

## UNIT 15: GMAIL CONTACTS LESSON 1: WHAT IS A CONTACT?

### LESSON OVERVIEW

A contact is the word for a person that you communicate with. You can store personal information about your contacts in your gmail account. You can store your contact's first and last name, email address, phone number, and more.

Time: ~30 minutes

### OBJECTIVE

Student is able to demonstrate comprehension of the essential concepts in using email.

### 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

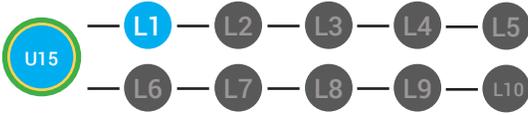
### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 15**
5. Select **Lesson 1 - What is a Contact?**

### 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 word **contact** on the board. *“For a participation dollar, who can tell me what a contact is?”*

**Possible Answers:** someone you already know, a person, someone you work, a person you talk to or email.



2. Distribute **15.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



### DIFFERENTIATION



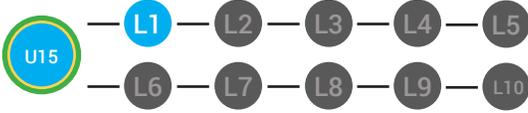
On-topic verbal response; shared response



Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question



Points to **Yes or No Image Exchange Card** [15.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**. [15.DollarTracker]

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



**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."

### +\$ 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. "*



## ACCESSING PRIOR KNOWLEDGE

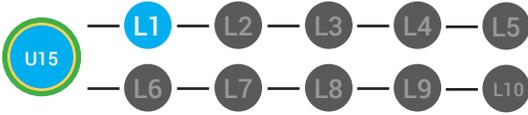


4. Write the word **personal information** on the board. *"For a participation dollar, who can give me an example of personal information?"*

Take answers from at least 2 students. Award at least two participation dollars.



5. Distribute **15.1.2 Personal Information Checklist**, **15.1.IMAGE Image Exchange Cards** and **15.IEC.Y/N**. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

- T1** On-topic verbal response shared response
- T2** Uses **Personal Information Checklist** [15.1.3.2]
- T3** Uses **Image Exchange cards** [15.1.IMAGE] to point to potential vocabulary word or icon representing “email address, phone number, street address, social security number.” Points to **Yes or No Image Exchange Card** [15.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**. [15.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 RULE #5 - 1:

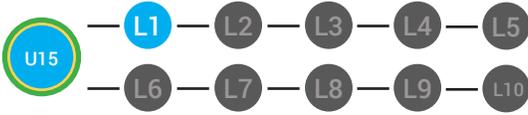
The ratio for how we narrate behavior in a learning environment is 5:1. Meaning that you should be giving out \$5 to every \$1 that you take. It is important when implementing behavior modification systems that we utilize positive reinforcement more frequently than pointing out negative behavior.



7. *“I’m setting the timer for [2] mins. Check the box next to each example of personal information. If you complete the task in 2 mins, you will earn two participation dollars.”*



8. *“For a participation dollar, who can share one example of personal information?”*



## 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 **15.BADGE** to students. See  DIFFERENTIATION for this activity to identify supplements needed for your students.



## DIFFERENTIATION



Verbal Response



Writes down badge



Uses **Badge Board** [15.BADGE] for this Unit.

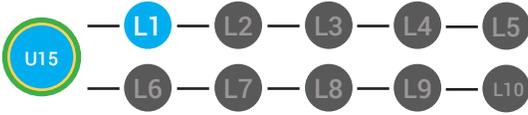


3. Bring attention to screen, “Let’s watch this lesson. I know that [student’s name] is actively watching because he has his eyes on the screen and he is actively listening by giving a thumbs up when he hears the words contact.”

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



5. Play video.



6. Distribute **15.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** [15.IEC.THUMB]

**T3**

Holds up or points to **Thumbs Image Exchange Card** [15.IEC.THUMB]



7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [15.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. "*



## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what a contact is?"*

Structure prompting to get students to come up with a definition using language from the video: A contact is the word for a person that you communicate with.

2. *"Can you store personal information about other people in your Gmail contacts?"*

3. Ask, *"For a participation dollar, who can name one example of personal information that you can store in gmail contacts?"*

**Possible Answers:** You can store your contact's first and last name, email address, phone number, and more.

Prompt students to use complete sentences to develop verbal ability and expressive communication.



**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 **15.1.IMAGE** Image Exchange Cards and **15.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

**T1**

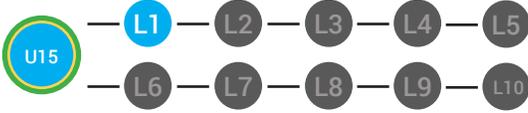
On-topic verbal response shared response

**T2**

Writes down response down in notebook or post-it or uses **Personal Information Checklist** [15.1.3.2]

**T3**

Uses **Image Exchange cards** [15.1.IMAGE] to point to potential vocabulary word or icon representing "email address, phone number, street address, social security number" or points to **Yes or No Image Exchange Card** [15.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**. [15.DollarTracker]

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

<p><b>+\$ PARTICIPATION</b></p> <p><i>"Nice job participating! You earned a participation dollar!"</i></p>	<p><b>-\$ INTERRUPTION</b></p> <p><i>Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.</i></p>
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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 Contact Badge for \$1?"*

**Click Activity Button to Play Activity Video**

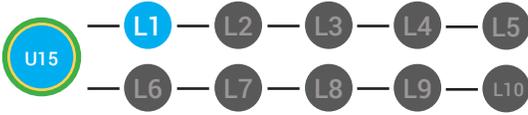
2. Student discusses with class to choose the correct answer.
  - a. If student chooses correct answer, have student or whole class dance.
  - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



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



3. Distribute lesson badge cut out **15.1.6**. Students that unlocked the badge will place the **What is a Contact?** print out on the classroom's **word wall**. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [15.DollarTracker]

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

### +\$ PARTICIPATION

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

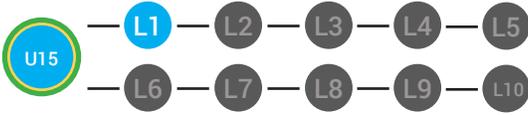
### -\$ INTERRUPTIONS

"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 **15.1.6 What is a Contact?** Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Using Tier 1 **What is a Contact Exit Ticket** [15.1.7.1], Students write in the personal information for a friend, classmate or family member.
- T2** Using Tier 2 **What is a Contact Exit Ticket** [15.1.7.2], students complete Vocab block about what is a contact, or Trace 'n' Learn card [15.1.7.3].
- T3** Using Tier 3 **What is a Contact Exit Ticket** [15.1.7.3], 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**. [15.DollarTracker]

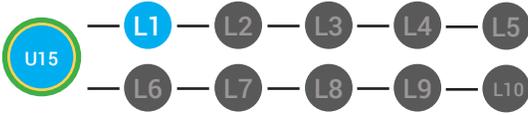
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

### +\$ PARTICIPATION

*"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."*

### -\$ OFF TASK

*"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

||||

Sharing/Helping/  
Collaborating

|||

Greeting a Guest

|

Following Directions/  
Staying on Task

|||

Encouraging/  
Complementing

||

**Problematic -\$**

Off Task

|

Off-Topic/  
Inappropriate  
Comment

Disrespect/Teasing

||

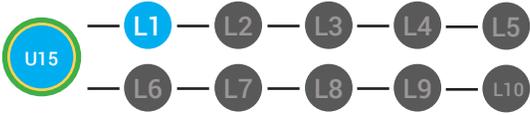
Complaining/Whining

Arguing

Interrupting

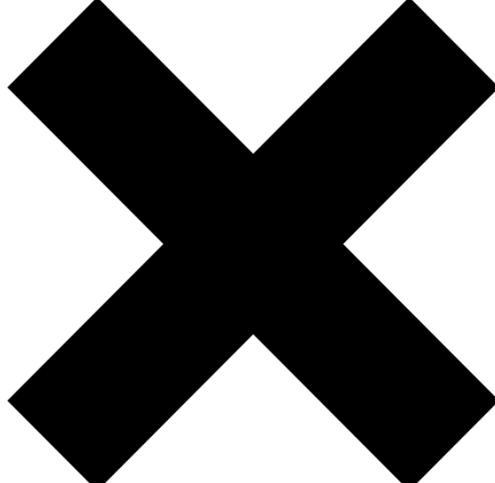
||

UMAPA



 **YES OR NO IMAGE EXCHANGE CARD**

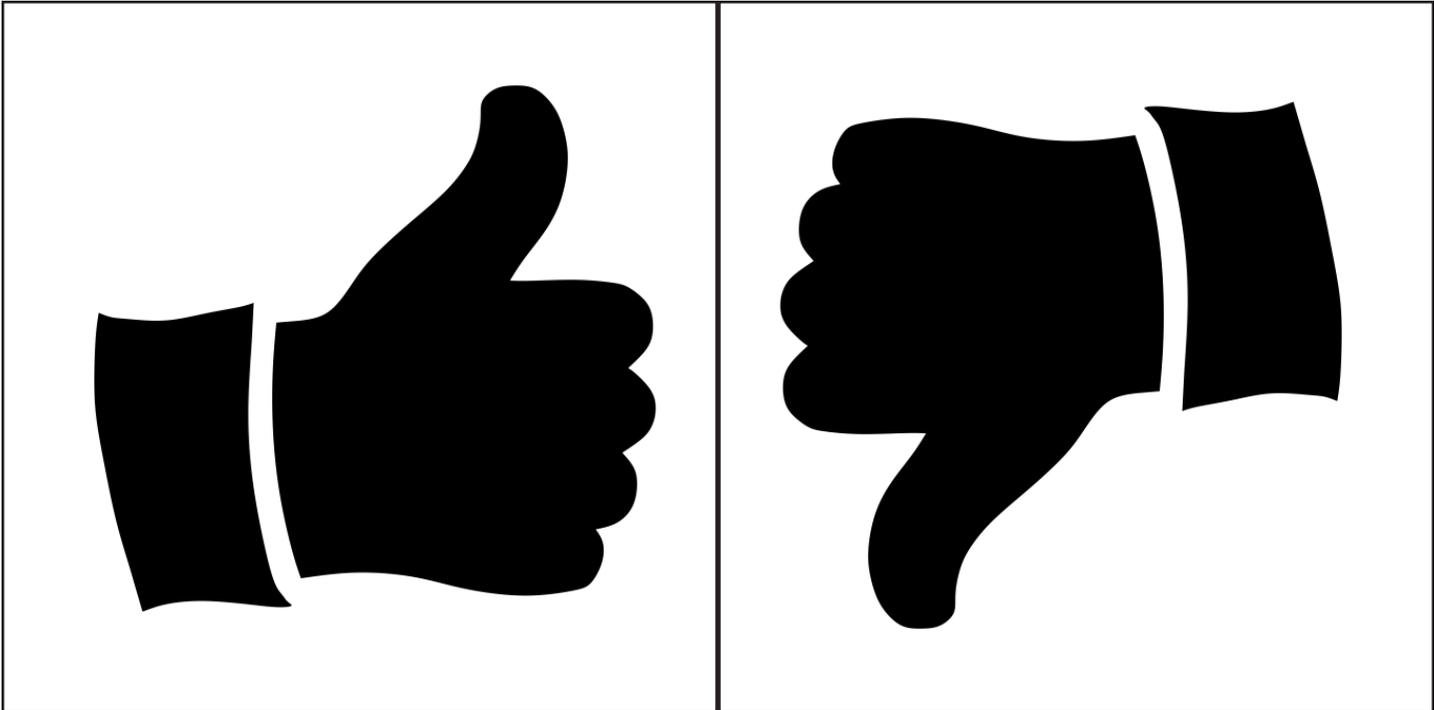
**15.IEC.Y/N**

 <p><b>Yes</b></p>	 <p><b>No</b></p>
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 **THUMBS IMAGE EXCHANGE CARD**

**15.IEC.THUMB**





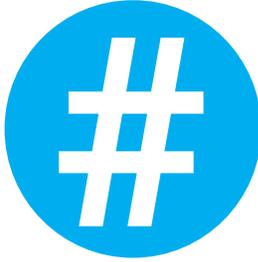
**IMAGE EXCHANGE CARDS**

**15.1.IMAGE**

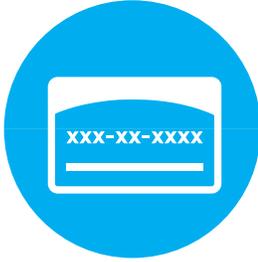
**Home Address**



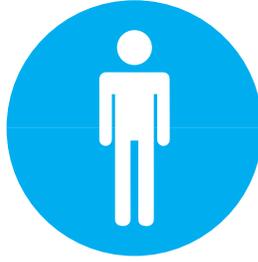
**Phone Number**



**Social Security Number**



**Person**

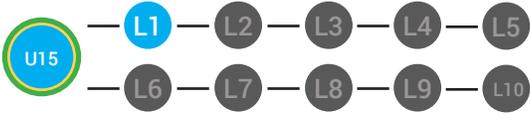


**Email**



**Coworker**





# T1 PERSONAL INFORMATION CHECKLIST

## 15.1.3.2

**Directions:** Students check all the examples of personal information.

**Name**

**Dogs name**

**Phone Number**

**Social Security Number**

**Favorite Color**

**Email Address**

**Home Address**



A Contact



Save Contacts



Contact Manager



Edit Contact Information



Organize Contacts



Create Group



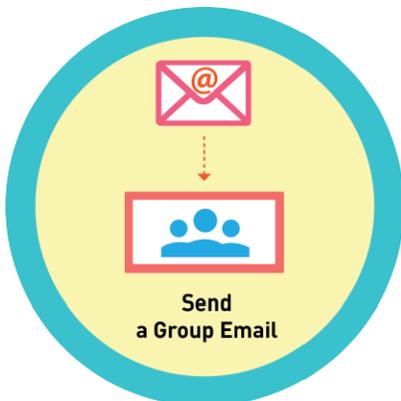
Add Contacts



Remove a Contact



Return to inbox



Send a Group Email

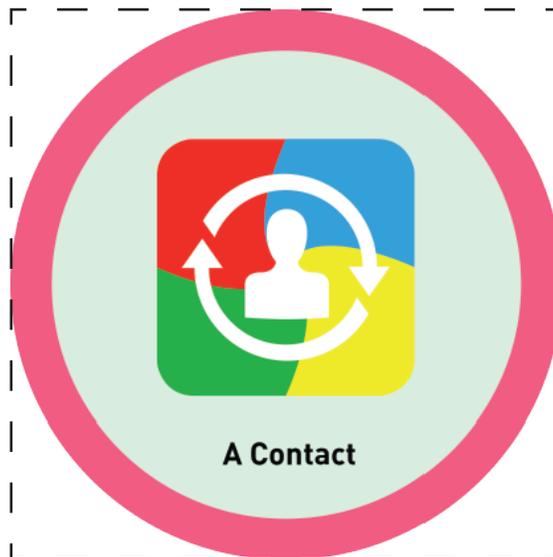


Gmail Contacts

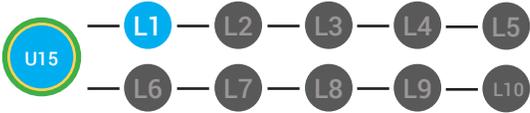


# WORD WALL PRINTOUT

15.1.6



A contact is the word for a person that you communicate with.



**T1** WHAT IS A CONTACT EXIT TICKET  
CREATE A CONTACT ACTIVITY  
15.1.7.1

**Directions:** Students write in the personal information for a friend, classmate or family member.

Name  ...

Job Title , Company

☆ My Contacts

---

Email

Work Phone 

Mobile Phone 

Address



**T2** WHAT IS A CONTACT  
EXIT TICKET VOCAB BLOCKS  
15.1.7.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Define</b>	<b>Sentence</b>
<b>Examples</b>	<b>Draw</b>

**What is a Contact?**



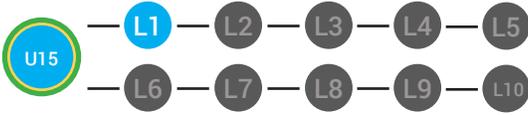
A Contact

## T3 WHAT IS A CONTACT EXIT TICKET TRACE 'N' LEARN CARDS

### 15.1.7.3

What is a Contact

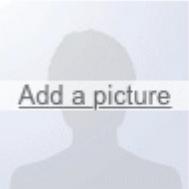
A contact is  
the word for a  
person that you  
communicate  
with.



# WORKPLACE CONNECTIONS

## 15.1.WC.1

**Directions:** Your boss wants you to create a contact list of your co-workers. Enter the information of two of you classmates to create a contact.

	Name		Name
 Add a picture	<input type="text"/> Job Title , Company <input type="text"/>	 Add a picture	<input type="text"/> Job Title , Company <input type="text"/>
Email	<input type="text"/>	Email	<input type="text"/>
Work Phone	 <input type="text"/>	Work Phone	 <input type="text"/>
Mobile Phone	 <input type="text"/>	Mobile Phone	 <input type="text"/>
Address	<input type="text"/>	Address	<input type="text"/>
	<input type="button" value="Add"/>		<input type="button" value="Add"/>



# WORKPLACE CONNECTIONS

## 15.1.WC.2

**Directions:** Your boss wants you to create a contact list of your co-workers. Circle the correct answer in each contact field.



(Name, number, Address)

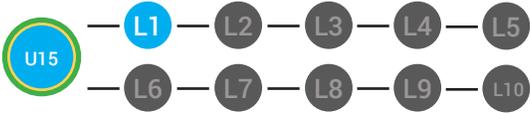
(Job title, picture)

(Work phone, Address, Email Address)

(Mobile phone, Work phone, Job Title)

(Name, Mobile phone, Address)

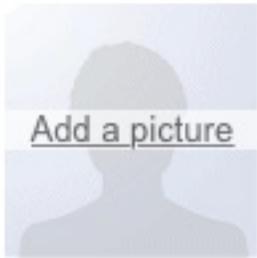
(Name, number, Address)



# WORKPLACE CONNECTIONS

## 15.1.WC.3

**Directions:** Your boss wants you to create a contact list of your co-workers. Point to the correct answer in each contact field.



(Name, number, Address)

(Job title, picture)

(Work phone, Address, Email Address)

(Mobile phone, Work phone, Job Title)

(Name, Mobile phone, Address)

(Name, number, Address)