



UNIT 20: INTRODUCTION TO GOOGLE DRIVE

LESSON 1: WHAT IS GOOGLE DRIVE

LESSON OVERVIEW

Your Google account also gives you access to Google Drive! Google Drive is a free service from Google that lets you store files online and access them from any computer. You can store files like, documents, presentations, photos, videos and more!

Time: ~30 minutes

OBJECTIVE

Students will be able to execute the steps to creating an event in Gmail Calendar.

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 2 - Digital Citizen**
4. Select **Unit 20**
5. Select **Lesson 1 - What is 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



ACCESSING PRIOR KNOWLEDGE



1. *"For a participation dollar, who can recall what are some applications we can use with our Google Account?"*


Answer. Gmail, Documents, Presentations, YouTube, Google Calendar.

Use positive narration to reinforce students following directions.

"I see Marcus is following directions and already has two contacts listed. I see Vincent has one contact and included their name, email and phone. Nice work following directions and staying on task."

Take answers from at least 4 students. Award at least four participation dollars.



2. Distribute **20.1.IMAGE** Image Exchange Cards and **20.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

On-topic verbal response shared response

T2

Uses **Yes or No Image Exchange Card** [20.IEC.Y/N] for rephrased question.

T3

Uses **Image Exchange cards** [20.1.IMAGE] to point to potential vocabulary word or icon representing "Gmail, documents, presentations, YouTube, google calendar," or Points to **Yes or No Image Exchange Card** [20.IEC.Y/N] for rephrased question.



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 or write down their answers. EVERY student should be earning money.



3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [20.DollarTracker]

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



Pro tip: When students exhibit problematic behavior, such as perseveration that keeps them off-task, but correct the behavior after a prompt or verbal cue, IMMEDIATELY provide positive reinforcement, ie. "Nice work following directions, [student]. You earned a following directions dollar."

<p>+\$ PARTICIPATION</p> <p><i>Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"</i></p>	<p>-\$ OFF TASK</p> <p><i>[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. Marcus, that is off-topic. Off-topic comments cost a \$1. "We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar. "</i></p>
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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..."



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



2. Distribute **20.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



Verbal Response



Writes down badge



Uses **Badge Board** [20.BADGE] for this Unit.




3. 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 calendar”*

4. Ask students to give a thumbs up every time they hear and/or see the Calendar in the video



5. Play video.



6. Distribute **20.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** [20.IEC.THUMB]



T3 Holds up or points to **Thumbs Image Exchange Card** [20.IEC.THUMB]



7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [20.DollarTracker]

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

+\$ PARTICIPATION

Yes, Marcus. [Student gives answer; Teacher repeats answer] “A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?”

-\$ OFF TASK

[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. Marcus, that is off-topic. Off-topic comments cost a \$1. “We’re talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar.”



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, or identify their replacement behavior. If a student is not following directions, you have give them one minute (60 seconds) before taking additional dollars.



INFORMAL ASSESSMENT



1. *"For a participation dollar, who can tell me what application your Google account gives you access to that we saw in today's video?"*

Answer: Google Drive.

2. *"For a participation dollar, who can tell me what Google Drive is?"*

Answer: An application that lets you store files online.


3. *"For a participation dollar, who can tell me where you can access your Google Drive?"*

Answer: You can access your Google Drive from any computer that has internet access.

4. *"For a participation dollar, who can tell me what you can store in Google Drive?"*

Answer: Files, documents, presentations, photos, videos and more.



5. Distribute **20.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

On-topic verbal response shared response

T2

Uses **Yes or No Image Exchange Card** [20.IEC.Y/N] for rephrased question.

T3

Points to **Yes or No Image Exchange Card** [20.IEC.Y/N] for rephrased question.



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."



6. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [20.DollarTracker]

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

+\$ PARTICIPATION

Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"

-\$ OFF-TOPIC

[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. "Marcus, that is off-topic. Off-topic comments cost a \$1. We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar."



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..."

PLAY ACTIVITY VIDEO



1. Ask the class, "Who would like to unlock the What is a Gmail Calendar 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: Increase the dollar amount for shy students or to increase motivation.



3. Distribute lesson badge cut out **20.1.5**. Students that unlocked the badge will place the **What is Google Drive?** print out 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**. [20.DollarTracker]

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

+\$ PARTICIPATION


"Marcus + you answered correctly!
You earned a dollar! Nice job!"

-\$ INTERRUPTIONS

"Marcus + you interrupted.
Interruptions cost \$1. Next time,
raise your hand and wait to be called
on to earn a \$1."

ASSESSMENT/EXIT TICKET



1. Distribute **20.1.6 What is Google Drive? Exit Ticket** to students. See  DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Using Tier 1 **What is Google Drive? Exit Ticket** [20.1.6.1], Students List the things that you can store and save in your Google Drive.
- T2** Using Tier 2 **What is Google Drive? Exit Ticket** [20.1.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [20.1.6.3].
- T3** Using Tier 3 **What is Google Drive? Exit Ticket** [20.1.6.3], students complete Trace and Learn.



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [20.DollarTracker]

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

+\$ PARTICIPATION

"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."

-\$ OFF TASK

"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're off-task. For every minute that you are not participating, it will cost a \$1. Look at the screen and listen carefully to earn dollars for following direction/participating."



IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned 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 continue on to the next lesson plan.
4. Ask students what they will do with their money. Spend it or save it?



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 -\$

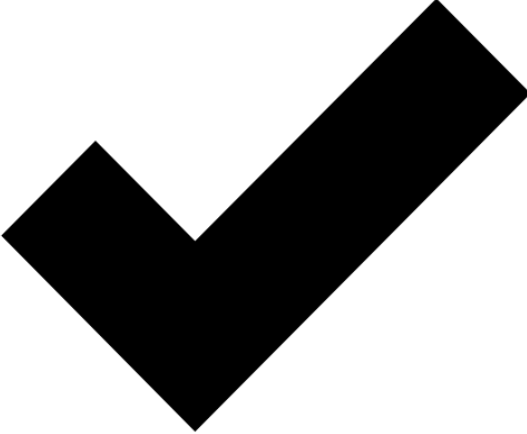
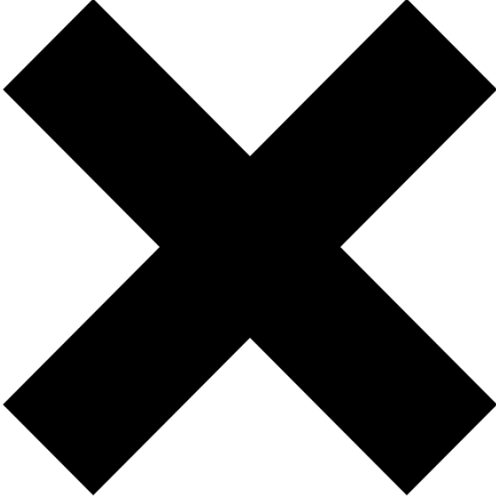
- Off Task
- Off-Topic/Inappropriate Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

EX: Sam							
Participation/Contributing	 						
Sharing/Helping/Collaborating							
Greeting a Guest							
Following Directions/Staying on Task							
Encouraging/Complementing							
Off Task							
Off-Topic/Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining							
Arguing							
Interrupting							
UMAPA							




 **YES OR NO IMAGE EXCHANGE CARD**

20.IEC.Y/N

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

20.IEC.THUMB

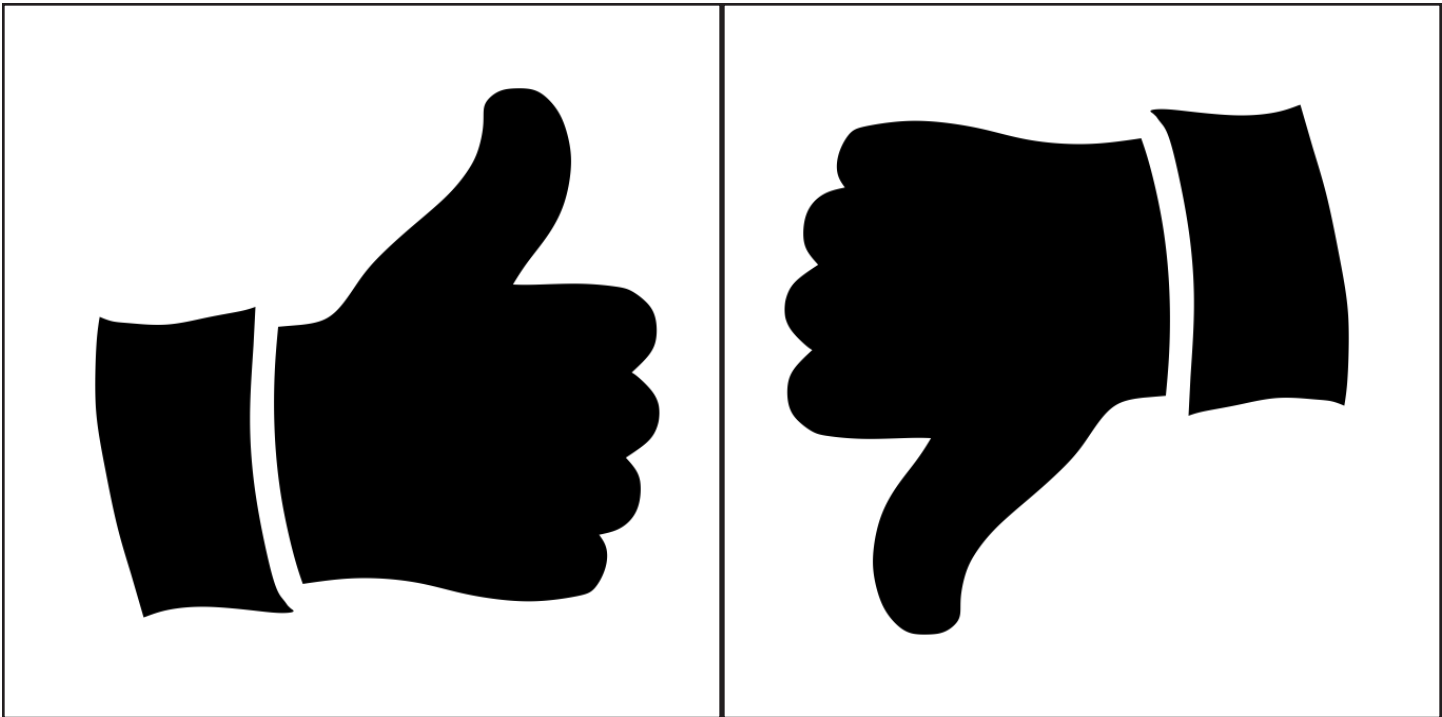




IMAGE EXCHANGE CARDS

20.1.IMAGE

Gmail



Documents



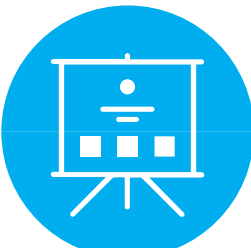
Google Calendar

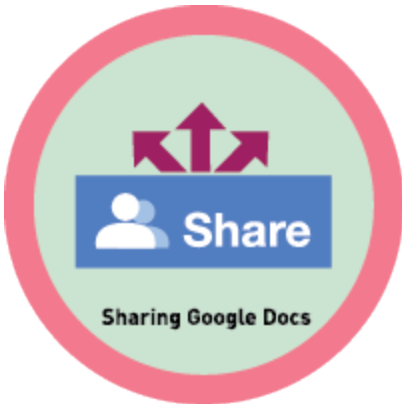
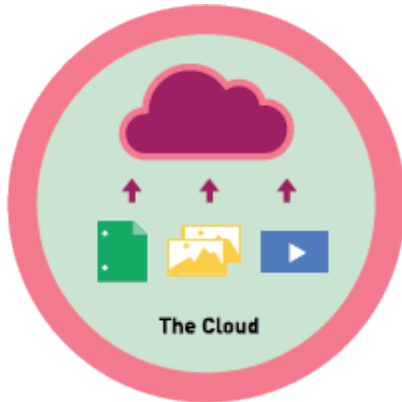


YouTube



Presentations







WORD WALL PRINTOUT

20.1.5



Drive is a free service from Google that lets you store files online and access them from any computer.



T1

WHAT IS GOOGLE DRIVE? EXIT TICKET
STORED FILES ACTIVITY

20.1.6.1

Directions: Google Drive can help you save your work and you can access it from any computer with internet access. List the things that you can store and save in your Google Drive.



T2

WHAT IS GOOGLE DRIVE?
EXIT TICKET VOCAB BLOCKS

20.1.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

What is Google Drive?



T3 WHAT IS GOOGLE DRIVE? EXIT TICKET TRACE 'N' LEARN CARDS

20.1.6.3

What is Google Drive?

Drive is a free service from Google that lets you store files online and access them from any computer.



READING MAZE

20.1

Write in the best answer the blank space to complete the sentence.

Your Google account also gives you access to Google _____!

(Drive, Range)

Google Drive is a _____ service from Google that lets

(paid, free)

you store files _____ and access them from any computer.

(online, one a computer)

You can store _____ like, documents, presentations, photos,

(files, clothing)

videos and more!



WORKPLACE CONNECTIONS

20.1.WC.1

Directions: You just started working for Digitability. How can Google Drive help you in your job? List the ways in which Google Drive can benefit you at work!



WORKPLACE CONNECTIONS

20.1.WC.2

Directions: You just started working at a Doctor's Office. Circle the ways a Google Calendar can help you do your job?

1. Make appointments
2. Save pictures
3. Send emails
4. Manage meeting dates
5. Keep track of when the office is closed



WORKPLACE CONNECTIONS

20.1.WC.3

Directions: You just started working at a Doctor's Office. Point to the ways a Google Calendar can help you do your job?



1. Make appointments



2. Save pictures



3. Send emails



4. Manage meeting dates



5. Keep track of when the office is closed