

UNIT 20: INTRODUCTION TO GOOGLE DRIVE

LESSON 4: SHARING USING GOOGLE DOCS

LESSON OVERVIEW

Google Drive will let you share your Google Docs. When you share your Google docs with other people, they can view them. They can also edit or change the files you created!

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

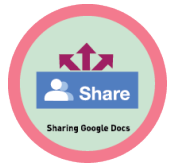
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 20**
5. Select **Lesson 4 - Sharing Using 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 what you can use Google Docs to create?"*

Answer: Documents, presentations, spreadsheets and more.



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 **20.4.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** [20.4.IMAGE] to point to potential vocabulary word or icon representing "Documents, presentations, spreadsheets," 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

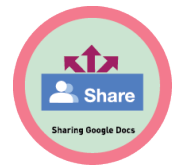
Verbal Response

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 sharing"*

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

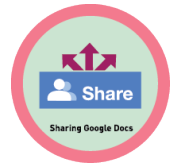
Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"

-\$ 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 you can do with your Google Docs so others can see your files?"*

Answer: You can share it.

2. *"For a participation dollar, who can tell me what other people can do to your files if you share your Google Docs?"*

Answer: They can view, edit or change the files you create.

3. *"For a participation dollar, who can tell me what type of files can be shared with others?"*

Answer: Documents, presentations, spreadsheets, photos and more.




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 **20.4.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** [20.4.IMAGE] to point to potential vocabulary word or icon representing "Documents, presentations, spreadsheets, share," or Points to **Yes or No Image Exchange Card** [20.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**. [20.DollarTracker]

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

+ \$ PARTICIPATION	- \$ OFF-TOPIC
<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><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>



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 Sharing Using Google Doc Badge for \$1?"



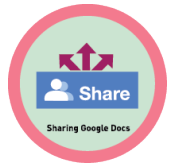
Pro tip: Increase the dollar amount for shy students or to increase motivation.

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 lesson badge cut out **20.4.5**. Students that unlocked the badge will place the **Sharing Using 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]**

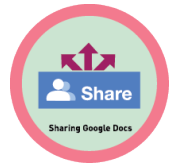
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

<p>+\$ PARTICIPATION</p> <p>“Marcus + you answered correctly! You earned a dollar! Nice job!”</p>	<p>-\$ INTERRUPTIONS</p> <p>“Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.”</p>
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ASSESSMENT/EXIT TICKET



1. Distribute **20.4.6** Sharing Using Google Docs Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Sharing Using Google Docs Exit Ticket** [20.4.6.1], Students circle the following items that you can share on Google Docs.

T2

Using Tier 2 **Sharing Using Google Docs Exit Ticket** [20.4.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [20.4.6.3].

T3

Using Tier 3 **Sharing Using Google Docs Exit Ticket** [20.4.6.3], 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."



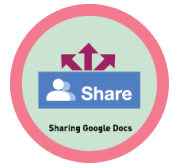
IMMEDIATE FEEDBACK/NEXT STEPS

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**.



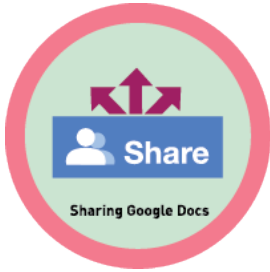
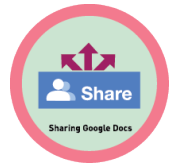
Behaviors

