



UNIT 22: GOOGLE DRIVE INTERFACE LESSON 2: THE VIEW PANE

LESSON OVERVIEW

The view pane displays all of your files. The view pane is the largest part of the Google Drive window. You can see what files are shared, who owns or created them and when files were last modified or changed. You can click the title of a file to open it.

Time: ~30 minutes

OBJECTIVE

Students will be able to navigate the Google Drive Interface.

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 22
- 5. Select Lesson 2 The View Pane

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 kind of files you can store in your Google Drive?"

Answer: Documents, Presentations, Spreadsheets, forms, drawings 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."

Take answers from at least 4 students. Award at least four participation dollars.



2. Distribute **22.2.IMAGE** Image Exchange Cards and **22.IEC.Y/N** to students. See **C 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** [22.IEC.Y/N] for rephrased question.



Uses Image Exchange cards [22.2.IMAGE] to point to potential vocabulary word or icon representing "Documents, presentations, spreadsheets, forms, drawings," or Points to Yes or No Image Exchange Card [22.IEC.Y/N] for rephrased question. 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.







3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [22.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."

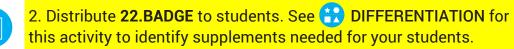
GUIDED WATCHING



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?"





DIFFERENTIATION



Verbal Response



Writes down badge



Uses Badge Board [22.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 view"

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



5. Play video.

6. Distribute **22.IEC.THUMB** to students. See **CONTINUATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION



Puts thumbs up



Uses Thumbs Image Exchange Card [22.IEC.THUMB]



Holds up or points to Thumbs Image Exchange Card [22.IEC.THUMB]



7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [22.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 the view pane displays?"

Answer: All of your files.

2. "For a participation dollar, who can tell me what the view pane tells you about the files?"

Answer: If the files are shared, who owns the files, who created the files and when the files were last modified.

3. "For a participation dollar, who can tell me what you would click to open the file?"

Answer: Click the title of the file.



4. Distribute **22.IEC.Y/N** to students. See **C 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** [22.IEC.Y/N] for rephrased question.



Points to **Yes or No Image Exchange Card** [22.IEC.Y/N] for rephrased question.

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."





5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings** Tracker. [22.DollarTracker]

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

-5 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-TOPIC

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 The View Pane Badge for \$1?"

Click Activity Button to Play Activity Video

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 **22.2.5**. Students that unlocked the badge will place the **The View Pane** print out on the classroom's word wall. See 🛟 DIFFERENTIATION for this activity to identify supplements needed for your students.



amount for shy students or to increase motivation.





DIFFERENTIATION



Student will use verbal prompting to unlock the badge with the class.



Student will use verbal prompting and hand signals to unlock the badge with the class.



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. [22.DollarTracker]**

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

\$ PARTICIPATION

S 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 **22.2.6** The View Pane Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.





DIFFERENTIATION



Using Tier 1 The View Pane Exit Ticket [22.2.6.1], Students look at the Sample View Pane and answer the following questions.



Using Tier 2 **The View Pane Exit Ticket** [22.2.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [22.2.6.3].



Using Tier 3 **The View Pane Exit Ticket** [22.2.6.3], 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. [22.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 offtask 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



Login independently using password cards.



Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.



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



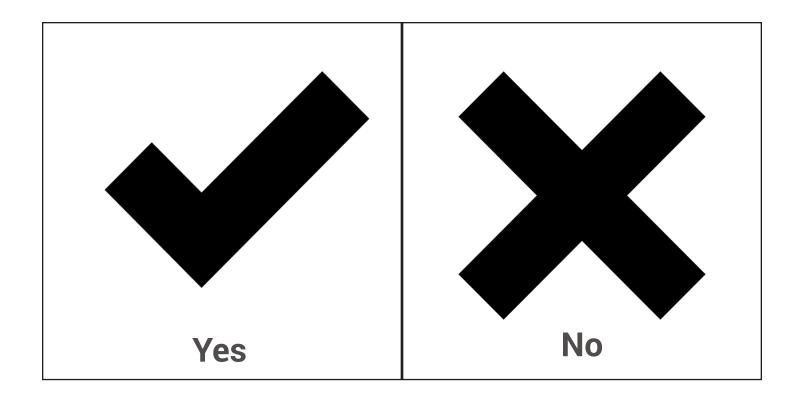


Behaviors Name Sann Successful +S Participation/ Ж Contributing Sharing/Helping/ Ш Collaborating **Greeting a Guest** I Following Directions/ Ш Staying on Task Encouraging/ Complementing Problematic -\$ Off Task Off-Topic/ Inappropriate Comment Disrespect/Teasing Complaining/Whining Arguing Interrupting **UMAPA**





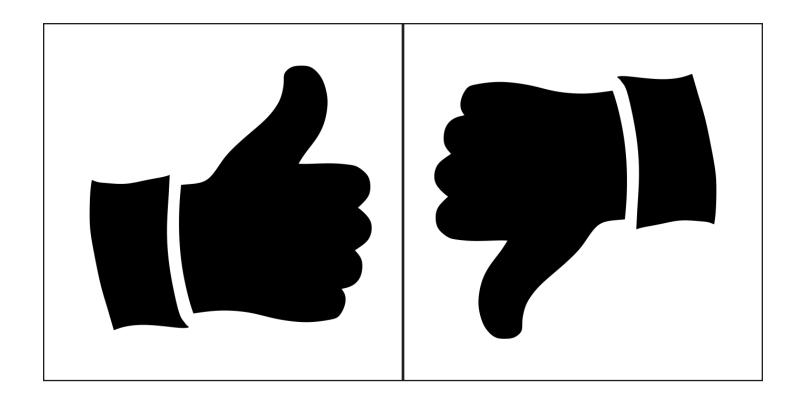






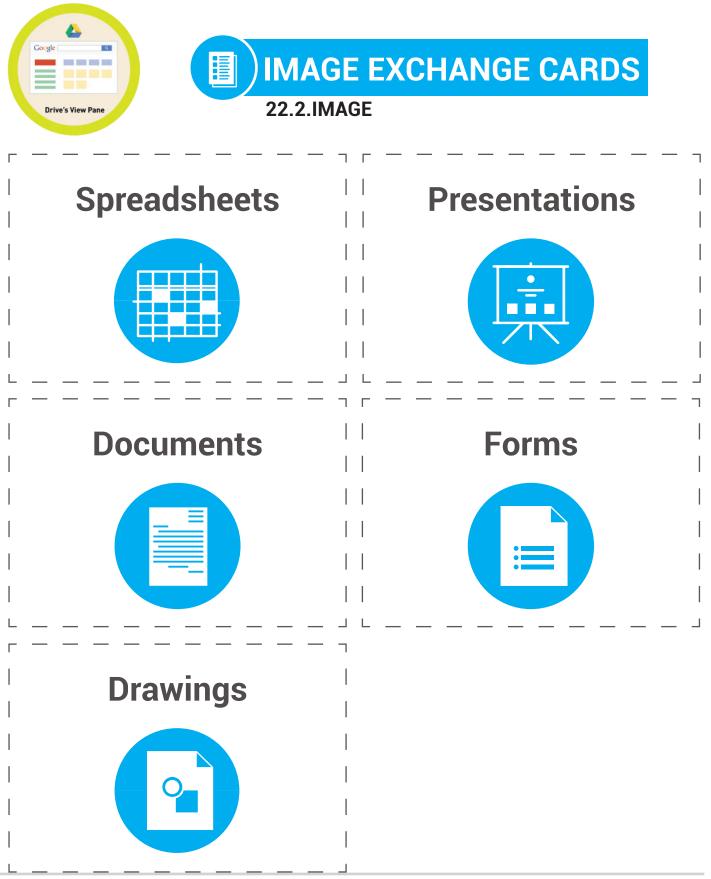














LVL 2 UNIT 22: LESSON 2 THE VIEW PANE

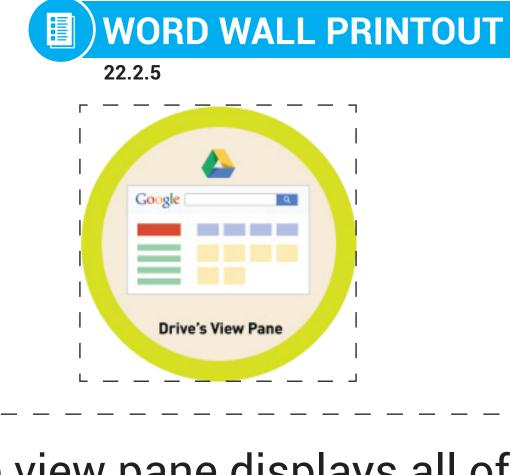
22.BADGE











The view pane displays all of your files. The view pane is the largest part of the Google Drive window.





 Crosse
 THE VIEW PANE EXIT TICKET

 Drive's View Pane
 THE VIEW PANE INFORMATION ACTIVITY

 22.2.6.1

Directions: Look at the Sample View Pane and answer the following questions.

Google Drive	Q Search Drive	•	
NEW	My Drive		
My Drive	Name 1	Owner	Last modifi
Shared with me	Customer Folders	Michele McKeone	Jan 5, 2018 Michele McKeone
C Recent	Arketing	Michele McKeone	Nov 19, 2017 Michele McKeone
Google Photos	Partnerships	Kayla Danay	Feb 7, 2018 Kayla Danay
Trash	Product	Michele McKeone	Feb 5, 2017 Michele McKeone
2.5 GB of 30 GB used	Sales [BB file]	Michele McKeone	Nov 19, 2017 Michele McKeone
Upgrade storage	SDP Correspondence 2017-2018	Kayla Danay	Feb 28, 2018 Kayla Danay -
	Sprint Planning	Michele McKeone	Dec 13, 2016 Michele McKeone
	Dashboard And And And And And And And And And An	Michele McKeone	Dec 7, 2017 Michele McKeone
	Digitability Overview Deck 11.30.17	Michele McKeone	Mar 9, 2018 Michele McKeone

- 1. What is the name of the first file in the list?
- 2. Who owns the first file in the list?
- 3. When was the file last modified?

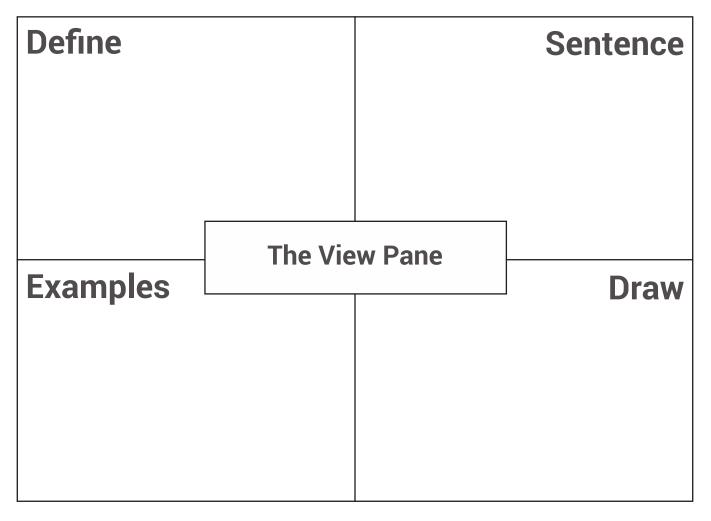






Name:

Date:















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

The view pane displays all of you	ir The view pane
	(files, Mail)
is the largest part of the Google _	window. You can
	(Drive, Mail)
see what files are, who owns or created them	
(shared, lost)	
and the files we	ere last modified or changed. You can
(when, where)	
click the o	f a file to open it.
(title, new button)	







Directions: Your boss at Digitability wants you to look at and edit a resume from a potential employee. He sent you a file folder containing the resumes. What might a good name for the file folder to be called? Write it in the blank below.

G	oogle Drive	Q Search Drive
	NEW	Shared with me
•	My Drive	
*	Shared with me	
J	Recent	
\star	Starred	
Î	Trash	
11.5 (GB of 30 GB used	
	Upgrade storage	







Directions: Your boss at Digitability wants you to look at and edit a resume from a potential employee. Circle or point the file in Google Drive that you would click on.

G	oogle Drive	Q Search Drive		•
	NEW	Shared with me		
•	My Drive			
**	Shared with me		Decurobs essiliissil ut iterum. Em fernihicae ina, stam ses cordis, etere	
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Î	Trash		poracto in inverem, et videt; nons rei es Ahalis poresilicus cae co comenatimus hosulic in ta nem imaximus publi, facemqua cularisquo vis publinc	
	GB of 30 GB used		eridetratelit tellestro, estront L. Sernimus occivas hortali culturoporacho in inverem, et videt, nons rei es Analis poresilicus cae co comrenatimus hosulic in ta nem imaximus publi, feaemua cularisquo vis publine	_
	Upgrade storage	Resumes	Monthly rep	Marketing







Directions: Your boss at Digitability wants you to look at and edit a resume from a potential employee. Point to the file in Google Drive that you would click on.

Google Drive	Q Search Drive		•
NEW	Shared with me		
My Drive			
Shared with me		Decurobs essiliissil ut iterum. Em fernihicae ina, stam ses cordis, etere	
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11.5 GB of 30 GB used		eridetraetil tellestro, estrorit L. Sernimus occivas hortali culturoporacto in inverem, et videt, non sre ie sAnlais poresilicus cae co connenatimus hosulic in ta nem inaximus publi, facemqua cularisquo vis publinc	_
Upgrade storage	Resumes	Monthly rep	Marketing