UNIT 10: USING GMAIL
LESSON 1: GMAIL WINDOW

Gmail Window

LESSON OVERVIEW

You will soon create your own gmail account. After you sign in to your gmail account, you will view you gmail window in your browser. To use your gmail account you will need to look carefully at your gmail window.

Time: ~30 minutes

OBJECTIVE

Student is able to navigate the gmail interface.

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 10**

5. Select **Lesson 1 - Gmail Window**

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.

Gmail Window
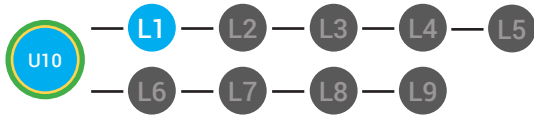
LESSON PLAN

WARM UP

1. Write on the board *"What are some of the steps you must take in order to create and email account?"*

Possible Answers: Create a username, password, create an email address etc.

2. Distribute **10.1.IMAGE** Image Exchange Cards to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.
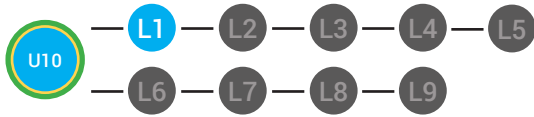
DIFFERENTIATION

T1 Writes response on board

T2 Writes response on board with assistance from a **Tier 1 partner**

T3 Uses **Image Exchange cards** [10.1.IMAGE] to point to potential vocabulary word or icon representing "username, password, email

3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [10.DollarTracker]**

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

+$ PARTICIPATION	-$ INTERRUPTIONS
"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."	*Marcus + you interrupted. Interruptions cost $1. Next time, raise your hand and wait to be called on to earn a $1.*

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, list 4 ways that email could be used at for work."*

Possible Answers: Gmail window

2. Distribute **10.BADGE** 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 Correct Verbal Response.

T2 Writes down badge name or walks up to point to badge.

T3 Uses **Badge Board** [10.BADGE] for this Unit.
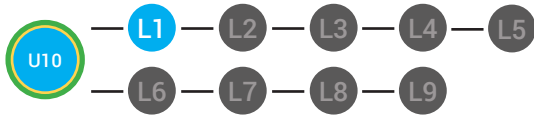
3. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen and he is actively listening by giving a thumbs up when he hears the words gmail window."*

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

5. Play video.

6. Distribute **10.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** [10.IEC.THUMB]

T3   Holds up or points **Thumbs Image Exchange Card** [10.IEC.THUMB]

7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [10.DollarTracker]**

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

+$ PARTICIPATION

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

-$ 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."

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.
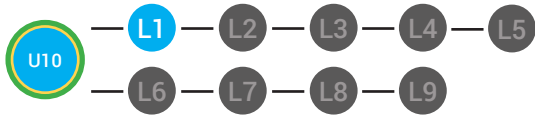
INFORMAL ASSESSMENT

1. Ask, *"For a participation dollar, what is Google's email application called?"*

Structure prompting to get students to come up with a definition using language from the video.

Possible Answers: Gmail, which stands for Google Mail.

'Yes, Nice job participating, [student]! You earned a participation dollar.'"

2. Ask, *"For a participation dollar, who can tell me what the ending of email address would look like if you created an email using Gmail?"*

Structure prompting to get students to come up with a definition using language from the video.

Possible Answers: name@gmail.com.

"Yes, Nice job participating, [student]! You earned a participation dollar."

3. Ask, *"For a participation dollar, who can tell me what the ending of email address would look like if you created an email using Gmail?"*

Structure prompting to get students to come up with a definition using language from the video.

Possible Answers: Enter your username and password

4. Distribute **10.1.IMAGE** Image Exchange Cards 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."

Gmail Window
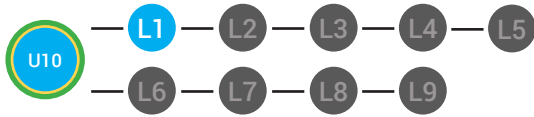
DIFFERENTIATION

T1 On-topic verbal response shared response

T2 Writing it down

T3 Uses **Image Exchange cards** [10.IMAGE] to point to potential vocabulary word or icon representing "gmail, gmail.com, username, and password."

5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [10.DollarTracker]**
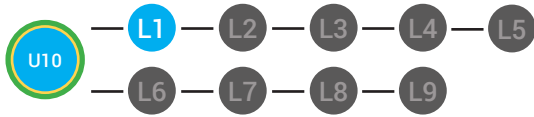
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

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

+$ PARTICIPATION	**-$ OFF TASK**
"Marcus + you answered correctly! You earned a dollar! Nice job!"	*"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."*

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 Gmail Window 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 **10.1.5**. Students that unlocked the badge will place the **Gmail Window** 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.

ASSESSMENT/EXIT TICKET

1. Distribute **10.1.6** Gmail Window Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.
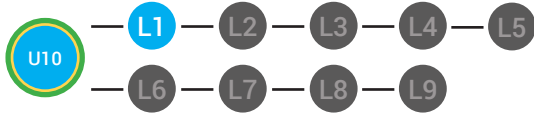
DIFFERENTIATION

T1 Using Tier 1 **Gmail Window Exit Ticket** [10.1.6.1], students will answer multiple choice questions about using email.

T2 Using Tier 2 **Gmail Window Exit Ticket** [10.1.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [10.1.6.3].

T3 Using Tier 3 **Gmail Window Exit Ticket** [10.1.6.3], students complete Trace and Learn.

Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [10.DollarTracker]**

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

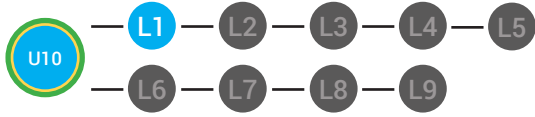**T1** Login independently using **password cards.**

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	ЖII						
Sharing/Helping/ Collaborating	III						
Greeting a Guest	I						
Following Directions/ Staying on Task	III						
Encouraging/ Complementing	II						
Problematic -$							
Off Task	I						
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing	II						
Complaining/Whining							
Arguing							
Interrupting	II						
UMAPA							
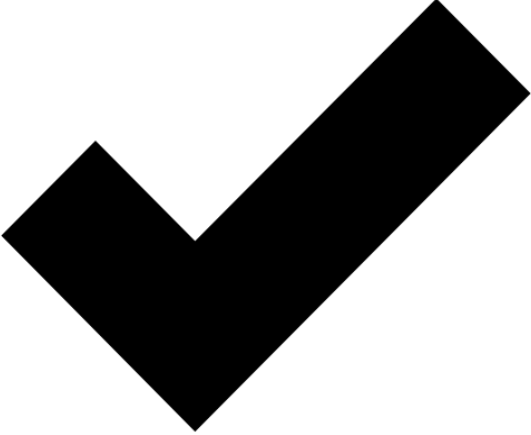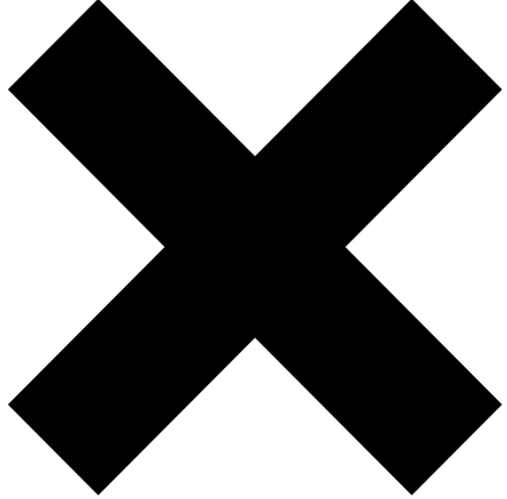
Gmail Window

YES OR NO IMAGE EXCHANGE CARD

10.IEC.Y/N

Yes

No

U10 — L1 — L2 — L3 — L4 — L5
— L6 — L7 — L8 — L9

Gmail Window

Gmail Window

THUMBS IMAGE EXCHANGE CARD
10.IEC.THUMB

Gmail Window

IMAGE EXCHANGE CARDS
10.1.IMAGE

Directions: Cut out

Password

Username

Email Address

@gmail.com

Gmail

U10 — L1 — L2 — L3 — L4 — L5
— L6 — L7 — L8 — L9

LVL 2 UNIT 10: LESSON 1 GMAIL WINDOW

BADGE BOARD

10.BADGE

Gmail Window

Gmail Window

Parts Of Gmail

Gmail Inbox

Gmail Sent Folder

Gmail Draft Folder

Gmail Search Field

Gmail Sign In

John Smith
johnsmith@gmail.com
Profile
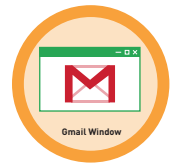Account   Sign Out

Gmail Sign Out
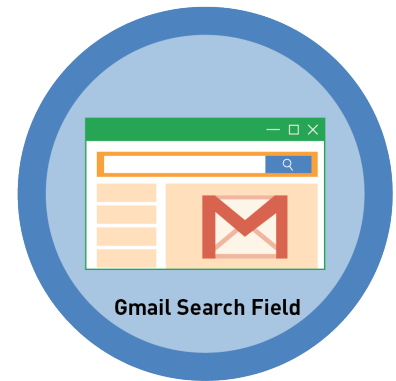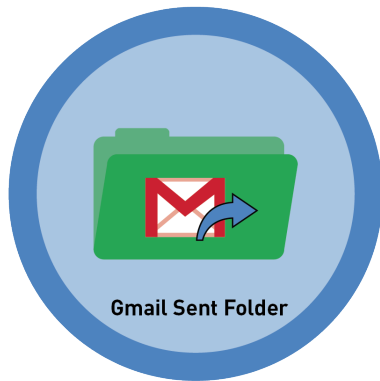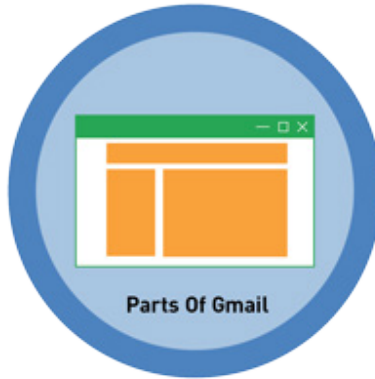
Gmail

WORD WALL PRINTOUT

10.1.5
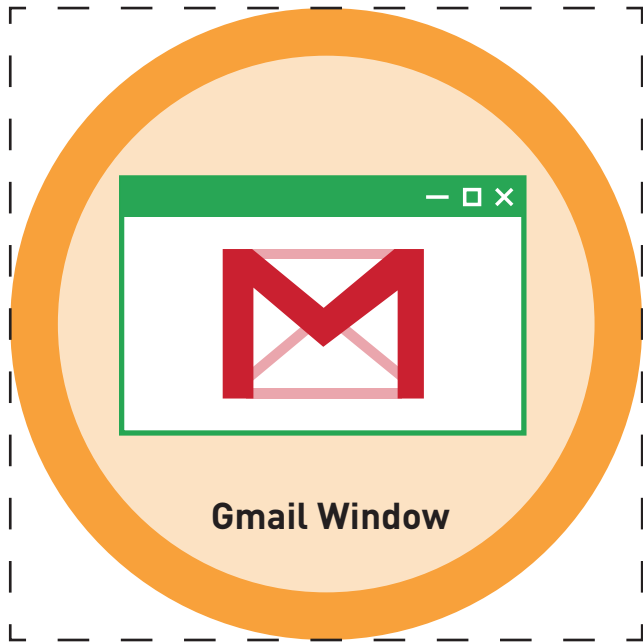
Gmail Window

Your Gmail Window is where you access your email once you have entered your username and password.

DIFFERENTIATION

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

GMAIL WINDOW EXIT TICKET MULTIPLE CHOICE

T1

10.1.6.1

1. In order to access your Gmail you must first:

a. Create an Gmail account

b. Create a Facebook account

c. Create a Yahoo account

2. To go to your Gmail homepage, you must first enter:

a. Secret code

b. Username and password

c. Email Address

3. Your username and password is _____ information:

a. Public

b. Private

c. Shared

4. Which of the following is a Gmail email address

a. Carl@yahoo.com

b. From a mobile device with internet access

c. Carl@gmail.com

d. Carl@gmail.org

T2 GMAIL WINDOW EXIT TICKET
VOCAB BLOCKS
10.1.6.2

Name:

Date:

Define	Sentence
Examples	**Draw**

Gmail Window

U10 — L1 — L2 — L3 — L4 — L5
— L6 — L7 — L8 — L9

Gmail Window

T3 **GMAIL WINDOW EXIT TICKET**
TRACE 'N' LEARN
10.1.6.3

Gmail Window

Your Gmail Window is where you access your email once you have entered your username and password.

READING MAZE

10.1

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

In order to access GMail, the first step you must take is to create an

_____

(account, profile)

When you create an account, you will have to create a _____

(username, profile)

and a password. In order to log into you Gmail account you must

_____.

(enter, delete)

your username and password. This will take you to the

_____

(Gmail, Youtube)

window. This is how you access your _____.

(email, documents)

When you create a Gmail account your email address will end in

_____.

(gmail.com, yahoo.com)

U10 — L1 — L2 — L3 — L4 — L5 — L6 — L7 — L8 — L9

Gmail Window

📰 **WORKPLACE CONNECTIONS**

10.1.WC.1

Your boss has asked you to create a Gmail account. Fill in the blanks in order to create your email account.

Gmail Window

WORKPLACE CONNECTIONS
10.1.WC.2

Your boss has asked you to create a Gmail account. Using a highlighter, Highlight the parts that need to be filled out and verbally answer them.

Create your Google Account

One account is all you need
One free account gets you into everything Google.

Take it all with you
Switch between devices, and pick up wherever you left off.

Name
First | Last

Choose your username
@gmail.com
I prefer to use my current email address

Create a password

Confirm your password

Birthday
Month | Day | Year

Gender
I am...

Mobile phone

Your current email address

Location
United States

Next step

Learn more about why we ask for this information.

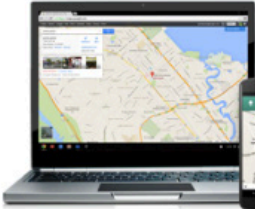Gmail Window
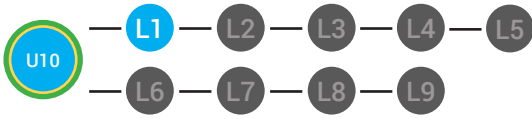
WORKPLACE CONNECTIONS

10.1.WC.3

Your boss has asked you to create a Gmail account. Point to the parts that need to be filled out.

Create your Google Account

One account is all you need
One free account gets you into everything Google.

Take it all with you
Switch between devices, and pick up wherever you left off.

Name
First   Last

Choose your username
@gmail.com
I prefer to use my current email address

Create a password

Confirm your password

Birthday
Month   Day   Year

Gender
I am...

Mobile phone

Your current email address

Location
United States

Next step

Learn more about why we ask for this information.