Name

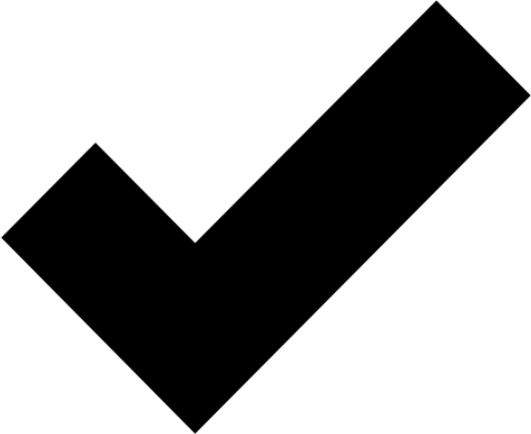
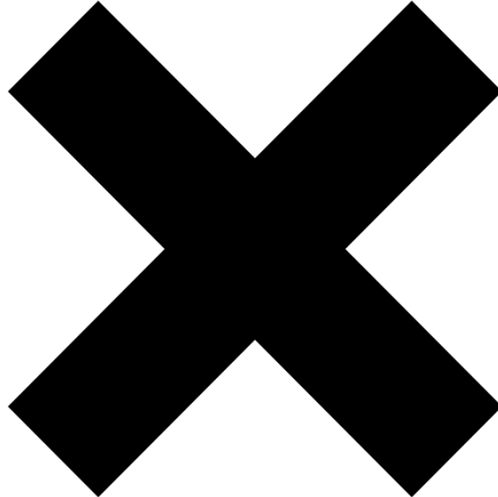
- Successful +\$**
- Participation/Contributing
- Sharing/Helping/Collaborating
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging/Complementing

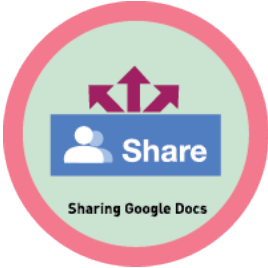
- Problematic -\$**
- Off Task
- Off-Topic/Inappropriate Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

Name						
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						



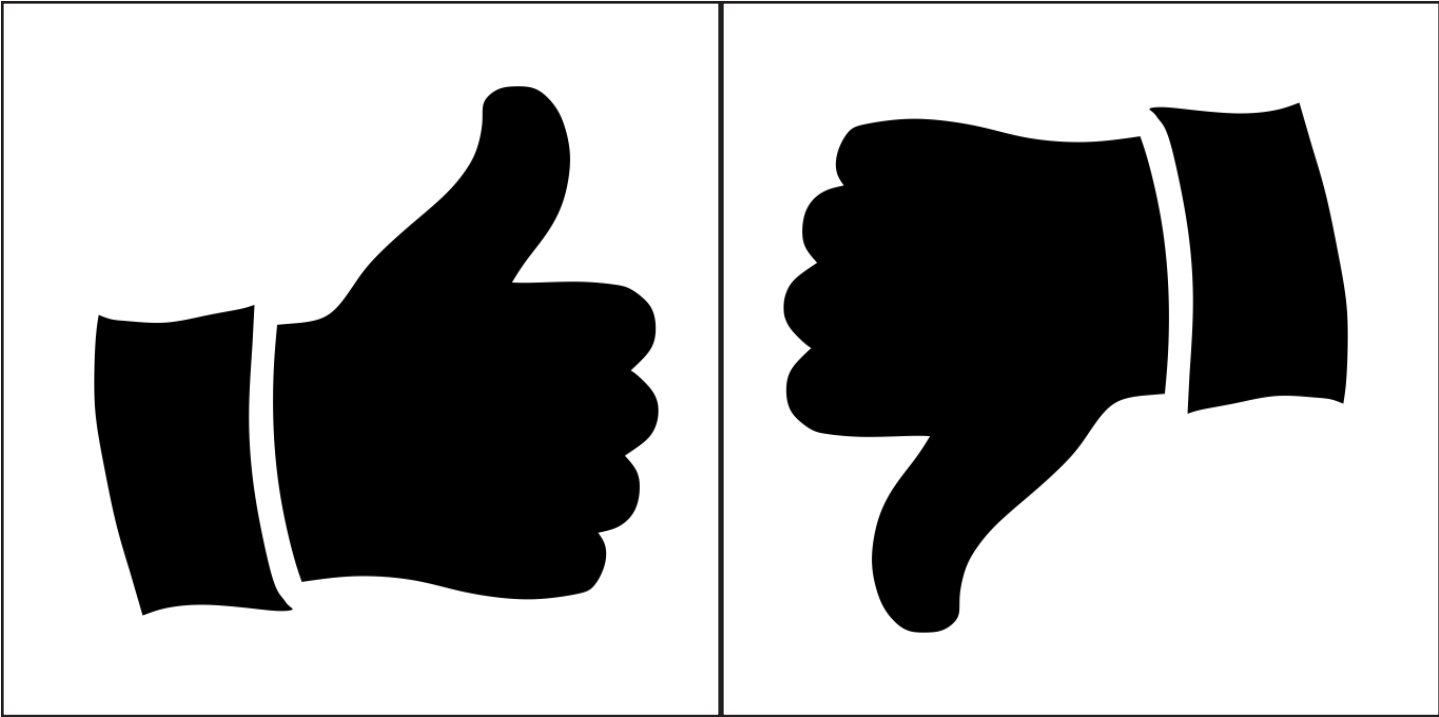
 **YES OR NO IMAGE EXCHANGE CARD**
20.IEC.Y/N

 <p data-bbox="389 1543 503 1617">Yes</p>	 <p data-bbox="1120 1543 1209 1606">No</p>
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THUMBS IMAGE EXCHANGE CARD

20.IEC.THUMB



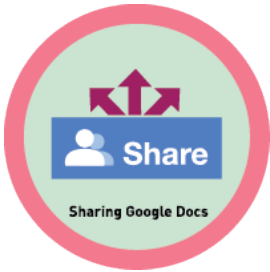
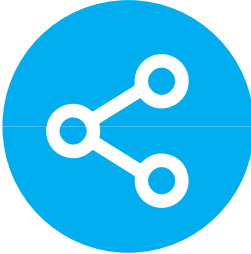


IMAGE EXCHANGE CARDS

20.4.IMAGE

Share



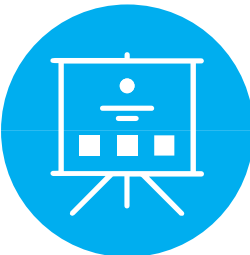
Documents

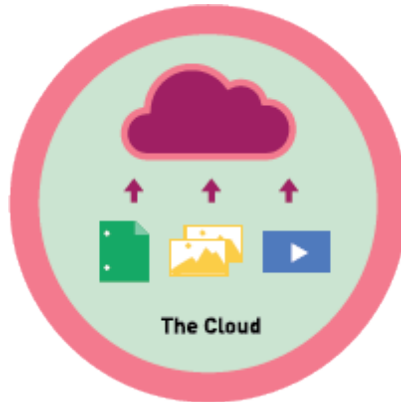
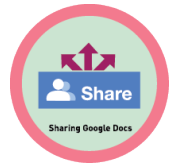


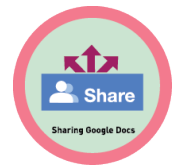
Spreadsheets



Presentations

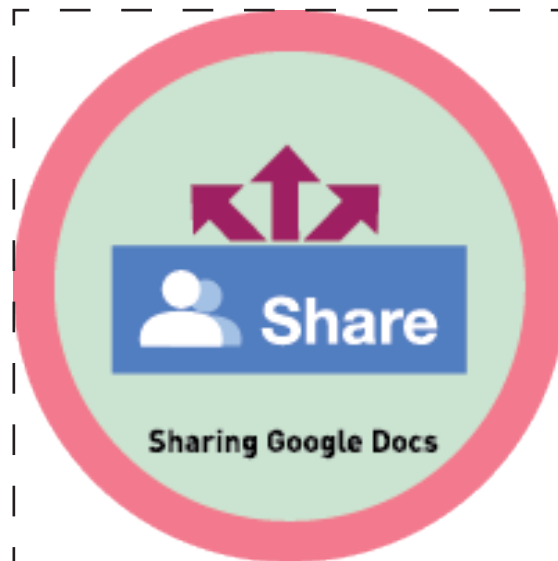




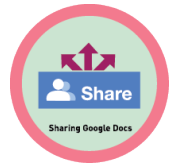


WORD WALL PRINTOUT

20.4.5



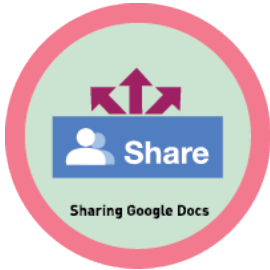
Google Drive will let you share your Google Docs. When you share your Google docs with other people, they can view them. They can also edit or change the files you created!



T1 SHARING USING GOOGLE DOCS EXIT TICKET APPROPRIATE SHARING ACTIVITY
20.4.6.1

Directions: Circle the following items that you can share on Google Docs.

- 1. Documents
- 2. Calendar
- 3. Movies
- 4. Presentations
- 5. Spreadsheets



T2 SHARING USING GOOGLE DOCS
EXIT TICKET VOCAB BLOCKS

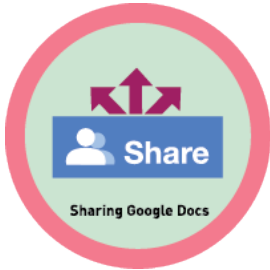
20.4.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

What are Google Docs?

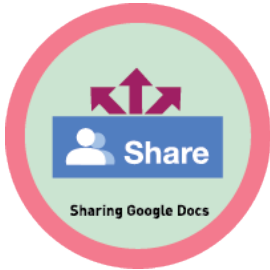


T3 SHARING USING GOOGLE DOCS EXIT TICKET TRACE 'N' LEARN CARDS

20.4.6.3

Sharing Using
Google Docs?

Google Drive will let you share your Google Docs. When you share your Google docs with other people, they can view them.



READING MAZE

20.4

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

Google _____ will let you share your Google Docs.

(Drive, Mail)

When you _____ your Google docs with other people, they

(share, delete)

can view them. They can also _____ or change the files you

(edit, trash)

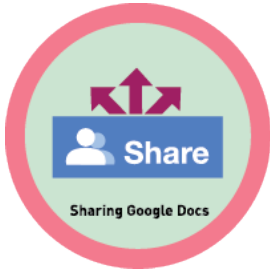
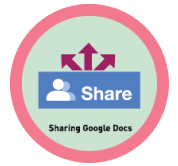
created! The changes made to each Google Doc are saved to your

Google _____. You should not share _____

(Mail, Drive)

(private, public)

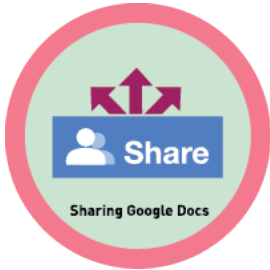
information with others.



WORKPLACE CONNECTIONS

20.4.WC.1

Directions: Your boss at Digitability wants you to work with your colleagues to create a slideshow. Tell your boss about sharing documents on Google and how this will help you work with your team.

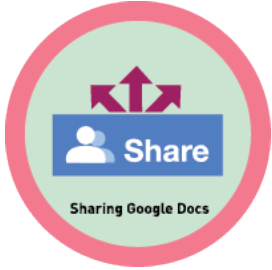
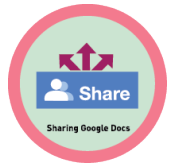


WORKPLACE CONNECTIONS

20.4.WC.2

Directions: Your boss at Digitability wants you to work with your colleagues to create a slideshow. What button would you click to share your slideshow with your team, so that you can work on it together. Circle it below.





WORKPLACE CONNECTIONS

20.4.WC.3

Directions: Your boss at Digitability wants you to work with your colleagues to create a slideshow. Point to the button would you click to share your slideshow with your team, so that you can work on it together.

