



UNIT 20: INTRODUCTION TO GOOGLE DRIVE LESSON 5: KEEPING YOUR FILES ORGANIZED

LESSON OVERVIEW

Google Drive will help you organize your files. You can use the a search, filter and sort tools to organize your files. You can also put files into folders.

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 5 - Keeping Your Files Organized**

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 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.




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



DIFFERENTIATION



On-topic verbal response shared response



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



Uses **Image Exchange cards** [20.5.IMAGE] to point to potential vocabulary word or icon representing “View, edit,” 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]



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.



2. 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 organize”*

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



4. 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 can Google Drive do to help you?"*

Answer: It can help you organize your files.

2. *"For a participation dollar, who can tell me what tools you can use to help you organize your files?"*

Answer: You can use the search, filter and sort tools.

3. *"For a participation dollar, who can tell me another way you can organize your Google Docs?"*

Answer: You can put your files into folders.




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.



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 Keeping Your Files Organized 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 lesson badge cut out **20.5.5**. Students that unlocked the badge will place the **Keeping Files Organized** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.



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



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 **20.5.6 Keeping Files Organized Exit Ticket** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Keeping Files Organized Exit Ticket** [20.5.6.1], Students title the file folders they know according to the type of information each file stores.

T2

Using Tier 2 **Keeping Files Organized Exit Ticket** [20.5.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [20.5.6.3].

T3

Using Tier 3 **Keeping Files Organized Exit Ticket** [20.5.6.3], 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

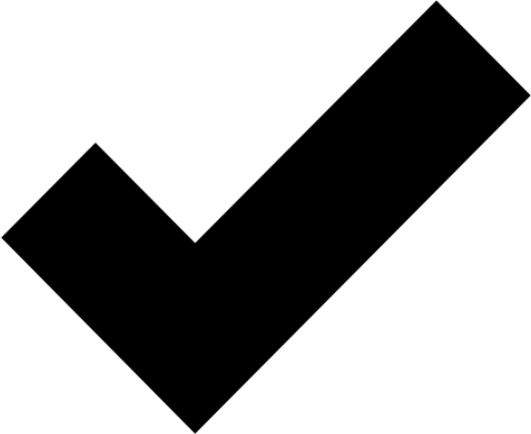
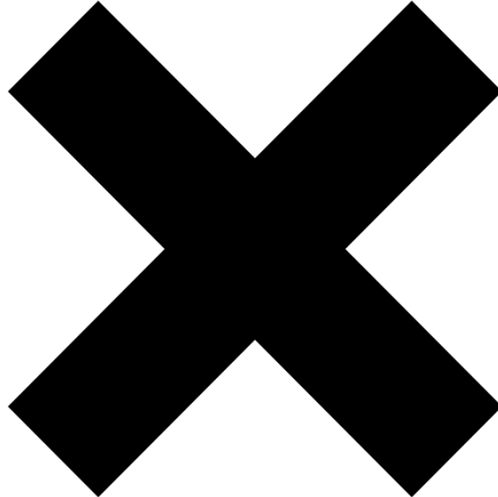
- Successful +\$**
- Participation/Contributing
 - Sharing/Helping/Collaborating
 - Greeting a Guest
 - Following Directions/Staying on Task
 - Encouraging/Complementing

- 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							



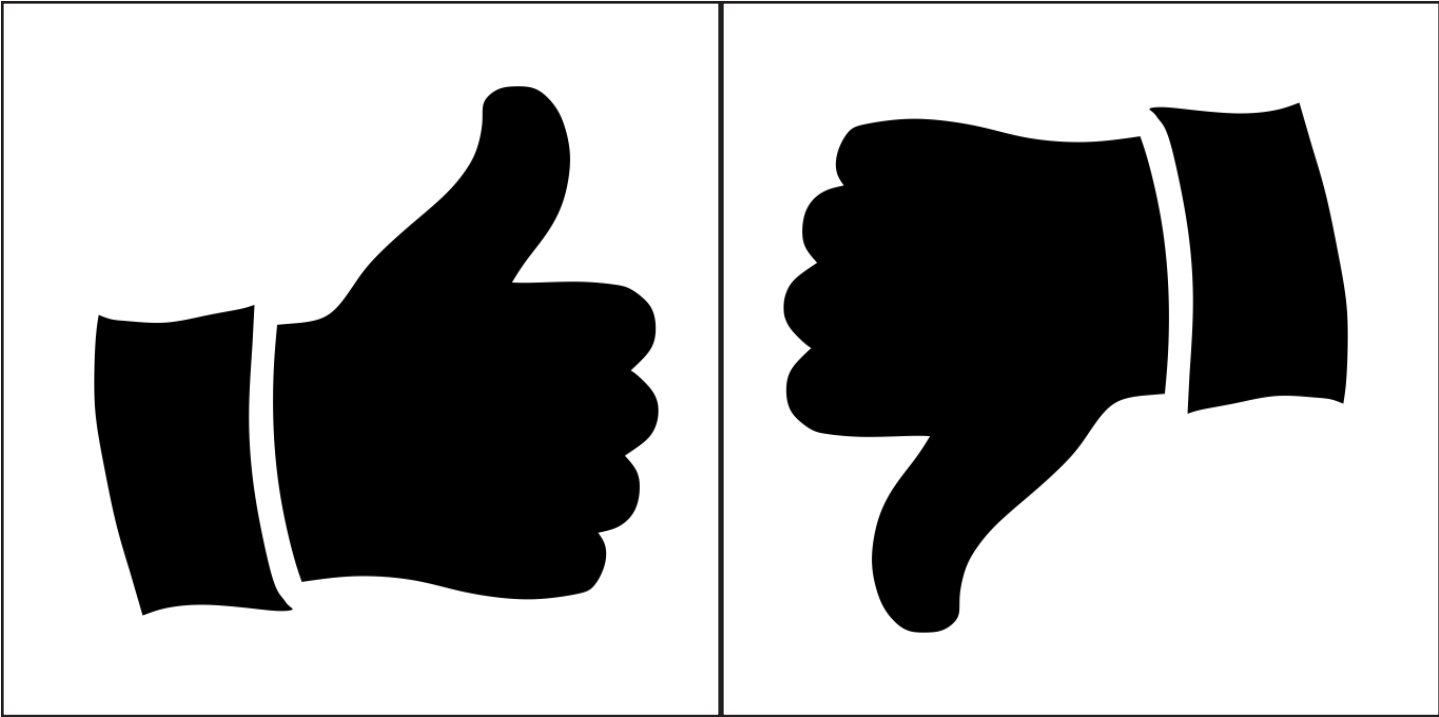
 **YES OR NO IMAGE EXCHANGE CARD**
20.IEC.Y/N

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

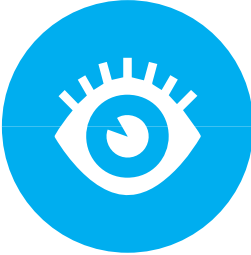

20.IEC.THUMB

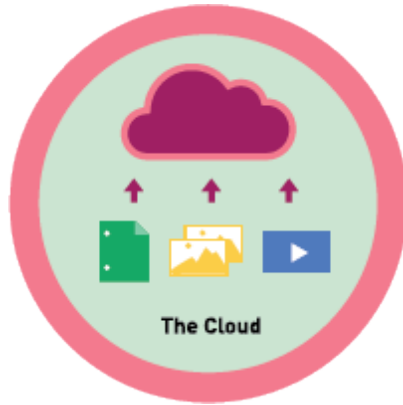




 **IMAGE EXCHANGE CARDS**

20.5.IMAGE

<p>View</p> 	<p>Edit</p> 
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WORD WALL PRINTOUT

20.5.5



Google Drive will help you organize your files. You can use the a search, filter and sort tools to organize your files. You can also put files into folders.



T1

**KEEPING YOUR FILES ORGANIZED EXIT TICKET
TITLE FOLDERS SHARING ACTIVITY****20.5.6.1**

Directions: You want to organize the following Google Docs. Title the file folders so you know according to the type of information each file stores.

1. An essay for english class.

2. Your photos from the Museum.

3. Your spreadsheet that shows your work schedule.

4. Your homework for science class.

4. Your slide show for health class.



T2 KEEPING YOUR FILES ORGANIZED
EXIT TICKET VOCAB BLOCKS

20.5.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Keeping Your Files Organized



T3 KEEPING YOUR FILES ORGANIZED EXIT TICKET TRACE 'N' LEARN CARDS

20.5.6.3

Keeping Your Files Organized

Google Drive will help you organize your files. You can use the a search, filter and sort tools to organize your files. You can also put files into folders.



READING MAZE

20.5

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

Google Drive will allow you to store your Google _____.
(Search, Docs)

Google _____ will help you organize your files. You can
(Drive, Mail)

use the a search, filter and sort tools to _____ your files.
(lose, organize)

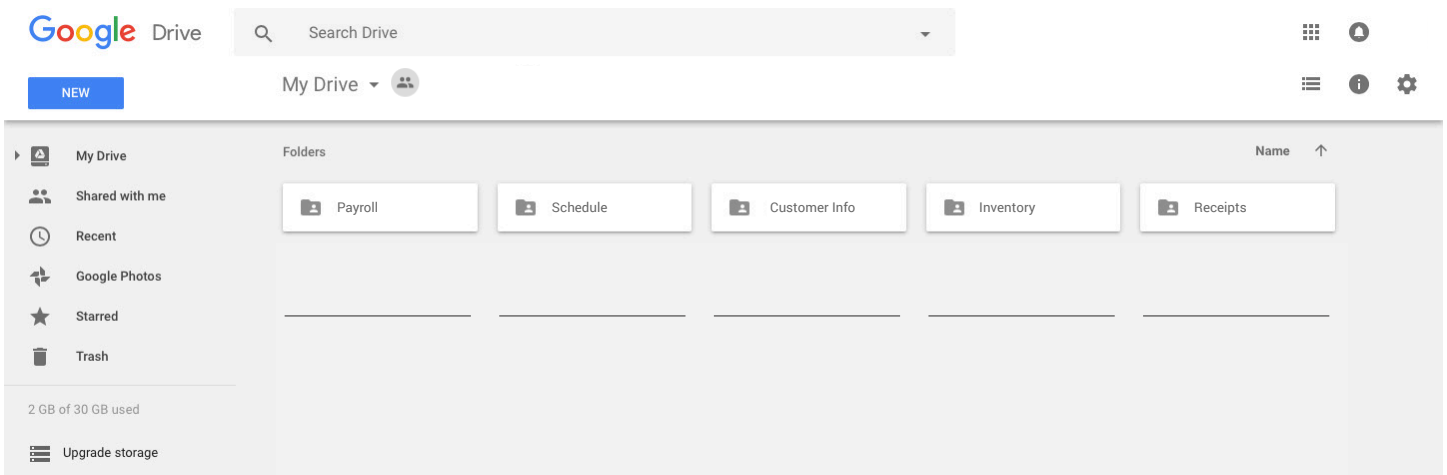
You can also put files into _____.
(folders, cabinets)



WORKPLACE CONNECTIONS

20.5.WC.1

Directions: Your boss wants you to locate a customer’s address. Look at the following file folders. Circle or point to the file folder would you most likely find the information you need.



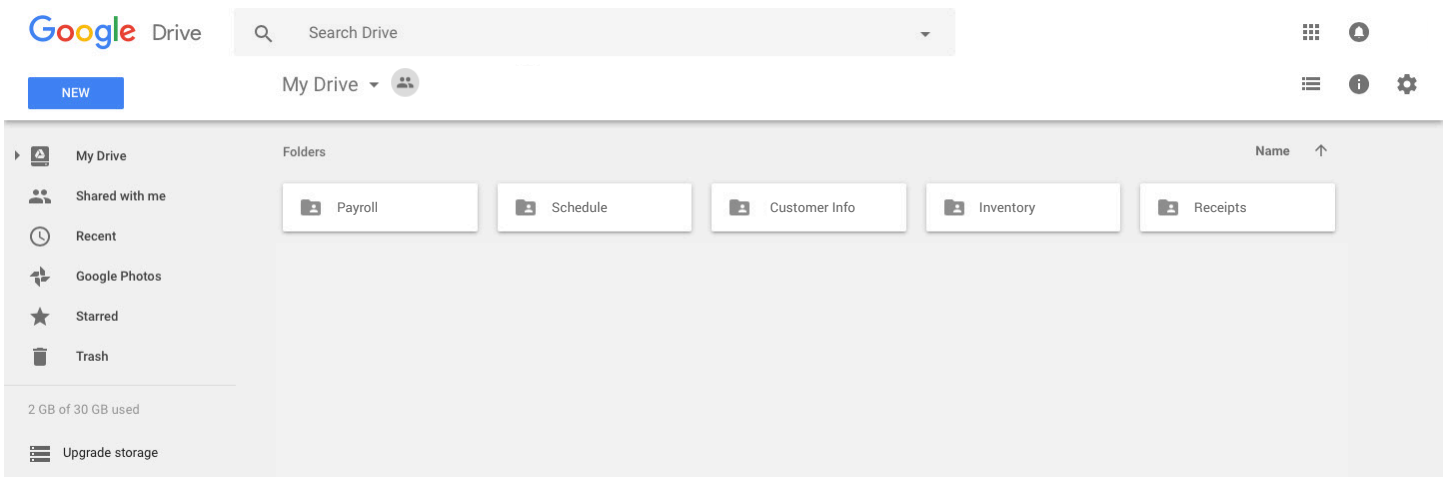
- A. When you will have the day off.
- B. Supplies you have left for the week.
- C. How much you will be paid.
- D. How much you paid for napkins last week.
- E. A customers address.



WORKPLACE CONNECTIONS

20.5.WC.2

Directions: Your boss wants you to locate a customer’s address. Look at the following file folders. Which file folder would you most likely find the information you need? Circle it below.





WORKPLACE CONNECTIONS

20.5.WC.3

Directions: Your boss wants you to locate a customer’s address. Look at the following file folders. Which file folder would you most likely find the information you need? Point to it below.

