

## UNIT 32: UNDERSTANDING GOOGLE FORMS LESSON 1: WHAT IS A FORM?

### LESSON OVERVIEW

You can use a form like Google Forms or Microsoft Forms to create a quiz, a survey, a questionnaire, a poll, a test, or a signup sheet for your company.

Time: ~30 minutes

### OBJECTIVE

Student is able to identify functions of Google Forms.

### 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.

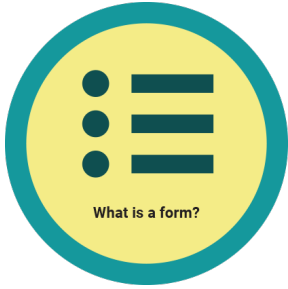
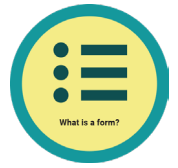
### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 3 - Tech-savvy Ambassador**
4. Select **Unit 32**
5. Select **Lesson 1 - What is a Form?**

### 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.”**

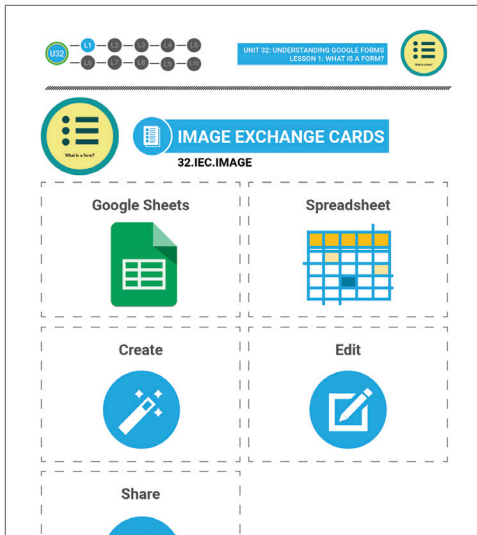
a. \_\_\_\_\_ is a \_\_\_\_\_ application.

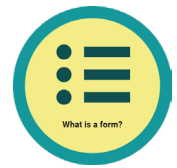
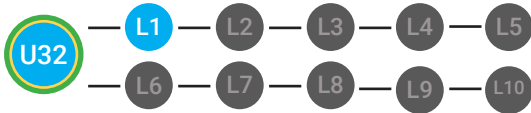
2. Have a student come up to the board to fill in the correct answer.

Repeat the process to ensure all students get a chance to participate and earn a participation dollar.



3. Distribute **32.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** [32.IMAGE.IEC]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [32.1.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 in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

### +\$ 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

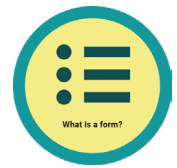
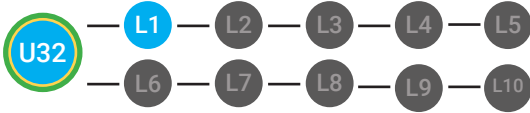
## GUIDED WATCHING



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:** 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.

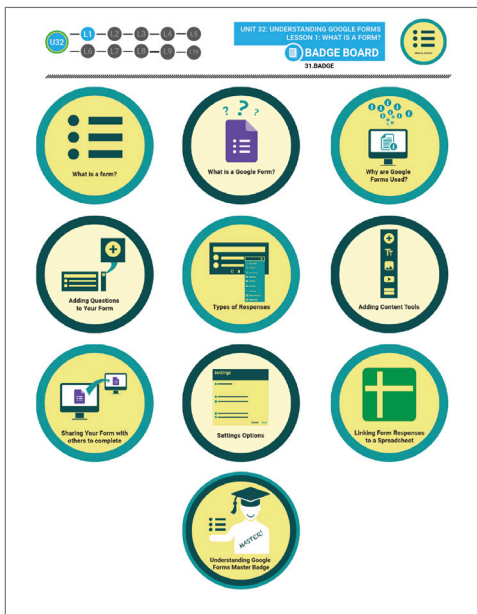


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

**Answer:** What is a Form?

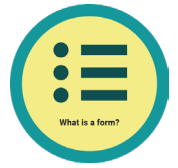


2. Distribute **32.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes down badge name or walks up to point to badge
- T3** Uses **Badge Board** [32.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**. [32.1.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
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- Arguing

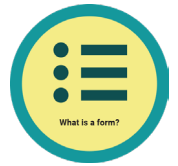



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the word "Form."*

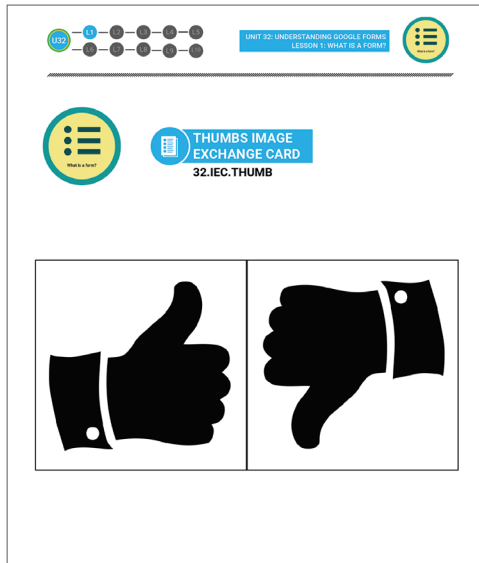
5. Ask students to give a thumbs up every time they hear and/or see the word **"Form"** in the video.



6. Play video.

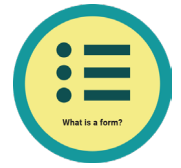


7. Distribute **32.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [32.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [32.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [32.1.DollarTracker]

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

<p><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></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
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## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what a Form is?"*

**Possible Answers:** a form is a web app that helps you create, edit, share and receive questions and data

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



2. Ask, *"For a participation dollar, is Microsoft Forms a type of form app?"*

**Possible Answers:** yes



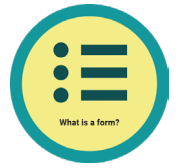
3. Ask, *"For a participation dollar, can you create a questionnaire order using a Form?"*



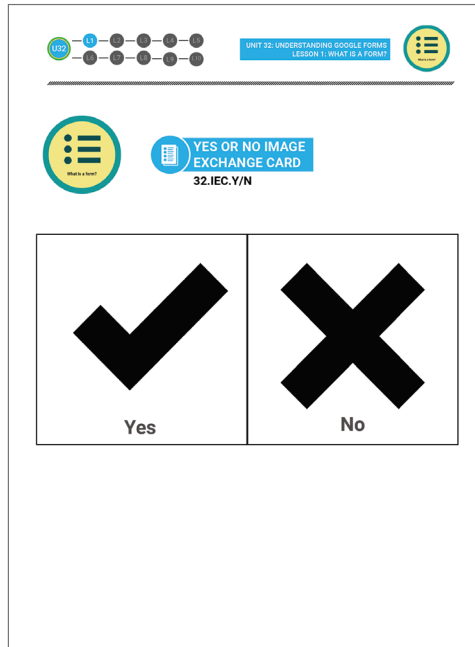
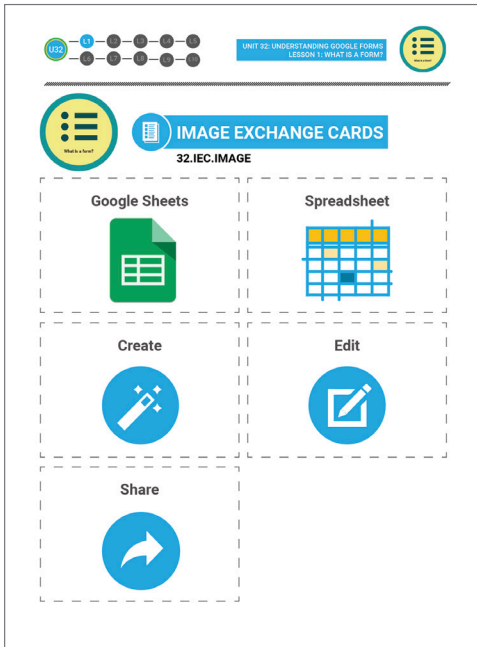
**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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."



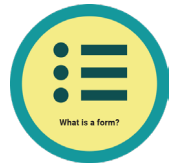
4. Distribute **32.IMAGE.IEC** or **Yes or No Image Exchange Cards** **32.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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** [32.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**. [32.1.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
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- Interrupting
- UMAPA
- Arguing

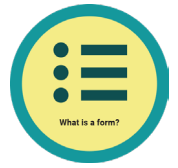
## PLAY ACTIVITY VIDEO




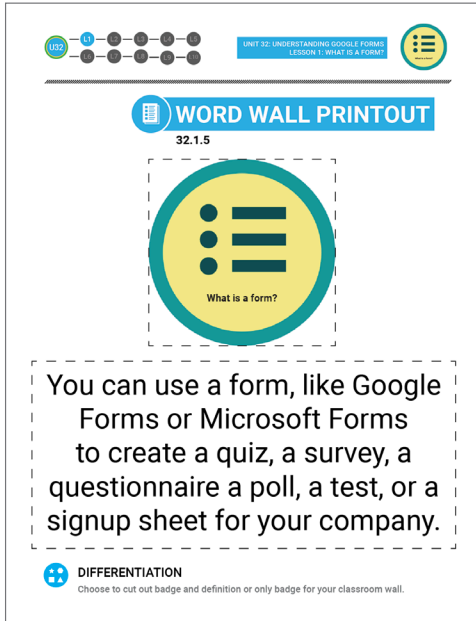
1. Ask the class, *"Who would like to unlock the What is a Form? Badge for \$1?"*

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 32.1.5** Students that unlocked the badge will place the What is a Form? printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



**WORD WALL PRINTOUT**  
 32.1.5

**What is a form?**

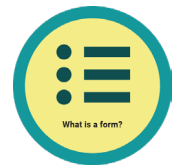
You can use a form, like Google Forms or Microsoft Forms to create a quiz, a survey, a questionnaire a poll, a test, or a signup sheet for your company.

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



## 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**. [32.1.DollarTracker]

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

<p><b>+\$ SUCCESSFUL</b></p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p><b>-\$ PROBLEMATIC</b></p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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## ASSESSMENT/EXIT TICKET



1. Distribute the **What is a Form?** Exit Ticket **32.1.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 32: UNDERSTANDING GOOGLE FORMS  
LESSON 1: WHAT IS A FORM?

**T1) MULTIPLE CHOICE**  
EXIT TICKET | 32.1.6.1

1. What is a Form?

- A web app that helps you create, edit, and store text based files.
- a web app that helps you create, edit, share, and receive
- An application that lets create pictures.
- None of the above

2. What can you share or receive using a form?

- Pictures
- Comments
- Questions and data
- Videos

3. What can you create using Google Forms?

- Pictures
- A quiz, a survey, a questionnaire, a poll, a test, Or a signup sheet
- Letters, flyers, essays, and other text-based files
- Spreadsheets

UNIT 32: UNDERSTANDING GOOGLE FORMS  
LESSON 1: WHAT IS A FORM?

**T2) VOCAB BLOCK**  
EXIT TICKET | 32.1.6.2

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

Define	Sentence
Examples	Draw

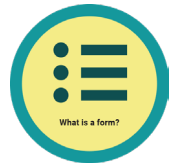
Forms

UNIT 32: UNDERSTANDING GOOGLE FORMS  
LESSON 1: WHAT IS A FORM?

**T3) TRACE 'N' LEARN**  
EXIT TICKET | 32.1.6.3

What is Form?

You can use a form, like Google Forms or Microsoft Forms to create a quiz, a survey, a questionnaire a poll, a test, or a signup sheet for your company.



## DIFFERENTIATION

**T1** Students complete **Multiple Choice** Exit Ticket [32.1.6.1].

**T2** Students complete **Vocab Block** Exit Ticket [32.1.6.2].

**T3** Student complete **Trace 'n' Learn Card** Exit Ticket [32.1.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [32.1.DollarTracker]

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

### +\$ SUCCESSFUL

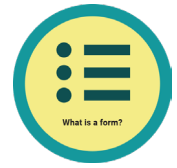
*"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."*

### -\$ 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



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## 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.



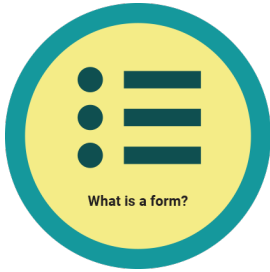
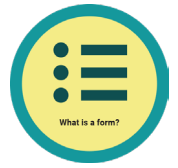
**Behaviors**

**Name**

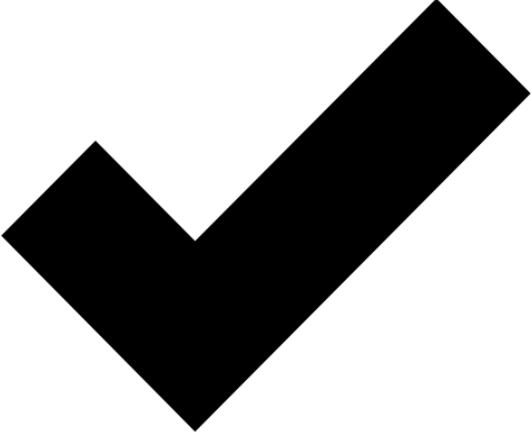
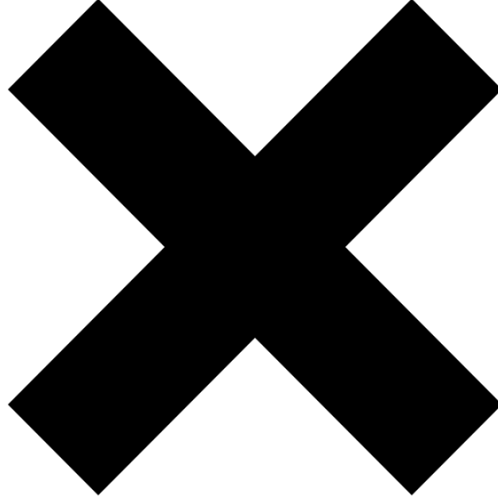
- Successful**
- Participation/Contributing
- Sharing/Helping/Collaborating
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging/Complementing

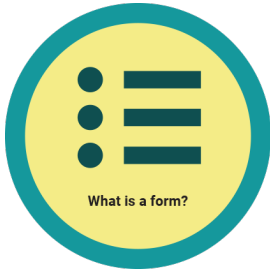
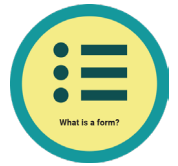
- Problematic**
- Off Task
- Off-Topic/Inappropriate Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA


Name							
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							



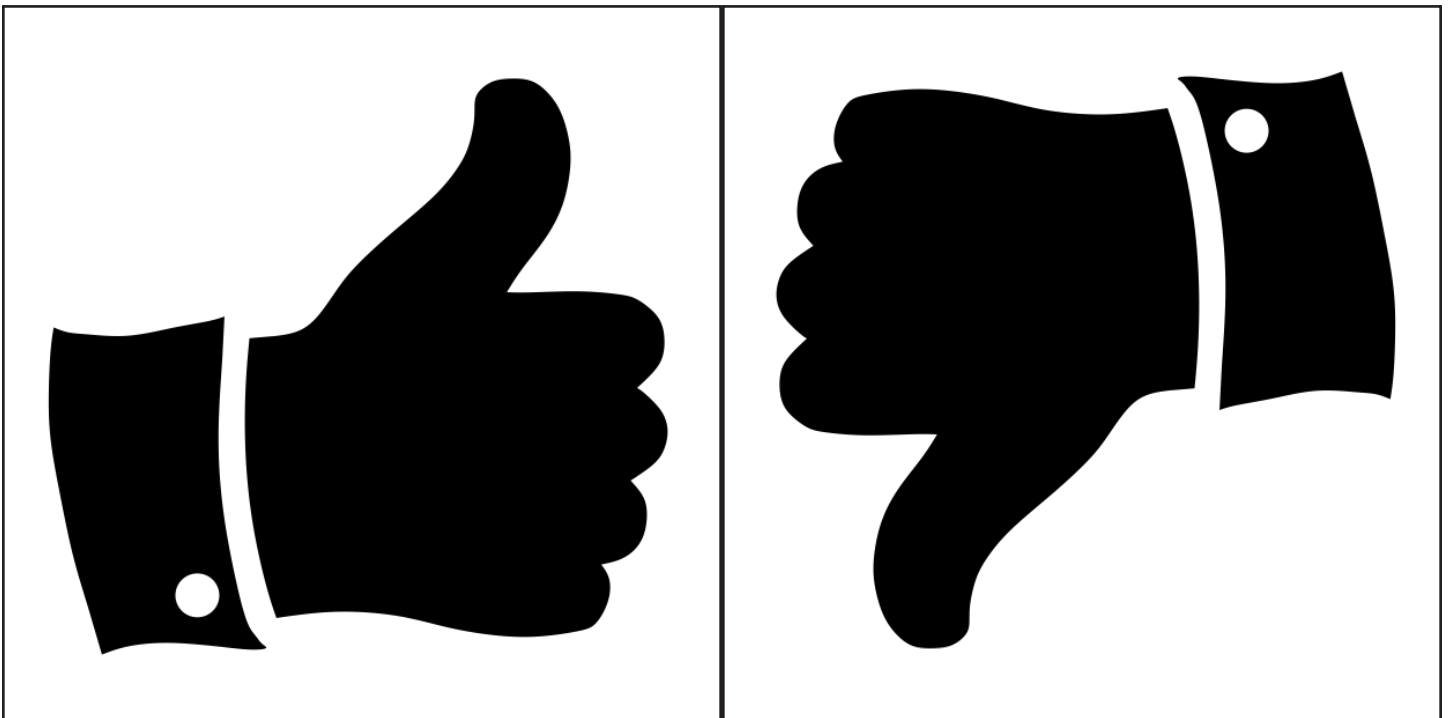
 **YES OR NO IMAGE EXCHANGE CARD**  
**32.IEC.Y/N**

 <p><b>Yes</b></p>	 <p><b>No</b></p>
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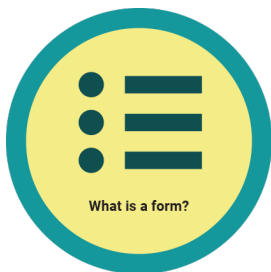
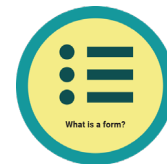


 **THUMBS IMAGE  
EXCHANGE CARD**

**32.IEC.THUMB**







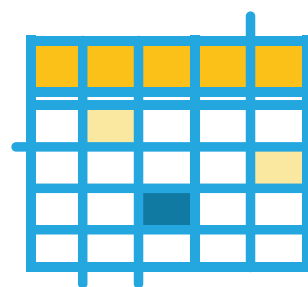
# IMAGE EXCHANGE CARDS

32.IEC.IMAGE

Google Sheets



Spreadsheet



Create

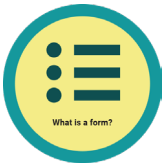


Edit



Share





31.BADGE

What is a form?

What is a Google Form?

Why are Google Forms Used?

Adding Questions to Your Form

Types of Responses

Adding Content Tools

Sharing Your Form with others to complete

Settings Options

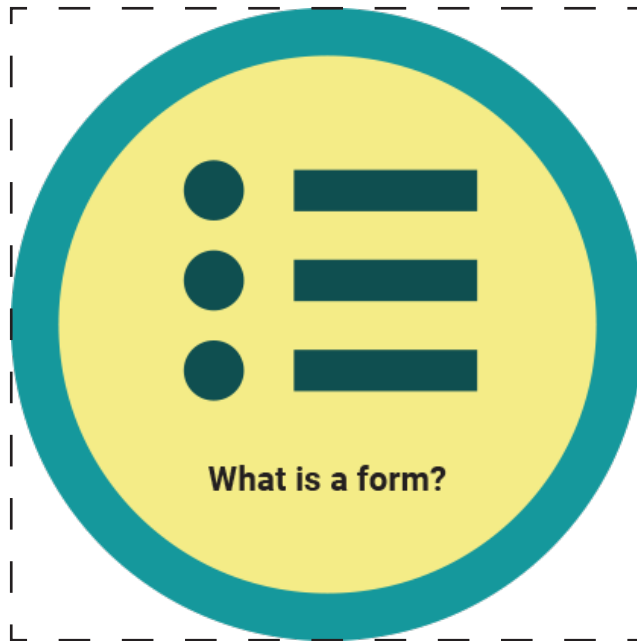
Linking Form Responses to a Spreadsheet

Understanding Google Forms Master Badge



# WORD WALL PRINTOUT

32.1.5

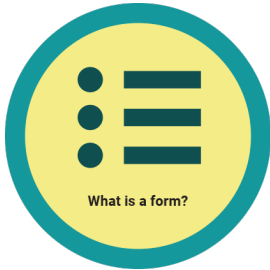
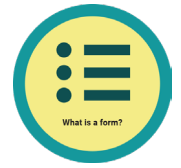


You can use a Form like Google Forms or Microsoft Forms to create a quiz, a survey, a questionnaire, a poll, a test, or a signup sheet for your company.



## DIFFERENTIATION

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



# T1 MULTIPLE CHOICE

## EXIT TICKET | 32.1.6.1

### 1. What is a Form?

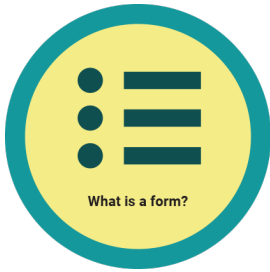
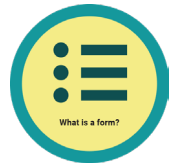
- a. A web app that helps you create, edit, and store text-based files
- b. A web app that helps you create, edit, share, and receive
- c. An application that lets you create pictures
- d. None of the above

### 2. What can you share or receive using a Form?

- a. Pictures
- b. Comments
- c. Questions and Data
- d. Videos

### 3. What can you create using Google Forms?

- a. Pictures
- b. A quiz, a survey, a questionnaire, a poll, a test, or a signup sheet
- c. Letters, flyers, essays, and other text-based files
- d. Spreadsheets



# T2 VOCAB BLOCK

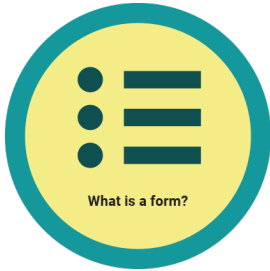
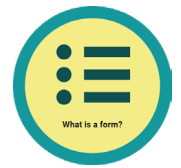
EXIT TICKET | 32.1.6.2

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

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

<b>Define</b>	<b>Sentence</b>
<b>Examples</b>	<b>Draw</b>

**Forms**

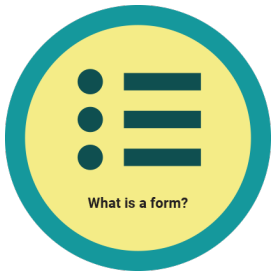


## T3 TRACE 'N' LEARN

EXIT TICKET | 32.1.6.3

What is a Form?

You can use a Form like Google Forms or Microsoft Forms to create a quiz, a survey, a questionnaire, a poll, a test, or a signup sheet for your company.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 32: Understanding Google Forms | 32.1.7

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

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

	DATE:	DOLLARS EARNED:
<b>LESSON 1:</b> Lesson 1: What is a Form?		
<b>LESSON 2:</b> What is a Google Form?		
<b>LESSON 3:</b> Why are Google Forms Used?		
<b>LESSON 4:</b> Adding Questions to Your Form		
<b>LESSON 5:</b> Types of Responses		
<b>LESSON 6:</b> Adding Content Tools		
<b>LESSON 7:</b> Sharing Your Form with Others		
<b>LESSON 8:</b> Settings Options		
<b>LESSON 9:</b> Linking Form Responses		
<b>LESSON 10:</b> Understanding Google Forms Master Badge		

**TOTAL DOLLARS EARNED:**