





UNIT 22: GOOGLE DRIVE INTERFACE LESSON 7: ORGANIZING YOUR FILES

LESSON OVERVIEW

Files can be organized into folders. You can use the move to action button to organize files into folders. The move to action button is located here. You will need to select the file that you want to move by clicking on that file and then clicking on the move to button. Then, you can select the folder that you want to move your files to.

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 7 Organizing 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.







LESSON PLAN

WARM UP



ACCESSING PRIOR KNOWLEDGE



1. "For a participation dollar, who can recall what button you should click if you want to create a new document?"

Answer: The New Button.



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."

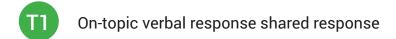
Take answers from at least 4 students. Award at least four participation dollars.



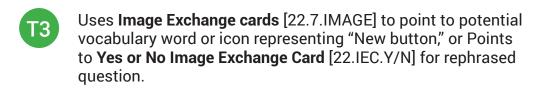
2. Distribute **22.7.IMAGE** Image Exchange Cards and **22.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION







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..."



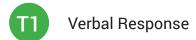
1. "For a participation dollar, who can tell me the name of our next badge?"



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]
- T3 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 organize files into?"

Answer: Folders.

2. "For a participation dollar, who can tell me what button you must click organize your files?"

Answer: Click the move to action button.

3. "For a participation dollar, who can tell me what you must do after you click the move to button?"

Answer: You must choose the folder that you want to move the file to.

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?"



[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 Organizing 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 **22.7.5**. Students that unlocked the badge will place the **Organizing Your Files** 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 **22.7.6** Organizing Your Files Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.





DIFFERENTIATION

- Using Tier 1 **Organizing Your Files Exit Ticket** [22.7.6.1], Students look at the folder and circle the best answer.
- Using Tier 2 **Organizing Your Files Exit Ticket** [22.7.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [22.7.6.3].
- Using Tier 3 Organizing Your Files Exit Ticket [22.7.6.3], 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. [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 EX: (Yes) Successful +\$ Participation/ Contributing Sharing/Helping/ Collaborating **Greeting a Guest** Following Directions/ Ш Staying on Task Encouraging/ Complementing Problematic -\$ Off Task Off-Topic/ Inappropriate Comment Ш Disrespect/Teasing Complaining/Whining Arguing Interrupting

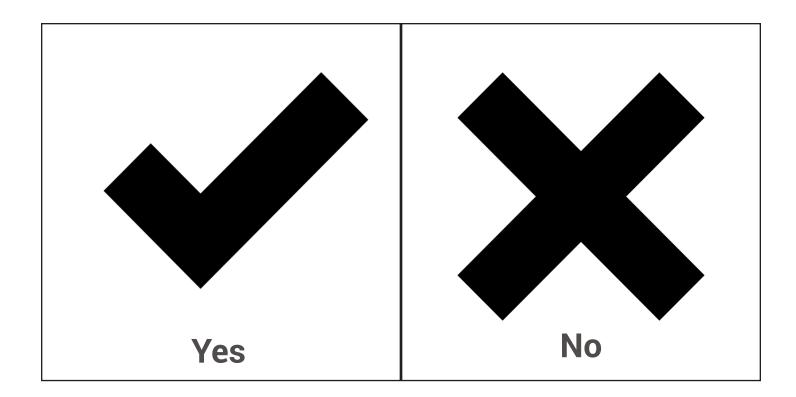
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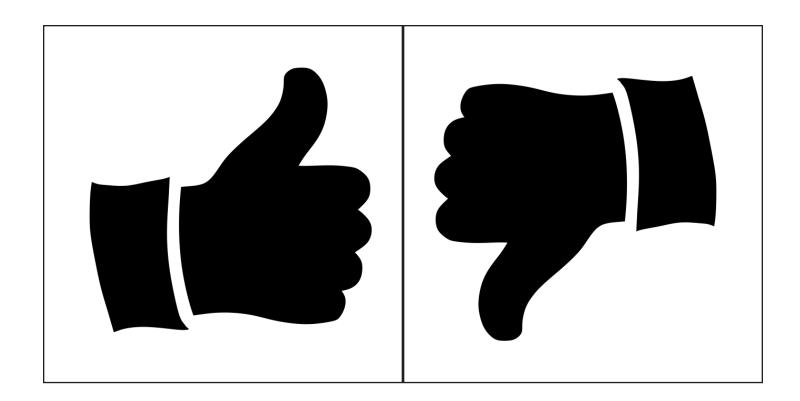




























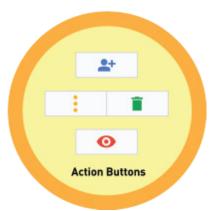




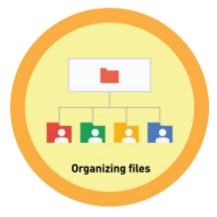












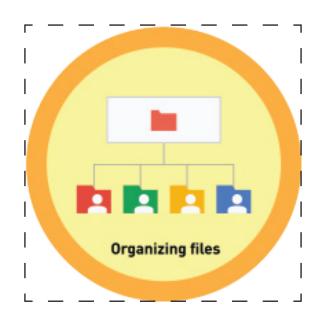






WORD WALL PRINTOUT

22.7.5



Files can be organized into folders. You can use the move to action button to organize files into folders.



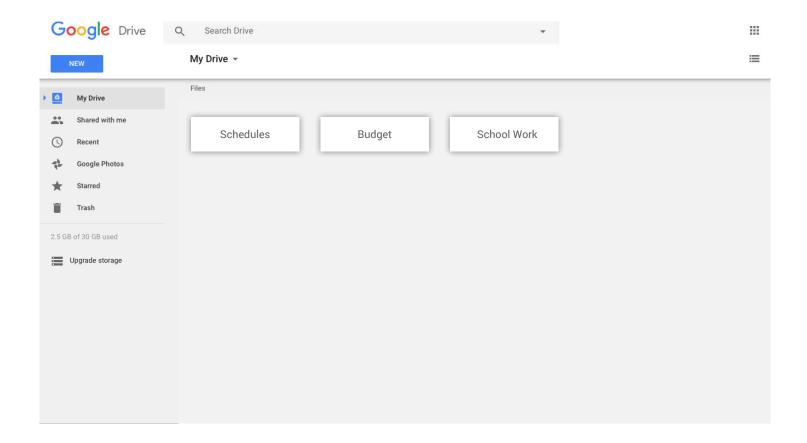






22.7.6.1

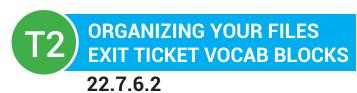
Directions: Look at the following folders. Which folder would most likely contain a file titled "English Essay." Circle the best choice.











name:			
Date:			
Define			Sentence
Examples	Organizing	Your Files	Draw







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

22.7.6.3

Organizing Your Files

Files can be organized into folders. You can use the move to action button to organize files into folders.









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

Files can b	e in	· · · · · · · · · · · · · · · · · · ·	
	(lost, organized)	(folders, units)	
You can us	se the move to action bu	itton to organize your files into	
	You will need	to select the file that you want to	
(folders, c	abinets)		
move by clicking on that		and then clicking	
	(file, tra	sh can)	
on the	to button.	Then, you can select the folder that	
(m	ove, delete)		
vou want t	to move your files to		









Directions: Your boss at Digitability wants you to organize his files into two folders called "payroll" and "scheduling." Look at the following files. Label whether it should be organized into the payroll or scheduling folder.

1. Recent pay stubs.	
2. Maria's request for Monday Off.	
3. The master schedule.	
4. Recent pay deductions.	
5. Recent pay raises.	
6. Blank schedule template.	
7. Tony's afternoon availability.	









Directions: Your boss at Digitability wants you to organize his files into two folders called "payroll" and "scheduling." Look at the following files. Circle the files that would go into payroll.

- 1. Recent pay stubs.
- 2. Maria's request for Monday Off.
- 3. The master schedule.
- 4. Recent pay deductions.
- 5. Recent pay raises.
- 6. Blank schedule template.
- 7. Tony's afternoon availability.









Directions: Your boss at Digitability wants you to organize his files into two folders called "payroll" and "scheduling." Look at the following files. Point to the files that would go into payroll.

- 1. Recent pay stubs.
- 2. Maria's request for Monday Off.
- 3. The master schedule.
- 4. Recent pay deductions.
- 5. Recent pay raises.
- 6. Blank schedule template.
- 7. Tony's afternoon availability.