

UNIT 29: UNDERSTANDING GOOGLE SHEETS LESSON 1: WHAT IS A SPREADSHEET?

LESSON OVERVIEW

You can use a spreadsheet, like Google Sheets or Microsoft XL, to create schedules, lists, purchase orders, and other data files.

Time: ~30 minutes

OBJECTIVE

Student is able to identify functions of Google Sheets.

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 3 Tech-savvy Ambassador
- 4. Select Unit 28
- 5. Select Lesson 1 What is a Spreadsheet?

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.







WARM UP

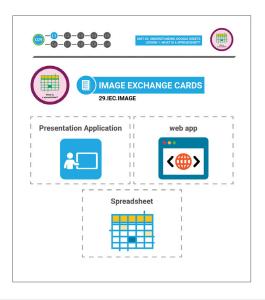


- 1. Write the following on the board, leaving a blank space for the phrase "presentation application."
 - a. Google Slides is a ______
- 2. Have a student come up to the board to fill in the correct answer.

Repeat the process to ensure all students get a chance to participate and earn a participation dollar.



3. Distribute **29.IMAGE.IEC** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.









DIFFERENTIATION

- Writes response on board
- Writes response on board with assistance from a Tier 1 partner or writes answer in notebook.

Writes response on board with assistance from an adult or points to **Image Exchange Cards** [29.IMAGE.IEC]

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 in or identify
their replacement behavior.
If a student is not following
directions, give them one minute
before taking additional dollars.



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [29.1.DollarTracker]**

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

+\$

SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."



PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

Participation/Contribution
Sharing/Helping
Greeting a Guest
Following Directions/Staying on Task
Encouraging

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
Complaining/Whining
Interrupting
UMAPA
Arguing



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..."

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 to or write down their answers. EVERY student should be earning money.





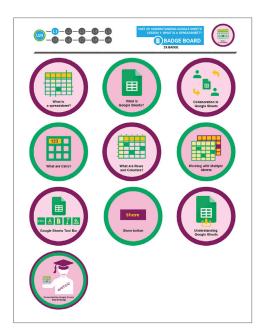


1. Ask, "For a participation dollar, who can tell me the name of our next badge?"

Answer: What is a Spreadsheet?



2. Distribute **29.BADGE** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.





DIFFERENTIATION

- On-topic shared verbal response
- T2 Writes down badge name or walks up to point to badge
- Uses Badge Board [29.BADGE] for this unit





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 in or identify

their replacement behavior.

If a student is not following

directions, give them one minute before taking additional dollars.



3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [29.1.DollarTracker]**

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



+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-S PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

Participation/Contribution
Sharing/Helping
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- 4. 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 word "Spreadsheet."
- 5. Ask students to give a thumbs up every time they hear and/or see the word "Spreadsheet" in the video.



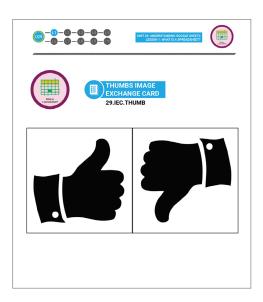
6. Play video.







7. Distribute **29.IEC.THUMB** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.





- T1 Puts thumbs up
- Uses **Thumbs Image Exchange Card** [29.IEC.THUMB]
- Uses Thumbs Image Exchange Card [29.IEC.THUMB]







8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [29.1.DollarTracker]**

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

+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-S PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

Participation/Contribution Sharing/Helping Greeting a Guest Following Directions/Staying on Task Encouraging

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
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INFORMAL ASSESSMENT

3

Ask, "For a participation dollar, who can tell me what a spreadsheet is?"

Possible Answers: a web app

Write the term and definition on the board after student responses.

- 3
- 2. Ask, "For a participation dollar, is Google Sheets a spreadsheet?"
- 3
- 3. Ask, "For a participation dollar, can you create a purchase order using a spreadsheet?"

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!"

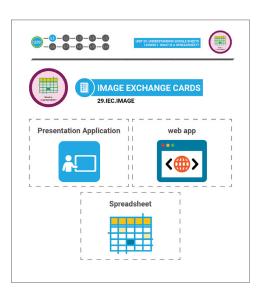
"Yes, nice job participating, [student]! You earned a participation dollar."

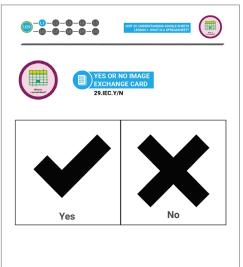






4. Distribute 29.IMAGE.IEC or Yes or No Image Exchange Cards 29.IEC.Y/N to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.







DIFFERENTIATION

- On-topic shared verbal response
- Writes response down in notebook OR rephrase prompt to a **yes or no** question
- Distribute **Yes or No Image Exchange Card** [29.IEC.Y/N] for rephrased question







4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [29.1.DollarTracker]**

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

+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

Participation/Contribution Sharing/Helping Greeting a Guest Following Directions/Staying on Task Encouraging Off-task
Off-topic/Inappropriate Comment
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PLAY ACTIVITY VIDEO



1. Ask the class, "Who would like to unlock the What is a Spreadsheet? Badge for \$1?"

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.

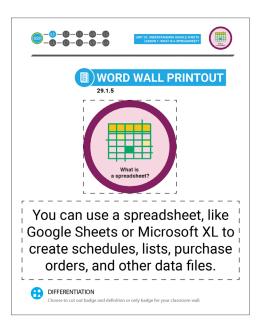
Pro tip: Stick to the script!
Help your students develop
self-regulation strategies. Do
not give lengthy explanations for
behavior. Using clear language
formulas helps students identify
the workplace behavioral norm
AND the optimal replacement
behavior.







3. Distribute and cut out **Word Wall Printout 29.1.5** Students that unlocked the badge will place the What is a Spreadsheet? printout on the classroom's word wall. See DIFFERENTIATION for this activity to identify supplements needed for your students.





DIFFERENTIATION

- Student will use verbal prompting to unlock the badge with the class.
- Student will use verbal prompting and hand signals to unlock the badge with the class.
- 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. [29.1.DollarTracker]**

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

+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

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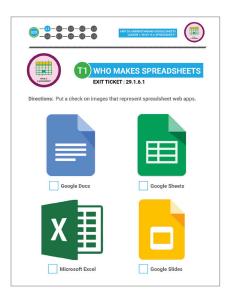
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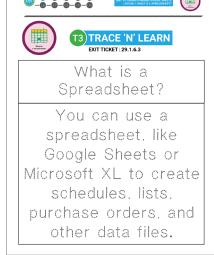
Participation/Contribution Sharing/Helping Greeting a Guest Following Directions/Staying on Task Encouraging Off-task
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ASSESSMENT/EXIT TICKET



1. Distribute the **What is a Spreadsheet** Exit Ticket **29.1.6** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.











DIFFERENTIATION

Using Tier 1 **Who Makes Spreadsheets?** Exit Ticket [29.1.6.1], student puts a check on images that represent spreadsheet web apps.

- Student has option to complete **Who Makes Spreadsheets?**Exit Ticket [29.1.6.1] or **Trace 'n' Learn Card** Exit Ticket [29.1.6.3].
- T3 Student completes **Trace 'n' Learn Card** Exit Ticket [29.1.6.3].
- +

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [29.1.DollarTracker]**

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

+S

SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

Participation/Contribution Sharing/Helping Greeting a Guest Following Directions/Staying on Task Encouraging

Off-task
Off-topic/Inappropriate Comment
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IMMEDIATE FEEDBACK/NEXT STEPS

- 1. Read off Dollar Earnings Tracker and announce how many dollars each student earned or spent 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 you can continue on to the next lesson plan.



DIFFERENTIATION

- Login independently using password cards.
- Login independently using password card with the help from a Tier 1 partner for any required troubleshooting.
- Teacher or Tier 1 assistance to help student login using their password card.



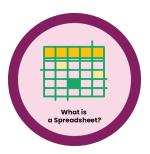


29.1.Dollar tracker

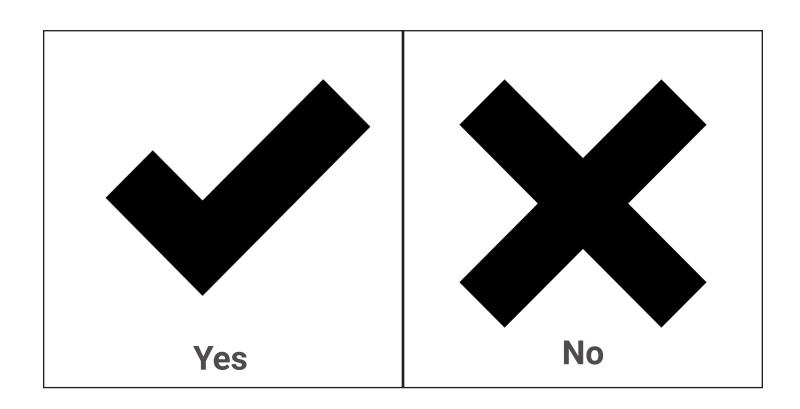
Behaviors	Name	!	/	/	/	/	/	/
Successful	EX: Les							
Participation/ Contributing	M							
Sharing/Helping/ Collaborating								
Greeting a Guest								
Following Directions/ Staying on Task								
Encouraging/ Complementing								
Problematic								
Off Task								
Off-Topic/ Inappropriate Comment								
Disrespect/Teasing								
Complaining/Whining								
Arguing								
Interrupting								
UMAPA								



















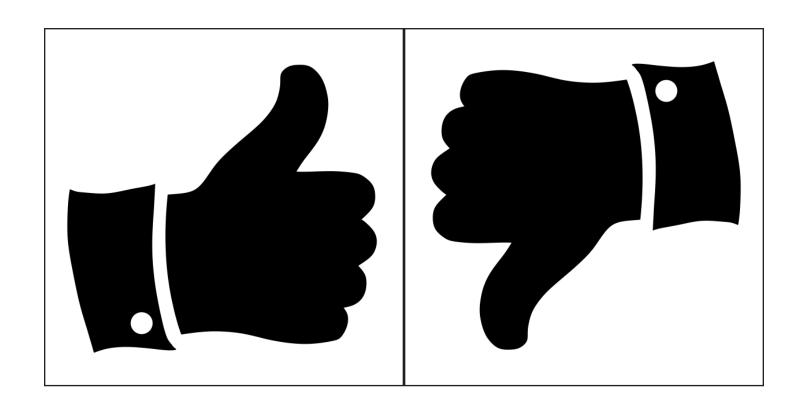










IMAGE EXCHANGE CARDS

29.IEC.IMAGE

Presentation Application



Web App



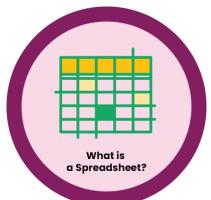
Spreadsheet





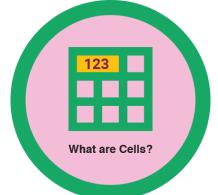


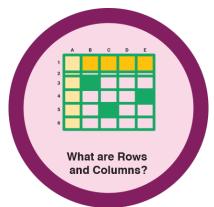


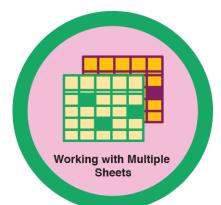




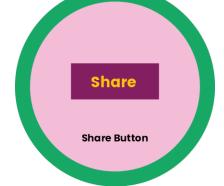














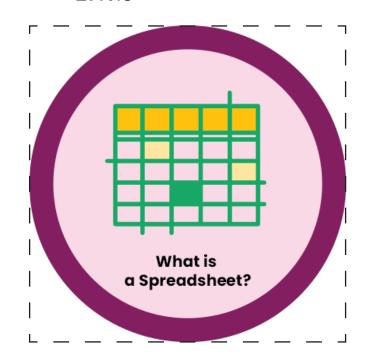






WORD WALL PRINTOUT

29.1.5



You can use a spreadsheet, like Google Sheets or Microsoft XL, to create schedules, lists, purchase orders, and other data files.



DIFFERENTIATION

Choose to cut out badge and definition or only badge for your classroom wall.



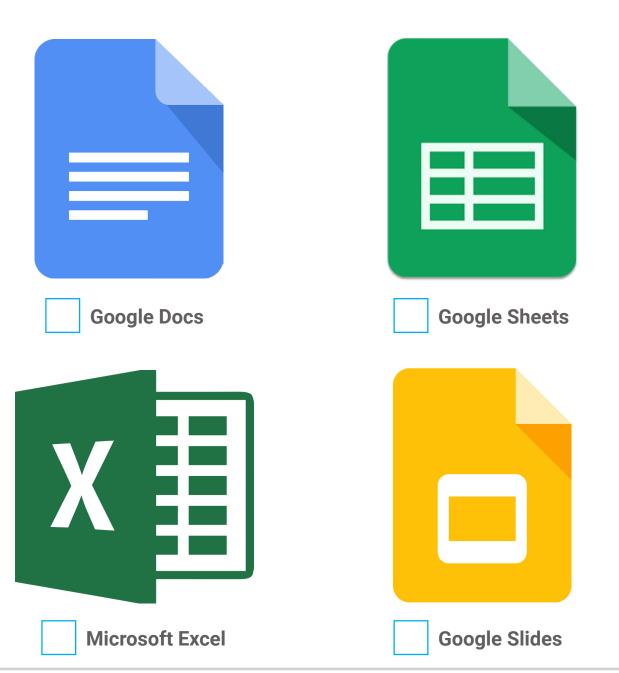






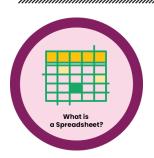
EXIT TICKET | 29.1.6.1

Directions: Put a check on images that represent spreadsheet web apps.









T3) TRACE 'N' LEARN

EXIT TICKET | 29.1.6.3

What is a Spreadsheet?

You can use a spreadsheet, like Google Sheets or Microsoft XL, to create schedules, lists, purchase orders, and other data files.









Name:

MY DIGITABILITY EARNINGS TRACKER

Unit 29: Understanding Google Sheets | 29.1.7

DIRECTIONS: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

	DATE:	DOLLARS EARNED:
LESSON 1: Lesson 1: What is a Spreadsheet?		
LESSON 2: Lesson 2: What is Google Sheets?		
LESSON 3: Lesson 3: Collaboration in Google Sheets		
LESSON 4: What are Cells?		
LESSON 5: What are Rows and Columns?		
LESSON 6: Working with Multiple Sheets		
LESSON 7: Google Sheets Toolbar		
LESSON 8: Share Button		
LESSON 9: Downloading Google Sheets		
LESSON 10: Understanding Google Sheets Master Badge		

TOTAL DOLLARS EARNED: