UNIT 21: GOOGLE DOCS
LESSON 2: A GOOGLE DOCUMENT

LESSON OVERVIEW

A google document is just like a piece of paper. You can use a google document for writing a letter, creating a flyer, writing an essay, and more.

Time: ~30 minutes

OBJECTIVE

Students will be able to describe types of Google Documents.

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 21**

5. Select **Lesson 2 - A Google Document**

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 applications you can find in Google Document?"*

Answer: Documents, Spreadsheets, Presentations, Forms, Drawings.

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 **21.2.IMAGE** Image Exchange Cards and **21.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** [21.IEC.Y/N] for rephrased question.

T3 Uses **Image Exchange cards** [21.2.IMAGE] to point to potential vocabulary word or icon representing "Documents, Spreadsheets, Presentations, Forms, Drawings," or Points to **Yes or No Image Exchange Card** [21.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. [21.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..."*
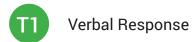
1. *"For a participation dollar, who can tell me the name of our next badge?"*

2. Distribute **21.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** [21.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 document"*

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

5. Play video.

6. Distribute **21.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** [21.IEC.THUMB]

T3 Holds up or points to **Thumbs Image Exchange Card** [21.IEC.THUMB]

7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [21.DollarTracker]**

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

+$ PARTICIPATION	-$ OFF TASK
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. "*

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 compare a Google Document to?"*

Answer: A piece of paper.

2. *"For a participation dollar, who can tell me what you can create using a Document?"*

Possible Answers: Writing a letter, creating a flyer, writing an essay and more.

3. *"For a participation dollar, who can tell me if Google Documents are automatically saved?"*

Answer: Yes, your work automatically saves.

4. *"For a participation dollar, who can tell me where Google Documents are saved?"*

Answer: They are saved in your Google Drive.

5. Distribute **21.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** [21.IEC.Y/N] for rephrased question.

T3 Points to **Yes or No Image Exchange Card** [21.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. [21.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..."*
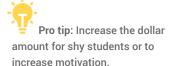
PLAY ACTIVITY VIDEO

1. Ask the class, "Who would like to unlock the Google Document 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 **21.2.5**. Students that unlocked the badge will place the **A Google Document** 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. [21.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 **21.2.6** A Google Document Exit Ticket to students. See 🎨 DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **A Google Document Exit Ticket** [21.2.6.1], Students list the things that you can store and save in your Google Drive.

T2 Using Tier 2 **A Google Document Exit Ticket** [21.2.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [21.2.6.3].

T3 Using Tier 3 **A Google Document Exit Ticket** [21.2.6.3], 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. [21.DollarTracker]**

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

+$ PARTICIPATION	-$ OFF TASK
"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."	*"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.

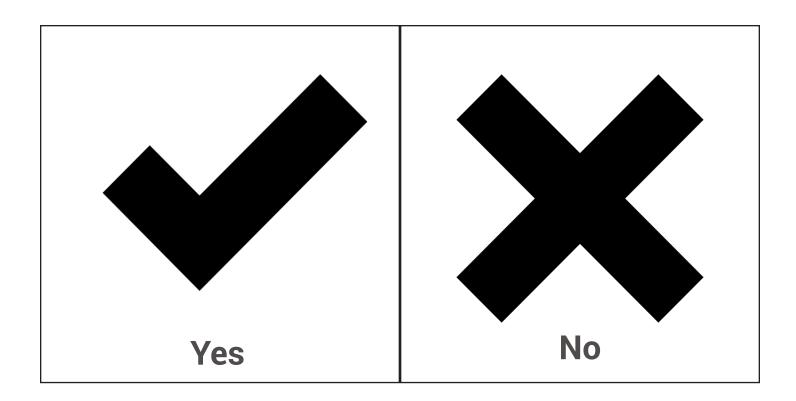**T3** Teacher or Tier 1 assistance to help student login using their **password card.**

U21 — L1 — L2 — L3 — L4 — L5
— L6 — L7

Dollar Tracker

21. Dollar tracker

Google Documents

Behaviors	Name EX: Sam					
Successful +$						
Participation/ Contributing	✚ JJJ					
Sharing/Helping/ Collaborating	III					
Greeting a Guest	I					
Following Directions/ Staying on Task	III					
Encouraging/ Complementing	II					
Problematic -$						
Off Task	I					
Off-Topic/ Inappropriate Comment						
Disrespect/Teasing	II					
Complaining/Whining						
Arguing						
Interrupting	II					
UMAPA						

Google Documents

YES OR NO IMAGE EXCHANGE CARD

21.IEC.Y/N

Yes	No
✔	✘

Google Documents

THUMBS IMAGE EXCHANGE CARD

21.IEC.THUMB

Google Documents

IMAGE EXCHANGE CARDS

21.2.IMAGE
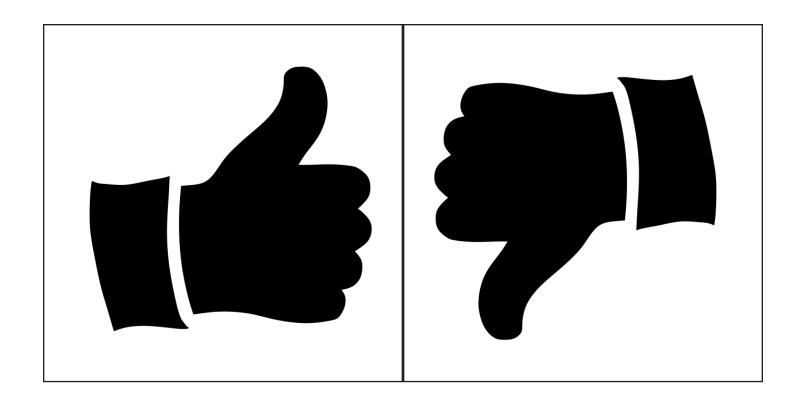
Presentations

Spreadsheets

Documents

Forms

Drawings

Types of Google Docs

Google Documents

Google Spreadsheets

Google Presentations

Google Forms

Google Drawings

Types of Google Docs

📰 WORD WALL PRINTOUT

21.2.5

Google Documents
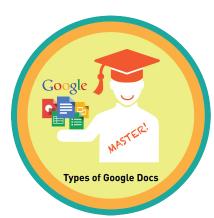
A google document is just like a piece of paper. You can use a google document for writing a letter, creating a flyer, writing an essay, and more.

T1 A GOOGLE DOCUMENT EXIT TICKET CIRCLE ACTIVITY

21.2.6.1

Directions: Circle the items that you would use Google Documents to create.

1. An essay

2. A spreadsheet

3. A slideshow

4. A letter

5. A web page

6. A blog

7. A list

T2 **A GOOGLE DOCUMENT**
EXIT TICKET VOCAB BLOCKS
21.2.6.2

Name:

Date:

Define	Sentence

What is The Cloud?

Examples	Draw

T3 **A GOOGLE DOCUMENT EXIT TICKET TRACE 'N' LEARN CARDS**

21.2.6.3

A Google Document

A google document is just like a piece of paper. You can use a google document for writing a letter, creating a flyer, writing an essay, and more.

READING MAZE

21.2

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

A google document is just like a piece of _____.

(paper, tissue)

You can use a google _____ for writing a letter,

(document, form)

creating a flyer, writing an essay, and more. When you create a Google

Document, it will be saved to your Google _____.

(Mail, Drive)

You can _____ your Google Document with anyone you want!

(share, delete)

WORKPLACE CONNECTIONS

21.2.WC.1

Directions: Your boss at Digitability wants to know what you can use a Google Document for. Write a letter in the sample Google Document window telling your boss what you can do do with Google Documents.

_____,

_____

_____

_____

_____

_____

_____

_____,

_____

WORKPLACE CONNECTIONS
21.2.WC.2

Directions: Your boss at Digitability wants you to write a letter to a customer. What Google program would you use to complete this task? Circle it below.

Google Docs   **Google Slides**   **Google Sheets**

Google Documents

WORKPLACE CONNECTIONS

21.2.WC.3

Directions: Your boss at Digitability wants you to write a letter to a customer. What Google program would you use to complete this task? Point to it below.

Google Docs   **Google Slides**   **Google Sheets**