UNIT 29: UNDERSTANDING GOOGLE SHEETS LESSON 10: UNDERSTANDING GOOGLE SHEETS MASTER BADGE

LESSON OVERVIEW

You can use a spreadsheet to create schedules, lists, purchase orders, and other data files. Google Sheets is a spreadsheet application that lets multiple people view and edit the same spreadsheet at the same time. A Cell is a box you can enter a piece of data into. Rows and Columns help you locate each cell. Working in more than one spreadsheet can help organize related spreadsheets. You will see many options for editing your spreadsheet. When you share your spreadsheet, another person will be able to see, edit, and comment on your sheet. After you download your spreadsheet, your Google Sheets file will still be in your Google Drive.

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 10 - Understanding Google Sheets 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.
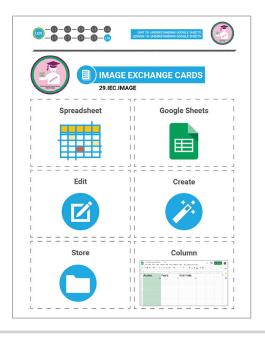
LESSON PLAN

WARM UP

1. Write the following on the board, leaving a blank space for the words **"download, spreadsheet,"** **"Google Sheets,"** and **"Google Drive."**

a. After you _____ your _____, your _____ file will still be in your _____.

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

T1 Writes response on board

T2 Writes response on board with assistance from a Tier 1 partner or writes answer in notebook

T3 Writes response on board with assistance from an adult or points to **Image Exchange Cards** [29.IMAGE.IEC]

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [29.10.DollarTracker]**

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

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*

Participation/Contribution	Off-task
Sharing/Helping	Off-topic/Inappropriate Comment
Greeting a Guest	Disrespect/Teasing
Following Directions/Staying on Task	Complaining/Whining
Encouraging	Interrupting
	UMAPA
	Arguing

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.

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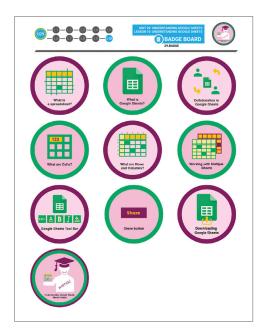
1. Ask, *"For a participation dollar, who can tell me the name of our next badge?"*

Answer: Understanding Google Sheets Master Badge

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

DIFFERENTIATION

T1   On-topic shared verbal response

T2   Writes down badge name or walks up to point to badge

T3   Uses **Badge Board** [29.BADGE] for this unit

3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [29.10.DollarTracker]**

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

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"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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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. 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 you learned in this unit."*

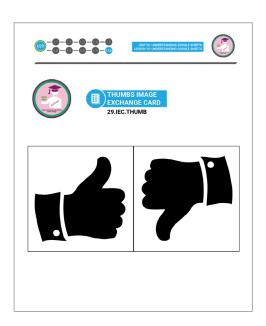5. Ask students to give a thumbs up every time they hear and/or see the words you learned in this unit in the video.

6. Play video.

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

THUMBS IMAGE EXCHANGE CARD
29.IEC.THUMB

DIFFERENTIATION

T1 Puts thumbs up

T2 Uses **Thumbs Image Exchange Card** [29.IEC.THUMB]

T3 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. [29.10.DollarTracker]**

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

+$ SUCCESSFUL	**-$ PROBLEMATIC**
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"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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UMAPA
Arguing

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."

INFORMAL ASSESSMENT

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

Possible Answers: a spreadsheet is a web app that helps you create, edit, and store data created in columns and rows

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

2. Ask, *"For a participation dollar, can multiple people edit a Google Sheets spreadsheet at the same time?"*

3. Ask, *"For a participation dollar, when you download a spreadsheet, where are you saving the spreadsheet that is in the cloud?"*

Possible Answers: you are saving the spreadsheet file that is in the cloud to your computer
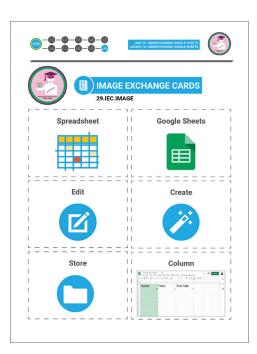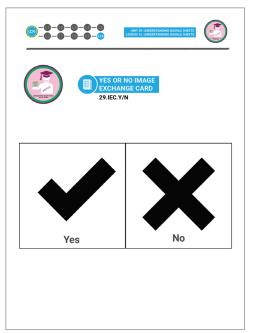
4. Ask, *"For a participation dollar, what can you do with the Google Sheets Toolbar?"*

Possible Answers: edit your spreadsheet

5. 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

T1   On-topic shared verbal response

T2   Writes response down in notebook OR rephrase prompt to a **yes or no** question

T3   Distribute **Yes or No Image Exchange Card** [29.IEC.Y/N] for rephrased question

5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [29.10.DollarTracker]**

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

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.

+$ SUCCESSFUL	**-$ PROBLEMATIC**
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*

Participation/Contribution	Off-task
Sharing/Helping	Off-topic/Inappropriate Comment
Greeting a Guest	Disrespect/Teasing
Following Directions/Staying on Task	Complaining/Whining
Encouraging	Interrupting
	UMAPA
	Arguing

PLAY ACTIVITY VIDEO

1. Ask the class, *"Who would like to unlock the Understanding Google Sheets Master Badge for $1?"*

Click Activity Button to Play Activity Video
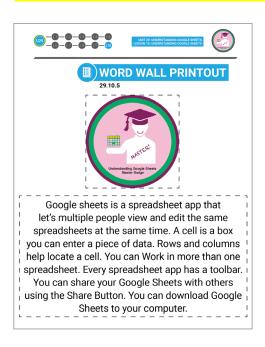
2. Student discusses with class to choose the correct answer.

    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.

3. Distribute and cut out **Word Wall Printout 29.10.5** Students that unlocked the badge will place the Understanding Google Sheets Master Badge printout on the classroom's word wall. See 🔲 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

WORD WALL PRINTOUT
29.10.5

Google sheets is a spreadsheet app that let's multiple people view and edit the same spreadsheets at the same time. A cell is a box you can enter a piece of data. Rows and columns help locate a cell. You can Work in more than one spreadsheet. Every spreadsheet app has a toolbar. You can share your Google Sheets with others using the Share Button. You can download Google Sheets to your computer.

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. [29.10.DollarTracker]**

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

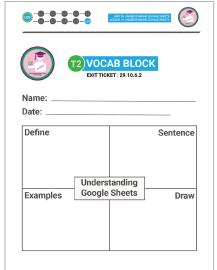| +$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*

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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UMAPA
Arguing

ASSESSMENT/EXIT TICKET

1. Distribute the **Understanding Google Sheets Master Badge** Exit Ticket **29.10.6** to students. See 🔲 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 MULTIPLE CHOICE
EXIT TICKET | 29.10.6.1

1. What is a spreadsheet?
a. A web app that helps you create, edit, and store text based files.
b. Data, arranged in columns and rows.
c. A spreadsheet is a web app.
d. None of the above

2. What is Google Sheets?
a. Google sheets is a spreadsheet application.
b. A photo editing application.
c. A word document application.
d. A video game.

3. What does Google Sheets let multiple people do?
a. edit the picture you are working on.
b. Write your document.
c. Start the game.
d. View and edit the same spreadsheet at the same time.

T2 VOCAB BLOCK
EXIT TICKET | 29.10.6.2

Name: _____
Date: _____

Define	Sentence
Examples	Understanding Google Sheets	Draw

DIFFERENTIATION

T1 Using Tier 1 **Multiple Choice** Exit Ticket [29.10.6.1], student will answer multiple choice questions.

T2 Using Tier 2 **Vocab Block** Exit Ticket [29.10.6.2], student will define, use and draw a vocabulary word.

T3 Using Tier 2 **Vocab Block** Exit Ticket [29.10.6.2], student will define, use and draw a vocabulary word.

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [29.10.DollarTracker]**

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

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"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

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

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.

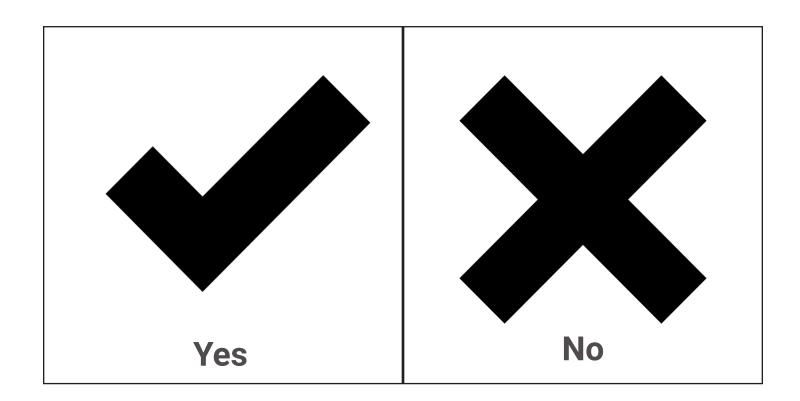U29 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8 — L9 — L10

UNIT 29: UNDERSTANDING GOOGLE SHEETS
LESSON 10: UNDERSTANDING GOOGLE SHEETS

Dollar Tracker

29.10.Dollar tracker

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							
UMAPA							

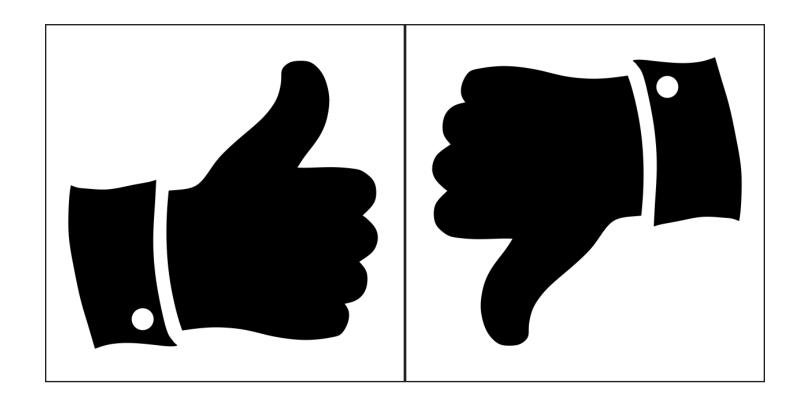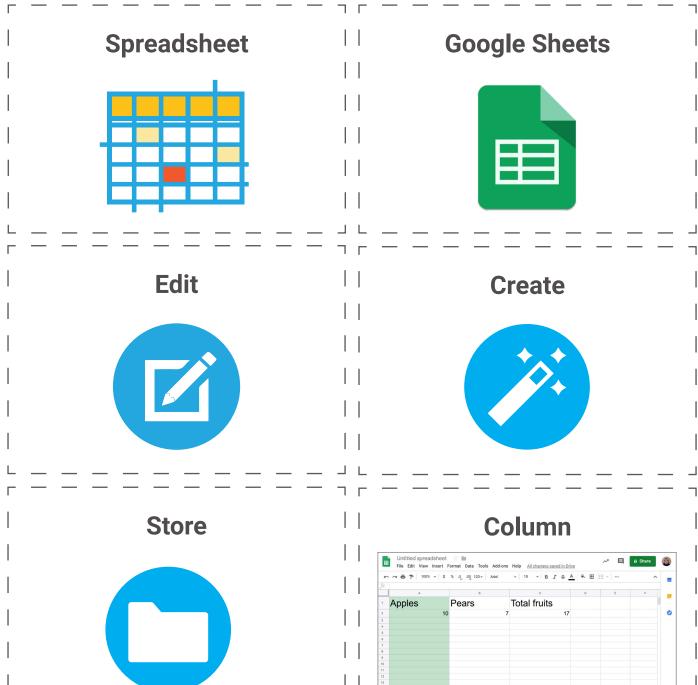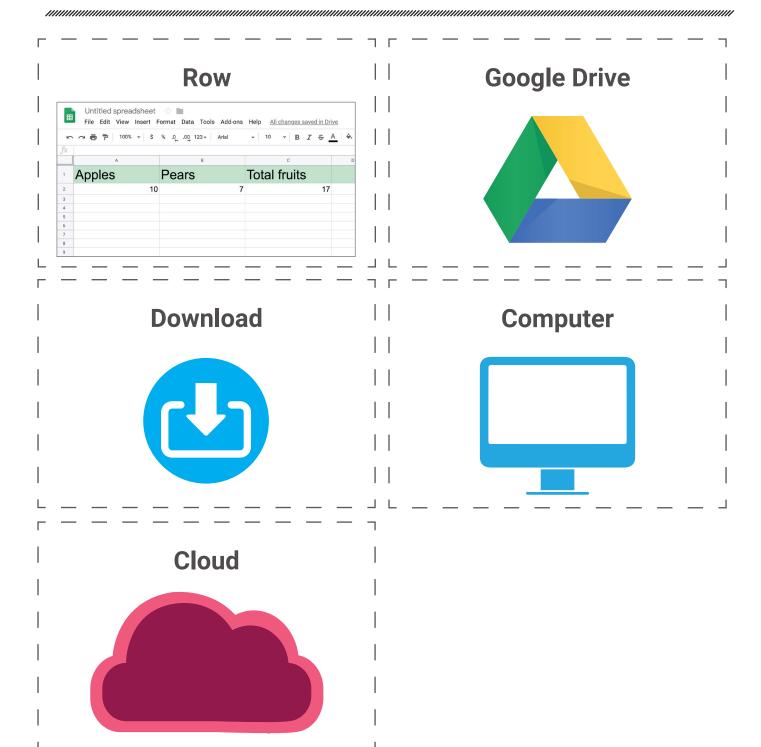Understanding Google Sheets
Master Badge

YES OR NO IMAGE EXCHANGE CARD
29.IEC.Y/N

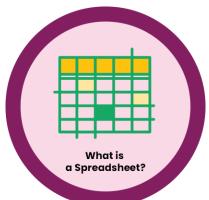| Yes	No
✔	✘

THUMBS IMAGE EXCHANGE CARD
29.IEC.THUMB

IMAGE EXCHANGE CARDS

29.IEC.IMAGE

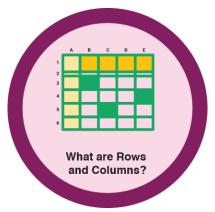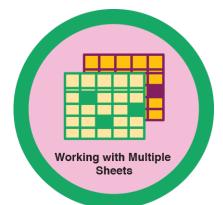### Spreadsheet

Google Sheets

Edit

Create

Store

Column

U29 — L1 — L2 — L3 — L4 — L5 — L6 — L7 — L8 — L9 — L10

Row

	A	B	C	D
1	Apples	Pears	Total fruits	
2	10	7	17	
3				
4				
5				
6				
7				
8				
9				

Google Drive

Download

Computer

Cloud

U29 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8 — L9 — L10

UNIT 29: UNDERSTANDING GOOGLE SHEETS
LESSON 10: UNDERSTANDING GOOGLE SHEETS

BADGE BOARD

29.BADGE

**What is
a Spreadsheet?**

**What is
Google Sheets?**

**Collaboration in
Google Sheets**

What are Cells?

**What are Rows
and Columns?**

**Working with Multiple
Sheets**

Google Sheets Toolbar

Share

Share Button

**Downloading
Google Sheets**

**Understanding Google Sheets
Master Badge**
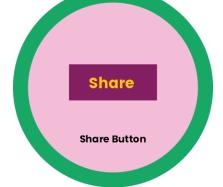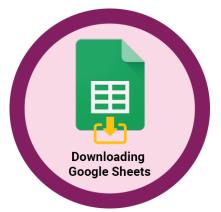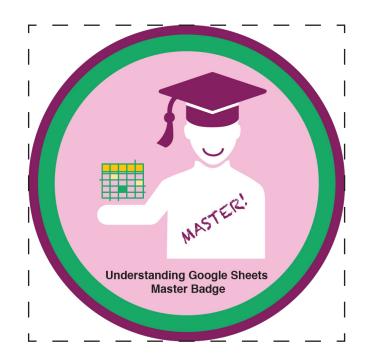
📖 WORD WALL PRINTOUT

29.10.5

Understanding Google Sheets
Master Badge

Google Sheets is a spreadsheet application that lets multiple people view and edit the same spreadsheet at the same time. A Cell is a box you can enter a piece of data into. Rows and Columns help you locate each cell. Working in more than one spreadsheet can help organize related spreadsheets. You will see many options for editing your spreadsheet. When you share your spreadsheet, another person will be able to see, edit, and comment on your sheet. After you download your spreadsheet, your Google Sheets file will still be in your Google Drive.

T1 MULTIPLE CHOICE

EXIT TICKET | 29.10.6.1

1. What is a spreadsheet?

a. A web app that helps you create, edit, and store text-based files

b. Data arranged in columns and rows

c. A spreadsheet is a web app

d. None of the above

2. What is Google Sheets?

a. A spreadsheet application

b. A photo editing application

c. A word document application

d. A video game

3. What does Google Sheets let multiple people do?

a. Edit the picture you are working on

b. Write your document

c. Start the game

d. View and edit the same spreadsheet at the same time

4. What is a Cell?

a. A web app

b. Data arranged in columns and rows

c. A box you can enter a piece of data into

d. None of the above

5. What are Rows and Columns?

a. Rows and Columns help locate each cell

b. A photo editing application

c. A word document application

d. A box you can enter a piece of data

6. Why should you use multiple sheets?

a. To save time

b. To organize related spreadsheets

c. You're lazy

d. All of the above

7. Where is the Google Sheets Toolbar?

a. The top of the page

b. The bottom of the page

c. The side of the page

d. None of the above

8. After you share your spreadsheet, what can another person do with your Google Sheets?

a. Edit and comment on your sheet

b. See your sheet

c. See, edit, and comment on your sheet

d. All of the above

9. Where will your Google Sheet be after you download it?

a. Google Drive

b. Your computer

c. Your computer and Google Drive

d. On your desk

T2 VOCAB BLOCK

EXIT TICKET | 29.10.6.2

Name: _____

Date: _____

Define	Sentence

Understanding Google Sheets

Examples	Draw

MY DIGITABILITY EARNINGS TRACKER

Unit 29: Understanding Google Sheets | 29.10.7

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

Name: _____

	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: