

UNIT 31: CREATING CONTENT IN GOOGLE SHEETS LESSON 3: ADDING DATA TO A CELL

LESSON OVERVIEW

To add Data to a cell, first double-click the cell. Then, type the Data and press the Enter Button.

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 3 - Adding Data to a Cell**

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 **“name”** and **“Google Sheets.”**

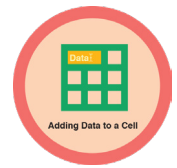
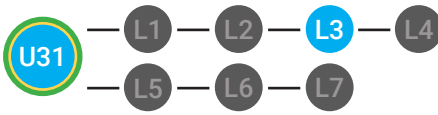
a. You can _____ your _____ file to help you stay organized.

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.



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**. [31.3.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..."*

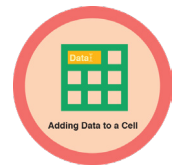
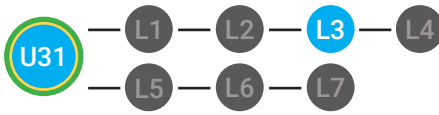


Pro tip: Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking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

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




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.

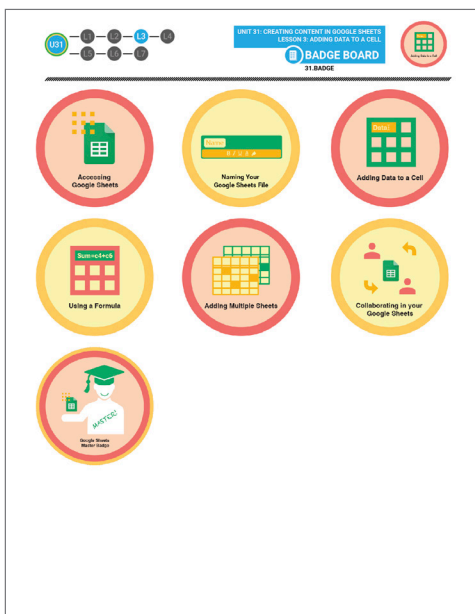


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

Answer: Adding Data to a Cell



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



DIFFERENTIATION

T1

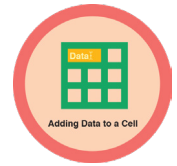
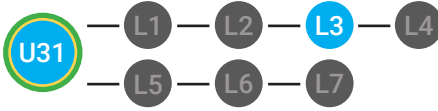
On-topic shared verbal response

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**. [31.3.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.

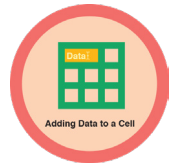
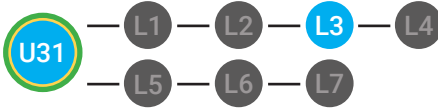



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the words "data" and "cell."*

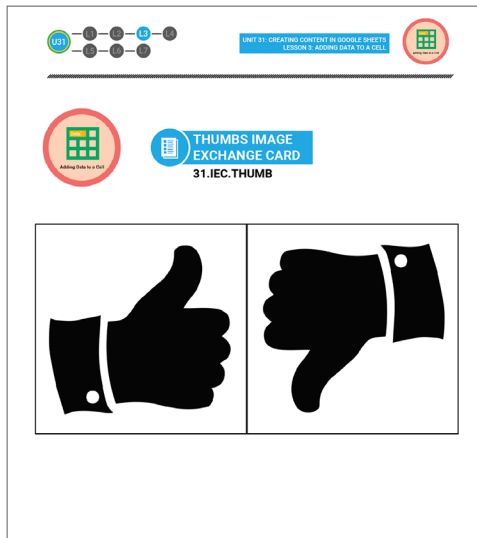
5. Ask students to give a thumbs up every time they hear and/or see the words **"data"** and **"cell"** in the video.



6. Play video.

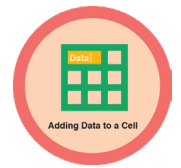
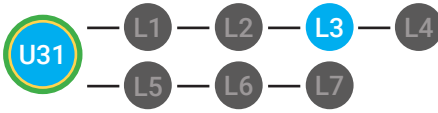


7. Distribute **31.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [31.3.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
- Encouraging

- 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 the first thing you should do in order to add Data to a cell?"*

Possible Answers: double-click the cell

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

2. Ask, *"For a participation dollar, what color outline will a selected cell have?"*

Possible Answers: blue

3. Ask, *"For a participation dollar, what color will the intersecting column and row be?"*

Possible Answers: grey



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

Name	Google Sheets
Double-Click The Cell	Blue
Grey	

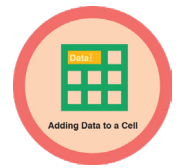
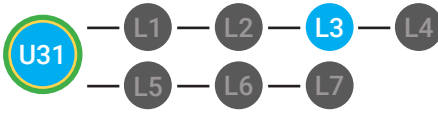
31.IEC.Y/N

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 [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**. [31.3.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
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- Interrupting
- UMAPA
- Arguing

PLAY ACTIVITY VIDEO

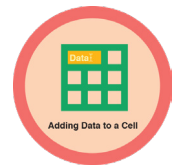
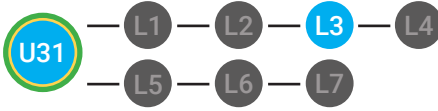



1. Ask the class, *"Who would like to unlock the Adding Data to a Cell Badge for \$1?"*

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.

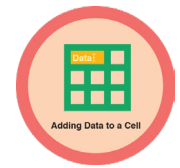
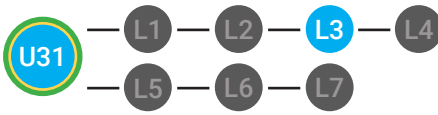


3. Distribute and cut out **Word Wall Printout 31.3.5** Students that unlocked the badge will place the Adding Data to a Cell printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [31.3.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



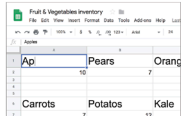
1. Distribute the **Adding Data to a Cell** Exit Ticket 31.3.6 to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 ADDING DATA TO A CELL
EXIT TICKET | 31.3.6.1

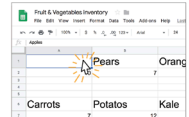
Directions: Put these steps in the correct order to add data to this Google Sheet by writing in the correct step number.



Step: _____




Step: _____



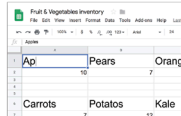
Step: _____

T2 ADDING DATA TO A CELL
EXIT TICKET | 31.3.6.2

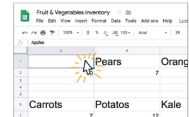
Directions: Put these steps in the correct order to add data to this Google Sheet by circling the correct step number.



Step: (1, 2, 3)



Step: (1, 2, 3)

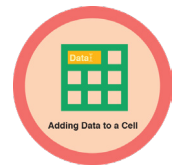
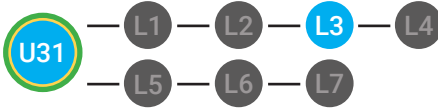


Step: (1, 2, 3)

T3 TRACE 'N' LEARN
EXIT TICKET | 31.3.6.3

Adding Data to a Cell

To add data to a cell first, double click the cell then type the data and press the enter button.



DIFFERENTIATION

T1

Using Tier 1 **Adding Data to a Cell** Exit Ticket [31.3.6.1], student puts steps in the correct order to add data to this Google Sheet by writing in the correct step number.

T2

Use Tier 2 **Adding Data to a Cell** Exit Ticket [31.3.6.2], student puts steps in the correct order to add data to this Google Sheet by circling the correct step number.

T3

Student completes **Trace 'n' Learn Card** Exit Ticket [31.3.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [31.3.DollarTracker]

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

+\$ SUCCESSFUL

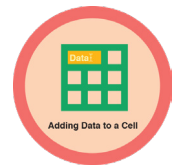
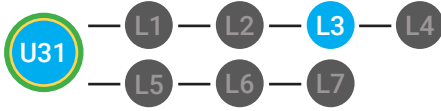
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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



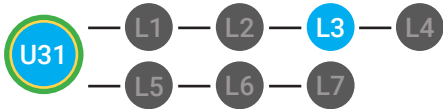
IMMEDIATE FEEDBACK/NEXT STEPS

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.




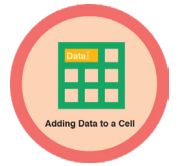
Behaviors

Name

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

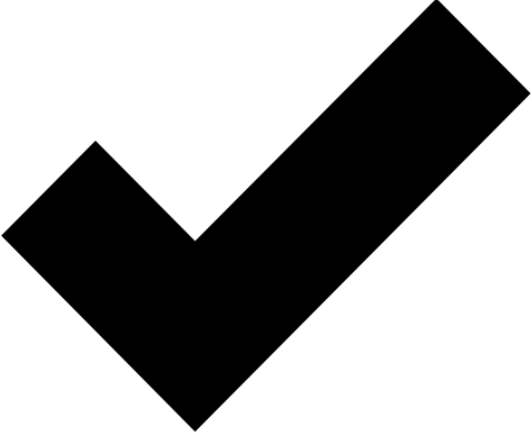
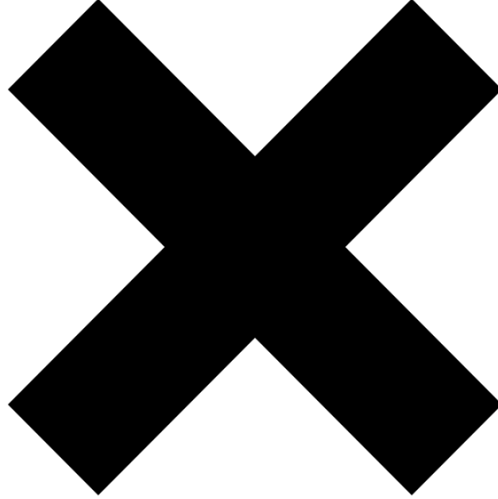
- Problematic**
- Off Task
- Off-Topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

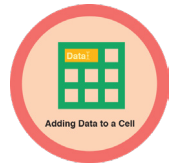
	EX: Sam					
Participation/ Contributing						
Sharing/Helping/ Collaborating						
Greeting a Guest						
Following Directions/ Staying on Task						
Encouraging/ Complementing						
Off Task						
Off-Topic/ Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing				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



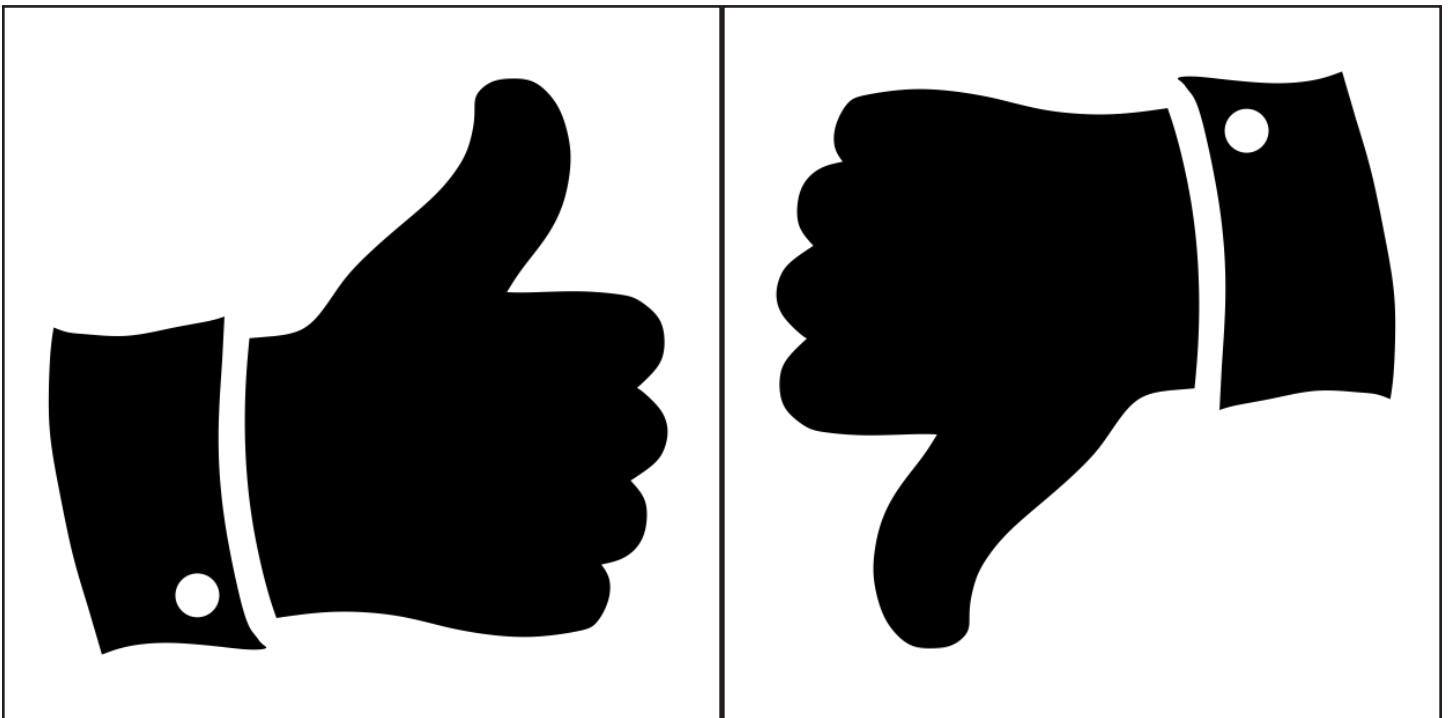
 **YES OR NO IMAGE EXCHANGE CARD**

31.IEC.Y/N

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



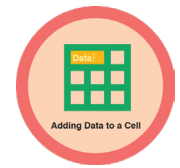


IMAGE EXCHANGE CARDS

31.IEC.IMAGE

Name

	A	B	C	
1	Apples	Pears	Oranges	Banar
2		10	7	9
3				
4				
6	Carrots	Potatos	Kale	Toma
7		7	12	20

Google Sheets



Double-Click The Cell

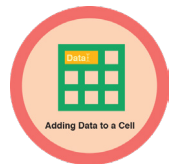
	A	B	C	
1		Pears	Oranges	Banar
2			7	9
3				
4				
6	Carrots	Potatos	Kale	Toma
7		7	12	20

Blue

	A	B	
1	Apples		Or
2		10	7

Grey

	A	
1	Apples	
2		10



31.BADGE




**Accessing
Google Sheets**



**Naming Your
Google Sheets File**



Adding Data to a Cell




Using a Formula



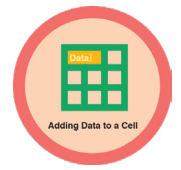
Adding Multiple Sheets



**Collaborating in Your
Google Sheets**

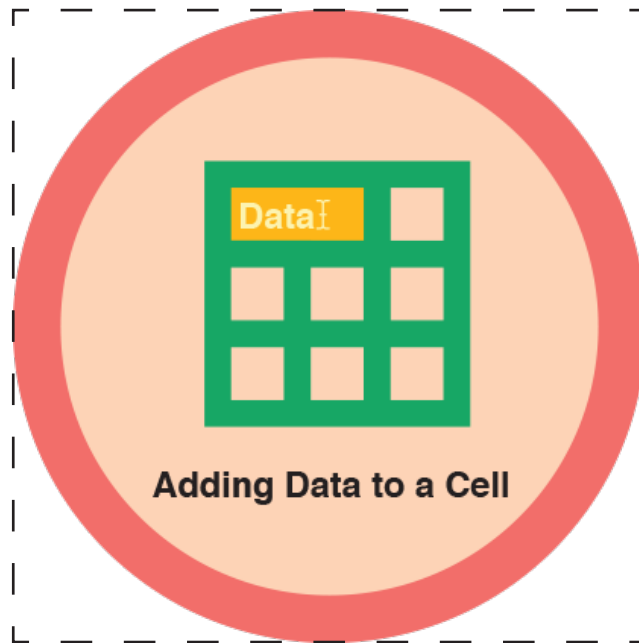


**Google Sheets
Master Badge**



WORD WALL PRINTOUT

31.3.5

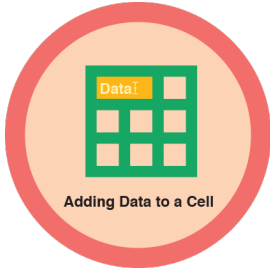


To add Data to a cell, first double-click the cell. Then, type the Data and press the Enter Button.



DIFFERENTIATION

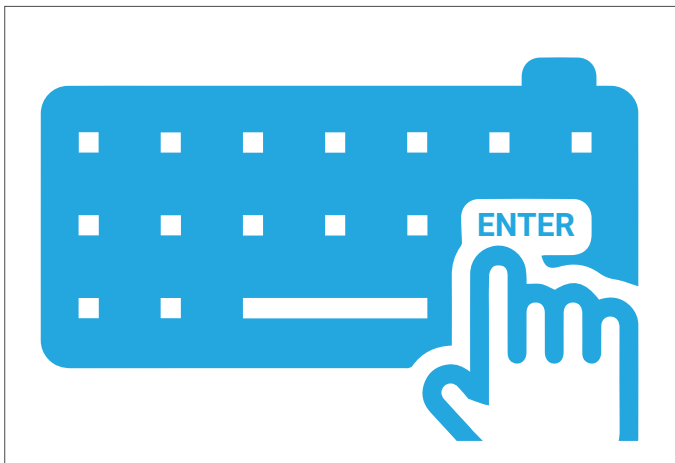
Choose to cut out badge and definition or only badge for your classroom wall.



T1 ADDING DATA TO A CELL

EXIT TICKET | 31.3.6.1

Directions: Put these steps in the correct order for adding data to this Google Sheet by writing in the correct step number.



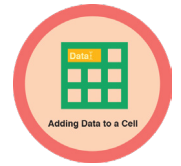
	A	B	
1	Ap	Pears	Orang
2		10	7
3			
4			
5			
6	Carrots	Potatos	Kale
7		7	12

Step: _____

Step: _____

	A	B	
1		Pears	Orang
2			7
3			
4			
5			
6	Carrots	Potatos	Kale
7		7	12

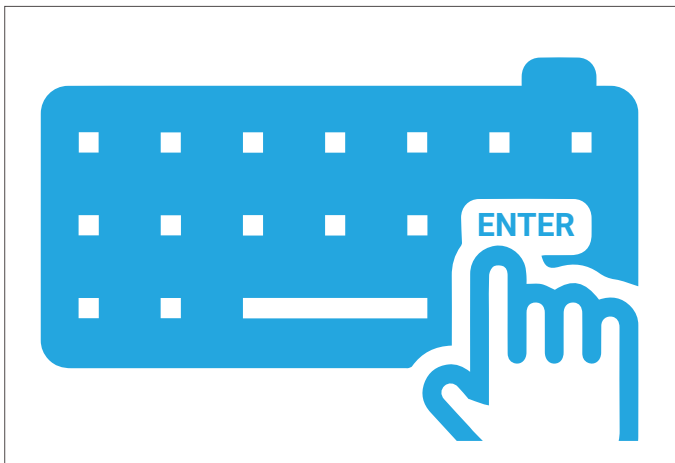
Step: _____



T2 ADDING DATA TO A CELL

EXIT TICKET | 31.3.6.2

Directions: Put these steps in the correct order for adding data to this Google Sheet by circling the correct step number.



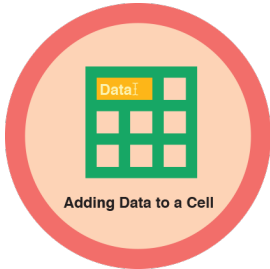
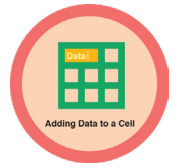
	A	B	
1	Ap	Pears	Orang
2		10	7
3			
4			
5			
6	Carrots	Potatos	Kale
7		7	12

Step: (1, 2, 3)

Step: (1, 2, 3)

	A	B	
1		Pears	Orang
2			7
3			
4			
5			
6	Carrots	Potatos	Kale
7		7	12

Step: (1, 2, 3)

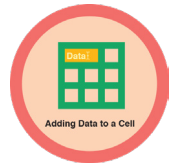


T3 TRACE 'N' LEARN

EXIT TICKET | 31.3.6.3

Adding Data to a Cell

To add Data to a cell, first double-click the cell. Then, type the Data and press the Enter Button.



MY DIGITABILITY EARNINGS TRACKER

Unit 31: Creating Content in Google Sheets | 31.3.7

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: