

## UNIT 32: UNDERSTANDING GOOGLE FORMS LESSON 4: ADDING QUESTIONS TO YOUR FORM

### LESSON OVERVIEW

The Questions you create will be seen by people that you sent your form to.

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 4 - Adding Questions to Your 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 **“view,” “edit,”** and **“form.”**

a. Google Forms lets multiple people \_\_\_\_\_, \_\_\_\_\_, and fill out the same \_\_\_\_\_ at the same time.

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.



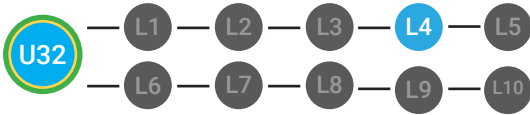
3. Distribute **32.IMAGE.IEC** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 32: UNDERSTANDING GOOGLE FORMS  
LESSON 4: ADDING QUESTIONS TO YOUR FORM

**IMAGE EXCHANGE CARDS**

32.IEC.IMAGE

View 	Edit 
Form 	People you send the Google Form to 



## 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**. [32.4.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

## GUIDED WATCHING



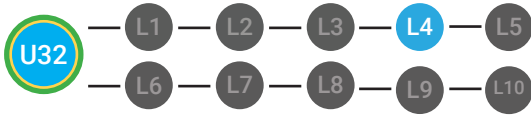
Call out earnings to the class, *"[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."*



**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.




**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.

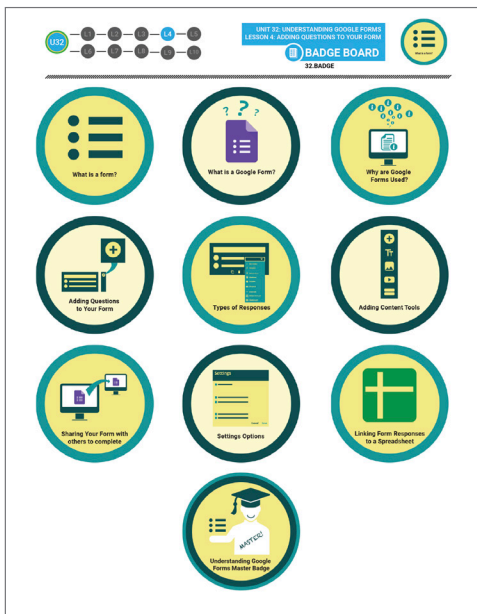


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

**Answer:** Adding Questions to Your Form

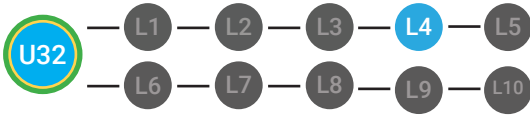


2. Distribute **32.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [32.4.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  
Greeting a Guest  
Following Directions/Staying on Task  
Encouraging

Off-task  
Off-topic/Inappropriate Comment  
Disrespect/Teasing  
Complaining/Whining  
Interrupting  
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 phrase "Adding Questions."*

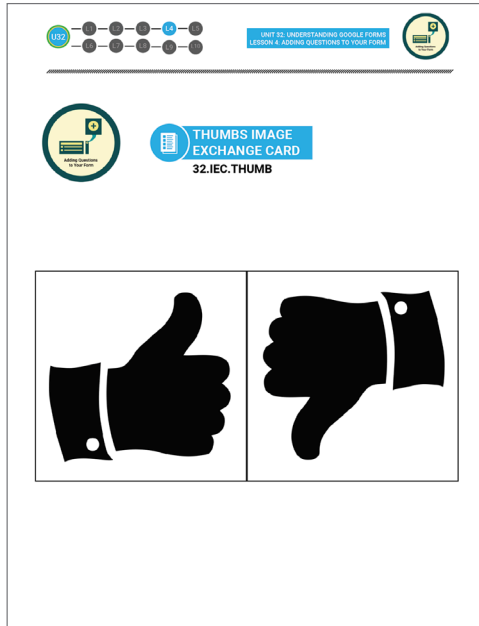
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Adding Questions"** in the video.



6. Play video.

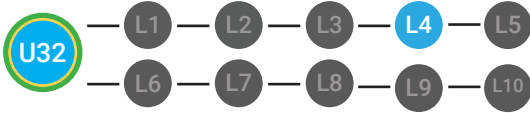


7. Distribute **32.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [32.4.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
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- Arguing

## INFORMAL ASSESSMENT



1. 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

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



2. Ask, *"For a participation dollar, can you add Questions to your 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."



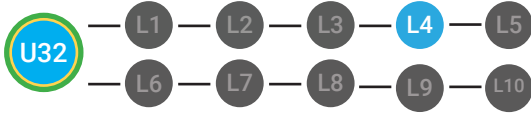
3. Distribute **32.IMAGE.IEC** or **Yes or No Image Exchange Cards 32.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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





4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [32.4.DollarTracker]

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



**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.

+ \$ 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
- Complaining/Whining
- Interrupting
- UMAPA
- Arguing

## PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Adding Questions to Your 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 32.4.5** Students that unlocked the badge will place the Adding Questions to Your Forms printout on the classroom’s word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

**WORD WALL PRINTOUT**  
 32.4.5

Adding Questions to Your Form

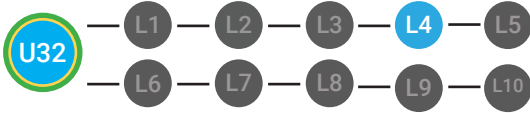
The questions you create will be seen by people that you sent your form to.

**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**. [32.4.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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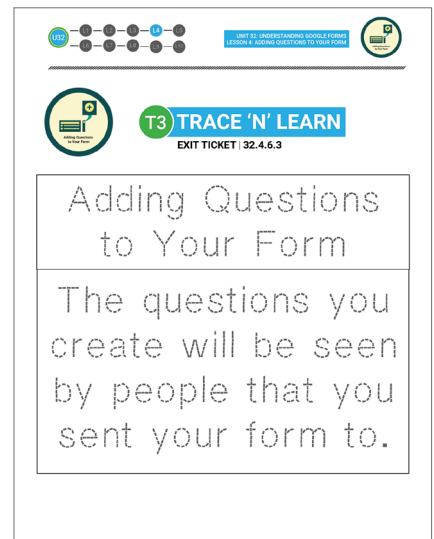
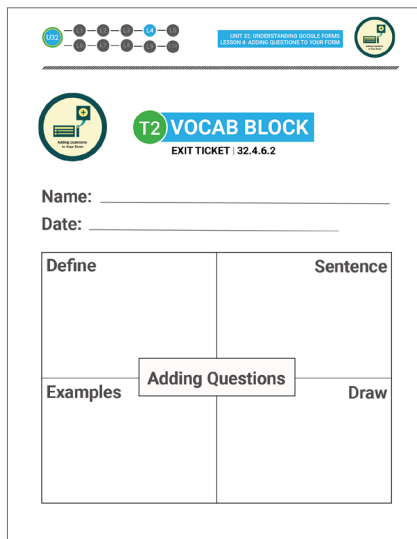
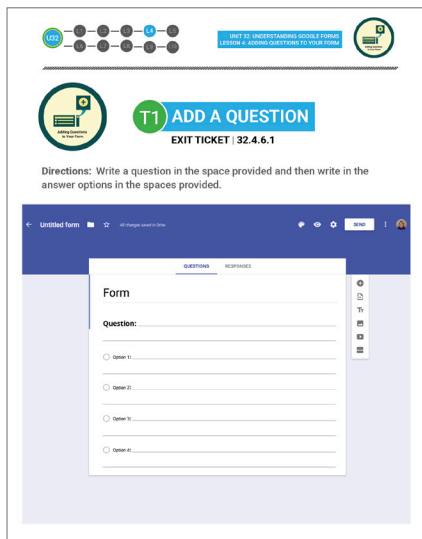
- Participation/Contribution
- Sharing/Helping
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging

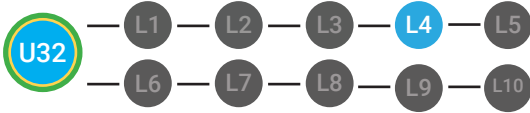
- Off-task
- Off-topic/Inappropriate Comment
- Disrespect/Teasing
- Complaining/Whining
- Interrupting
- UMAPA
- Arguing

## ASSESSMENT/EXIT TICKET



1. Distribute the **Adding Questions to Your Form** Exit Ticket 32.4.6 to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.





## DIFFERENTIATION

**T1** Using Tier 1 **Add A Question** Exit Ticket [32.4.6.1], student writes a question in the space provided and then writes in the answer options in the spaces provided.

**T2** Student completes **Vocab Block** Exit Ticket [32.4.6.2].

**T3** Student has option to complete **Vocab Block** Exit Ticket [32.4.6.2] or **Trace 'n' Learn Card** Exit Ticket [32.4.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [32.4.DollarTracker]

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

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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.



**Dollar Tracker**

32.4. Dollar tracker



**Behaviors**

**Name**

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

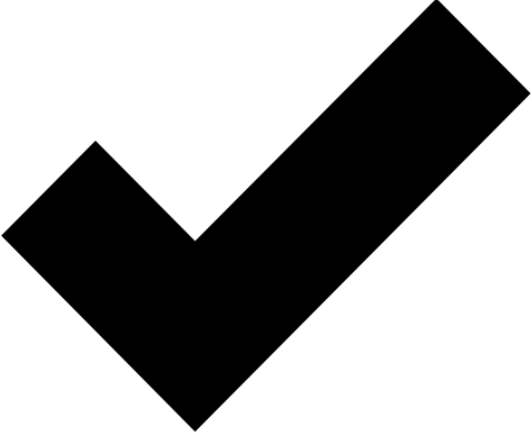
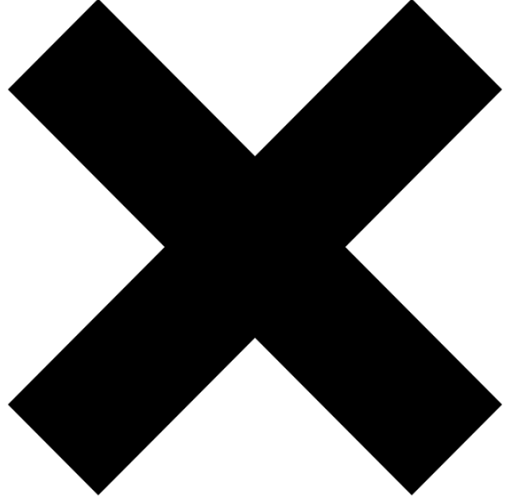
- Problematic**
- Off Task
  - Off-Topic/ Inappropriate Comment
  - Disrespect/Teasing
  - Complaining/Whining
  - Arguing
  - Interrupting
  - UMAPA

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							



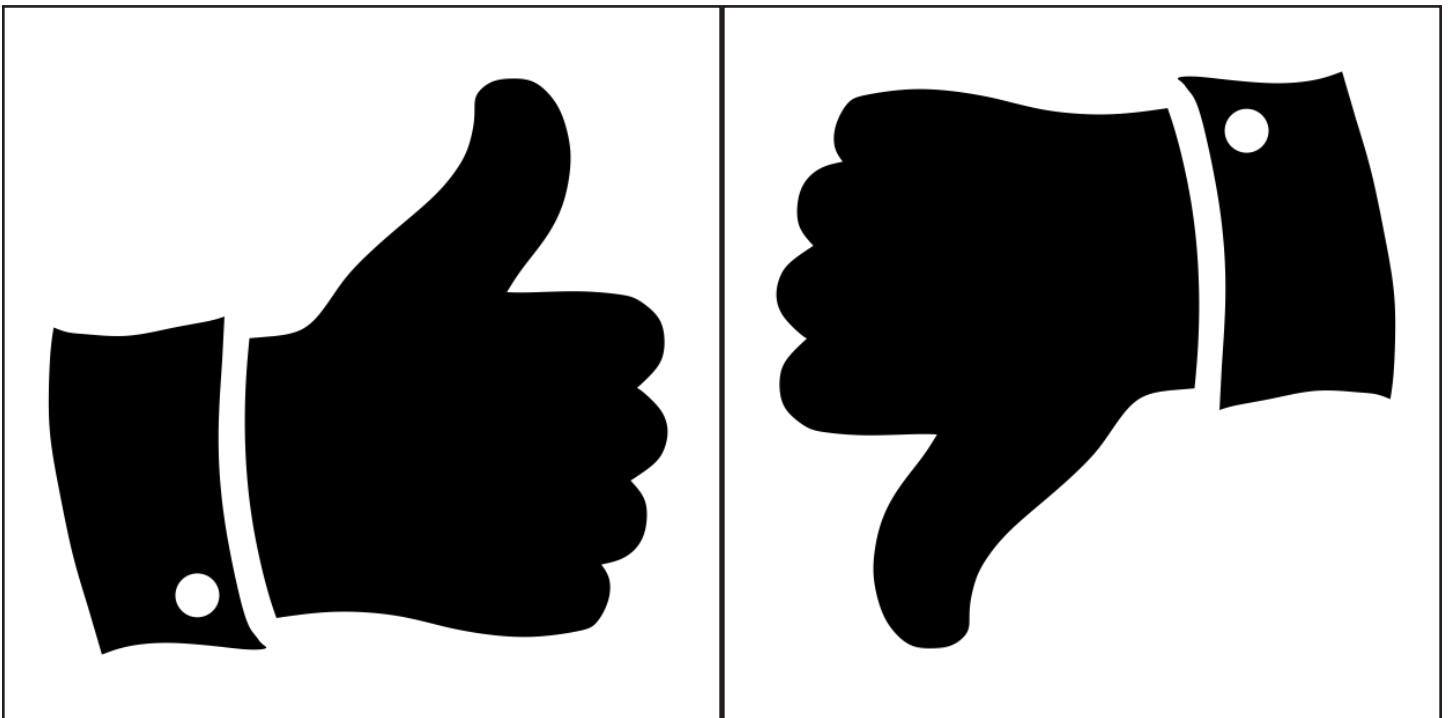
 **YES OR NO IMAGE  
EXCHANGE CARD**

**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**



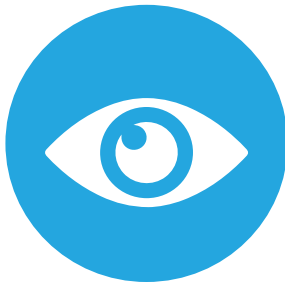




# IMAGE EXCHANGE CARDS

## 32.IEC.IMAGE

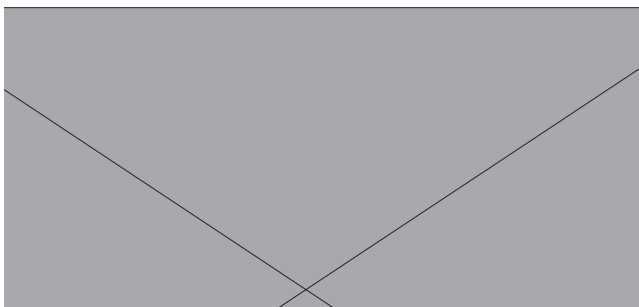
**View**



**Edit**



**Form**



**People You Send the  
 Google Form To**





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

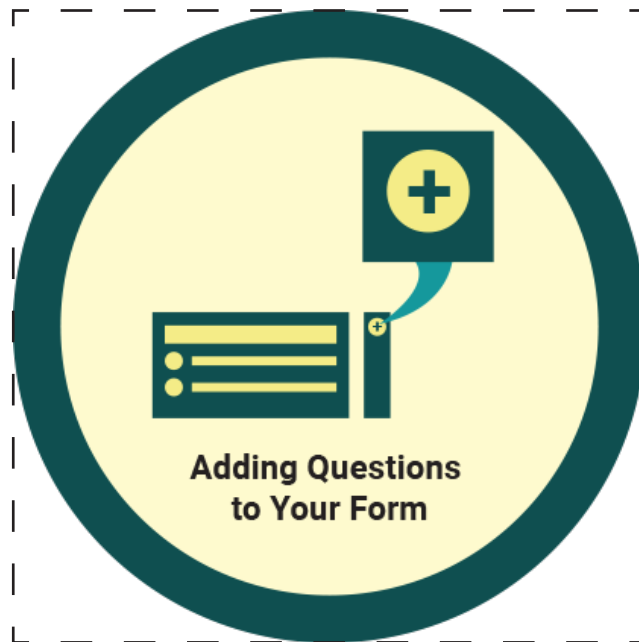
Linking Form Responses to a Spreadsheet

Understanding Google Forms Master Badge



# WORD WALL PRINTOUT

32.4.5



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



## DIFFERENTIATION

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



# T1 ADD A QUESTION

## EXIT TICKET | 32.4.6.1

**Directions:** Write a question in the space provided. Then, write in the answer options in the additional spaces provided.

**Question:** \_\_\_\_\_

\_\_\_\_\_

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

3: \_\_\_\_\_

\_\_\_\_\_

4: \_\_\_\_\_

\_\_\_\_\_



# T2 VOCAB BLOCK

EXIT TICKET | 32.4.6.2

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

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

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

**Adding Questions**



## T3 TRACE 'N' LEARN

EXIT TICKET | 32.4.6.3

Adding Questions  
to Your Form

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



# MY DIGITABILITY EARNINGS TRACKER

## Unit 32: Understanding Google Forms | 32.4.7

**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:**