

## UNIT 29: UNDERSTANDING GOOGLE SHEETS LESSON 6: WORKING WITH MULTIPLE SHEETS

### LESSON OVERVIEW

Working in more than one spreadsheet can help organize related spreadsheets.

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.

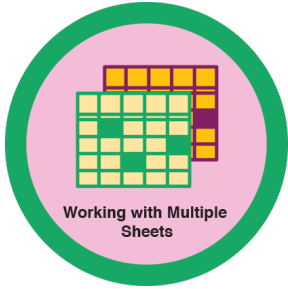
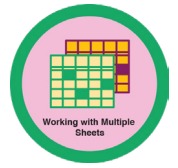
### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 3 - Tech-savvy Ambassador**
4. Select **Unit 28**
5. Select **Lesson 6 - Working with Multiple 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 word “Rows, columns, cell”.

a. Rows and columns help locate each cell.

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.

**IMAGE EXCHANGE CARDS**

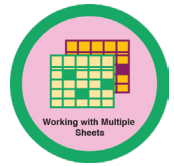
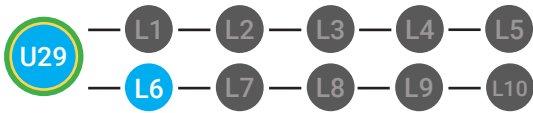
29.IEC.IMAGE

Cell

Rows

Columns

Organize Spreadsheets



## 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, or identify their replacement behavior. If a student is not following directions, you have give them one minute (60 seconds) 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**. [29.6.DollarTracker]

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

<p><b>+\$ FOLLOWING DIRECTIONS</b></p> <p><i>"Nice job following directions and completing your warm up! You're earning dollars! Nice job!"</i></p>	<p><b>-\$ OFF-TASK</b></p> <p><i>"Marcus, you're off-task. Being off-task cost a dollar. You can earn dollars by following directions Marcus, you're off-task. For every minute that you are not participating, it will cost a \$1."</i></p>
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## 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..."

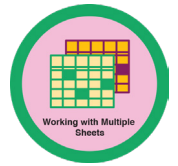
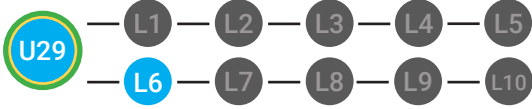



1. Ask, "For a participation dollar, who can tell me the name of our next badge?"

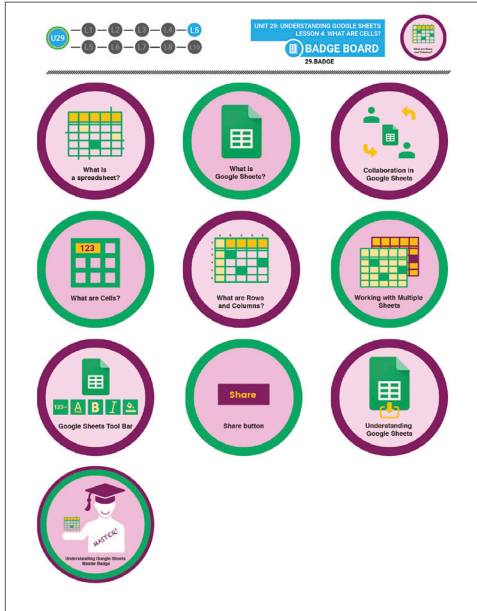
**Answer:** Working with Multiple Sheets



**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. Ie. Have them point or write down their answers. EVERY student should be earning money.

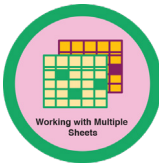


2. Distribute **29.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Correct 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**. [29.6.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, or identify their replacement behavior. If a student is not following directions, you have give them one minute (60 seconds) before taking additional dollars.

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

<p><b>+\$ FOLLOWING DIRECTIONS</b></p> <p><i>"Nice job following directions and giving a thumbs up! You're earning dollars! Nice job!"</i></p>	<p><b>-\$ OFF-TASK</b></p> <p><i>"Marcus, you're off-task. Being off-task cost a dollar. You can follow directions by watching the video. Marcus, you're off-task. For every minute that you are not participating, it will cost a \$1. Look at the screen and listen carefully to earn dollars for following direction/participating."</i></p>
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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 words 'Multiple Sheets'"*

5. Ask students to give a thumbs up every time they hear and/or see the words Multiple Sheets in the video



6. Play video.

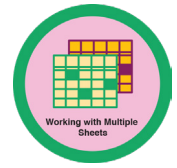


7. Distribute **29.IEC.THUMB** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

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

UNIT 29: UNDERSTANDING GOOGLE SHEETS  
LESSON 6: WORKING WITH MULTIPLE SHEETS

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**. [29.6.DollarTracker]

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



**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."

<p><b>+\$ COLLABORATION</b></p> <p><i>"Nice job collaborating and giving a thumbs up! Nice job earning dollars!"</i></p>	<p><b>-\$ COMPLAINING/WHINING</b></p> <p><i>"Marcus, you're complaining. Complaining costs a dollar. You can collaborate by giving a thumbs up when you hear the words Multiple Sheets. Marcus, you're complaining. For every minute that you are complaining, it will cost a \$1."</i></p>
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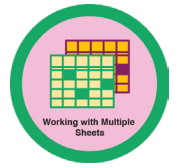
## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me why you should work in more than one spreadsheet?"*

**Possible Answers:** to help organize related spreadsheets

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



2. Ask, *“For a participation dollar, can you work in more than one spreadsheet?”*



3. 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**

**IMAGE EXCHANGE CARDS**

Cell

Rows

Columns

Organize Spreadsheets

**29.IEC.Y/N**

**YES OR NO IMAGE EXCHANGE CARD**

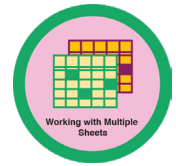
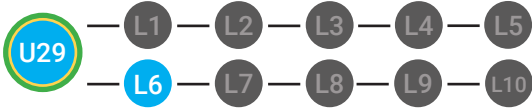
Yes

No



## DIFFERENTIATION

- T1** On-topic verbal response shared 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.



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [29.6.DollarTracker]

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



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

<p><b>+\$ PARTICIPATION</b></p> <p><i>"Nice job participating! You earned a earned dollars!"</i></p>	<p><b>-\$ OFF-TASK</b></p> <p><i>"Marcus, you're off-task. Being off-task cost a dollar. To earn dollars for following direction/participating answer these questions. Marcus, you're off-task. For every minute that you are not following directions, it will cost a \$1."</i></p>
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## PLAY ACTIVITY VIDEO



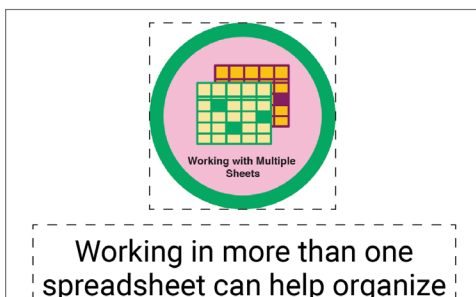
1. Ask the class, *"Who would like to unlock the Working with Multiple Sheets Badge for \$1?"*

Click Activity Button to Play Activity Video

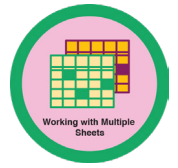
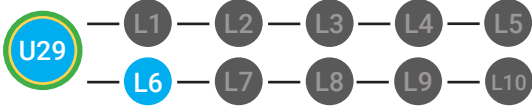
2. Student discusses with class to choose the correct answer.
  - a. If student chooses correct answer, have student or whole class dance.
  - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



3. Distribute lesson badge cut out 29.6.5 Students that unlocked the badge will place the Working with Multiple Sheets print out 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**. **[29.6.DollarTracker]**

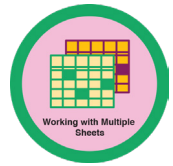
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

### +\$ COLLABORATION

*"Nice job collaborating and unlocking the badge! Nice job earning dollars!"*

### -\$ COMPLAINING/WHINING

*"Marcus, you're complaining. Complaining costs a dollar. You can collaborate unlocking the Working with Multiple Sheets Badge Marcus, you're complaining. For every minute that you are complaining, it will cost a \$1."*



## ASSESSMENT/EXIT TICKET



1. Distribute 29.6.6 the Working with Multiple Sheets Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 29: UNDERSTANDING GOOGLE SHEETS  
 LESSON 6: WORKING WITH MULTIPLE SHEETS

**T1 MULTIPLE SHEETS**  
 EXIT TICKET | 29.6.6.1

Directions: Where would you find the sheet tabs in this Google Sheet? Cut out the sheet tabs on this worksheet and glue them in the correct location.



What do each of these sheet tabs represent?

- The toolbar
- Other spreadsheets
- The menu bar
- A cell

UNIT 29: UNDERSTANDING GOOGLE SHEETS  
 LESSON 6: WORKING WITH MULTIPLE SHEETS

**T2 VOCAB BLOCK**  
 EXIT TICKET | 29.6.6.2

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

Define	Sentence
Examples	Draw

Multiple Sheets

UNIT 29: UNDERSTANDING GOOGLE SHEETS  
 LESSON 6: WORKING WITH MULTIPLE SHEETS

**T3 TRACE 'N' LEARN**  
 EXIT TICKET | 29.6.6.3

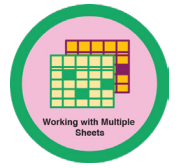
Multiple Sheets

Working in more than one spreadsheet can help organize related spreadsheets.



## DIFFERENTIATION

- T1** Using Tier 1 **Multiple Sheets** Exit Ticket [29.6.6.1], Student Cut out the sheet tabs on this worksheet and glue them in the correct location.
- T2** Student has option to complete **Vocab Block** Exit Ticket [29.6.6.2] or **Trace 'N' Learn** Exit Ticket [29.6.6.3]
- T3** Student completes tier 3 **Trace 'N' Learn** Exit Ticket [29.6.6.3]



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [29.6.DollarTracker]

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

<p><b>+\$ PARTICIPATION</b></p> <p><i>"Nice job participation and completing your exit ticket! Nice job earning dollars!"</i></p>	<p><b>-\$ OFF-TASK</b></p> <p><i>"Marcus, you're off-task. Being off-task cost a dollar. You can be on task by participating in the exit ticket. Marcus, you're off-task. For every minute that you are not participating, it will cost a \$1."</i></p>
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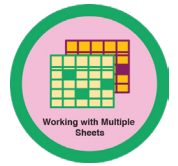
**IMMEDIATE FEEDBACK/NEXT STEPS**

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned 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 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

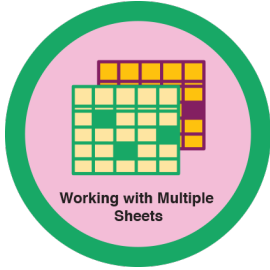
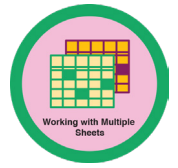
Interrupting

UMAPA

EX: Sam

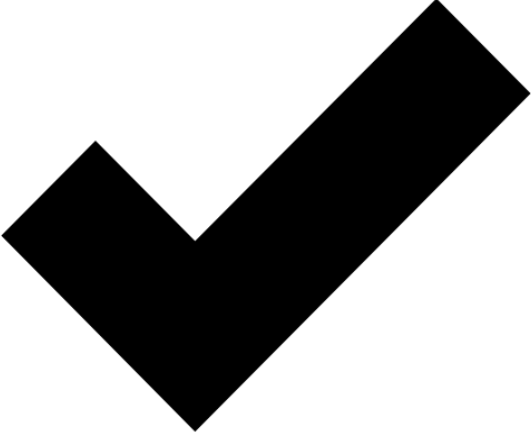
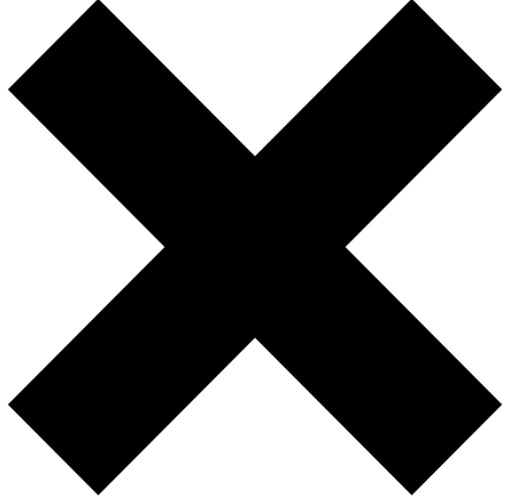


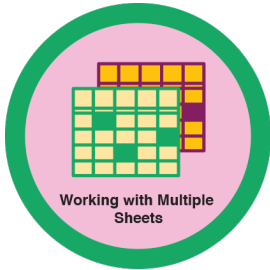
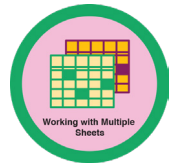
Participation/Contributing						
Sharing/Helping/Collaborating						
Greeting a Guest						
Following Directions/Staying on Task						
Encouraging/Complementing						
Off Task						
Off-Topic/Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting			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




 **YES OR NO IMAGE EXCHANGE CARD**

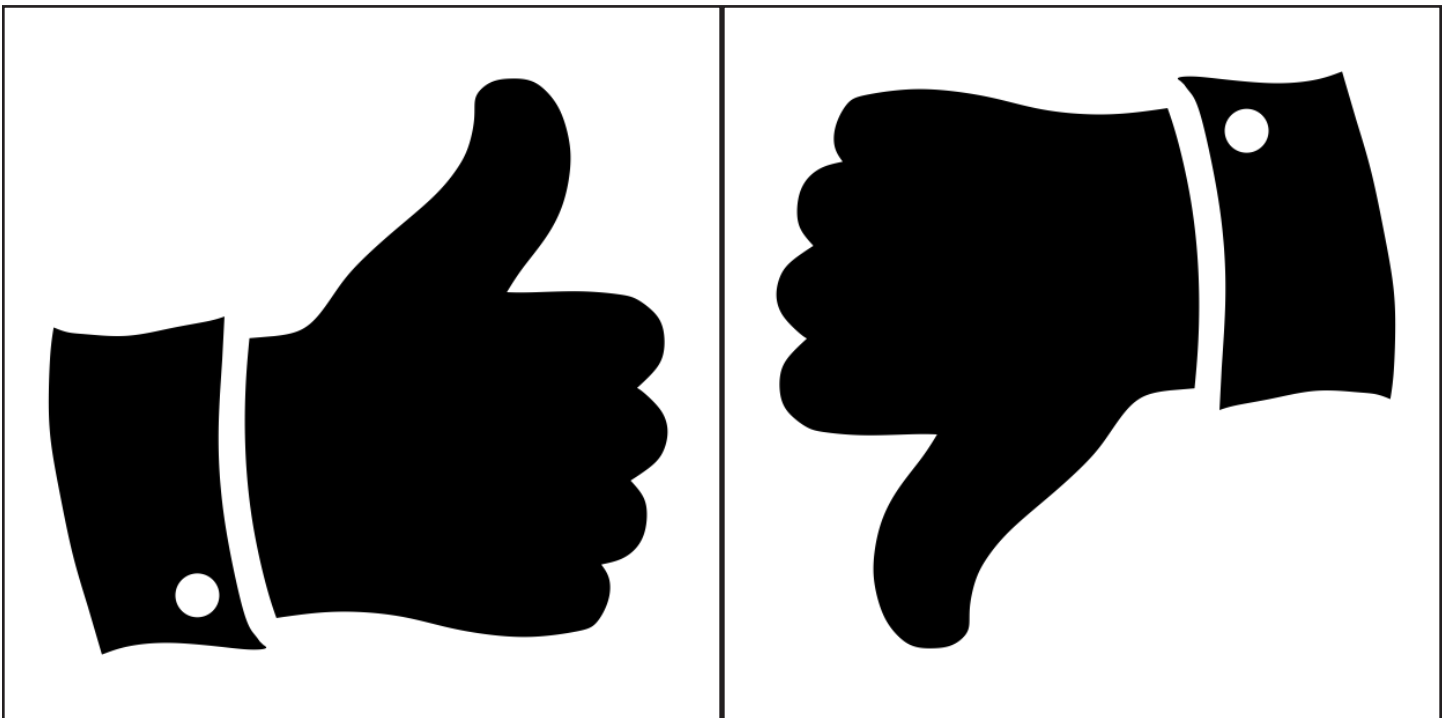
29.IEC.Y/N

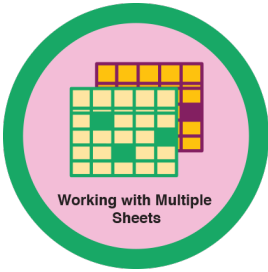
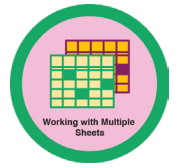
 <p><b>Yes</b></p>	 <p><b>No</b></p>
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 **THUMBS IMAGE EXCHANGE CARD**

**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				

### Rows

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

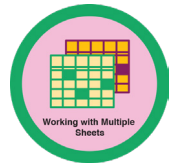
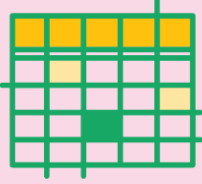
### Columns

	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						

### Organize Spreadsheets

16				
17				
18				
19				
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21				
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26				
27				
28				
29				


Sheet1 Sheet2 Sheet3

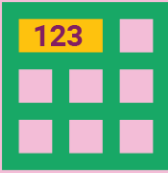
**What is a spreadsheet?**



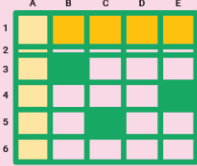
**What is Google Sheets?**



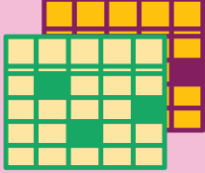
**Collaboration in Google Sheets**



**What are Cells?**




**What are Rows and Columns?**



**Working with Multiple Sheets**




**Google Sheets Tool Bar**



**Share button**

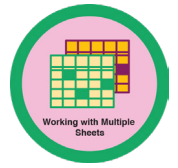


**Downloading Google Sheets**



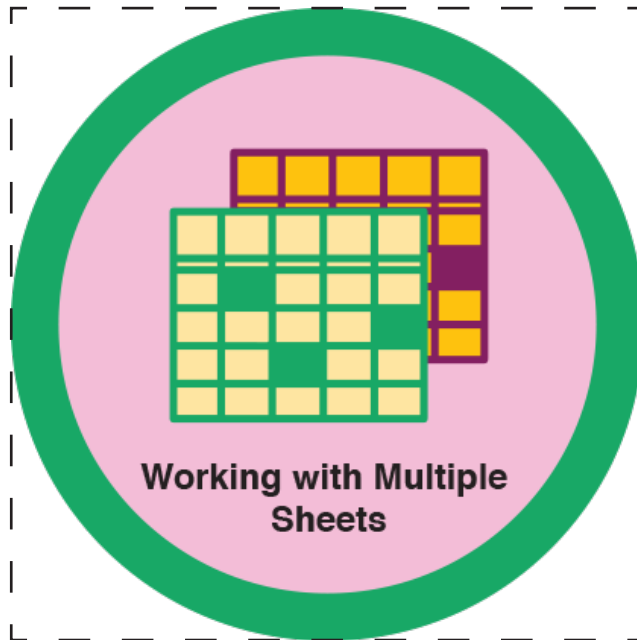
**Understanding Google Sheets Master Badge**





# WORD WALL PRINTOUT

29.6.5

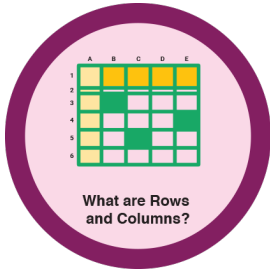
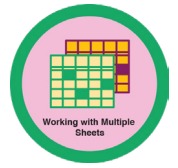


Working in more than one spreadsheet can help organize related spreadsheets.



## DIFFERENTIATION

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



# T1 MULTIPLE SHEETS

## EXIT TICKET | 29.6.6.1

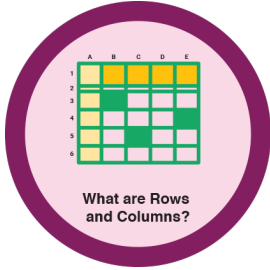
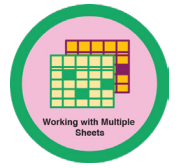
**Directions:** Where would you find the sheet tabs in this Google Sheet? Cut out the sheet tabs on this worksheet and glue them in the correct location.

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



**What do each of these sheet tabs represent?**

- a. The toolbar
- b. Other related spreadsheets
- c. The menu bar
- d. A cell



# T2 VOCAB BLOCK

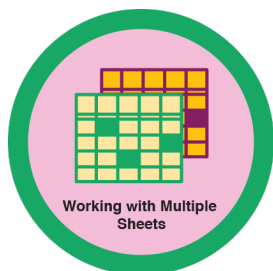
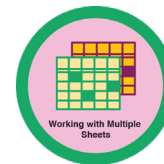
EXIT TICKET | 29.6.6.2

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

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

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

**Multiple Sheets**

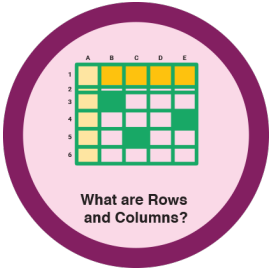
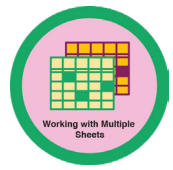


## T3 TRACE 'N' LEARN

EXIT TICKET | 29.6.6.3

Multiple Sheets

Working in  
more than one  
spreadsheet  
can help  
organize related  
spreadsheets.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 29: Understanding Google Sheets | 29.6.7

**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:**