



UNIT 32: UNDERSTANDING GOOGLE FORMS

LESSON 9: LINKING FORM RESPONSES TO A SPREADSHEET

LESSON OVERVIEW

Linking a spreadsheet with Google Form responses will help you keep track of and share the responses you receive.

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 9 - Linking Form Responses to a Spreadsheet**

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 **“general options,” “presentation,”** and **“quiz.”**

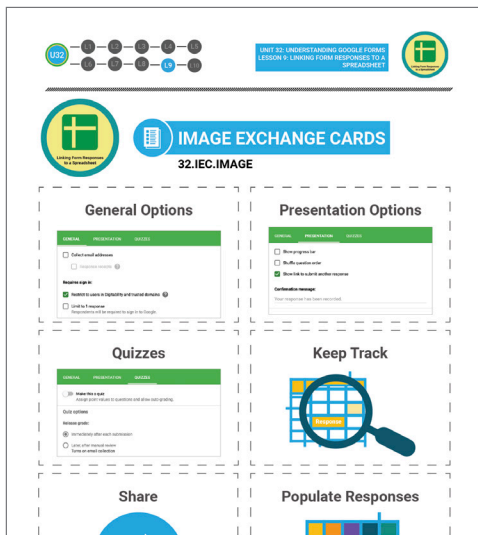
a. You can change _____, the _____, and set your form to a _____ in the Settings Options.

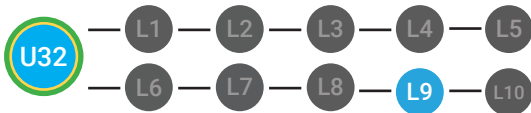
2. Have a student come up to the board to fill in the correct answer.

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]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [32.9.DollarTracker]

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

+\$ 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



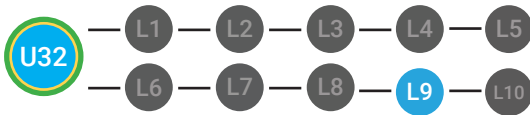
Call out earnings to the class, *"[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."*



Pro tip: 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.




UNIT 32: UNDERSTANDING GOOGLE FORMS LESSON 9: LINKING FORM RESPONSES TO A SPREADSHEET



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

Answer: Linking Form Responses to a Spreadsheet



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**. [32.9.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



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 words **link** and **form responses**."*

5. Ask students to give a thumbs up every time they hear and/or see the words **link** and **form responses** in the video



6. Play video.

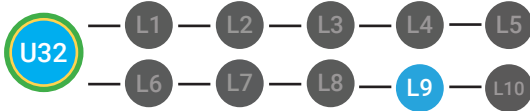


7. Distribute **32.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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**. [32.9.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
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INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me why you should link a spreadsheet with Google Form responses?"*

Possible Answers: to keep track of and share the responses you receive

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



2. Ask, *"For a participation dollar, what will your form do automatically once you link responses to Google Sheets?"*

Possible Answers: populate the responses people give into your spreadsheet



3. Ask, *"For a participation dollar, what Google Drive app do you link Google Form responses to?"*

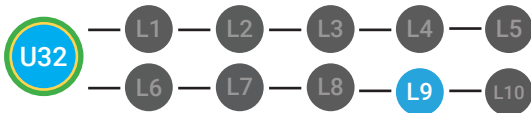
Possible Answers: Google Sheets




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**. [32.9.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

"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

PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Linking Form Responses to a Spreadsheet Badge for \$1?"*


Click Activity Button to Play Activity Video

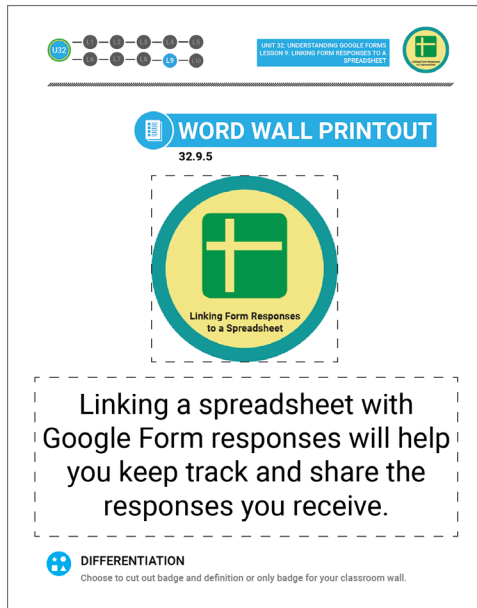
2. Student discusses with class to choose the correct answer.

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 32.9.5** Students that unlocked the badge will place the Linking Form Responses to a Spreadsheet 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
<i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i>	<i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i>

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 **Linking Form Responses to a Spreadsheet** Exit Ticket 32.9.6 to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

T1

VOCAB BLOCK

EXIT TICKET | 32.9.6.1

Name: _____
Date: _____

Define	Sentence
Examples	Draw
<div> <div> <div>T1</div> <div>TRACE 'N' LEARN</div> <div>EXIT TICKET 32.9.6.3</div> </div> </div>	

T3

TRACE 'N' LEARN

EXIT TICKET | 32.9.6.3

Linking Responses to a Spreadsheet

Linking a spreadsheet with Google Form responses will help you keep track and share the responses you receive.



DIFFERENTIATION

- T1** Student completes **Vocab Block** Exit Ticket [32.9.6.1].
- T2** Student completes **Vocab Block** Exit Ticket [32.9.6.1].
- T3** Student completes **Trace 'n' Learn Card** Exit Ticket [32.9.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [32.9.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



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

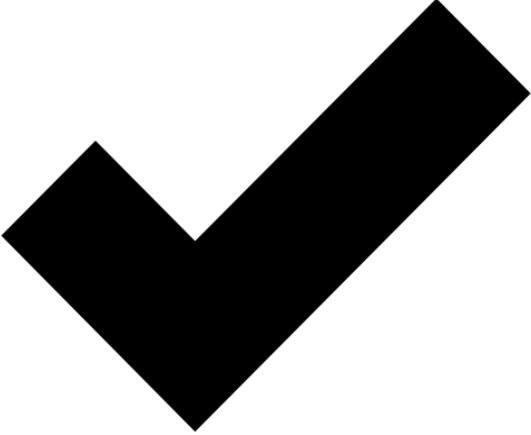
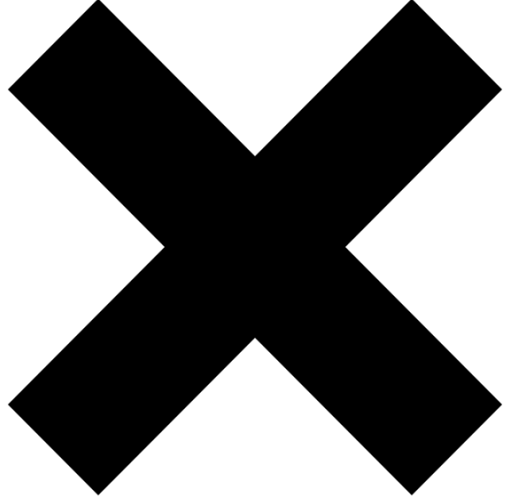
UMAPA

