



## **UNIT 34: CREATING CONTENT IN GOOGLE FORMS LESSON 7: MENU TOOLS IN GOOGLE FORMS**

#### **LESSON OVERVIEW**

There are Menu Tools in Google Forms. These tools are located at the top right of the page.

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 7 Menu Tools 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**



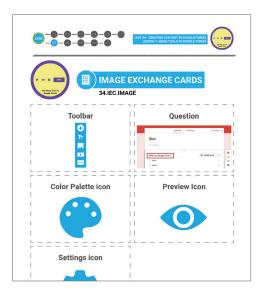
- 1. Write the following on the board, leaving a blank space for the words "Toolbar" and "question."
  - a. There is a \_\_\_\_\_ in Google Forms, located on the right of the

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**

- Writes response on board
- Writes response on board with assistance from a Tier 1 partner or writes answer in notebook
- 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. [34.7.DollarTracker]

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

#### **+S** 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** 

#### **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.







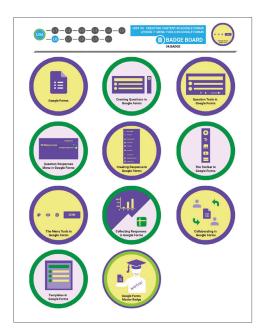


 Ask, "For a participation dollar, who can tell me the name of our next badge?"

Answer: Menu Tools in Google Forms



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





#### **DIFFERENTIATION**

- On-topic shared verbal response
- T2 Writes down badge name or walks up to point to badge
- Uses Badge Board [34.BADGE] for this unit



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.



3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [34.7.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



- 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 "Menu Tools."
- 5. Ask students to give a thumbs up every time they hear and/or see the phrase "Menu Tools" in the video.



6. Play video.

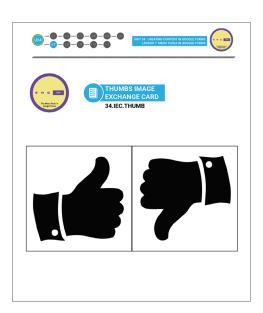








7. Distribute **34.IEC.THUMB** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.





- Puts thumbs up
- Uses Thumbs Image Exchange Card [34.IEC.THUMB]
- 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. [34.7.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

#### **INFORMAL ASSESSMENT**



1. Ask,"For a participation dollar, who can tell me where the Menu Tools located in Google Forms?"

Possible Answers: at the top right of the page

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

2. Ask,"For a participation dollar, who can tell me what you click on in order to edit colors?

Possible Answers: Color Palette Icon

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

Possible Answers: Eye ball

4. Ask, "For a participation dollar, what does the Settings Icon look like?"

Possible Answers: Gear

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."

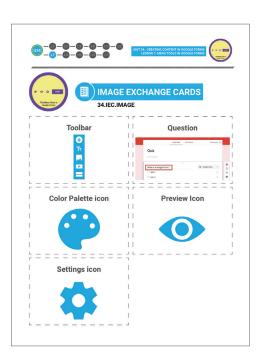


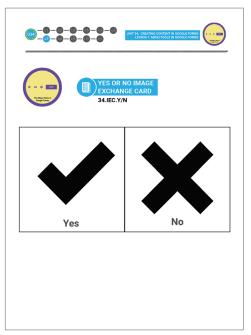






5. Distribute **34.IMAGE.IEC** or **Yes** or **No Image Exchange Cards 34.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.







#### **DIFFERENTIATION**

- On-topic shared verbal response
- Writes response down in notebook OR rephrase prompt to a **yes or no** question
- Distribute **Yes or No Image Exchange Card** [34.IEC.Y/N] for rephrased question





6. 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]



"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

# 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.

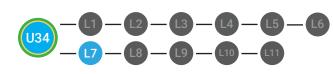
#### **PLAY ACTIVITY VIDEO**



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

Click Activity Button to Play Activity Video

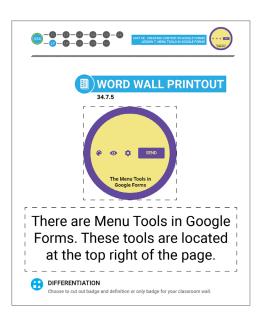
- 2. Student discusses with class to choose the correct answer.
- a. If student chooses correct answer, have student or whole class dance.
- b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.







3. Distribute and cut out **Word Wall Printout 34.7.5** Students that unlocked the badge will place the Menu Tools in Google Forms printout on the classroom's word wall. See DIFFERENTIATION for this activity to identify supplements needed.





#### **DIFFERENTIATION**

- Student will use verbal prompting to unlock the badge with the class.
- Student will use verbal prompting and hand signals to unlock the badge with the class.
- 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.** [34.7.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."

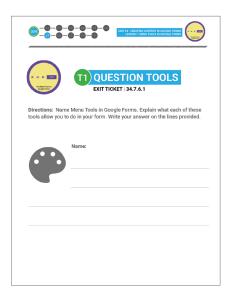
Participation/Contribution
Sharing/Helping
Greeting a Guest
Following Directions/Staying on Task
Encouraging

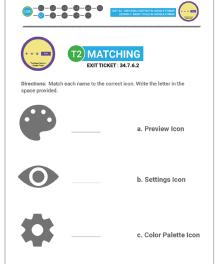
Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
Complaining/Whining
Interrupting
UMAPA
Arguing

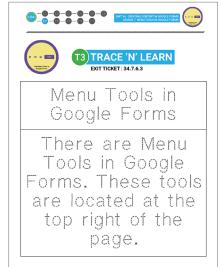
#### **ASSESSMENT/EXIT TICKET**



1. Distribute the **Menu Tools in Google Forms** Exit Ticket **34.7.6** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.













#### **DIFFERENTIATION**

Using Tier 1 **Question Tools** Exit Ticket [34.7.6.1], student names Menu Tools in Google Forms and explains what each of these tools allow you to do in your form.

- Using Tier 2 **Matching** Exit Ticket [34.7.6.2], student matches each name to the correct icon.
- T3 Student completes **Trace 'n' Learn card** Exit Ticket [34.7.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker.** [34.7.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**

- Login independently using password cards.
- Login independently using password card with the help from a Tier 1 partner for any required troubleshooting.
- Teacher or Tier 1 assistance to help student login using their password card.









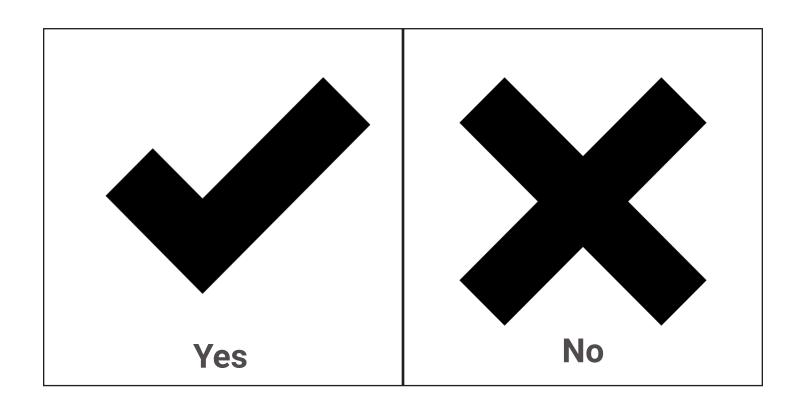
Behaviors	Name	/	/	/	/	/	/	
Successful	EX: Les							
Participation/ Contributing	M							
Sharing/Helping/ Collaborating								
Greeting a Guest								
Following Directions/ Staying on Task								
Encouraging/ Complementing								
Problematic								
Off Task								
Off-Topic/ Inappropriate Comment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











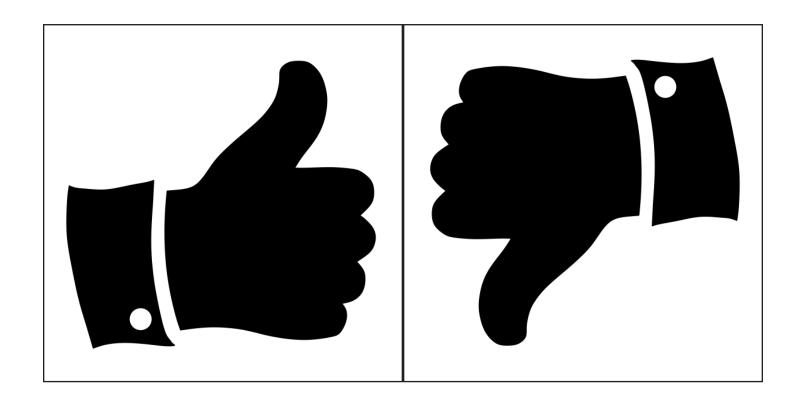














UNIT 34: CREATING CONTENT IN GOOGLE FORMS **LESSON 7: MENU TOOLS IN GOOGLE FORMS** 







### **IMAGE EXCHANGE CARDS**

34.IEC.IMAGE



#### **Color Palette icon**



#### **Preview Icon**



#### **Settings icon**



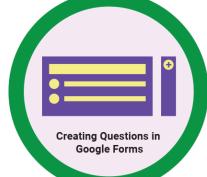


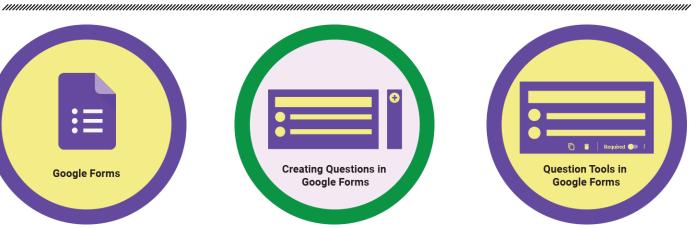




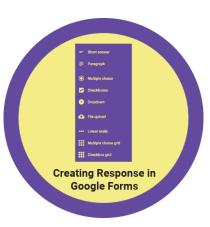


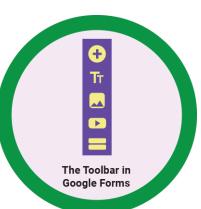


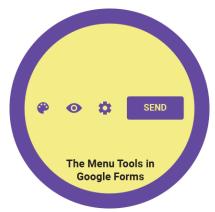






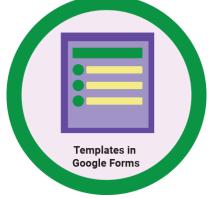










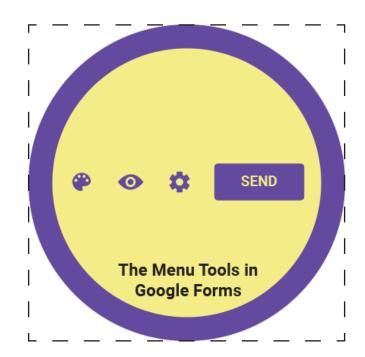






## **WORD WALL PRINTOUT**

34.7.5



There are Menu Tools in Google Forms. These tools are located at the top right of the page.



#### **DIFFERENTIATION**

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









**EXIT TICKET | 34.7.6.1** 

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



Name:





#### Name:



#### Name:











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



a. Preview Icon



b. Settings Icon



c. Color Palette Icon







## T3) TRACE 'N' LEARN

**EXIT TICKET | 34.7.6.3** 

Menu Tools in Google Forms

There are Menu
Tools in Google
Forms. These tools
are located at the
top right of the
page.







#### MY DIGITABILITY EARNINGS TRACKER

Unit 34: Creating Content in Google Forms | 34.7.7

**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:		

#### **TOTAL DOLLARS EARNED:**

**Creating Content in Google Forms** 

Master Badge