





# UNIT 22: GOOGLE DRIVE INTERFACE LESSON 3: THE GOOGLE DRIVE MENU

# **LESSON OVERVIEW**

The words in the menu bar help you know what is on each page. This is the google drive menu. It's located under the red create button. When you click on the words in the menu, only the files in that category will appear in your view pane. For example, you can view files that you own, that have been shared with you, that you have starred, that have been recently viewed, and that you have deleted.

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 3 The Google Drive Menu

#### **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 information you see about a file in the view pane?"

**Answer.** The file name, who created it, if it was shared, and the date it was last modified.



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 22.3.IMAGE Image Exchange Cards and 22.IEC.Y/N to students. See Control 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 [22.3.IMAGE] to point to potential 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. le. 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..."



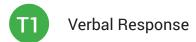
1. "For a participation dollar, who can tell me the name of our next badge?"



2. Distribute **22.BADGE** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



# **DIFFERENTIATION**





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 menu"
- 4. Ask students to give a thumbs up every time they hear and/or see the Menu in the video
- **(**
- 5. Play video.



6. Distribute **22.IEC.THUMB** to students. See DIFFERENTIATION 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?"

### -S 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 words on the menu bar tell you?"

**Answer.** It helps you know what is on each page.

2. "For a participation dollar, who can tell me what will appear when you click on the words in the menu?"

**Answer.** Only the files in that category will appear in your view pane.

3. "For a participation dollar, who can tell me what types of categories you can view from the menu?"

**Possible Answers:** You can view files that you own, that have been shared, that you have starred, that have been recently viewed or files that have been deleted.

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



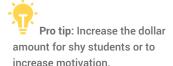
1. Ask the class, "Who would like to unlock the The Google Drive Menu Badge for \$1?"

#### **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 **22.3.5**. Students that unlocked the badge will place the **The Google Drive Menu** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.









## **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]

# **+S** PARTICIPATION

"Marcus + you answered correctly! You earned a dollar! Nice job!"

# **-\$** INTERRUPTIONS

"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 **22.3.6** The Google Drive Menu Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.





# DIFFERENTIATION

- Using Tier 1 **The Google Drive Menu Exit Ticket** [22.3.6.1], Students write what type of files you would find in each.
- Using Tier 2 **The Google Drive Menu Exit Ticket** [22.3.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [22.3.6.3].

- Using Tier 3 **The Google Drive Menu Exit Ticket** [22.3.6.3], 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]

# +S PARTICIPATION

"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."

# -S 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**

- 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

Successful +\$

EX: 

Symmetric Strict Stri

Participation/ Contributing
Sharing/Helping/ Collaborating
Greeting a Guest
Following Directions/ Staying on Task

Encouraging/	
Complementing	

# Problematic -\$

Off-Topic/

Off-Topic/ Inappropriate Comment

Disrespect/Teasing

Complaining/Whining

Arguing

Interrupting

**UMAPA** 

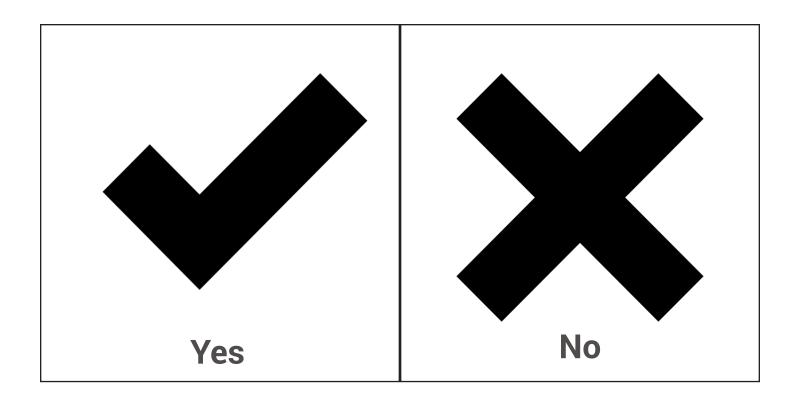
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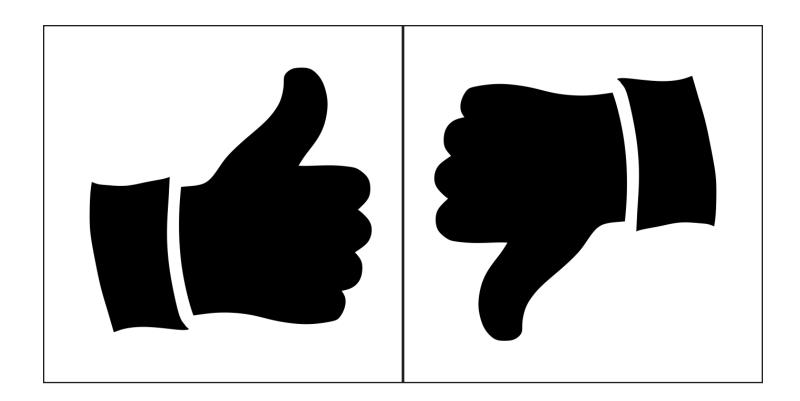




















# File Name Date Resumes











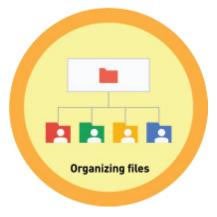


















# **WORD WALL PRINTOUT**

22.3.5



This is the google drive menu. The words in the menu bar help you know what is on each page.

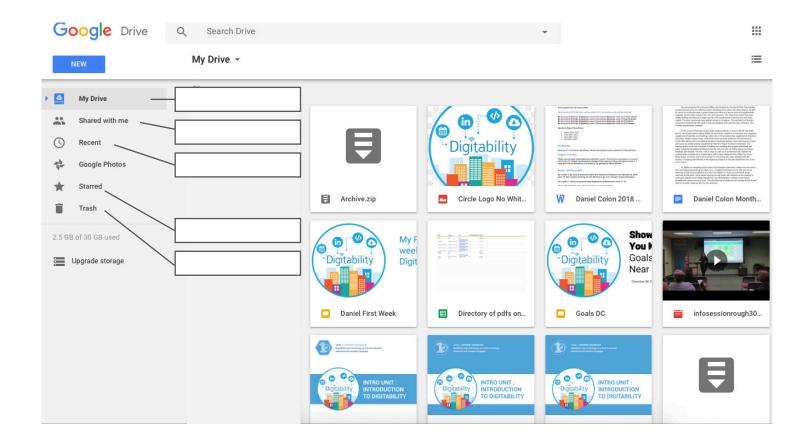








**Directions:** Look at the Sample Google Drive Window. Next to each menu option, write what type of files you would find in each.











Name:			
Date:			
Define			Sentence
Examples	The Google	Drive Menu	Draw









22.3.6.3

# The Google Drive Menu

This is the google drive menu. The words in the menu bar help you know what is on each page.







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

The words in the menu par neip	) you know w	nat is on each
This is the go	oogle	menu.
(page, window)	(drive	e, doc)
It's located under the	create but	ton. When you click on the
(red, blue	e)	
words in the menu, only the file	es in that cate	gory will appear in your
view pane. For example, you ca	an view files tl	nat you own, that have
been with you, tha	at have	that have been
(shared, lost)	(starre	ed, erased)
recently viewed, and that you h	nave	·
	(deleted,	lost)









**Directions:** Your boss at Digitability wants you to find the following files. Match the file to the correct menu option.

1. My Files

a. You want to find a document your boss shared with you.

2. Shared with me

b. You want to find a file document you deleted.

3. Recent

c. You want to find a document you created last year

4. Starred

d. You want to find a document you created today.

5. Trash

e. You want to find a file that you marked as one of your favorites.









**Directions:** Your boss at Digitability wants you to find the following files. Circle the file category you would look in if you want to find a file you deleted.

- 1. My Files
- 2. Shared with me
- 3. Recent
- 4. Starred
- 5. Trash









**Directions:** Your boss at Digitability wants you to find the following files. Point to the file category you would look in if you want to find a file you deleted.

