



# UNIT 23: CREATING GOOGLE DOCS LESSON 4: CREATING A SPREADSHEET

## LESSON OVERVIEW

You can create a Spreadsheet using google docs. To create a new google spreadsheet, first, you have to navigate to your Google Drive. Then, click on the red new button. When you click on the red button a dropdown menu will appear. You can click on the spreadsheet icon or the word "Spreadsheet" to create a new Google Spreadsheet. Your new spreadsheet will open automatically in a new tab.

Time: ~30 minutes

## OBJECTIVE

Students will be able to create a Google Doc in their Google Drive account.

## 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 23**
5. Select **Lesson 4 - Creating a Spreadsheet**

## 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 Spreadsheet?"*

**Answer:** Budgeting, Usernames and passwords, payroll etc.


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."*



**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.

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



2. Distribute **23.4.IMAGE** Image Exchange Cards and **23.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** [23.IEC.Y/N] for rephrased question.

**T3** Uses **Image Exchange cards** [23.4.IMAGE] to point to potential vocabulary word or icon representing "Budgeting, usernames, passwords, payroll," or Points to **Yes or No Image Exchange Card** [23.IEC.Y/N] for rephrased question.



3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [23.DollarTracker]

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



**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."

### +\$ 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. "

## 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 23.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** [23.BADGE] for this Unit.



2. 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 spreadsheet"

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

4. Play video.

6. Distribute **23.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** [23.IEC.THUMB]

**T3** Holds up or points to **Thumbs Image Exchange Card** [23.IEC.THUMB]

7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [23.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 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.



## INFORMAL ASSESSMENT



1. *“For a participation dollar, who can tell me where you must navigate first to create a new Google Doc?”*

**Answer:** Your Google Drive.

2. *“For a participation dollar, who can tell me what button you must click to create a new Spreadsheet from the Google Drive window?”*

**Answer:** The New Button.

3. *“For a participation dollar, who can tell me what you should click on in the Dropdown Menu to create a new Spreadsheet?”*

**Answer:** Click the word “Spreadsheet” or the Spreadsheet icon.

4. *“For a participation dollar, who can tell me what happens when you click the Spreadsheet icon or the word “Spreadsheet?”*

**Answer:** A New Spreadsheet will appear in a new tab.




**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.”



5. Distribute **23.4.IMAGE** Image Exchange Cards and **23.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** [23.IEC.Y/N] for rephrased question.

**T3**

Uses **Image Exchange cards** [23.4.IMAGE] to point to potential vocabulary word or icon representing “My google drive, new button, spreadsheet,” or Points to **Yes or No Image Exchange Card** [23.IEC.Y/N] for rephrased question.



6. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [23.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-TOPIC

*[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."*



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 **Creating a Spreadsheet Badge for \$1?**"




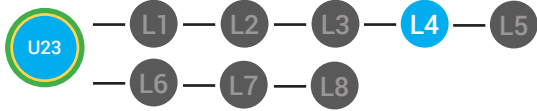
**Pro tip:** Increase the dollar amount for shy students or to increase motivation.

**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 lesson badge cut out **23.4.5**. Students that unlocked the badge will place the **Creating a Spreadsheet** 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**. [23.DollarTracker]

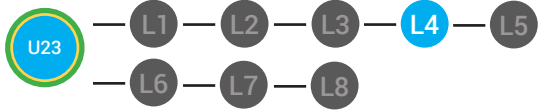
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

<p><b>+\$ PARTICIPATION</b></p> <p>“Marcus + you answered correctly! You earned a dollar! Nice job!”</p>	<p><b>-\$ INTERRUPTIONS</b></p> <p>“Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.”</p>
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## ASSESSMENT/EXIT TICKET



1. Distribute **23.4.6 Creating a Spreadsheet Exit Ticket** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



## DIFFERENTIATION

T1

Using Tier 1 **Creating a Spreadsheet Exit Ticket** [23.4.6.1], Students brainstorm five ways that you could use Google Spreadsheets in your life. List them below.

T2

Using Tier 2 **Creating a Spreadsheet Exit Ticket** [23.4.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [23.4.6.3].

T3

Using Tier 3 **Creating a Spreadsheet Exit Ticket** [23.4.6.3], 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**. [23.DollarTracker]

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

<p><b>+\$ PARTICIPATION</b></p> <p><i>"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."</i></p>	<p><b>-\$ OFF TASK</b></p> <p><i>"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."</i></p>
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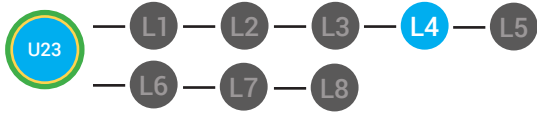
## IMMEDIATE FEEDBACK/NEXT STEPS

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**

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

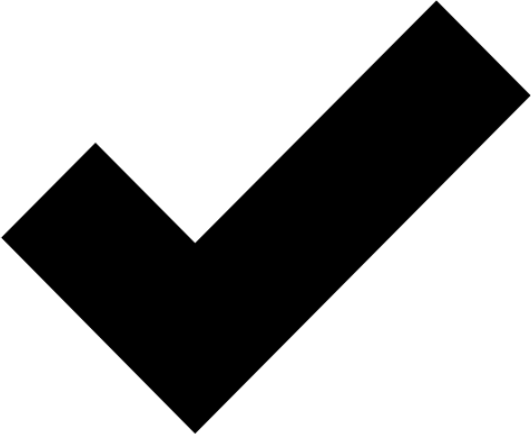
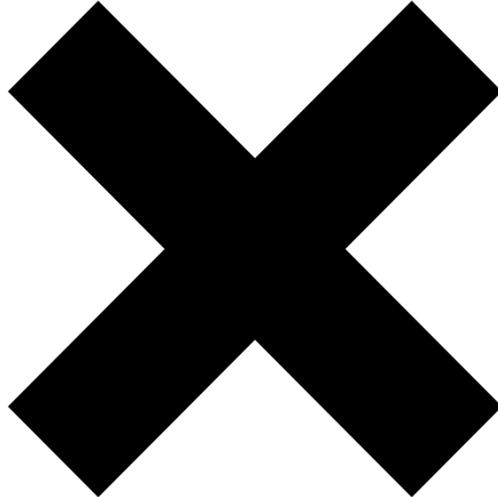
- Problematic -\$**
- Off Task
- Off-Topic/  
Inappropriate  
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

Name						
EX: Sam						
Participation/ Contributing	<del>    </del>					
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**

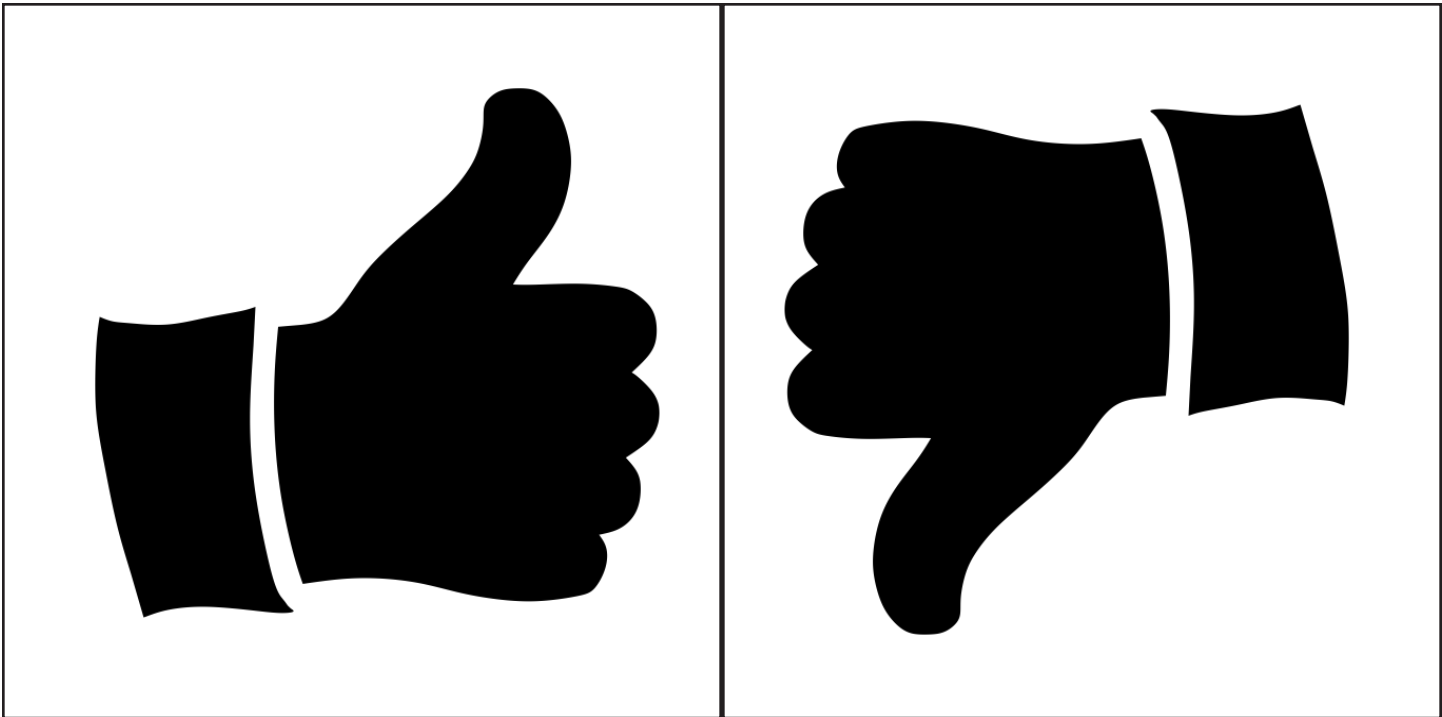
**23.IEC.Y/N**

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

**23.IEC.THUMB**





# IMAGE EXCHANGE CARDS

## 23.4.IMAGE

**Budgeting**



**Username**



**Passwords**



**Payroll**



**My Drive**

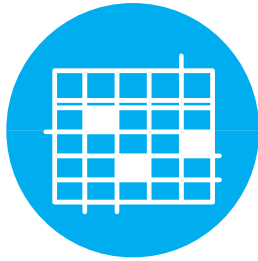


**New Button**





# Spreadsheet





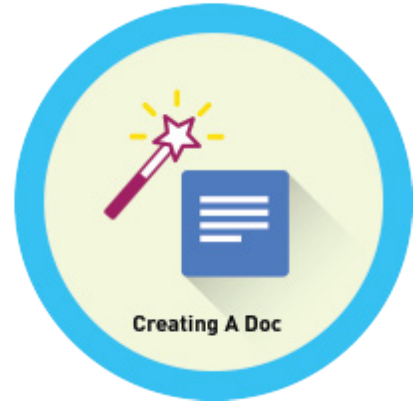
Creating A Sheet



Creating A New Google File



Naming A Google File



Creating A Doc



Creating A Sheet



Creating A Slide



Creating A Form



Creating A Drawing



Creating A New Google File



## WORD WALL PRINTOUT

23.4.5



To create a new Google Spreadsheet, you have to navigate to your Google Drive. Then, click on the red New Button and a drop down menu will appear. You can click on the spreadsheet icon and on the word "Spreadsheet."





**T1** CREATING A SPREADSHEET EXIT TICKET  
GOOGLE SPREADSHEET ACTIVITY

**23.4.6.1**

**Directions:** Brainstorm five ways that you could use Google Spreadsheets in your life. List them below.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_



T2 CREATING A SPREADSHEET EXIT TICKET VOCAB BLOCKS 23.4.6.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Define</b>	<b>Sentence</b>
<b>Examples</b>	<b>Draw</b>
<b>Creating a Spreadsheet</b>	



T3

**CREATING A SPREADSHEET EXIT TICKET  
TRACE 'N' LEARN CARDS****23.4.6.3**

# Creating a Spreadsheet

To create a new Google Doc, you have to navigate to your Google Drive. Then, click on the red New Button and a drop down menu will appear. You can click on the spreadsheet icon and on the word "Spreadsheet."



# READING MAZE

## 23.4

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

You can create a Spreadsheet using google \_\_\_\_\_.

**(docs, drive)**

a new google spreadsheet, first, you have to navigate to your Google \_\_\_\_\_.

**(Mail, Drive)**

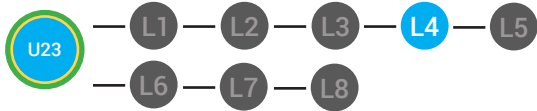
**(purple, red)**

Then, click on the \_\_\_\_\_ new button. When you click on the red button a drop down menu will appear. You can click on the spreadsheet icon or the word "Spreadsheet" to create a new Google \_\_\_\_\_.

**(Document, Spreadsheet)**

Your new spreadsheet will open automatically in a \_\_\_\_\_ tab.

**(new, old)**



## WORKPLACE CONNECTIONS

### 23.4.WC.1

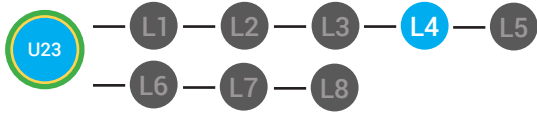
**Directions:** Your boss at Digitability wants you to create a New Google Spreadsheet titled “Google Spreadsheet.” Log into your Google Drive and create a Spreadsheet. Save it using “Google Spreadsheet.”



# WORKPLACE CONNECTIONS

## 23.4.WC.2

**Directions:** Your boss at Digitability wants you to create a New Google Spreadsheet titled “Google Spreadsheet.” Circle where you would click to rename the Google spreadsheet.



# WORKPLACE CONNECTIONS

## 23.4.WC.3

**Directions:** Your boss at Digitability wants you to create a New Google Spreadsheet titled “Google Spreadsheet.” Point to where you would click to rename the Google spreadsheet.