UNIT 32: UNDERSTANDING GOOGLE FORMS
LESSON 8: SETTINGS OPTIONS IN GOOGLE FORMS

LESSON OVERVIEW

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

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 8 - Settings Options in 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

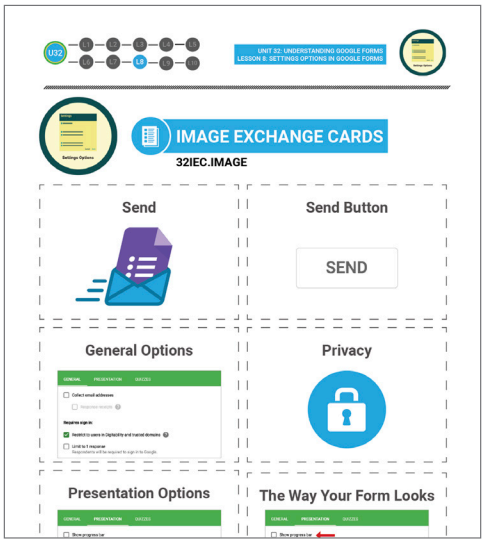
1. Write the following on the board, leaving a blank space for the words **"send"** and **"Send Button."**

   a. After you create a form, you can _____ it to people to be filled out by clicking the _____.

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. [32.8.DollarTracker]**

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

+$ SUCCESSFUL

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

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

-$ 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

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: Settings Options in 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. [32.8.DollarTracker]**

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

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*
Participation/Contribution	Off-task
Sharing/Helping	Off-topic/Inappropriate Comment
Greeting a Guest	Disrespect/Teasing
Following Directions/Staying on Task	Complaining/Whining
Encouraging	Interrupting
	UMAPA
	Arguing

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. 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* **"Settings Options."**

5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Settings Options"** 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. [32.8.DollarTracker]**

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

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*
Participation/Contribution	Off-task
Sharing/Helping	Off-topic/Inappropriate Comment
Greeting a Guest	Disrespect/Teasing
Following Directions/Staying on Task	Complaining/Whining
Encouraging	Interrupting
	UMAPA
	Arguing

INFORMAL ASSESSMENT

1. Ask, *"For a participation dollar, who can tell me what the general options change in Google Forms?"*

Possible Answers: general options change the privacy of your form

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

2. Ask, *"For a participation dollar, what do the presentation options change?"*

Possible Answers: presentation options change the way your form looks

3. Ask, *"For a participation dollar, what does the quizzes options do?"*

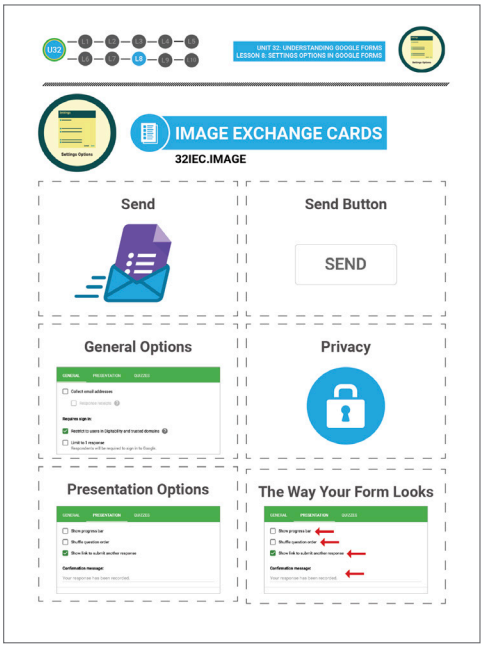
Possible Answers: it changes your form to a quiz

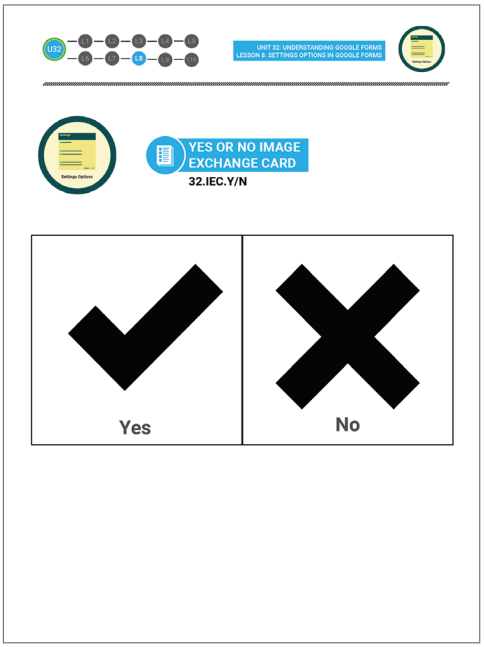
Pro tip: Use content domain to develop expressive communication If a student gives a one-word answer or a fragment, require a complete sentence before awarding the $1. Then, use positive narration to reinforce the student's expressive communication:

"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. [32.8.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
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*
Participation/Contribution	Off-task
Sharing/Helping	Off-topic/Inappropriate Comment
Greeting a Guest	Disrespect/Teasing
Following Directions/Staying on Task	Complaining/Whining
Encouraging	Interrupting
	UMAPA
	Arguing

PLAY ACTIVITY VIDEO

1. Ask the class, ***"Who would like to unlock the Settings Options in Google Forms Badge for $1?"***

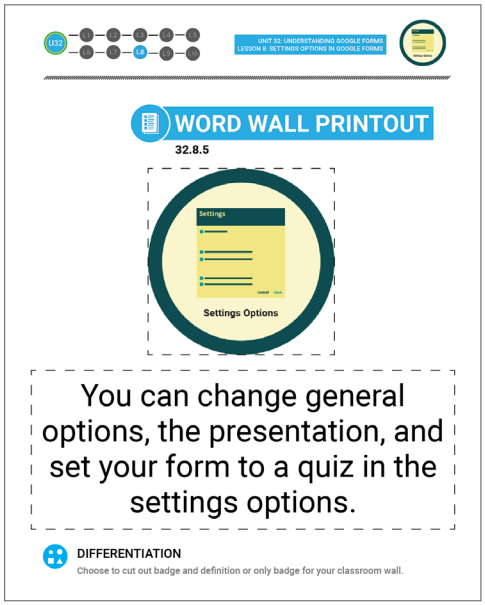
Click Activity Button to Play Activity Video

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 32.8.5** Students that unlocked the badge will place the Settings Options in 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.

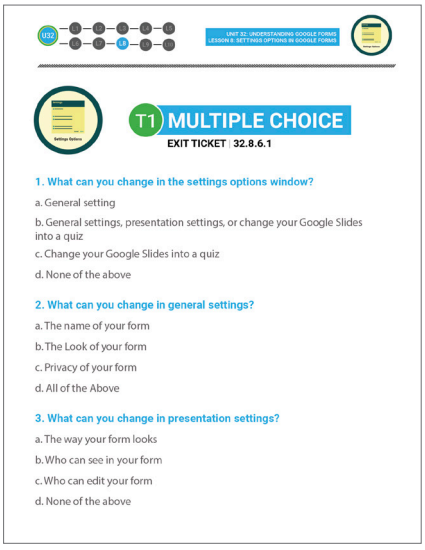
4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [32.8.DollarTracker]**

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

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*
Participation/Contribution	Off-task
Sharing/Helping	Off-topic/Inappropriate Comment
Greeting a Guest	Disrespect/Teasing
Following Directions/Staying on Task	Complaining/Whining
Encouraging	Interrupting
	UMAPA
	Arguing

ASSESSMENT/EXIT TICKET

1. Distribute the **Settings Options in Google Forms** Exit Ticket **32.8.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

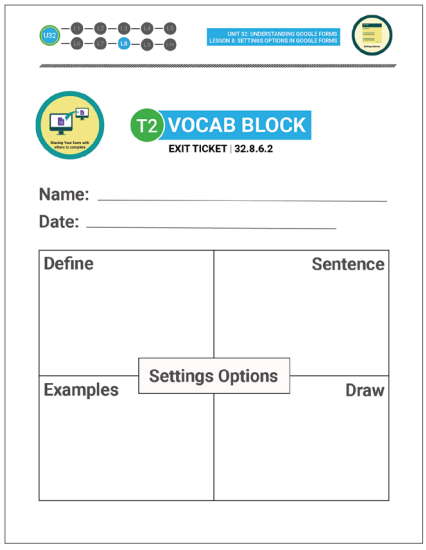


T1 MULTIPLE CHOICE
EXIT TICKET | 32.8.6.1

1. What can you change in the settings options window?
a. General setting
b. General settings, presentation settings, or change your Google Slides into a quiz
c. Change your Google Slides into a quiz
d. None of the above

2. What can you change in general settings?
a. The name of your form
b. The Look of your form
c. Privacy of your form
d. All of the Above

3. What can you change in presentation settings?
a. The way your form looks
b. Who can see in your form
c. Who can edit your form
d. None of the above

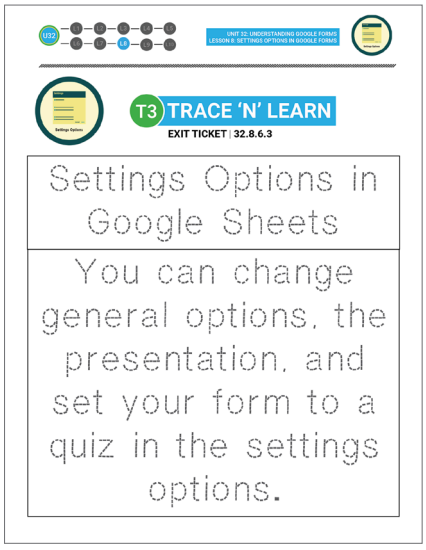


T2 VOCAB BLOCK
EXIT TICKET | 32.8.6.2

Name: _____
Date: _____

Define	Sentence
Examples	Draw

Settings Options



T3 TRACE 'N' LEARN
EXIT TICKET | 32.8.6.3

Settings Options in Google Sheets

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

DIFFERENTIATION

T1 Student completes **Multiple Choice** Exit Ticket [32.8.6.1].

T2 Student completes **Vocab Block** Exit Ticket [32.8.6.2].

T3 Student completes **Trace 'n' Learn Card** Exit Ticket [32.8.6.3].

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [32.8.DollarTracker]**

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

+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*
Participation/Contribution	Off-task
Sharing/Helping	Off-topic/Inappropriate Comment
Greeting a Guest	Disrespect/Teasing
Following Directions/Staying on Task	Complaining/Whining
Encouraging	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.

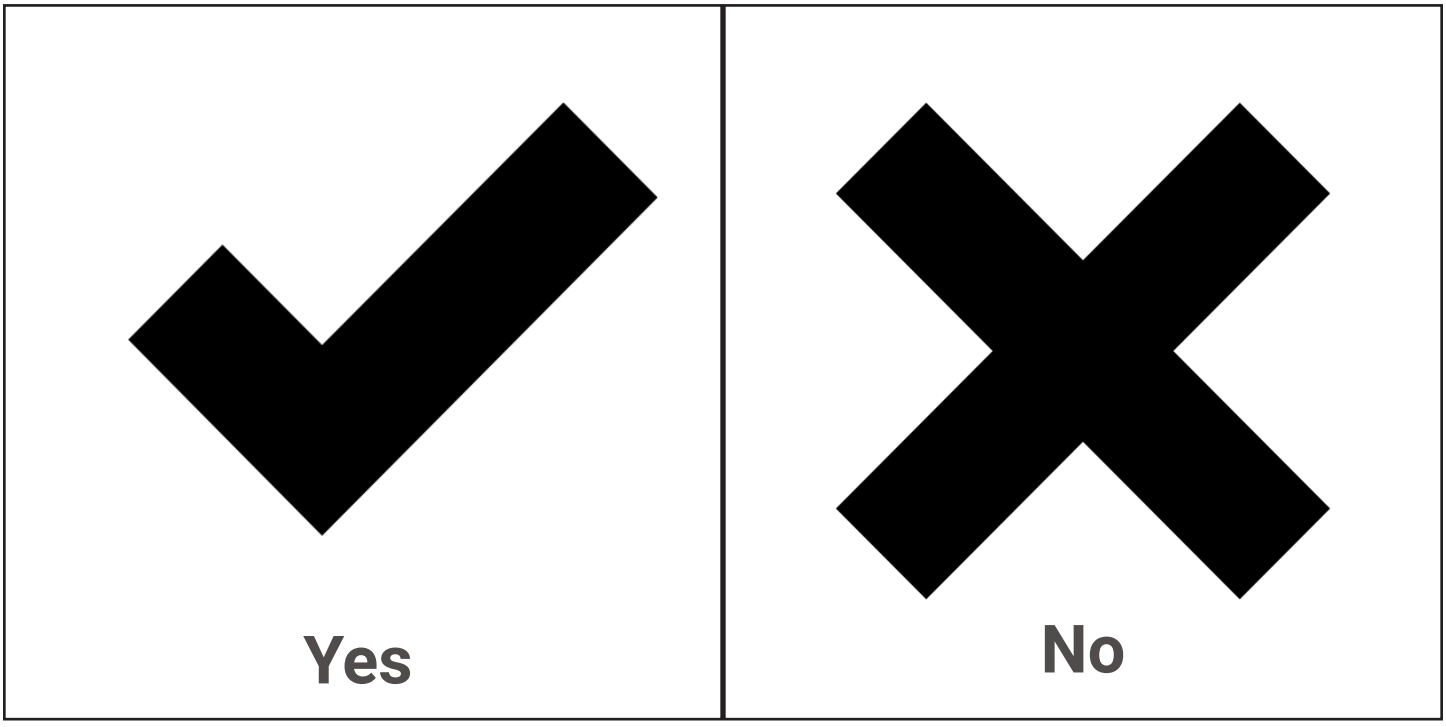
Dollar Tracker

32.8.Dollar tracker

Behaviors	Name						
	EX: Sam						
Successful							
Participation/ Contributing	𝍸						
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							

YES OR NO IMAGE EXCHANGE CARD

32.IEC.Y/N



THUMBS IMAGE EXCHANGE CARD

32.IEC.THUMB

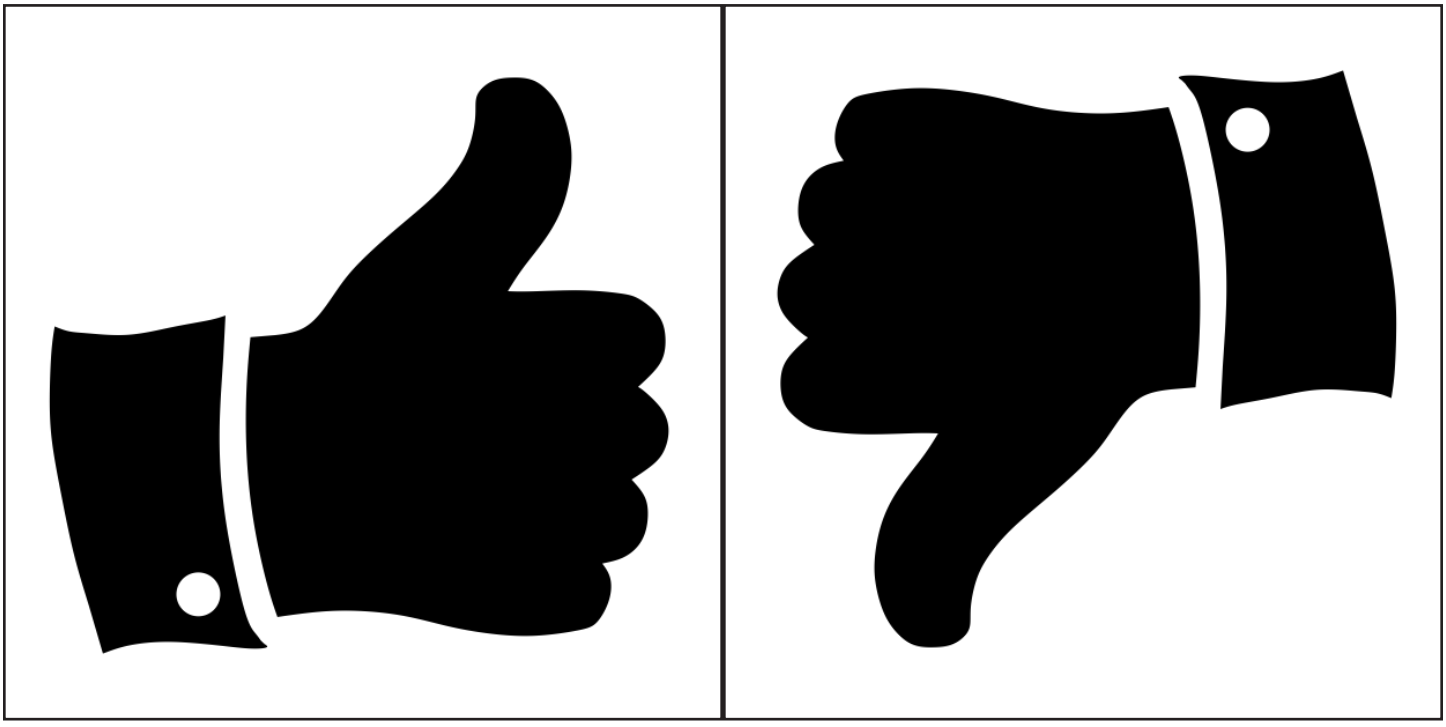


IMAGE EXCHANGE CARDS

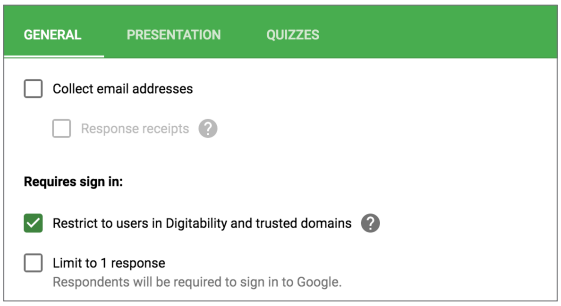
32IEC.IMAGE

Send

Send Button

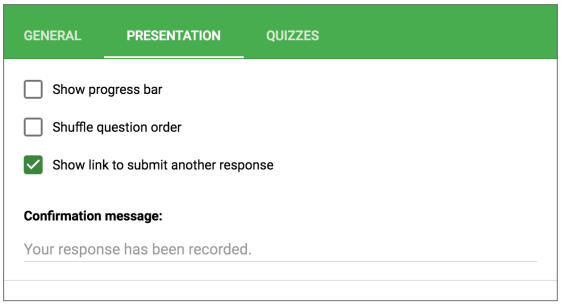
SEND

General Options

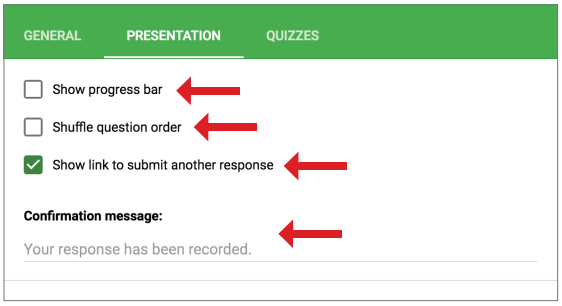


Privacy

Presentation Options

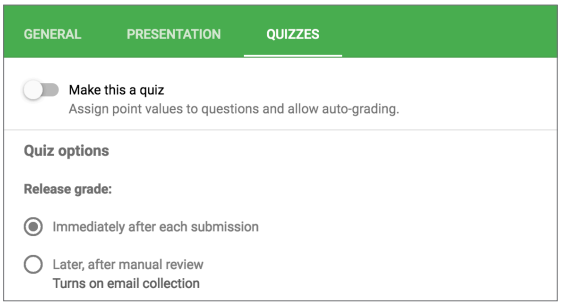


The Way Your Form Looks



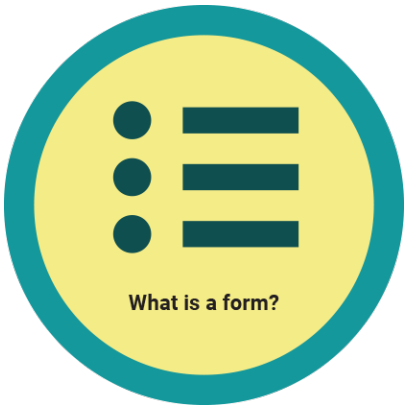
Settings
Settings Options

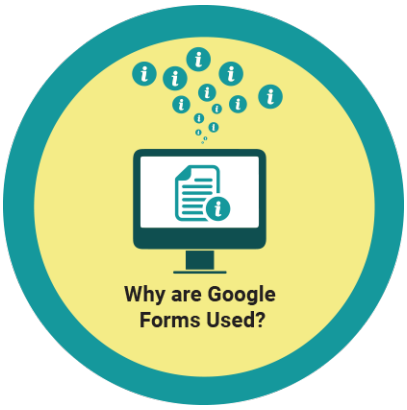
Quizzes


GENERAL
PRESENTATION
QUIZZES
Make this a quiz
Assign point values to questions and allow auto-grading.
Quiz options
Release grade:
Immediately after each submission
Later, after manual review
Turns on email collection

BADGE BOARD

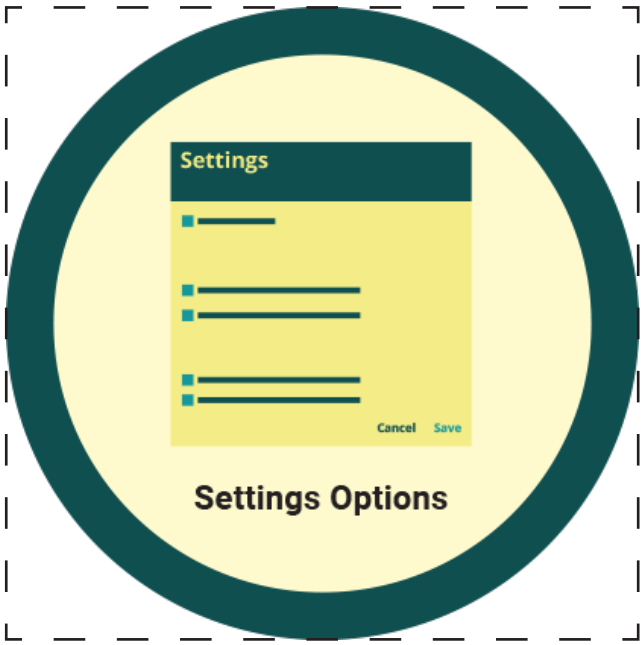
32.BADGE





WORD WALL PRINTOUT

32.8.5



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

DIFFERENTIATION

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

T1 MULTIPLE CHOICE

EXIT TICKET | 32.8.6.1

1. What can you change in the Settings Options window?

a. General settings

b. General settings, presentation settings, or change your Google Slides into a quiz

c. Change your Google Slides into a quiz

d. None of the above

2. What can you change in general settings?

a. The name of your form

b. The look of your form

c. The privacy of your form

d. All of the Above

3. What can you change in presentation settings?

a. The way your form looks

b. Who can see your form

c. Who can edit your form

d. None of the above

4. What does the quizzes option do?

a. Changes your form to a spreadsheet

b. Changes your form to a Google Doc

c. Changes your form to a quiz

d. None of the above

T2 VOCAB BLOCK

EXIT TICKET | 32.8.6.2

Name: _____

Date: _____

Define	Sentence
Settings Options	
Examples	**Draw**

T3 TRACE 'N' LEARN

EXIT TICKET | 32.8.6.3

Settings Options in Google Sheets

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

MY DIGITABILITY EARNINGS TRACKER

Unit 32: Understanding Google Forms | 32.8.7

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: