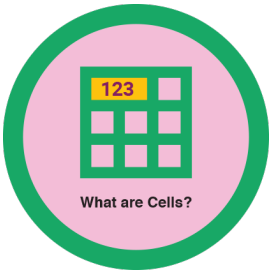


UNIT 29: UNDERSTANDING GOOGLE SHEETS LESSON 4: WHAT ARE CELLS?

LESSON OVERVIEW

A Cell is a box you can enter a piece of data into. The data can be text, a number, or a formula.

Time: ~30 minutes

OBJECTIVE

Student is able to identify functions of Google Sheets.

PRINT PREPARATION

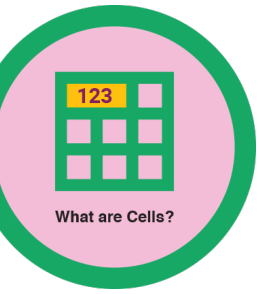
1. Print this lesson's Dollar Tracker.
2. Review sequence of activities in lesson.
3. Learn which supplements you will use.
4. Print/Copy/Laminate materials that fit your student's needs.
5. Refer to your Level 2 Guide to read about effective practices.

ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 3 - Tech-savvy Ambassador**
4. Select **Unit 28**
5. Select **Lesson 4 - What are Cells?**

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

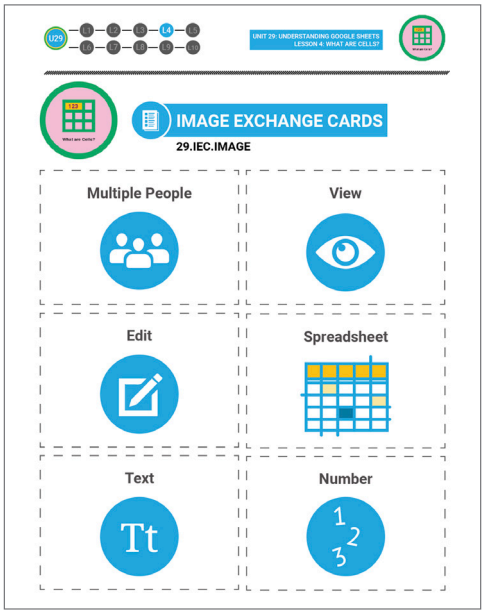
1. Write the following on the board, leaving a blank space for the word **"multiple people," "view," "edit,"** and **"spreadsheet."**

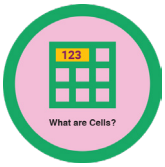
   a. Google Sheets lets _____ ____ and ____ the same _____ at the same time.

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]

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. [29.4.DollarTracker]**

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

+$ SUCCESSFUL

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

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

-$ PROBLEMATIC

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

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

GUIDED WATCHING

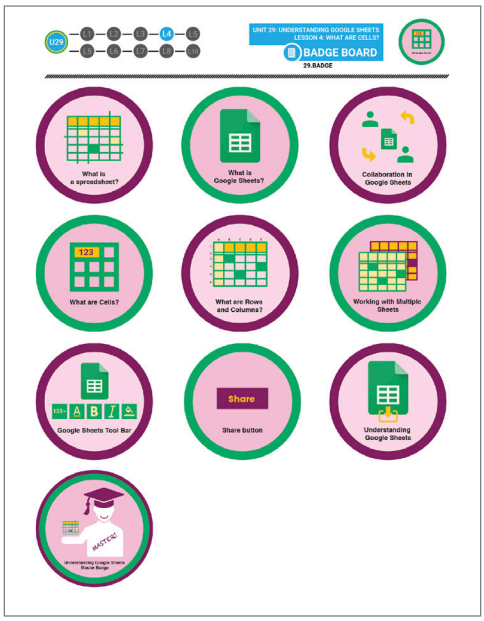
Call out earnings to the class, *"[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."*

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 are Cells?

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

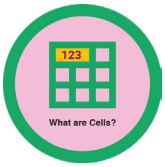


DIFFERENTIATION

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. [29.4.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

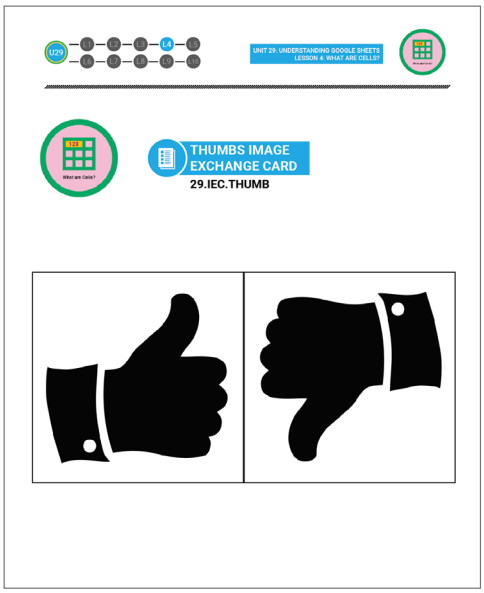
Pro tip: Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking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

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 "**Cells.**"*

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

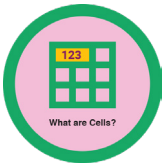


DIFFERENTIATION

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. [29.4.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

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, does every spreadsheet application use Cells?"*

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

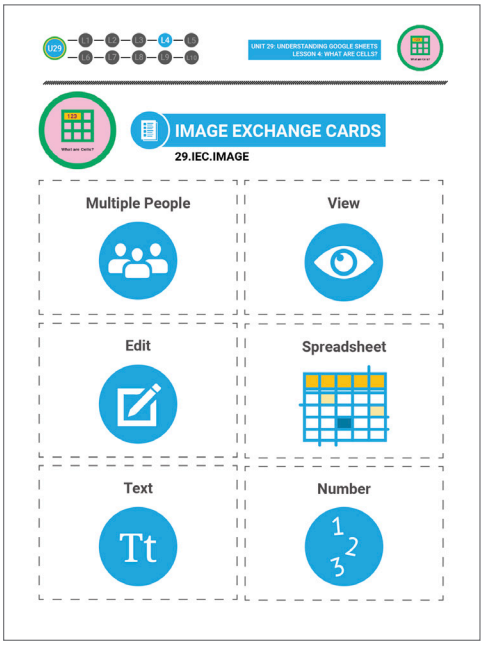
2. Ask, *"For a participation dollar, who can tell me what a Cell is?"*

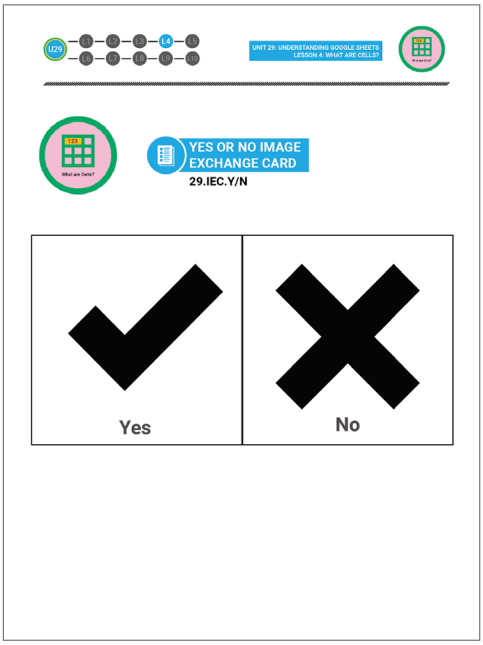
Possible Answers: a box you can enter a piece of data into

3. Ask, *"For a participation dollar, what kind of data can be in a Cell?"*

Possible Answers: text, a number, or a formula

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.



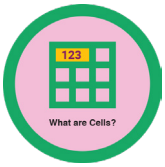


DIFFERENTIATION

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. [29.4.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: 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.

PLAY ACTIVITY VIDEO

1. Ask the class, *"Who would like to unlock the What are Cells? Badge for $1?"*

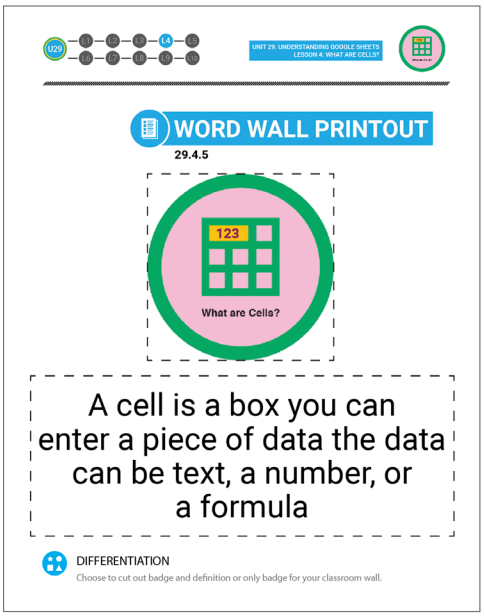
Click Activity Button to Play Activity Video

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 29.4.5** Students that unlocked the badge will place the What are Cells? 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.

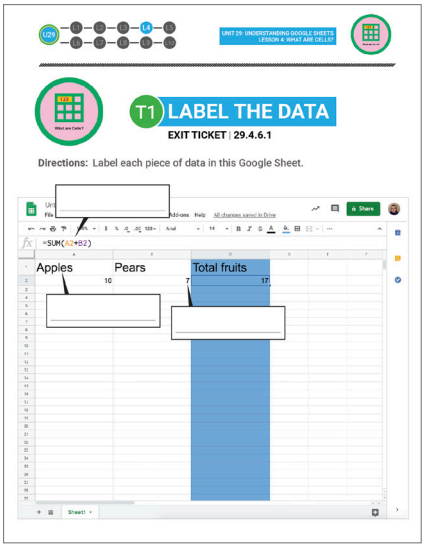
4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [29.4.DollarTracker]**

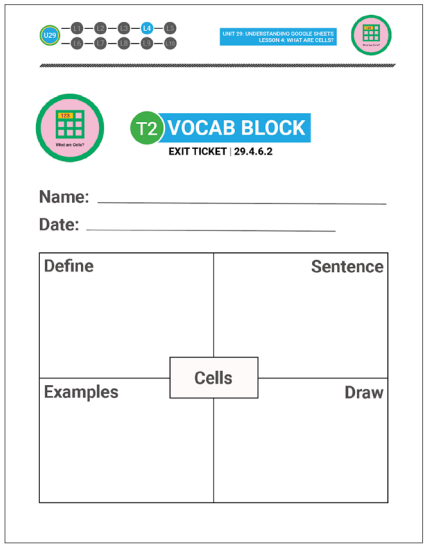
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

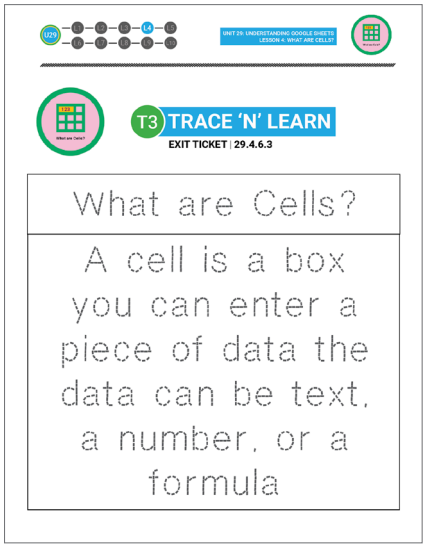
+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*
Participation/Contribution	Off-task
Sharing/Helping	Off-topic/Inappropriate Comment
Greeting a Guest	Disrespect/Teasing
Following Directions/Staying on Task	Complaining/Whining
Encouraging	Interrupting
	UMAPA
	Arguing

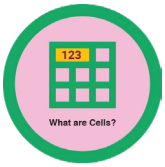
ASSESSMENT/EXIT TICKET

1. Distribute the **What are Cells?** Exit Ticket **29.4.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.









DIFFERENTIATION

T1 Using Tier 1 **Label The Data** Exit Ticket [29.4.6.1], student labels each piece of data in this Google Sheet.

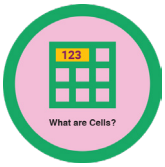
T2 Student has option to complete **Vocab Block** Exit Ticket [29.4.6.2] or **Trace 'n' Learn Card** Exit Ticket [29.4.6.3].

T3 Student completes **Trace 'n' Learn Card** Exit Ticket [29.4.6.3].

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [29.4.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



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.

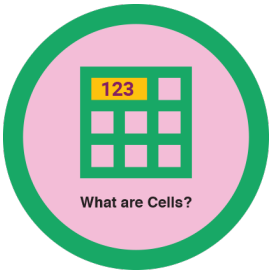
T2 Login independently using password card with the help from a Tier 1 partner for any required troubleshooting.

T3 Teacher or Tier 1 assistance to help student login using their password card.

Dollar Tracker

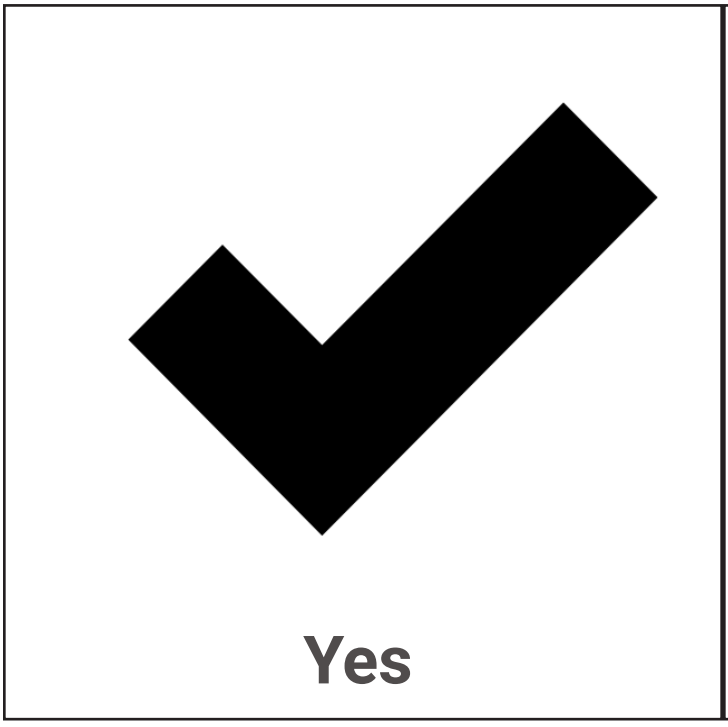
29.4.Dollar tracker

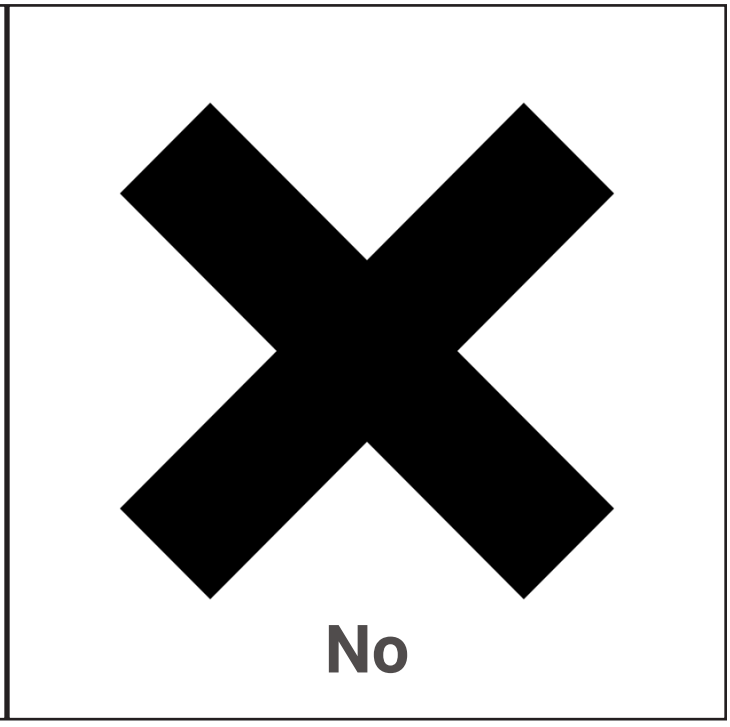
Behaviors	Name	EX: Sam					
Successful							
Participation/ Contributing		𝍸					
Sharing/Helping/ Collaborating							
Greeting a Guest							
Following Directions/ Staying on Task							
Encouraging/ Complementing							
Problematic							
Off Task							
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing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

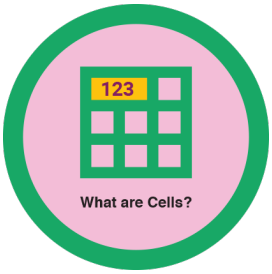


YES OR NO IMAGE EXCHANGE CARD

29.IEC.Y/N







THUMBS IMAGE EXCHANGE CARD

29.IEC.THUMB

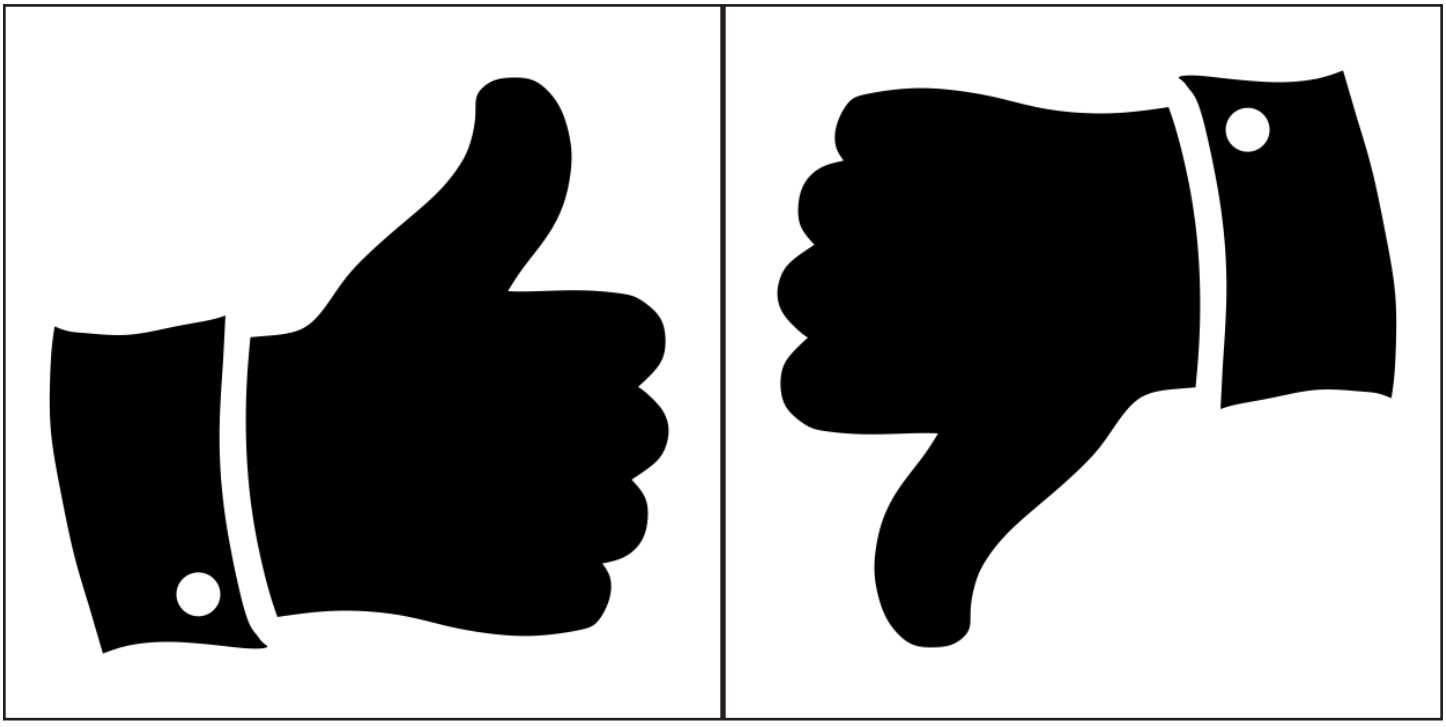


IMAGE EXCHANGE CARDS

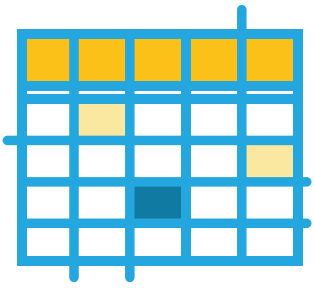
29.IEC.IMAGE

Multiple People

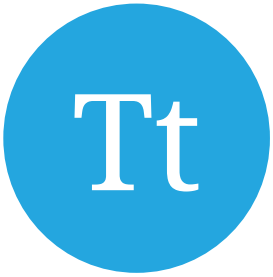
View

Edit

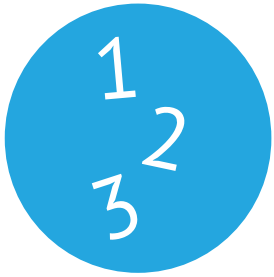
Spreadsheet

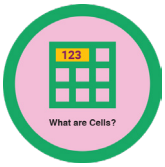


Text



Number



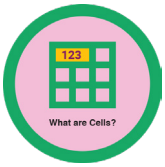


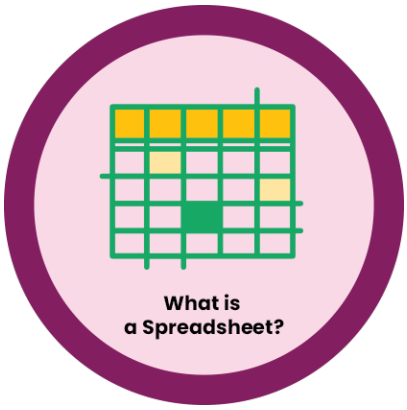
Formula

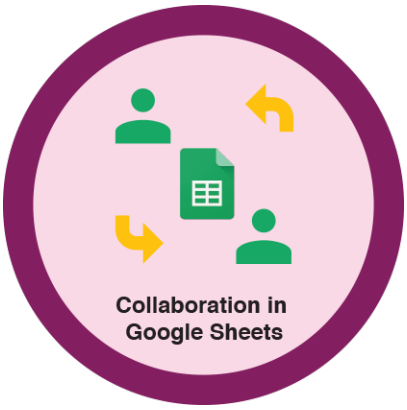
$$f3 + g4 = 20$$

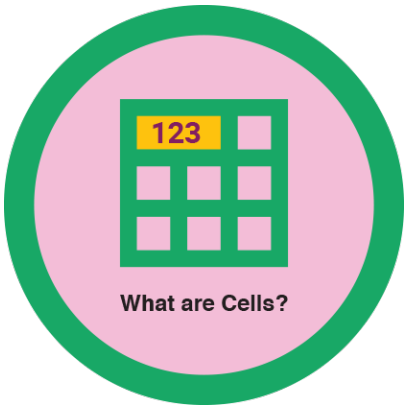
BADGE BOARD

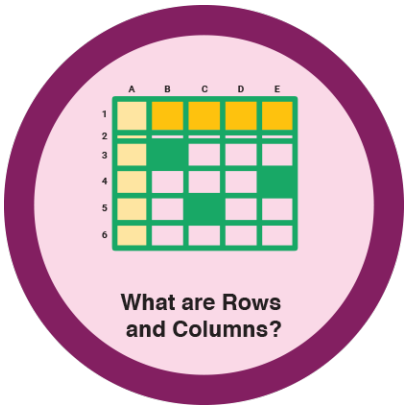
29.BADGE

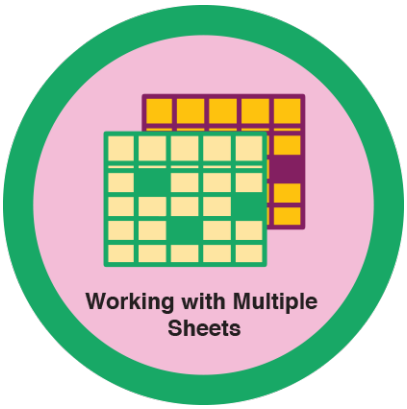


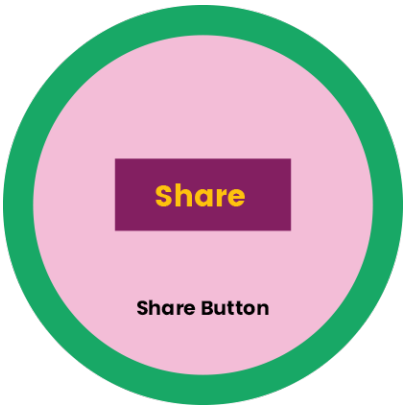


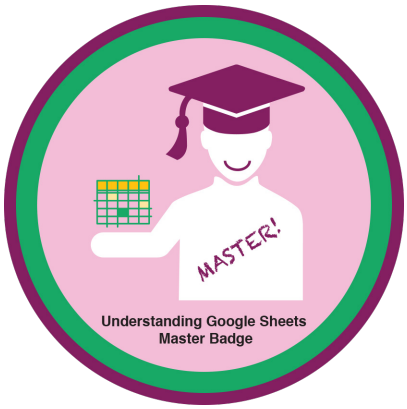






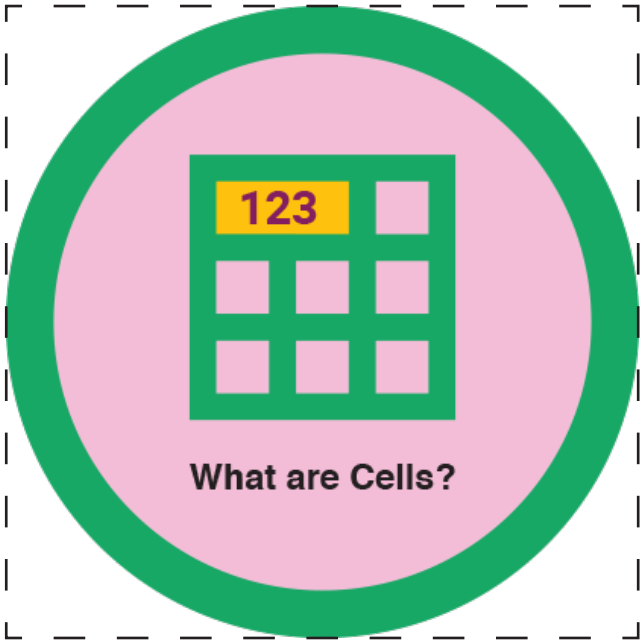






WORD WALL PRINTOUT

29.4.5



A Cell is a box you can enter a piece of data into. The data can be text, a number, or a formula.

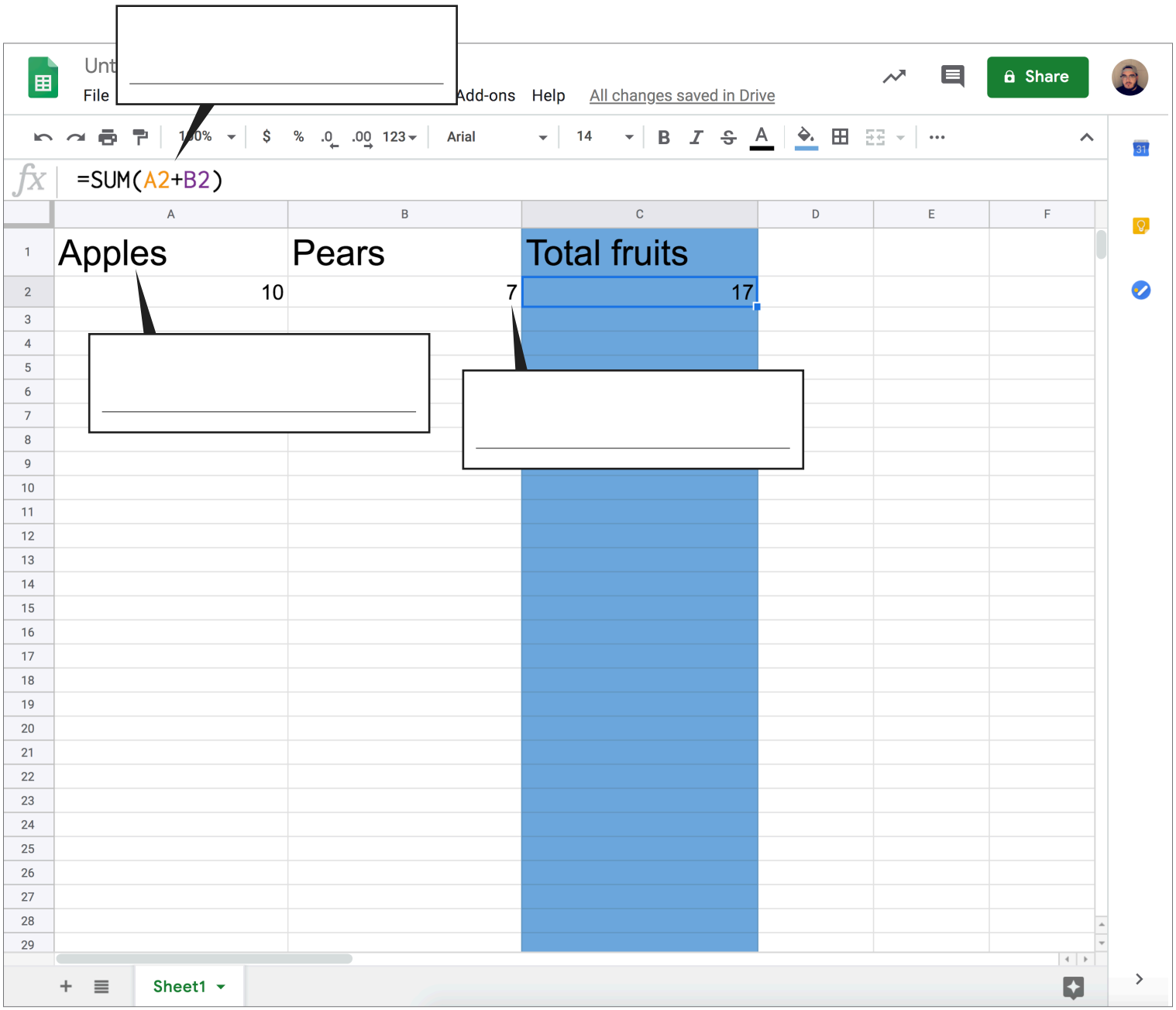
DIFFERENTIATION

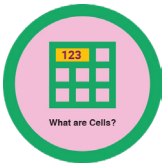
Choose to cut out badge and definition or only badge for your classroom wall.

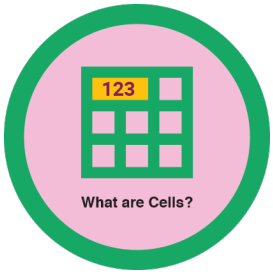
T1 LABEL THE DATA

EXIT TICKET | 29.4.6.1

Directions: Label each piece of data in this Google Sheet.







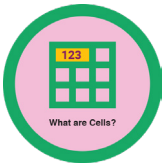
T2 VOCAB BLOCK

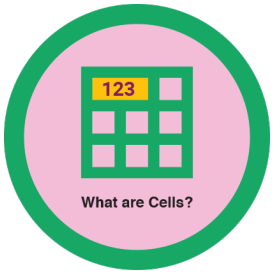
EXIT TICKET | 29.4.6.2

Name: _____

Date: _____

Define	Sentence
Cells	
Examples	**Draw**



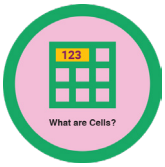


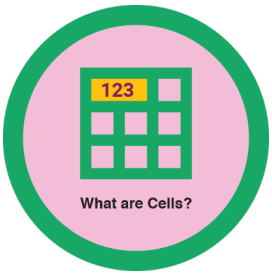
T3 TRACE 'N' LEARN

EXIT TICKET | 29.4.6.3

What are Cells?

A Cell is a box you can enter a piece of data into. The data can be text, a number, or a formula.





MY DIGITABILITY EARNINGS TRACKER

Unit 29: Understanding Google Sheets | 29.4.7

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: