

UNIT 34: CREATING CONTENT IN GOOGLE FORMS LESSON 6: TOOLBAR IN GOOGLE FORMS

LESSON OVERVIEW

There is a Toolbar in Google Forms, located on the right of the questions.

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 6 - Toolbar 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 **“responses”** and **“question.”**

a. You can create _____ to each _____ you create in Google Forms.

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.




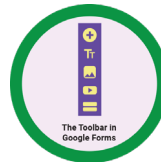
3. Distribute **34.IMAGE.IEC** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

IMAGE EXCHANGE CARDS
 34.IEC.IMAGE

Response 	Question
Add Question Icon 	Add Image Icon
Add Video Icon 	Add Title and Description Icon



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**. [34.6.DollarTracker]

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

<p>+\$ SUCCESSFUL</p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p>-\$ PROBLEMATIC</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.

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									




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: Toolbar 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**. [34.6.DollarTracker]

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

<p>+\$ SUCCESSFUL</p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p>-\$ PROBLEMATIC</p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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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.

- Participation/Contribution
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- 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 word "Toolbar."*

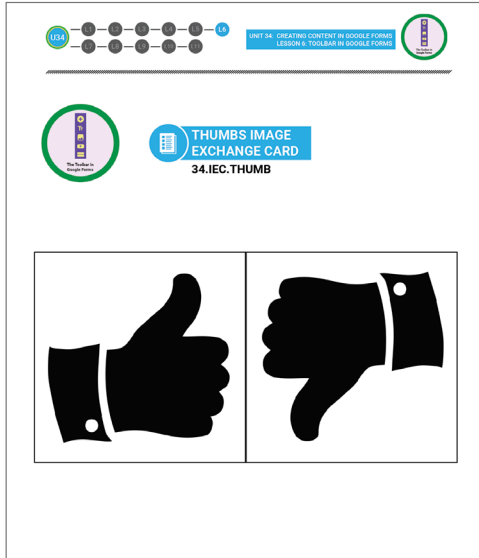
5. Ask students to give a thumbs up every time they hear and/or see the word **"Toolbar"** in the video.



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**. [34.6.DollarTracker]

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

<p>+\$ SUCCESSFUL</p> <p><i>"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."</i></p>	<p>-\$ PROBLEMATIC</p> <p><i>"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."</i></p>
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INFORMAL ASSESSMENT



1. 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

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



2. Ask, *"For a participation dollar, who can tell me something you can use this Toolbar to do?"*

Possible Answers: delete the "option 1" response



3. Ask, *"For a participation dollar, what does the Add Image Icon look like?"*

Possible Answers: mountain inside of a square



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**. [34.6.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>

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PLAY ACTIVITY VIDEO




1. Ask the class, *"Who would like to unlock the Toolbar 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 34.6.5** Students that unlocked the badge will place the **Toolbar in Google Forms** printout on the classroom's word wall. See  **DIFFERENTIATION** for this activity to identify supplements needed

WORD WALL PRINTOUT
 34.6.5

The Toolbar in Google Forms

There is a toolbar in Google Forms, located on the right of the questions

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



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**. [34.6.DollarTracker]

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

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ASSESSMENT/EXIT TICKET

1. Distribute the **Toolbar in Google Forms Exit Ticket 34.6.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 34: CREATING CONTENT IN GOOGLE FORMS
LESSON 6: TOOLBAR IN GOOGLE FORMS

T1 QUESTION TOOLS
EXIT TICKET | 34.6.6.1

Directions: Name each piece of the Google Forms toolbar. Explain what each of these tools allow you to do in your form. Write your answer on the lines provided.

Name: _____

UNIT 34: CREATING CONTENT IN GOOGLE FORMS
LESSON 6: TOOLBAR IN GOOGLE FORMS

T2 MATCHING
EXIT TICKET | 34.6.6.2

Directions: Match each name to the correct icon. Write the letter in the space provided.

	_____	a. Add Section
	_____	b. Add Video
	_____	c. Add Question
	_____	d. Add Image
	_____	e. Add Title and Description

UNIT 34: CREATING CONTENT IN GOOGLE FORMS
LESSON 6: TOOLBAR IN GOOGLE FORMS

T3 TRACE 'N' LEARN
EXIT TICKET | 34.6.6.3

Toolbar in Google Forms

There is a toolbar in Google Forms, located on the right of the questions.



DIFFERENTIATION

- T1** Using Tier 1 **Question Tools** Exit Ticket [34.6.6.1], student names each piece of the Google Forms toolbar and explains what each of these tools allow you to do in your form.
- T2** Using Tier 2 **Matching** Exit Ticket [34.6.6.2], student matches each name to the correct icon and write the letter in the space provided.
- T3** Student completes **Trace 'n' Learn Card** Exit Ticket [34.6.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [34.6.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
- 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

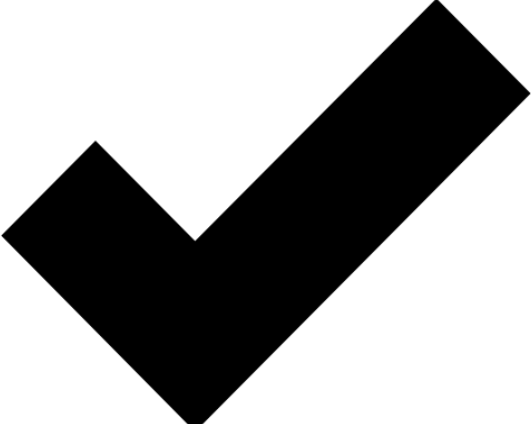
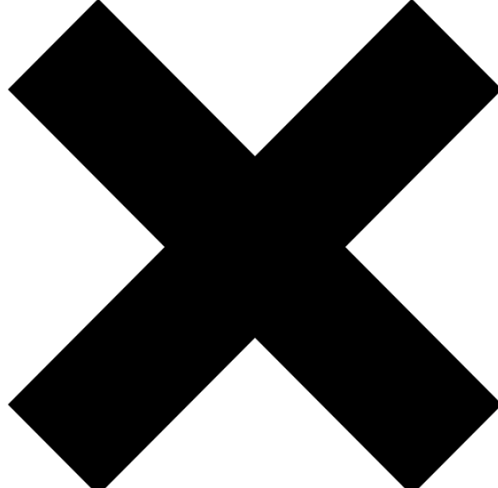
- Problematic**
- Off Task
- Off-Topic/
Inappropriate
Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	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						



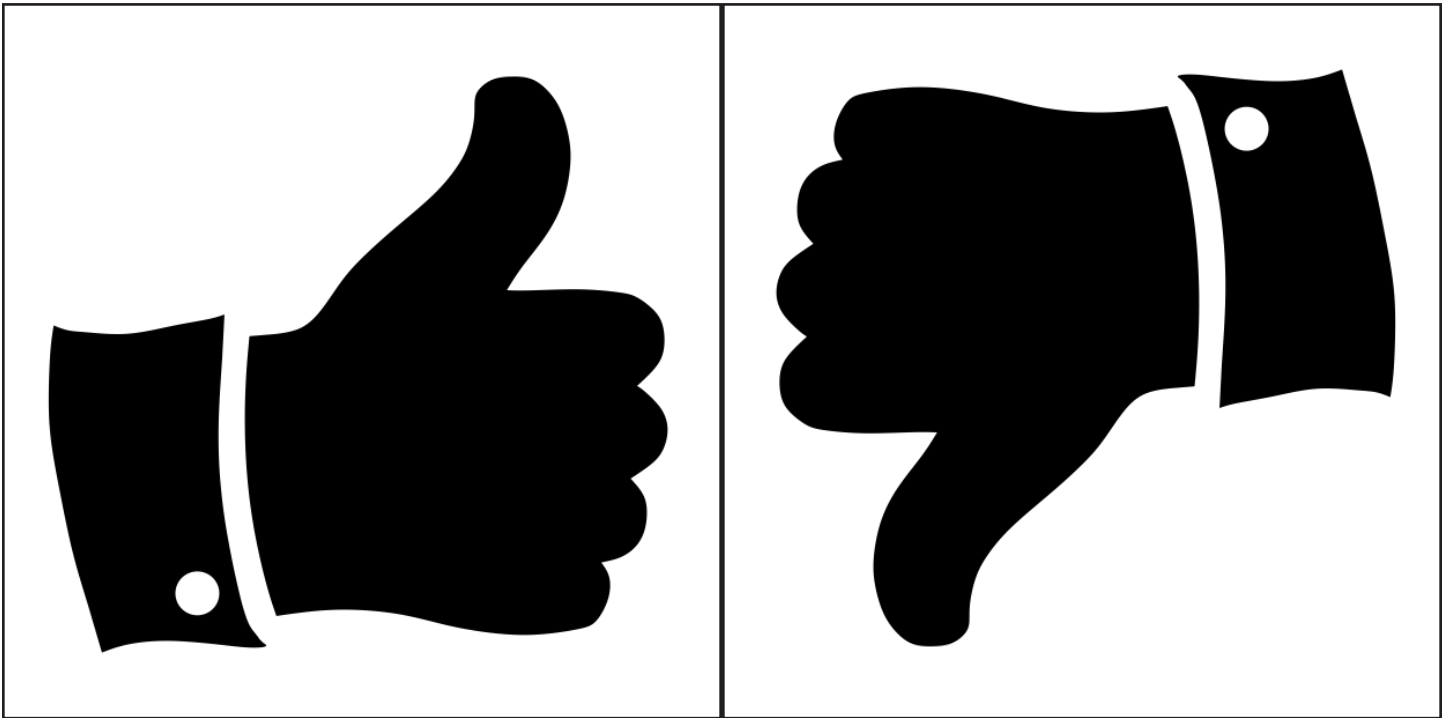
 **YES OR NO IMAGE EXCHANGE CARD**

34.IEC.Y/N

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



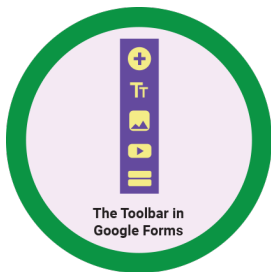
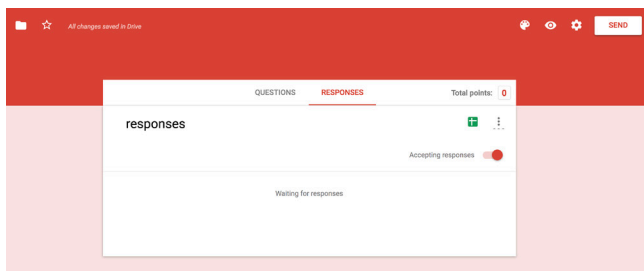


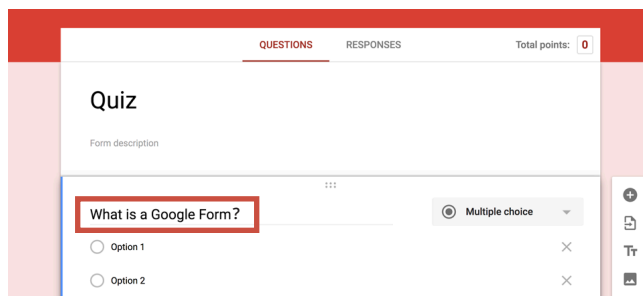
IMAGE EXCHANGE CARDS

34.IEC.IMAGE

Response



Question



Add Question Icon



Add Image Icon



Add Video Icon



Add Title and Description Icon



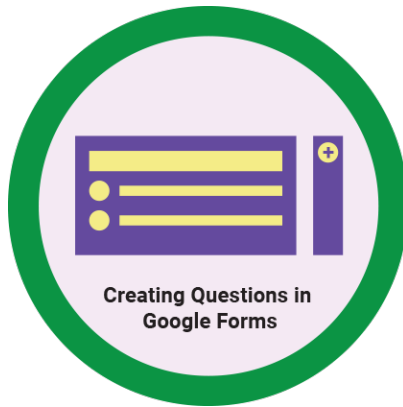


Add Section Icon

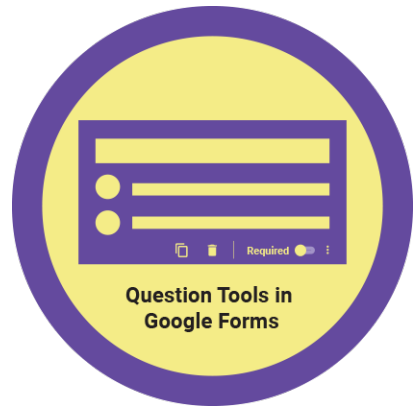




Google Forms



Creating Questions in Google Forms



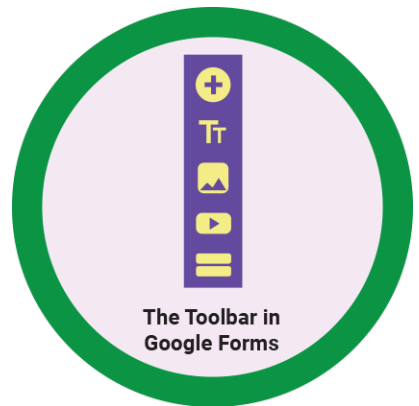
Question Tools in Google Forms



Question Responses Menu in Google Forms



Creating Response in Google Forms



The Toolbar in Google Forms



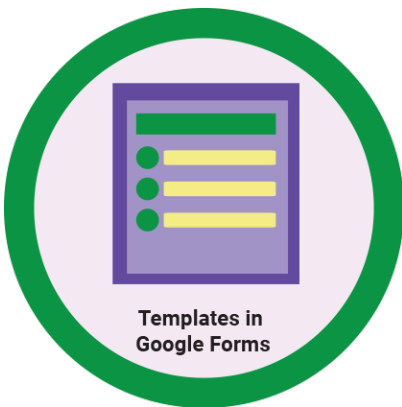
The Menu Tools in Google Forms



Collecting Responses in Google Forms



Collaborating in Google Forms



Templates in Google Forms

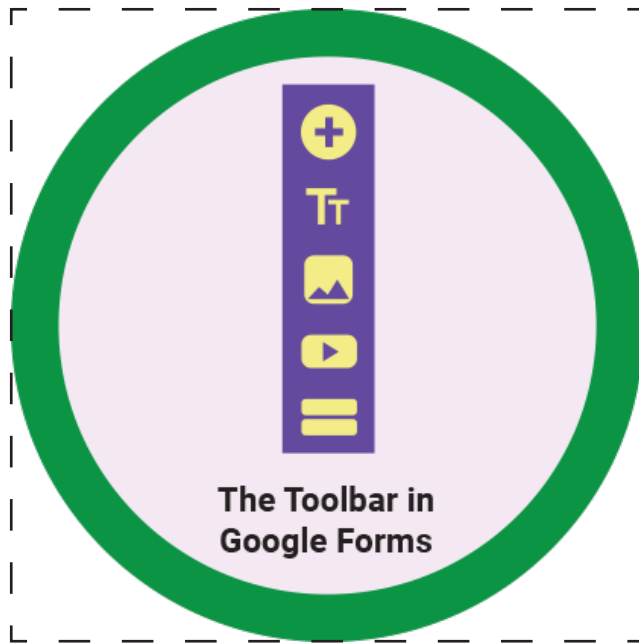


Google Forms Master Badge



WORD WALL PRINTOUT

34.6.5



There is a Toolbar in Google Forms, located on the right of the questions.



DIFFERENTIATION

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



T1 QUESTION TOOLS

EXIT TICKET | 34.6.6.1

Directions: Name each piece of the Google Forms toolbar. Explain what each of these tools allow you to do in your form. Write your answer on the lines provided.



Name:



Name:

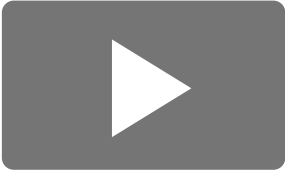


Name:



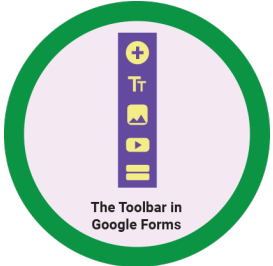


Name:



Name:





T2 MATCHING

EXIT TICKET | 34.6.6.2

Directions: Match each name to the correct icon. Write the letter in the space provided.



a. Add Section



b. Add Video



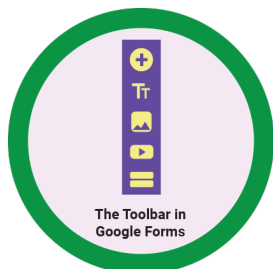
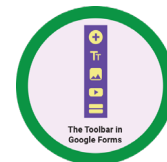
c. Add Question



d. Add Image



e. Add Title and Description

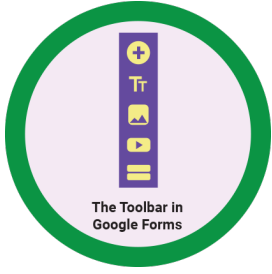


T3 TRACE 'N' LEARN

EXIT TICKET | 34.6.6.3

Toolbar in Google
Forms

There is a Toolbar
in Google Forms,
located on the right
of the questions.



MY DIGITABILITY EARNINGS TRACKER

Unit 34: Creating Content in Google Forms | 34.6.7

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: