





UNIT 22: GOOGLE DRIVE INTERFACE LESSON 4: THE GOOGLE DRIVE MENU

LESSON OVERVIEW

You can search for files in your Google Drive. The Google Drive search bar is located here. At the top of the page, next to the Google logo. When you enter a keyword, Google Drive will display files that match your search in the View pane.

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 4 Searching Your Files

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.





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

answers. EVERY student should

them point or write down their

be earning money.



LESSON PLAN

WARM UP



ACCESSING PRIOR KNOWLEDGE



1. "For a participation dollar, who can recall what categories you can find in the menu bar?"

Answer. My drive, shared with me, recent, starred and trash.



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 **22.4.IMAGE** Image Exchange Cards and **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.



Uses Image Exchange cards [22.4.IMAGE] to point to potential vocabulary word or icon representing "My drive, shared with me, recent, starred, trash," or Points to Yes or No Image Exchange Card [22.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. [22.DollarTracker]**

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

+S 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..."



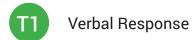
1. "For a participation dollar, who can tell me the name of our next badge?"

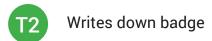


2. Distribute **22.BADGE** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION





T3 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 files"
- 4. Ask students to give a thumbs up every time they hear and/or see the Files in the video
- 0
- 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]

+S 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 if you want to find a specific file?"

Answer: You can search for it.

2. "For a participation dollar, who can tell me where the search field is located?"

Possible Answers: At the top, next to the Google Logo.

3. "For a participation dollar, who can tell me what you should enter the search field?"

Answer: You should type in keywords.

4. "For a participation dollar, who can tell me what happens when you search for a keyword?"

Answer. Google Drive displays files that have the keywords.



5. 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.

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."







6. 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?"



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 Searching your Files Badge for \$1?"

Pro tip: Increase the dollar amount for shy students or to increase motivation.

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 **22.4.5**. Students that unlocked the badge will place the Searching Your Files print out on the classroom's word wall. See PDIFFERENTIATION 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]

+\$ 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 **22.4.6** Searching Your Files Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.





DIFFERENTIATION

- Using Tier 1 **Searching Your Files Exit Ticket** [22.4.6.1], Students write what type of files you would find in each.
- Using Tier 2 Searching Your Files Exit Ticket [22.4.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [22.4.6.3].

- Using Tier 3 **Searching Your Files Exit Ticket** [22.4.6.3], 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."

-\$ 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.







22.Dollar tracker

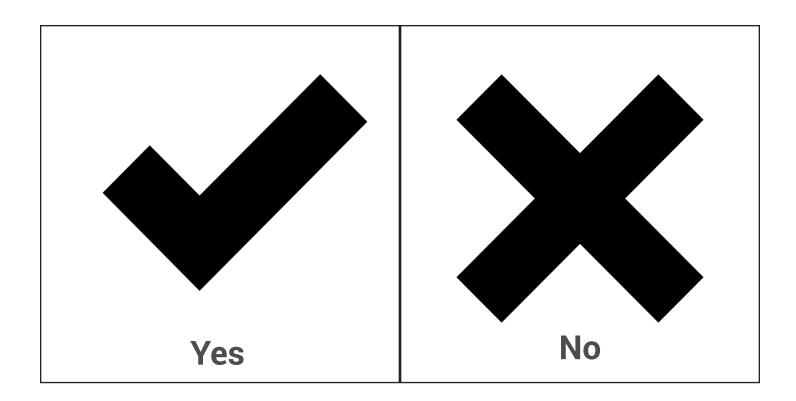
| Behaviors | Name | / | / | / | / | / | |
|--|---------|---|---|---|---|---|--|
| Successful +\$ | EX: Les | | | | | | |
| Participation/ Contributing | Ж | | | | | | |
| Sharing/Helping/ Collaborating | III | | | | | | |
| Greeting a Guest | 1 | | | | | | |
| Following Directions/ Staying on Task | Ш | | | | | | |
| Encouraging/ Complementing | II | | | | | | |
| Problematic -\$ | | | | | | | |
| Off Task | 1 | | | | | | |
| Off-Topic/ Inappropriate Comment | | | | | | | |
| Disrespect/Teasing | II | | | | | | |
| Complaining/Whining | | | | | | | |
| Arguing | | | | | | | |
| Interrupting | II | | | | | | |
| UMAPA | | | | | | | |









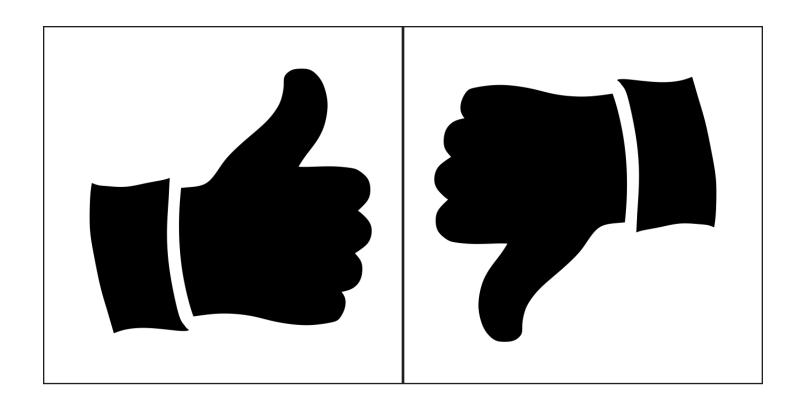




















Shared With Me My Drive Starred Recent **Trash**









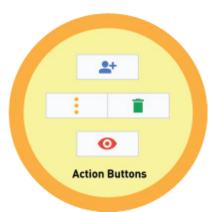
22.BADGE



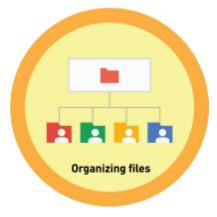


















園) WORD WALL PRINTOUT

22.4.5



You can search for files in your Google Drive. The Google Drive search bar is located here. At the top of the page, next to the Google logo.



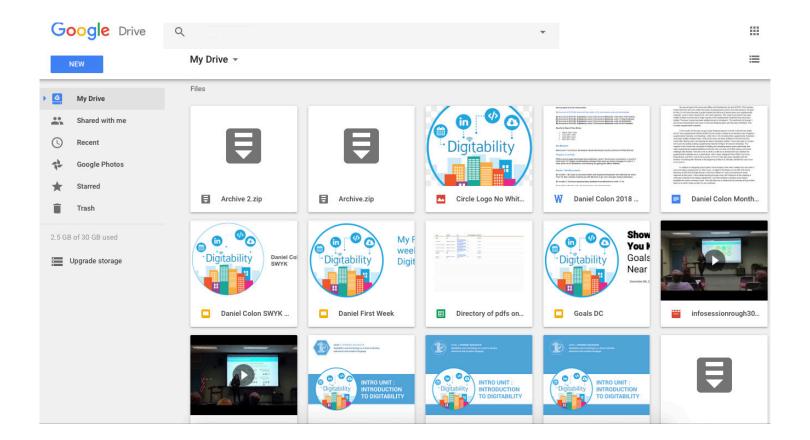






22.4.6.1

Directions: Look at the sample Google Drive Window. In the search field, write the keywords you would put in the search field to find a folder that contains your English Essays.











| name | | |
|----------|----------------------|----------|
| Date: | | |
| Define | | Sentence |
| Examples | Searching Your Files | Draw |







T3) SEARCHING YOUR FILES EXIT TICKET TRACE 'N' LEARN CARDS

22.4.6.3

Searching Your Files

You can search for files in your Google Drive. The Google Drive search bar is located here. At the top of the page, next to the Google logo.









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

| An email is application that lets | you |
|-----------------------------------|--|
| | (send, hand deliver) |
| and receive messages to others | s. In order to create an email account |
| you must | |
| (personal, public) | |
| information such as your name | , birthday and location. You must also |
| create an email | |
| (phone number, addre | ess) |
| An email account can help you | use like Facebook, |
| Youtube and Twitter. | (applications, files) |
| You should check your email | |
| (once | a year, everyday) |
| You can access you email from | any computer or device |
| with internet access. | (electronic, mobile) |
| | |









Directions: Your boss at Digitability wants you to help him find the following files. Write the keywords that you can use to help him.

| 1. A spreadsheet that contains all of your usernames and passwords. | |
|---|--|
| 2. An essay you wrote about Martin Luther King. | |
| 3. A Presentation you created about digitability. | |
| 4. A quiz you created for Science class. | |
| 5. A drawing you made about the Science Lab. | |









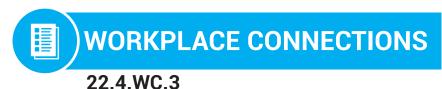
Directions: Your boss at Digitability wants you to help him find an essay you wrote about Martin Luther King for your project. Circle the keywords that you can use to help him.

- 1. Science Experiments
- 2. Essays
- 3. Payroll
- 4. Drafts
- **5. Customer Reports**









Directions: Your boss at Digitability wants you to help him find an essay you wrote about Martin Luther King for your project. Point to the keywords that you can use to help him.



Science Experiments



Essays



Payroll



Drafts



Customer Reports