



UNIT 20: INTRODUCTION TO GOOGLE DRIVE

LESSON 3: WHAT ARE GOOGLE DOCS?

LESSON OVERVIEW

Google Drive also lets you access Google Docs. You can use Google Docs to create documents, presentations, and spreadsheets.

Time: ~30 minutes

OBJECTIVE

Students will be able to identify the main components of 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 2 - Digital Citizen**
4. Select **Unit 20**
5. Select **Lesson 3 - What Are Google Docs?**

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 where all of your files on Google Drive are stored?"*

Answer: On the cloud.

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."



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.

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



2. Distribute **20.3.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** [20.3.IMAGE] to point to potential vocabulary word or icon representing "The Cloud," or Points to **Yes or No Image Exchange Card** [20.IEC.Y/N] for rephrased question.



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]

+\$ 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: 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."

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

T1

Verbal Response

T2

Writes down badge

T3

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 Google Docs”*

4. Ask students to give a thumbs up every time they hear and/or see the Google Docs 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 in Google Drive did we learn about in today's video?"*

Answer: Google Docs.

2. *"For a participation dollar, who can tell me what you can use Google Docs to create?"*

Possible Answer: Documents, presentations, spreadsheets and more.

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

Answer: From any computer with internet access.




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 **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.



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 are Google Docs 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 **20.3.5**. Students that unlocked the badge will place the **What Are Google Docs?** 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 **20.3.6 What Are Google Docs? Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **What Are Google Docs? Exit Ticket** [20.3.6.1], Students write what you can use the following programs to do?

T2

Using Tier 2 **What Are Google Docs? Exit Ticket** [20.3.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [20.3.6.3].

T3

Using Tier 3 **What Are Google Docs? Exit Ticket** [20.3.6.3], 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

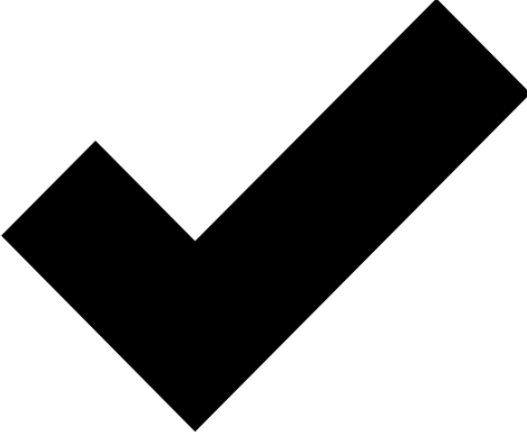
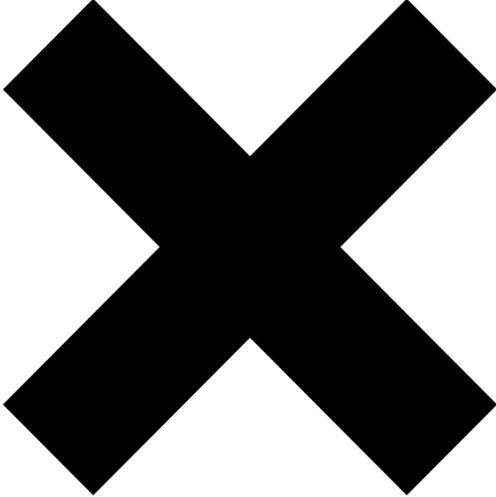
- Problematic -\$**
- Off Task
 - Off-Topic/Inappropriate Comment
 - Disrespect/Teasing
 - Complaining/Whining
 - Arguing
 - Interrupting
 - UMAPA

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

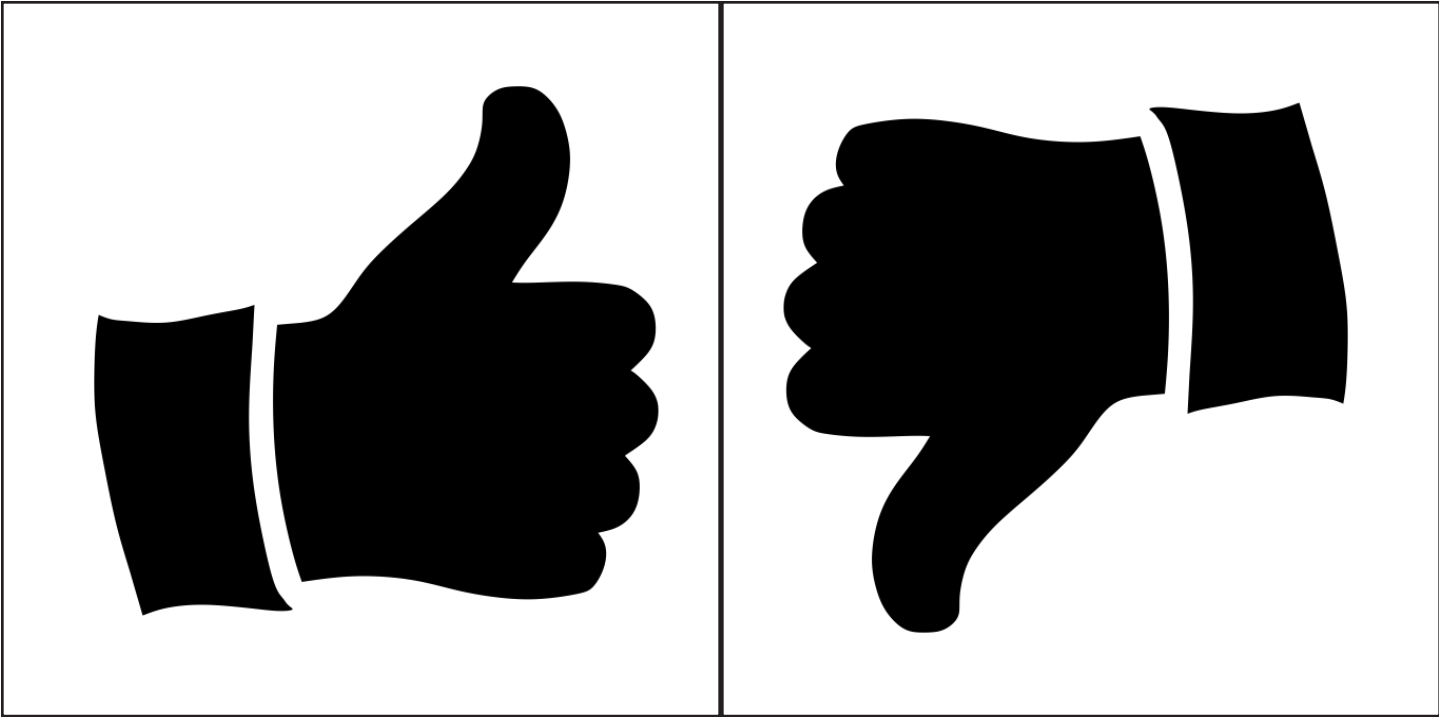
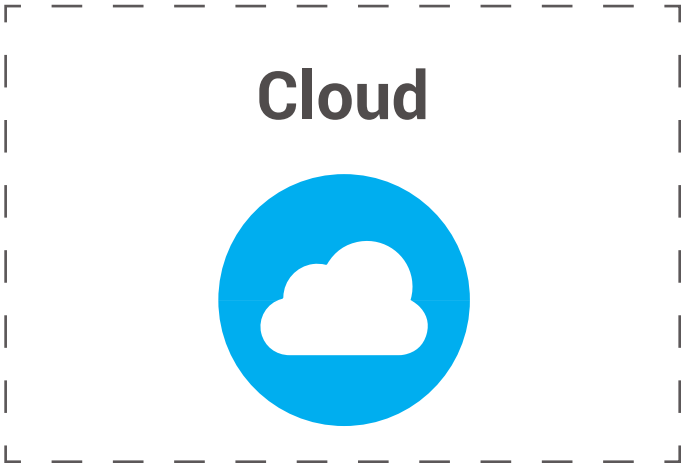
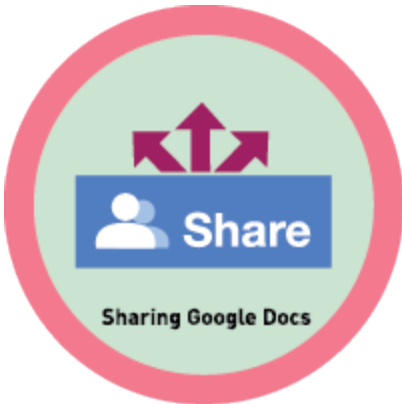
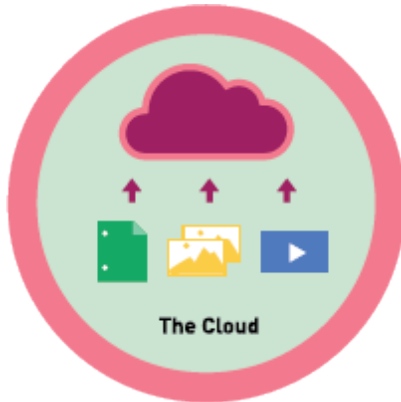




IMAGE EXCHANGE CARDS

20.3.IMAGE







WORD WALL PRINTOUT

20.3.5



Google Drive also lets you access Google Docs. You can use Google Docs to create documents, presentations, and spreadsheets.



T1

WHAT ARE GOOGLE DOCS? EXIT TICKET FILE FUNCTION ACTIVITY

20.3.6.1

Directions: Write what you can use the following programs to do?

1. **Google Documents:**

2. **Google Presentations:**

3. **Google Spreadsheets:**



T2

WHAT ARE GOOGLE DOCS?
EXIT TICKET VOCAB BLOCKS

20.3.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

What are Google Docs?



T3 WHAT ARE GOOGLE DOCS? EXIT TICKET TRACE 'N' LEARN CARDS

20.3.6.3

What are Google Docs?

Google Drive also
lets you access
Google Docs.

You can use
Google Docs to
create documents,
presentations, and
spreadsheets.



READING MAZE

20.3

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

Google Drive lets you access Google _____. You can use Google
(Docs, Mail)

Docs to create documents, presentations, and spreadsheets. When
you _____ a Google Doc, it will be saved to your
(create, delete)

Google _____. You can access your Google Drive from _____
(Mail, Drive) **(any, one)**

computer with internet access. Your Google Docs are saved on
the _____.
(cloud, sun)



WORKPLACE CONNECTIONS

20.3.WC.1

Directions: Your boss at Digitability wants you to create a slideshow about the company. Write what Google program you would use and why.



WORKPLACE CONNECTIONS

20.3.WC.2

Directions: Your boss at Digitability wants you to create a slideshow about the company. Circle the Google program you would use to create it.





WORKPLACE CONNECTIONS

20.3.WC.3

Directions: Your boss at Digitability wants you to create a slideshow about the company. Point to the Google program you would use to create

