LESSON PLAN FOR EDUCATORS - MIDDLE/HIGH SCHOOL

Annotate Text in Google Docs

Lesson overview

In **Annotate Text in Google Docs**, students make digital notes in an article to increase their engagement with and understanding of what they read. First, students choose a starter project, create an annotation key, identify words from the text they they don't know, and find their definitions. Then, they highlight parts of the text that they find confusing, make interesting ideas bold, and add comments. Finally, students underline the main idea of each paragraph in the text and finish their annotation key.
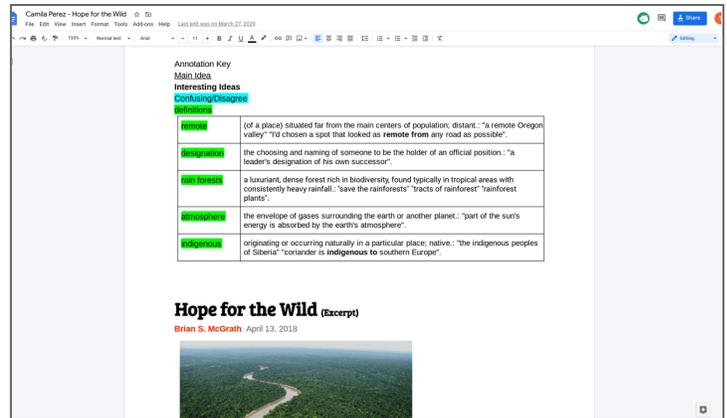
Learning objectives

By the end of this lesson students will be able to:

- Read text closely.

- Identify specific elements in text.

- Annotate in a digital document.

What's inside this lesson plan:

🔗Digital skills
🔗Terms and concepts
🔗Video overview
🔗Extension videos
🔗Procedure: Before the lesson
🔗Procedure: During the lesson
🔗Procedure: After the lesson
🔗Assessment
🔗Customize the lesson
🔗Build more digital skills
🔗Quiz and answer key

Additional resources

🔗Starter project: Science of Falling Stars (MS reading level)
🔗Starter project: Science of Falling Stars (HS reading level)
🔗Starter project: Greenland Shark (MS reading level)
🔗Starter project: Greenland Shark (HS reading level)
🔗Starter project: History of Soccer (MS reading level)
🔗Starter project: History of Soccer (HS reading level)
🔗Example project
🔗Rubric
🔗Certificates of Completion
🔗Download all lesson videos
🔗General teaching resources

💡**TIP:** New to Applied Digital Skills? Read our Get Started Guide.

CONTENT OVERVIEW

When students have completed this lesson, they will be able to:

Complete these digital skills:

☐ Open and rename a document.

☐ Add text to a document.

☐ Insert a table.

☐ Create an annotation key.

☐ Highlight, bold, and underline words and phrases.

☐ Insert comments.

☐ Use the dictionary tool and define feature.

Define these terms and concepts:

☐ **ANNOTATION:** A type of note taking that helps you understand and remember what you read.

☐ **MAIN IDEA:** The main idea of a text includes who, what, when, where, and why details. To find the main idea, while you're reading ask questions like: "What is this paragraph about?" or "What point is the author trying to make?"

💡**TIP:** Download and teach these terms and concepts before beginning the lesson.

LESSON VIDEOS

As students complete this lesson, they will watch videos and create an original project to demonstrate understanding of the skills and concepts introduced. Approximate lesson time: 45 minutes.

💡 **TIP:** Start each class with a 5-minute introduction and end each class with a 5-minute closing.

VIDEO 1	**Introduction to annotate text in Google Docs**	Students are introduced to the concept of annotation and why they might use it. ➔ Watch video 1
VIDEO 2	**Identify unfamiliar words and concepts**	Students create an annotation key, highlight unknown terms, and define those terms. ➔ Watch video 2 ➔ View project in progress (video 2)
VIDEO 3	**Engage with the text**	Students highlight interesting sections and insert comments. ➔ Watch video 3 ➔ View project in progress (video 3)
VIDEO 4	**Read for the main idea**	Students identify the main idea in each paragraph. ➔ Watch video 4 ➔ View completed project (video 5)
VIDEO 5	**Annotate text in Google Docs wrap-up**	Students wrap up the lesson and discover how the skills they learned can apply to other tasks. ➔ Watch video 5

💡 **TIP:** Help students who are struggling with the pace of the lesson. Encourage them to complete the tasks related to each video before moving on to the next video in the lesson.

EXTENSION VIDEOS (optional)

Use extension videos to reinforce learning or practice new skills.

💡 **TIP:** These activities will take up to an additional 45 minutes.

EXTN. 1	**Identify the thesis**	Students practice locating different types of main ideas: direct, indirect, and concluding. ➔ Watch video ➔ View example project
EXTN. 2	**Annotate a literary piece**	Students apply different color highlights to figurative language, theme, tone, mood, etc. ➔ Watch video ➔ View example project
EXTN. 3	**Annotate a scholarly article**	Students annotate the thesis, topic sentence, argument, claim, and supporting evidence within a scholarly article. ➔ Watch video ➔ View example project
EXTN. 4	**Create a reading response journal**	Students create a dialectical or double-entry reading response journal to interact with a piece of fiction. ➔ Watch video ➔ View example project
EXTN. 5	**Annotate using a prompt**	Students annotate an article to identify quotes and supporting details. ➔ Watch video ➔ View example project
EXTN. 6	**Annotate using footnotes**	Students create footnotes as annotations for the reader to gain additional information. ➔ Watch video ➔ View example project

PROCEDURE

Step-by-step instructions for completing the lesson and independent project.

Before the lesson

Prepare materials.

1. COMPUTERS WITH INTERNET ACCESS (one per student)
   Don't have consistent internet access? Download the videos on the lesson page (under Teaching Materials) before beginning the lesson.

2. HEADPHONES (per student)
   Don't have a computer or headphones for each student?
   - Pair or group students: Assign one student as the "driver" who controls the computer and one as the "instructor" who describes what to do. Switch roles every five minutes.
   - Complete as a class: Project the videos on a screen that all students can see. After watching the introduction video, ask students to suggest how you might complete the project.

3. SIGN IN TO Applied Digital Skills.

4. DOWNLOAD OR PRINT THE LESSON PLAN, rubric, and any additional materials.

5. DISTRIBUTE THE **CLASS CODE** TO YOUR STUDENTS. For help setting up an Applied Digital Skills account or a class code, read our Get Started Guide or watch our Applied Digital Skills Tutorials.

During the lesson

Introduce the lesson, app, and project goal.

1. ASK GUIDING QUESTIONS:
   - What are some things you struggle with when reading articles, poems, or textbooks?
   - What types of texts do you find most difficult to understand?
   - What has helped you understand difficult texts in the past?
   - How can engaging with the text help increase your comprehension and retention of what you read?

2. DESCRIBE THE ACTIVITIES AND OUTCOMES FOR THE LESSON. *Say:* In this lesson, you will annotate a text of your choice using Google Docs.

3. BRAINSTORM IDEAS. Prompt students to think about what it means to annotate text, why this might be useful, and how digital and analog annotations differ.

4. START THE LESSON. *Say:* To get started and join our class, go to g.co/applieddigitalskills and select "Sign In." Click on your Google account (or create one), choose "I am a student," and enter our class code. *[Teacher note: Locate the class code on your dashboard.]* After you join our class, proceed to Video 1 and begin watching.

5. CHECK IN WITH STUDENTS. Meet one-on-one or in small groups as students watch videos. You may need to pause or replay the videos to demonstrate skills or allow students to practice what they've learned.

6. MONITOR STUDENT PROGRESS. Over the course of the project, students should complete the following:
   - ☐ Choose a starter project and read through the text. *(Video 1)*
   - ☐ Highlight five unknown words and any part of the text that is confusing. *(Video 2)*
   - ☐ Insert a table to create an annotation key. *(Video 2)*
   - ☐ Use the dictionary tool and define feature. *(Video 2)*
   - ☐ Bold interesting ideas and insert comments. *(Video 3)*
   - ☐ Add new category to annotation key. *(Video 3)*
   - ☐ Underline the main idea of each paragraph. *(Video 4)*
   - ☐ Add new category to annotation key. *(Video 4)*

After the Lesson

Reflect on the lesson, assess skills learned, and apply concepts to future projects.

1. WRAP UP THE LESSON. *Say:* In this lesson, you annotated a text using the highlight, underline, and bold features. First you chose a starter project and created an annotation key, identified words from the text you didn't know, and found their definitions. Then you highlighted parts of the text that you found confusing, bolded interesting ideas, and added comments. Finally you underlined the main idea of each paragraph in the text and finished your annotation key.

2. REFLECT ON THE LESSON. *Say:*
   - Which annotating tool do you find most helpful? Why?
   - Are there times when doing this with a partner would be helpful? Explain.
   - When do you think it would be helpful to annotate a text?
   - Can you think of classes where annotating text might be particularly useful?
   - How will you apply the new skills you learned here to your life or schoolwork?

ASSESSMENT

Evaluate student understanding of the skills and concepts covered in the lesson.

1. COMPLETE THE QUIZ. After completing the lesson, students are asked to complete a reflection survey on the Applied Digital Skills website, which assesses what digital skills, terms, and concepts students have learned. Review your students' responses and the correct answers in the quiz results section of your class dashboard.

2. ASSESS THE PROJECT. Rubrics are linked in each lesson plan to evaluate student work. Share a copy of the rubric with students before they turn in their projects. Then, use it to evaluate student work, if you'd like. Download or print this lesson's rubric.

EXAMPLE STUDENT OUTCOME

Main ideas

One of the last unspoiled areas of Amazon rain forest lies in a remote region of northeastern Peru called Yaguas. The lush land stretches along 125 miles of the Putumayo River.

Amazon rain forests are so massive that **they affect rain patterns across the globe.** Keeping the rain forests intact is one of the best ways to fight climate change. This is why the Peruvian government created Yaguas National Park, in January. The designation means that more than

Unfamiliar terms

Excerpted From Source: https://www.timeforkids.com/g56/hope-for-the-wild-2/

Point of interest

2 million acres of rain forest are now **protected against deforestation**—the cutting down of trees—due to logging and gold mining. The new park is about the size of Yellowstone National Park, in the United States.

"It's a triumph to protect this particular corner of Peru because it is biologically really special," Nigel Pitman told TFK. Pitman works for the Field Museum, in Chicago, Illinois. He helped document the region's biodiversity. "It reminds us of how much progress governments and indigenous peoples in South America have made in protecting the whole Amazon."

Confusing or questionable points

Camila Perez
12:55 PM Today   Resolve

That's crazy that a forest can affect rain patterns. How is that possible?

Camila Perez
12:55 PM Today   Resolve

Is climate change even real?

Camila Perez
1:01 PM Today   Resolve

I can't understand this size. I just looked up New Jersey. It is 1.1 mil acres, so the Amazon Forest is two times the size of New Jersey!

Comments making text-to-self and text-to-world connections

EXAMPLE PROJECT (Google Docs):
Make a copy of the example project (File > Make a copy) to share with students.

CUSTOMIZE THE LESSON

Applied Digital Skills lessons are designed to meet your unique classroom needs!

1. SHORT ON TIME? Try these options.
   ➔ Break the lesson up over 2 or 3 class periods.

   ➔ Assign the lesson (or part of the lesson) as homework or free period assignment.

   ➔ Skip the adding comments to interesting ideas in video 3.

   ➔ Suggest students choose a starter project at middle school reading level instead of high school reading level.

   ➔ Adjust the playback speed in the video settings.

2. LONG ON TIME? Try these options.
   ➔ Assign one or more of the extension projects to your students.

   ➔ Encourage students to write a summary of the main ideas in their text.

   ➔ Assign a subject-aligned option (below) as an additional project to reinforce learning.

3. WANT TO ALIGN TO YOUR CORE SUBJECT? Try these options.
   ➔ **Social Studies educators:** Encourage students research they two interesting ideas they identified in their text to learn more.

   ➔ **Computer science educators:** Instead of having students annotate text in a document, have them explore using other digital tools to take notes or make comments like Jamboard or Google Keep.

   ➔ **Language arts educators:** Ask students to write a sentence using each unknown vocabulary words they identified in their text. Or they might make flashcards to learn each new vocabulary word.

4. NEED MORE ACCOMMODATIONS? Try these options.
   ➔ Change the project to suit your students' grade or ability level. You might choose a lesson intended for an adult audience and change the example project to suit younger students. Or, vice versa.

   ➔ Allow more time for learners who need additional time to watch the videos or complete the project.

   ➔ Use the closed captions or change the playback speed on the videos to assist students' comprehension.

   ➔ Before the lesson, use the example project to create a template for students to use as a rough draft or for practice before they start their own project.

   ➔ Provide graphic organizers or other visual support for different learning styles.

BUILD MORE DIGITAL SKILLS

After you complete the lesson, choose a new activity to explore.

WANT MORE GOOGLE DOCS? Try these lessons.
- ➜ Write a Summary of an Informative Text
- ➜ Write a Press Release
- ➜ Create a Resume in Google Docs
- ➜ Plan and Promote an Event

WANT MORE ON RESEARCHING A TOPIC? Try these lessons.
- ➜ Research and Develop a Topic
- ➜ Explore a Topic: Technology's Role in Current Events
- ➜ Explore a Topic: Celebrate Latinx History
- ➜ Explore a Topic: Celebrate Black History

LESSON QUIZ AND ANSWER KEY

After students complete the lesson, they can demonstrate their understanding of the topic by taking the quiz provided online. (You must be signed in to Applied Digital Skills to see the quiz.)

Print a version of the quiz to give to students. (Correct answers are provided at the end.)