Google Presentations

UNIT 21: GOOGLE DOCS
LESSON 4: WHAT ARE GOOGLE FORMS?

LESSON OVERVIEW

You can use Google Forms to collect and organize information. You can use forms to plan events, send a survey, give students a quiz, and more. Google forms can be connected to google spreadsheets. This keeps the information you collect organized.

Time: ~30 minutes

OBJECTIVE

Students will be able to describe types of Google Documents.

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 2 - Digital Citizen**

4. Select **Unit 21**

5. Select **Lesson 4 - What Are 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.

U21 — L1 — L2 — L3 — L4 — L5 — L6 — L7

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LESSON PLAN

WARM UP

ACCESSING PRIOR KNOWLEDGE

1. *"For a participation dollar, who can recall what application is best used to write an essay?"*

Answer: Documents.

Use positive narration to reinforce students following directions. *"I see Marcus is following directions and already has two contacts listed. I see Vincent has one contact and included their name, email and phone. Nice work following directions and staying on task."*

Take answers from at least 4 students. Award at least four participation dollars.

2. Distribute **21.4.IMAGE** Image Exchange Cards and **21.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

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. Ie. Have them point or write down their answers. EVERY student should be earning money.
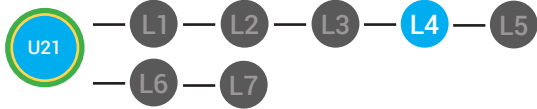
DIFFERENTIATION

T1 On-topic verbal response shared response

T2 Uses **Yes or No Image Exchange Card** [21.IEC.Y/N] for rephrased question.

T3 Uses **Image Exchange cards** [21.4.IMAGE] to point to potential vocabulary word or icon representing "Documents," or Points to **Yes or No Image Exchange Card** [21.IEC.Y/N] for rephrased question.

3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [21.DollarTracker]**

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

+$ PARTICIPATION

Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"

-$ OFF TASK

[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. Marcus, that is off-topic. Off-topic comments cost a $1. "We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar. "

Pro tip: When students exhibit problematic behavior, such as perseveration that keeps them off-task, but correct the behavior after a prompt or verbal cue, IMMEDIATELY provide positive reinforcement, ie. "Nice work following directions, [student]. You earned a following directions dollar."

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..."*

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

2. Distribute **21.BADGE** to students. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Verbal Response

T2 Writes down badge

T3 Uses **Badge Board** [21.BADGE] for this Unit.

3. 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 forms"*

4. Ask students to give a thumbs up every time they hear and/or see the Forms in the video

5. Play video.

6. Distribute **21.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** [21.IEC.THUMB]

T3 Holds up or points to **Thumbs Image Exchange Card** [21.IEC.THUMB]

7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [21.DollarTracker]**

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

+$ PARTICIPATION	-$ OFF TASK
Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"	*[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. Marcus, that is off-topic. Off-topic comments cost a $1. "We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar. "*

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, you have give them one minute (60 seconds) before taking additional dollars.

INFORMAL ASSESSMENT

+$ 1. *"For a participation dollar, who can tell me what you would use Google Forms for?"*

Answer: You would use Google Forms to collect and organize information.

2. *"For a participation dollar, who can tell me name some instances in which you would use Google Forms?"*

Possible Answers: Plan events, send a survey, give students a quiz and more.

3. *"For a participation dollar, who can tell me what application you can connect to Google Forms?"*

Answer: You can connect it to Spreadsheets.

4. *"For a participation dollar, who can tell me why you would want to connect Google Forms and Spreadsheets?"*

Answer: To organize information.

5. Distribute **21.IEC.Y/N** to students. See 🔲 DIFFERENTIATION for this activity to identify supplements needed for your students.

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."

DIFFERENTIATION

T1 On-topic verbal response shared response

T2 Uses **Yes or No Image Exchange Card** [21.IEC.Y/N] for rephrased question.

T3 Points to **Yes or No Image Exchange Card** [21.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. [21.DollarTracker]**

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

+$ PARTICIPATION	-$ OFF-TOPIC
Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"	*[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. "Marcus, that is off-topic. Off-topic comments cost a $1. We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar."*

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..."*

PLAY ACTIVITY VIDEO

1. Ask the class, *"Who would like to unlock the What are 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 lesson badge cut out **21.4.5**. Students that unlocked the badge will place the **What Are Google Forms?** print out on the classroom's **word wall**. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

Pro tip: Increase the dollar amount for shy students or to increase motivation.

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. [21.DollarTracker]**

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

+$ PARTICIPATION

"Marcus + you answered correctly! You earned a dollar! Nice job!"

-$ INTERRUPTIONS

"Marcus + you interrupted. Interruptions cost $1. Next time, raise your hand and wait to be called on to earn a $1."

ASSESSMENT/EXIT TICKET

1. Distribute **21.4.6** What Are Google Forms? Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **What Are Google Forms? Exit Ticket** [21.4.6.1], Students list five ways that you could use Google Forms in you life.

T2 Using Tier 2 **What Are Google Forms? Exit Ticket** [21.4.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [21.4.6.3].

T3 Using Tier 3 **What Are Google Forms? Exit Ticket** [21.4.6.3], students complete Trace and Learn.

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [21.DollarTracker]**

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

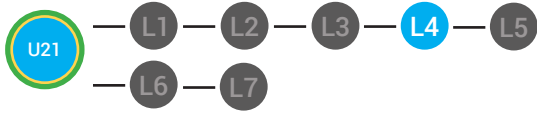| +$ PARTICIPATION	-$ OFF TASK
"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."	*"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're off-task. For every minute that you are not participating, it will cost a $1. Look at the screen and listen carefully to earn dollars for following direction/participating."*

IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned 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 continue on to the next lesson plan.

4. Ask students what they will do with their money. Spend it or save it?

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

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

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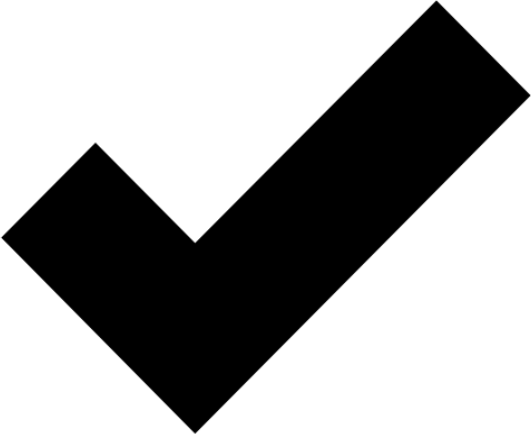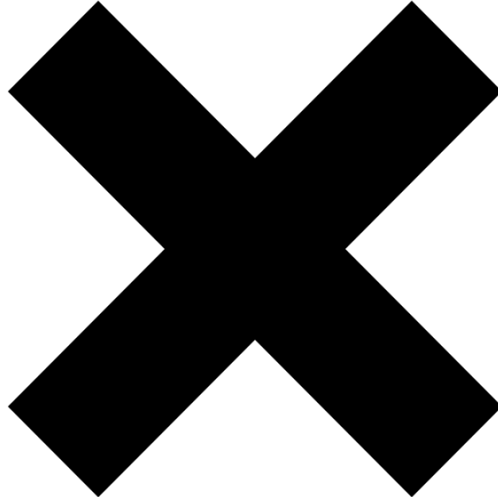
YES OR NO IMAGE EXCHANGE CARD

21.IEC.Y/N

Yes	No
✔	✘

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THUMBS IMAGE EXCHANGE CARD
21.IEC.THUMB

IMAGE EXCHANGE CARDS

21.4.IMAGE

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Documents

Types of Google Docs

Google Documents

Google Spreadsheets

Google Presentations

Google Forms

Google Drawings

Types of Google Docs
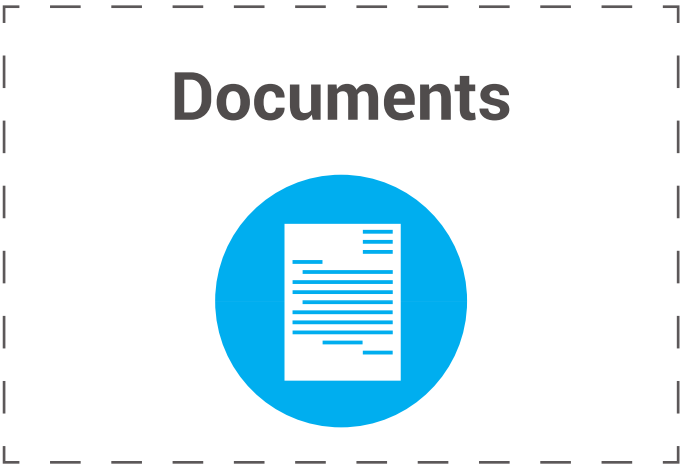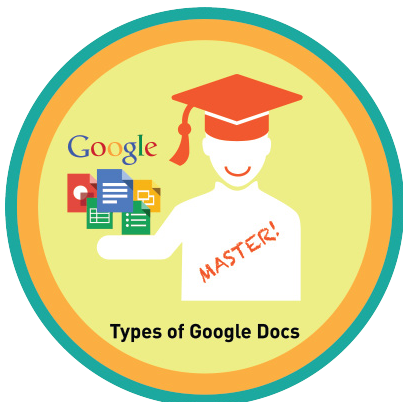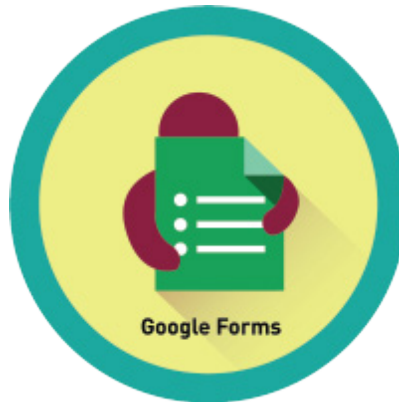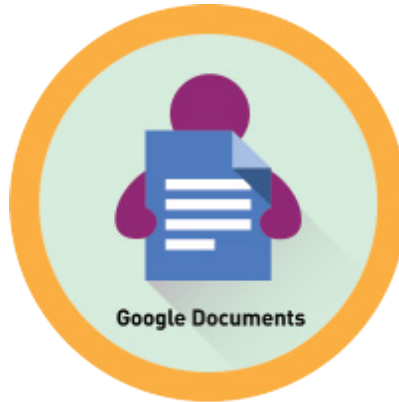
📋 WORD WALL PRINTOUT

21.4.5

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You can use Google Forms to collect and organize information. You can use forms to plan events, send a survey, give students a quiz, and more.

T1 **WHAT ARE GOOGLE FORMS? EXIT TICKET GOOGLE FORMS ACTIVITY**

21.4.6.1

Directions: Brainstorm and list five ways that you could use Google Forms in you life.

Example: To take a quiz

1. _____

2. _____

3. _____

4. _____

5. _____

T2 **WHAT ARE GOOGLE FORMS?
EXIT TICKET VOCAB BLOCKS**
21.4.6.2

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Name: _____

Date: _____

Define	Sentence

What are Google Docs?

Examples	Draw

T3 WHAT ARE GOOGLE FORMS? EXIT TICKET TRACE 'N' LEARN CARDS

21.4.6.3

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What Are Google Docs?
You can use Google Forms to collect and organize information. You can use forms to plan events, send a survey, give students a quiz, and more.

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READING MAZE
21.4

Write in the best answer the blank space to complete the sentence.

You can use Google Forms to _____ and organize

(collect, give out)

information. You can use _____ to plan events, send a

(presentations, forms)

survey, give students a quiz, and more. Google forms can be

connected to google _____. This keeps the information

(spreadsheets, drive)

you collect _____. Your spreadsheet will be saved to

(organized, disorganized)

your Google _____.

(Mail, Drive)

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WORKPLACE CONNECTIONS
21.4.WC.1

Directions: Your boss at Digitability wants you to complete a Google Form about what you want for lunch during the upcoming conference. Practice completing a Google form below.
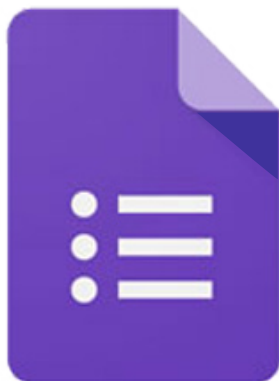
Lunch Menu

⋮⋮⋮

Meals   ◉ Multiple choice ▼

○ Chicken Parmesan   ✕

○ Macaroni and cheese   ✕

○ Chicken Caesar salad   ✕

○ Bacon Cheese burger   ✕

WORKPLACE CONNECTIONS
21.4.WC.2

Directions: Your boss at Digitability wants you to find out what people want for lunch during the upcoming conference. Circle the program you would use to find out this information.

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WORKPLACE CONNECTIONS
21.4.WC.3

Directions: Your boss at Digitability wants you to find out what people want for lunch during the upcoming conference. Point to the program you would use to find out this information.