

## UNIT 29: UNDERSTANDING GOOGLE SHEETS LESSON 3: COLLABORATION IN GOOGLE SHEETS

### LESSON OVERVIEW

Google Sheets lets multiple people view and edit the same spreadsheet at the same time.

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.

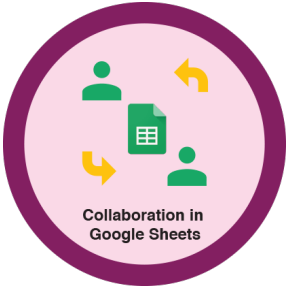
### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 3 - Tech-savvy Ambassador**
4. Select **Unit 28**
5. Select **Lesson 3 - Collaboration in Google Sheets**

### 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 phrase **“spreadsheet application.”**

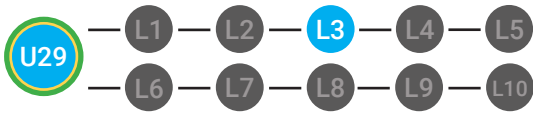
a. Google sheets is a \_\_\_\_\_.

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

- 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**. [29.3.DollarTracker]

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

<p><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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- 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..."

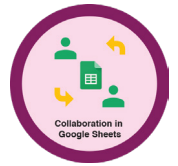
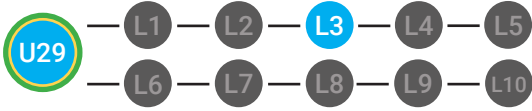


**Pro tip: Remember Rule #3** Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

Behaviors	Name								
<b>Successful</b>									
Participation/Contributing									
Sharing/Helping/Collaborating									
Greeting a Guest									
Following Directions/Staying on Task									
Encouraging/Complimenting									
<b>Problematic</b>									
Off-Task									
Off-Topic/Inappropriate Comment									
Disrespect/Teasing									
Complaining/Whining									
Arguing									
Interrupting									
UMAPA									




**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.

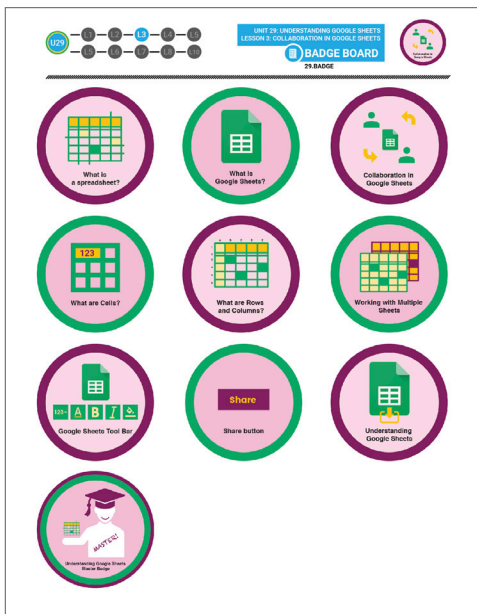


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

**Answer:** Collaboration in Google Sheets

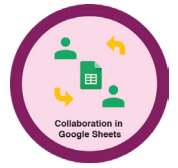


2. Distribute **29.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [29.3.DollarTracker]



**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.

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

+\$ SUCCESSFUL	-\$ PROBLEMATIC
<p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>

- Participation/Contribution
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- Arguing



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 "Collaborating."*

5. Ask students to give a thumbs up every time they hear and/or see the word **"Collaborating"** 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.



## 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**. [29.3.DollarTracker]

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

+ \$ SUCCESSFUL	- \$ PROBLEMATIC
<p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>

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**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 where Google Sheets can help you collaborate?"*

**Possible Answers:** in the workplace

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



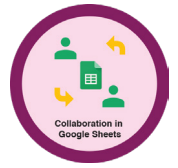
2. Ask, *"For a participation dollar, where can you access Google Sheets?"*

**Possible Answers:** on any computer or device



3. Ask, *"For a participation dollar, how many people can make edits in Google Sheets at the same time?"*

**Possible Answers:** multiple people



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.

**29.IEC.IMAGE**

Spreadsheet Application 	Workplace 
Any Computer or Device 	Multiple People 

**29.IEC.Y/N**

 Yes	 No
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## 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.





3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [29.3.DollarTracker]



**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.

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

<p><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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**PLAY ACTIVITY VIDEO**



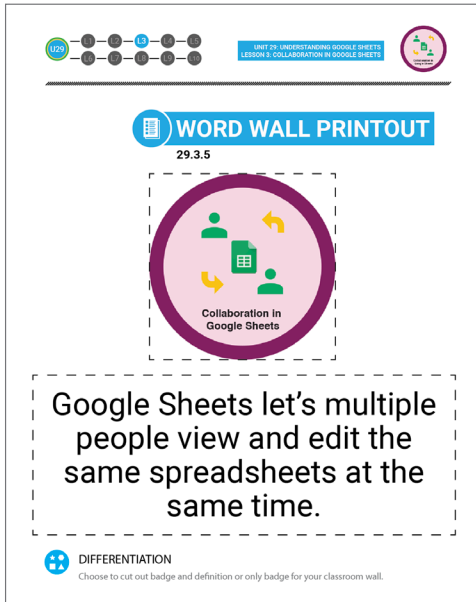
1. Ask the class, *"Who would like to unlock the Collaboration in Google Sheets Badge for \$1?"*

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.

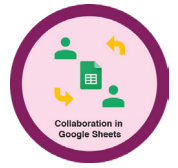


3. Distribute and cut out **Word Wall Printout 29.3.5** Students that unlocked the badge will place the Collaboration in Google Sheets printout on the classroom’s word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [29.3.DollarTracker]

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

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**ASSESSMENT/EXIT TICKET**



1. Distribute the **Collaboration in Google Sheets?** Exit Ticket 29.3.6 to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

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

UNIT 29: UNDERSTANDING GOOGLE SHEETS  
 LESSON 3: COLLABORATION IN GOOGLE SHEETS

**T1 VOCAB BLOCK**  
 EXIT TICKET | 29.3.6.1

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

Define	Sentence
Examples	Draw

Collaboration in Google Sheets

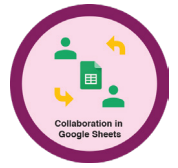
U29 — L1 — L2 — L3 — L4 — L5  
 — L6 — L7 — L8 — L9 — L10

UNIT 29: UNDERSTANDING GOOGLE SHEETS  
 LESSON 3: COLLABORATION IN GOOGLE SHEETS

**T3 TRACE 'N' LEARN**  
 EXIT TICKET | 29.3.6.3

Collaboration in Google Sheets

Google Sheets let's multiple people view and edit the same spreadsheets at the same time.



## DIFFERENTIATION

- T1** Student completes Tier 1 **Vocab Block** Exit Ticket [29.3.6.1].
- T2** Student has option to complete **Vocab Block** Exit Ticket [29.3.6.1] or **Trace 'n' Learn Card** Exit Ticket [29.3.6.3].
- T3** Student completes **Trace 'n' Learn Card** Exit Ticket [29.3.6.3].



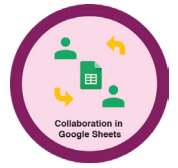
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Participation/Contribution  
 Sharing/Helping  
 Greeting a Guest  
 Following Directions/Staying on Task  
 Encouraging

Off-task  
 Off-topic/Inappropriate Comment  
 Disrespect/Teasing  
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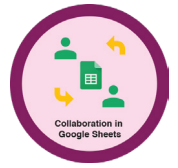
## IMMEDIATE FEEDBACK/NEXT STEPS

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.



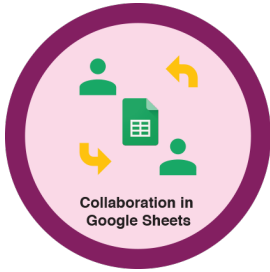
**Behaviors**

**Name**

- Successful**
- Participation/Contributing
  - Sharing/Helping/Collaborating
  - Greeting a Guest
  - Following Directions/Staying on Task
  - Encouraging/Complementing

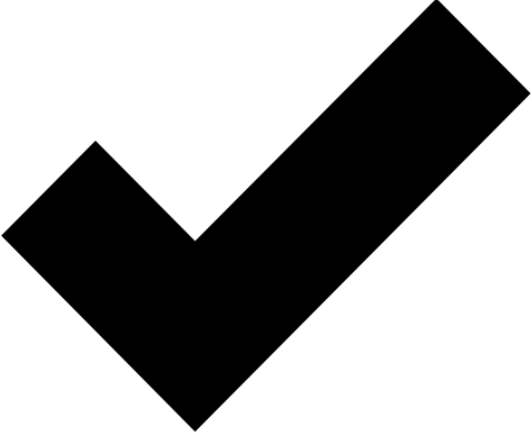
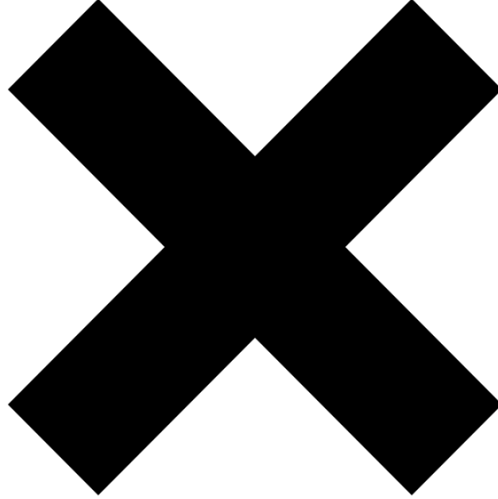
- Problematic**
- Off Task
  - Off-Topic/Inappropriate Comment
  - Disrespect/Teasing
  - Complaining/Whining
  - Arguing
  - Interrupting
  - UMAPA

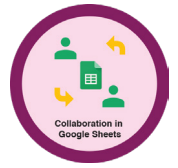
	EX: Sam						
Participation/Contributing							
Sharing/Helping/Collaborating							
Greeting a Guest							
Following Directions/Staying on Task							
Encouraging/Complementing							
Off Task							
Off-Topic/Inappropriate Comment							
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Arguing							
Interrupting							
UMAPA							



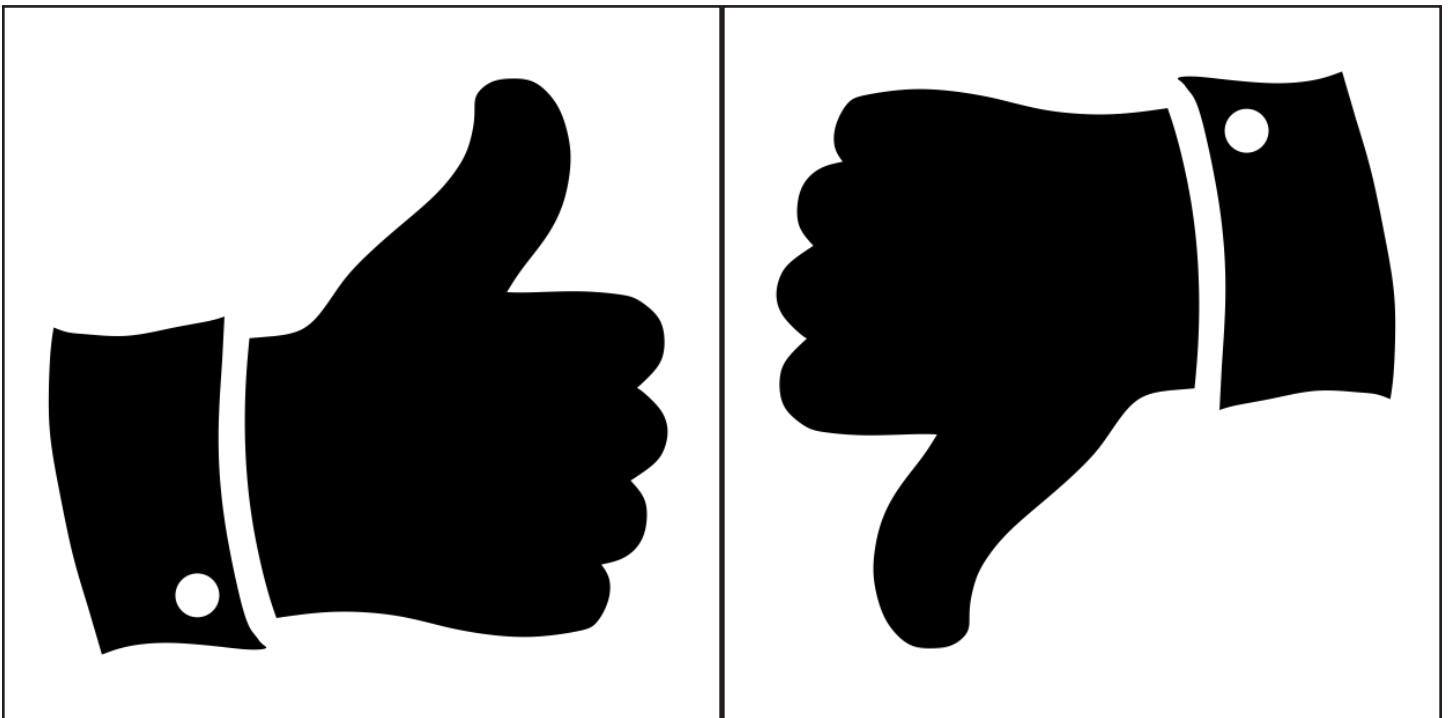
 **YES OR NO IMAGE EXCHANGE CARD**

**29.IEC.Y/N**

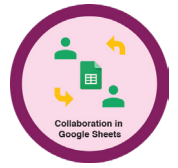
 <p><b>Yes</b></p>	 <p><b>No</b></p>
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 **THUMBS IMAGE EXCHANGE CARD**  
**29.IEC.THUMB**







**IMAGE EXCHANGE CARDS**

**29.IEC.IMAGE**

**Spreadsheet Application**



**Workplace**

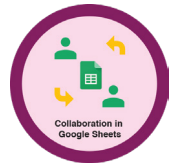
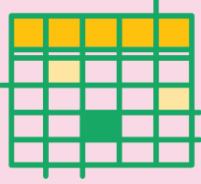


**Any Computer or Device**



**Multiple People**



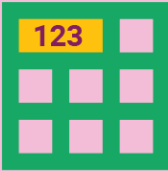
**What is a Spreadsheet?**



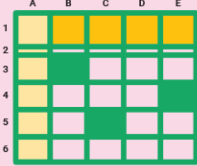
**What is Google Sheets?**



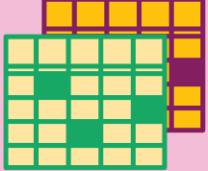
**Collaboration in Google Sheets**



**What are Cells?**




**What are Rows and Columns?**



**Working with Multiple Sheets**




**Google Sheets Toolbar**



**Share Button**



**Downloading Google Sheets**



**Understanding Google Sheets Master Badge**



# WORD WALL PRINTOUT

29.3.5

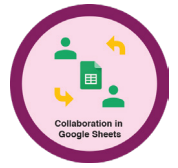


Google Sheets lets multiple people view and edit the same spreadsheet at the same time.



## DIFFERENTIATION

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



**T1 VOCAB BLOCK**

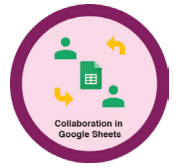
**EXIT TICKET / 29.3.6.1**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Define</b>	<b>Sentence</b>
<b>Examples</b>	<b>Draw</b>

**Collaboration in Google Sheets**

**T3 TRACE 'N' LEARN****EXIT TICKET / 29.3.6.3**

Collaboration in  
Google Sheets

Google Sheets lets  
multiple people view  
and edit the same  
spreadsheet at the  
same time.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 29: Understanding Google Sheets | 29.3.7

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

**Name:** \_\_\_\_\_

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

**TOTAL DOLLARS EARNED:**