UNIT 34: CREATING CONTENT IN GOOGLE FORMS LESSON 11: CREATING CONTENT IN GOOGLE FORMS MASTER BADGE

LESSON OVERVIEW

Google Forms has many tools when creating and editing a Google Form. You can create a question in Google Forms. Question Tools can be found at the bottom right corner of each question you are creating. You can edit how you want people to respond to your questions using the Question Response Menu. You can create Responses to each question you create. There is a Toolbar located on the right of the questions. There are Menu Tools and these tools are located at the top right of the page. To see the Responses to your questions, click Responses. Collaborators can edit your form by using the Send Icon. You can use different templates in Google Forms to create invitations, surveys, applications and more.

Time: ~30 minutes

OBJECTIVE

Student is 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 11 - Creating Content in Google Forms Master Badge**

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

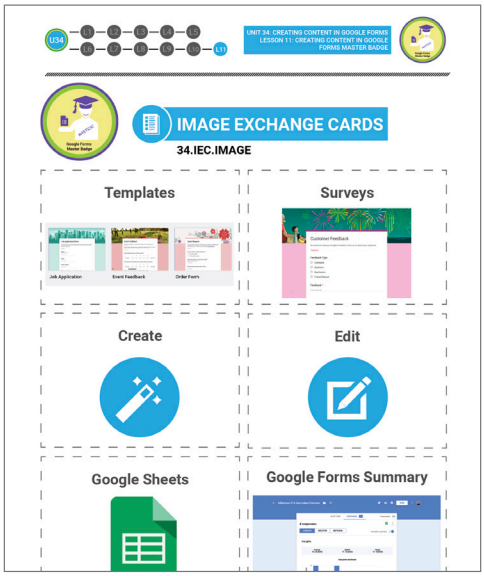
1. Write the following on the board, leaving a blank space for the words **"Templates"** and **"surveys."**

   a. You can use different _____ in Google Forms to create invitations, _____ applications and more.

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. [34.11.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: Creating Content in Google Forms Master Badge

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. [34.11.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 words you learned in this unit."*

5. Ask students to give a thumbs up every time they hear and/or see the words you learned in this unit 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. [34.11.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 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, who can tell me what you can use the question response menu to do?"*

Possible Answers: edit how you want people to respond to your questions

3. Ask,*"For a participation dollar, who can tell me where the Toolbar is located in Google Forms?"*

Possible Answers: to the right of the questions.

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:

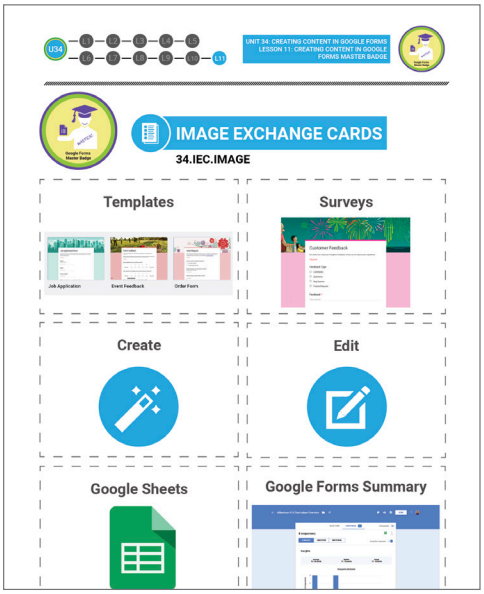
"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

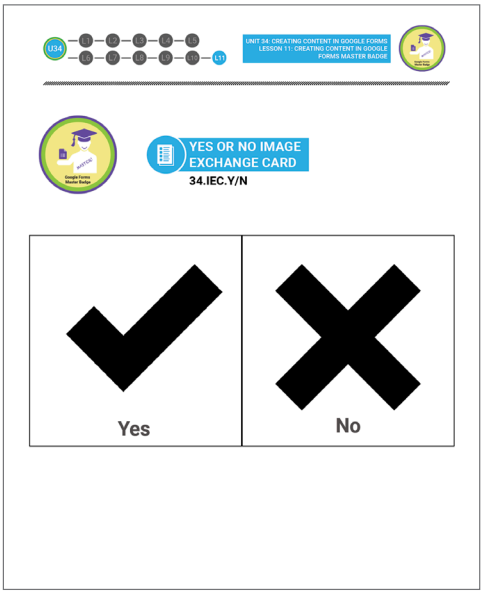
"Yes, nice job participating, [student]! You earned a participation dollar."

4. Ask, *"For a participation dollar, who can tell me two ways you can organize your responses?*

Possible Answers: Google Sheets, or Google Forms summary

5. 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. [34.11.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: 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 Creating Content in Google Forms Master Badge for $1?"*

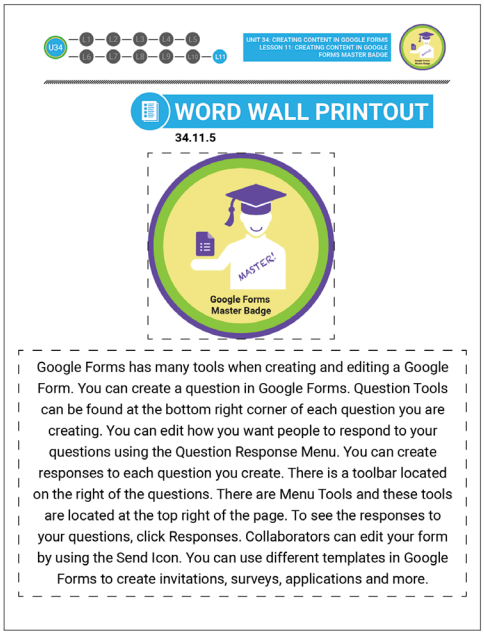
Click Activity Button to Play Activity Video

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 34.11.5** Students that unlocked the badge will place the Creating Content in Google Forms Master Badge printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed.



WORD WALL PRINTOUT

34.11.5

Google Forms Master Badge

Google Forms has many tools when creating and editing a Google Form. You can create a question in Google Forms. Question Tools can be found at the bottom right corner of each question you are creating. You can edit how you want people to respond to your questions using the Question Response Menu. You can create responses to each question you create. There is a toolbar located on the right of the questions. There are Menu Tools and these tools are located at the top right of the page. To see the responses to your questions, click Responses. Collaborators can edit your form by using the Send Icon. You can use different templates in Google Forms to create invitations, surveys, applications and more.

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. [34.11.DollarTracker]**

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

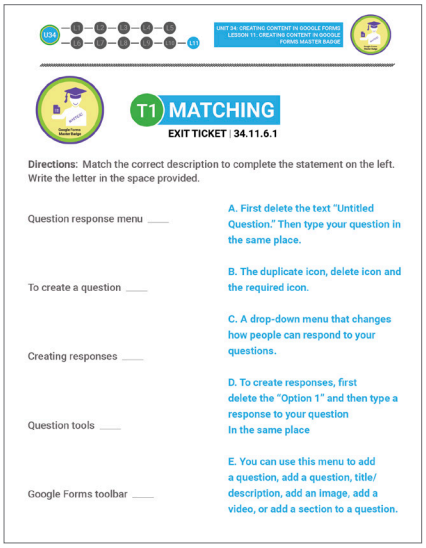
+$ SUCCESSFUL	-$ PROBLEMATIC
"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."	*"Marcus, you [Behavior]. [Behavior]s cost $1. Next time, [Replacement Behavior] to earn a $1."*

Participation/Contribution
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 **Creating Content in Google Forms Master Badge** Exit Ticket **34.11.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



T1 MATCHING

EXIT TICKET | 34.11.6.1

Directions: Match the correct description to complete the statement on the left. Write the letter in the space provided.

Question response menu ____
To create a question ____
Creating responses ____
Question tools ____
Google Forms toolbar ____

A. First delete the text "Untitled Question." Then type your question in the same place.
B. The duplicate icon, delete icon and the required icon.
C. A drop-down menu that changes how people can respond to your questions.
D. To create responses, first delete the "Option 1" and then type a response to your question In the same place
E. You can use this menu to add a question, add a question, title/ description, add an image, add a video, or add a section to a question.

T2 TRUE OR FALSE

EXIT TICKET | 34.11.6.2

Directions: Tell whether each statement is true or false by Circling or pointing to the yes/no for each description of a Google Sheet function.

1. To create a question, First delete the text "Untitled Question." Then type your question in the same place.
2. Question tools include the duplicate icon, delete icon and the required icon.
3. The question response menu is a drop-down menu that changes how people can respond to your questions.
4. To create responses, first delete the "Option 1" and then type a response to your question in the same place
5. The toolbar is a menu that you can add a question, add a question, title/description, add an image, add a video, or add a section to a question.

DIFFERENTIATION

T1 Using Tier 1 **Matching** Exit Ticket [31.7.6.1], student matches the correct description to complete the statement on the left and writes the letter in the space provided.

T2 Using Tier 2 **True or False** Exit Ticket [31.7.6.2], student tells whether each statement is true or false by circling or pointing to the yes/no for each description of a Google Sheet function.

T3 Using Tier 2 **True or False** Exit Ticket [31.7.6.2], student tells whether each statement is true or false by circling or pointing to the yes/no for each description of a Google Sheet function. Have a tier 1 student or staff member assist student having trouble reading.

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [30.11.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.

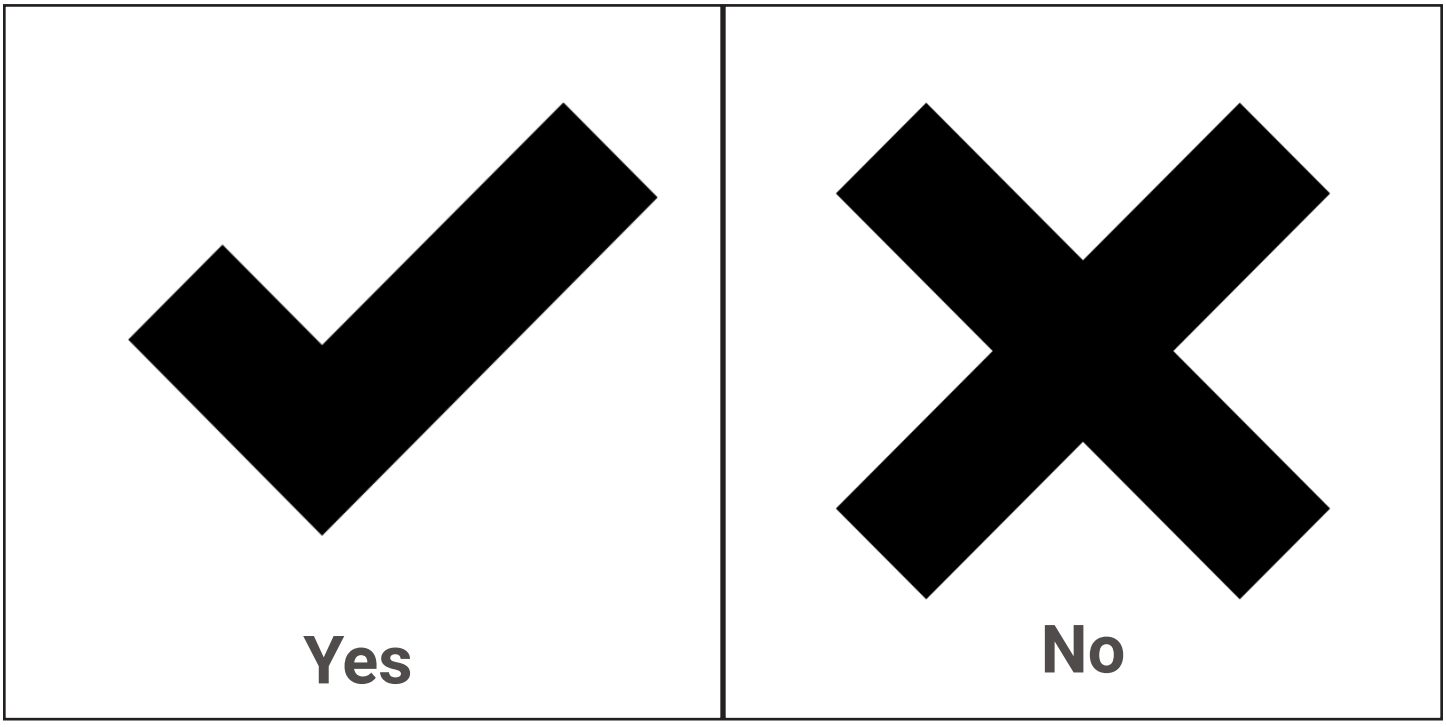
Dollar Tracker

34.11.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

34.IEC.Y/N



THUMBS IMAGE EXCHANGE CARD

34.IEC.THUMB

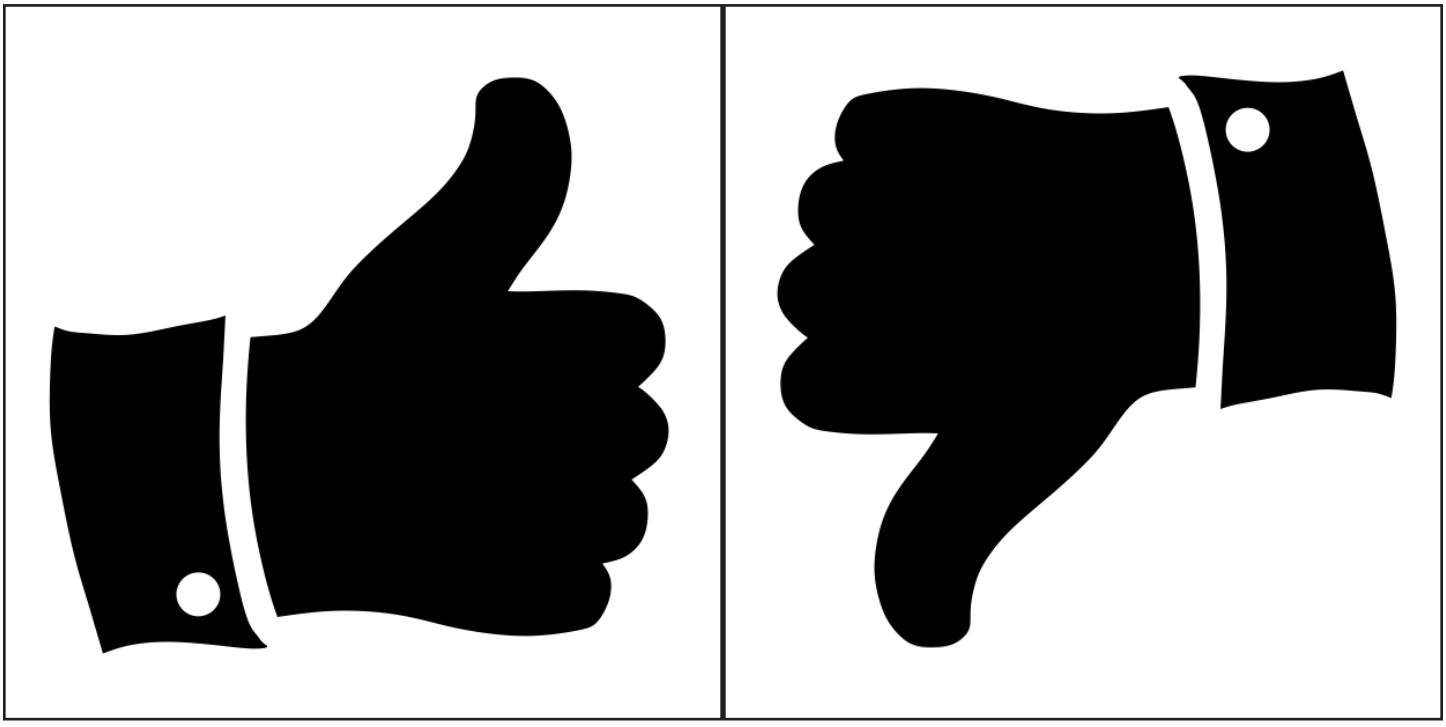
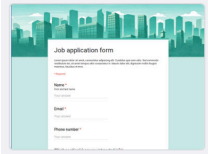


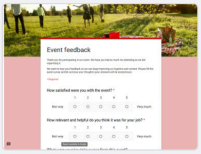
IMAGE EXCHANGE CARDS

34.IEC.IMAGE

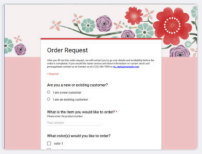
Templates



Job Application

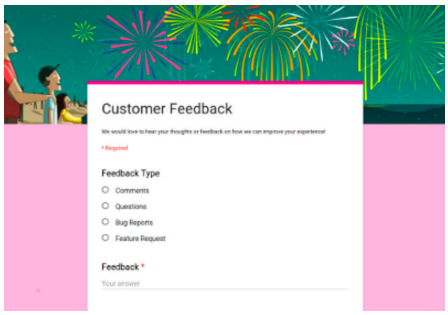


Event Feedback



Order Form

Surveys

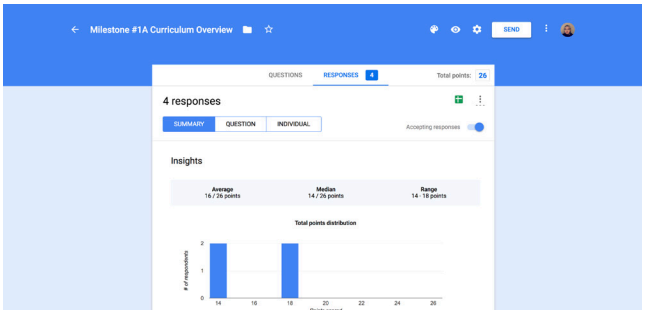


Create

Edit

Google Sheets

Google Forms Summary



MASTER!
Google Forms
Master Badge

Google Forms

Creating Questions in Google Forms

Required
Question Tools in Google Forms

Responses
30 Responses
Accepted Responses
Question Responses Menu in Google Forms

Short answer
Paragraph
Multiple choice
Checkboxes
Dropdown
File upload
Linear scale
Multiple choice grid
Checkbox grid
Creating Response in Google Forms

The Toolbar in Google Forms

SEND
The Menu Tools in Google Forms

100%
75%
50%
0 5 10 15
Collecting Responses in Google Forms

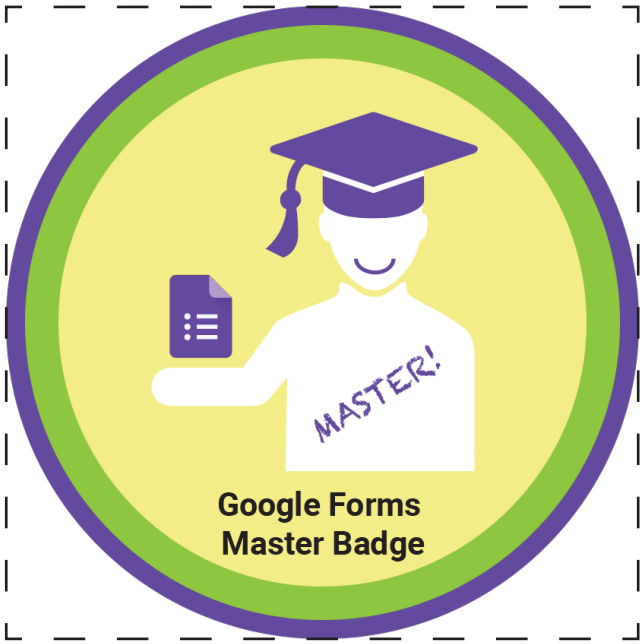
Collaborating in Google Forms

Templates in Google Forms

MASTER!
Google Forms Master Badge

WORD WALL PRINTOUT

34.11.5



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T1 MATCHING

EXIT TICKET | 34.11.6.1

Directions: Match the correct description to complete the statement on the left. Write the letter in the space provided.

Question response menu _____

To create a question _____

Creating responses _____

Question tools _____

Google Forms Toolbar _____

A. First delete the text "Untitled Question." Then type your question in the same place.

B. The Duplicate Icon, delete icon and the Required Icon.

C. A drop-down menu that changes how people can respond to your questions.

D. To create responses, first delete the "Option 1" and then type a Response to your question In the same place

E. You can use this menu to add a question, add a question, title/ description, add an image, add a video, or add a section to a question.

Menu tools _____

Collecting Responses _____

Collaborating in Google Forms _____

Templates in Google Forms _____

F. You can use this menu to edit colors, preview your Google Form, and edit the settings.

G. You can collaborate in Google Forms ONLY by sharing your form.

H. To see the responses to your questions, click Responses at the top of the page.

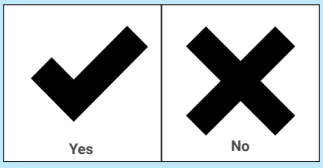
I. Click the Form's Home Icon and then you will see a bar of different Templates.

T2 TRUE OR FALSE

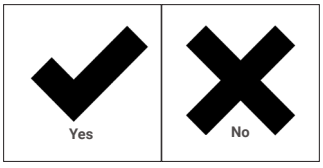
EXIT TICKET | 34.11.6.2

Directions: Tell whether each statement is true or false by Circling or pointing to the yes/no for each description of a Google Sheet function.

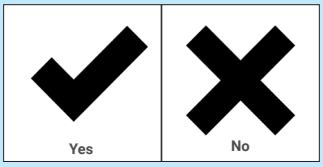
1. To create a question, First delete the text "Untitled Question." Then type your question in the same place.



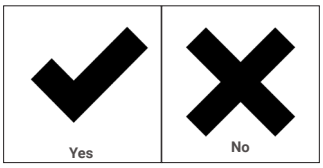
2. Question tools include the duplicate icon, delete icon and the Required Icon.



3. The question response menu is a drop-down menu that changes how people can respond to your questions.



4. To create responses, first delete the "Option 1" and then type a response to your question in the same place



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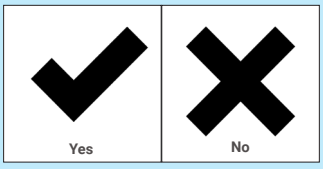
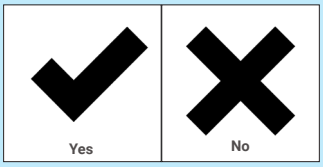
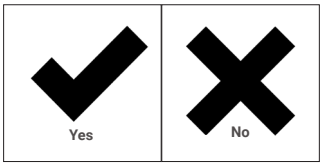


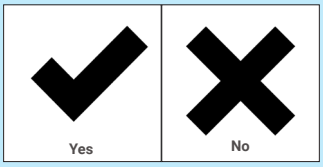
6. You can use the menu tools to edit colors, preview your Google Form, and edit the settings.



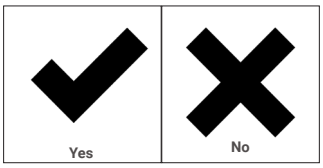
7. You can collaborate in Google Forms ONLY by sharing your form.



8. To see the Responses to your questions, click Responses at the top of the page.



9. Click the Form's Home Icon and then you will see a bar of different Templates.



MY DIGITABILITY EARNINGS TRACKER

Unit 34: Creating Content in Google Forms | 34.11.7

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: