



UNIT 21: GOOGLE DOCS

LESSON 3: WHAT ARE GOOGLE SPREADSHEETS?

LESSON OVERVIEW

Spreadsheets are a type of document that stores and organizes information. Spreadsheets have rows and columns. You can create spreadsheets for all types of information. For example, you can keep track of your usernames and passwords in a spreadsheet.

Time: ~30 minutes

OBJECTIVE

Students will be able to describe types of Google Documents.

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 2 - Digital Citizen**
4. Select **Unit 21**
5. Select **Lesson 3 - What Are Google Spreadsheets?**

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



ACCESSING PRIOR KNOWLEDGE



1. *"For a participation dollar, who can recall what you would use Google Document to create?"*

Possible Answers: A letter, an essay, a flyer and more.



Use positive narration to reinforce students following directions.
"I see Marcus is following directions and already has two contacts listed. I see Vincent has one contact and included their name, email and phone. Nice work following directions and staying on task."

Take answers from at least 4 students. Award at least four participation dollars.



2. Distribute 21.IEC.Y/N to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

On-topic verbal response shared response

T2

Uses **Yes or No Image Exchange Card** [21.IEC.Y/N] for rephrased question.

T3

Points to **Yes or No Image Exchange Card** [21.IEC.Y/N] for rephrased question.



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 or write down their answers. EVERY student should be earning money.



3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [21.DollarTracker]

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

+\$ PARTICIPATION

Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"

-\$ OFF TASK

[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. Marcus, that is off-topic. Off-topic comments cost a \$1. "We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar. "



Pro tip: When students exhibit problematic behavior, such as perseveration that keeps them off-task, but correct the behavior after a prompt or verbal cue, IMMEDIATELY provide positive reinforcement, ie. "Nice work following directions, [student]. You earned a following directions dollar."

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..."



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



2. Distribute 21.BADGE to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Verbal Response

T2

Writes down badge

T3

Uses **Badge Board** [21.BADGE] for this Unit.



3. 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 spreadsheets”*

4. Ask students to give a thumbs up every time they hear and/or see the Spreadsheets in the video



5. Play video.



6. Distribute **21.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 [21.IEC.THUMB]**



T3 Holds up or points to **Thumbs Image Exchange Card [21.IEC.THUMB]**



7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [21.DollarTracker]**

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



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, or identify their replacement behavior. If a student is not following directions, you have give them one minute (60 seconds) before taking additional dollars.

+\$ PARTICIPATION
Yes, Marcus. [Student gives answer; Teacher repeats answer] “A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?”

-\$ OFF TASK
[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. Marcus, that is off-topic. Off-topic comments cost a \$1. “We’re talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar.”



INFORMAL ASSESSMENT



1. "For a participation dollar, who can tell me what spreadsheets are used for?"

Answer: Spreadsheets are used storing and organizing information.

2. "For a participation dollar, who can tell me how spreadsheets are organized?"

Answer: In columns and rows.

3. "For a participation dollar, who can tell me what information you might want to use spreadsheets for?"

Possible Answers: Keeping track of usernames and passwords.



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 **21.3.IMAGE** Image Exchange Cards and **21.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

On-topic verbal response shared response

T2

Uses **Yes or No Image Exchange Card** [21.IEC.Y/N] for rephrased question.

T3

Uses **Image Exchange cards** [21.3.IMAGE] to point to potential vocabulary word or icon representing "Spreadsheets, columns, rows, username, password" or Points to **Yes or No Image Exchange Card** [21.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**. [21.DollarTracker]

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

+ \$ PARTICIPATION	- \$ OFF-TOPIC
<p><i>Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"</i></p>	<p><i>[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. "Marcus, that is off-topic. Off-topic comments cost a \$1. We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar."</i></p>



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..."

PLAY ACTIVITY VIDEO



1. Ask the class, "Who would like to unlock the What are Google Spreadsheets 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.



Pro tip: Increase the dollar amount for shy students or to increase motivation.



3. Distribute lesson badge cut out **21.3.5**. Students that unlocked the badge will place the **What Are Google Spreadsheets?** print out 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**. [21.DollarTracker]

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

+\$ PARTICIPATION

"Marcus + you answered correctly!
You earned a dollar! Nice job!"

-\$ INTERRUPTIONS

"Marcus + you interrupted.
Interruptions cost \$1. Next time,
raise your hand and wait to be called
on to earn a \$1."

ASSESSMENT/EXIT TICKET



1. Distribute **21.3.6 What Are Google Spreadsheets? Exit Ticket** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **What Are Google Spreadsheets? Exit Ticket** [21.3.6.1], Students list the things that you can store and save in your Google Drive.

T2

Using Tier 2 **What Are Google Spreadsheets? Exit Ticket** [21.3.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [21.3.6.3].

T3

Using Tier 3 **What Are Google Spreadsheets? Exit Ticket** [21.3.6.3], students complete Trace and Learn.



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [21.DollarTracker]

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

+\$ PARTICIPATION

"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."

-\$ OFF TASK

"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're off-task. For every minute that you are not participating, it will cost a \$1. Look at the screen and listen carefully to earn dollars for following direction/participating."



IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned 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 continue on to the next lesson plan.
4. Ask students what they will do with their money. Spend it or save it?



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

EX: Sam

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

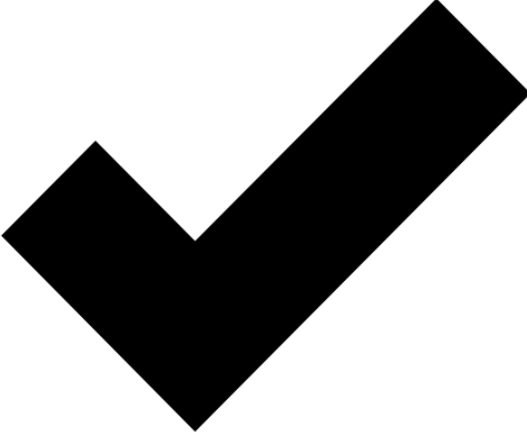
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UMAPA

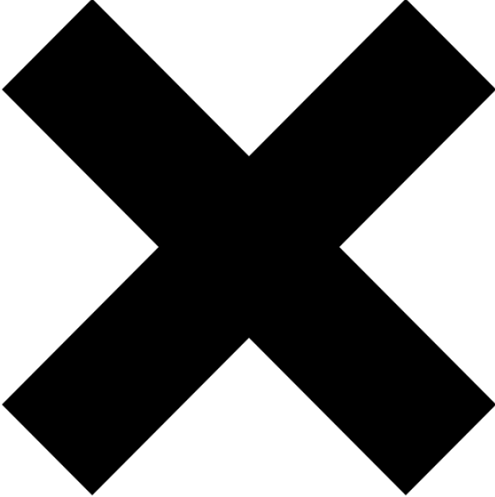


 **YES OR NO IMAGE EXCHANGE CARD**

21.IEC.Y/N



Yes



No



 **THUMBS IMAGE EXCHANGE CARD**

21.IEC.THUMB

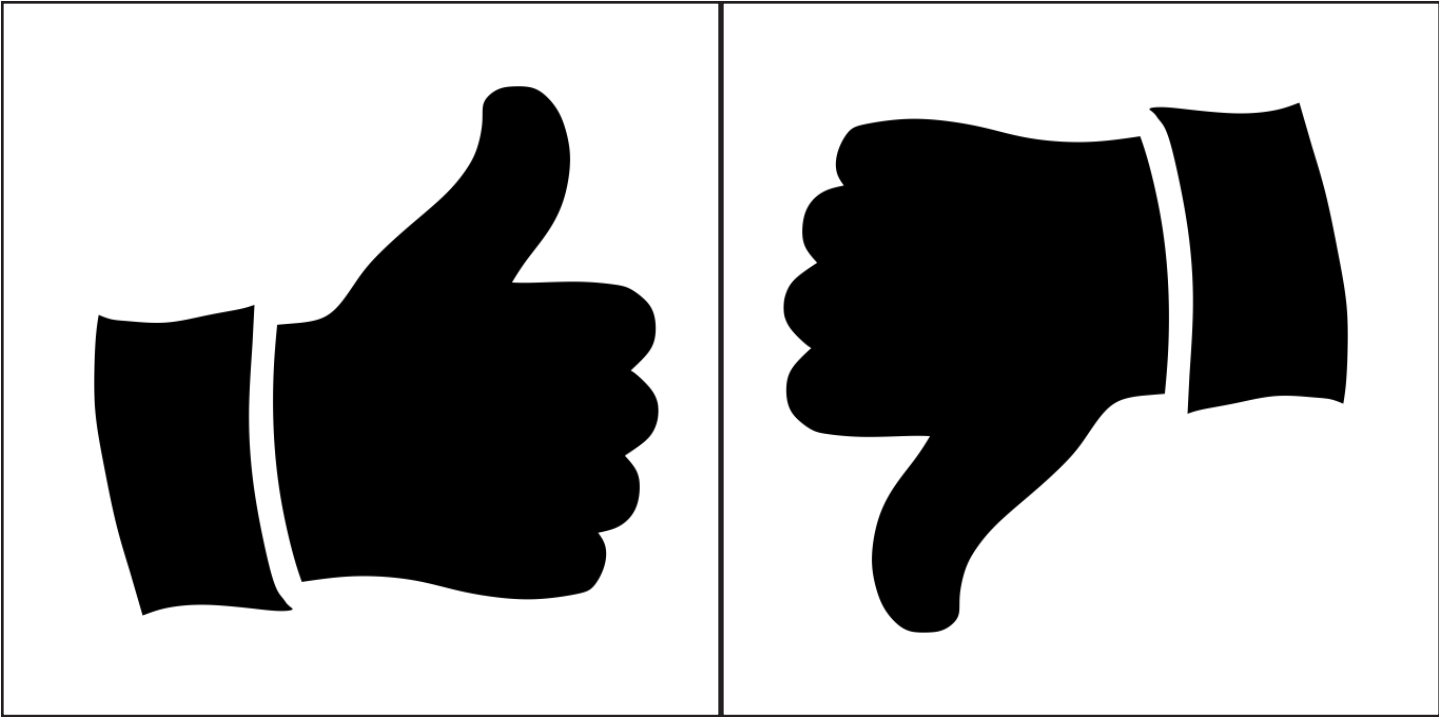




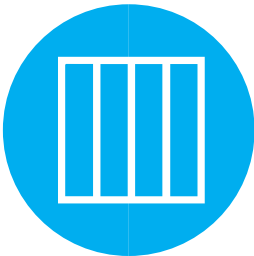
IMAGE EXCHANGE CARDS

21.3.IMAGE

Spreadsheets



Columns



Rows



Username

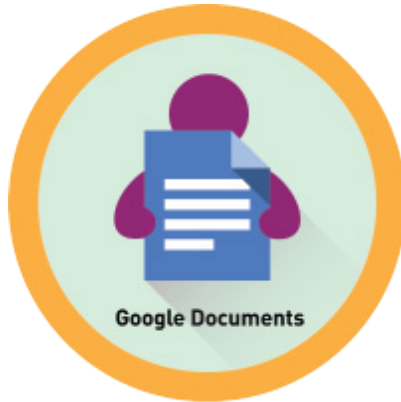


Password





Types of Google Docs



Google Documents



Google Spreadsheets



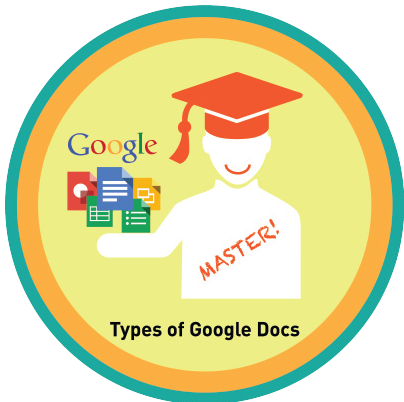
Google Presentations



Google Forms



Google Drawings

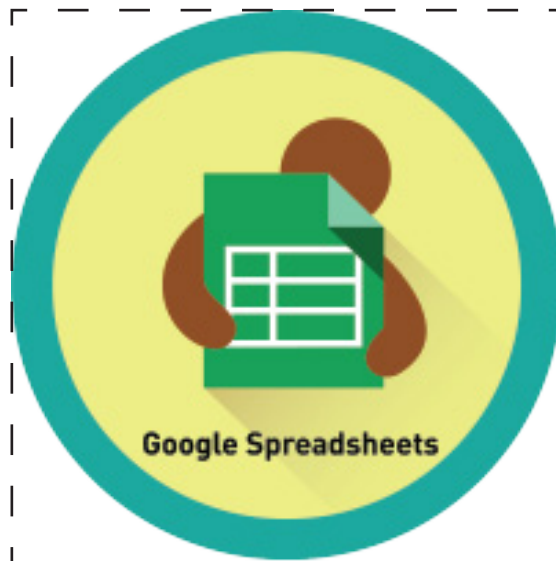


Types of Google Docs



WORD WALL PRINTOUT

21.3.5



Spreadsheets are a type of document that stores and organizes information. Spreadsheets have rows and columns.



T1 WHAT ARE GOOGLE SPREADSHEETS?
EXIT TICKET SPREADSHEET ACTIVITY

21.3.6.1

Directions: Brainstorm and list five other items that a spreadsheet would be a useful application to use to input information.

Example: Storing username and passwords

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____



T2

WHAT ARE GOOGLE SPREADSHEETS?
EXIT TICKET VOCAB BLOCKS

21.3.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

What are Google Spreadsheets?



T3

WHAT ARE GOOGLE SPREADSHEETS?
EXIT TICKET TRACE 'N' LEARN CARDS

21.3.6.3

What are Google
Spreadsheets?

Spreadsheets are
a type of document
that stores and
organizes information.
Spreadsheets have
rows and columns.



READING MAZE

21.3

Write in the best answer the blank space to complete the sentence.

Spreadsheets are a type of _____ that stores

(document, presentation)

and _____ information. Spreadsheets

(organizes, disorganizes)

have _____ and columns. You can create spreadsheets for

(rows, waves)

all types of information. For example, you can keep track of your usernames and passwords in a spreadsheet. Your spreadsheet will be saved to your Google _____.

(Drive, Inbox)



WORKPLACE CONNECTIONS

21.3.WC.1

Directions: Your boss at Digitability wants you to create a spreadsheet outlining your username and passwords. Use the sample spreadsheet to enter your usernames and passwords.

Google Spreadsheets interface showing a blank spreadsheet titled "Usernames and Passwords".

File Edit View Insert Format Data Tools Add-ons Help

100% \$ % .0 .00 123 Arial 10 B I S A

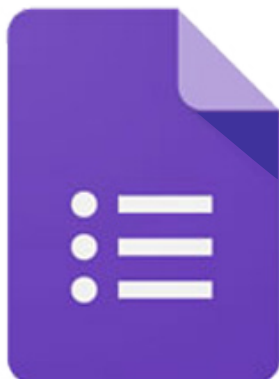
	A	B	C	D	E	F	G	H	I	J	K	L
1												
2												
3												
4												
5												
6												
7												
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WORKPLACE CONNECTIONS

21.3.WC.2

Directions: Your boss at Digitability wants you to create a spreadsheet outlining your username and passwords. Circle the program that you would use to create it below.





WORKPLACE CONNECTIONS

21.3.WC.3

Directions: Your boss at Digitability wants you to create a spreadsheet outlining your username and passwords. Point to the program that you would use to create it below.

