Parts Of Gmail

UNIT 10: USING GMAIL
LESSON 2: PARTS OF GMAIL

LESSON OVERVIEW

There are several key parts to your gmail window. The inbox is where you will receive all of your emails. You can use your email menu to view different email folders like your sent mail folder or your draft folder. You can you the search field to find emails in your gmail account. You can use these parts to help you manage your email.

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 2 - Parts of Gmail**

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.

Parts Of Gmail
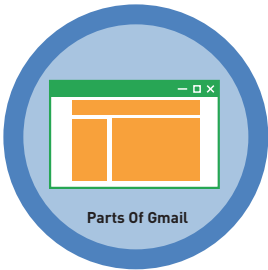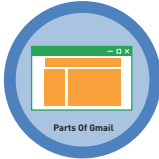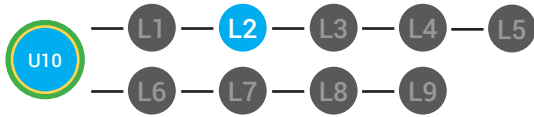
LESSON PLAN

WARM UP

1. Write on the board *"To access your Gmail window you must first enter your _____ and _____?"*

Possible Answers: Username and Password

2. Ask *"For a participation dollar, who can come up to the board to write the answers?"*

3. Distribute **10.2.IMAGE** Image Exchange Cards to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.
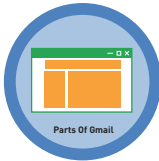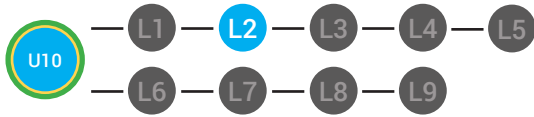
DIFFERENTIATION

T1 Writes response on board

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

T3 Uses **Image Exchange cards** [10.2.IMAGE] to point to potential vocabulary word or icon representing "username and password"

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

Possible Answers: Parts of your Gmail

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.
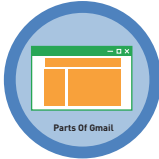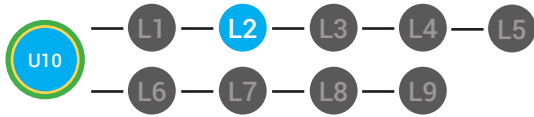
DIFFERENTIATION

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.

Parts Of Gmail

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 Parts of Gmail"*

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   Puts thumbs up or holds up **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**	**-$ 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."*

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.
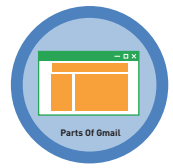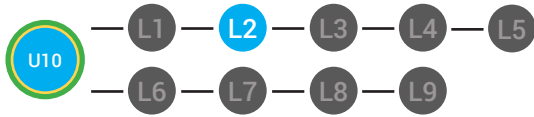
INFORMAL ASSESSMENT

1. Ask, *"For a participation dollar, what is your Gmail window?"*

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

*Answer:* The screen you see once you enter your username and password.

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

2. Ask, *"For a participation dollar, who can tell me where you can access your new email?"*

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

Possible Answers: Inbox

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

3. Ask, *"For a participation dollar, who can tell me where you can access different email folders?"*

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

Possible Answers: Gmail menu

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

4. Ask, *"For a participation dollar, who can tell me what you can do if you need to find a specific email?"*

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

Possible Answers: Enter it in the search field.

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

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."
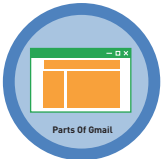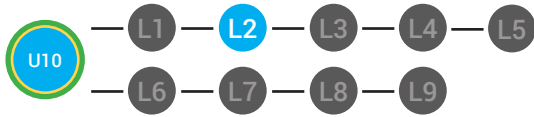
5. Distribute **10.2.IMAGE** Image Exchange Cards to students. See 👥 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION
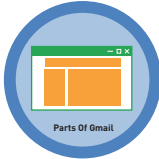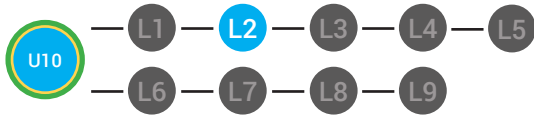
T1 Verbal response

T2 Writing it down

T3 Uses **Image Exchange cards** [10.2.IMAGE] to point to potential vocabulary word or icon representing "username, password, gmail window, search field."

6. 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]

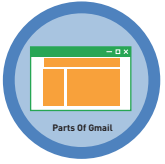| +$ PARTICIPATION	-$ OFF TASK
"Marcus + you answered correctly! You earned a dollar! Nice job!"	*"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're off-task. For every minute that you are 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 Parts of your Gmail 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 **10.2.6**. Students that unlocked the badge will place the **Parts of Gmail** 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.

ASSESSMENT/EXIT TICKET

1. Distribute **10.2.6** Parts of Gmail Exit Ticket to students. See 🎲 DIFFERENTIATION for this activity to identify supplements needed for your students.
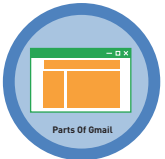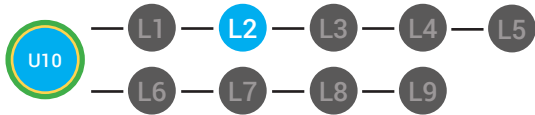
DIFFERENTIATION

T1 Using Tier 1 **Parts of Gmail Exit Ticket** [10.2.7.1], students will answer multiple choice questions about using email.

T2 Using Tier 2 **Parts of Gmail Exit Ticket** [10.2.7.2], students complete Vocab block about using email, or Trace 'n' Learn card [10.2.7.3].

T3 Using Tier 3 **Parts of Gmail Exit Ticket** [10.2.7.3], 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.**
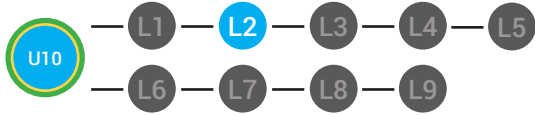
Behaviors

Name

	EX: Sam						
Successful +$							
Participation/ Contributing	JHI						
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							
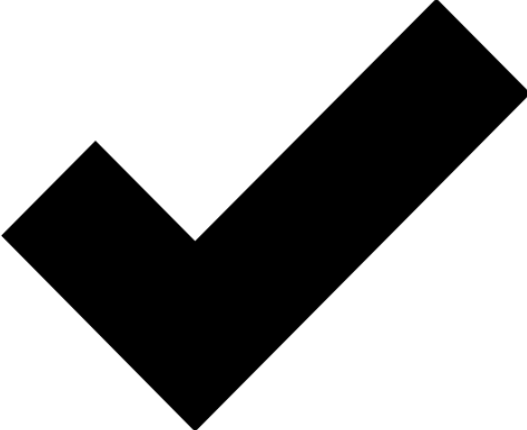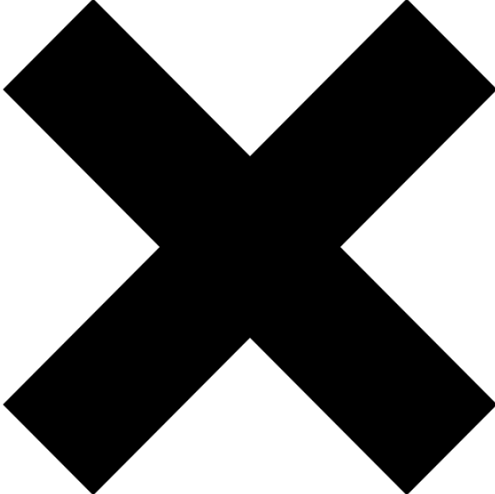
Parts Of Gmail
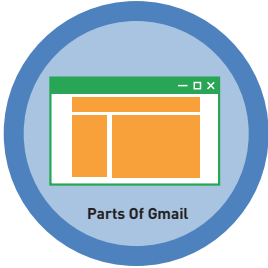
YES OR NO IMAGE EXCHANGE CARD

10.IEC.Y/N

Yes	No

Parts Of Gmail
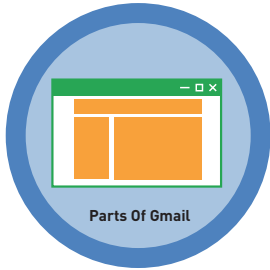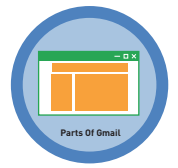
THUMBS IMAGE EXCHANGE CARD
10.IEC.THUMB

Parts Of Gmail

IMAGE EXCHANGE CARDS
10.1.IMAGE

Directions: Cut out

Password

****

Username

Gmail Window

Search Field
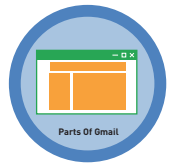
Parts Of Gmail

Gmail Window
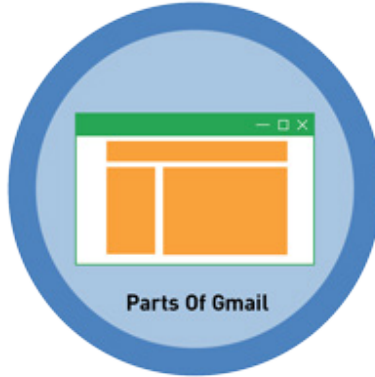
Parts Of Gmail

Gmail Inbox
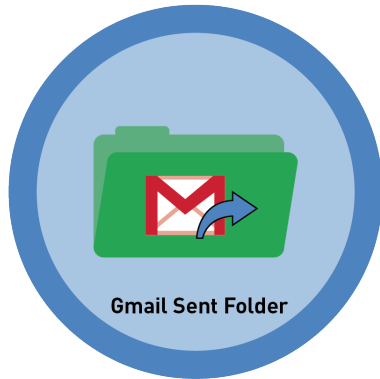
Gmail Sent Folder

Gmail Draft Folder
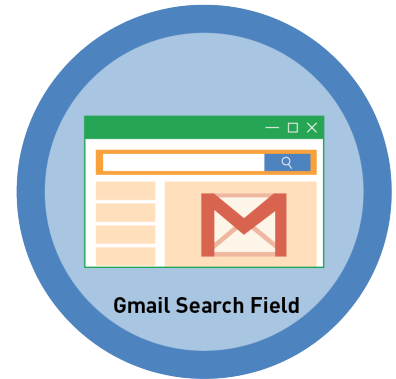
Gmail Search Field

Gmail Sign In

John Smith
johnsmith@gmail.com
Profile
Account   Sign Out

Gmail Sign Out
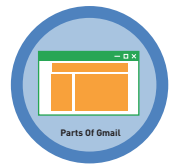
Gmail

📰 WORD WALL PRINTOUT

10.2.6
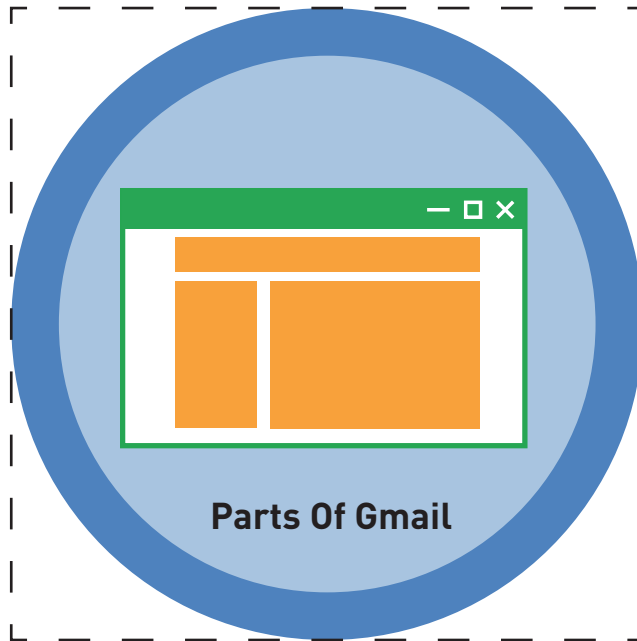
Parts Of Gmail

The parts of your Gmail that you can use to help you manage your Gmail account such as the Inbox, Menu and Search Field.

DIFFERENTIATION

Choose to cut out badge and definition or only badge for your classroom wall.
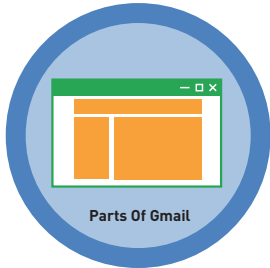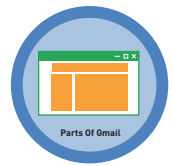
T1 PARTS OF GMAIL EXIT TICKET MULTIPLE CHOICE

10.1.7.3

Parts Of Gmail

1. To find your new emails you should click the _____ button.

a. Trash

b. Archives

c. Inbox

2. If you cannot find an email you can look for it in the _____ field.

a. Find

b. Lost

c. Search

3. To look at different folders you can use the _____.

a. Gmail home screen

b. Gmail menu

c. Log out

4. When you log into your Gmail you will go to the _____ .

a. Gmail Window

b. Log out

c. Facebook page
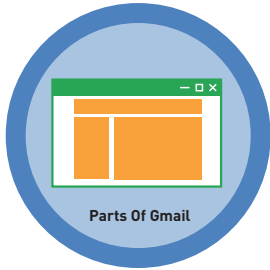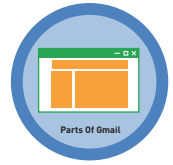
Parts Of Gmail

T2 **PARTS OF GMAIL EXIT TICKET VOCAB BLOCKS**
10.1.7.2

Name: _____

Date: _____

Define	**Sentence**

Parts of your Gmail

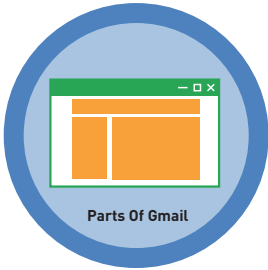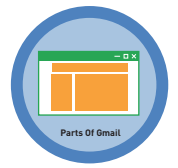| **Examples**	**Draw**

Parts Of Gmail
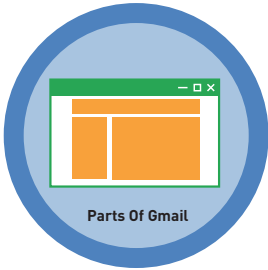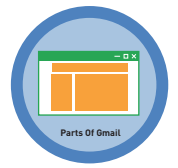
T3 **PARTS OF GMAIL EXIT TICKET TRACE 'N' LEARN**
10.1.7.3

Parts of your Gmail

The parts of your Gmail that you can use to help you manage your Gmail account such as the Inbox, Menu and Search Field.

Parts Of Gmail

READING MAZE
10.2

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

To use you Gmail, you will need to look carefully at your Gmail

_____

(window, file)

Your Gmail Window is what you see when you enter your _____

(username, phone number)

and password. To view your new emails, you should look in the

_____ folder.

(inbox, sent mail)

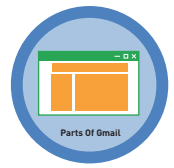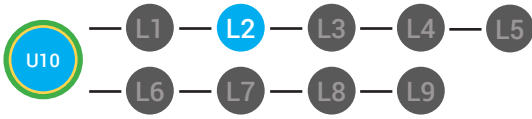To access your different folders you should use the Gmail _____

(menu, files)

If you need to find an email you can enter it into the _____.

(search, find)
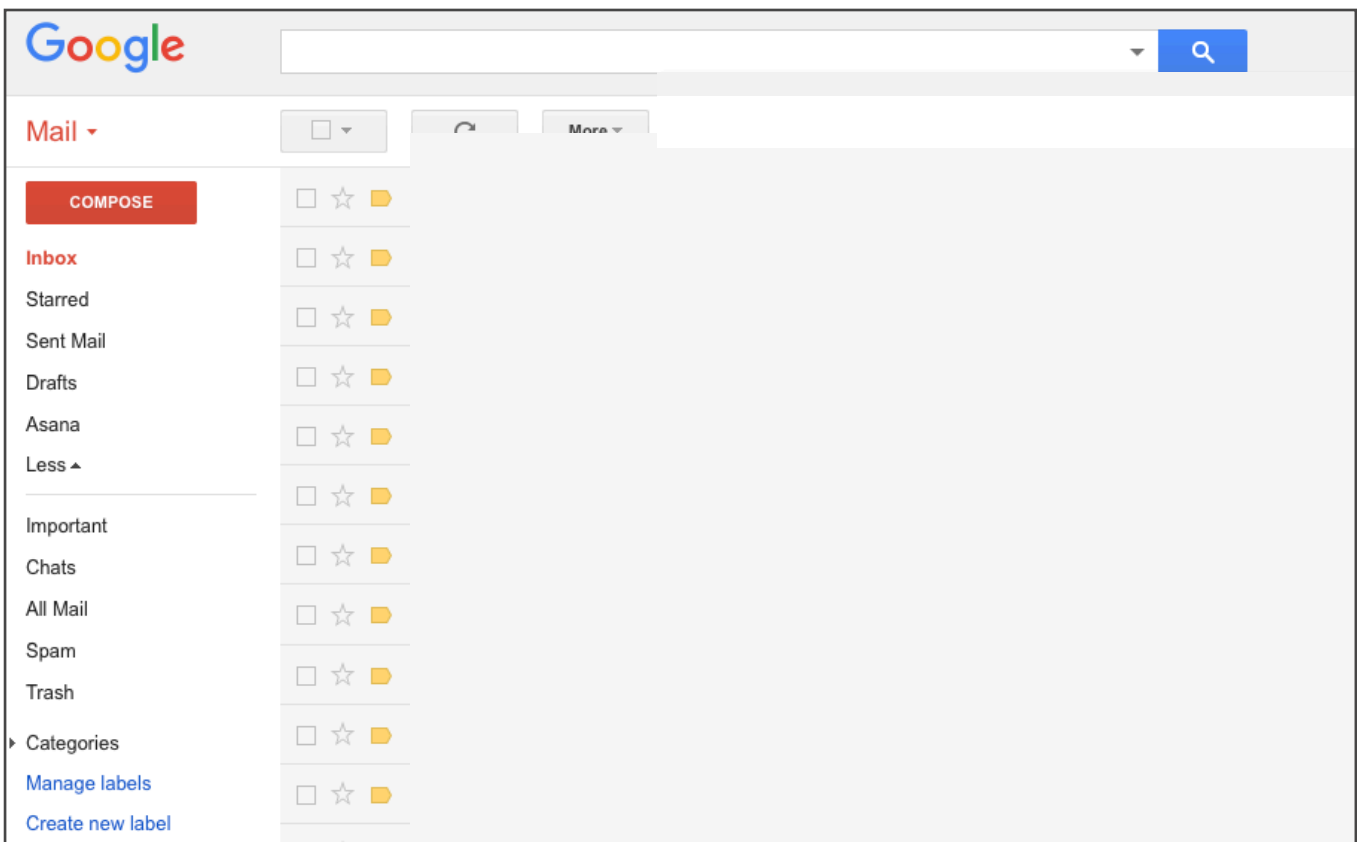
field. You can use these parts to help you _____.
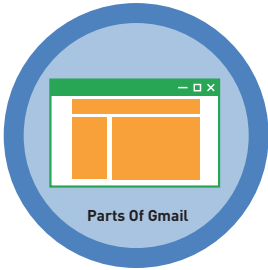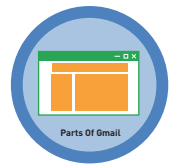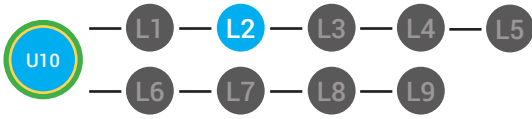
(manage, disorganized)

Parts Of Gmail
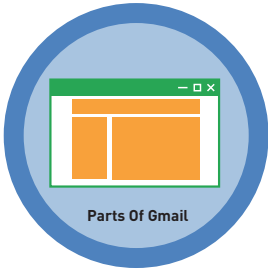
WORKPLACE CONNECTIONS
10.2.WC.1

This is your gmail window. Circle the trash, the search field and the gmail menu. Then tell what each one is used for.

Google

Mail ▾

COMPOSE

Inbox
Starred
Sent Mail
Drafts
Asana
Less ▴

Important
Chats
All Mail
Spam
Trash
▸ Categories
Manage labels
Create new label

The trash can _____

The search field _____

The gmail menu _____

Parts Of Gmail

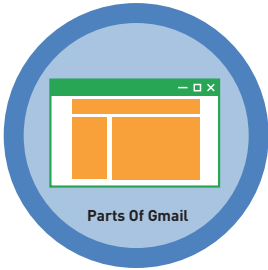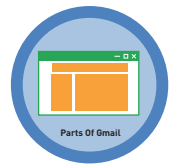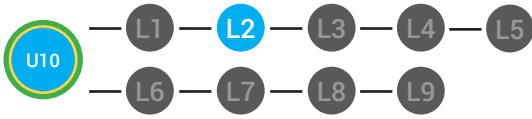## WORKPLACE CONNECTIONS
10.2.WC.2

This is your gmail window. Highlight the trash, the search field and the gmail menu.

Parts Of Gmail
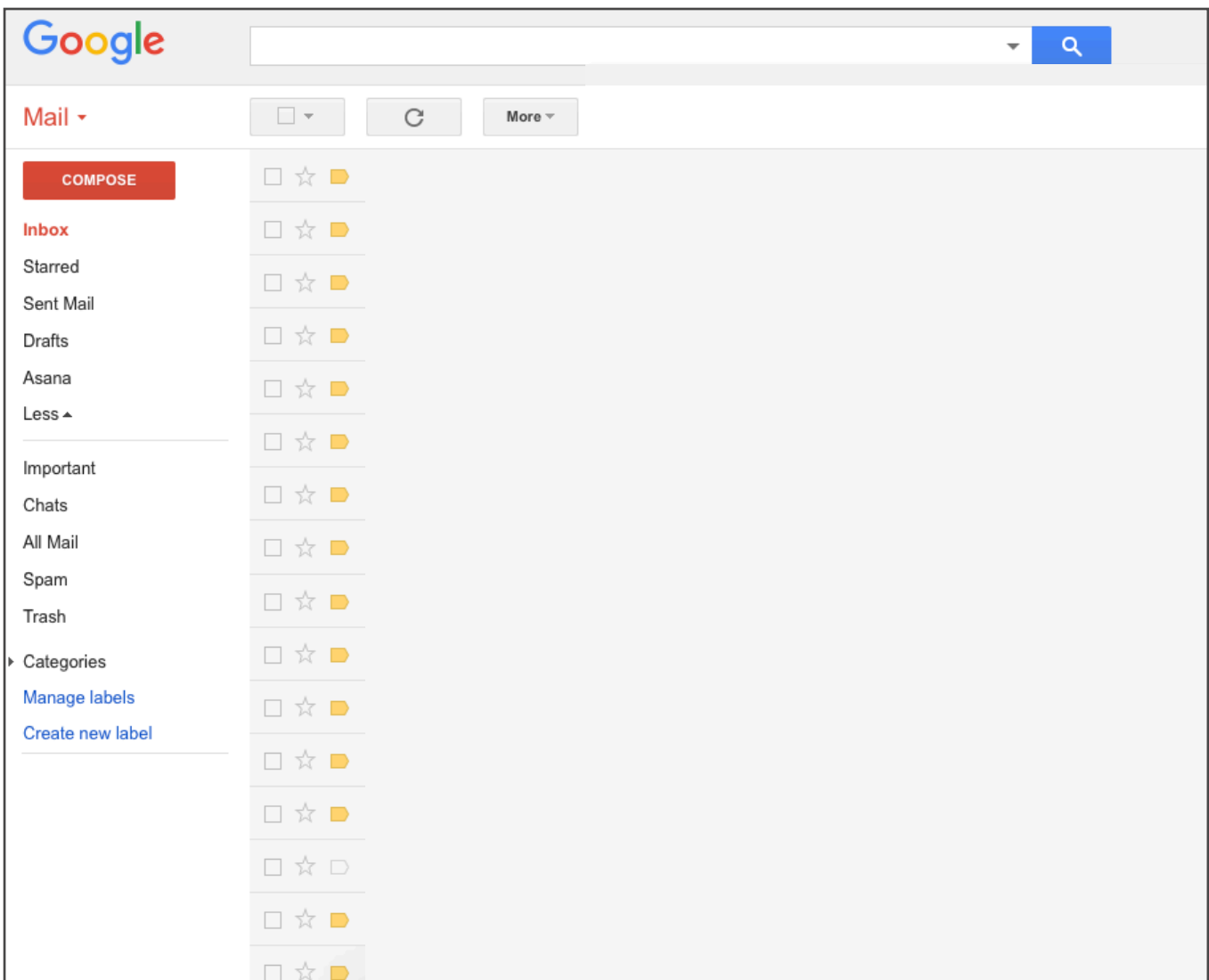
WORKPLACE CONNECTIONS
10.2.WC.3

This is your gmail window. Highlight the trash, the search field and the gmail menu.