





UNIT 22: GOOGLE DRIVE INTERFACE LESSON 6: NEW BUTTON

LESSON OVERVIEW

The new button is located above the google drive menu. You can click the New button to start a new document, spreadsheet, presentation, or other Google Document. You can also create a new folder and upload a file to your Google Drive by clicking on the New button.

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 6 New Button

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

them point or write down their answers. EVERY student should

be earning money.



LESSON PLAN

WARM UP



ACCESSING PRIOR KNOWLEDGE



1. "For a participation dollar, who can recall what you should do if you want to locate a specific file"

Answer: Type keywords into the search field.



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.IEC.Y/N** to students. See (1) 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







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..."



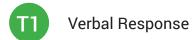
1. "For a participation dollar, who can tell me the name of our next badge?"



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



DIFFERENTIATION





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 new button"
- 4. Ask students to give a thumbs up every time they hear and/or see the New Button 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]

+\$ 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 you would click first if you want to create a new document?"

Answer: Click the new button.

2. "For a participation dollar, who can tell me what type of files you can create if you click the new button?"

Answer: Document, spreadsheet, presentation and more.

3. "For a participation dollar, who can tell me can you upload new files to Google Drive?"

Answer: Yes, you can upload new files to Google Drive.



4. Distribute **22.6.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 [22.6.IMAGE] to point to potential vocabulary word or icon representing "New button, document, spreadsheet, presentation," or 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]

+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-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."

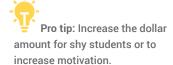


Call out earnings to the class, "[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."

PLAY ACTIVITY VIDEO



1. Ask the class, "Who would like to unlock the New Button 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 **22.6.5**. Students that unlocked the badge will place the **New Button** 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]

+\$ 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 **22.6.6** New Button Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.







Using Tier 1 **New Button Exit Ticket** [22.6.6.1], Students write what type of files you would find in each.

- Using Tier 2 **New Button Exit Ticket** [22.6.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [22.6.6.3].
- Using Tier 3 **New Button Exit Ticket** [22.6.6.3], 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: E						
Participation/ Contributing	M						
Sharing/Helping/ Collaborating	Ш						
Greeting a Guest	1						
Following Directions/ Staying on Task	III						
Encouraging/ Complementing	II						
Problematic -\$							
Off Task	1						
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing	II						
Complaining/Whining							
Arguing							
Interrupting							
UMAPA							

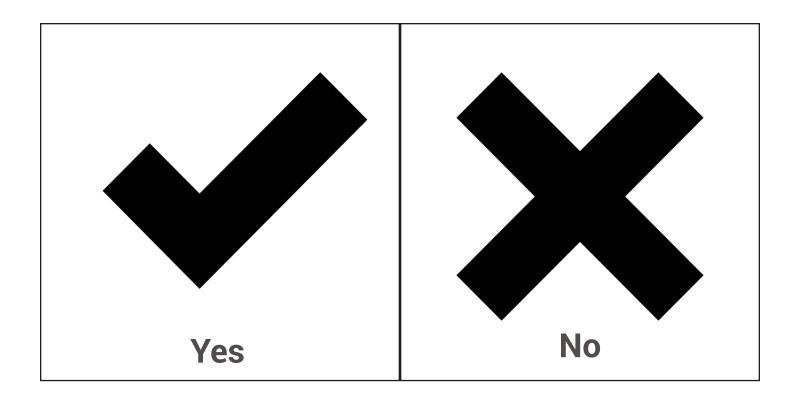










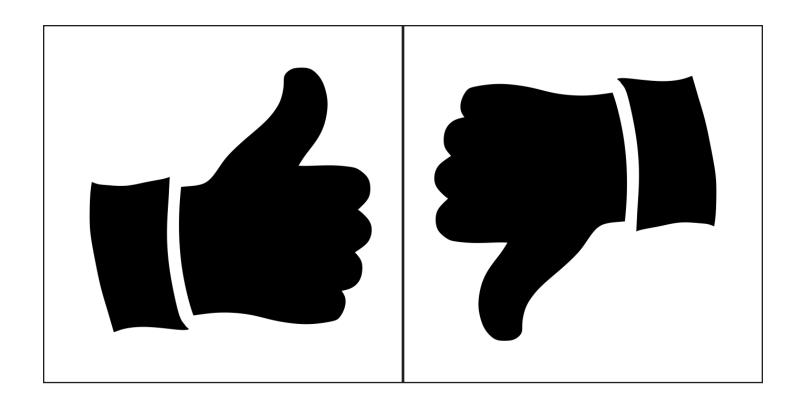




















New Button New Spreadsheet Presentations





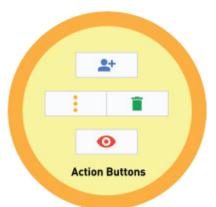
















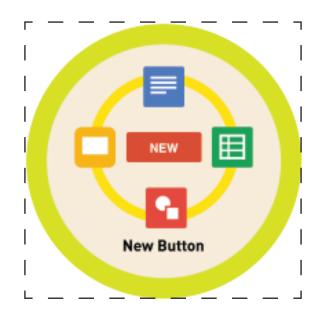






WORD WALL PRINTOUT

22.6.5



The new button is located above the google drive menu. You can click the New button to start a new document, spreadsheet, presentation, or other Google Document.









Directions: Log into your Google Account. Click the NEW button. List the menu options that appear.

1.	
3.	
4.	
5.	
6.	
7	









Name:		
Date:		
Define		Sentence
Examples	New Button	Draw









New Button

The new button is located above the google drive menu. You can click the New button to start a new document. spreadsheet, presentation, or other Google Document.









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

The	_ button is located above the google	e drive
(new, old)		(menu, tab)
You can click th	e New button to start a new Docume	ent, spreadsheet,
presentation, or	other Google Document. You can als	30
		(create, store)
a new folder an	d upload a file to your Google	by clicking
	(Mail	, Drive)
on the	button.	
(New, F	irst)	









	Directions: Your boss at Digitability wants you to create a new folder to keep Digitiability information. Write the steps he must follow to create a new folder.
•	









Directions: Your boss at Digitability wants you to create a new folder to keep Digitiability payroll information. Circle the title that would be appropriate for the file folder.

- 1. Documents
- 2. Claims
- 3. Customers
- 4. Mailing
- 5. Pay Roll









Directions: Your boss at Digitability wants you to create a new folder to keep Digitiability payroll information. Point to the title that would be appropriate for the file folder.

- 1. Documents
- 2. Claims
- 3. Customers
- 4. Mailing
- 5. Pay Roll