UNIT 21: GOOGLE DOCS
LESSON 7: GOOGLE DOCS MASTER BADGE

LESSON OVERVIEW

You know the types of Google Docs you can find in your Google Drive. Documents, Spreadsheets, Presentations, Forms, and Drawings are all types of google docs. You can use a google document for writing a letter, creating a simple flyer, writing an essay, and more. You can use Spreadsheets to have rows and columns so you can organize all types of information. You can use Google Forms to collect and organize information. You can use Google Presentations to create your own presentation. A Google Presentation is made up of slides. Each slide presents information that you want to share. You can also use Google drawings to create, share, and edit drawings online.

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 7 - Google Docs 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 which application would be best to use if you want to create a quiz?"*

Answer: Google Forms.

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 **21.7.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** [21.7.IMAGE] to point to potential vocabulary word or icon representing "Google forms," 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 drawings"*

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

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 Google Drawings?"*

Answer: Create, share and edit drawings online.

2. *"For a participation dollar, who can tell me if you can edit a drawing with someone else online?"*

Answer: Yes, you can edit drawings online with anyone you choose.

3. *"For a participation dollar, who can tell me what tools you can use in Google Drawing?"*

Answer: You can insert text, shapes, images, links 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 **21.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** [21.IEC.Y/N] for rephrased question.

T3 Points to **Yes or No Image Exchange Card** [21.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. [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 What are 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.

3. Distribute lesson badge cut out **21.7.5**. Students that unlocked the badge will place the **Google Docs Master Badge** 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 **21.7.6** Google Docs Master Badge Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Google Docs Master Badge Exit Ticket** [21.7.6.1], Students write in the the correct label on each icon.

T2 Using Tier 2 **Google Docs Master Badge Exit Ticket** [21.7.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [21.7.6.3].

T3 Using Tier 3 **Google Docs Master Badge Exit Ticket** [21.7.6.3], 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

"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.**

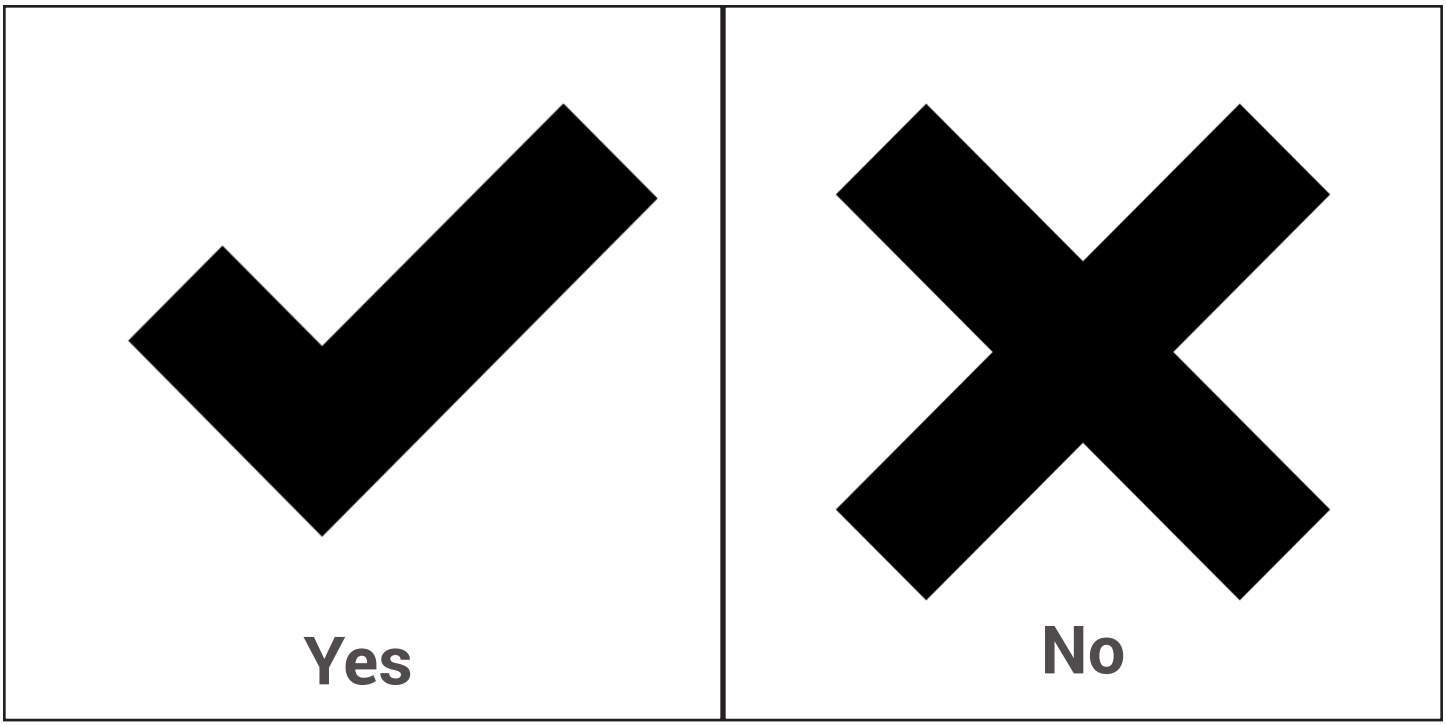
Dollar Tracker

21.Dollar tracker

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

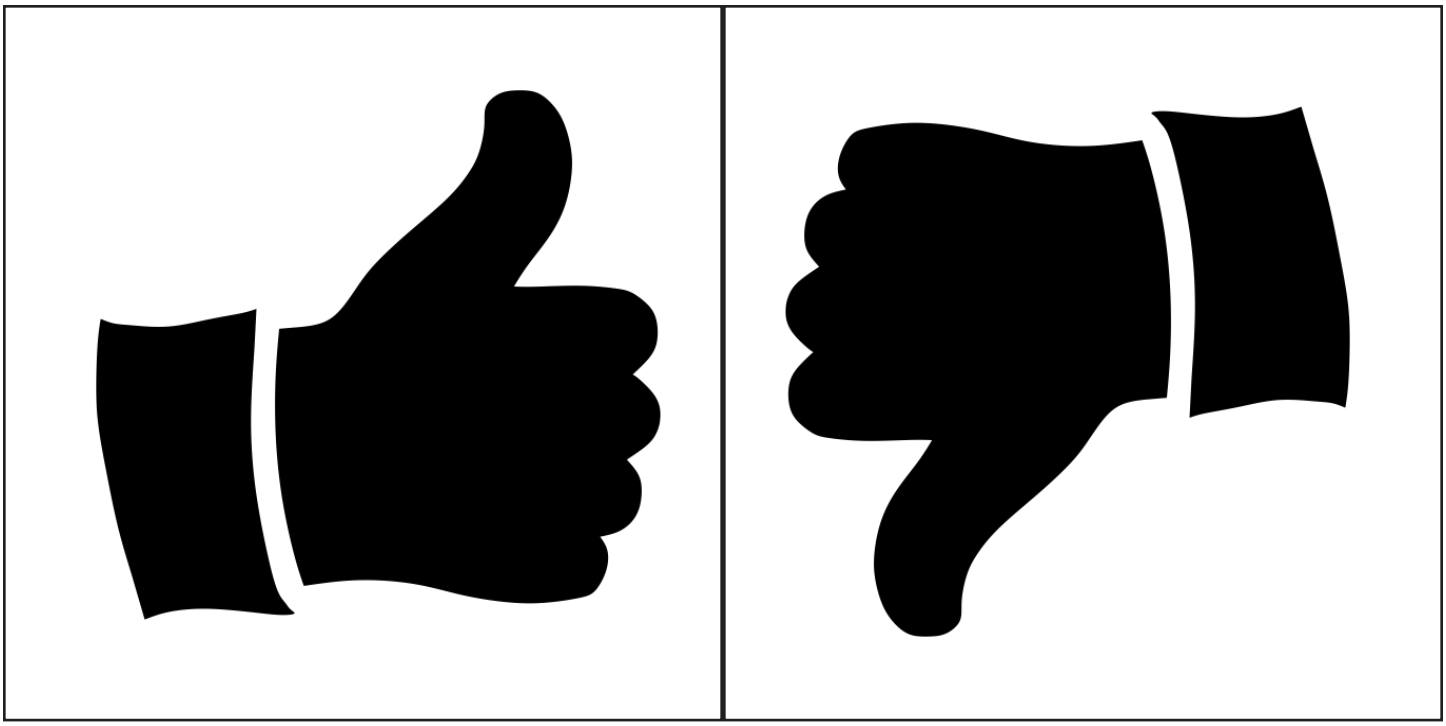
YES OR NO IMAGE EXCHANGE CARD

21.IEC.Y/N



THUMBS IMAGE EXCHANGE CARD

21.IEC.THUMB



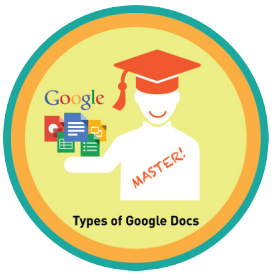
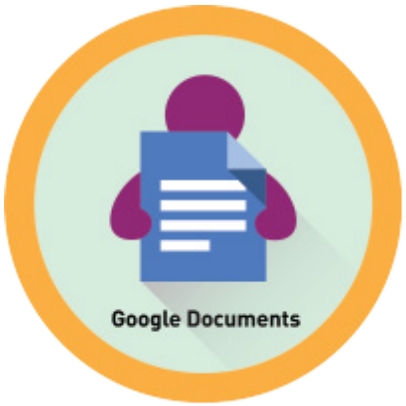


IMAGE EXCHANGE CARDS

21.7.IMAGE

Google Forms

Google
docs
Types of Google Docs

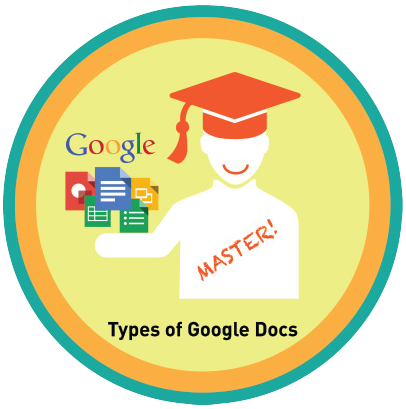

Google Documents

Google Spreadsheets

Google Presentations

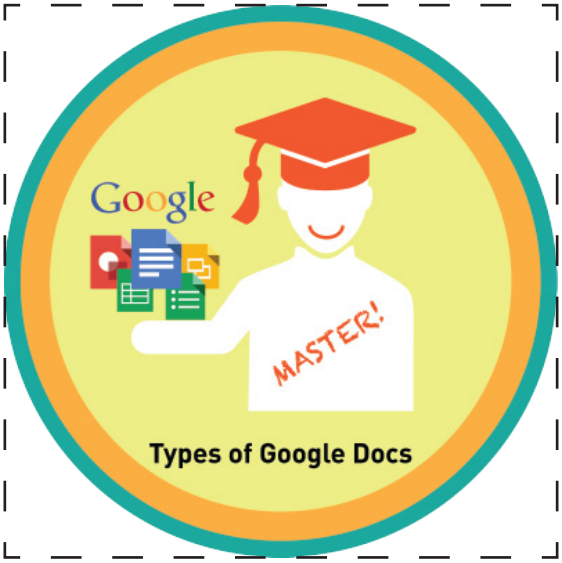
Google Forms

Google Drawings


Google
MASTER!
Types of Google Docs

WORD WALL PRINTOUT

21.7.5



You know the types of Google Docs you can find in your Google Drive. Documents, Spreadsheets, Presentations, Forms, and Drawings are all types of google docs.

T1 GOOGLE DOCS MASTER BADGE EXIT TICKET MATCHING ACTIVITY

21.7.6.1

Directions: Look at the icons. Label each icon as: Document, Spreadsheet, Presentation, Forms, Drawing.

_____

_____

_____

_____

_____

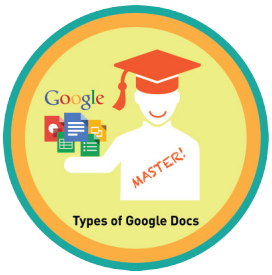
T2 GOOGLE DOCS MASTER BADGE EXIT TICKET VOCAB BLOCKS

21.7.6.2

Name: _____

Date: _____

Define	Sentence
Google Drive	
Examples	**Draw**

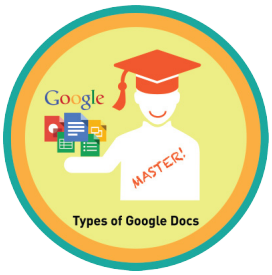


T3 GOOGLE DOCS MASTER BADGE EXIT TICKET TRACE 'N' LEARN CARDS

21.7.6.3

Google Docs

You know the types of Google Docs you can find in your Google Drive. Documents, Spreadsheets, Presentations, Forms, and Drawings are all types of google docs.



READING MAZE

21.7

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

You know the types of Google Docs you can find in your Google _____. Documents, Spreadsheets, Presentations, Forms,

(Inbox, Drive)

and Drawings are all types of google _____. You can use

(docs, mail)

a google document for writing a letter, creating a simple flyer, writing an essay, and more. You can use Spreadsheets to have _____

(rows, pictures)

and columns so you can organize all types of information. You can use Google Forms to collect and organize _____.

(information, folders)

You can use Google Presentations to create your own presentation. A Google Presentation is made up of _____. Each slide

(paper, slides)

presents information that you want to share. You can also use Google drawings to create, share, and edit _____ online.

(drawings, essays)

WORKPLACE CONNECTIONS

21.7.WC.1

Directions: Your boss at Digitability wants to know which application you should use to complete to following tasks. Write the name of the correct program you should use to complete each task.

You want to organize payroll information.

_____

You want to create a flyer for your dog walking business.

_____

You want to create a survey about the classes favorite sport.

_____

You want to create a slideshow about your vacation.

_____

You want to create a drawing of the school building.

_____

WORKPLACE CONNECTIONS

21.7.WC.2

Directions: Your boss at Digitability wants to know which application you should use to complete to following tasks. Match the correct icon each scenario.

You want to organize payroll information.

You want to create a flyer for your dog walking business.

You want to create a survey about the classes favorite sport.

You want to create a slideshow about your vacation.

You want to create a drawing of the school building.

WORKPLACE CONNECTIONS

21.7.WC.3

Directions: Your boss at Digitability wants to know which application you should use to complete to following tasks. Match the correct icon each scenario by pointing to the correct icon below.

You want to organize payroll information.

You want to create a flyer for your dog walking business.

You want to create a survey about the classes favorite sport.

You want to create a slideshow about your vacation.

You want to create a drawing of the school building.