



UNIT 34: CREATING CONTENT IN GOOGLE FORMS

LESSON 9: COLLABORATING IN GOOGLE FORMS

LESSON OVERVIEW

Collaborators can edit your Google Form by using the Send Icon, at the top right corner 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 9 - Collaborating 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 word **“responses.”**

a. To see the _____ to your questions, click responses at the top of the page.

2. Have a student come up to the board to fill in the correct answer.

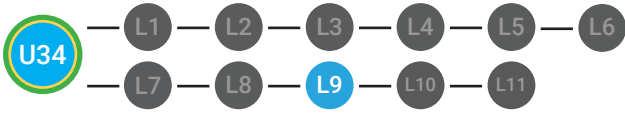
Repeat the process to ensure all students get a chance to participate and earn a participation dollar.



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

The screenshot shows the lesson plan page with the following content:

- Unit and Lesson navigation: U34 — L1 — L2 — L3 — L4 — L5 — L6 — L7 — L8 — L9 — L10 — L11
- Unit Title: UNIT 34: CREATING CONTENT IN GOOGLE FORMS
- Lesson Title: LESSON 9: COLLABORATING IN GOOGLE FORMS
- Section Header: **IMAGE EXCHANGE CARDS**
- Card ID: 34.IEC.IMAGE
- Sub-sections:
 - Responses**: A screenshot of the Google Forms 'Responses' tab showing a bar chart.
 - Sharing Your Google Form**: An illustration of a person sharing a form on a screen.



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**. [34.9.DollarTracker]

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



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.

+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior] 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.

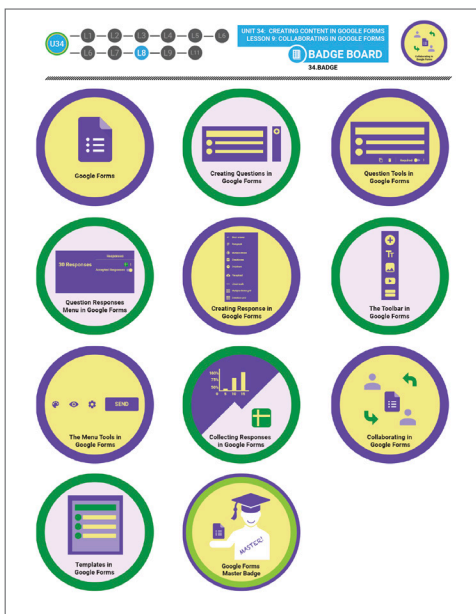


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

Answer: Collaborating 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**. [34.9.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>



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
- Sharing/Helping
- Greeting a Guest
- Following Directions/Staying on Task
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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 "collaborating."*

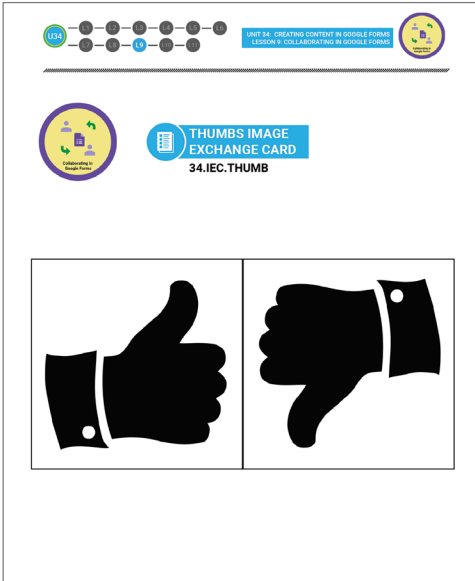
5. Ask students to give a thumbs up every time they hear and/or see the word **"collaborating"** in the video.



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**. [34.8.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
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INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what the only way you can collaborate in Google Forms is?"*

Possible Answers: by sharing your Google Form

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



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

Possible Answers: at the top right corner of the page



3. Ask, *"For a participation dollar, can collaborators make comments or suggestions in Google Forms?"*



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.

34.IEC.IMAGE

Responses

Sharing Your Google Form

YES OR NO IMAGE EXCHANGE CARD
34.IEC.Y/N

Yes

No



DIFFERENTIATION

- T1** On-topic verbal response shared 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**. [34.9.DollarTracker]

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



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.

+ \$ 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
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- Interrupting
- UMAPA
- Arguing

PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Collaborating 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 34.9.5** Students that unlocked the badge will place the Collaborating 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**. [34.9.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
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ASSESSMENT/EXIT TICKET



1. Distribute the **Collaborating in Google Forms** Exit Ticket **34.9.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

UNIT 34: CREATING CONTENT IN GOOGLE FORMS
LESSON 9: COLLABORATING IN GOOGLE FORMS

T1 MULTIPLE CHOICE

EXIT TICKET | 34.9.6.1

1. How do you collaborate in Google Forms?
 - a. Let your collaborator see your computer
 - b. Only by sharing your Google Form
 - c. Ask a friend
 - d. None of the above
2. Can Collaborators comment in a Google Form?
 - a. True
 - b. False
3. How do you share your Google Form with a Collaborator?
 - a. Using the color palette icon
 - b. Using the settings icon
 - c. Using the send icon
 - d. All of the above

UNIT 34: CREATING CONTENT IN GOOGLE FORMS
LESSON 9: COLLABORATING IN GOOGLE FORMS

T2 VOCAB BLOCK

EXIT TICKET | 34.9.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

UNIT 34: CREATING CONTENT IN GOOGLE FORMS
LESSON 9: COLLABORATING IN GOOGLE FORMS

T3 TRACE 'N' LEARN

EXIT TICKET | 34.9.6.3

Collaborating in Google Forms

Collaborators can edit your Google Form by using the Send icon, at the top right corner of the page.



DIFFERENTIATION

- T1** Students complete **Multiple Choice** Exit Ticket [34.9.6.1].
- T2** Students complete **Vocab Block** Exit Ticket [34.9.6.2].
- T3** Students complete **Trace 'N' Learn** Exit Ticket [34.9.6.3].



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	- \$ 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
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- UMAPA
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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

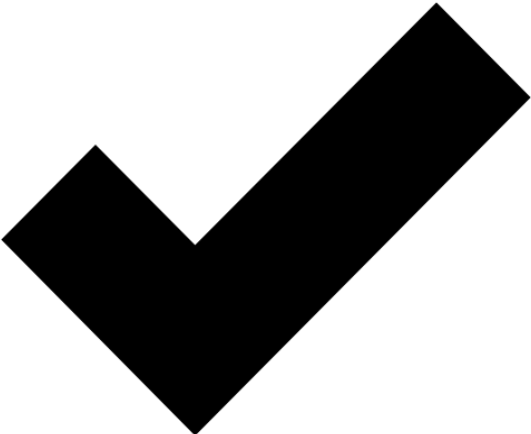
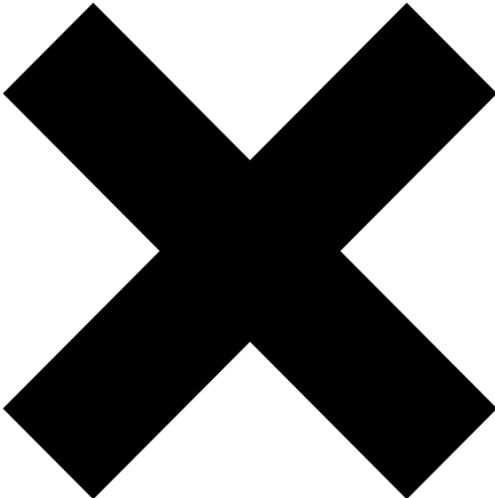


Behaviors	Name						
Successful	EX: Sam						
Participation/ Contributing							
Sharing/Helping/ Collaborating							
Greeting a Guest							
Following Directions/ Staying on Task							
Encouraging/ Complementing							
Problematic							
Off Task							
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing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




 **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

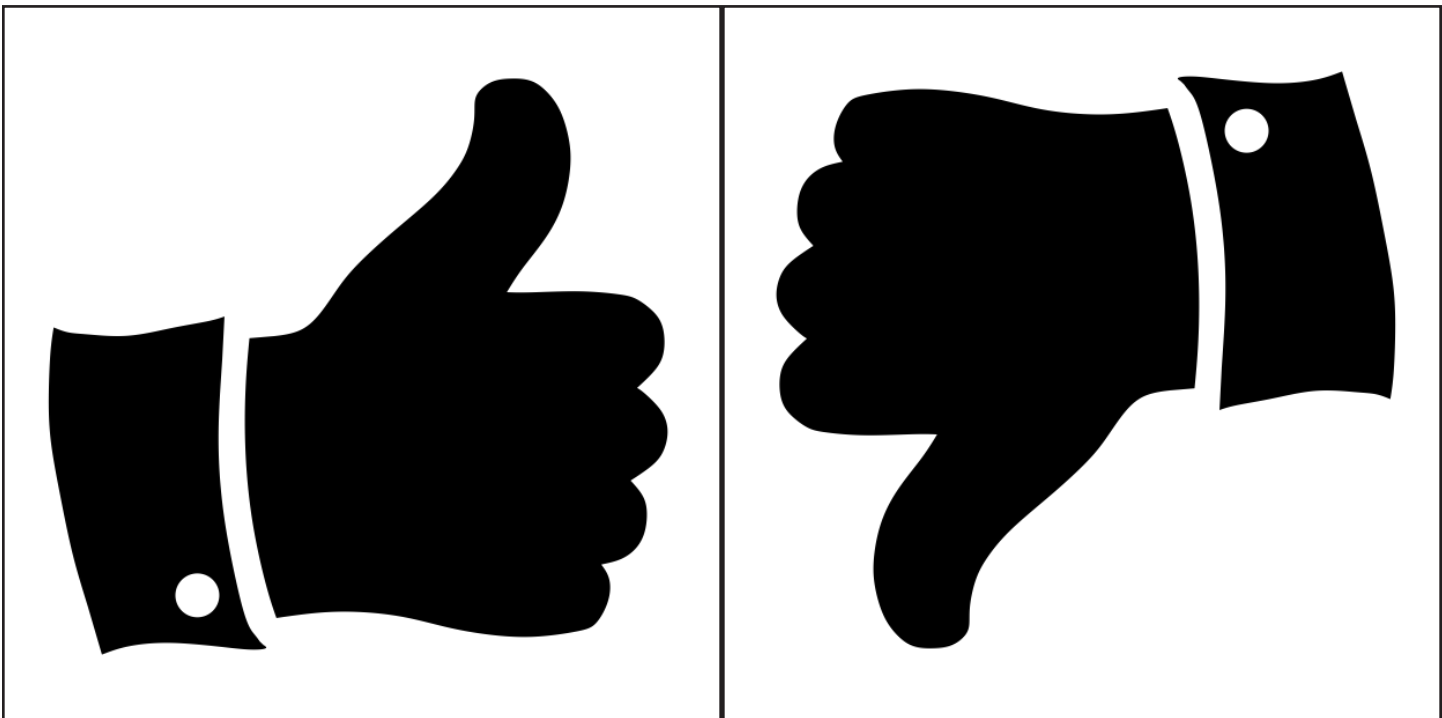
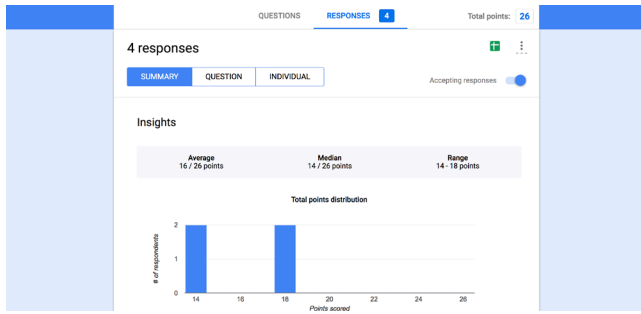




IMAGE EXCHANGE CARDS

34.IEC.IMAGE

Responses



Sharing Your Google Form

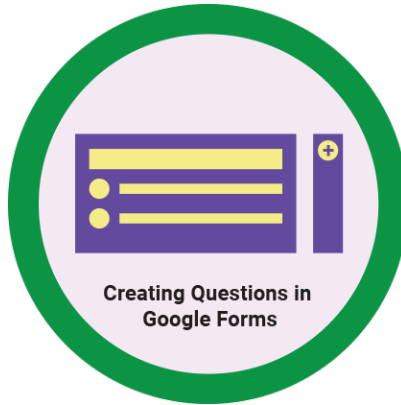




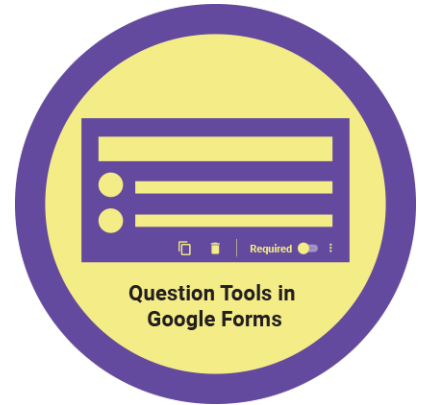
34.BADGE



Google Forms



Creating Questions in Google Forms



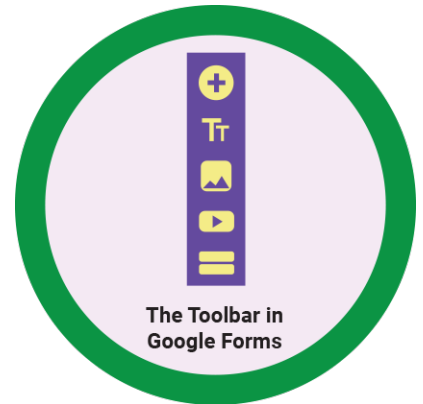
Question Tools in Google Forms



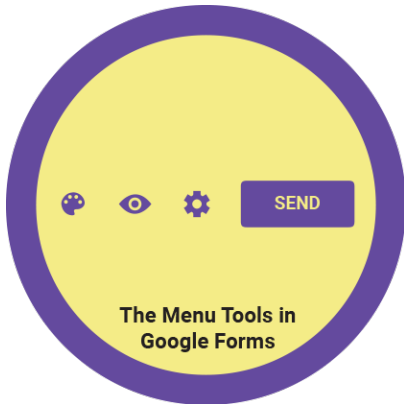
Question Responses Menu in Google Forms



Creating Response in Google Forms



The Toolbar in Google Forms



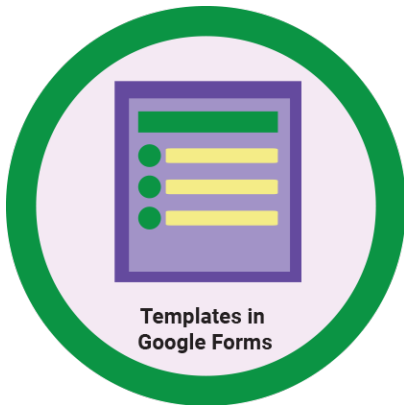
The Menu Tools in Google Forms



Collecting Responses in Google Forms



Collaborating in Google Forms



Templates in Google Forms

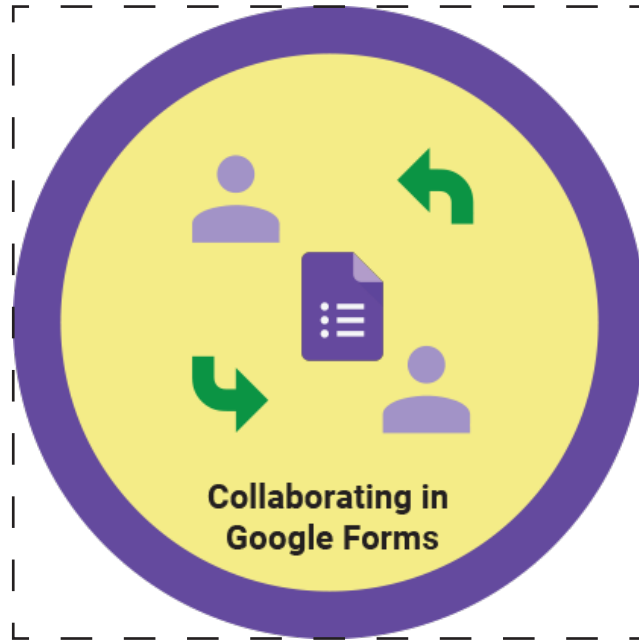


Google Forms Master Badge



WORD WALL PRINTOUT

34.9.5



Collaborators can edit your Google Form by using the Send Icon, at the top right corner of the page.



DIFFERENTIATION

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



T1 MULTIPLE CHOICE

EXIT TICKET | 34.9.6.1

1. How do you collaborate in Google Forms?

- a. Let your collaborator see your computer
- b. Only by sharing your Google Form
- c. Ask a friend
- d. None of the above

2. Can Collaborators comment in a Google Form?

- a. True
- b. False

3. How do you share your Google Form with a Collaborator?

- a. Using the color palette icon
- b. Using the settings icon
- c. Using the send icon
- d. All of the above



T2 VOCAB BLOCK

EXIT TICKET | 34.9.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

**Collaborating in
Google Forms**



T3 TRACE 'N' LEARN

EXIT TICKET | 34.9.6.3

Collaborating in
Google Forms

Collaborators can
edit your Google
Form by using the
Send icon, at the
top right corner of
the page.



MY DIGITABILITY EARNINGS TRACKER

Unit 34: Creating Content in Google Forms | 34.9.7

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: