A collaborator will see your reply.



DIFFERENTIATION

T1

Using Tier 1 **Replying to Comments** Exit Ticket [38.4.6.1], student circles the reply field in the first image. Then, student writes an appropriate message on the lines provided.

T2

Using Tier 2 **Replying to Comments** Exit Ticket [38.4.6.2], student circles the reply field in the first image. Then, student circles the best answer to the question.

T3

Student completes **Trace 'n' Learn Card** Exit Ticket [38.4.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [38.4.DollarTracker]

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

+\$ SUCCESSFUL

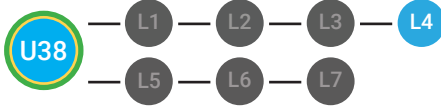
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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

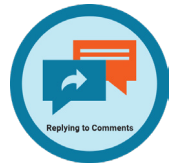
Arguing

Interrupting

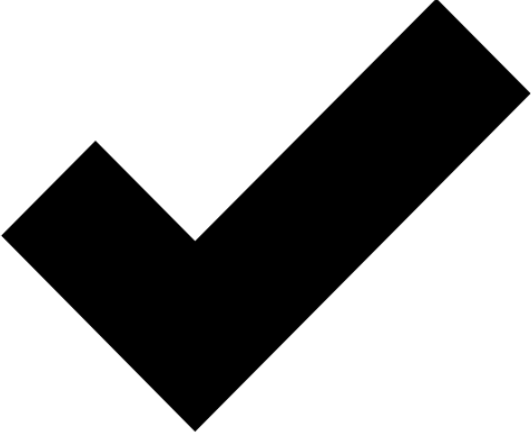
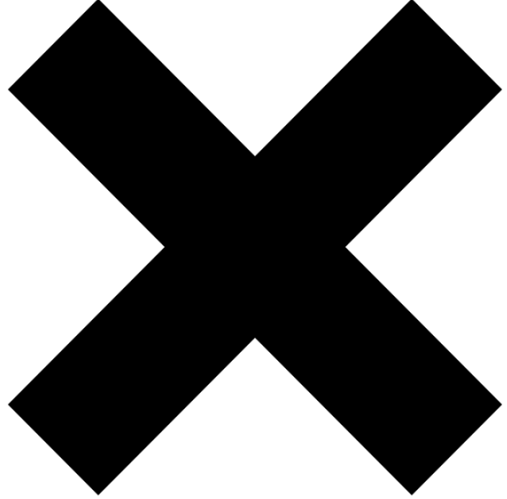
UMAPA

EX:
Sam





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

 <p>Yes</p>	 <p>No</p>
------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------



THUMBS IMAGE EXCHANGE CARD

38.IEC.THUMB

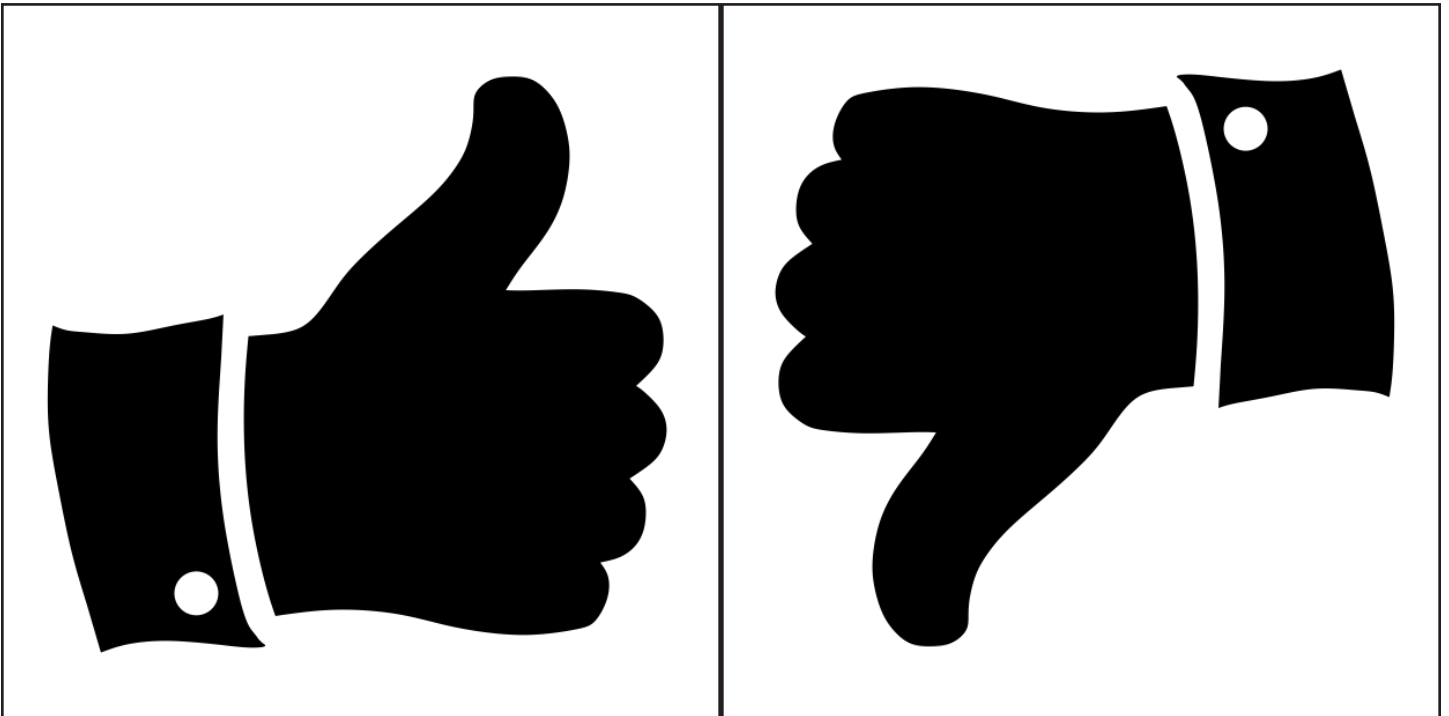
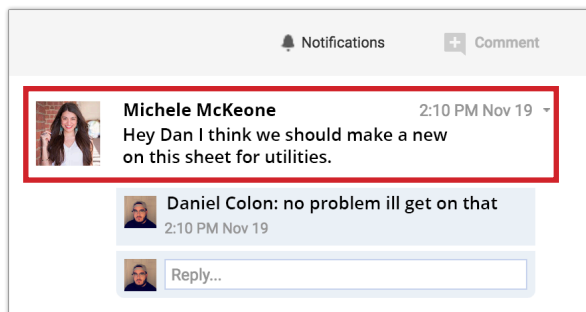




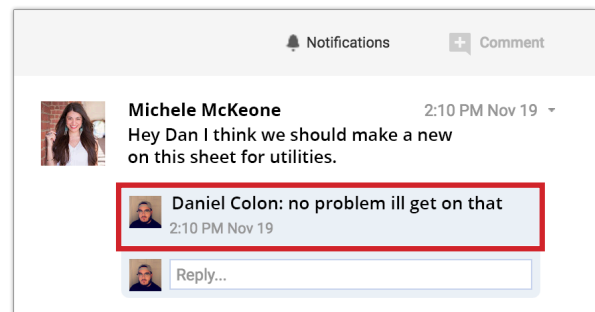
IMAGE EXCHANGE CARDS

38.IEC.IMAGE

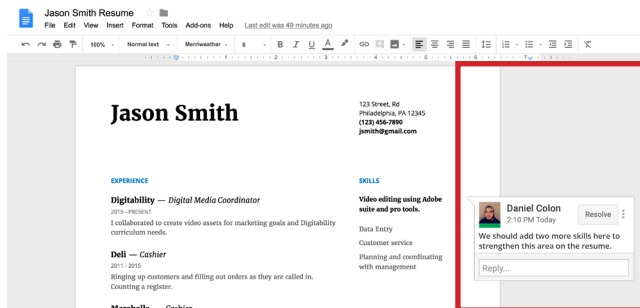
Comments



Replies



Comment in Margin



Blue Reply Button







WORD WALL PRINTOUT

38.4.5

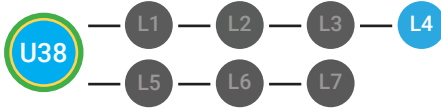


To create a spreadsheet using Google Sheets, click on the words “Google Sheets” to open a new spreadsheet.



DIFFERENTIATION

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



T1

REPLYING TO COMMENTS

EXIT TICKET | 38.4.6.1

Directions: Circle the Reply Field in the first image. Then, reply to the comment in this doc with an appropriate message in the second image.

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

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

Marshalls, — Cashier

2008 - 2011

SKILLS

Video editing using Adobe suite and pro tools.

Data Entry

Customer service

Planning and coordinating with management



Daniel Colon

2:10 PM Today

Resolve



We should add two more skills here to strengthen this area on the resume.

Reply...

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

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

Marshalls, — Cashier

2008 - 2011

Ring up customers and providing outstanding customer service.

EDUCATION

Community College, Philadelphia — Video Productions

2010 - 2014

SKILLS

Video editing using Adobe suite and pro tools.

Data Entry

Customer service

Planning and coordinating with management



Daniel Colon

2:10 PM Today

Resolve



We should add two more skills here to strengthen this area on the resume.

Reply

Cancel



T2

REPLYING TO COMMENTS

EXIT TICKET | 38.4.6.2

Directions: Circle the Reply Field in the first image. Then, circle the answer that gives an appropriate message in the second image.

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

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

Marshalls, — Cashier

2008 - 2011

Ring up customers and providing outstanding customer service.

SKILLS

Video editing using Adobe suite and pro tools.

Data Entry

Customer service

Planning and coordinating with management



Daniel Colon

2:10 PM Today

Resolve



We should add two more skills here to strengthen this area on the resume.

Reply...

What do you do after you click the Reply Field?

- Share your document
- Type into the field and then click the blue Reply Button.
- Delete the comment
- None of the above



T3

TRACE 'N' LEARN

EXIT TICKET | 38.4.6.3

Replying to Comments

To reply to a comment, click on the comment in the margin. A reply field will appear. A collaborator will see your reply.



MY DIGITABILITY EARNINGS TRACKER

Unit 38: Collaborating With Communication Tools | 38.4.7

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: