

## UNIT 34: CREATING CONTENT IN GOOGLE FORMS LESSON 10: TEMPLATES IN GOOGLE FORMS

### LESSON OVERVIEW

You can use different Templates in Google Forms to create invitations, surveys, applications and more.

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 10 - Templates 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 **“Collaborators,” “edit,”** and **“send.”**

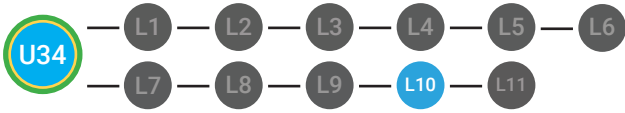
a. \_\_\_\_\_ can \_\_\_\_ your Google Form by using the \_\_\_\_ icon, at the top right corner of the page.

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]



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [34.10.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

## GUIDED WATCHING



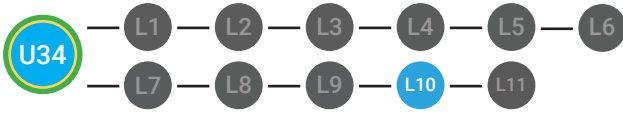
Call out earnings to the class, "[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



**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.

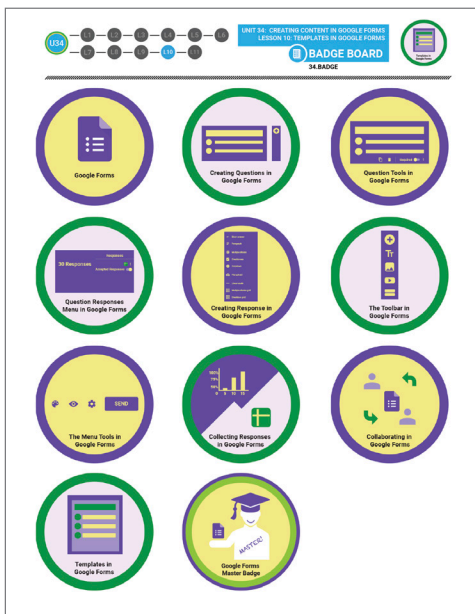


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

**Answer:** Templates in 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**. [34.10.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, 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]

<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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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 word "Templates."*

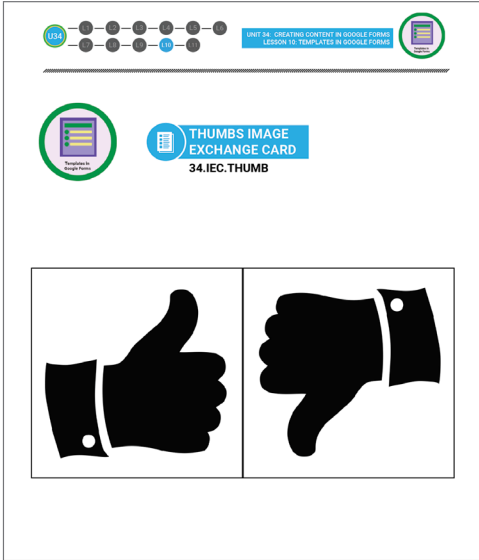
5. Ask students to give a thumbs up every time they hear and/or see the word **"Templates"** in the video.



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**. [34.9.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
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## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me the first thing you click in order to use a different Template?"*

**Possible Answers:** the form's Home Icon

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



2. Ask, *"For a participation dollar, who can tell me what the form's home icon looks like?"*

**Possible Answers:** a white arrow pointing left



3. Ask, *"For a participation dollar, where is the bar of different Templates located?"*



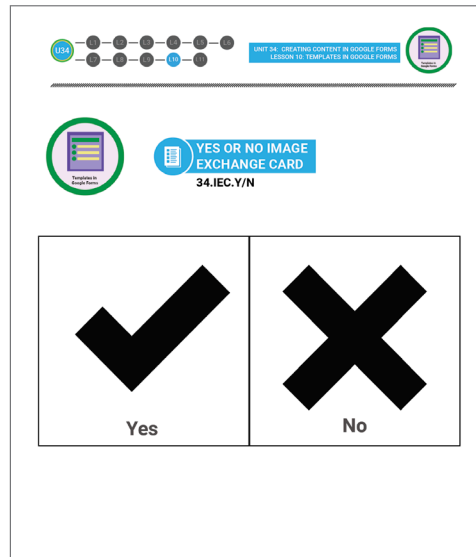
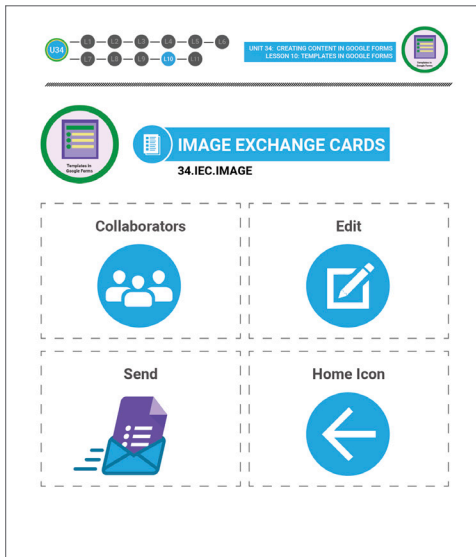
**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"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."



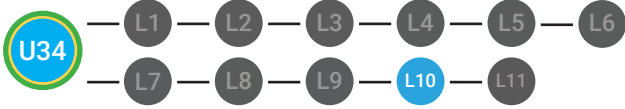
4. Distribute **34.IMAGE.IEC** or **Yes or No Image Exchange Cards** **34.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [34.10.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
<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
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- Off-task
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## PLAY ACTIVITY VIDEO



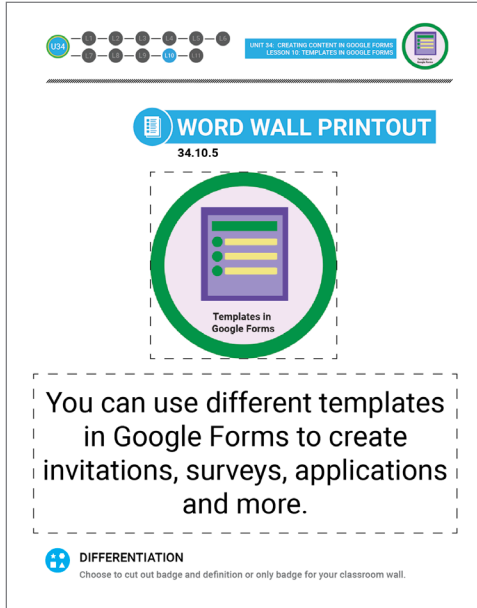
1. Ask the class, *"Who would like to unlock the Templates in Google Forms Badge for \$1?"*

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 34.10.5** Students that unlocked the badge will place the Templates in Google Forms printout on the classroom’s word wall. See **DIFFERENTIATION** for this activity to identify supplements needed.



## 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**. [34.10.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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## ASSESSMENT/EXIT TICKET



1. Distribute the **Templates in Google Forms Exit Ticket 34.10.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

**T1 CHOOSE A TEMPLATE**  
EXIT TICKET | 34.10.6.1

Directions: Circle this form's home icon in the first image and then circle a template in the second image.

**T3 TRACE 'N' LEARN**  
EXIT TICKET | 34.10.6.3

Templates in Google Forms

You can use different templates in Google Forms to create invitations, surveys, applications and more.



## DIFFERENTIATION

**T1** Student completes **Choose a Template** Exit Ticket [34.10.6.1], student circles the form’s Home Icon in the first image and then circles a Template in the second image.

**T2** Student completes **Choose a Template** Exit Ticket [34.10.6.1], student circles the form’s Home Icon in the first image and then circles a Template in the second image.

**T3** Student completes **Trace ‘n’ Learn card** Exit Ticket [34.10.6.3]



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [34.10.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

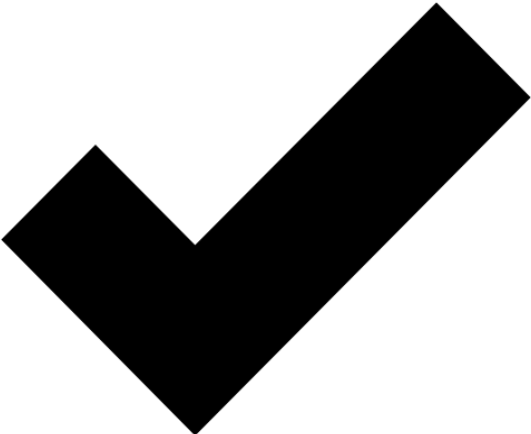
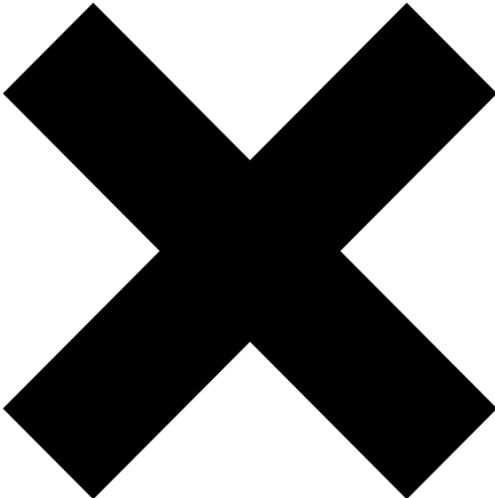


Participation/ Contributing						
Sharing/Helping/ Collaborating						
Greeting a Guest						
Following Directions/ Staying on Task						
Encouraging/ Complementing						
Off Task						
Off-Topic/ Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting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



 **YES OR NO IMAGE EXCHANGE CARD**

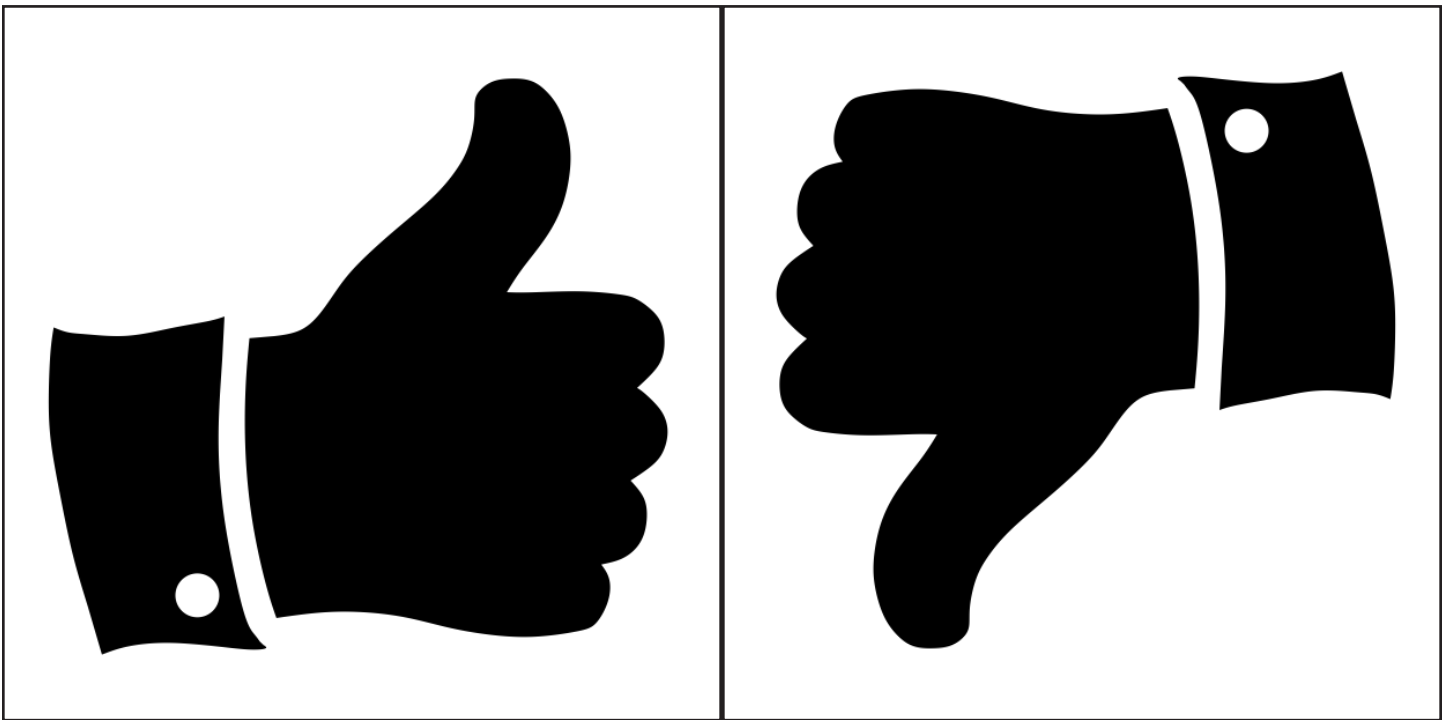
**34.IEC.Y/N**

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

**34.IEC.THUMB**







# IMAGE EXCHANGE CARDS

## 34.IEC.IMAGE

**Collaborators**



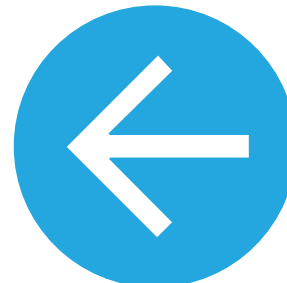
**Edit**

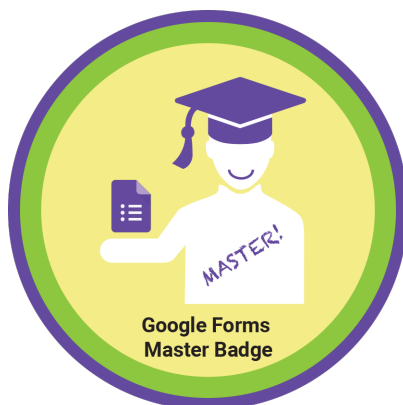
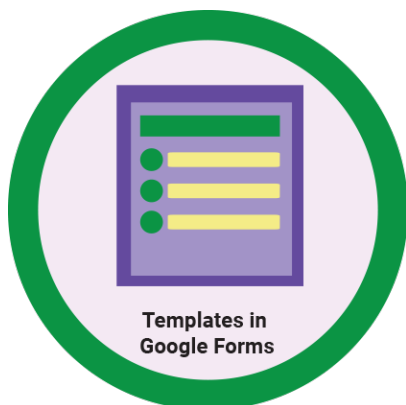
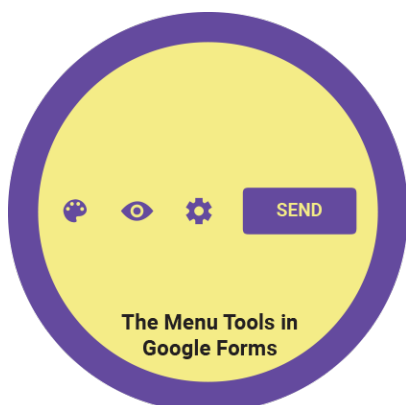
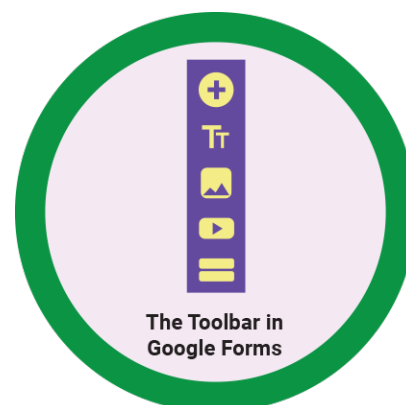
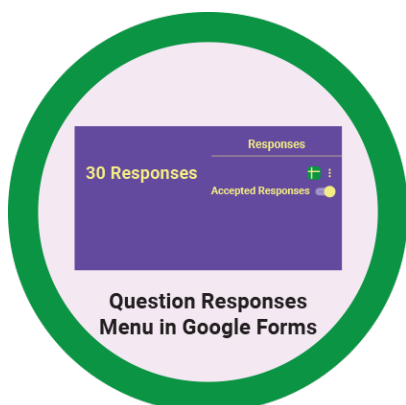
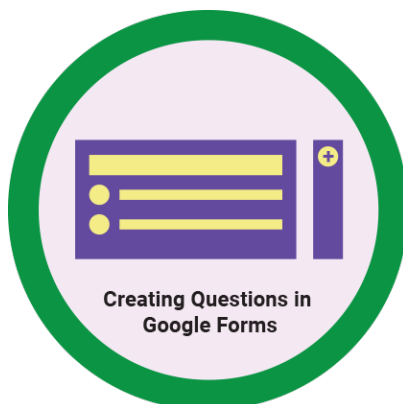
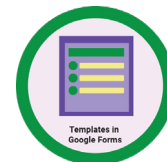


**Send**



**Home Icon**

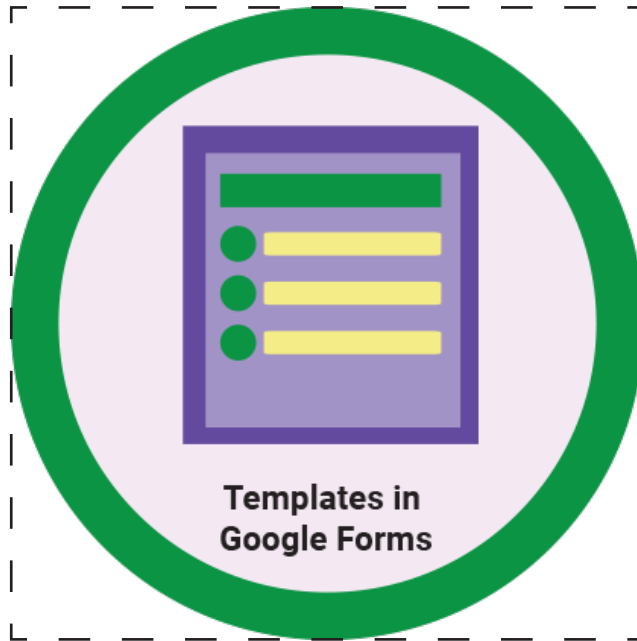






# WORD WALL PRINTOUT

34.10.5



You can use different templates in Google Forms to create invitations, surveys, applications and more.



## DIFFERENTIATION

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



# T1 CHOOSE A TEMPLATE

## EXIT TICKET | 34.10.6.1

Directions: Circle this form's home icon in the first image and then circle a template in the second image.

The screenshot shows the Google Forms editor interface. At the top, there's a red header with navigation icons and a 'SEND' button. Below the header, there are tabs for 'QUESTIONS' and 'RESPONSES', and a 'Total points: 0' indicator. The main area is titled 'Quiz' and contains a 'Question:' field with three options: 'Option 1:', 'Option 2:', and 'Option 3:'. Below the editor, there's a 'Forms' sidebar with a search bar and a 'Template gallery' section. The gallery shows several templates: 'Blank', 'Blank Quiz', 'Job Application', 'Event Feedback', 'Order Form', and 'Time Off Request'. At the bottom, there's a 'Recent forms' section displaying a list of previously created forms with their titles and creation dates.



# T3 TRACE 'N' LEARN

EXIT TICKET | 34.10.6.3

Templates in  
Google Forms

You can use  
different templates  
in Google Forms to  
create invitations,  
surveys,  
applications and  
more.



# MY DIGITABILITY EARNINGS TRACKER

## Unit 34: Creating Content in Google Forms | 34.10.7

**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> Google Forms		
<b>LESSON 2:</b> Creating Questions in Google		
<b>LESSON 3:</b> Question Tools in Google Forms		
<b>LESSON 4:</b> Question Responses Menu in Google		
<b>LESSON 5:</b> Creating Responses in Google		
<b>LESSON 6:</b> The Toolbar in Google Forms		
<b>LESSON 7:</b> The Menu Tools in Google Forms		
<b>LESSON 8:</b> Collecting Responses in Google		
<b>LESSON 9:</b> Collaborating in Google Forms		
<b>LESSON 10:</b> Templates in Google Forms		
<b>LESSON 11:</b> Creating Content in Google Forms Master Badge		

**TOTAL DOLLARS EARNED:**