

## UNIT 34: CREATING CONTENT IN GOOGLE FORMS LESSON 1: GOOGLE FORMS

### LESSON OVERVIEW

Google Forms has many tools when creating and editing a Google Form.

Time: ~30 minutes

### OBJECTIVE

Student will be able to create content in 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.

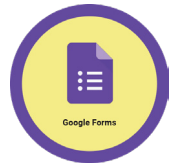
### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 3 - Tech-savvy Ambassador**
4. Select **Unit 34**
5. Select **Lesson 1 - 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 **“collect”** and **“organize.”**

a. You can use Google Forms to \_\_\_\_\_ and \_\_\_\_\_ information.

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 **34.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** [34.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**. [34.1.DollarTracker]

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

Behaviors	Name
Successful	
Participation/Contributing	
Sharing/Helping/Collaborating	
Greeting a Guest	
Following Directions/Staying on Task	
Encouraging/Complimenting	
Problematic	
Off-Task	
Off-Topic/Inappropriate Comment	
Disrespect/Teasing	
Complaining/Whining	
Arguing	
Interrupting	
UMAPA	

<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

## 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:** Google Forms

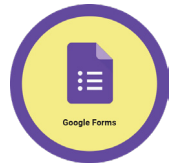


2. Distribute **34.BADGE** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes down badge name or walks up to point to badge
- T3** Uses **Badge Board** [34.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**. [34.1.DollarTracker]



**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.

[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
- 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 "Google Forms."*

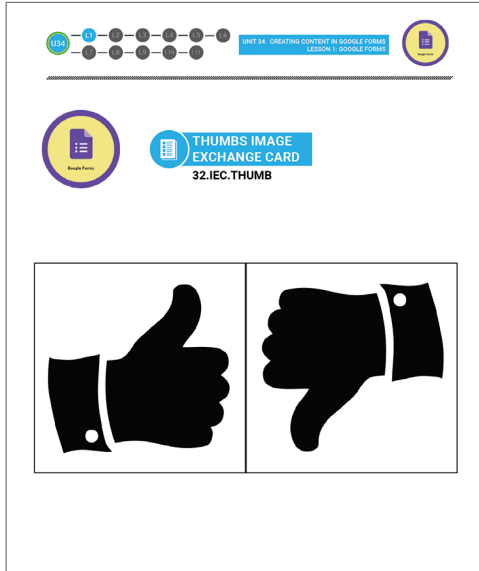
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Google Forms"** in the video.



6. Play video.

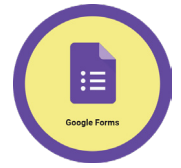
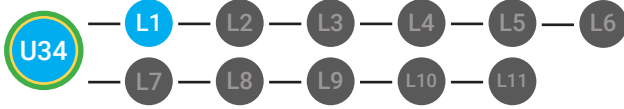


7. Distribute **34.IEC.THUMB** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [34.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [34.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [34.1.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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## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what Google Forms' tools can be used for?"*

**Possible Answers:** Google Forms has many tools when creating and editing a Google Form

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



2. Ask, *"For a participation dollar, can you edit the design of your Google Form?"*

**Possible Answers:** yes



3. Ask, *"For a participation dollar, what do the analysis tools in Google Forms help you do?"*



**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 **34.IMAGE.IEC** or **Yes or No Image Exchange Cards** **34.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** [34.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**. [34.1.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><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

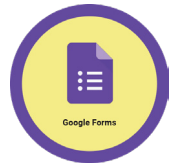
**PLAY ACTIVITY VIDEO**




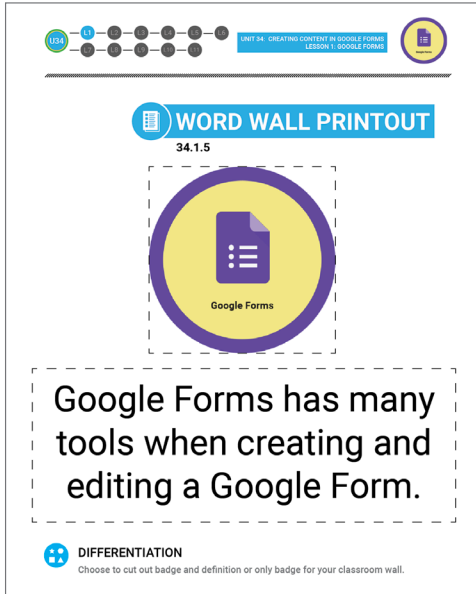
1. Ask the class, *"Who would like to unlock the Google Forms Badge for \$1?"*

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 34.1.5** Students that unlocked the badge will place the 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**. [34.1.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
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- Off-task
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- Disrespect/Teasing
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- Interrupting
- UMAPA
- Arguing

## ASSESSMENT/EXIT TICKET



1. Distribute the **Google Forms** Exit Ticket **34.1.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

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T1
GOOGLE FORMS LIST  
EXIT TICKET | 34.1.6.1

Directions: Name 4 things the Google Forms tools help you do.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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T2
GOOGLE FORMS CHECKLIST  
EXIT TICKET | 34.1.6.2

Directions: Check the boxes of the what you can do with Google Forms tools.

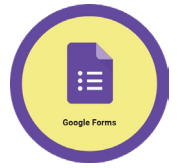
Write a Letter	<input type="checkbox"/>
Edit the design of your Google Form	<input type="checkbox"/>
Custom questions	<input type="checkbox"/>
Send a picture	<input type="checkbox"/>
Use the analysis tools to help you understand the information that you collected	<input type="checkbox"/>

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T3
TRACE 'N' LEARN  
EXIT TICKET | 34.1.6.3

Google Forms

Google Forms has many tools when creating and editing a Google Form.



## DIFFERENTIATION

- T1** Using Tier 1 **Google Forms List** Exit Ticket [34.1.6.1], student names 4 things the Google Forms tools help you do.
- T2** Using Tier 2 **Google Forms Checklist** Exit Ticket [34.1.6.2], student checks the boxes of the what you can do with Google Forms tools.
- T3** Students complete **Trace 'n' Learn Card** Exit Ticket [34.1.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [34.1.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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- Disrespect/Teasing
- Complaining/Whining
- Interrupting
- UMAPA
- Arguing



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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.



## 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

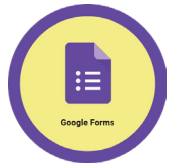
Interrupting

UMAPA

EX:  
Sam

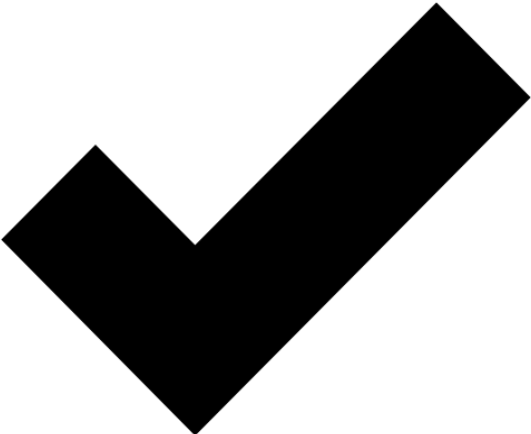
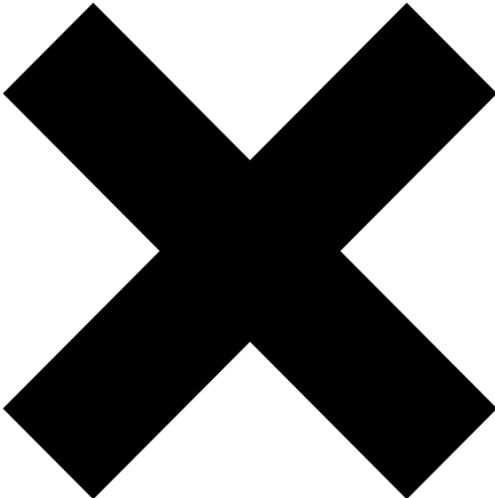


Behaviors	Name						
Participation/ Contributing	EX: Sam						
Sharing/Helping/ Collaborating							
Greeting a Guest							
Following Directions/ Staying on Task							
Encouraging/ Complementing							
Off Task							
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining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




 **YES OR NO IMAGE EXCHANGE CARD**

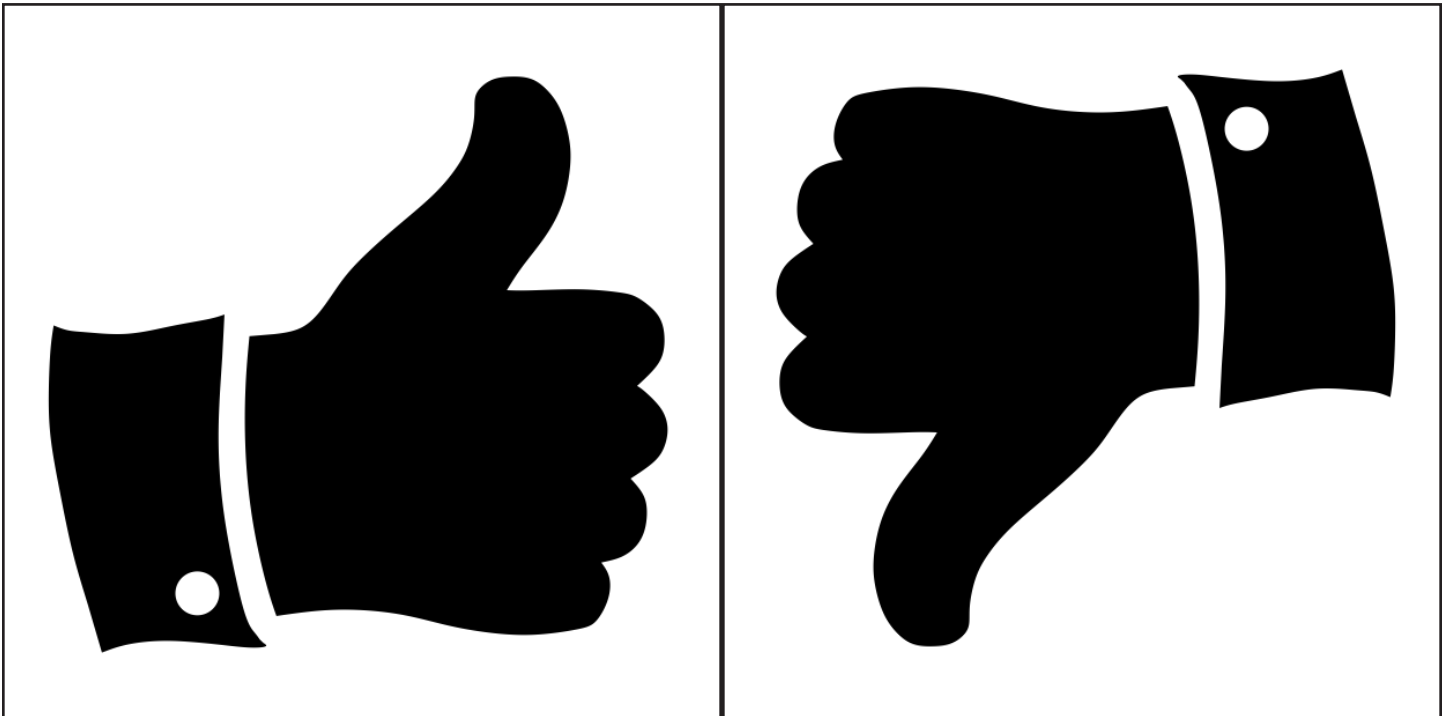
**33.IEC.Y/N**

 <p><b>Yes</b></p>	 <p><b>No</b></p>
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 **THUMBS IMAGE EXCHANGE CARD**

**32.IEC.THUMB**







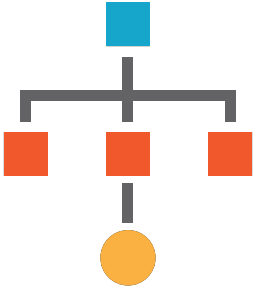
# IMAGE EXCHANGE CARDS

## 34.IEC.IMAGE

**Collect**



**Organize**



**Creating**



**Editing**



**Edit Design**

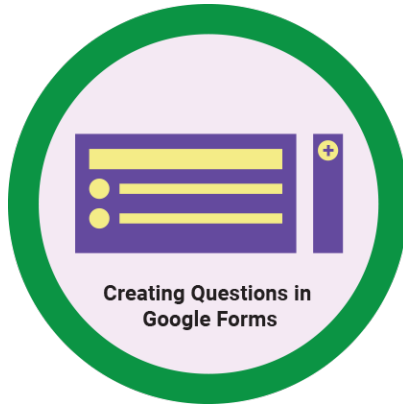




34.BADGE



Google Forms



Creating Questions in Google Forms



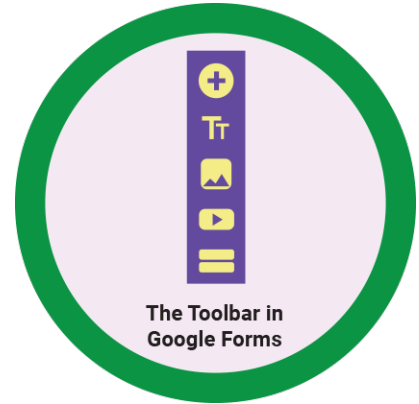
Question Tools in Google Forms



Question Responses Menu in Google Forms



Creating Response in Google Forms



The Toolbar in Google Forms



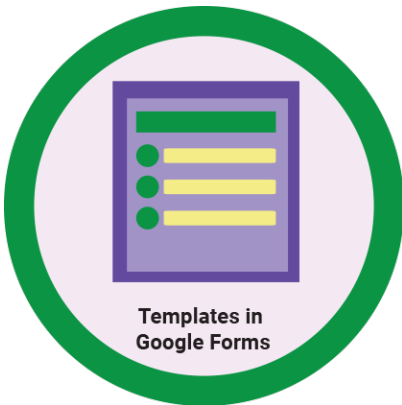
The Menu Tools in Google Forms



Collecting Responses in Google Forms



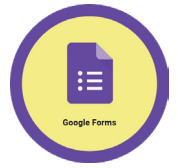
Collaborating in Google Forms



Templates in Google Forms



Google Forms Master Badge



## WORD WALL PRINTOUT

34.1.5

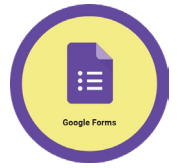


Google Forms has many tools when creating and editing a Google Form.



### DIFFERENTIATION

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



# T1 GOOGLE FORMS LIST

## EXIT TICKET | 34.1.6.1

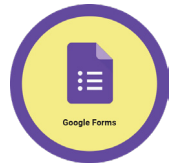
Directions: Name 4 things the Google Forms tools help you do.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



## T2 GOOGLE FORMS CHECKLIST

### EXIT TICKET | 34.1.6.2

**Directions:** Check the boxes of the what you can do with Google Forms tools.

Write a Letter

Edit the design of your  
Google Form

Custom questions

Send a picture

Use the analysis tools to  
help you understand the  
information that you collected



## T3 TRACE 'N' LEARN

EXIT TICKET | 34.1.6.3

Google Forms

Google Forms  
has many tools  
when creating  
and editing a  
Google Form.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 34: Creating Content in Google Forms | 34.1.7

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

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

	DATE:	DOLLARS EARNED:
LESSON 1: Google Forms		
LESSON 2: Creating Questions in Google		
LESSON 3: Question Tools in Google Forms		
LESSON 4: Question Responses Menu in Google		
LESSON 5: Creating Responses in Google		
LESSON 6: The Toolbar in Google Forms		
LESSON 7: The Menu Tools in Google Forms		
LESSON 8: Collecting Responses in Google		
LESSON 9: Collaborating in Google Forms		
LESSON 10: Templates in Google Forms		
LESSON 11: Creating Content in Google Forms Master Badge		

**TOTAL DOLLARS EARNED:**