

## UNIT 29: UNDERSTANDING GOOGLE SHEETS LESSON 8: SHARE BUTTON

### LESSON OVERVIEW

When you share your spreadsheet, another person will be able to see, edit and comment on your sheet.

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.

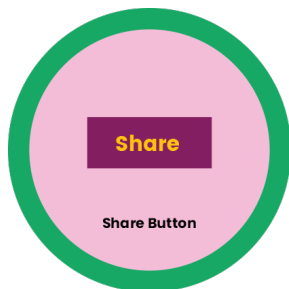
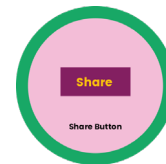
### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 3 - Tech-savvy Ambassador**
4. Select **Unit 28**
5. Select **Lesson 8 - Share Button**

### 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 **"editing"** and **"spreadsheet."**

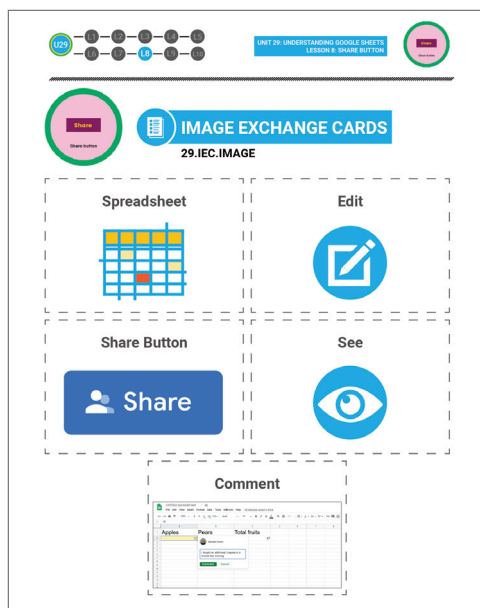
a. You will see many options for \_\_\_\_\_ your \_\_\_\_\_.

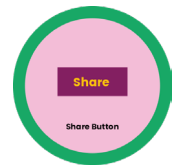
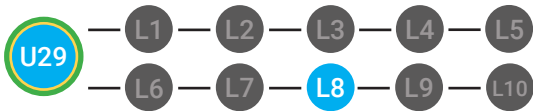
2. Have a student come up to the board to fill in the correct answer.

Repeat the process to ensure all students get a chance to participate and earn a participation dollar.



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





## DIFFERENTIATION

- T1** Writes response on board
- T2** Writes response on board with assistance from a Tier 1 partner or writes answer in notebook
- T3** Writes response on board with assistance from an adult or points to **Image Exchange Cards** [29.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [29.8.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

## GUIDED WATCHING



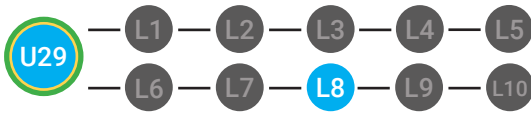
Call out earnings to the class, "[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



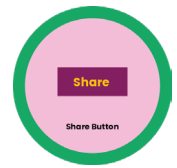
**Pro tip: Remember Rule #3** Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before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



**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.




## UNIT 29: UNDERSTANDING GOOGLE SHEETS LESSON 8: SHARE BUTTON

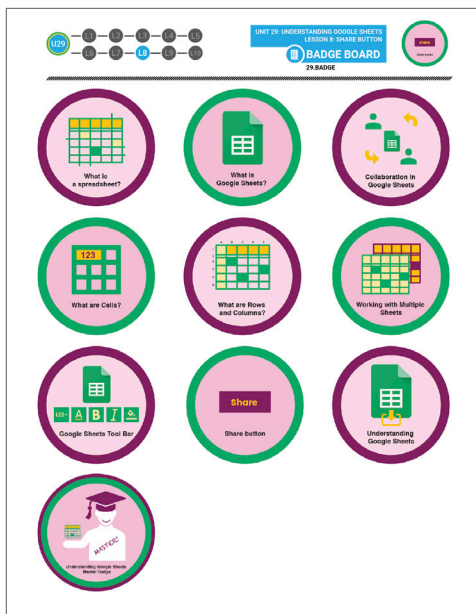


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

**Answer:** Share Button

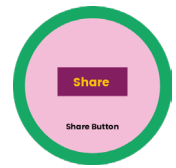


2. Distribute **29.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [29.8.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



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.

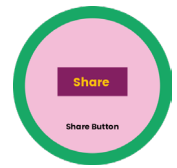
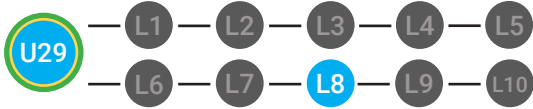



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the phrase "Share Button."*

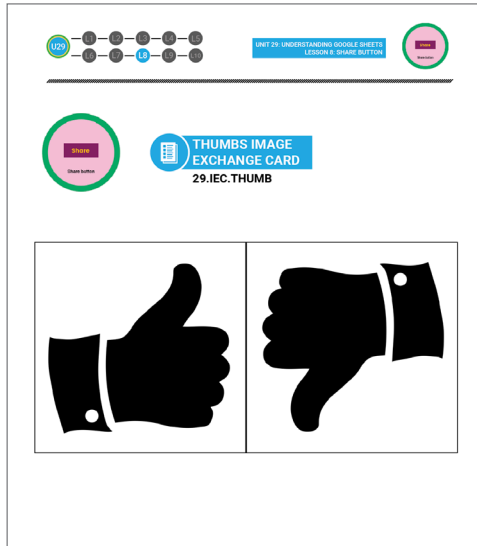
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Share Button"** in the video.



6. Play video.

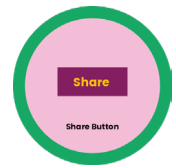


7. Distribute **29.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [29.8.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



**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

"Yes, nice job participating, [student]! You earned a participation dollar."

## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what you use in order to share your Google Sheets with others?"*

**Possible Answers:** the Share Button

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



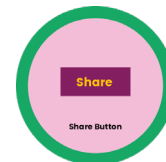
2. Ask, *"For a participation dollar, what happens when you share your spreadsheet with someone?"*

**Possible Answers:** they will be able to see, edit, and comment on your sheet

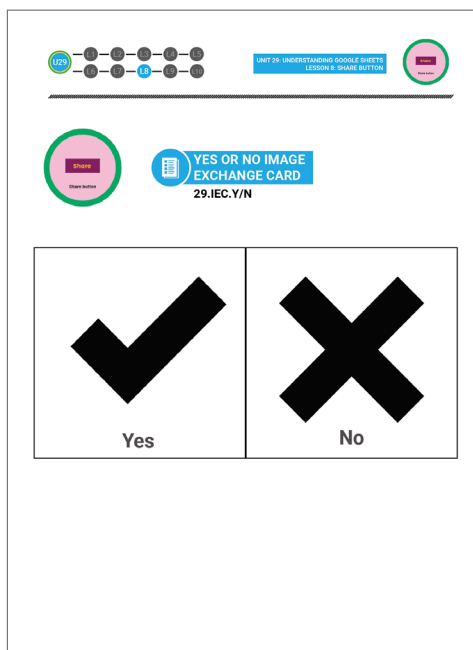
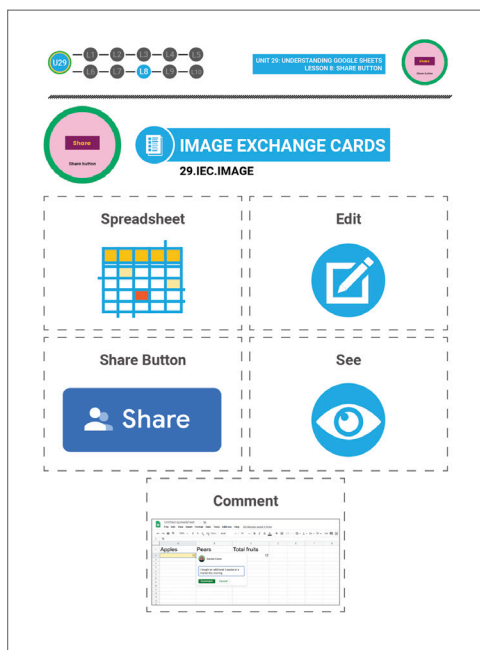


3. Ask, *"For a participation dollar, when will a collaborator be able to edit your Google Sheets?"*

**Possible Answers:** when you share your spreadsheet



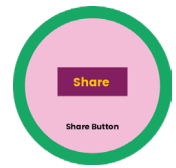
4. Distribute **29.IMAGE.IEC** or **Yes or No Image Exchange Cards** **29.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [29.8.DollarTracker]

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



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

## +\$ SUCCESSFUL

*"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

## PLAY ACTIVITY VIDEO



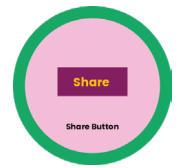
1. Ask the class, *"Who would like to unlock the Share Button Badge for \$1?"*


Click Activity Button to Play Activity Video

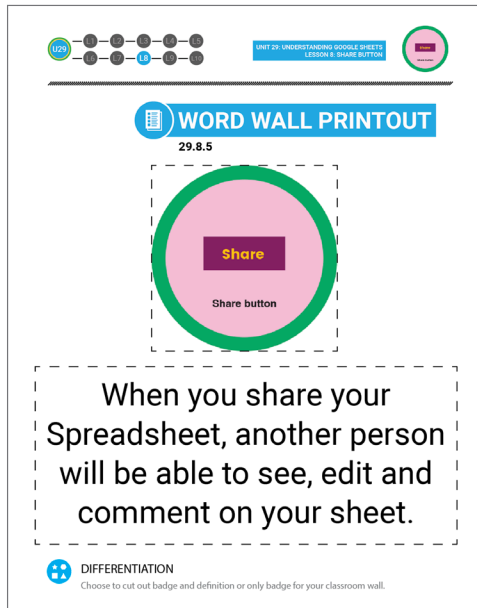
2. Student discusses with class to choose the correct answer.

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.

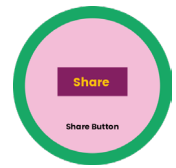
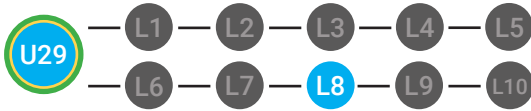


3. Distribute and cut out **Word Wall Printout 29.8.5** Students that unlocked the badge will place the Share Button printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [29.8.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."

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Interrupting

UMAPA

Arguing

## ASSESSMENT/EXIT TICKET



1. Distribute the **Share Button Exit Ticket 29.8.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

**T1 SHARE BUTTON**  
EXIT TICKET | 29.8.6.1

Directions: Circle the Share button in this Google Sheet. What can people do after you share your Google Sheet with them?

What can people do after you share your Google Sheet with them?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**T2 SHARE BUTTON**  
EXIT TICKET | 29.8.6.2

Directions: Circle or point to the Share button in this Google Sheet. What can people do after you share your Google Sheet with them? Circle the correct answer.

What can people do after you share your Google Sheet with them?

a. see, edit and comment on your sheet

b. Delete your spread sheet

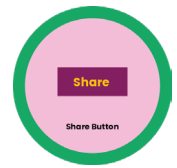
c. see, delete and comment on your sheet

d. None of the above

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 29.8.6.3

Share Button

When you share your Spreadsheet, another person will be able to see, edit and comment on your sheet.



## DIFFERENTIATION

- T1** Using Tier 1 **Share Button** Exit Ticket [29.8.6.1], student circles the Share button in this Google Sheet.
- T2** Student has option to complete **Share Button** Exit Ticket [29.8.6.2] or **Trace 'N' Learn** Exit Ticket [29.8.6.3].
- T3** Student completes Tier 3 **Trace 'N' Learn** Exit Ticket [29.8.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [29.8.DollarTracker]

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

### +\$ SUCCESSFUL

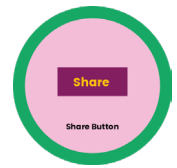
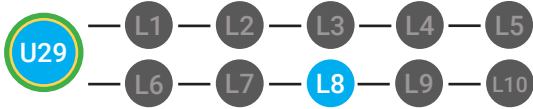
*"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."*

### -\$ 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  
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UMAPA  
Arguing



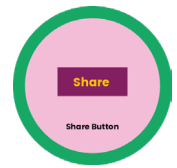
## IMMEDIATE FEEDBACK/NEXT STEPS

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

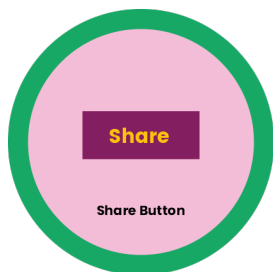
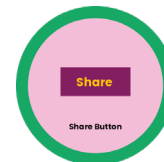
Arguing

Interrupting

UMAPA

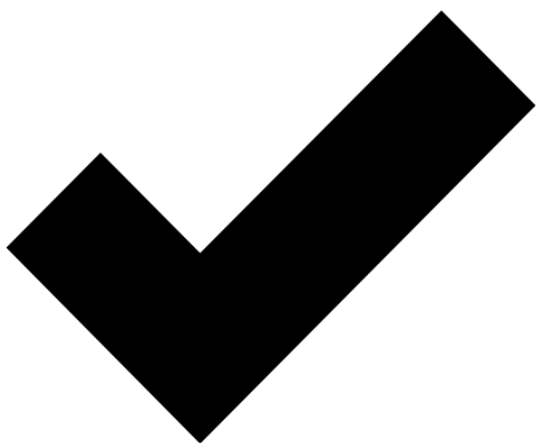
EX:  
Sam



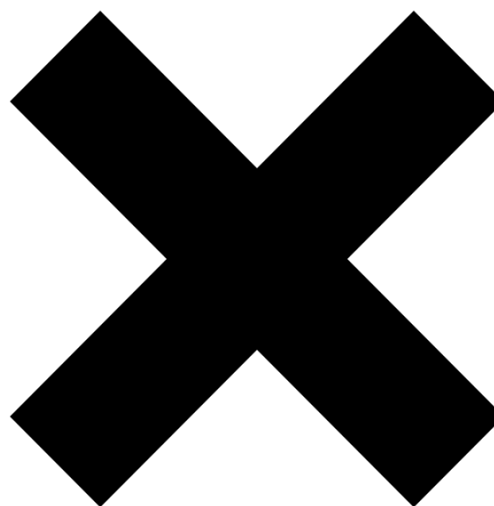


## YES OR NO IMAGE EXCHANGE CARD

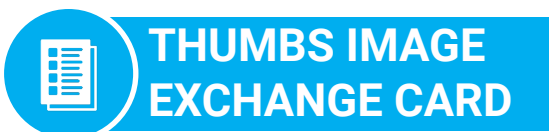
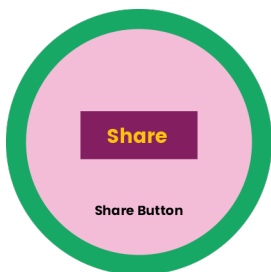
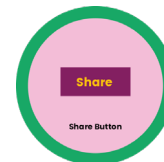
29.IEC.Y/N



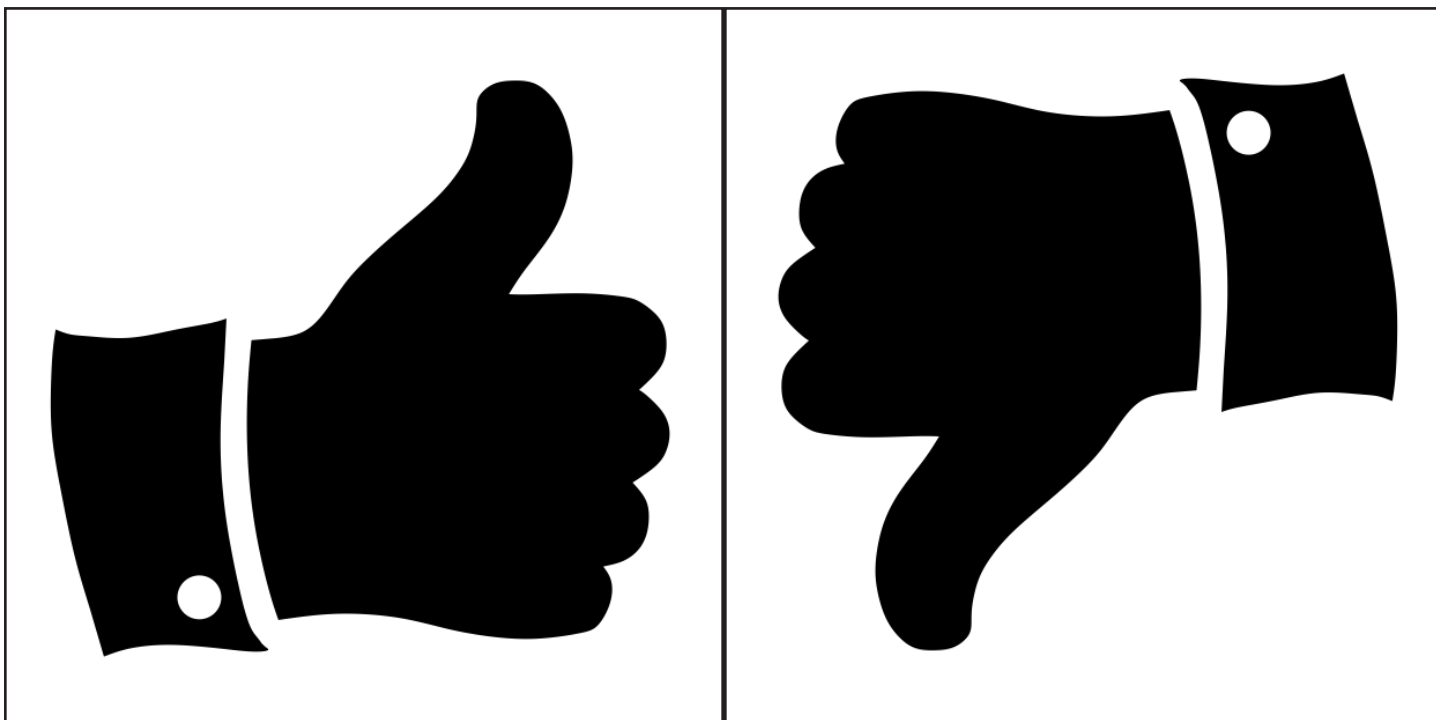
Yes



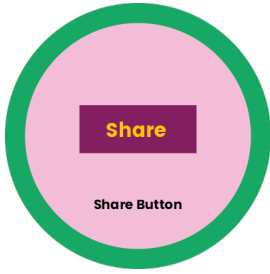
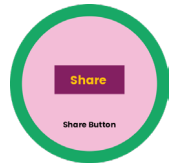
No



29.IEC.THUMB



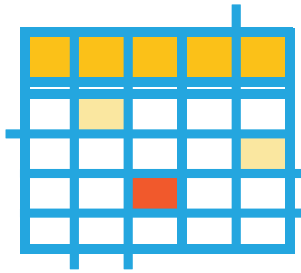




# IMAGE EXCHANGE CARDS

29.IEC.IMAGE

Spreadsheet



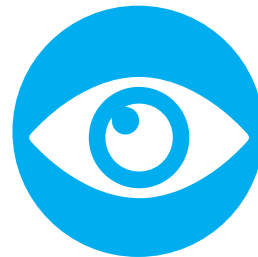
Edit



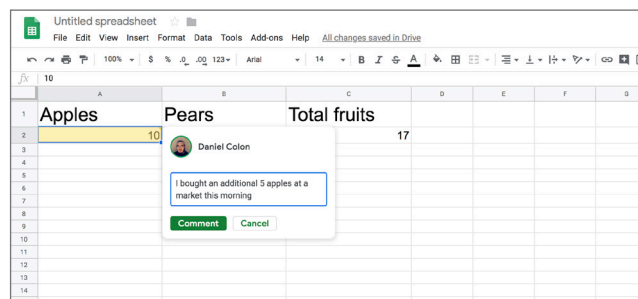
Share Button

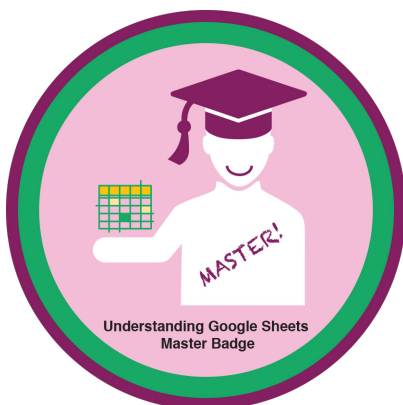
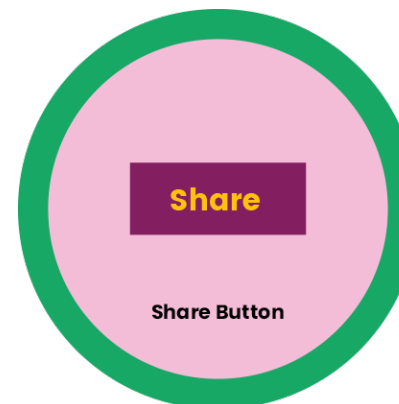
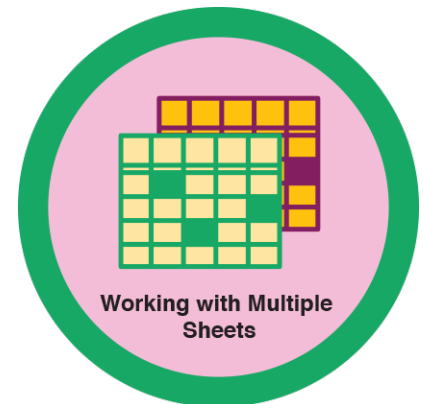
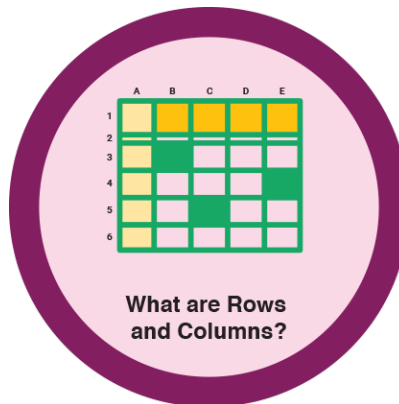
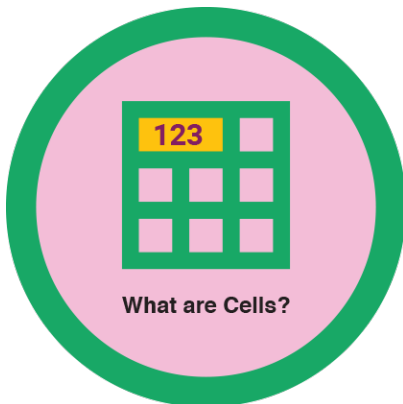
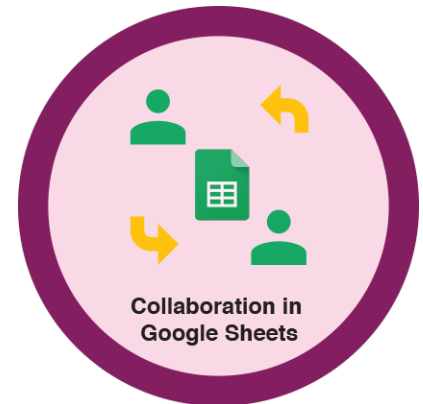
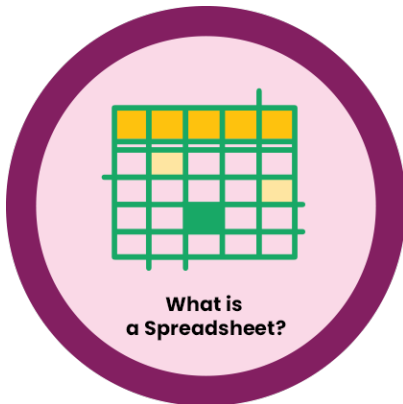
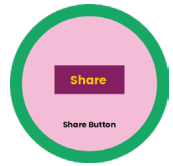


See



Comment

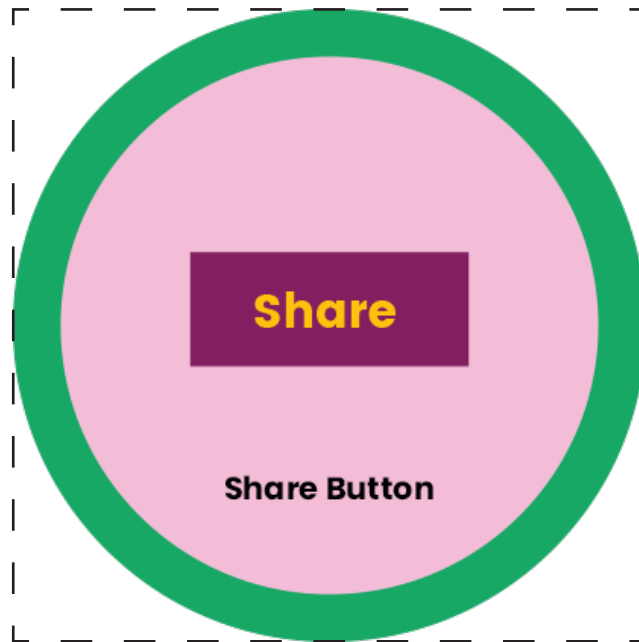






# WORD WALL PRINTOUT

29.8.5

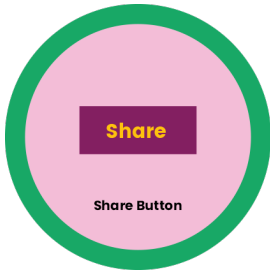
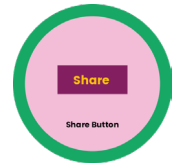


When you share your spreadsheet, another person will be able to see, edit, and comment on your sheet.



## DIFFERENTIATION

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



# T1 SHARE BUTTON

## EXIT TICKET | 29.8.6.1

**Directions:** Circle the Share Button in this Google Sheet. What can people do after you share your Google Sheet with them?

	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						

**What can people do after you share your Google Sheet with them?**

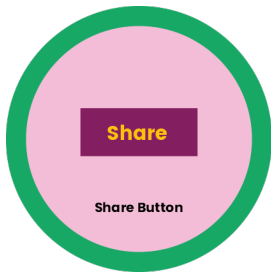
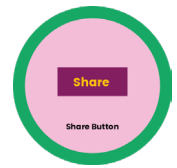
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## T2 SHARE BUTTON

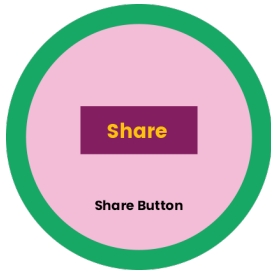
### EXIT TICKET | 29.8.6.2

**Directions:** Circle or point to the Share Button in this Google Sheet. What can people do after you share your Google Sheet with them? Circle the correct answer.

	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						

**What can people do after you share your Google Sheet with them?**

- a. See, edit and comment on your sheet
- b. Delete your spread sheet
- c. See, delete and comment on your sheet
- d. None of the above

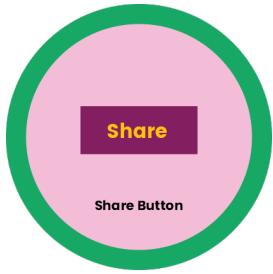
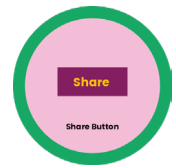


## T3 TRACE 'N' LEARN

EXIT TICKET | 29.8.6.3

Share Button

When you share  
your spreadsheet,  
another person will  
be able to see,  
edit, and comment  
on your sheet.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 29: Understanding Google Sheets | 29.8.7

**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:**