

UNIT 32: UNDERSTANDING GOOGLE FORMS LESSON 2: WHAT IS GOOGLE FORMS?

LESSON OVERVIEW

You can use Google Forms to create, edit, and share forms.

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 2 - What is Google Forms?**

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 Forms,” “quiz,”** and **“signup sheet.”**

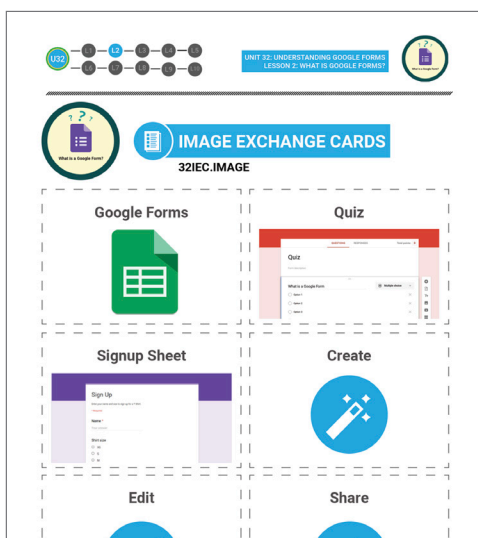
a. You can use a form like _____ or Microsoft Forms to create a _____, a survey, a questionnaire, a poll, a test, or a _____ for your company.

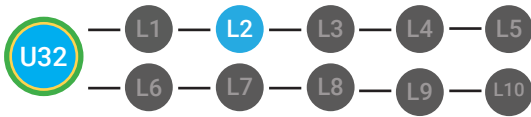
2. Have a student come up to the board to fill in the correct answer.

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]



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.



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [32.2.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] 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

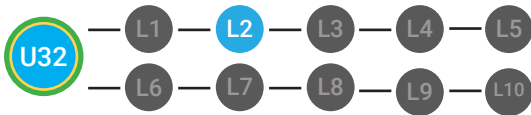
GUIDED WATCHING



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: 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 Google Forms?

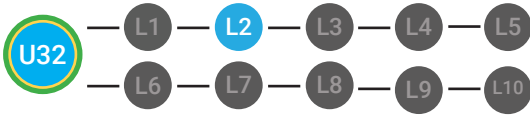


2. Distribute **32.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [32.2.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>



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
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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 "Google Forms."*

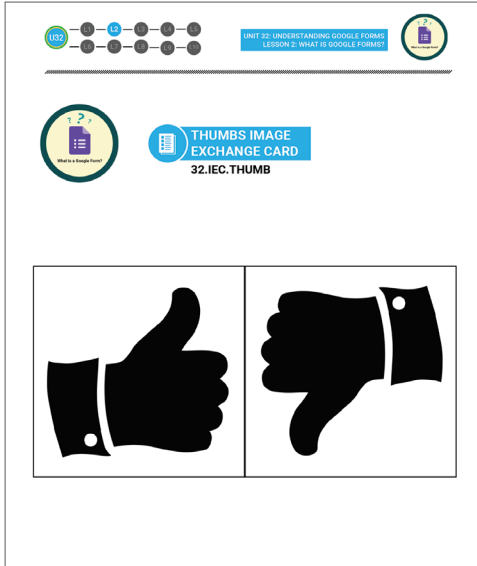
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Google Forms"** in the video.



6. Play video.

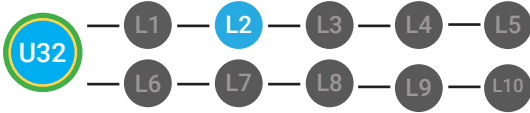


7. Distribute **32.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [32.2.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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INFORMAL ASSESSMENT



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

Possible Answers: Google Forms is a spreadsheet application that you can use to create, edit, and share forms

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



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

Possible Answers: yes



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."

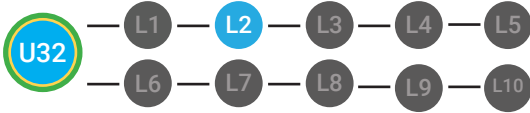


4. Distribute **32.IMAGE.IEC** or **Yes or No Image Exchange Cards** **32.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [32.2.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
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- Arguing

PLAY ACTIVITY VIDEO




1. Ask the class, *"Who would like to unlock the What is Google Forms? 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 32.2.5** Students that unlocked the badge will place the What is Google Forms? 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**. [32.2.DollarTracker]

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ASSESSMENT/EXIT TICKET



1. Distribute the **What is Google Forms?** Exit Ticket **32.2.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 32: UNDERSTANDING GOOGLE FORMS
LESSON 2: WHAT IS GOOGLE FORMS?

T1 VOCAB BLOCK
EXIT TICKET | 32.2.6.1

Name: _____
Date: _____

Define	Sentence
Examples	Draw

Google Forms

UNIT 32: UNDERSTANDING GOOGLE FORMS
LESSON 2: WHAT IS GOOGLE FORMS?

T3 TRACE 'N' LEARN
EXIT TICKET | 32.2.6.3

Google Forms

You can use Google Forms to create, edit, and share forms



DIFFERENTIATION

- T1** Students complete **Vocab Block** Exit Ticket [32.2.6.1].
- T2** Students complete **Vocab Block** Exit Ticket [32.2.6.1].
- T3** Student complete **Trace 'n' Learn Card** Exit Ticket [32.1.6.3].



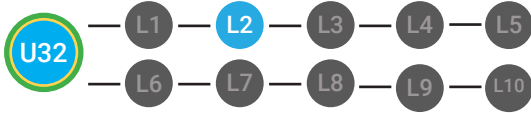
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Participation/Contribution
 Sharing/Helping
 Greeting a Guest
 Following Directions/Staying on Task
 Encouraging

Off-task
 Off-topic/Inappropriate Comment
 Disrespect/Teasing
 Complaining/Whining
 Interrupting
 UMAPA
 Arguing



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

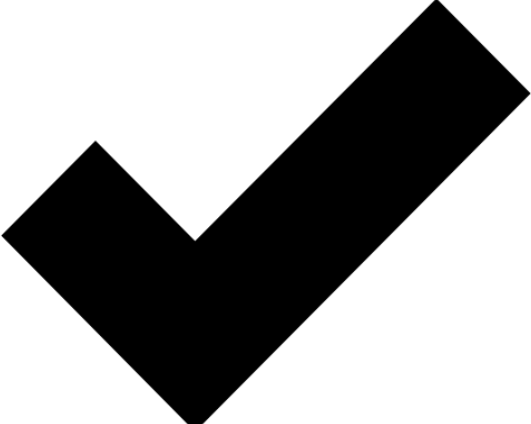
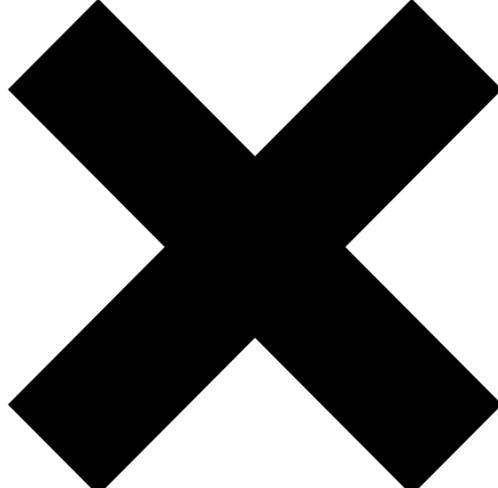
- Problematic**
- Off Task
- Off-Topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

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**

32.IEC.Y/N

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

32.IEC.THUMB

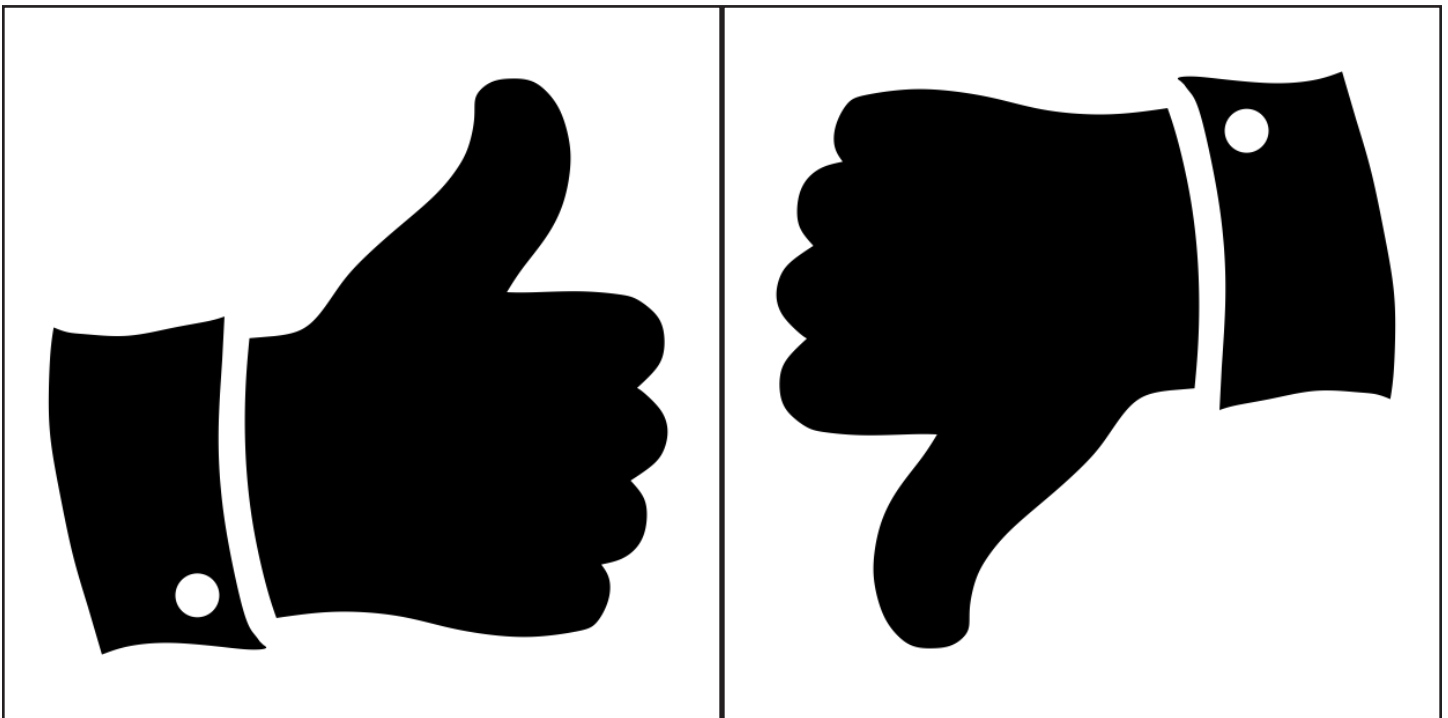




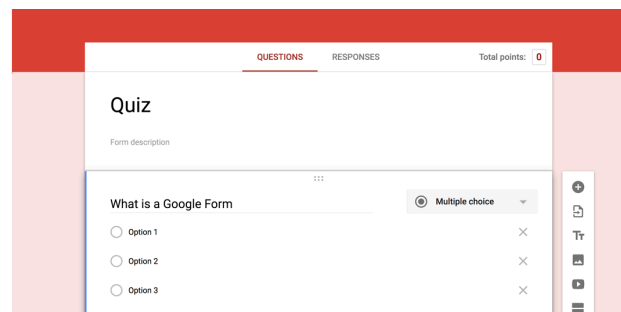
IMAGE EXCHANGE CARDS

32.IEC.IMAGE

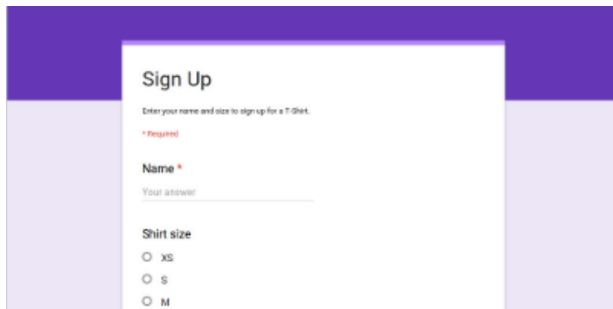
Google Forms



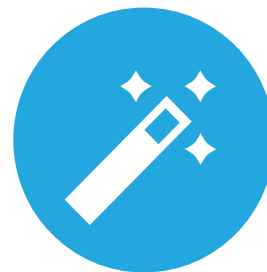
Quiz



Signup Sheet



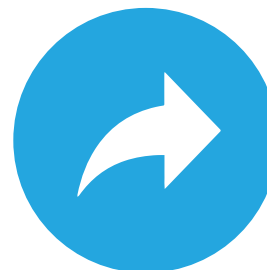
Create



Edit



Share





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

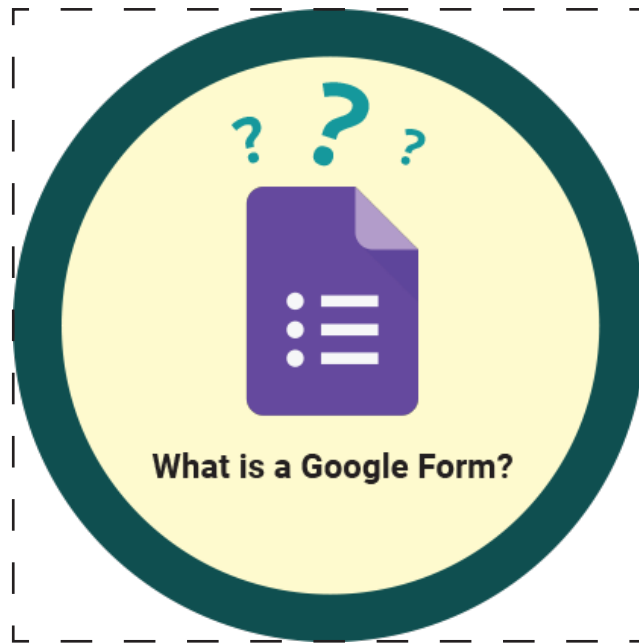
Linking Form Responses to a Spreadsheet

Understanding Google Forms Master Badge



WORD WALL PRINTOUT

32.2.5



You can use Google Forms to create, edit, and share forms.



DIFFERENTIATION

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



T1 VOCAB BLOCK

EXIT TICKET | 32.2.6.1

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Google Forms



T3 TRACE 'N' LEARN

EXIT TICKET | 32.2.6.3

Google Forms

You can use
Google Forms to
create, edit, and
share forms.



MY DIGITABILITY EARNINGS TRACKER

Unit 32: Understanding Google Forms | 32.2.7

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: