



Educator's Guide to Introducing Students to Google Docs

Overview:

Google Docs is an online application that has a wide variety of uses in the classroom, varying from communicating with parents and students, to completing assignments in almost all subjects. Most intermediate students will need basic instruction in using this application.

Grades and Subject Areas:

This lesson is intended as an introduction for grades 4-6.

Objectives:

- Students will understand the basic intent of Google Docs.
- Students will be able to log on and utilize the basics of saving and utilizing documents online using Google Docs.

I Can Statements:

- I can log in to the district's Google Docs website using my user id and passwords.
- I can save, access, and use Google Docs at a basic level to communicate with the teacher and submit assignments.

Curriculum Connections:

Alaska Content Standards:

Technology Standard A: A student should be able to operate technology-based tools.

A student who meets the content standard should:

- 1) use a computer to enter and retrieve information;
- 2) use technological tools for learning, communications, and productivity;

1 Created by Gregory Browder – July 11, 2012

3) use local and worldwide networks;

ISTE Student Standards:

2. Communication and Collaboration:

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

ISTE Teacher Standards:

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

Technology Integration:

Hardware and Software Needs

The lesson will take place in the school computer lab, while the teacher utilizes an LCD overhead projector connected to a computer being projected onto a screen.

Tips and tricks

It's important that students know their user id and password. It may also be helpful to seat students that have more computer expertise by their peers who could use assistance.

Resources:

Handouts or Downloads

- ∞ Students should be given a strip of paper with the needed website on it for use in the computer lab.

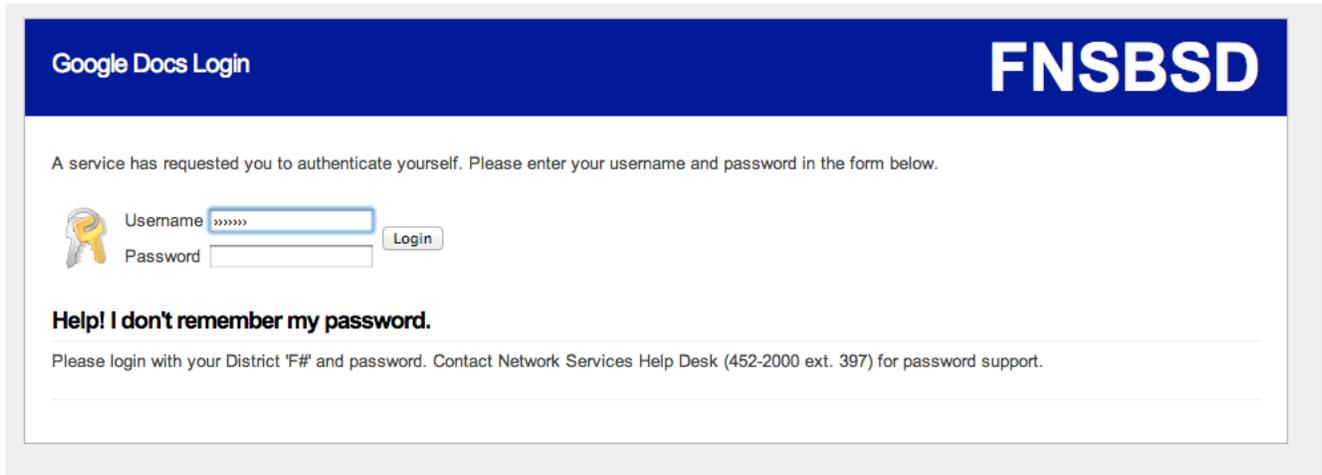
Links to teaching resources

- ∞ <https://sites.google.com/site/fnsbtraining/sites1>

Web resources

- The website address of the school district's Google Docs page:
<https://docs.google.com/a/k12northstar.org/>

Log in using your district user id and password



Lesson Directions

Prep Time:

- Time will vary according to the teacher's familiarity to explain login procedures, creating/uploading documents, and using comments to communicate on created documents.

Prior to Lesson:

Teacher Prep:

- Ensure that students each have their user id and password.
- Ensure that an LCD projector is hooked up and operational in the computer lab.

Student Prep:

- Students should know their user id and password.
- Students should take notes on procedures as the teacher demonstrates.

Time Needed for Lesson:

- One hour should be sufficient for introduction. Subsequent practice can take place on classroom computers and/or at home.

Directions:

- Take class to computer lab, turn on equipment, and log in.

- Direct students to log in, access the web browser, and go to the assigned website.

| TITLE | OWNER | LAST MODIFIED |
|--|--------------------|---------------|
| Practice Doc Shared | Melanie L. Hadaway | Jul 11 me |
| test site - Sample presentation Shared | me | Jun 29 me |
| First Day of School questionnaire | me | Jun 29 me |
| Untitled spreadsheet | me | Jun 29 me |
| Copy of FNSBSD 10 Item Assessment | me | Jun 29 me |
| School Docs | me | Jun 29 me |
| Sub Plans for 9-9-11.docx School Docs | me | Jun 29 me |

- From this screen, choose the red create button to create a new document.
- The teacher will then verbally explain the above objectives, demonstrate on the projector, and give each student time to follow and/or take notes if needed.

- A brief overview of the tools and functions can be discussed, taking time to answer questions and allowing for students to try using the tools on their own.
- To name a document, simply click on the top left corner where it says “Untitled Document”. A new box will appear prompting the user to enter a name for the document.
- Also, have students share with one another by clicking the blue share button to collaborate on a writing prompt assignment to complete their first document. Be sure to discuss with students the importance of being appropriate and considerate when sharing!!
- After students have been taught beginning skills, they should be encouraged to complete a practice Google doc on their own, perhaps with some type of writing prompt.

Extension / Challenge:

- Students could attempt, either alone or in pairs, to insert graphics into their assignment in Google Docs.