

UNIT 30: GOOGLE SHEETS INTERFACE LESSON 10: COMMENTS IN GOOGLE SHEETS

LESSON OVERVIEW

Comments that are created are located inside the cell that the collaborator puts it in. A cell that has a Comment in it will have a triangle at the right corner of the cell.

Time: ~30 minutes

OBJECTIVE

Student is able to navigate the interface 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 30**
5. Select **Lesson 10 - Comments in Google Sheets**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



Using the Dollar Tracker, select two additional behaviors that you will target throughout the course of this unit. Always include participation/contribution in addition to the two new behaviors.



LESSON PLAN

WARM UP



1. Write the following on the board, leaving a blank space for the words “**Collaborator Bubbles**” and “**spreadsheet.**”

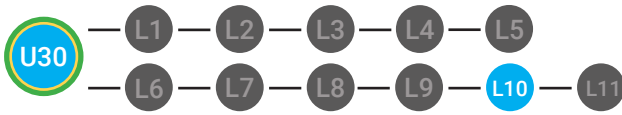
a. The _____ are located at the top of your _____ on the right side.

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 **30.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** [30.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**. [30.10.DollarTracker]

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

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

<p>+\$ SUCCESSFUL</p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p>-\$ PROBLEMATIC</p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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- Participation/Contribution
- Sharing/Helping
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging

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

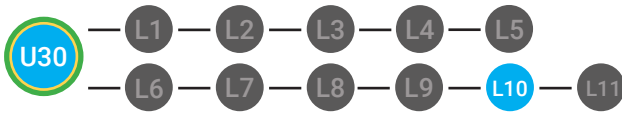
GUIDED WATCHING



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




Pro tip: 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: Comments in Google Sheets

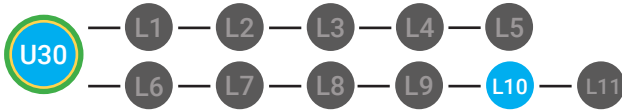


2. Distribute **30.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes down badge name or walks up to point to badge
- T3** Uses **Badge Board** [30.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**. [30.10.DollarTracker]

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

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

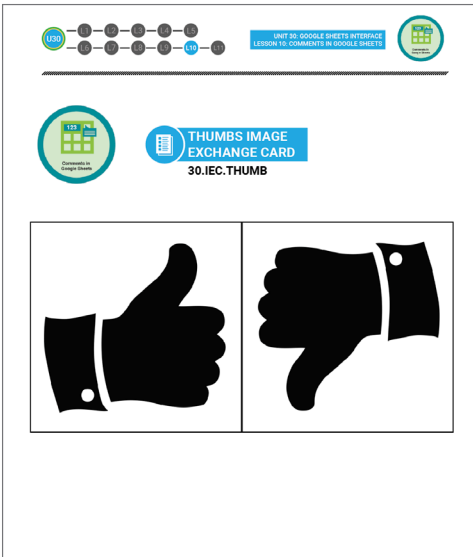
5. Ask students to give a thumbs up every time they hear and/or see the word **Comments** in the video.



6. Play video.

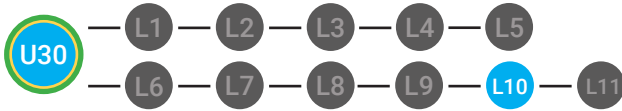


7. Distribute **30.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [30.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [30.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [30.10.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
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- 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 Comments can help you do in Google Sheets?"*

Possible Answers: talk to collaborators on your spreadsheet

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



2. Ask, *"For a participation dollar, what will a cell that has a Comment in it look like?"*

Possible Answers: it had a triangle on it



3. Ask, *"For a participation dollar, where is the Comment Icon located in Google Sheets?"*

Possible Answers: at the top of your spreadsheet next to the Collaborator Bubbles



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."



4. Ask, *“For a participation dollar, where are Comments that are created located in Google Sheets?”*

Possible Answers: inside a cell



5. Distribute **30.IMAGE.IEC** or **Yes or No Image Exchange Cards** **30.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

30.IEC.IMAGE

Add Sheets Button

Spreadsheet

A Triangle

A Cell

30.IEC.Y/N

Yes

No



DIFFERENTIATION

T1

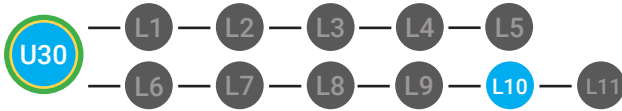
On-topic shared verbal response

T2

Writes response down in notebook OR rephrase prompt to a **yes or no** question

T3

Distribute **Yes or No Image Exchange Card** [30.IEC.Y/N] for rephrased question.



6. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [30.10.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 Comments in Google Sheets Badge for \$1?"*

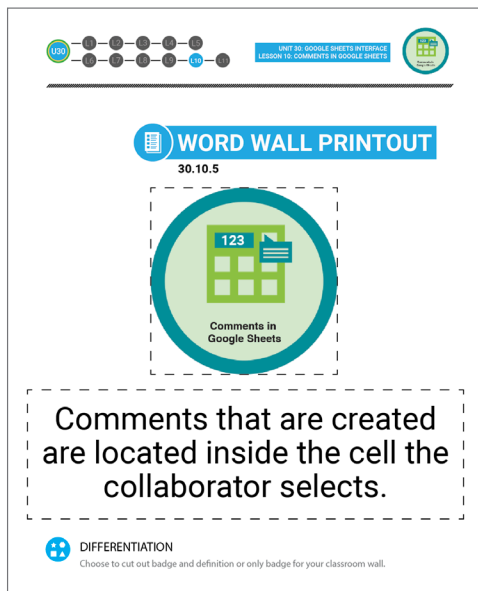
Click Activity Button to Play Activity Video

2. Student discusses with class to choose the correct answer.
a. If student chooses correct answer, have student or whole class dance.

b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



3. Distribute and cut out **Word Wall Printout 30.10.5** Students that unlocked the badge will place the Comments in Google Sheets printout on the classroom's word wall. See **+\$ DIFFERENTIATION** for this activity to identify supplements needed for your students.



+\$ DIFFERENTIATION

- T1** Student will use verbal prompting to unlock the badge with the class.
- T2** Student will use verbal prompting and hand signals to unlock the badge with the class.
- T3** Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [30.10.DollarTracker]

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

<p>+\$ SUCCESSFUL</p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p>-\$ PROBLEMATIC</p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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- Participation/Contribution
- Sharing/Helping
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging

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

ASSESSMENT/EXIT TICKET



1. Distribute the **Comments in Google Sheets Exit Ticket 30.10.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

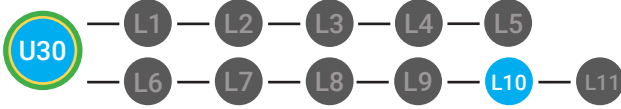
T1 FIND THE COMMENTS
EXIT TICKET | 30.10.6.1

Directions: Circle or point to the cell with a comment in it. Then circle or point to the open comment on this spreadsheet.

T3 TRACE 'N' LEARN
EXIT TICKET | 30.10.6.3

Comments in Google Sheets

Comments that are created are located inside the cell the collaborator selects.



DIFFERENTIATION

T1

Using Tier 1 **Find the Comments** Exit Ticket [30.10.6.1], student circles or points to the cell with a comment in it and circles or points to the open comment on this spreadsheet.

T2

Student has the option to complete **Find the Comments** Exit Ticket [30.10.6.1], or **Trace 'n' Learn Card** Exit Ticket [30.10.6.3].

T3

Student completes **Trace 'n' Learn Card** Exit Ticket [30.10.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [30.10.DollarTracker]

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

+\$ SUCCESSFUL

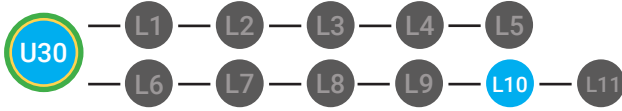
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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

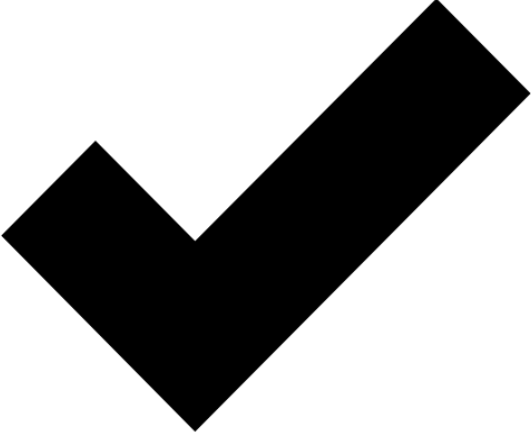
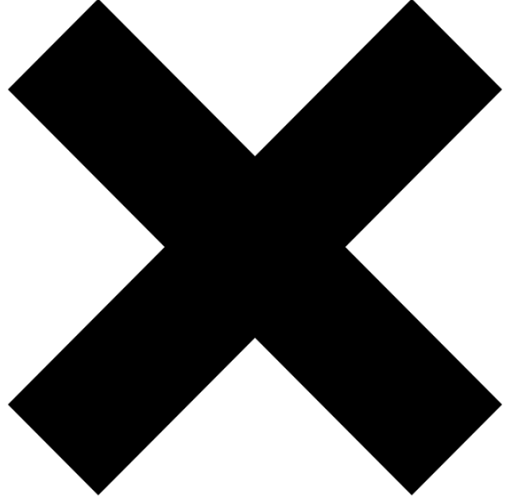
- Problematic**
- Off Task
- Off-Topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	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**

30.IEC.Y/N

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

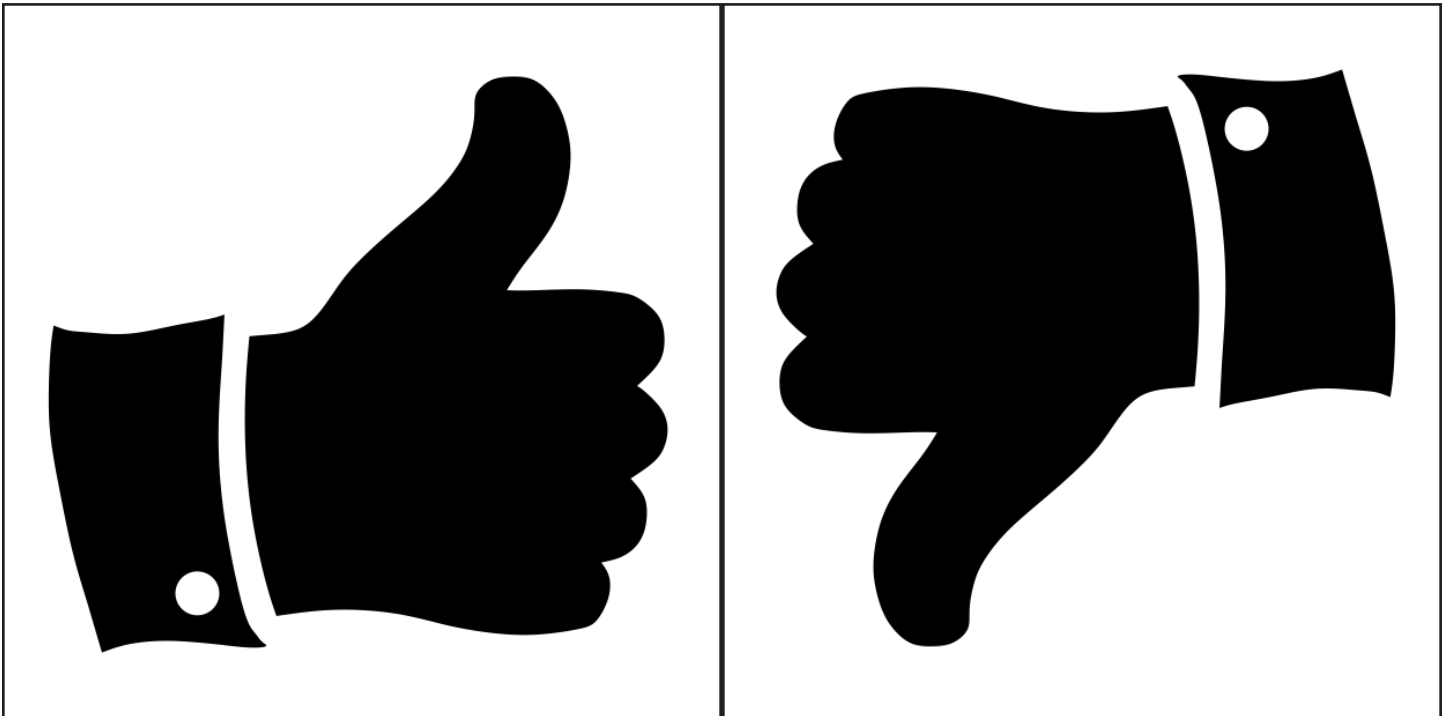
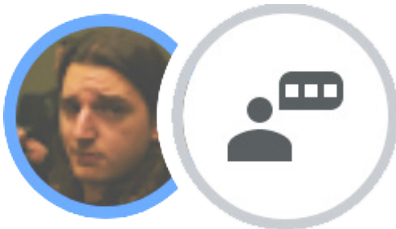




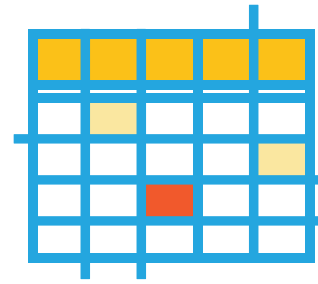
IMAGE EXCHANGE CARDS

30.IEC.IMAGE

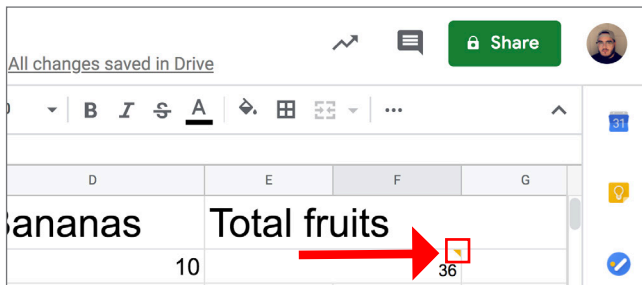
Add Sheets Button



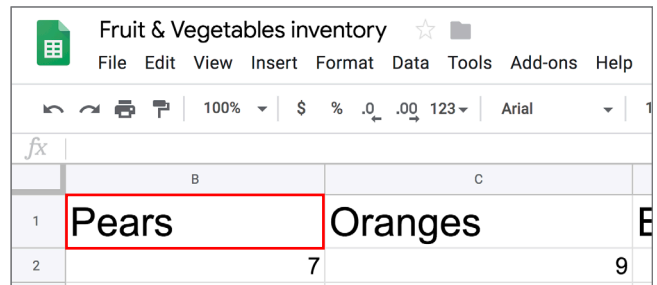
Spreadsheet



A Triangle



A Cell





Name of Your Spreadsheets

Google Sheets Folder Icon

Menu Bar

Google Sheets Toolbar

Cells

Formula Bar

Columns and Rows

Add Sheets Button

Collaborator Bubbles in Google Sheets

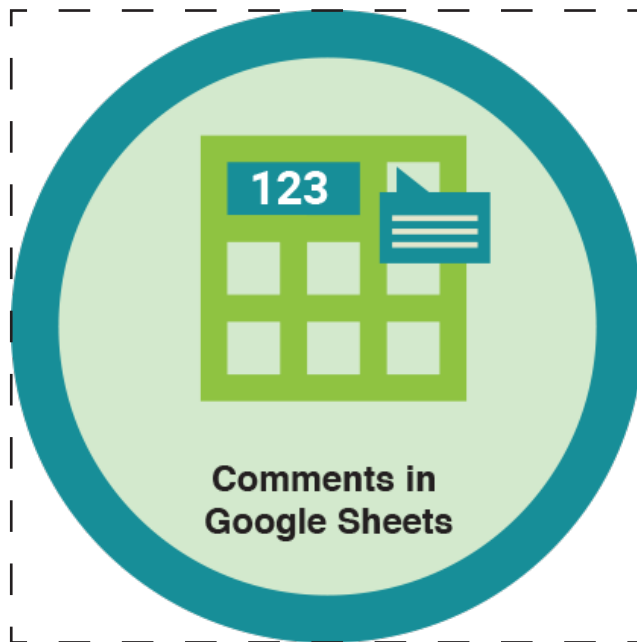
Comments in Google Sheets

Google Sheets Interface Master Badge



WORD WALL PRINTOUT

30.10.5



Comments that are created are located inside the cell that the collaborator selects.



DIFFERENTIATION

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



T1 FIND THE COMMENTS

EXIT TICKET | 30.10.6.1

Directions: Circle or point to the cell with a Comment in it. Then circle or point to the open Comment on this spreadsheet.

Fruit & Vegetables inventory ☆ 📁 👤 📈 💬 🔒 Share

File Edit View Insert Format Data Tools Add-ons Help

🏠 🔄 🖨️ 📏 100% \$ % .0 .00 123 Arial 10 B I S A 📏 📏 📏 ...

	B	C	D	E	F	G
1	Pears	Oranges	Bananas	Total fruits		
2	7	9	10	36		
3						
4						
5						
6	Potatoes	Kale		Total Vegetables		
7	12	20		45		
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						

Comment: Daniel Colon 3:48 PM Today
 Great work on this! we are getting strawberries next week. Resolve



T3 TRACE 'N' LEARN

EXIT TICKET | 30.10.6.3

Comments in Google
Sheets

Comments that are
created are located
inside the cell that
the collaborator
selects.



MY DIGITABILITY EARNINGS TRACKER

Unit 30: Google Sheets Interface | 30.10.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: Google Sheets File Name		
LESSON 2: Google Sheets Folder Icon		
LESSON 3: Menu Bar		
LESSON 4: Toolbar		
LESSON 5: Cells		
LESSON 6: Formula Bar		
LESSON 7: Columns and Rows		
LESSON 8: Add Sheets Button		
LESSON 9: Collaborator Bubbles		
LESSON 10: Comments in Google Sheets		
LESSON 11: Google Sheets Interface Master Badge		

TOTAL DOLLARS EARNED: