





## UNIT 32: UNDERSTANDING GOOGLE FORMS LESSON 6: ADDING CONTENT TOOLS

### **LESSON OVERVIEW**

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

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 6 Adding Content Tools

### **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**



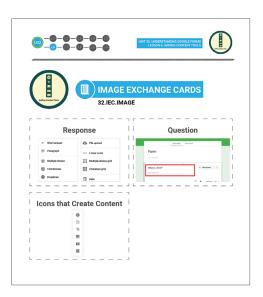
- 1. Write the following on the board, leaving a blank space for the words "Response" and "question."
  - **a.** The Type of \_\_\_\_\_\_ you choose will change the way someone fills in the answer to a \_\_\_\_\_ you created.

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



- Writes response on board with assistance from a Tier 1 partner or writes answer in notebook
- 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. [32.6.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."

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

UMAPA Arguing

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

### **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.





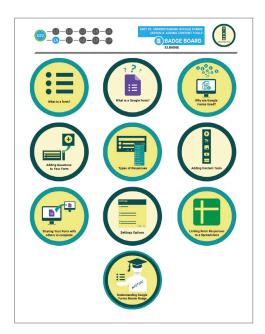


1. Ask, "For a participation dollar, who can tell me the name of our next badge?"

Answer: Adding Content Tools



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





- On-topic shared verbal response
- Writes down badge name or walks up to point to badge
- 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. [32.6.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
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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 "Content Tools."
- 5. Ask students to give a thumbs up every time they hear and/or see the phrase "Content Tools" in the video.



6. Play video.

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: Remember Rule

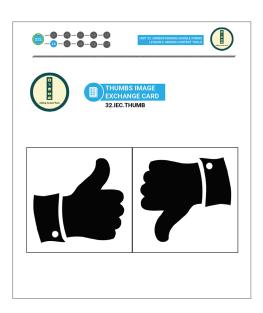
#3 Avoid a power struggle to stay focused on instruction.







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





- Puts thumbs up
- Uses **Thumbs Image Exchange Card** [32.IEC.THUMB]
- 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.** [32.6.DollarTracker]

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

### +\$

### SUCCESSFUL

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

### -S 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
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### **INFORMAL ASSESSMENT**



1. Ask, "For a participation dollar, who can tell me what the icons on the toolbar in Google Forms do?"

**Possible Answers:** the toolbar has icons that create different content in your form

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



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

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!"

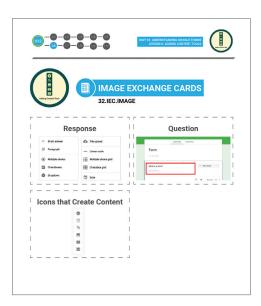
"Yes, nice job participating, [student]! You earned a participation dollar."

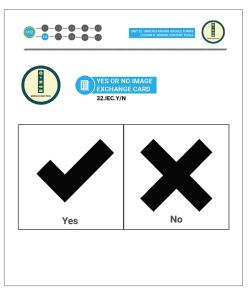






3. Distribute **32.IMAGE.IEC** or **Yes** or **No Image Exchange Cards 32.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.







- On-topic shared verbal response
- Writes response down in notebook OR rephrase prompt to a **yes or no** question
- 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.** [32.6.DollarTracker]

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

### **+\$** SUCCESSFUL

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

### **-\$** PROBLEMATIC

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Participation/Contribution Sharing/Helping Greeting a Guest Following Directions/Staying on Task Encouraging Off-task
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# 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.

### **PLAY ACTIVITY VIDEO**



1. Ask the class, "Who would like to unlock the Adding Content Tools Badge for \$1?"

Click Activity Button to Play Activity Video

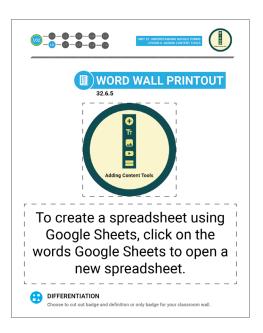
- 2. Student discusses with class to choose the correct answer.
- a. If student chooses correct answer, have student or whole class dance.
- b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.







3. Distribute and cut out **Word Wall Printout 32.6.5** Students that unlocked the badge will place the Adding Content Tools printout on the classroom's word wall. See DIFFERENTIATION for this activity to identify supplements needed for your students.





- Student will use verbal prompting to unlock the badge with the class.
- Student will use verbal prompting and hand signals to unlock the badge with the class.
- 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.** [32.6.DollarTracker]

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

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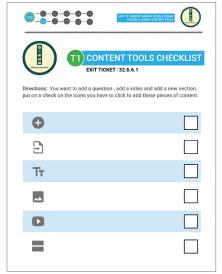
Participation/Contribution
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### **ASSESSMENT/EXIT TICKET**



1. Distribute the **Adding Content Tools** Exit Ticket **32.6.6** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.











### **DIFFERENTIATION**

Using Tier 1 **Content Tools Checklist** Exit Ticket [32.6.6.1], student marks a check next to the icons to add a question, a video, and a new section.

- Using Tier 1 Content Tools Checklist Exit Ticket [32.6.6.1], student marks a check next to the icons to add a question, a video, and a new section.
- T3 Students complete **Trace 'n' Learn card** Exit Ticket [32.6.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [32.6.DollarTracker]** 

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

### +\$

### **SUCCESSFUL**

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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.



- Login independently using password cards.
- Login independently using password card with the help from a Tier 1 partner for any required troubleshooting.
- Teacher or Tier 1 assistance to help student login using their password card.





**Behaviors** 

Name

Denaviore		,	/	/	/	/	/
Successful	EX:						
Participation/ Contributing	Ж						
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							

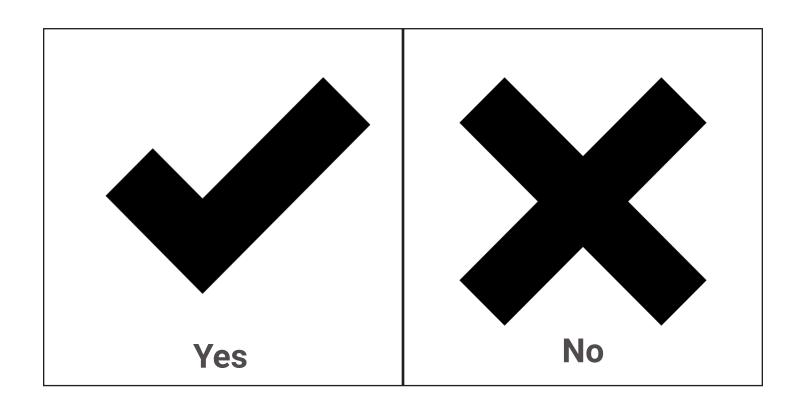












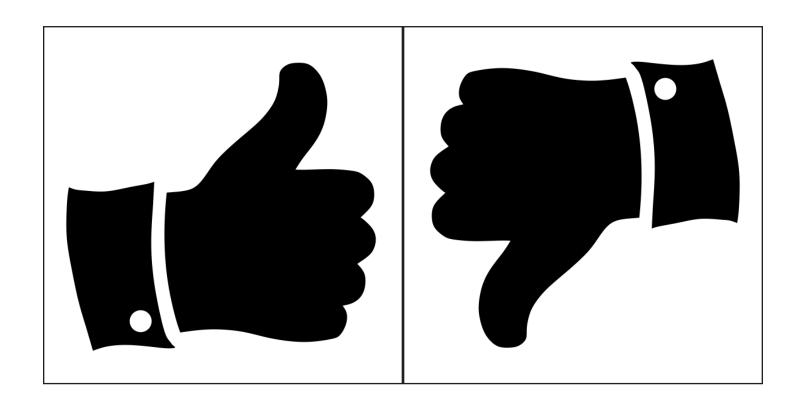






















### **IMAGE EXCHANGE CARDS**

32.IEC.IMAGE

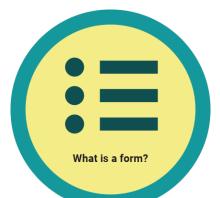
# Response Short answer Paragraph Multiple choice Multiple choice Multiple choice Checkboxes Dropdown Date Question Guestion

# Icons that Create Content Tr

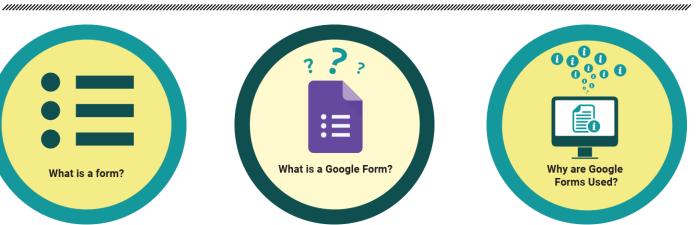




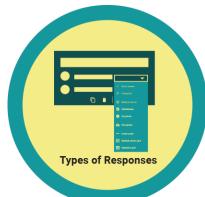


















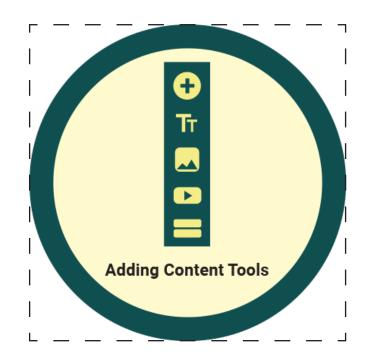






# **WORD WALL PRINTOUT**

32.6.5



To create a spreadsheet using Google Sheets, click on the words "Google Sheets" to open a new spreadsheet.



### **DIFFERENTIATION**

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









### T1) CONTENT TOOLS CHECKLIST

**EXIT TICKET | 32.6.6.1** 

**Directions:** Put on a check on the icons you have to click to add a question, a video, and a new section.

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## T3) TRACE 'N' LEARN

**EXIT TICKET | 32.6.6.3** 

# Adding Content Tools

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









Mame.

### MY DIGITABILITY EARNINGS TRACKER

Unit 32: Understanding Google Forms | 32.6.7

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

	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:**