EX: Sam



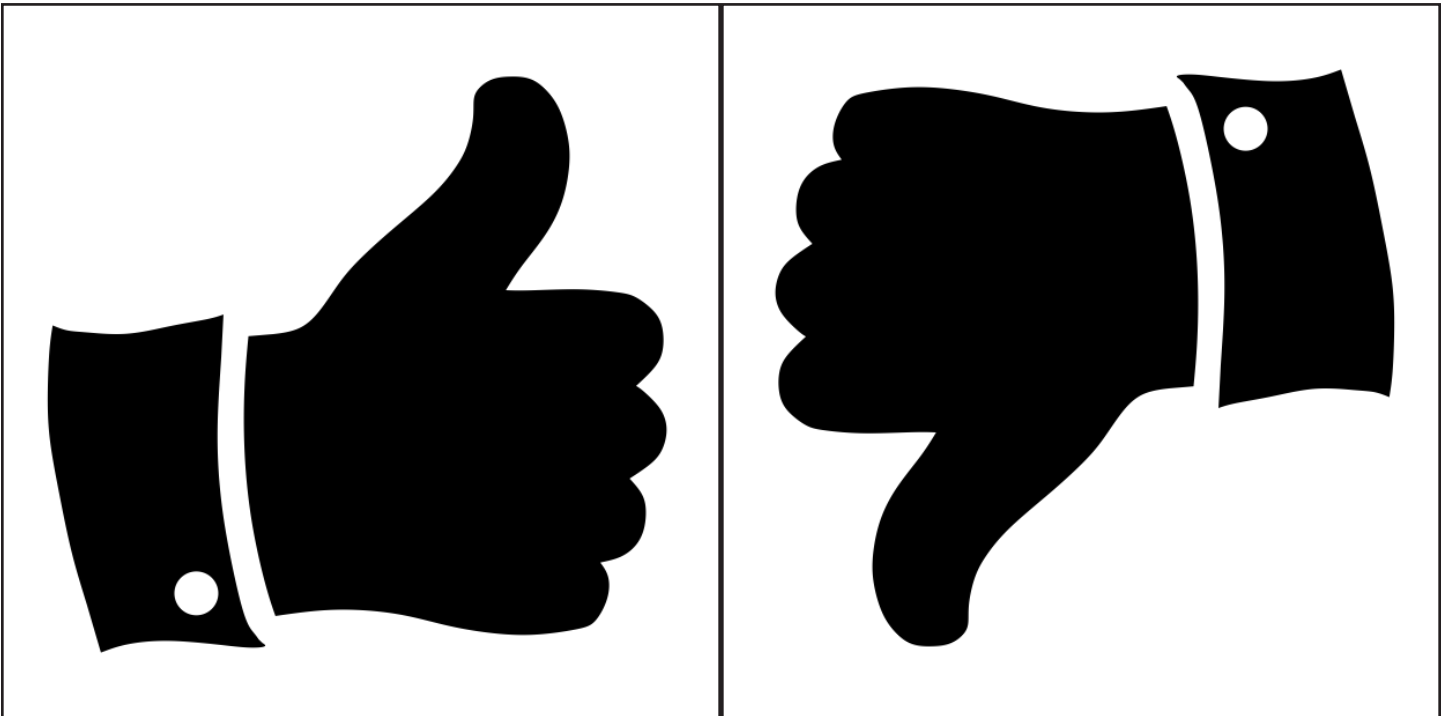


 **YES OR NO IMAGE EXCHANGE CARD**
32.IEC.Y/N

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



Linking Form Responses
to a Spreadsheet

IMAGE EXCHANGE CARDS

32.IEC.IMAGE

General Options

GENERAL	PRESENTATION	QUIZZES
<input type="checkbox"/> Collect email addresses <input type="checkbox"/> Response receipts ?		
Requires sign in: <input checked="" type="checkbox"/> Restrict to users in Digitability and trusted domains ? <input type="checkbox"/> Limit to 1 response <small>Respondents will be required to sign in to Google.</small>		

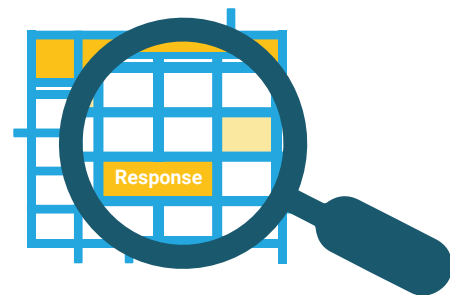
Presentation Options

GENERAL	PRESENTATION	QUIZZES
<input type="checkbox"/> Show progress bar <input type="checkbox"/> Shuffle question order <input checked="" type="checkbox"/> Show link to submit another response		
Confirmation message: Your response has been recorded.		

Quizzes

GENERAL	PRESENTATION	QUIZZES
<input checked="" type="checkbox"/> Make this a quiz <small>Assign point values to questions and allow auto-grading.</small>		
Quiz options Release grade: <input checked="" type="radio"/> Immediately after each submission <input type="radio"/> Later, after manual review <small>Turns on email collection</small>		

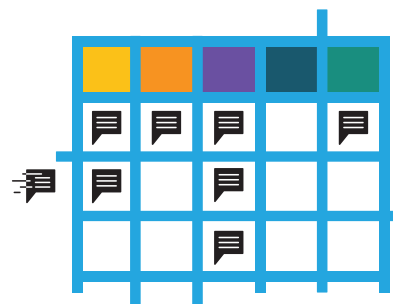
Keep Track



Share



Populate Responses





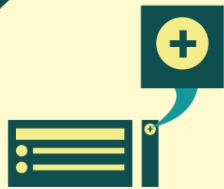
What is a form?



What is a Google Form?



Why are Google Forms Used?



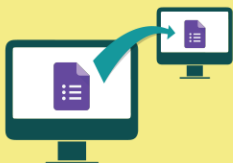
Adding Questions to Your Form



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

32.9.5



Linking a spreadsheet with Google Form responses will help you keep track of and share the responses you receive.



DIFFERENTIATION

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



T1 VOCAB BLOCK

EXIT TICKET | 32.9.6.1

Name: _____

Date: _____

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

**Linking Responses
to a Spreadsheet**



T3

TRACE 'N' LEARN

EXIT TICKET | 32.9.6.3

Linking Responses to
a Spreadsheet

Linking a
spreadsheet with
Google Form
responses will help
you keep track of and
share the responses
you receive.



MY DIGITABILITY EARNINGS TRACKER

Unit 32: Understanding Google Forms | 32.9.7

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: