



UNIT 23: CREATING GOOGLE DOCS LESSON 8: CREATING A GOOGLE DOCS MASTER BADGE

LESSON OVERVIEW

You can click on the red create button to create a new google doc. There are different kinds of Google Docs that you can create! You can create a document, a spreadsheet, a presentation, a form, and a drawing using google docs! To name a google doc, you can click on the word untitled in the top left corner of the window. When you click on the word untitled, the name document dialog box will appear. Type a name for your google doc, in the field. Then, click OK. The document title will be saved.

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

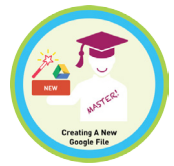
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 23**
5. Select **Lesson 8 - Creating Google Docs Master Badge**

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 are the different documents you can create in Google Docs?”*

Answer: You can create a document, a spreadsheet, a presentation, a form, and a drawing using google docs! 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 **23.8.IMAGE** Image Exchange Cards and **23.IEC.Y/N** to students. See  DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION



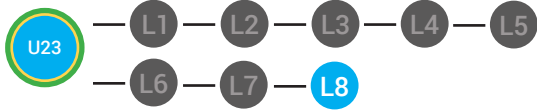
T1 On-topic verbal response shared response



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



T3 Uses **Image Exchange cards** [23.8.IMAGE] to point to potential vocabulary word or icon representing “Document, spreadsheet, presentation, form, drawings.” 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

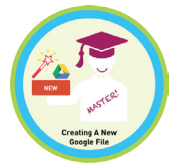
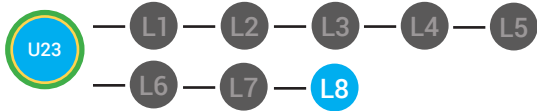
Verbal Response

T2

Writes down badge

T3

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




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 docs”*

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



5. 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 do you need to click in order to access Google Docs?"*

Answer: You must click the nine squares icon and then the Google Drive icon.

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

Answer: You must click the New Button.

3. *"For a participation dollar, who can tell me how to name an untitled document?"*

Answer: You can click on the word untitled in the top left corner of the window. When you click on the word untitled, the name document dialog box will appear. Type a name for your google doc, in the field. Then,click OK.

4. *"For a participation dollar, who can tell me how to save your document?"*

Answer: You documents automatically save.



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. Distribute **23.8.IMAGE** Image Exchange Cards and **23.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

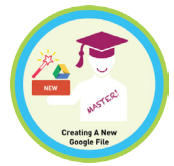
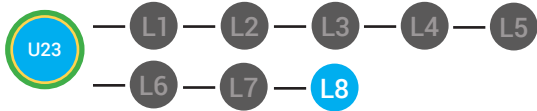


DIFFERENTIATION

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** [23.8.IMAGE] to point to potential vocabulary word or icon representing "Nine squares, Google Drive, new button," or Points to **Yes or No Image Exchange Card** [23.IEC.Y/N] for rephrased question.



6. 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 Google Docs Master Badge for \$1?"




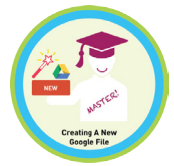
Pro tip: Increase the dollar amount for shy students or to increase motivation.

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 **23.8.5**. Students that unlocked the badge will place the **Creating a Google Docs Master Badge** 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!"

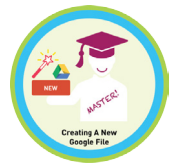
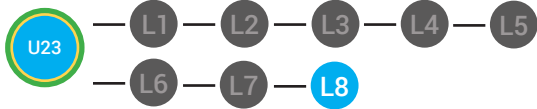
-\$ INTERRUPTIONS

"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 **23.8.6 Creating a Google Docs Master Badge Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1 Using Tier 1 **Creating a Google Docs Master Badge Exit Ticket** [23.8.6.1], Students tell what each icon is and what you can use it for.

T2 Using Tier 2 **Creating a Google Docs Master Badge Exit Ticket** [23.8.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [23.8.6.3].

T3 Using Tier 3 **Creating a Google Docs Master Badge Exit Ticket** [23.8.6.3], 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

EX: Sam

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

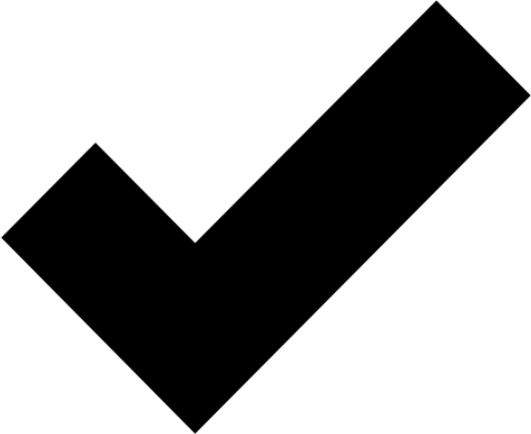
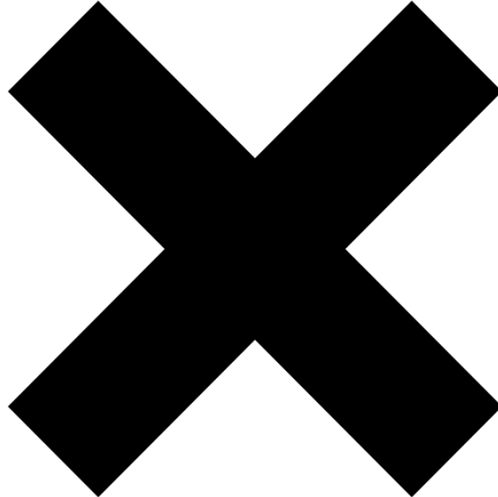
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UMAPA




 **YES OR NO IMAGE
EXCHANGE CARD**

23.IEC.Y/N

| | |
|---|---|
|  <p>Yes</p> |  <p>No</p> |
|---|---|



 **THUMBS IMAGE
EXCHANGE CARD**

23.IEC.THUMB

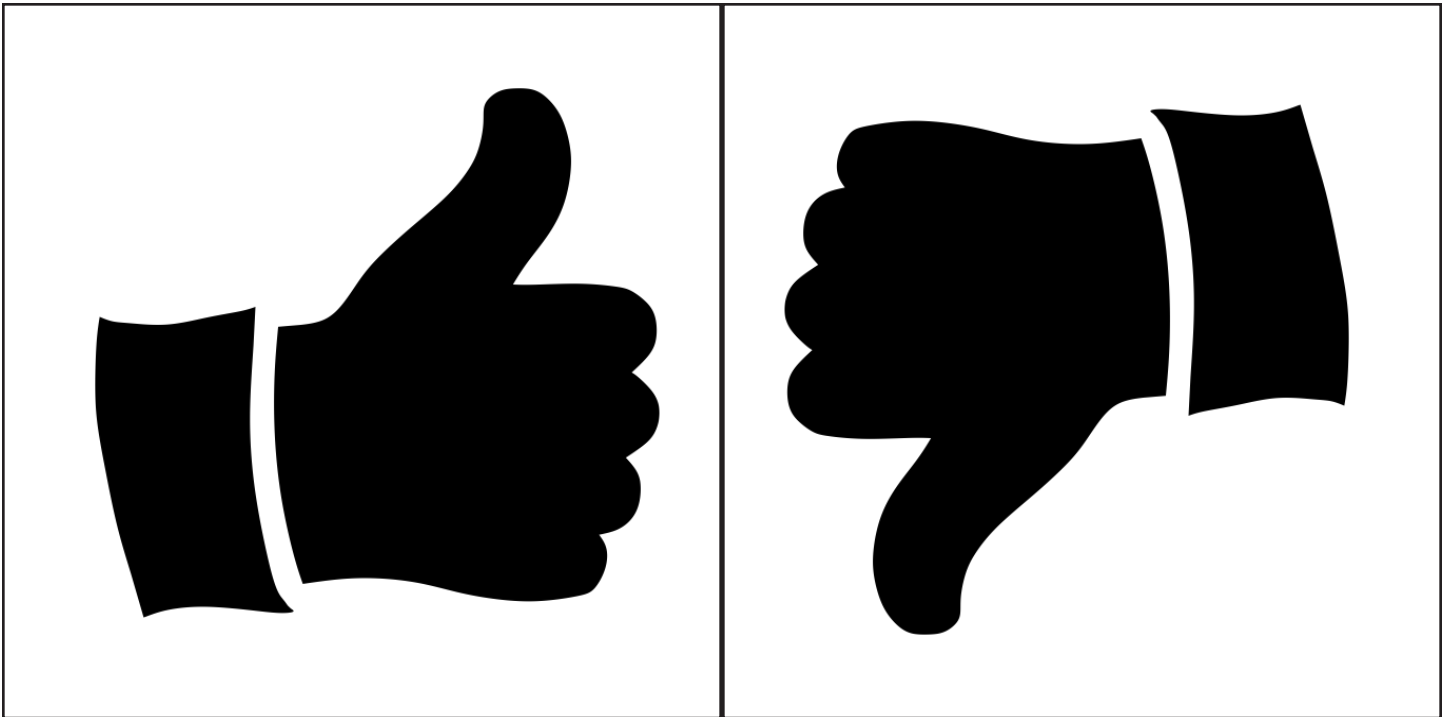




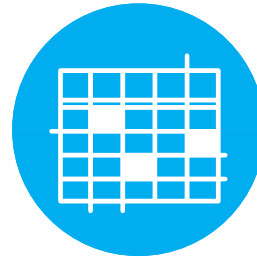
IMAGE EXCHANGE CARDS

23.8.IMAGE

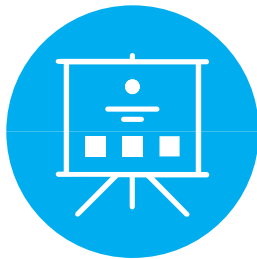
Documents



Spreadsheet



Presentation



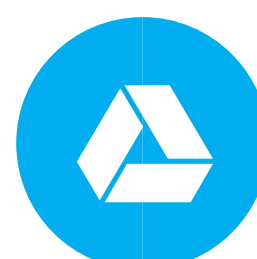
Form



Drawing

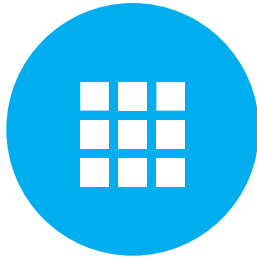


Google Drive

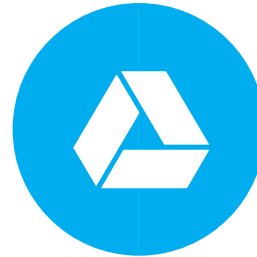




Nine Squares

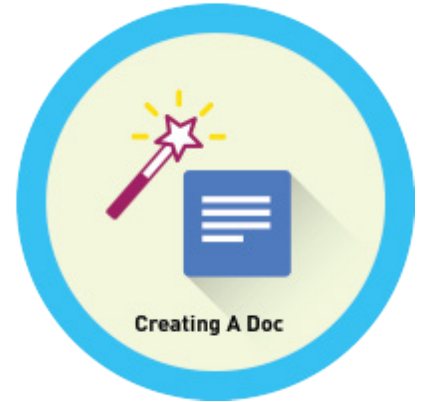
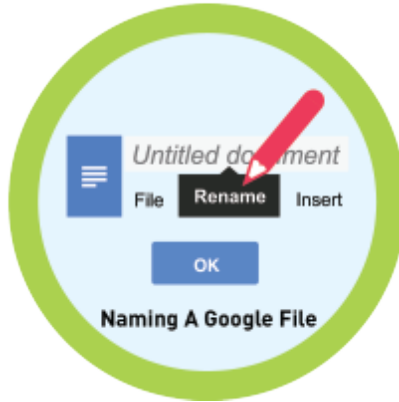


Google Drive



New Button







WORD WALL PRINTOUT

23.8.5



There are different kinds of Google Docs that you can create! You can create a document, a spreadsheet, a presentation, a form, and a drawing using google docs!

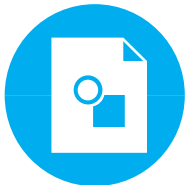


T1 CREATING A GOOGLE DOC MASTER BADGE
EXIT TICKET GOOGLE APPLICATIONS ACTIVITY
23.8.6.1

Directions: Look at the icons below. Tell what each icon is and what you can use it for.













T2

CREATING A GOOGLE DOC MASTER BADGE
EXIT TICKET VOCAB BLOCKS

23.8.6.2

Name: _____

Date: _____

| | |
|-----------------|-----------------|
| Define | Sentence |
| Examples | Draw |

Creating a Google Doc



T3

CREATING A GOOGLE DOC MASTER BADGE
EXIT TICKET TRACE 'N' LEARN CARDS

23.8.6.3

Creating a Google Doc

There are different kinds of Google Docs that you can create! You can create a document, a spreadsheet, a presentation, a form, and a drawing using google docs!



READING MAZE

23.8



WORKPLACE CONNECTIONS

23.8.WC.1

Directions: Your boss at Digitability wants you to research zoo animals. Write how you would use each application to show your boss what you learned about zoo animals.

Documents _____

Presentations _____

Spreadsheets _____

Forms _____

Drawings _____



WORKPLACE CONNECTIONS

23.8.WC.2

Directions: Your boss at Digitability wants you to research zoo animals. Circle the application you would use to create a presentation for your class.



Gmail



Google Search



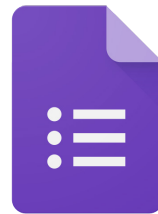
Google Docs



Google Slides



Google Calendar



Google Forms



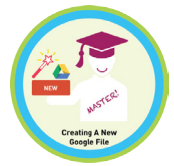
Google Docs



Google Sheets



Google Drawings



WORKPLACE CONNECTIONS

23.8.WC.3

Directions: Your boss at Digitability wants you to research zoo animals. Point to the application you would use to create a presentation for your class.



Gmail



Google Search



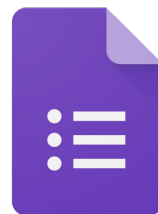
Google Docs



Google Slides



Google Calendar



Google Forms



Google Docs



Google Sheets



Google Drawings