

UNIT 31: CREATING CONTENT IN GOOGLE SHEETS LESSON 1: ACCESSING GOOGLE SHEETS

LESSON OVERVIEW

To create a spreadsheet using Google Sheets, click on the words “Google Sheets” to open a new spreadsheet.

Time: ~30 minutes

OBJECTIVE

Student is able to create content in 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 31**
5. Select **Lesson 1 - Accessing 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 **“Google Sheets”** and **“spreadsheet.”**

a. _____ is a _____ application.

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.



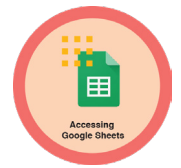
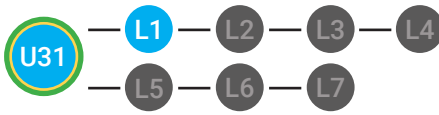
3. Distribute **31.IMAGE.IEC** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 31: CREATING CONTENT IN GOOGLE SHEETS
LESSON 1: ACCESSING GOOGLE SHEETS

IMAGE EXCHANGE CARDS

31.IEC.IMAGE

<p style="font-size: 8px; margin: 0;">Google Sheets</p>	<p style="font-size: 8px; margin: 0;">Spreadsheet</p>
<p style="font-size: 8px; margin: 0;">Open Google Drive</p>	<p style="font-size: 8px; margin: 0;">The New Button</p>



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** [31.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [31.1.DollarTracker]

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

+\$ SUCCESSFUL

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

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior] 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



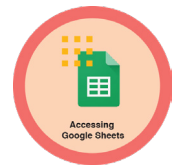
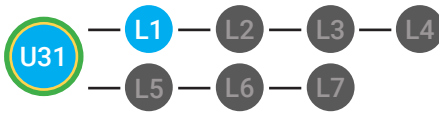
Call out earnings to the class, *"[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."*



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.



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

Answer: Accessing Google Sheets

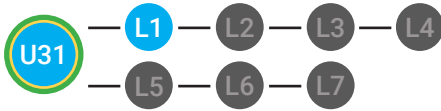


2. Distribute **31.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes down badge name or walks up to point to badge
- T3** Uses **Badge Board** [31.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**. [31.1.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 in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

[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
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- 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 phrase "Accessing Google Sheets."*

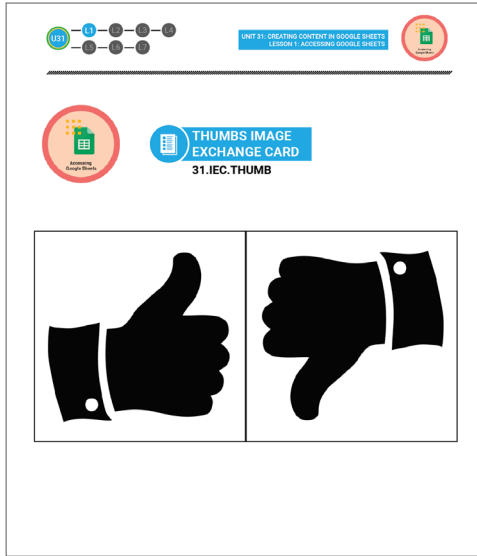
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Accessing Google Sheets"** in the video.



6. Play video.



7. Distribute **31.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** [31.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [31.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [31.1.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
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- Interrupting
- UMAPA
- Arguing

INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what you do first in order to create a new Google Sheets presentation?"*

Possible Answers: open your Google Drive

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



2. Ask, *"For a participation dollar, what button should you press in order to create a new Google Sheets presentation?"*

Possible Answers: the New Button



3. Ask, *"For a participation dollar, does the 'New' Button have a dropdown menu?"*



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 **31.IMAGE.IEC** or **Yes or No Image Exchange Cards 31.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

31.IEC.IMAGE

Google Sheets 	Spreadsheet
Open Google Drive 	The New Button

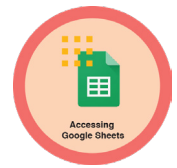
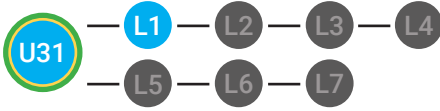
31.IEC.Y/N

 Yes	 No
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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 [31.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**. [31.1.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

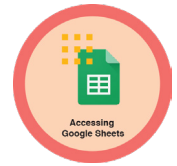
PLAY ACTIVITY VIDEO



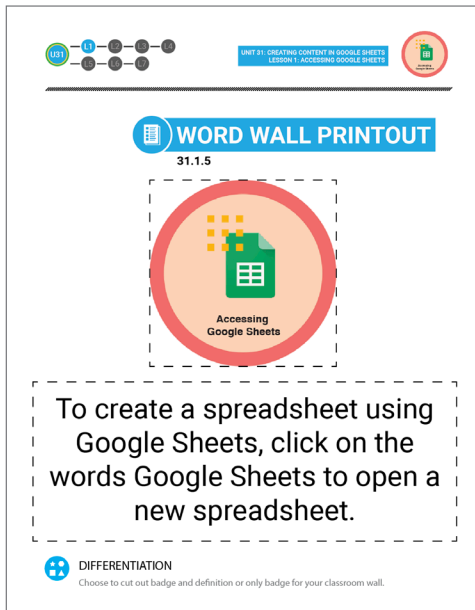
1. Ask the class, *"Who would like to unlock the Accessing Google Sheets Badge for \$1?"*

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.

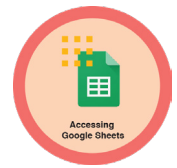
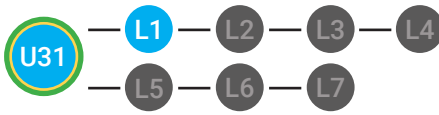


3. Distribute and cut out **Word Wall Printout 31.1.5** Students that unlocked the badge will place the Accessing Google Sheets printout on the classroom’s word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [31.1.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 **Accessing Google Sheets** Exit Ticket **31.1.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 ACCESS GOOGLE SHEETS

EXIT TICKET | 31.1.6.1

Directions: Write in the correct order (1-4) to access Google Sheets.

T2 ACCESS GOOGLE SHEETS

EXIT TICKET | 31.1.6.2

Directions: Using the images below, circle where you should click to access your Google Docs. Do this for each step of the process.

Step 1

Step 2

Step 3

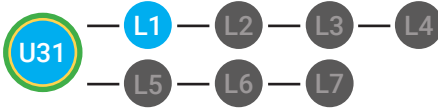
Step 4

T3 TRACE 'N' LEARN

EXIT TICKET | 31.1.6.3

Accessing Google Sheets

To create a spreadsheet using Google Sheets, click on the words Google Sheets to open a new spreadsheet.



DIFFERENTIATION

T1

Using Tier 1 **Access Google Sheets** Exit Ticket [31.1.6.1], student writes in the correct order (1-4) to access Google Sheets.

T2

Using Tier 2 **Access Google Sheets** Exit Ticket [31.1.6.2], student circles where you should click to access your Google Docs.

T3

Student has option to complete **Access Google Sheets** Exit Ticket [31.1.6.2] or **Trace 'n' Learn Card** Exit Ticket [31.1.6.3]



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [31.1.DollarTracker]

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

+\$ SUCCESSFUL

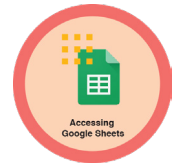
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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.



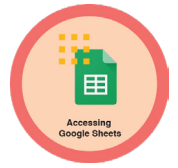
Behaviors

Name

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

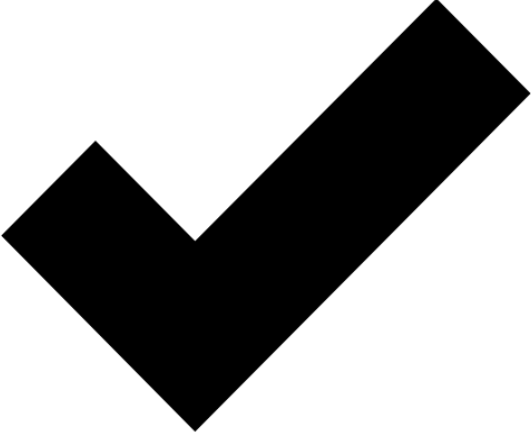
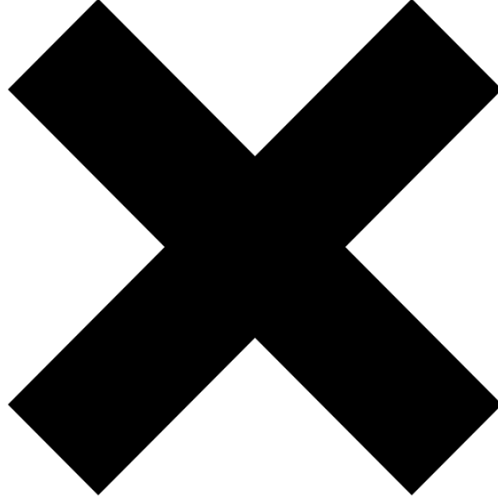
- Problematic**
- Off Task
- Off-Topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	<i>EX:</i> 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**

31.IEC.Y/N

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

31.IEC.THUMB

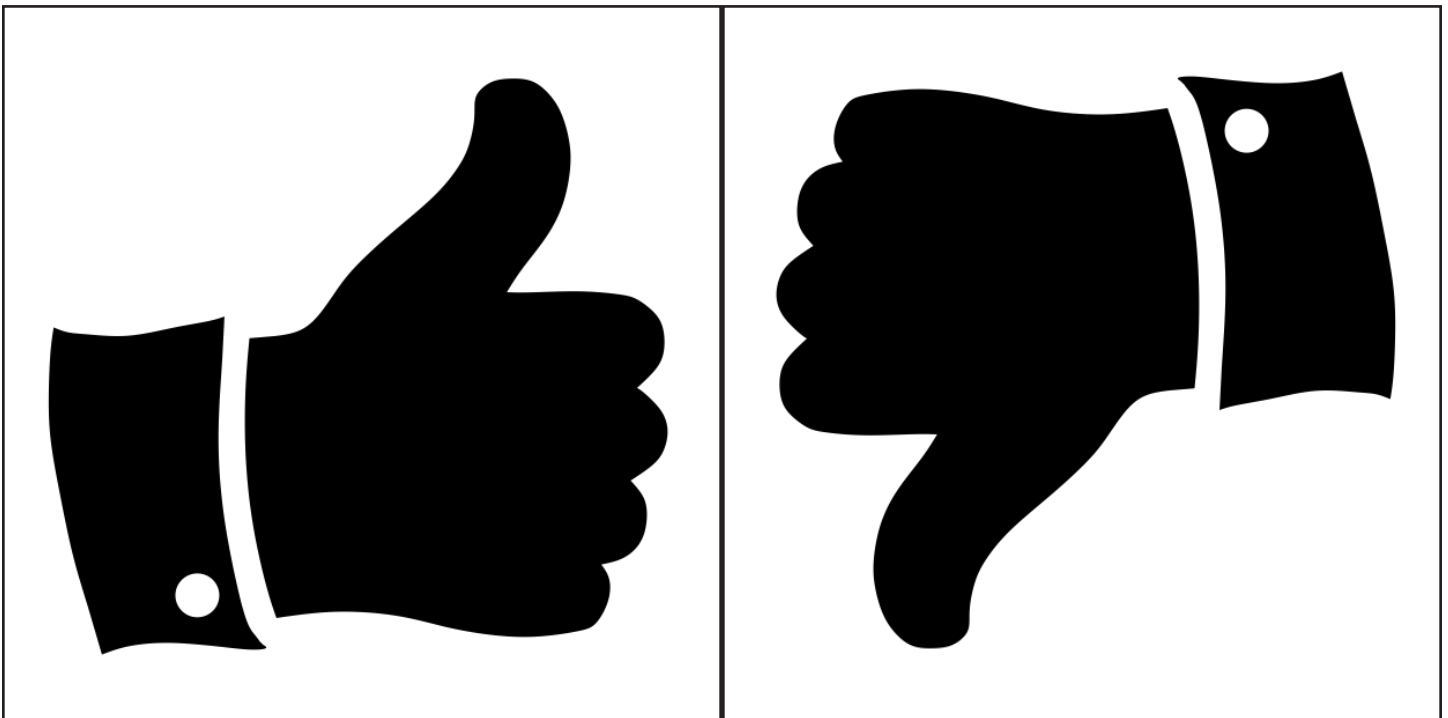




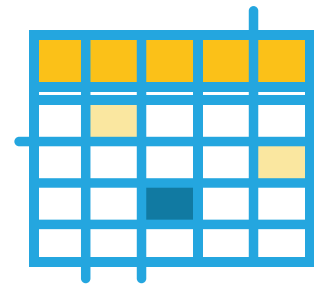
IMAGE EXCHANGE CARDS

31.IEC.IMAGE

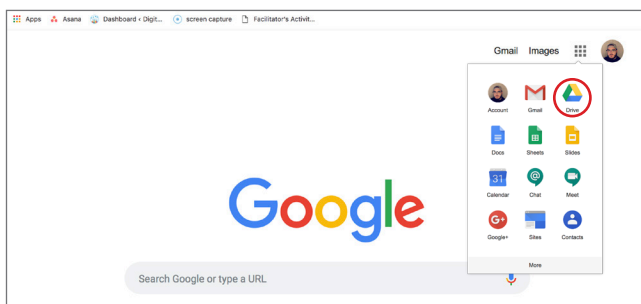
Google Sheets



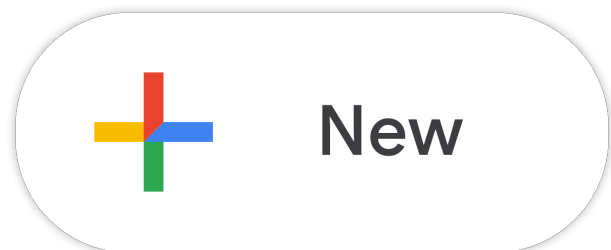
Spreadsheet



Open Google Drive



The New Button





31.BADGE



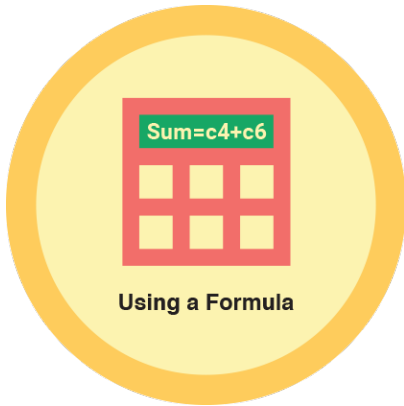
Accessing Google Sheets



Naming Your Google Sheets File



Adding Data to a Cell



Using a Formula



Adding Multiple Sheets



Collaborating in Your Google Sheets



Google Sheets Master Badge



WORD WALL PRINTOUT

31.1.5

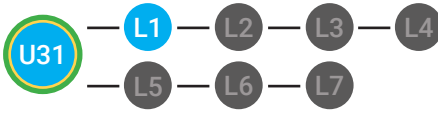


To create a spreadsheet using Google Sheets, click on the words “Google Sheets” to open a new spreadsheet.



DIFFERENTIATION

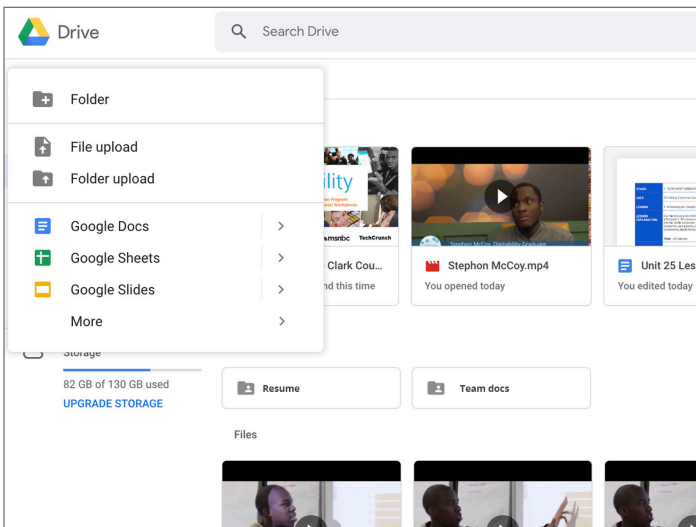
Choose to cut out badge and definition or only badge for your classroom wall.



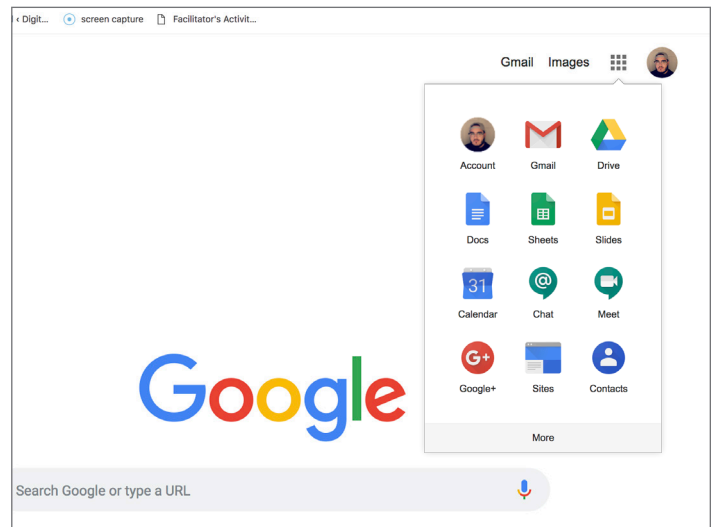
T1 ACCESS GOOGLE SHEETS

EXIT TICKET | 31.1.6.1

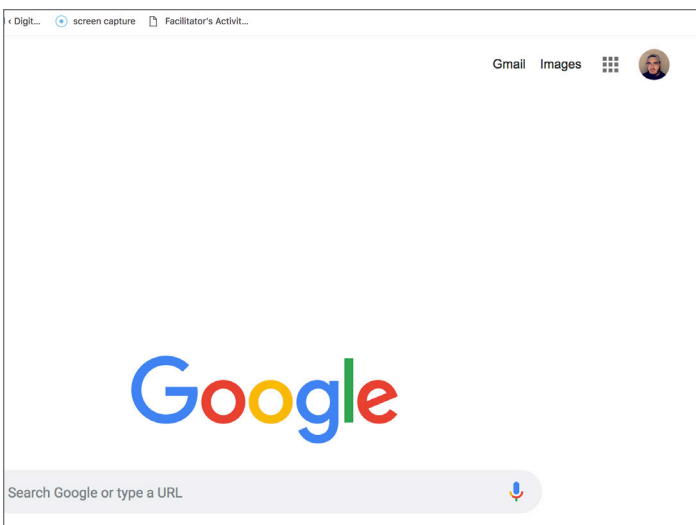
Directions: Write in the correct order (1-4) to access Google Sheets.



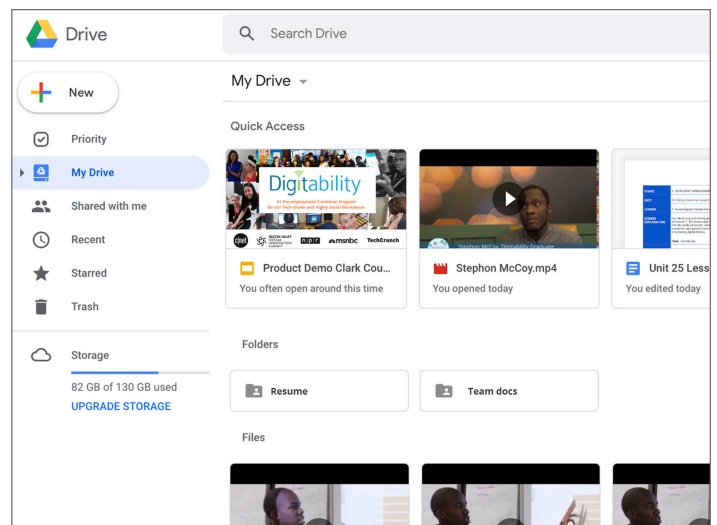
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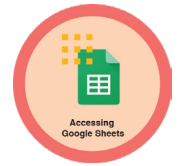
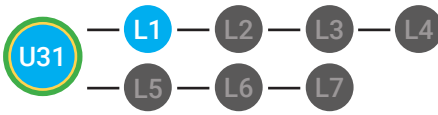
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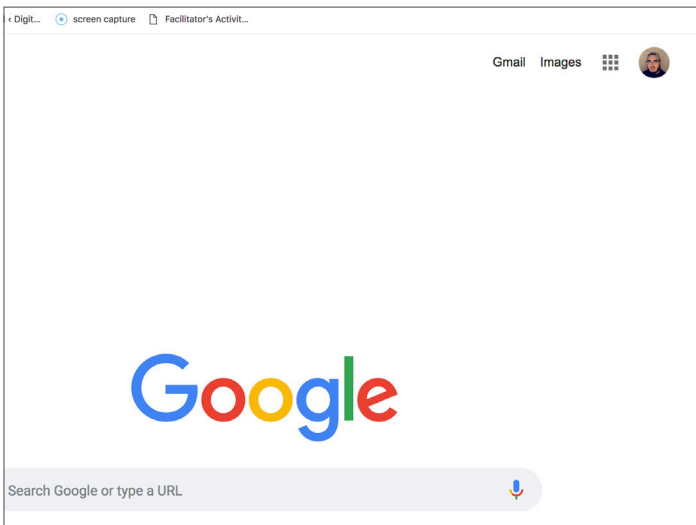


T2 ACCESS GOOGLE SHEETS

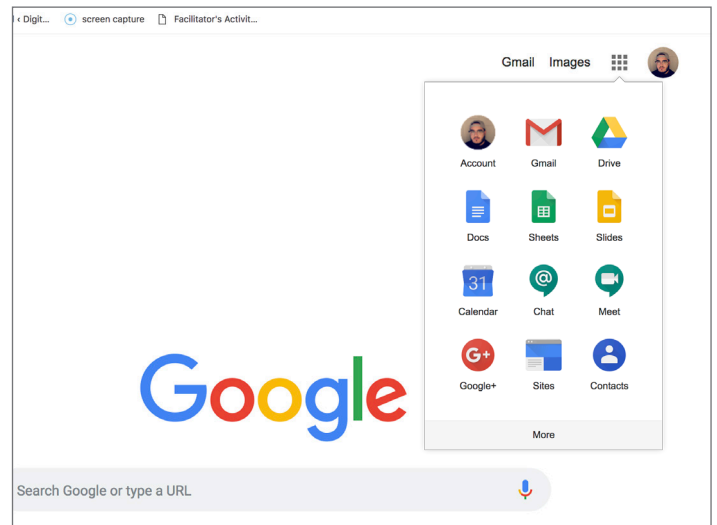
EXIT TICKET | 31.1.6.2

Directions: Using the images below, circle where you should click to access Google Sheets. Do this for each step of the process.

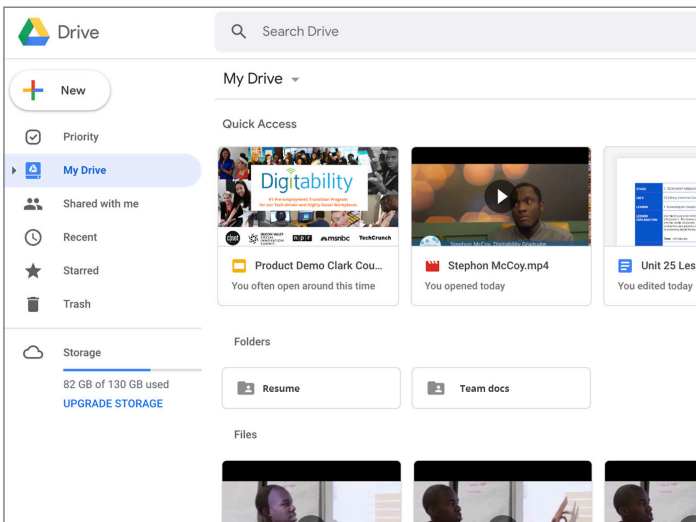
Step 1



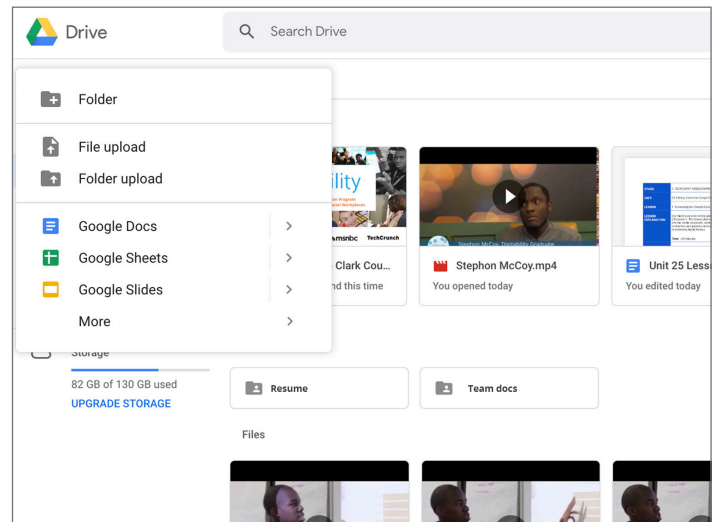
Step 2



Step 3



Step 4





T3 TRACE 'N' LEARN

EXIT TICKET | 31.1.6.3

Accessing Google
Sheets

To create a
spreadsheet using
Google Sheets, click
on the words "Google
Sheets" to open a
new spreadsheet.



MY DIGITABILITY EARNINGS TRACKER

Unit 31: Creating Content in Google Sheets | 31.1.7

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

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: Accessing Google Sheets		
LESSON 2: Naming Your Google Spreadsheet		
LESSON 3: Adding Data To a Cell		
LESSON 4: Using a Formula		
LESSON 5: Adding Multiple Sheets		
LESSON 6: Collaborating in Your Google Sheets		
LESSON 7: Creating Spreadsheet in Google Slides Master Badge		

TOTAL DOLLARS EARNED: