



UNIT 23: CREATING GOOGLE DOCS

LESSON 1: CREATING A NEW GOOGLE DOC

LESSON OVERVIEW

To create a new google doc, first, you have to navigate to your Google Drive. Then, click on the red new button. When you click on the red button, a drop down menu will appear. You can click on the type of Google Doc you want to create. The new google doc will open automatically, in a new tab on your browser.

Time: ~30 minutes

OBJECTIVE

Students will be able to create a Google Doc in their Google Drive account.

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 23**
5. Select **Lesson 1 - Creating a New Google Doc**

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 the applications you can use on Google Docs?”*

Answer: Documents, Spreadsheets, Presentations, Google Forms and Drawings.




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.”



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. I.e. Have them point or write down their answers. EVERY student should be earning money.

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



2. Distribute **23.1.IMAGE** Image Exchange Cards and **23.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



T1 On-topic verbal response shared response



T2 Uses **Yes or No Image Exchange Card** [23.IEC.Y/N] for rephrased question.



T3 Uses **Image Exchange cards** [23.1.IMAGE] to point to potential vocabulary word or icon representing “Documents, presentations, google forms,” or Points to **Yes or No Image Exchange Card** [23.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**. [23.DollarTracker]

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



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."

+\$ 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. "

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 **23.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1 Verbal Response

T2 Writes down badge

T3 Uses **Badge Board** [23.BADGE] for this Unit.



2. 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 doc”*

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



4. Play video.



6. Distribute **23.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** [23.IEC.THUMB]



Holds up or points to **Thumbs Image Exchange Card** [23.IEC.THUMB]



7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [23.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 where you can create a new Google Doc?"*

Answer: In your Google Drive.

2. *"For a participation dollar, who can tell me what button you must click to create a document?"*

Answer: The New Button.

3. *"For a participation dollar, who can tell me what appears when you click on the New Button?"*

Answer: A drop down menu.

4. *"For a participation dollar, who can tell me what appears on the dropdown menu?"*

Answer: The different types of Google Docs.

5. *"For a participation dollar, who can tell me what happens when you click on the type of document you want to create?"*

Answer: The new Google Doc will open automatically in a new tab.




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. Distribute **23.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

On-topic verbal response shared response

T2

Uses **Yes or No Image Exchange Card** [23.IEC.Y/N] for rephrased question.

T3

Points to **Yes or No Image Exchange Card** [23.IEC.Y/N] for rephrased question.



7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [23.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 Creating a New Google Doc 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 **23.1.5**. Students that unlocked the badge will place the **Creating a New Google Doc** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

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

T2

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

T3

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**. [23.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 **23.1.6 Creating a New Google Doc Exit Ticket** to students. See  DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION



Using Tier 1 **Creating a New Google Doc Exit Ticket** [23.1.6.1], Students list the options that you see on the drop down menu.



Using Tier 2 **Creating a New Google Doc Exit Ticket** [23.1.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [22.8.6.3].



Using Tier 3 **Creating a New Google Doc Exit Ticket** [23.1.6.3], 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**. [23.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 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

T1

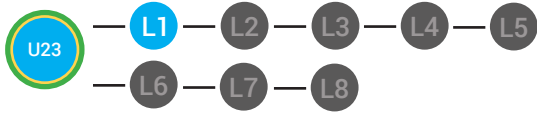
Login independently using **password cards**.

T2

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

T3

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



Behaviors

Name

- Successful +\$**
- Participation/Contributing
- Sharing/Helping/Collaborating
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging/Complementing

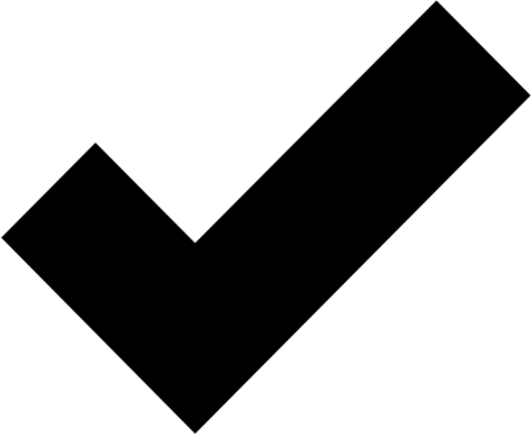
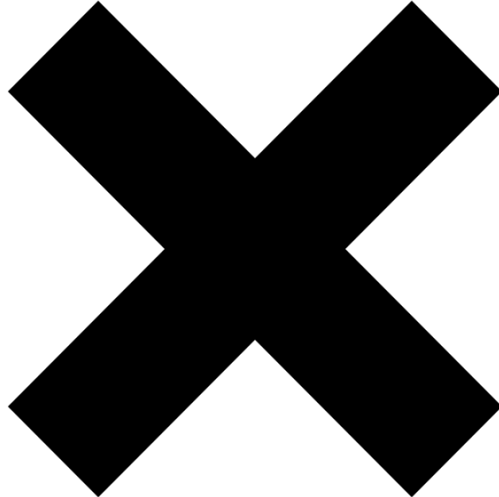
- Problematic -\$**
- Off Task
- Off-Topic/Inappropriate Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	EX: Sam					
Participation/Contributing	 					
Sharing/Helping/Collaborating						
Greeting a Guest						
Following Directions/Staying on Task						
Encouraging/Complementing						
Off Task						
Off-Topic/Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting						
UMAPA						



 **YES OR NO IMAGE EXCHANGE CARD**

23.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE EXCHANGE CARD**
23.IEC.THUMB

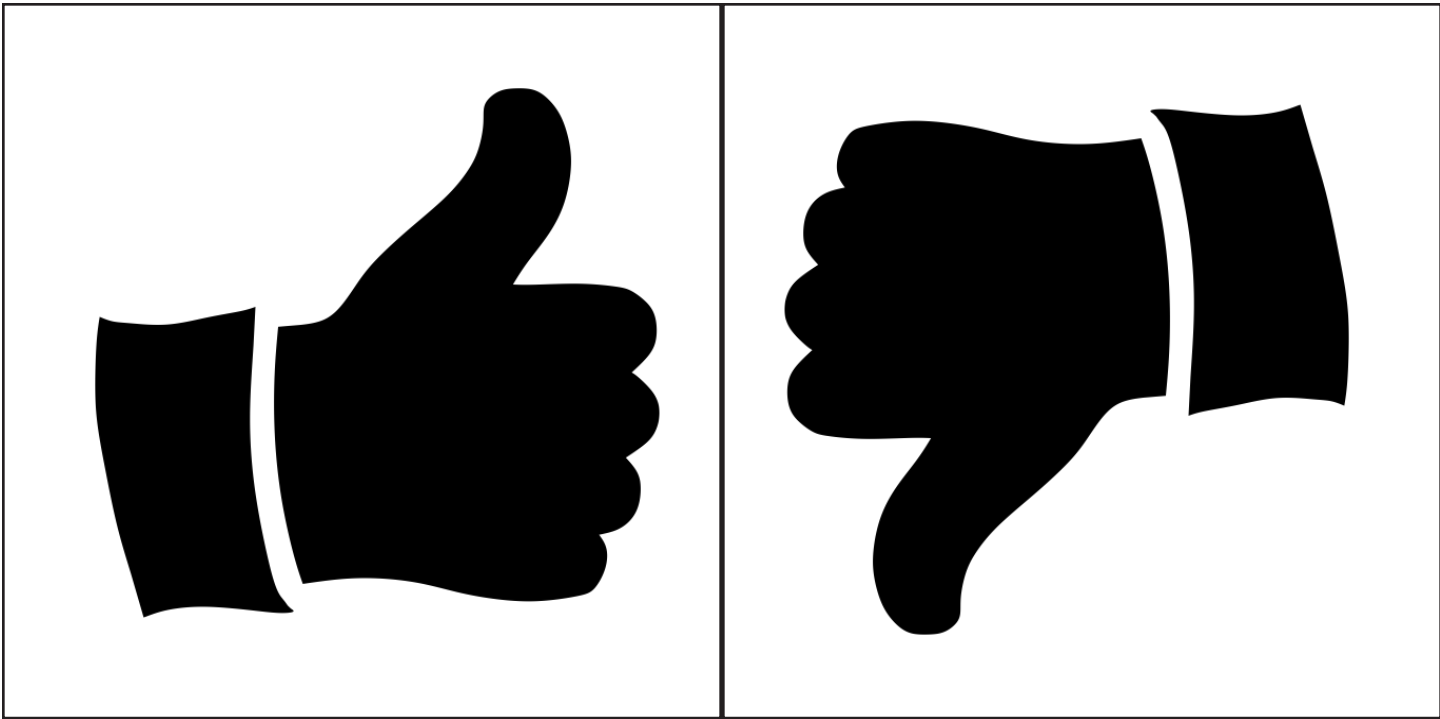




IMAGE EXCHANGE CARDS

23.1.IMAGE

Documents



Presentations

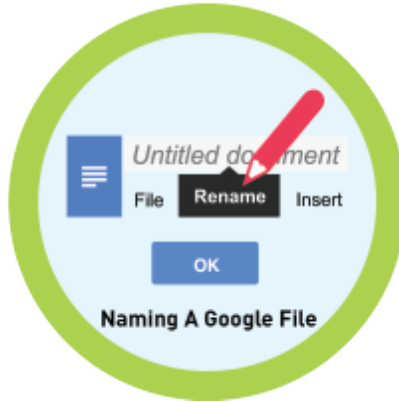


Forms

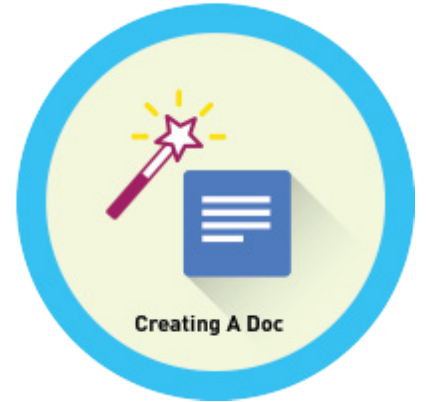




Creating A New Google File



Naming A Google File



Creating A Doc



Creating A Sheet



Creating A Slide



Creating A Form



Creating A Drawing



Creating A New Google File



WORD WALL PRINTOUT

23.1.5



To create a new google doc, first, you have to navigate to your Google Drive. Then, click on the red new button.



T1

CREATING A NEW GOOGLE DOC
EXIT TICKET OPTIONS ACTIVITY

23.1.6.1

Directions: Look at your Google Drive. Click the New Button. List the options that you see on the drop down menu.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____



T2 CREATING A NEW GOOGLE DOC
EXIT TICKET VOCAB BLOCKS
23.1.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Creating a New Google Doc



T3

CREATING A NEW GOOGLE DOC EXIT TICKET TRACE 'N' LEARN CARDS

23.1.6.3

Creating a New
Google Doc

To create a new
google doc, first,
you have to
navigate to your
Google Drive.
Then, click on the
red new button.



WORKPLACE CONNECTIONS

23.1.WC.1

Directions: Your boss at Digitability wants you to create the following documents. Using the options below, which document should your boss use to create them.

- | | |
|---|----------------------------|
| <p>1. Your boss wants you to track spending for the month.</p> | <p>Document</p> |
| <p>2. Your boss want you tell the committee about your new math program.</p> | <p>Spreadsheet</p> |
| <p>3. Your boss want you to write a letter to a customer.</p> | <p>Presentation</p> |
| <p>4. Your boss wants you to see how many people want to attend a seminar.</p> | <p>Form</p> |
| <p>5. Your boss wants you to create a graphic for Digitability.</p> | <p>Drawing</p> |



WORKPLACE CONNECTIONS

23.1.WC.2

Directions: Your boss at Digitability wants you to create the following documents. Using the options below, which document should your boss use to write a letter? Circle it below.

1. Document
2. Spreadsheet
3. Presentation
4. Form
5. Drawing



WORKPLACE CONNECTIONS

23.1.WC.3

Directions: Your boss at Digitability wants you to create the following documents. Using the options below, which document should your boss use to write a letter? Point to it below.



1. Document



2. Spreadsheet



3. Presentation



4. Form



5. Drawing