Who Am I? Google Form and Word Cloud Generator

Overview

In this Back-to-School lesson (5th Grade), students will work collaboratively to develop a Google Form survey to gather information about themselves and their classmates. Each student will take the survey and the results will compile in a Google Sheet that will be shared. Students will then use the results to create a word cloud to represent themselves as individuals in the classroom through creating a collaborative display.

Materials

- Access to the internet
- Google Apps for Education Account
- Google Forms
- Google Sheets

Instructions

- Introduce the idea of a survey
  - Ask students what they believe a survey is, and what would surveys be used for.
  - Seek opportunities for students to share where and how they have used surveys in the past, either as a creator or as a participant.
- Introduce Google Form.
  - Model a few examples of classroom forms and record thinking on an "I notice" anchor chart.
    - [Book Review](#)
    - [Comprehension Questions](#)
    - [Information Gathering](#)
- Explain the task: Students will collaboratively brainstorm questions to include in a Google Form that would gather information about individuals. This is a modeling opportunity to demonstrate some of the different types of answers, short answer, long answer, multiple choice, etc. For the purpose of this activity and the follow-up word cloud project, ensure you are only modeling question types that result in text based answers.
  - Teacher will record questions and model creating question types to guide this inquiry activity.
    - While modeling, discuss how surveys answer compelling questions during an inquiry (in this case, getting to know the students and build relationships).
      - Discuss how some compelling questions are followed by supporting questions to draw out greater detail.
- Once a variety of question types have been asked (ensuring variety in responses) students will take the survey themselves.
- Embed the survey into the class site and/or email the survey to the students (It is helpful to take the survey yourself as well so you have an entry to use while modeling the steps for creating the word cloud).

- Model the steps for making the word cloud (listed below)
  - Each student will copy (highlight, CTRL C) their row of responses from the Google Sheet (use Sheet vocabulary like "cell", "row", "column", and "heading")
  - Open a new tab in your browser and browse to either Tagxedo or Wordle (Wordle is occasionally blocked so you will want to verify while logged in as a student).
  - Students will then paste (Click in field, CTRL V) the content from the Sheet cells into the text area to create the word cloud.
  - Model the modification options for the chosen word cloud generator
- Support students with customizing their word cloud including editing words to represent them more closely.

Resources

- [Google Apps for Education](#)
- [Wordle](#) or [Tagxedo](#)

Rubric

Needs Specific Improvement	Approaching	Meets Expectations	Exceeds Expectations
I do not engage in collaborative discussion (one-on-one, in groups, and teacher-led).	I engage in collaborative discussions (one-on-one, in groups, and teacher-led) but may not build on others' ideas or express my own clearly.	I engage effectively in collaborative discussions (one-on-one, in groups, and teacher-led) while building on others' ideas and expressing my own clearly.	I engage naturally in collaborative discussions (one-on-one, in groups, and teacher led) while building on others' ideas, expressing my own and drawing from outside sources and information
I do not pose and/or respond to specific questions by making comments that contribute to the discussion and/or elaborate on the remarks of others.	I pose and respond to specific questions by making comments that contribute to the discussion but do not elaborate on the remarks of others.	I pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	I pose and respond to specific questions by making comments that contribute to the discussion, elaborate on the remarks of others, and reflect and revise my thinking.
I cannot explain what compelling questions are or why they are important to others (e.g., peers, adults).	I can explain what a compelling question is but not why they are important to	I can clearly explain why compelling questions are important to others (e.g., peers, adults).	I can clearly explain why compelling questions are important to others (e.g., peers, adults)

	others (e.g., peers, adults).		and develop questions to extend discussions.
I cannot explain what supporting questions are or how they help answer compelling questions in an inquiry.	I can explain what supporting questions are but not how they help answer compelling questions in an inquiry.	I can clearly explain how supporting questions help answer compelling questions in an inquiry.	I can clearly explain how supporting questions help answer compelling questions in an inquiry and apply this skill in discussions.
I do not participate in class discussions to help solve problems.	I participates in class discussion but could support problem solving more productively.	I contribute to class discussion to solve problems.	I contributes to class discussion to solve problems in a way that pushes others' thinking.
I do not understand or use technology systems without support.	I understand and use technology systems with some support.	I understand and use technology systems.	I understands and uses technology with ease and can support others.

Standards

- CCSS.ELA-LITERACY.SL.5.1

  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.5.1.C

  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- D1.1.3-5 Explain why compelling questions are important to others (e.g., peers, adults)

- D1.4.3-5 Explain how supporting questions help answer compelling questions in an inquiry.

- ISTE.Creativity and Innovation.b Create original works as a means of personal or group expression.

- ISTE.Communication and Collaboration.d. Contribute to project teams to produce original works or solve problems.

- ISTE.Technology Operations and Concepts.a. Understand and use technology systems.

Note: *The lesson plans you create in this course will be made available on the MCPS Professional Development website for other teachers to use. Be sure to include all resources necessary for a teacher to implement your lesson plan. Please do not give you any personal information or usernames and passwords to any accounts.*