

UNIT 23: CREATING GOOGLE DOCS LESSON 3: CREATING A DOCUMENT

LESSON OVERVIEW

You can create a Document using Google Docs. To create a new Google Doc, 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 document icon and on the word “Document” to create a new Google Document. Your new document 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

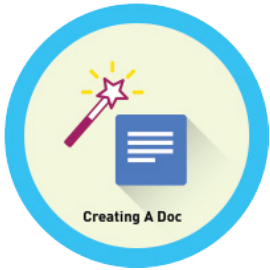
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 23**
5. Select **Lesson 3 - Creating a Document**

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 you can create in a Document?”*

Answer: Letters, Flyers, Essay etc.




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



DIFFERENTIATION



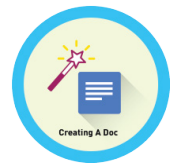
T1 On-topic verbal response shared response



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



T3 Uses **Image Exchange cards** [23.3.IMAGE] to point to potential vocabulary word or icon representing “Letters, flyers, essay,” 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.

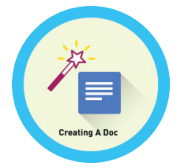
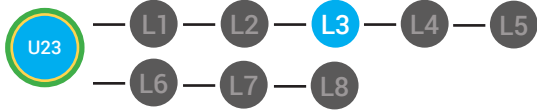


DIFFERENTIATION

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 document”*

3. Ask students to give a thumbs up every time they hear and/or see the Document 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 what you can use to create a Document?”*

Answer: Google Docs.

2. *“For a participation dollar, who can tell me where you must navigate first to create a new Google Doc?”*

Answer: Your Google Drive.

3. *“For a participation dollar, who can tell me what button you must click to create a new Google Doc?”*

Answer: The New Button.

4. *“For a participation dollar, who can tell me what appears when you click on the New button?”*

Answer: The Dropdown Menu.

5. *“For a participation dollar, who can tell me what you should click on in the Dropdown Menu to create a new Document?”*

Answer: Click the word “Document” or the Document icon.

6. *“For a participation dollar, who can tell me what happens when you click the Document icon or the word “Document?”*

Answer: A New Document appears in a new tab.




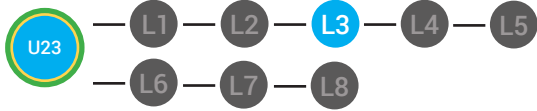
Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment. Require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student’s expressive communication.

“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.”



7. Distribute **23.3.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** [23.3.IMAGE] to point to potential vocabulary word or icon representing “Document, google docs, my google drive. new button, dropdown menu” or Points to **Yes or No Image Exchange Card** [23.IEC.Y/N] for rephrased question.



8. 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

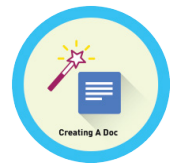
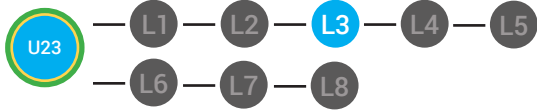
Yes, Marcus. [Student gives answer; Teacher repeats answer] “A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?”

-\$ 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 Document 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 **23.3.5**. Students that unlocked the badge will place the **Creating a Document** print out on the classroom’s **word wall**. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

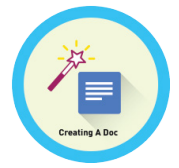
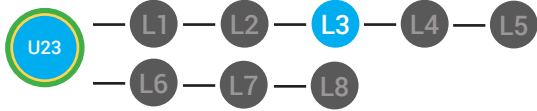
Student will use verbal prompting to unlock the badge with the class.

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]

<p>+\$ PARTICIPATION</p> <p>“Marcus + you answered correctly! You earned a dollar! Nice job!”</p>	<p>-\$ INTERRUPTIONS</p> <p>“Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.”</p>
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ASSESSMENT/EXIT TICKET



1. Distribute **23.3.6 Creating a Document Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

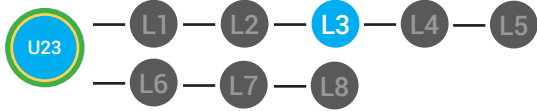
Using Tier 1 **Creating a Document Exit Ticket** [23.3.6.1], Students brainstorm five ways that you could use Google Documents in your life. List them below.

T2

Using Tier 2 **Creating a Document Exit Ticket** [23.3.6.2], students complete Vocab block about using email, or Trace ‘n’ Learn card [23.3.6.3].

T3

Using Tier 3 **Creating a Document Exit Ticket** [23.3.6.3], 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**. [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."

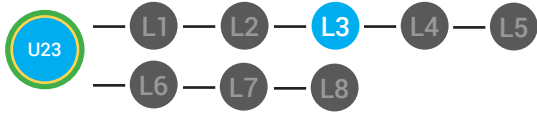
IMMEDIATE FEEDBACK/NEXT STEPS

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

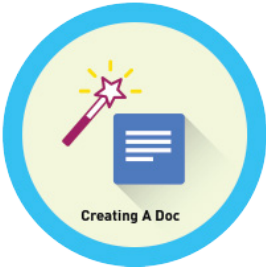
Name

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

EX: Sam

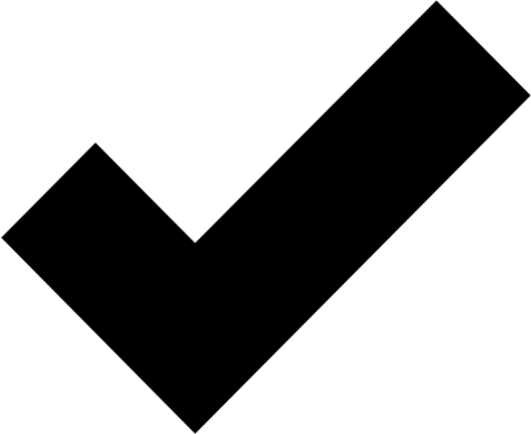
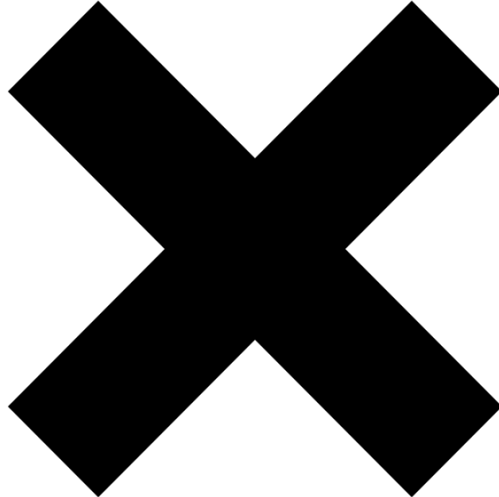
	Sam						
 							

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




 **YES OR NO IMAGE EXCHANGE CARD**

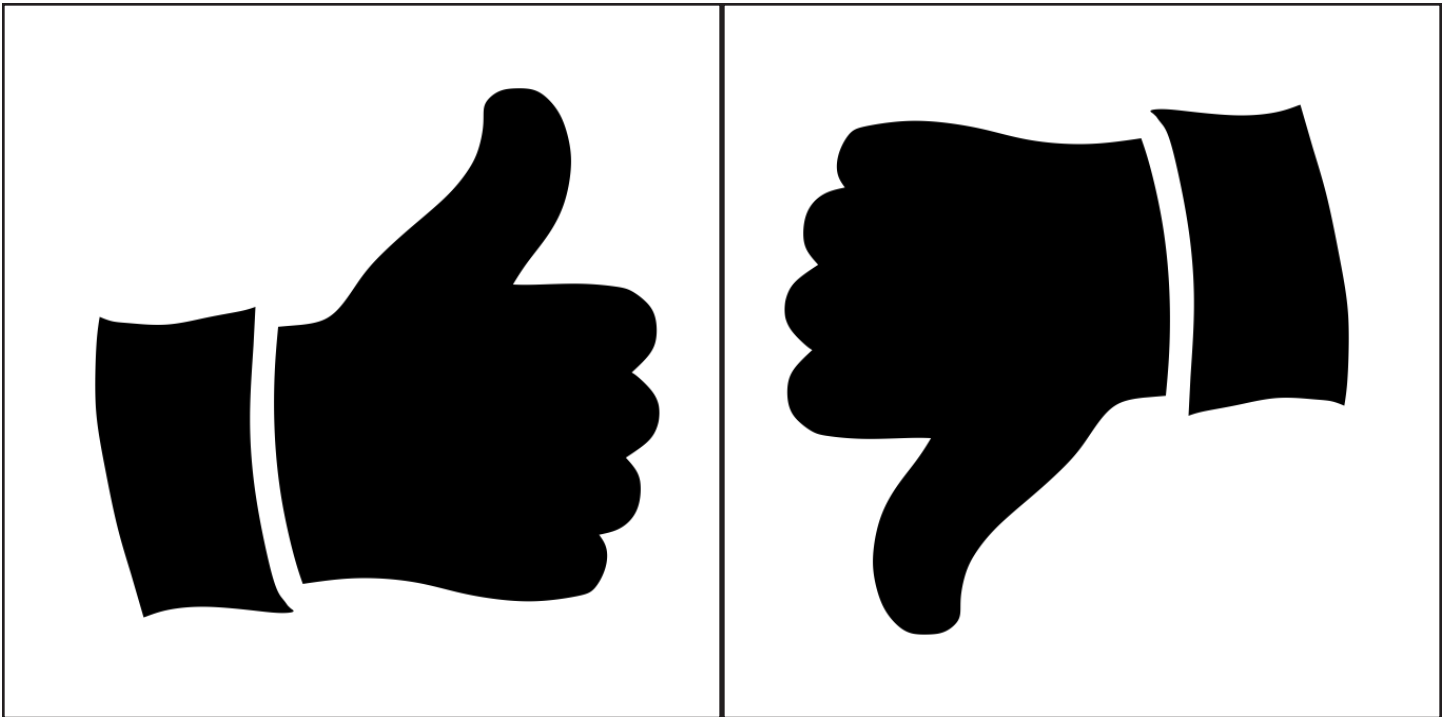
23.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE EXCHANGE CARD**

23.IEC.THUMB



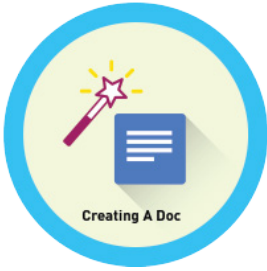
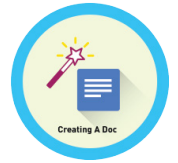


IMAGE EXCHANGE CARDS

23.3.IMAGE

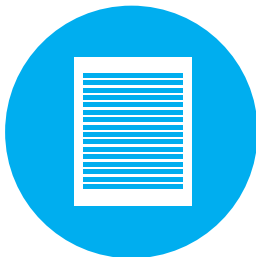
Letters



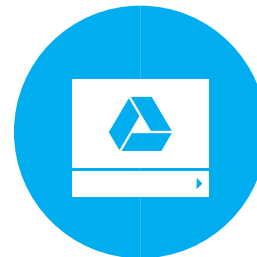
Flyers



Essay



My Drive



Dropdown Menu



Google Docs





New Button

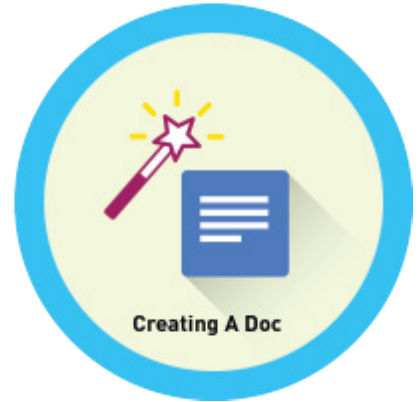




Creating A New Google File



Naming A Google File



Creating A Doc



Creating A Sheet



Creating A Slide



Creating A Form



Creating A Drawing

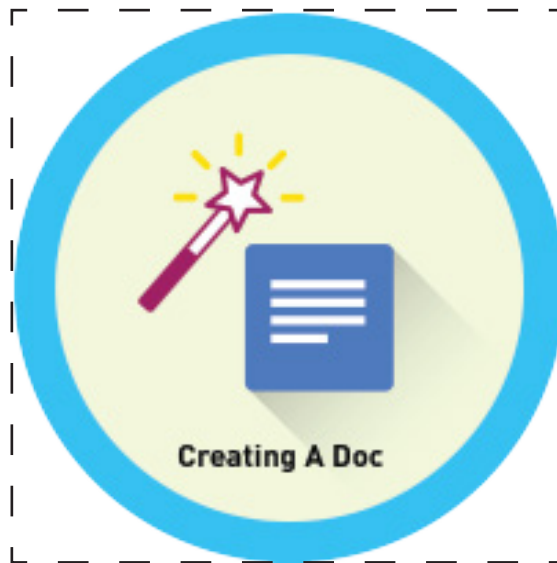


Creating A New Google File

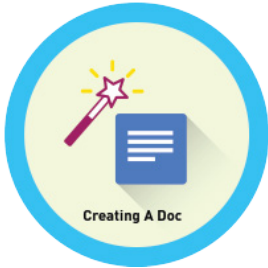
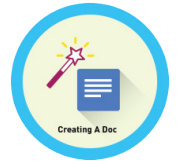


WORD WALL PRINTOUT

23.3.5



To create a new Google Doc, you have to navigate to your Google Drive. Then, click on the red New Button and a drop down menu will appear. You can click on the document icon and on the word "Document."



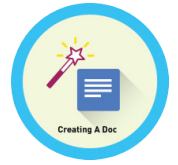
T1

CREATING A DOCUMENT EXIT TICKET GOOGLE DOCUMENTS ACTIVITY

23.3.6.1

Directions: Brainstorm five ways that you could use Google Documents in your life. List them below.

1. _____
2. _____
3. _____
4. _____
5. _____



T2 CREATING A DOCUMENT
EXIT TICKET VOCAB BLOCKS

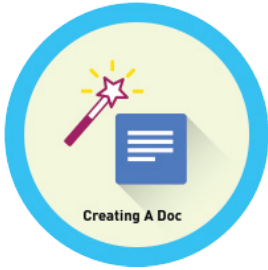
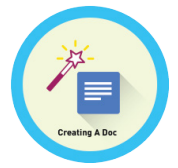
23.3.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Creating a Document



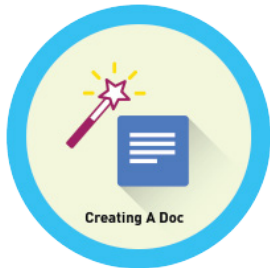
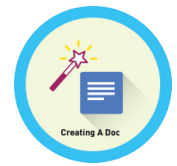
T3

**CREATING A DOCUMENT EXIT TICKET
TRACE 'N' LEARN CARDS****23.3.6.3**

Creating a Document

To create a new Google Doc, you have to navigate to your Google Drive. Then, click on the red New Button and a drop down menu will appear.

You can click on the document icon and on the word "Document."



READING MAZE

23.3

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

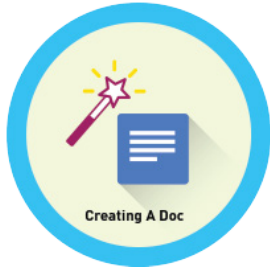
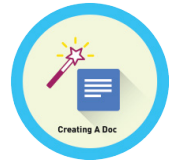
You can create a Document using Google _____. To create a
(Docs, Mail)

new Google Doc, you have to navigate to your Google _____.
(Drive, Mail)

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 document icon and
 on the word “Document” to create a new Google _____.
(Document, Account)

Your new document will open automatically in a new _____
(tab, Doc)

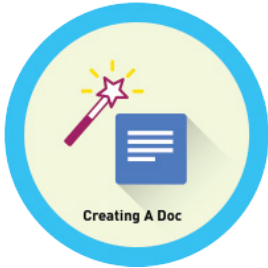
on your browser.



WORKPLACE CONNECTIONS

23.3.WC.1

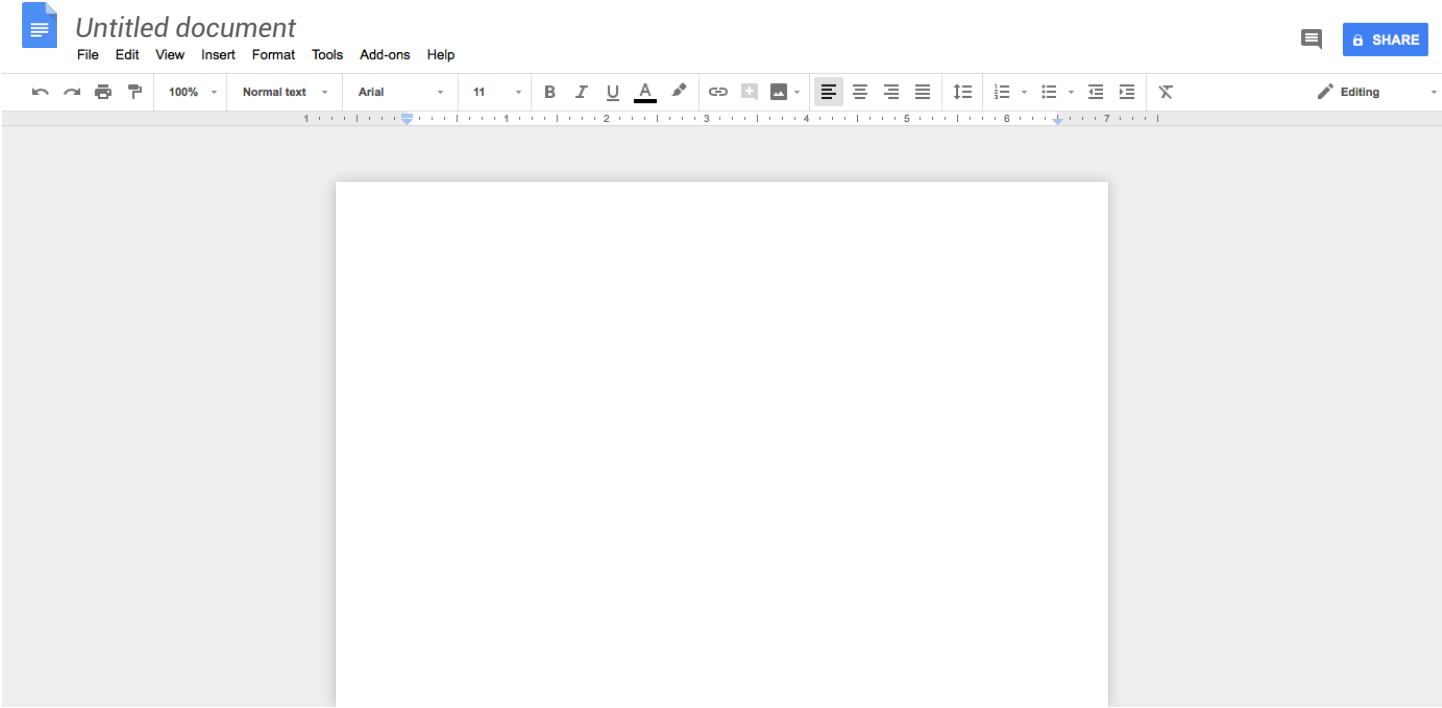
Directions: Your boss at Digitability wants you to create a New Google Document titled “Google Document.” Log into your Google Drive and create a document. Save it using “Google Document.”



WORKPLACE CONNECTIONS

23.3.WC.2

Directions: Your boss at Digitability wants you to create a New Google Document titled “Google Document.” Look at the following document. Circle where you would click to rename the document.





WORKPLACE CONNECTIONS

23.3.WC.3

Directions: Your boss at Digitability wants you to create a New Google Document titled “Google Document.” Look at the following document. Point to where you would click to rename the document.

