UNIT 20: INTRODUCTION TO GOOGLE DRIVE
LESSON 6: GOOGLE DRIVE MASTER BADGE

LESSON OVERVIEW

Google Drive lets you store files online and access them from any computer. A storage space on the internet is called the cloud. All of your files on Google Drive are stored on the cloud. Google Drive also let's you access Google Docs. You can use Google Docs to create documents, Presentations, spreadsheets, and more. 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! Google Drive will help you organize your files. You can use the 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 6 - Google Drive Master Badge**

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 can Google Drive do to help you?"*

Answer: It can help you organize your files.

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

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. Ie. Have them point or write down their answers. EVERY student should be earning money.

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.

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."

+$ 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. "

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 Drive"*

4. Ask students to give a thumbs up every time they hear and/or see the Google Drive 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 where Google Drive lets you store files?"*

Answer: Online.

2. *"For a participation dollar, who can tell me what the online storage space is called?"*

Answer: The cloud.

3. *"For a participation dollar, who can tell me what you can create using Google Docs?"*

Answer: You can create documents, presentations, spreadsheets and more.

4. *"For a participation dollar, who can tell me what you can do if you want others to see your Google Docs?"*

Answer: You can share them.

5. *"For a participation dollar, who can tell me what others can do to your files if you share them?"*

Answer: They can view, edit or change your files.

6. *"For a participation dollar, who can tell me what tools you can use to stay organized?"*

Answer: Search, filter, sort and create file folders.

7. Distribute **20.6.IMAGE** Image Exchange Cards and **20.IEC.Y/N** to students. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

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."

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** [20.6.IMAGE] to point to potential vocabulary word or icon representing "Online, the cloud, documents, presentations, spreadsheets, share, search, create folders, view, edit," or Points to **Yes or No Image Exchange Card** [20.IEC.Y/N] for rephrased question.

8. 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
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?"	*[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 Where is the Google Docs Master 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 **20.6.5**. Students that unlocked the badge will place the **Google Drive Master Badge** 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	-$ INTERRUPTIONS
"Marcus + you answered correctly! You earned a dollar! Nice job!"	"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 **20.6.6** Google Drive Master Badge Exit Ticket to students. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Google Drive Master Badge Exit Ticket** [20.6.6.1], Students match the scenario to the best Google Drive Application you should use.

T2 Using Tier 2 **Google Drive Master Badge Exit Ticket** [20.6.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [20.5.6.3].

T3 Using Tier 3 **Google Drive Master Badge Exit Ticket** [20.6.6.3], 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.

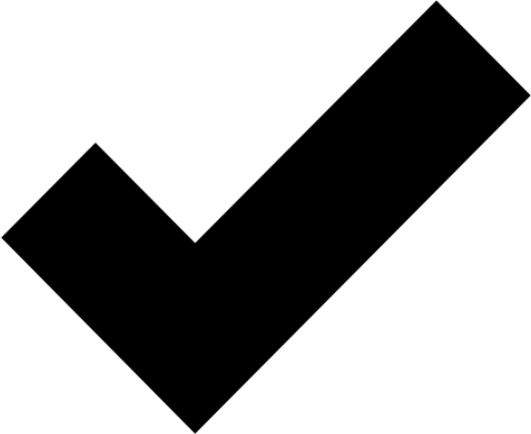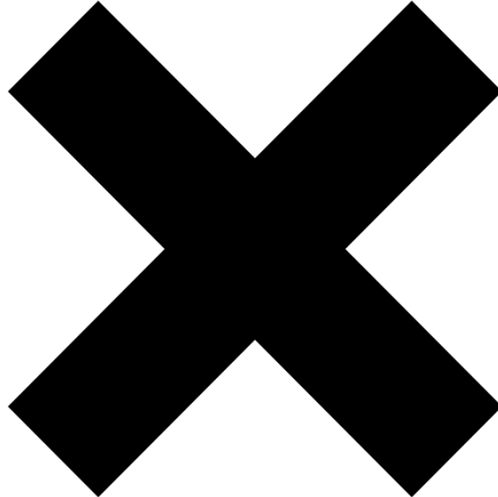**T3** Teacher or Tier 1 assistance to help student login using their **password card.**

📋 Dollar Tracker

20.Dollar tracker

Behaviors	Name EX: Sam					
Successful +$						
Participation/ Contributing	ЖЖ					
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							

YES OR NO IMAGE EXCHANGE CARD

20.IEC.Y/N

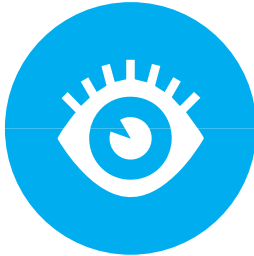|	
Yes	**No**

THUMBS IMAGE EXCHANGE CARD

20.IEC.THUMB

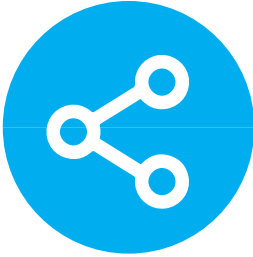# IMAGE EXCHANGE CARDS

20.6.IMAGE

View

Edit
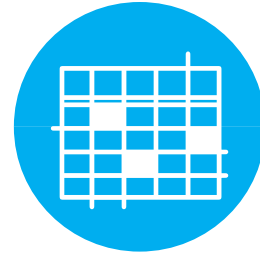
Cloud

Documents

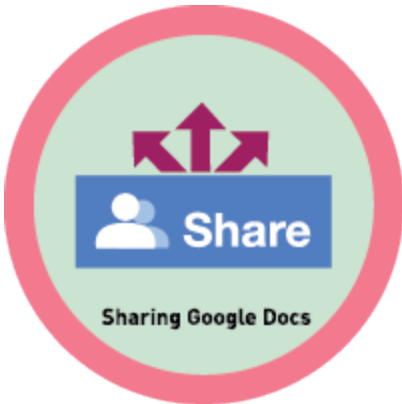**Create folders**

Share

Presentations

Spreadsheets

Search

Online

What is Google Drive?

The Cloud

What are Google Docs?
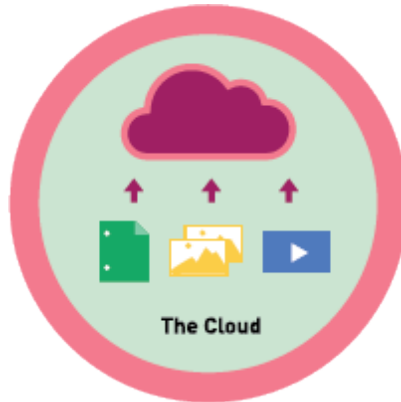
Sharing Google Docs

Keep Files Organized
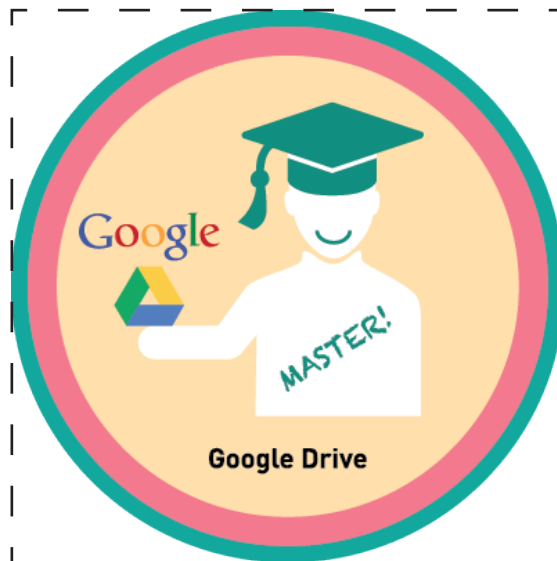
Google Drive

📋 WORD WALL PRINTOUT

20.6.5

Google Drive lets you store files online and access them from any computer. A storage space on the internet is called the cloud. All of your files on Google Drive are stored on the cloud. Google Drive also let's you access Google Docs.

T1 **GOOGLE DRIVE MASTER BADGE
EXIT TICKET MATCHING ACTIVITY**
20.6.6.1

Directions: Read each scenario. Match the scenario to the best Google Drive Application you should use.

1. Your boss wants you to create a create a slideshow about Digitability.

A. Documents

2. You have to type an essay about Digitability.

B. Spreadsheet

3. You want to keep track of how much money you spend.

C. Presentations

T2 GOOGLE DRIVE MASTER BADGE
EXIT TICKET VOCAB BLOCKS

20.6.6.2

Name:

Date:

Define	Sentence

Google Drive

Examples	Draw

T3 GOOGLE DRIVE MASTER BADGE
EXIT TICKET TRACE 'N' LEARN CARDS
20.6.6.3

Google Drive

Google Drive lets you store files online and access them from any computer. A storage space on the internet is called the cloud. All of your files on Google Drive are stored on the cloud. Google Drive also let's you access Google Docs.

READING MAZE

20.6

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

Google _____ lets you store files online and access them

(Drive, Mail)

from _____ computer. A storage space on the internet is called

(one, any)

the _____. All of your files on Google Drive are stored on the

(cloud, water)

cloud. Google Drive also lets you access Google Docs. You can use

Google Docs to _____ documents, presentations,

(create, send)

spreadsheets, and more. 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 _____ you created!

(files, folders)

Google Drive will help you _____ your files. You can use the

(organize, disorganize)

search, filter and sort tools to organize your files. You can also put files

into folders.

WORKPLACE CONNECTIONS

20.6.WC.1

Directions: Your boss at Digitability wants you to start using Google Drive. Using poster paper, create a poster advertisement for Google Drive. Add five details about what you can do using Google Drive.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

WORKPLACE CONNECTIONS

20.6.WC.2

Directions: Your boss at Digitability wants you to start using Google Drive. Circle all the programs you can use in Google Drive.

WORKPLACE CONNECTIONS

20.6.WC.3

Directions: Your boss at Digitability wants you to start using Google Drive. Point to all the programs you can use in Google Drive.