

UNIT 10: USING GMAIL

LESSON PLAN INTRODUCTION

LESSON 3: GMAIL INBOX

LESSON OVERVIEW

The inbox will list all of your emails. The newest emails will be at the top. The gmail inbox will show you who the sender of the email is, what the subject of the email is, when the email was sent and if there is an attachment.

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

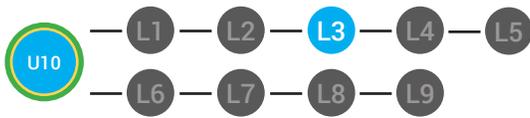
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 10**
5. Select **Lesson 3 - Gmail Inbox**

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.



UNIT 10: USING GMAIL

LESSON PLAN

LESSON 3: GMAIL INBOX

WARM UP



1. Write on the board *"List some of the parts of your Gmail Window?"*

Possible Answers: Inbox, Menu, Search, Trash Etc.

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



DIFFERENTIATION



Writes response on board



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



Uses **Image Exchange cards** [10.3.IMAGE] to point to potential vocabulary word or icon representing "inbox, menu, search, trash."



3. Give immediate feedback as students come to the front of the class, stand at their desk, or participate in another way - **See example:**

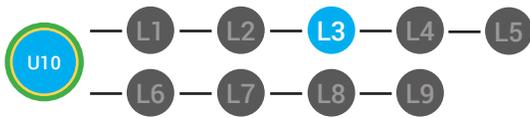


Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [10.DollarTracker]

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

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

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



ACCESSING PRIOR KNOWLEDGE



1. "For a participation dollar, list 4 ways that email could be used at for work."

Possible Answers: schedule, to complete a task, to schedule a job interview



2. Ask, "For a participation dollar, who will share one way email can be used for work?"



DIFFERENTIATION



T1 Writes five ways in their notebook



T2 Chooses from a list of options



T3 Uses **Image Exchange cards** [10.3.IMAGE] to point to potential vocabulary word or icon representing "ways to use email for work."



3. Give immediate feedback as students come to the front of the class, stand at their desk or participate in another way **See example:**



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

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



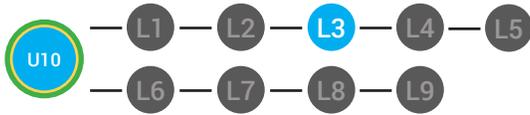
Pro tip Build confidence in your students: Identify students who have not earned money and focus on engaging them. Use differentiation tools if reluctant to participate. I.e. Have them point or write down their answers. EVERY student should be earning money.



Pro tip: Stick to the script! Help your students develop self-regulations strategies. Do not give lengthy explanations to behavior. Using clear language formulas helps students identify the workplace behavioral norm AND the optimal replacement behavior.

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

-\$ INTERRUPTIONS
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?”

Answer: Gmail Inbox

“Yes, Gmail Inbox! Nice job participating, [student]! You earned a participation dollar. The name of our next badge is Gmail Inbox”



2. 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 word Inbox.”

3. Ask students to give a thumbs up every time they hear and/or see the word Inbox in the video



4. Play video.



DIFFERENTIATION



Verbal Response



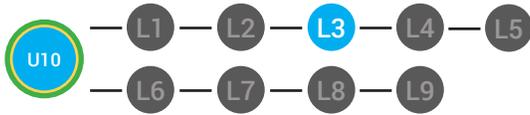
Writes down badge



Uses **Badge Board** [10.BADGE] for this Unit.



Pro tip: Stick to the script! Help your students develop self-regulations strategies. Do not give lengthy explanations to behavior. Using clear language formulas helps students identify the workplace behavioral norm AND the optimal replacement behavior.



DIFFERENTIATION

T1

Correct Verbal Response



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]



5. Give immediate feedback as students come to the front of the class, stand at their desk, or participate in another way - **See example:**



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

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

+\$ PARTICIPATION

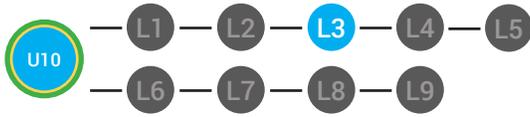
*"Marcus + you answered correctly!
You earned a dollar! Nice job!"*

-\$ 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 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 Inbox?"*

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

Answer: Where you will receive all of your emails.

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



2. Ask, *"For a participation dollar, who can tell me where you can find your newest emails?"*

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

Possible Answers: At the top.

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



3. Ask, *"For a participation dollar, who can tell me what information you will find about a new email?"*

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

Possible Answers: The sender, the subject, the time it was sent and if there is an attachment.

"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."



DIFFERENTIATION

T1

Verbal response

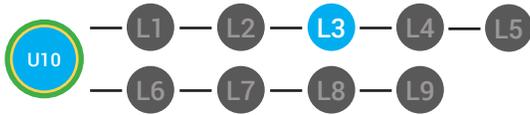
T2

Writing it down



T3

Uses **Image Exchange cards** [10.2.IMAGE] to point to potential vocabulary word or icon representing "inbox, sender, subject, attachment, time sent."



4. Give immediate feedback as students come to the front of the class, stand at their desk, or participate in another way - **See example:**



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

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

<p>+\$ PARTICIPATION</p> <p><i>"Marcus + you answered correctly! You earned a dollar! Nice job!"</i></p>	<p>-\$ OFF TASK</p> <p><i>"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."</i></p>
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DIFFERENTIATION

T1

verbal response



T2

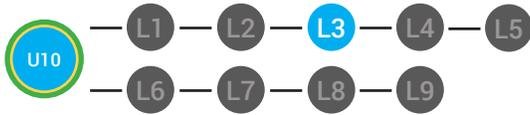
Verbal response or holds up **Yes or No Image Exchange Cards** [10.IEC.Y/N]

T3

Holds up or points to **Yes or No Image Exchange Cards** [10.IEC.Y/N]



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 Inbox Badge for \$1?”



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

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 **10.3.6**. Students that unlocked the badge will place the **Email Inbox** print out on the classroom’s **word wall**.



DIFFERENTIATION



Student will use **verbal prompting** to unlock the badge with the class.



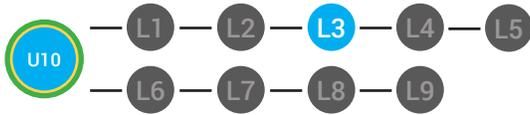
Student will use **verbal prompting and hand signals** to unlock the badge with the class.



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. Students will complete the **Gmail Inbox Exit Ticket**.



DIFFERENTIATION



T1 Using Tier 1 **Gmail Inbox Exit Ticket** [10.3.7.1], students will answer multiple choice questions about using email.

T2 Using Tier 2 **Gmail Inbox Exit Ticket** [10.3.7.2], students complete Vocab block about using email, or Trace 'n' Learn card [10.3.7.3].

T3 Using Tier 3 **Gmail Inbox Exit Ticket** [10.3.7.3], 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

~~||||~~

Sharing/Helping/
Collaborating

|||

Greeting a Guest

|

Following Directions/
Staying on Task

|||

Encouraging/
Complementing

||

Problematic -\$

Off Task

|

Off-Topic/
Inappropriate
Comment

Disrespect/Teasing

||

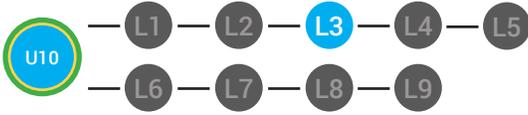
Complaining/Whining

Arguing

Interrupting

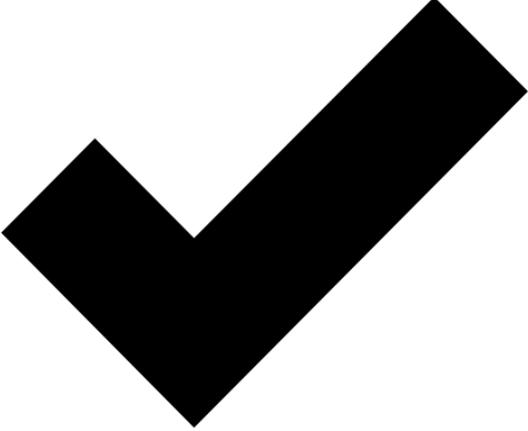
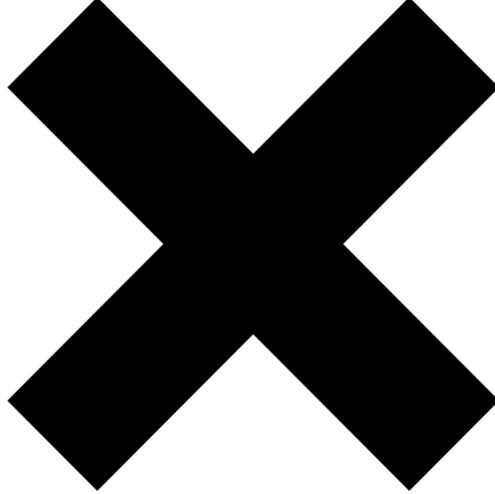
||

UMAPA



 **YES OR NO IMAGE EXCHANGE CARD**

10.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE EXCHANGE CARD**
10.IEC.THUMB

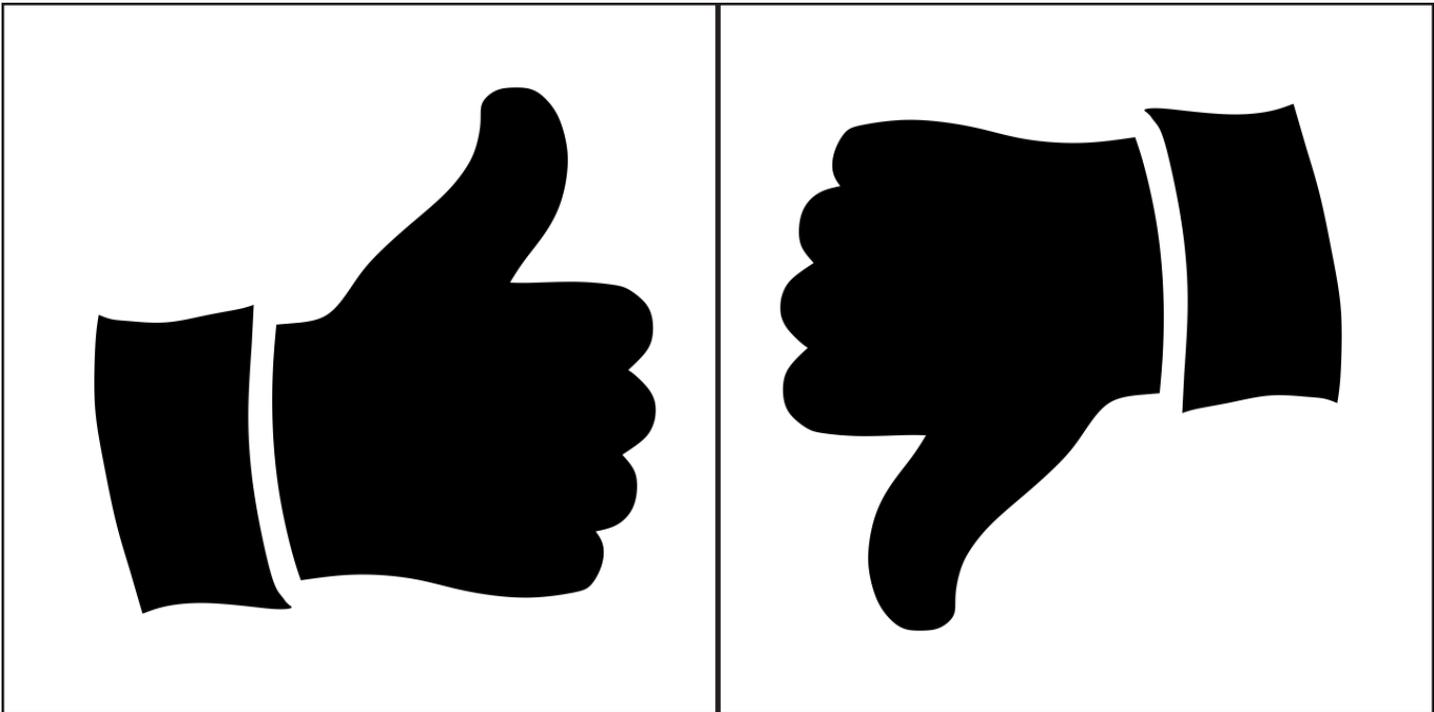




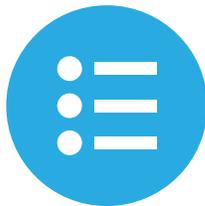
IMAGE EXCHANGE CARDS

10.3.IMAGE

Inbox



Menu



Search



Trash



Schedule



Complete a Task





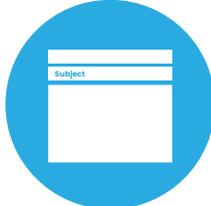
Schedule Interview



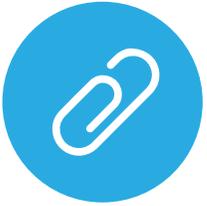
Email Sender



Subject

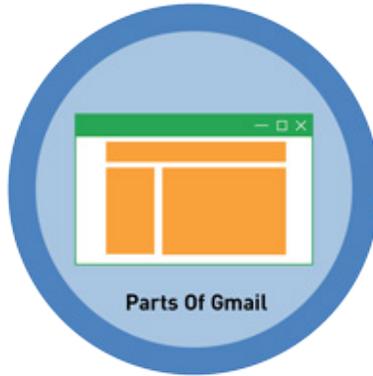


Attachment





Gmail Window



Parts Of Gmail



Gmail Inbox



Gmail Sent Folder



Gmail Draft Folder



Gmail Search Field



Gmail Sign In



Gmail Sign Out



Gmail



WORD WALL PRINTOUT

10.3.6



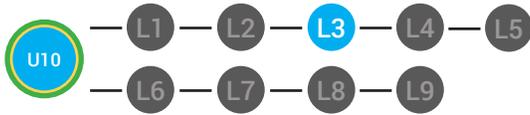
Gmail Inbox

The Inbox is where you will receive all of your incoming emails. 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

**GMAIL INBOX EXIT TICKET
MULTIPLE CHOICE**

10.3.7.1

1. To access your inbox you must look closely at your Gmail:

- a. Window
- b. Box
- c. File

2. Your inbox will have:

- a. Incoming emails
- b. Outgoing emails
- c. Deleted emails

3. Your new emails can be found:

- a. In the inbox at the top of the list.
- b. In the inbox at the bottom of the list
- c. In the sent mail folder

4. Which of the following can you learn from the Inbox:

- a. Who sent the email
- b. When the email was sent
- c. All of the above



T2 GMAIL INBOX EXIT TICKET
VOCAB BLOCKS
10.3.7.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Gmail Inbox



T3

GMAIL INBOX EXIT TICKET
TRACE 'N' LEARN

10.3.7.3

Gmail Inbox

The Inbox is
where you will
receive all of your
incoming emails.



READING MAZE
10.3

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

To access your inbox, you must first look closely at your Gmail

(window, box)

When you click on the _____

(inbox, Outbox)

you will find all of your incoming emails that you have received. The

(new, old)

emails will be at the top of the window. Your inbox will tell you _____

(who, why)

the email is from, the _____.

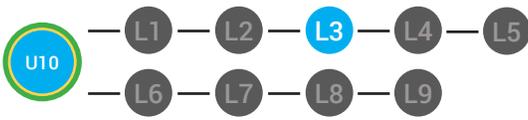
(time, place)

it was sent, the _____.

(subject, summary)

of the email and if there is an _____.

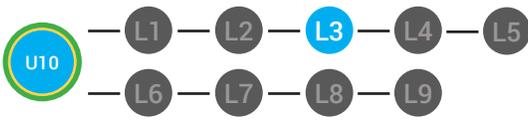
(attachment, virus)



WORKPLACE CONNECTIONS

10.3.WC.1

You are looking at your email. You are waiting for an important email. Circle the email you think is most important and write an explanation for why you think this email looks important.

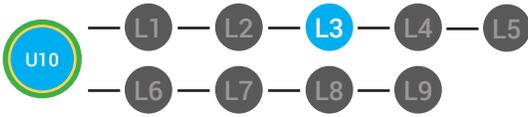


WORKPLACE CONNECTIONS

10.3.WC.2

You are looking at your email. You are waiting for an important email. Circle or highlight the email you think is most important.

Check	Star	Label	Sender	Subject
<input type="checkbox"/>	☆	Money Builder	Money Builder	Your Check is Ready - Letss Build Together
<input type="checkbox"/>	★	Tim, me (2)	Tim, me (2)	Monthly Review - Marcus, I need those monthly reviews asap
<input type="checkbox"/>	☆	Target	Target	Shopping Made Easy - Introducing the all new website!
<input type="checkbox"/>	☆	Apple	Apple	New Software! - Our new operating system is available upgrade
<input type="checkbox"/>	☆	Money Builder	Money Builder	Your Check is Ready - Letss Build Together
<input type="checkbox"/>	☆	Netflix	Netflix	You Were Watching - Jump back in to your last show!
<input type="checkbox"/>	☆	Target	Target	Friday Sales! - Furniture for only \$30!
<input type="checkbox"/>	☆	Money Builder	Money Builder	Your Check is Ready - Letss Build Together
<input type="checkbox"/>	☆	Letss Build Together	Letss Build Together	A Gift For You - This is something from us to you :)
<input type="checkbox"/>	☆	Twitter	Twitter	Your Weekly Updates - Check out whats trending this week
<input type="checkbox"/>	☆	Letss Build Together	Letss Build Together	*Buy* Your House Now - Why rent when you can buy??



WORKPLACE CONNECTIONS

10.3.WC.3

 You are looking at your email. You are waiting for an important email. Point to the email you think is important.

Check	Star	Label	Sender	Subject
<input type="checkbox"/>	☆	Money Builder	Money Builder	Your Check is Ready - Letss Build Together
<input type="checkbox"/>	★	Tim, me (2)	Tim, me (2)	Monthly Review - Marcus, I need those monthly reviews asap
<input type="checkbox"/>	☆	Target	Target	Shopping Made Easy - Introducing the all new website!
<input type="checkbox"/>	☆	Apple	Apple	New Software! - Our new operating system is available upgrade
<input type="checkbox"/>	☆	Money Builder	Money Builder	Your Check is Ready - Letss Build Together
<input type="checkbox"/>	☆	Netflix	Netflix	You Were Watching - Jump back in to your last show!
<input type="checkbox"/>	☆	Target	Target	Friday Sales! - Furnature for only \$30!
<input type="checkbox"/>	☆	Money Builder	Money Builder	Your Check is Ready - Letss Build Together
<input type="checkbox"/>	☆	Letss Build Together	Letss Build Together	A Gift For You - This is something from us to you :)
<input type="checkbox"/>	☆	Twitter	Twitter	Your Weekly Updates - Check out whats trending this week
<input type="checkbox"/>	☆	Letss Build Together	Letss Build Together	*Buy* Your House Now - Why rent when you can buy??