

UNIT 31: CREATING CONTENT IN GOOGLE SHEETS LESSON 5: ADDING MULTIPLE SHEETS

LESSON OVERVIEW

To add a New Sheet, click the Add Sheet Icon.

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.

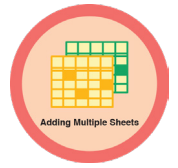
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 3 - Tech-savvy Ambassador**
4. Select **Unit 31**
5. Select **Lesson 5 - Adding Multiple 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 **“Formula,” “math problem,”** and **“cell.”**

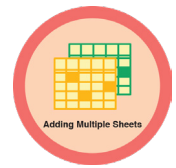
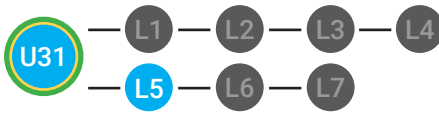
a. Using a _____ is like solving a _____ in a _____.

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**. [31.5.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



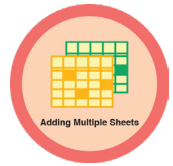
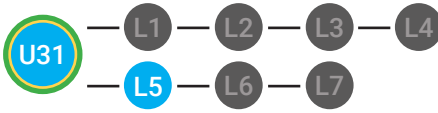
Call out earnings to the class, *"[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."*




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.

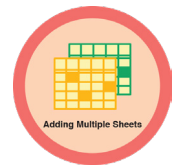
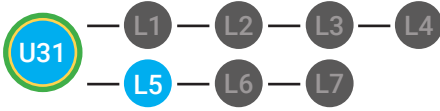


2. Distribute **31.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [31.5.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

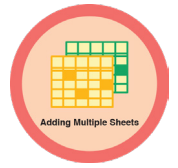


4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the phrase "Multiple Sheets."*

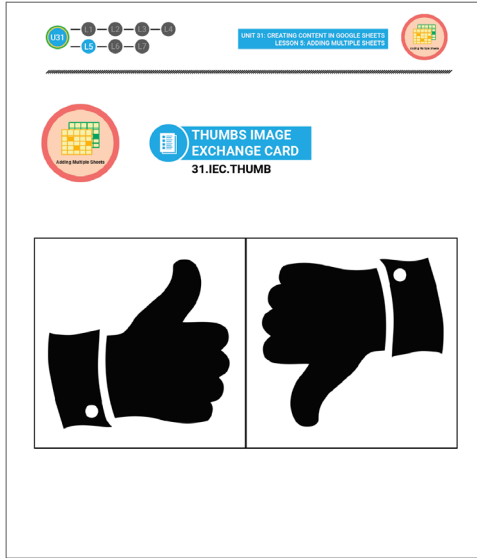
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Multiple Sheets"** in the video.



6. Play video.

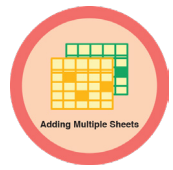
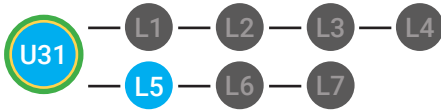


7. Distribute **31.IEC.THUMB** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [31.5.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 what you may want to add when you are working on a project?"*

Possible Answers: more than one spreadsheet

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



2. Ask, *"For a participation dollar, what icon should you click in order to add a New Sheet?"*

Possible Answers: the Add Sheet Icon



3. Ask, *"For a participation dollar, what happens when you click the Add Sheet Icon?"*

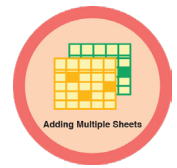
Possible Answers: a new tab will appear next to the Add Sheet Icon



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

Formula

Fruit & Vegetables Inventory

Apples Pears Oranges

Math Problem

Cell

Fruit & Vegetables Inventory

Apples Cell Oranges

Add More Than one Spreadsheet

New Tab

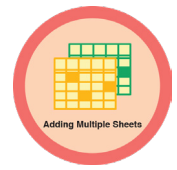
YES OR NO IMAGE EXCHANGE CARD 31.IEC.Y/N

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



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [31.5.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

"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

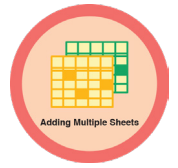
PLAY ACTIVITY VIDEO



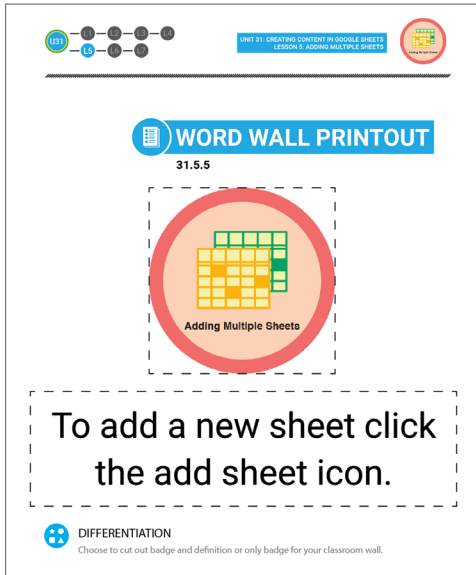
1. Ask the class, *"Who would like to unlock the Adding Multiple Sheets Badge for \$1?"*

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.

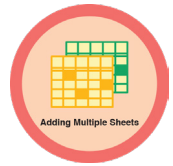


3. Distribute and cut out **Word Wall Printout 31.5.5** Students that unlocked the badge will place the Adding Multiple Sheets printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [31.5.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 Multiple Sheets** Exit Ticket **31.5.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 ADD A SHEET
 EXIT TICKET | 31.5.6.1

Directions: Circle the icon you would click to add a sheet to this spreadsheet. What happens when you click this icon? Write your answer on the lines provided.

What happens when you click this icon?

T2 ADD A SHEET
 EXIT TICKET | 31.5.6.2

Directions: Circle the icon you would click to add a sheet to this spreadsheet. What happens when you click this icon? Circle the correct answer.

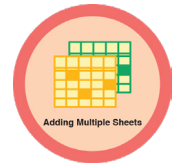
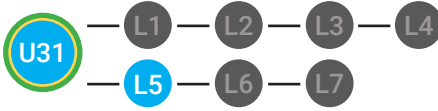
What happens when you click this icon?

a. Your spreadsheet will be saved
 b. You will create a new cell
 c. a new tab will appear next to the add sheet icon
 d. None of the above

T3 TRACE 'N' LEARN
 EXIT TICKET | 31.5.6.3

Adding Multiple Sheets

To add a new sheet click the add sheet icon.



DIFFERENTIATION

- T1** Using Tier 1 **Add a Sheet** Exit Ticket [31.5.6.1], student circles the icon you would click to add a sheet to this spreadsheet and writes their answer on the lines provided.
- T2** Using Tier 2 **Add a Sheet** Exit Ticket [31.5.6.2], student circles the icon you would click to add a sheet to this spreadsheet and circles the correct answer.
- T3** Student completes **Trace 'n' Learn Card** Exit Ticket [31.5.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [31.5.DollarTracker]

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

+\$ SUCCESSFUL

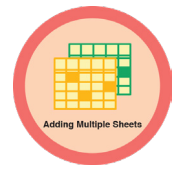
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ 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



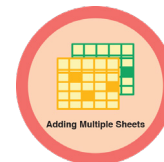
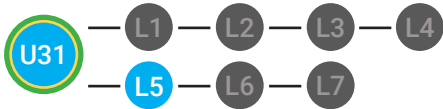
IMMEDIATE FEEDBACK/NEXT STEPS

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.



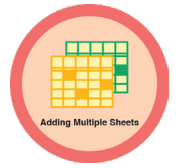
Behaviors

Name

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

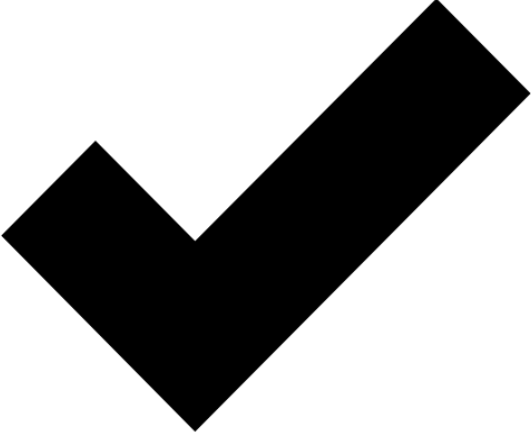
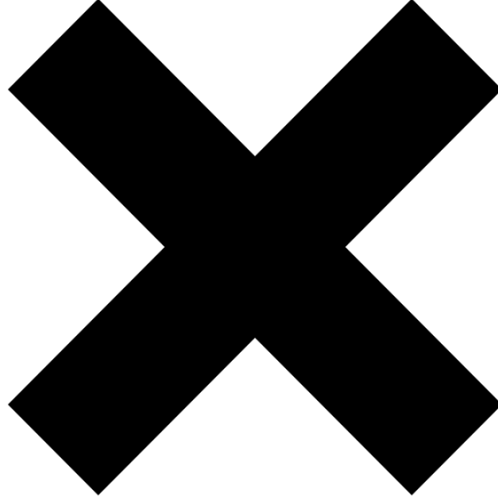
- Problematic**
- Off Task
- Off-Topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

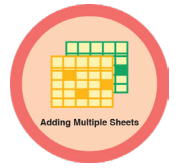
	EX: Sam					
Participation/ Contributing						
Sharing/Helping/ Collaborating						
Greeting a Guest						
Following Directions/ Staying on Task						
Encouraging/ Complementing						
Off Task						
Off-Topic/ Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing				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




 **YES OR NO IMAGE EXCHANGE CARD**

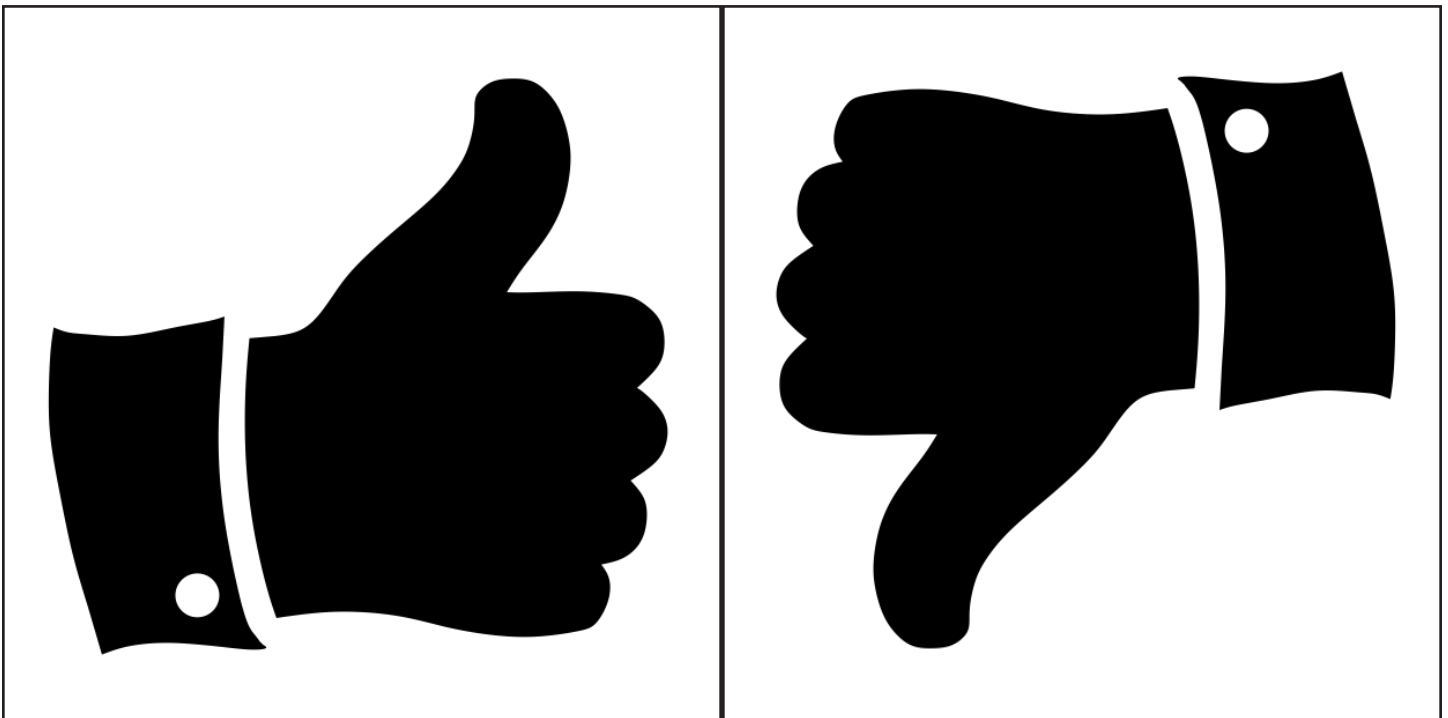
31.IEC.Y/N

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

31.IEC.THUMB



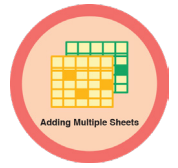
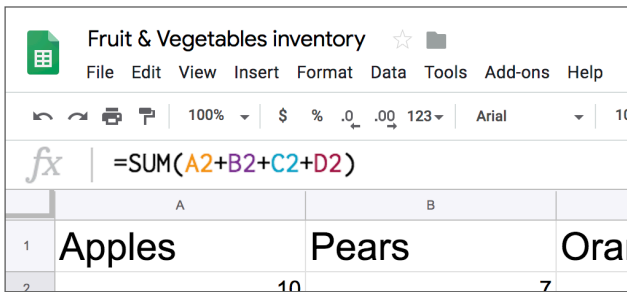


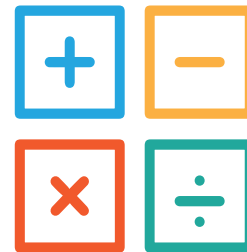
IMAGE EXCHANGE CARDS

31.IEC.IMAGE

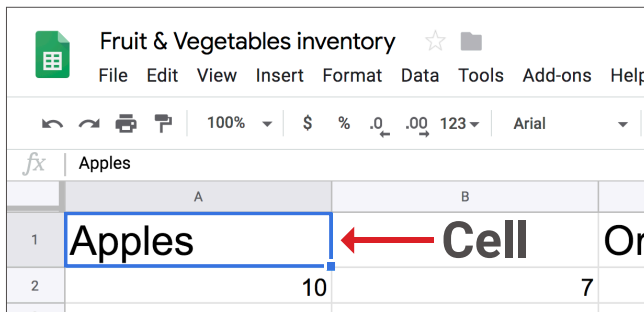
Formula



Math Problem



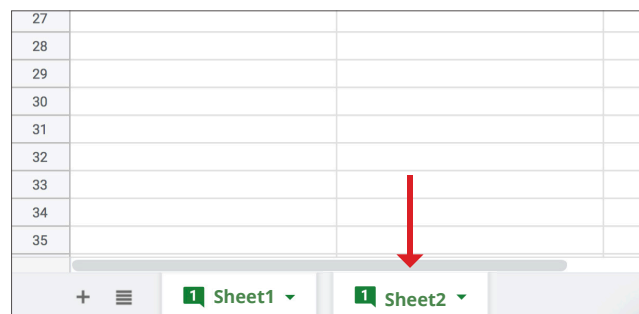
Cell



Add More Than One Spreadsheet

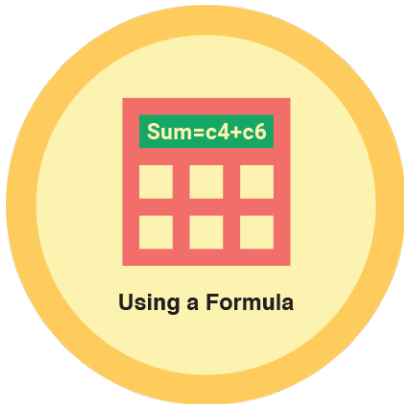


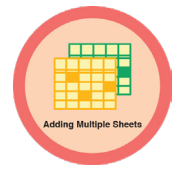
New Tab





31.BADGE





WORD WALL PRINTOUT

31.5.5

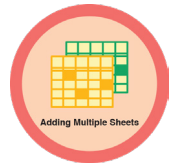


To add a New Sheet click the Add Sheet Icon.



DIFFERENTIATION

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



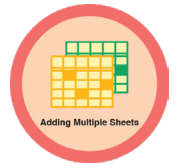
T1 ADD A SHEET

EXIT TICKET | 31.5.6.1

Directions: Circle the icon you would click to add a sheet to this spreadsheet. What happens when you click this icon? Write your answer on the lines provided.

	A	B	C	D
1	Apples	Pears	Oranges	Banan
2	10	7	9	
3				
4				
5				
6	Carrots	Potatoes	Kale	Tomat
7	7	12	20	
8				

What happens when you click this icon?



T2 ADD A SHEET

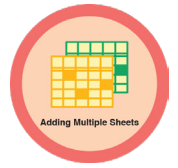
EXIT TICKET | 31.5.6.2

Directions: Circle the icon you would click to add a sheet to this spreadsheet. What happens when you click this icon? Circle the correct answer.

	A	B	C	D
1	Apples	Pears	Oranges	Banan
2	10	7	9	
3				
4				
5				
6	Carrots	Potatoes	Kale	Tomat
7	7	12	20	
8				

What happens when you click this icon?

- a. Your spreadsheet will be saved
- b. A new cell will be created
- c. A new tab will appear next to the add sheet icon
- d. None of the above

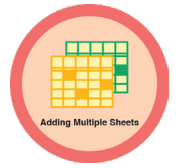


T3 TRACE 'N' LEARN

EXIT TICKET | 31.5.6.3

Adding Multiple
Sheets

To add a New
Sheet, click the
Add Sheet icon.



MY DIGITABILITY EARNINGS TRACKER

Unit 31: Creating Content in Google Sheets | 31.5.7

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: