



UNIT 32: UNDERSTANDING GOOGLE FORMS LESSON 10: UNDERSTANDING GOOGLE FORMS MASTER BADGE

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 sign up sheet for your company. You can use Google Forms to create, edit, and share Forms. Multiple people view, edit, and fill out the same form at the same time. The questions you create will be seen by people that you sent your form to. The Type of Response you choose will change the way someone fills in the answer to a question you created. The Content Tools on the Toolbar are Add Question, Add Title, Add Description, Add Image, Add Video, and Add Section. After you create a form, you can send it to people to be filled out by clicking the Send Button. You can change general options, the presentation, and set your form to a quiz in the Settings Options. Linking a spreadsheet with Google Form responses will help you keep track of and share the responses you receive.

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 10 - Understanding Google Forms Master Badge**

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 **“spreadsheet”** and **“responses.”**

a. Linking a _____ with Google Form responses will help you keep track of and share the _____ you receive.

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**. [30.11.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

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.

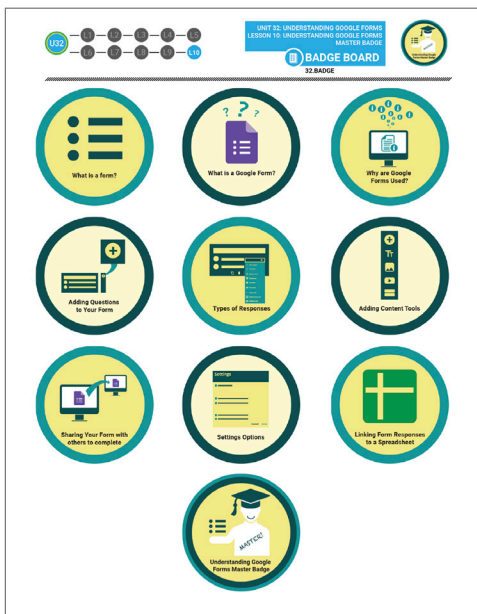


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

Answer: Understanding Google Forms Master Badge



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**. [32.10.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
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- Off-task
- Off-topic/Inappropriate Comment
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- 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 words you learned in this unit."*

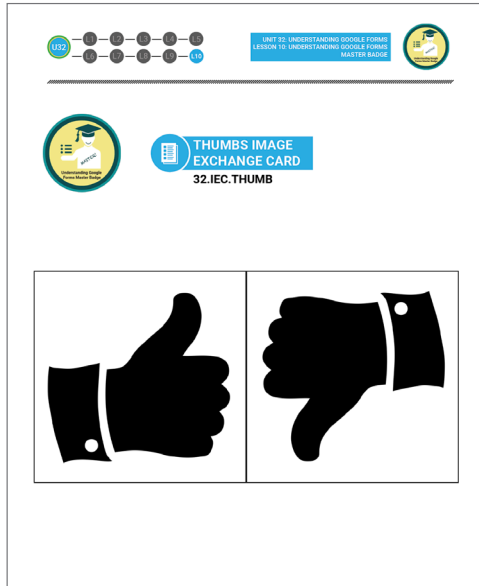
5. Ask students to give a thumbs up every time they hear and/or see the words you learned in this unit in the video.



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**. [32.10.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
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- Complaining/Whining
- Interrupting
- UMAPA
- Arguing

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, who can tell me who sees the questions you create?"*

Possible Answers: the questions that you create will be seen by people you send your form to



3. Ask, Ask, *"For a participation dollar, what will the Type of Response you choose determine?"*

Possible Answers: the way someone fills in the answer to your question



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."

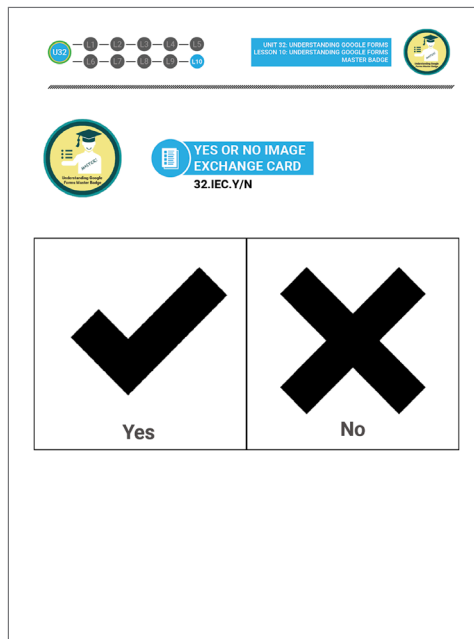
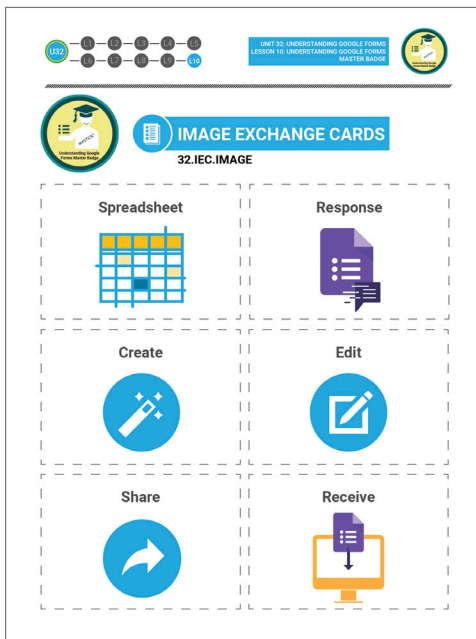


4. Ask, *“For a participation dollar, who can tell me what you click in order to send your form to people?”*

Possible Answers: the Send Button



5. 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**. [32.10.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]

<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
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- Off-task
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- Interrupting
- UMAPA
- Arguing

PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Understanding Google Forms Master 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 32.10.5** Students that unlocked the badge will place the Understanding Google Forms Master Badge printout on the classroom's word wall. See

DIFFERENTIATION for this activity to identify supplements needed for your students.

UNIT 32: UNDERSTANDING GOOGLE FORMS
 LESSON 10: UNDERSTANDING GOOGLE FORMS
 MASTER BADGE

WORD WALL PRINTOUT
32.10.5

You can use Google Forms to create, edit and share Forms. Multiple people view, edit and fill out the same form at the same time. The questions you create will be seen by people that you sent your form to. Responses change the way someone fills in an answer to the question you created. The tools on the bar are Add Question, Add Title, Add Description, Add Image, Add Video and Add Section. After you create a form, you can send it to people to be filled out by clicking the send button. You can change general options, the presentation, and set your form to a quiz in the settings options. Linking a spreadsheet with responses will help you keep track and share the responses you receive.



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**. [32.10.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
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- Off-task
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ASSESSMENT/EXIT TICKET



1. Distribute the **Understanding Google Forms Master Badge Exit Ticket 32.10.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 32: UNDERSTANDING GOOGLE FORMS
 LESSON 10: UNDERSTANDING GOOGLE FORMS
 MASTER BADGE

T1 VOCAB BLOCK
 EXIT TICKET | 32.10.6.1

Name: _____
 Date: _____

Define		Sentence	
	Understanding Google Forms		
Examples		Draw	

UNIT 32: UNDERSTANDING GOOGLE FORMS
 LESSON 10: UNDERSTANDING GOOGLE FORMS
 MASTER BADGE

T2 MATCHING
 EXIT TICKET | 32.10.6.2

<ul style="list-style-type: none"> What is a Form? _____ What is a Google Form? _____ Why use Google Forms? _____ Adding Questions to Your Forms _____ Types of Responses _____ Adding Content Tools _____ Sharing Your Form With Others to Complete _____ Settings Options _____ Linking Form responses to a Spreadsheet _____ 	<ul style="list-style-type: none"> a. Linking a spreadsheet with responses will help you keep track and share the responses you receive on your form. b. Google Forms is a form application. c. Responses change the way someone fills in an answer to the question you created. d. The questions that you create will be seen by people that you send your form to. e. Google Forms let's multiple people view, edit, and fill out the same Form at the same time. f. The tools on this bar are add question, add title, add description, add image, add video, add section. g. After you create a form, you can send it to people to be filled out by clicking the send button. h. You can change General options, the presentation, and set your form to a quiz in the settings options. i. A Form is a web app that helps you create, edit, share, and receive questions and data.
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DIFFERENTIATION

- T1** Student completes **Vocab Block** Exit Ticket [32.10.6.1].
- T2** Student has the option to complete **Vocab Block** Exit Ticket [32.10.6.1] or **Matching** Exit Ticket [32.10.6.2].
- T3** Student completes **Matching** Exit Ticket [32.10.6.2] with the help of Tier 1 partner or staff member.



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [32.10.DollarTracker]

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

+ \$ SUCCESSFUL	- \$ PROBLEMATIC
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Participation/Contribution
 Sharing/Helping
 Greeting a Guest
 Following Directions/Staying on Task
 Encouraging

Off-task
 Off-topic/Inappropriate Comment
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 UMAPA
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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

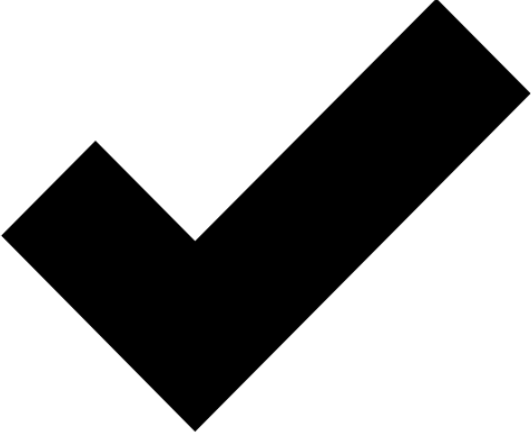
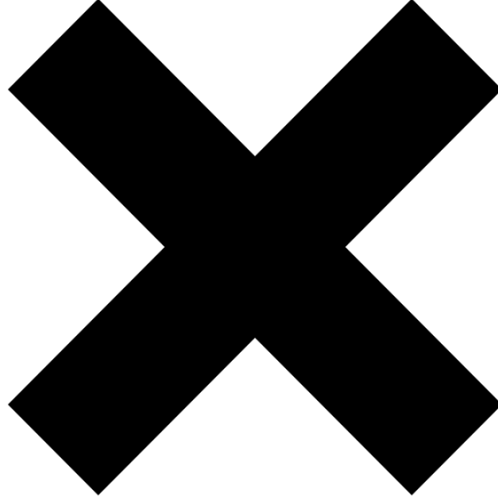
- Problematic**
- Off Task
 - Off-Topic/
Inappropriate
Comment
 - Disrespect/Teasing
 - Complaining/Whining
 - Arguing
 - Interrupting
 - UMAPA

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

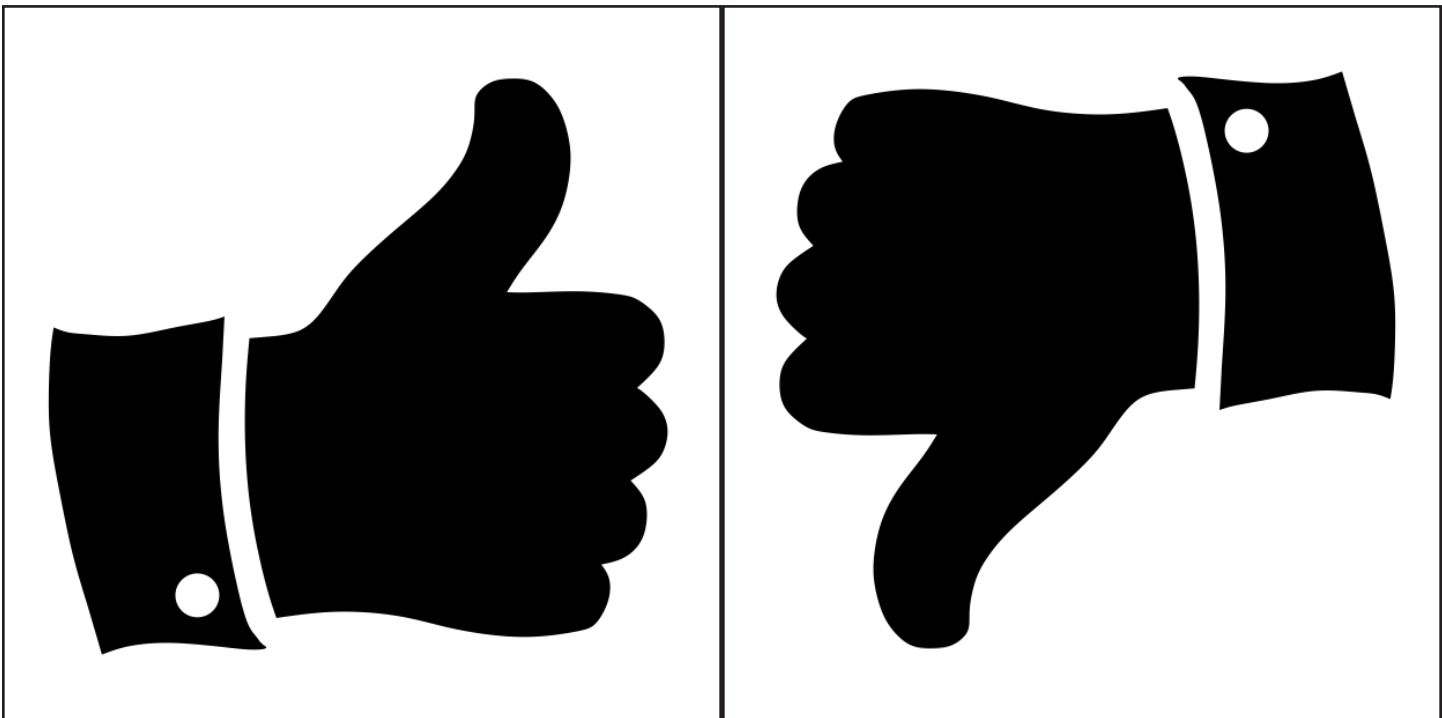
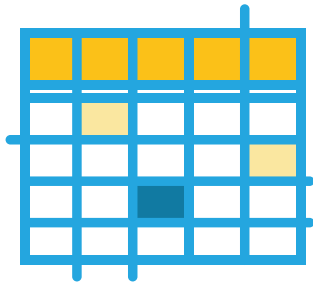




IMAGE EXCHANGE CARDS

32.IEC.IMAGE

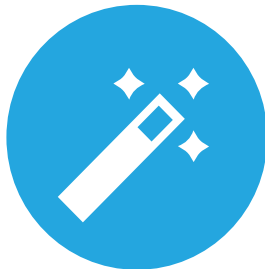
Spreadsheet



Response



Create



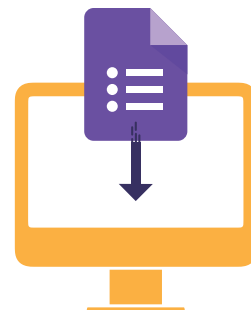
Edit



Share



Receive





People you send the Google Form to



Send Button





32.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

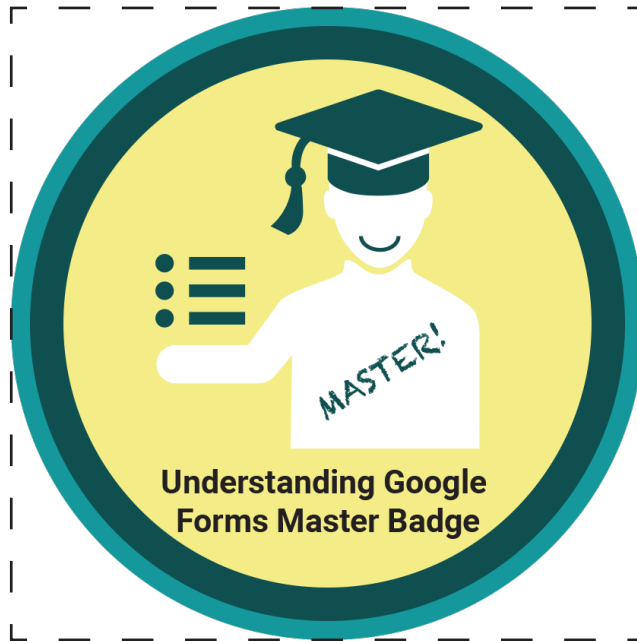
Linking Form Responses to a Spreadsheet

Understanding Google Forms Master Badge



WORD WALL PRINTOUT

32.10.5



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. You can use Google Forms to create, edit, and share Forms. Multiple people view, edit, and fill out the same form at the same time. The questions you create will be seen by people that you sent your form to. The Type of Response you choose will change the way someone fills in the answer to a question you created. The Content Tools on the Toolbar are Add Question, Add Title, Add Description, Add Image, Add Video, and Add Section. After you create a form, you can send it to people to be filled out by clicking the Send Button. You can change general options, the presentation, and set your form to a quiz in the Settings Options. Linking a spreadsheet with Google Form responses will help you keep track of and share the responses you receive.



T1 VOCAB BLOCK

EXIT TICKET | 32.10.6.1

Name: _____

Date: _____

Define	Sentence
Examples	Draw

**Understanding
Google Forms**



T2 MATCHING

EXIT TICKET | 32.10.6.2



What is a Form? _____



What is a Google Form? _____



Why use Google Forms? _____



Adding Questions to Your Forms _____



Types of Responses _____



Adding Content Tools _____



Sharing Your Form With Others to Complete _____



Settings Options _____



Linking Form responses to a Spreadsheet _____

a. Linking a spreadsheet with responses will help you keep track of and share the responses you receive on your form.

b. Google Forms is a form application.

c. Responses change the way someone fills in an answer to the question you created.

d. The questions that you create will be seen by people that you send your form to.

e. Google Forms lets multiple people view, edit, and fill out the same Form at the same time.

f. The Content Tools on the Toolbar are Add Question, Add Title, Add Description, Add Image, Add Video, and Add Section.

g. After you create a form, you can send it to people to be filled out by clicking the Send Button.

h. You can change general options, the presentation, and set your form to a quiz in the Settings Options.

i. A form is a web app that helps you create, edit, share, and receive questions and data.



MY DIGITABILITY EARNINGS TRACKER

Unit 32: Understanding Google Forms | 32.10.7

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

Name: _____

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

TOTAL DOLLARS EARNED: