

## UNIT 29: UNDERSTANDING GOOGLE SHEETS LESSON 5: WHAT ARE ROWS AND COLUMNS?

### LESSON OVERVIEW

Rows and Columns help locate each cell.

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.

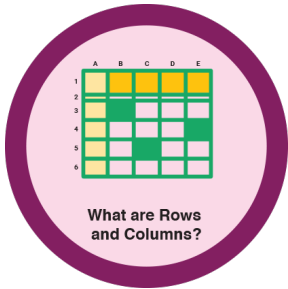
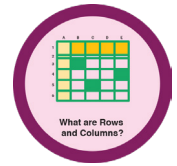
### ONLINE REVIEW

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

### 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 “cell,” “data,” “text,” “number,” and “formula.”

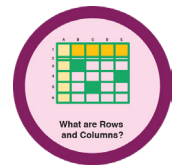
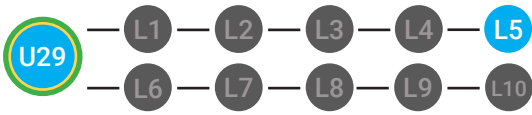
a. A \_\_\_\_ is a box you can enter a piece of \_\_\_\_ into. The data can be \_\_\_\_, a \_\_\_\_, or a \_\_\_\_.

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**. [29.5.DollarTracker]

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



**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/Contribution	III
Sharing/Helping/Cooperating	
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	
Arguing	

### +\$ 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

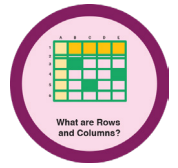
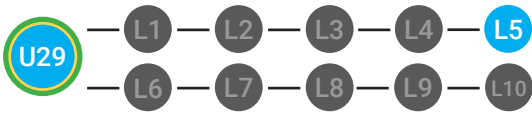
## GUIDED WATCHING



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.

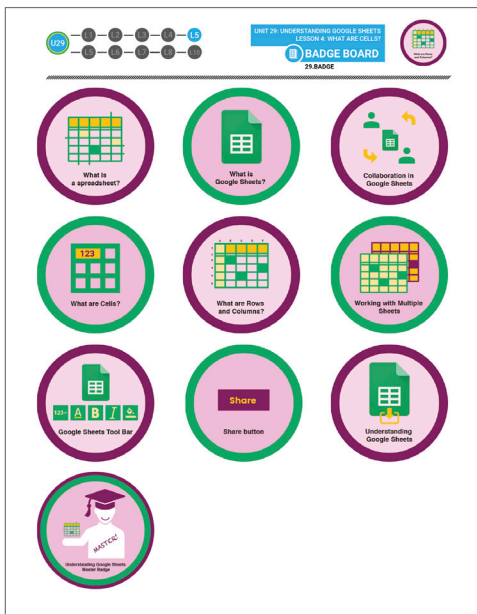


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

**Answer:** What are Rows and Columns?

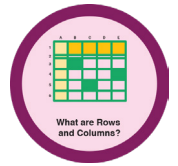
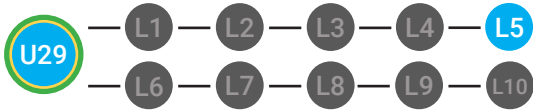


2. Distribute **29.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [29.5.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>



**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.

- 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

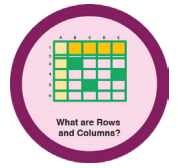



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the words "Rows" and "Columns."*

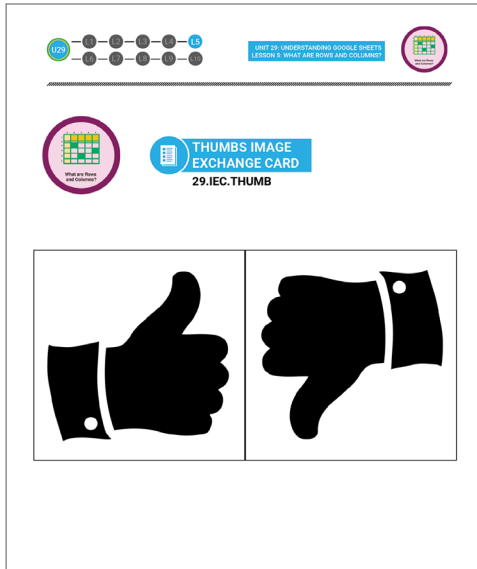
5. Ask students to give a thumbs up every time they hear and/or see the word **"Rows"** and **"Columns"** in the video.



6. Play video.

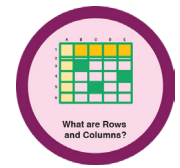
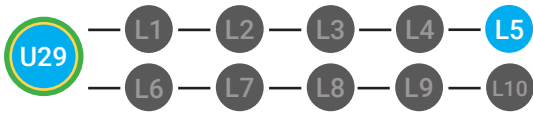


7. Distribute **29.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [29.5.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>

- 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

## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what each Row and Column has?"*

**Possible Answers:** each Row and Column has a number or letter

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



2. Ask, *"For a participation dollar, what do Rows and Columns help you do?"* "I love how you used a complete sentence for your answer. Nice job earning a dollar!"

**Possible Answers:** locate each cell

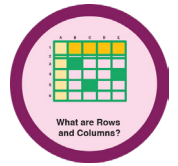


3. Ask, *"For a participation dollar, does every spreadsheet use Rows and Columns?"*



**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:

"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.

UNIT 29: UNDERSTANDING GOOGLE SHEETS  
 LESSON 5: WHAT ARE ROWS AND COLUMNS?

**29.IEC.IMAGE**

**Cell**

Apples	Pears	Total fruits
1	2	3

**Data**

Apples	Pears	Total
1	2	3

**Text**  
Tt

**Number**  
1  
2  
3

**Formula**  
 $f3 + g4 = 20$

UNIT 29: UNDERSTANDING GOOGLE SHEETS  
 LESSON 5: WHAT ARE ROWS AND COLUMNS?

**29.IEC.Y/N**

**Yes**

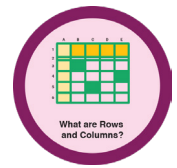
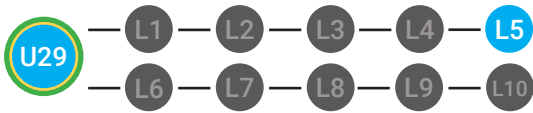
**No**



## 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**. [29.5.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]

+\$ 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
- Sharing/Helping
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging

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

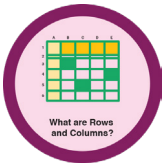
## PLAY ACTIVITY VIDEO



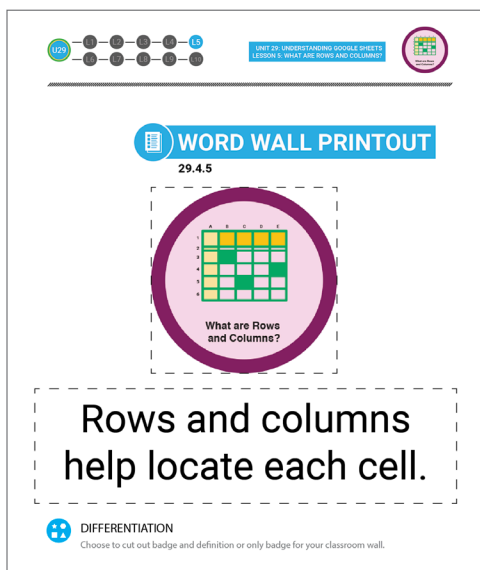
1. Ask the class, *"Who would like to unlock the What are Rows and Columns? Badge for \$1?"*

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.

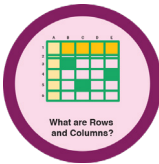


3. Distribute and cut out **Word Wall Printout 29.5.5** Students that unlocked the badge will place the What are Rows and Columns? printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [29.5.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>
---	--

- 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

## ASSESSMENT/EXIT TICKET



1. Distribute the **What are Rows and Columns?** Exit Ticket 29.5.6 to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

**T1 FIND A CELL**  
 EXIT TICKET | 29.4.6.1

Directions: Color the correct column in this Google Sheets example. Color column A red, color row 2 blue, and color cell A2 purple.

What kind of data can be in a cell?

\_\_\_\_\_

\_\_\_\_\_

**T2 VOCAB BLOCK**  
 EXIT TICKET | 29.4.6.2

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

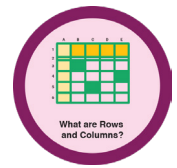
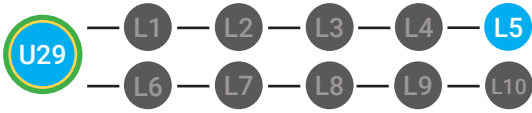
Date: \_\_\_\_\_

Define	Sentence
Examples	Draw

Rows and Columns

**T3 FIND A CELL**  
 EXIT TICKET | 29.4.6.3

Directions: Color the correct column in this Google Sheets example. Color column A red, color row 2 blue, and color cell A2 purple.



## DIFFERENTIATION

T1

Using Tier 1 **Find A Cell** Exit Ticket [29.5.6.1], student colors the correct column in this Google Sheets example. Student colors column A red, color row 2 blue, and color cell A2 purple.

T2

Student has option to complete **Vocab Block** Exit Ticket [29.5.6.2] or **Find A Cell** Exit Ticket [29.5.6.3].

T3

Student completes tier 3 **Find A Cell** Exit Ticket [29.5.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [29.5.DollarTracker]

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

### +\$ SUCCESSFUL

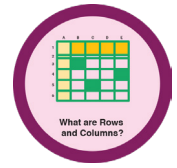
*"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."*

### -\$ 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



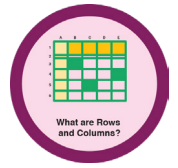
## IMMEDIATE FEEDBACK/NEXT STEPS

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.




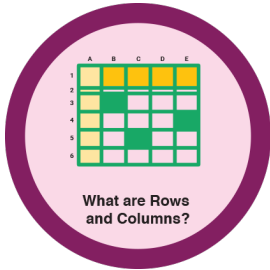
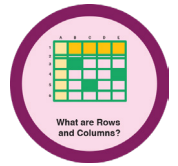
**Behaviors**

**Name**

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

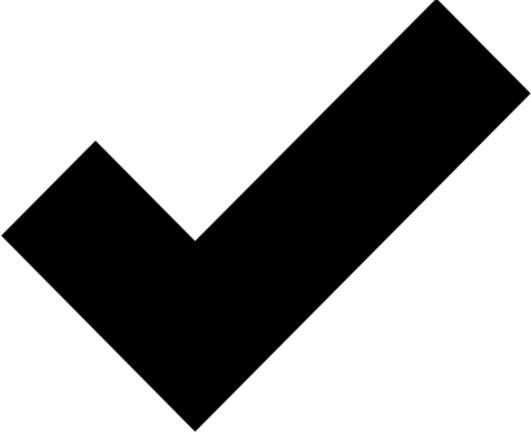
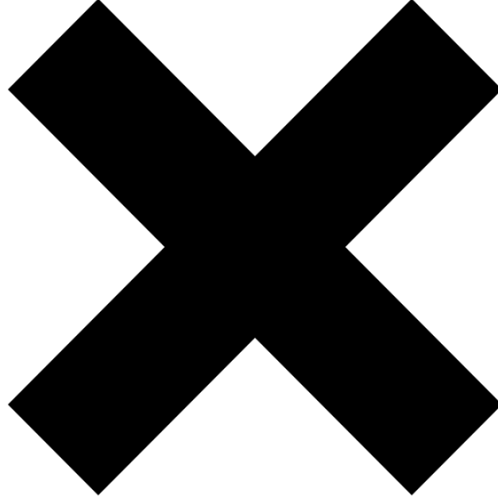
- Problematic**
- Off Task
- Off-Topic/  
Inappropriate  
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

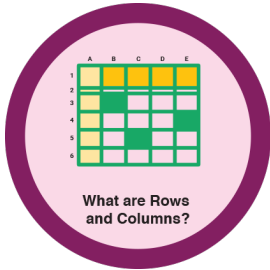
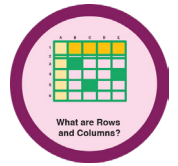
	<i>EX: Sam</i>					
Participation/ Contributing						
Sharing/Helping/ Collaborating						
Greeting a Guest						
Following Directions/ Staying on Task						
Encouraging/ Complementing						
Off Task						
Off-Topic/ Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting						
UMAPA						



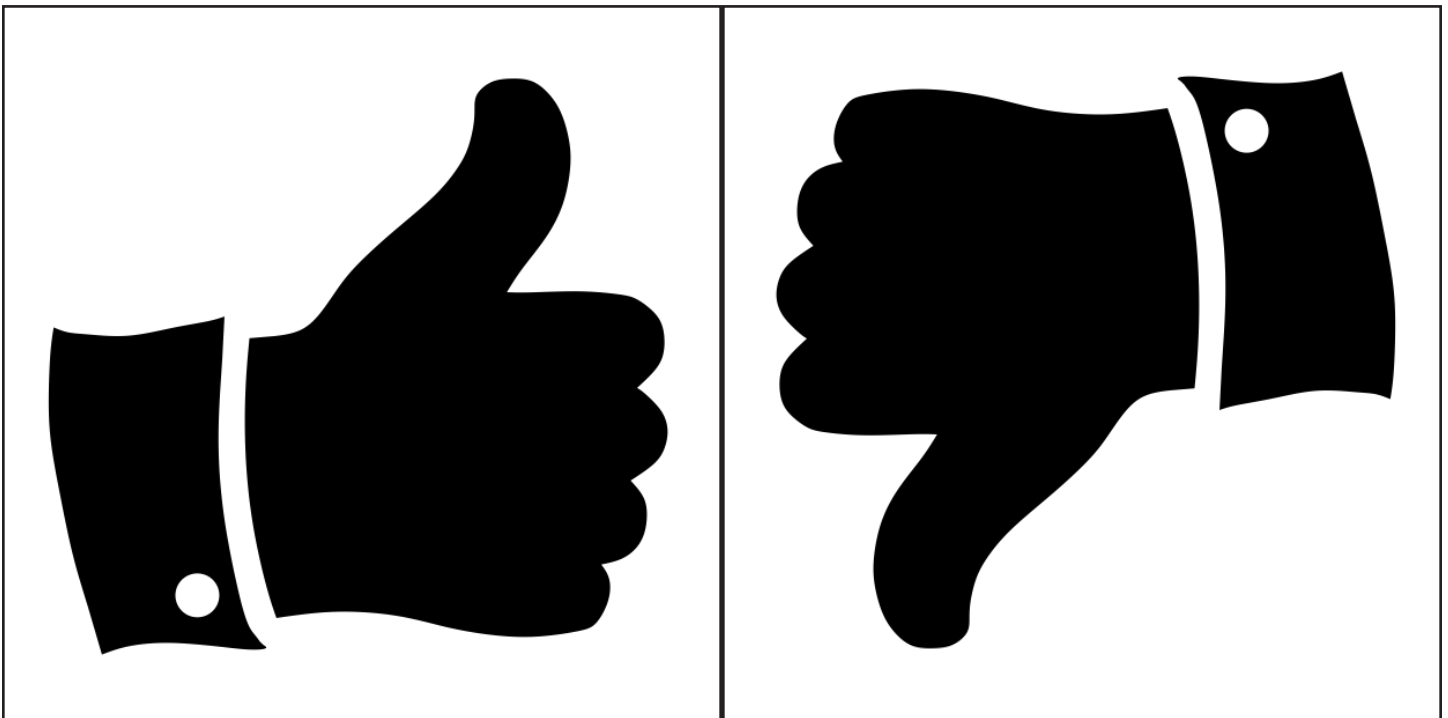
 **YES OR NO IMAGE EXCHANGE CARD**

29.IEC.Y/N

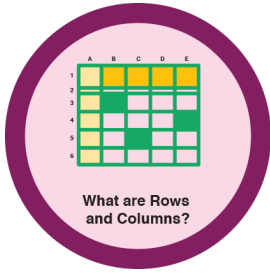
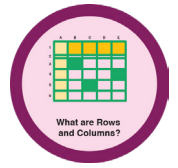
 <p><b>Yes</b></p>	 <p><b>No</b></p>
--	--



 **THUMBS IMAGE EXCHANGE CARD**  
**29.IEC.THUMB**







# IMAGE EXCHANGE CARDS

29.IEC.IMAGE

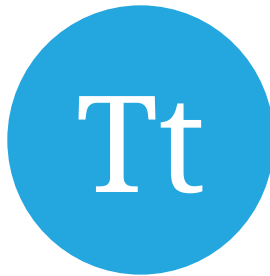
**Cell**

	A	B	C	D
1	Apples	Pears	Total fruits	
2	10	7	17	
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

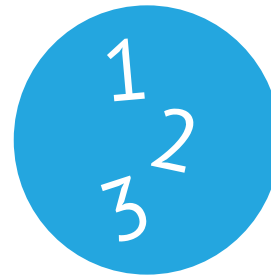
**Data**

	A	B	
1	Apples	Pears	Total
2	10	7	
3			
4			
5			
6			
7			
8			
9			
10			

**Text**

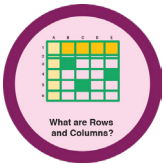


**Number**



**Formula**

$$f3 + g4 = 20$$



**What is a Spreadsheet?**

**What is Google Sheets?**

**Collaboration in Google Sheets**

**What are Cells?**

**What are Rows and Columns?**

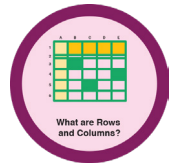
**Working with Multiple Sheets**

**Google Sheets Toolbar**

**Share Button**

**Downloading Google Sheets**

**Understanding Google Sheets Master Badge**



# WORD WALL PRINTOUT

29.5.5

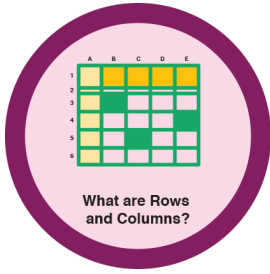
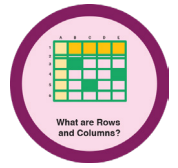
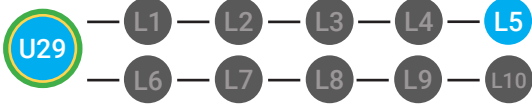
**What are Rows and Columns?**

**Rows and Columns help locate each cell.**



## DIFFERENTIATION

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



# T1 FIND A CELL

EXIT TICKET | 29.4.6.1

Directions: Color the correct column in this Google Sheets example. Color **column A red**, **color row 2 blue**, and **color cell A2 purple**.

	A	B	C	D	E	F
1	Apples	Pears	Total fruits			
2	10	7	17			
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

What kind of data can be in a cell?

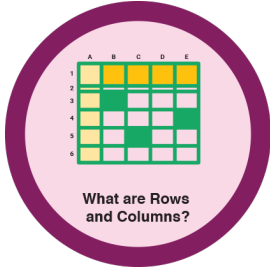
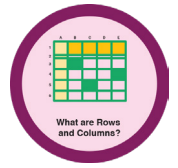
---



---



---



# T2 VOCAB BLOCK

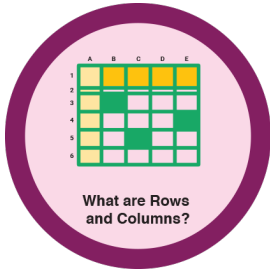
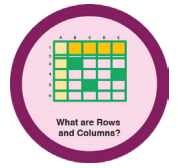
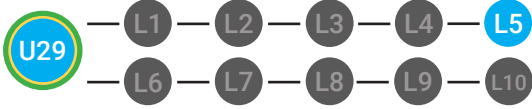
EXIT TICKET | 29.4.6.2

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

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

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

**Rows and Columns**

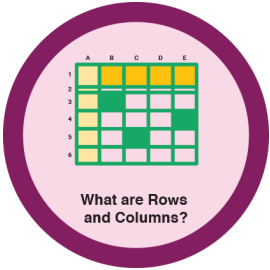
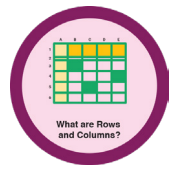


# T3 FIND A CELL

## EXIT TICKET | 29.4.6.3

Directions: Color the correct column in this Google Sheets example. Color **column A red**, **color row 2 blue**, and **color cell A2 purple**.

	A	B	C	D	E	F
1	Apples	Pears	Total fruits			
2	10	7	17			
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						



# MY DIGITABILITY EARNINGS TRACKER

Unit 29: Understanding Google Sheets | 29.5.7

**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:**