

UNIT 32: UNDERSTANDING GOOGLE FORMS LESSON 3: WHY USE GOOGLE FORMS?

LESSON OVERVIEW

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

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.

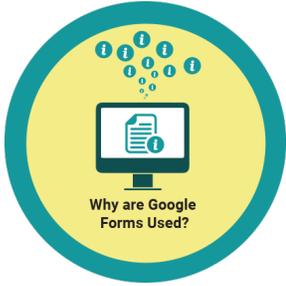
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 3 - Tech-savvy Ambassador**
4. Select **Unit 32**
5. Select **Lesson 3 - Why Use 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 **“create,” “edit,”** and **“share.”**

a. You can use Google Forms to _____, _____, and _____ Forms.

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.



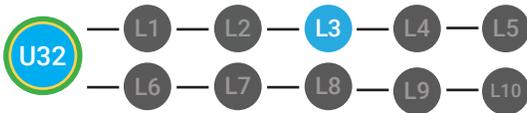
3. Distribute **32.IMAGE.IEC** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 32: UNDERSTANDING GOOGLE FORMS
LESSON 3: WHY USE GOOGLE FORMS?

IMAGE EXCHANGE CARDS

32.IEC.IMAGE

<p>Create</p>	<p>Edit</p>
<p>Share</p>	<p>Collaborate</p>



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**. [32.3.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] 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

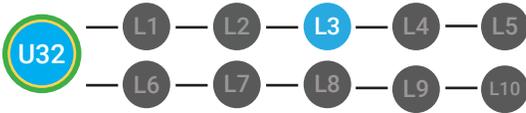
GUIDED WATCHING



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.

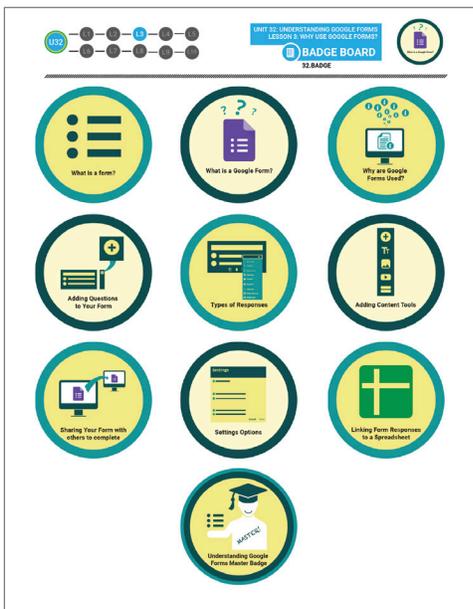


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

Answer: Why Use Google Forms?

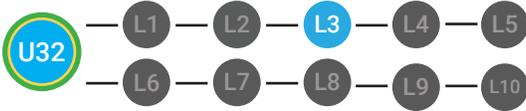


2. Distribute **32.BADGE** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [32.3.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
- Sharing/Helping
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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 "view," "edit," and "fill out."*

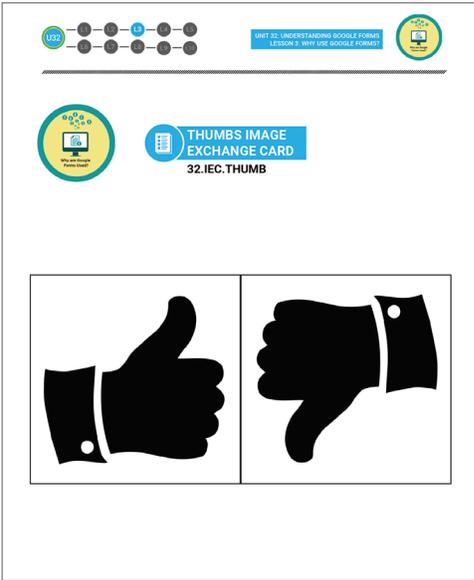
5. Ask students to give a thumbs up every time they hear and/or see the words **"view," "edit,"** and **"fill out"** in the video.



6. Play video.

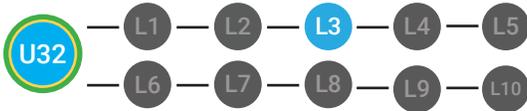


7. Distribute **32.IEC.THUMB** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [32.3.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
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INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me where Google Forms can help you collaborate?"*

Possible Answers: Google Forms helps people collaborate in the workplace

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



2. Ask, *"For a participation dollar, can employees access Google Forms from any computer?"*



3. Ask, *"For a participation dollar, can multiple people edit Google Forms at the same time?"*



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**. [32.3.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
- Encouraging

- Off-task
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PLAY ACTIVITY VIDEO



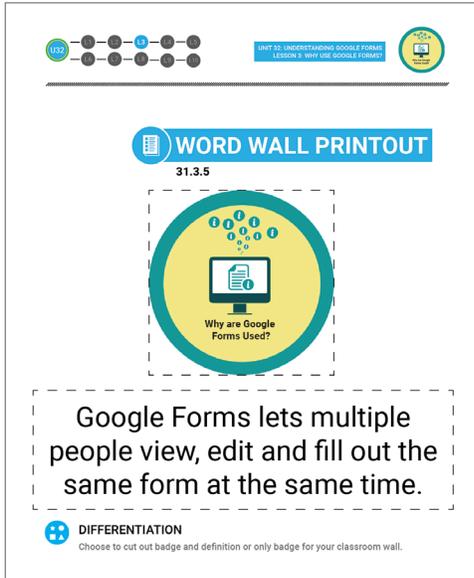
1. Ask the class, *"Who would like to unlock the Why Use Google Forms Badge for \$1?"*

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 32.3.5** Students that unlocked the badge will place the Why use 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**. [32.3.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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- Arguing

ASSESSMENT/EXIT TICKET



1. Distribute the **Why Use Google Forms?** Exit Ticket **32.3.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 32: UNDERSTANDING GOOGLE FORMS
LESSON 3: WHY USE GOOGLE FORMS?

T1 OPEN ANSWER
EXIT TICKET | 32.3.6.1

1. What does Google Forms help you do?

2. What does Google Forms help multiple people do at the same time?

3. Where can employees access their Google Forms?

UNIT 32: UNDERSTANDING GOOGLE FORMS
LESSON 3: WHY USE GOOGLE FORMS?

T2 MULTIPLE CHOICE
EXIT TICKET | 32.3.6.2

1. What does Google Forms help you do?

- a. helps you move files into folders
- b. helps you share pictures
- c. helps people collaborate in the workplace
- d. None of the above

2. What does Google Forms help multiple people do at the same time?

- a. View the same Form
- b. View, edit, and fill out the same Form
- c. Fill out the same Form
- d. None of the above

3. Where can employees access their Google Forms?

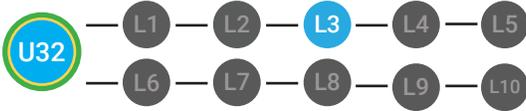
- a. From any computer or device
- b. Only YOUR computer
- c. Only the computer the form was created on.
- d. All of the above.

UNIT 32: UNDERSTANDING GOOGLE FORMS
LESSON 3: WHY USE GOOGLE FORMS?

T3 TRACE 'N' LEARN
EXIT TICKET | 31.3.6.3

Why Use Google Forms

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



DIFFERENTIATION

- T1** Using Tier 1 **Open Answer** Exit Ticket [32.3.6.1], student writes in their answers for each question.
- T2** Using Tier 2 **Multiple Choice** Exit Ticket [32.3.6.2], student circles the correct answer for each question.
- T3** Student completes **Trace 'n' Learn Card** Exit Ticket [32.3.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [32.3.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
- Following Directions/Staying on Task
- Encouraging

- Off-task
- Off-topic/Inappropriate Comment
- Disrespect/Teasing
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- Interrupting
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- Arguing



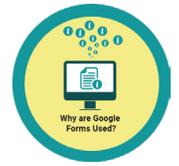
IMMEDIATE FEEDBACK/NEXT STEPS

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.



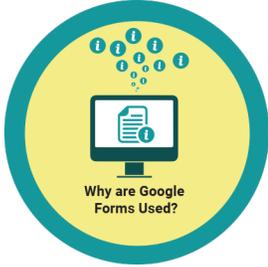
Behaviors

Name

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

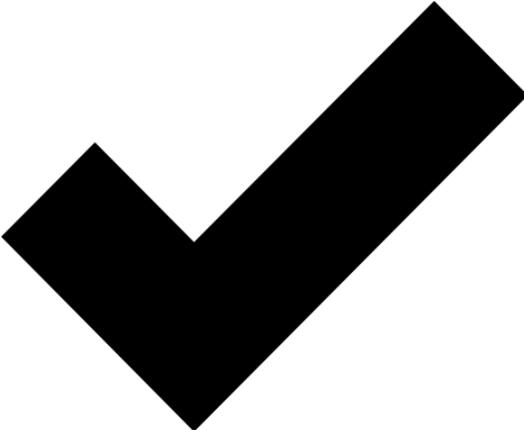
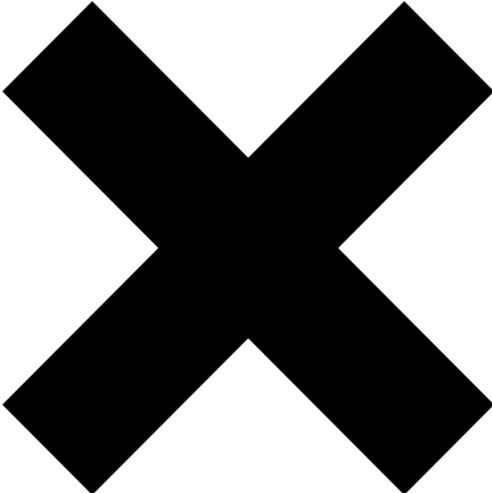
- Problematic**
- Off Task
- Off-Topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

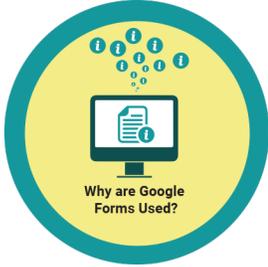
	<i>EX: Sam</i>					
Participation/ Contributing						
Sharing/Helping/ Collaborating						
Greeting a Guest						
Following Directions/ Staying on Task						
Encouraging/ Complementing						
Off Task						
Off-Topic/ Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting						
UMAPA						



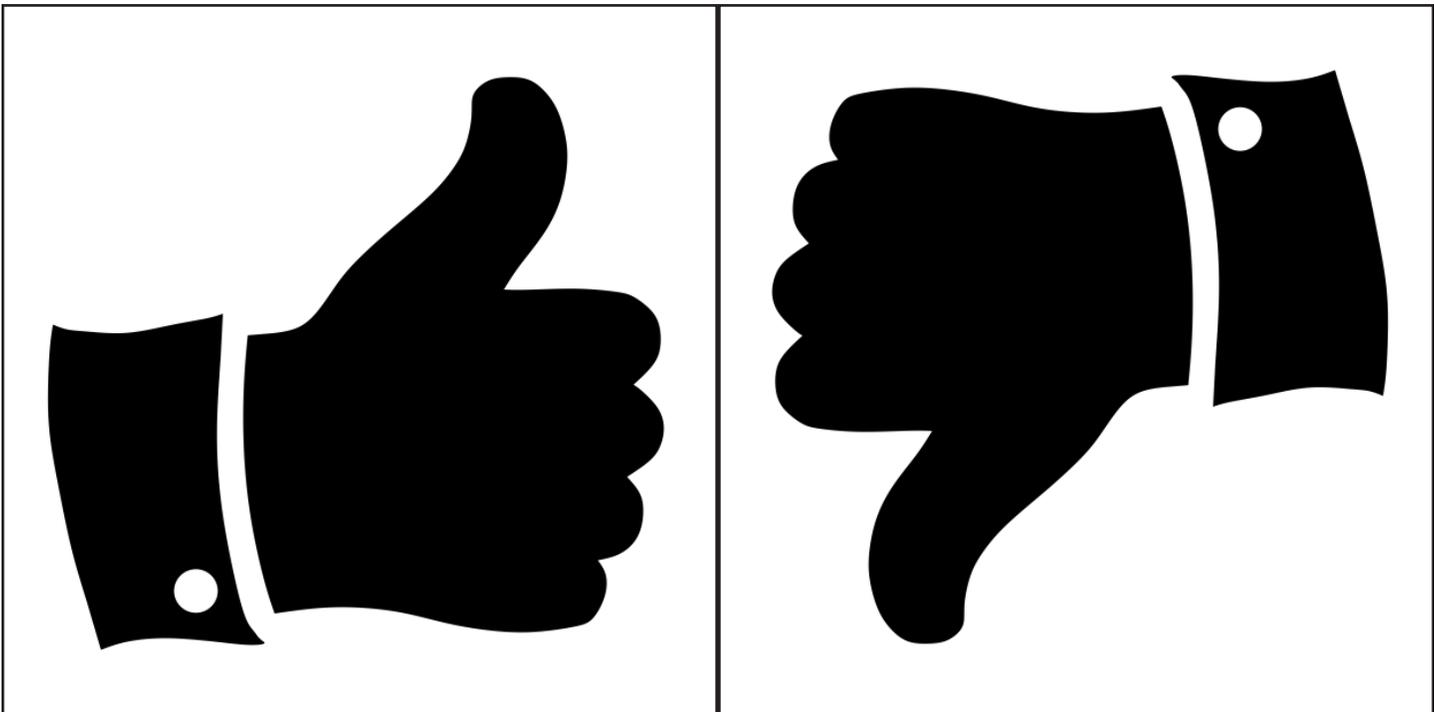
 **YES OR NO IMAGE EXCHANGE CARD**

32.IEC.Y/N

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



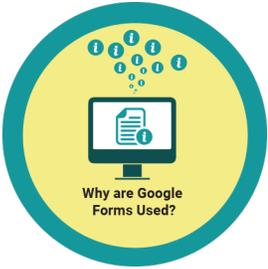


IMAGE EXCHANGE CARDS

32.IEC.IMAGE

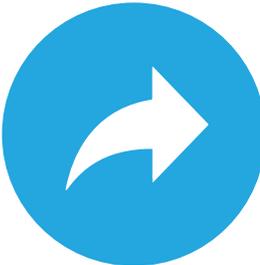
Create



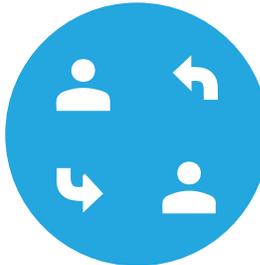
Edit



Share



Collaborate





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

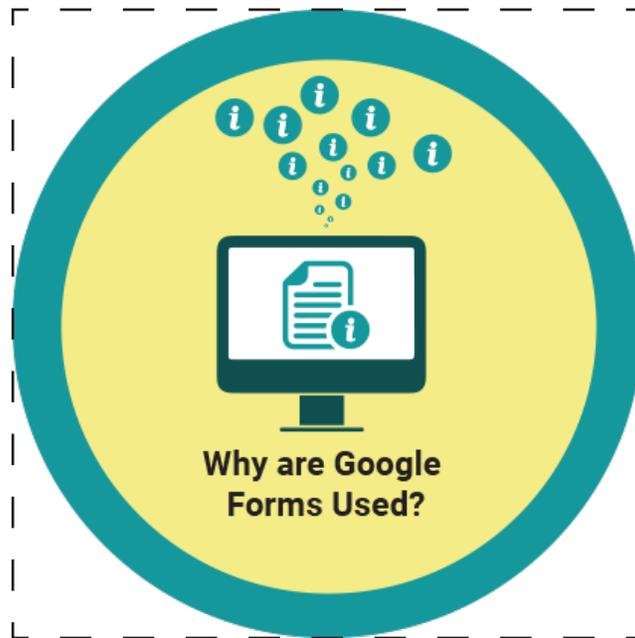
Linking Form Responses to a Spreadsheet

Understanding Google Forms Master Badge



WORD WALL PRINTOUT

31.3.5

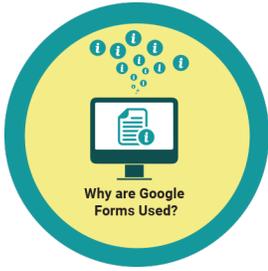


Google Forms lets multiple people view, edit, and fill out the same form at the same time.



DIFFERENTIATION

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



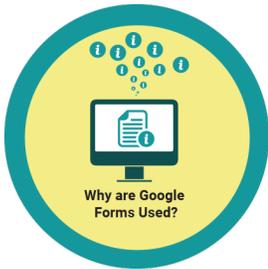
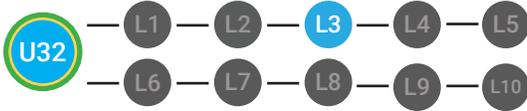
T1 OPEN ANSWER

EXIT TICKET | 32.3.6.1

1. What does Google Forms help you do?

2. What does Google Forms help multiple people do at the same time?

3. Where can employees access their Google Forms?



T2 MULTIPLE CHOICE

EXIT TICKET | 32.3.6.2

1. What does Google Forms help you do?

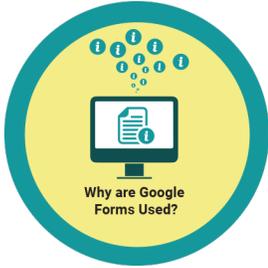
- a. Helps you move files into folders
- b. Helps you share pictures
- c. Helps people collaborate in the workplace
- d. None of the above

2. What does Google Forms help multiple people do at the same time?

- a. View the same Form
- b. View, edit, and fill out the same Form
- c. Fill out the same Form
- d. None of the above

3. Where can employees access their Google Forms?

- a. From any computer or device
- b. Only your computer
- c. Only the computer the form was created on.
- d. All of the above.

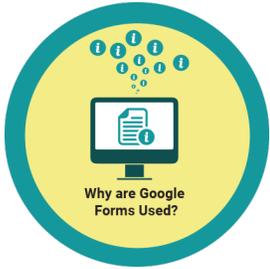


T3 TRACE 'N' LEARN

EXIT TICKET | 32.3.6.3

Why Use Google
Forms

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



MY DIGITABILITY EARNINGS TRACKER

Unit 32: Understanding Google Forms | 32.3.7

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: