





UNIT 30: GOOGLE SHEETS INTERFACE LESSON 4: TOOLBAR

LESSON OVERVIEW

The Toolbar is located at the top of your sheet under the Menu Bar of your sheet.

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 4 Toolbar

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 "Menu Bar," "many different menus," "edit," "save," and "view."

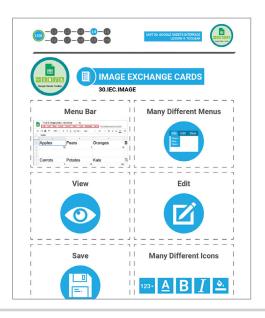
a. The Google Sheets _	is made up of
Each menu helps you _	,,, and more.

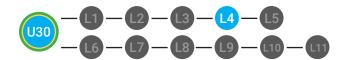
2. Have a student come up to the board to fill in the correct answer.

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

- Writes response on board
- Writes response on board with assistance from a Tier 1 partner or writes answer in notebook

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.** [30.4.DollarTracker]

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



SUCCESSFUL

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



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

Successful

Will

W

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.







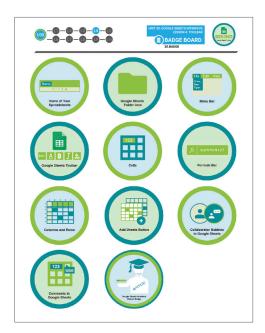


1. Ask, "For a participation dollar, who can tell me the name of our next badge?"

Answer: Toolbar



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





DIFFERENTIATION

- On-topic shared verbal response
- T2 Writes down badge name or walks up to point to badge
- 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.** [30.4.DollarTracker]

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



+\$ SUCCESSFUL

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

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

Participation/Contribution Sharing/Helping Greeting a Guest Following Directions/Staying on Task Encouraging Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
Complaining/Whining
Interrupting
UMAPA
Arguing



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



6. Play video.

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.

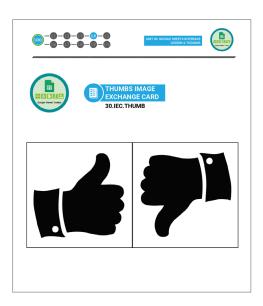








7. Distribute **30.IEC.THUMB** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.





- Puts thumbs up
- Uses Thumbs Image Exchange Card [30.IEC.THUMB]
- 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. [30.4.DollarTracker]**

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



SUCCESSFUL

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



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

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

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
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UMAPA
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INFORMAL ASSESSMENT



1. Ask, "For a participation dollar, who can tell me what the Google Sheets Toolbar is made up of?"

Possible Answers: many different icons

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

3

2. Ask, "For a participation dollar, what does each icon on the Toolbar help you do?"

Possible Answers: edit, undo, merge cells, and more in Your Google Sheet



3. Ask, "For a participation dollar, where is the Google Sheets Toolbar located?"

Possible Answers: at the top of your spreadsheet under the Menu Bar of your spreadsheet

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!"

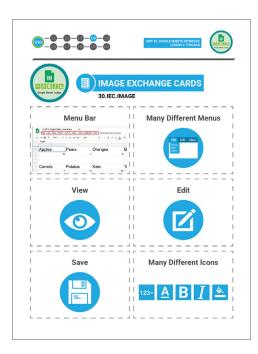
"Yes, nice job participating, [student]! You earned a participation dollar."

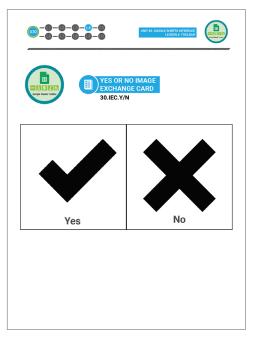






4. Distribute **30.IMAGE.IEC** or **Yes** or **No Image Exchange Cards 30.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.







DIFFERENTIATION

- On-topic shared verbal response
- Writes response down in notebook OR rephrase prompt to a **yes or no** question
- Distribute **Yes or No Image Exchange Card** [30.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.** [30.4.DollarTracker]

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



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

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

Participation/Contribution Sharing/Helping Greeting a Guest Following Directions/Staying on Task Encouraging Off-task
Off-topic/Inappropriate Comment
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Pro tip: Stick to the script!
Help your students develop
self-regulation strategies. Do
not give lengthy explanations for
behavior. Using clear language
formulas helps students identify
the workplace behavioral norm
AND the optimal replacement
behavior.

PLAY ACTIVITY VIDEO



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

Click Activity Button to Play Activity Video

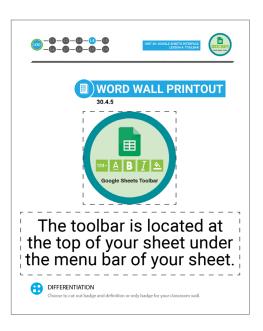
- 2. Student discusses with class to choose the correct answer.
- a. If student chooses correct answer, have student or whole class dance.
- b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.







3. Distribute and cut out **Word Wall Printout 30.4.5** Students that unlocked the badge will place the Toolbar printout on the classroom's word wall. See DIFFERENTIATION for this activity to identify supplements needed for your students.





DIFFERENTIATION

- 11
- 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.** [30.4.DollarTracker]

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

+\$ SUCCESSFUL

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



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

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

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
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Interrupting
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Arguing

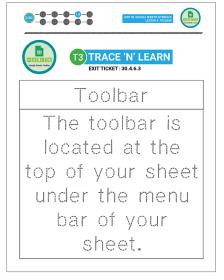
ASSESSMENT/EXIT TICKET

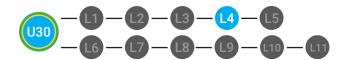


1. Distribute the **Toolbar** Exit Ticket **30.4.6** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.













DIFFERENTIATION

Using Tier 1 **Find The Toolbar** Exit Ticket [30.4.6.1], student circles the Toolbar on this spreadsheet and writes the answer on the lines provided.

- Using Tier 2 **Find The Toolbar** Exit Ticket [30.4.6.2], student circles or points to the Toolbar on this spreadsheet and circles the answer on the multiple choice question.
- Student has option to complete **Find The Toolbar** Exit Ticket [30.4.6.2] or **Trace 'n' Learn Card** Exit Ticket [30.4.6.3]



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker.** [30.4.DollarTracker]

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

+\$ SUCCESSFUL

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



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

Participation/Contribution
Sharing/Helping
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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

- Login independently using password cards.
- Login independently using password card with the help from a Tier 1 partner for any required troubleshooting.
- Teacher or Tier 1 assistance to help student login using their password card.







Behaviors Name EX: Ups 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**

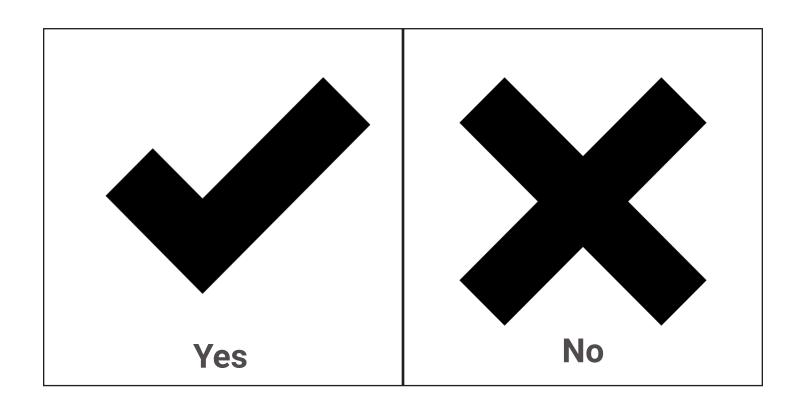






















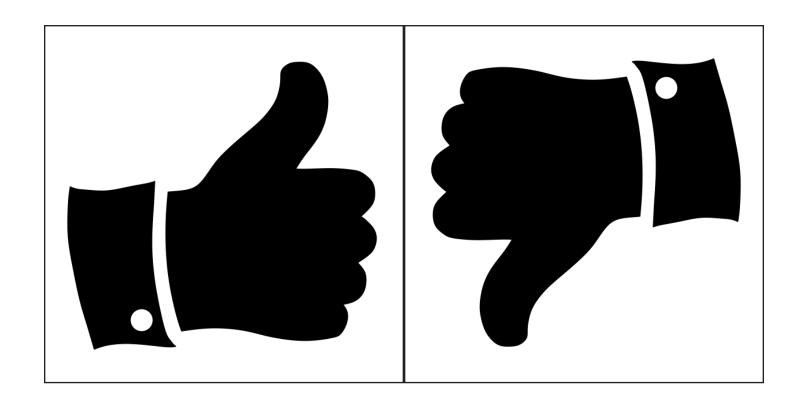






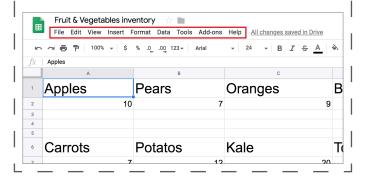




IMAGE EXCHANGE CARDS

30.IEC.IMAGE

Menu Bar



Many Different Menus



View



Edit



Save



Many Different Icons







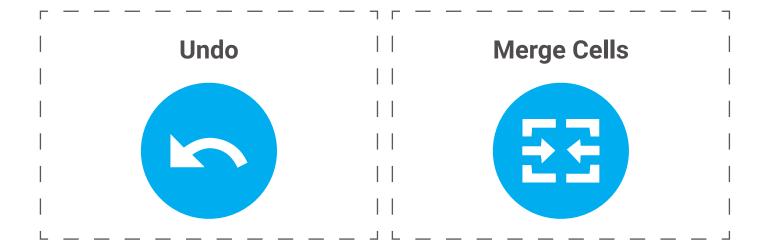


















30.BADGE









WORD WALL PRINTOUT

30.4.5

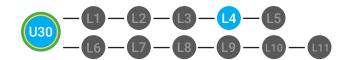


The Toolbar is located at the top of your sheet under the Menu Bar of your sheet.



DIFFERENTIATION

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





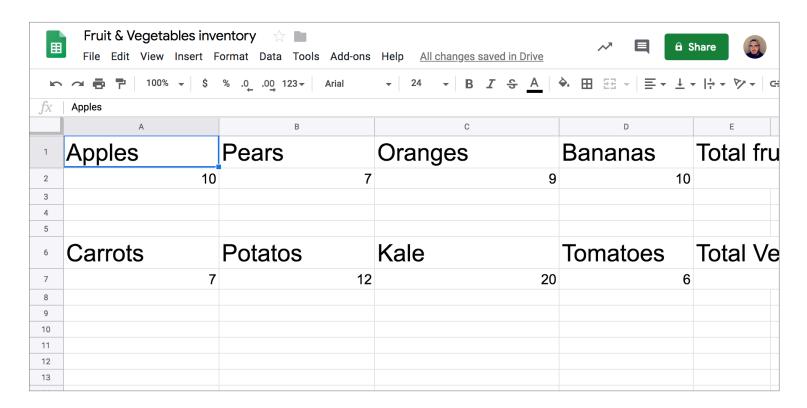






EXIT TICKET | 30.4.6.1

Directions: Circle the Toolbar on this spreadsheet. What does the Toolbar help you do? Write the answer on the lines provided.



What does the Toolbar help you do?





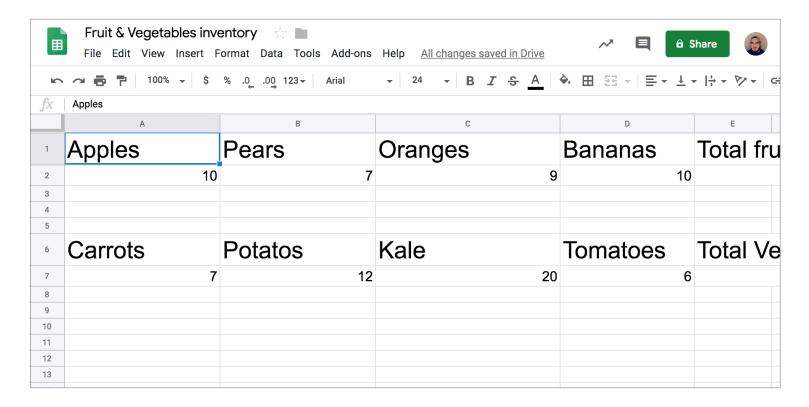






EXIT TICKET | 30.4.6.2

Directions: Circle or point to the Toolbar on this spreadsheet. What does the Toolbar help you do? Circle the answer for the multiple choice question.



What does the Toolbar help you do?

- a. Share your spreadsheet
- b. Merge cells in your Google Sheet
- c. Edit, undo, merge cells, and more in your Google Sheet
- d. None of the above







T3) TRACE 'N' LEARN

EXIT TICKET | 30.4.6.3

Toolbar

The Toolbar is located at the top of your sheet under the Menu Bar of your sheet.









MY DIGITABILITY EARNINGS TRACKER

Unit 30: Google Sheets Interface | 30.4.7

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

Name:			
	DATE:	DOLLARS EARNED:	
LESSON 1: 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: