

UNIT 10: USING GMAIL LESSON 4: GMAIL SENT FOLDER

LESSON OVERVIEW

Every email you send, will be in your sent mail folder. In this folder all the emails that you send will be listed. You can check your sent mail folder to check and make sure your email was sent. You can click on the word sent mail to view your sent folder. When you are done with your sent folder, you can click inbox to return to your inbox.

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

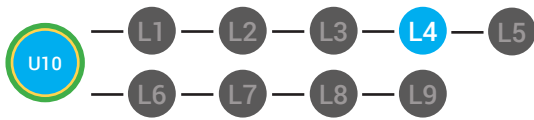
ONLINE REVIEW

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

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 on the board *"To read your incoming emails, what folder should you look in?"*

Answer: Inbox

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



3. Distribute **10.4.IMAGE** Image Exchange Cards to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



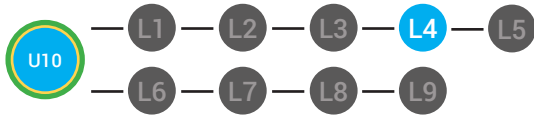
Writes response on board



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



Uses **Image Exchange cards** [10.4.IMAGE] to point to potential vocabulary word or icon representing "inbox"



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]

<p>+\$ PARTICIPATION</p> <p><i>"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."</i></p>	<p>-\$ INTERRUPTIONS</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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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?"

Take answers from at least 4 students. Award at least four participation dollars.



3. Distribute **10.4.IMAGE** Image Exchange Cards to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



Writes five ways in their notebook



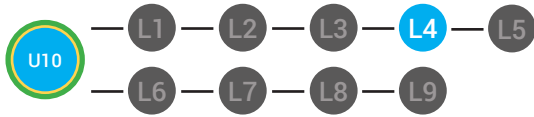
Chooses from a list of options



Uses **Image Exchange cards** [10.4.IMAGE] to point to potential vocabulary word or icon representing "ways to use email for work."



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.



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]



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.

<p>+\$ PARTICIPATION</p> <p><i>"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."</i></p>	<p>-\$ INTERRUPTIONS</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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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 Sent Folder



2. Distribute **10.BADGE** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION



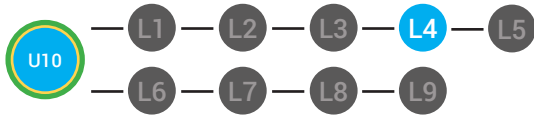
Correct Verbal Response.



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



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 sent folder”*

4. Ask students to give a thumbs up every time they hear and/or see the words Gmail Sent Folder 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]

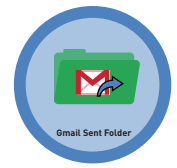
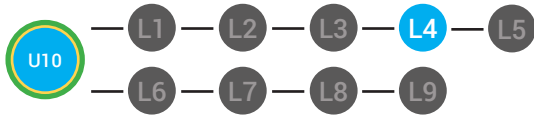
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]



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.

+\$ PARTICIPATION
“Marcus + you answered correctly! You earned a dollar! Nice job!”

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



INFORMAL ASSESSMENT



1. Ask, *“For a participation dollar, who can tell me what happens when you send an email to someone else’s email address?”*

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

Answer: It goes to their personal account and their inbox folder.

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

2. Ask, *“For a participation dollar, who can tell me what are some of your email folders”*

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

Possible Answers: Inbox, sent mail, draft

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


3. Ask, *“For a participation dollar, who can tell me when you send an email what folder does that email go into?”*

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.”



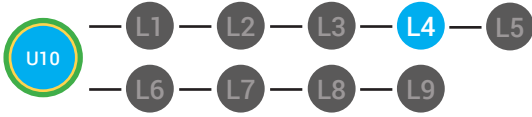
4. Distribute **10.4.IMAGE** Image Exchange Cards to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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.”



DIFFERENTIATION

T1

Verbal response

T2

Writing it down

T3

Uses **Image Exchange cards** [10.4.IMAGE] to point to potential vocabulary word or icon representing “inbox, sent mail folder, draft mail folder.”



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]

+\$ FOLLOWING DIRECTIONS

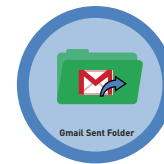
“Nice job following directions and giving a thumbs up! You’re earning a dollars! Nice job!”

-\$ 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.”



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 Sent Folder 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 **10.4.6**. Students that unlocked the badge will place the **Email Inbox** print out on the classroom’s **word wall**. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



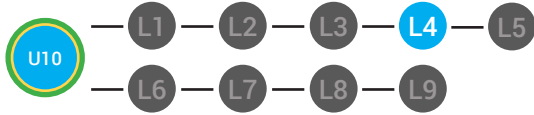
Student will use **verbal prompting** to unlock the badge with the class.



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.



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

"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 **10.4.7 Gmail Sent Folder Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Gmail Sent Folder Exit Ticket** [10.4.7.1], students will answer multiple choice questions about using email.

T2

Using Tier 2 **Gmail Sent Folder Exit Ticket** [10.4.7.2], students complete Vocab block about using email, or Trace 'n' Learn card [10.4.7.3].

T3

Using Tier 3 **Gmail Sent Folder Exit Ticket** [10.4.7.3], 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**. [10.DollarTracker]

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

<p>+\$ PARTICIPATION</p> <p><i>"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."</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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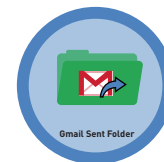
IMMEDIATE FEEDBACK/NEXT STEPS

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

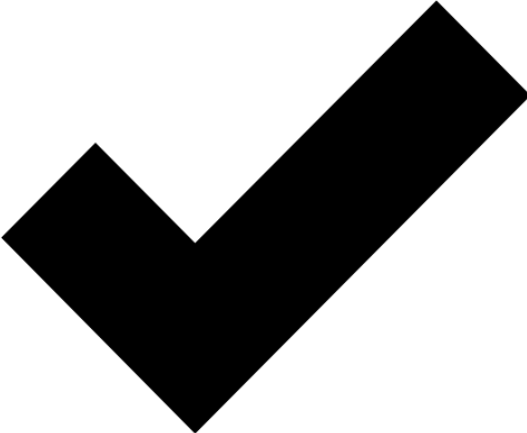
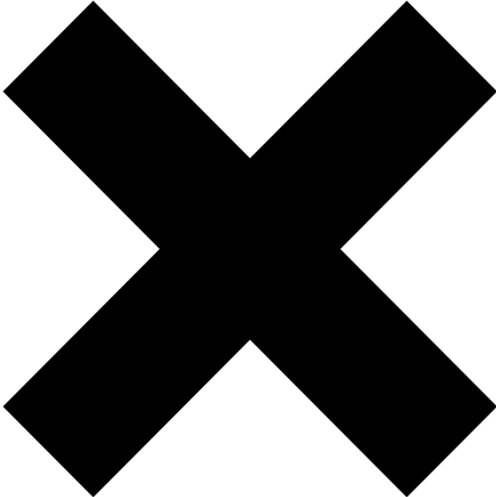
||

UMAPA




 **YES OR NO IMAGE EXCHANGE CARD**

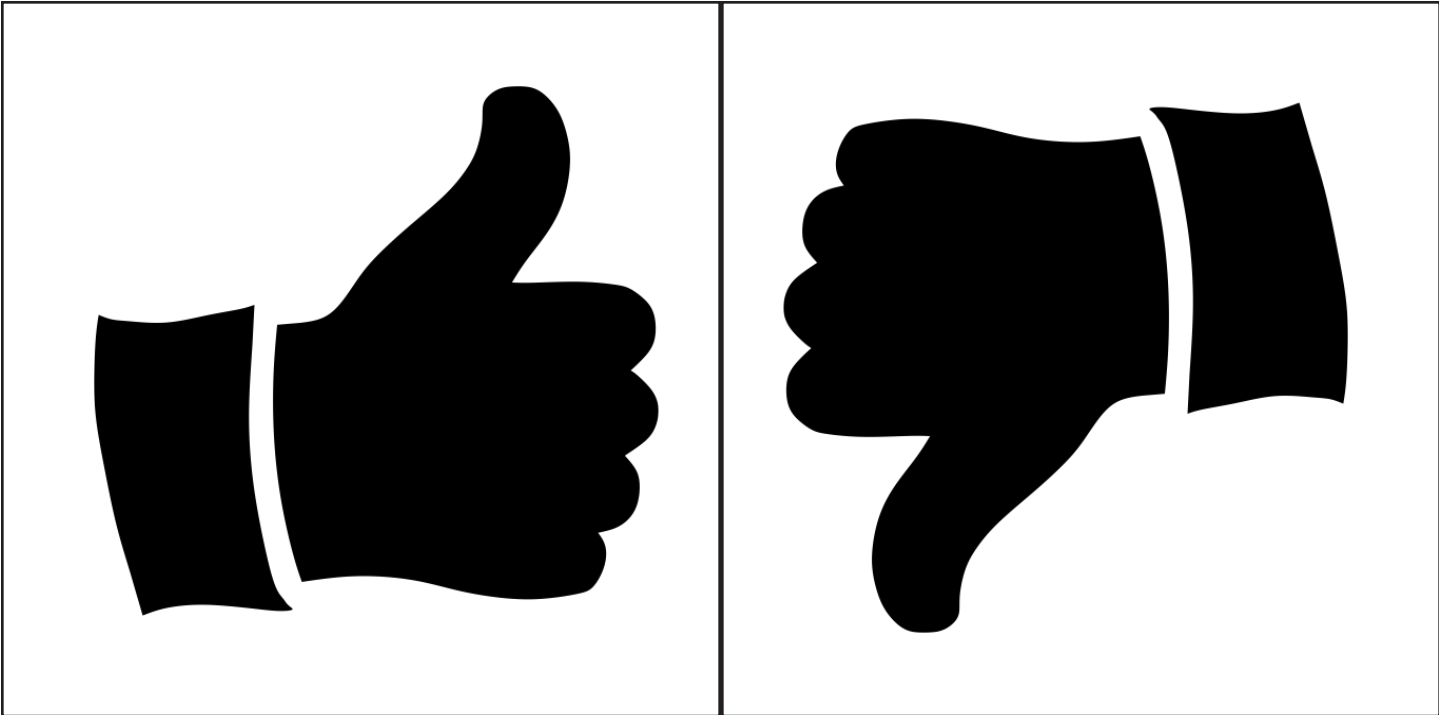
10.IEC.Y/N

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

10.IEC.THUMB



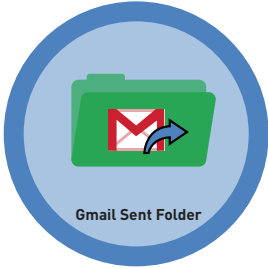


IMAGE EXCHANGE CARDS

10.4.IMAGE

Directions: Cut out

Inbox



Sent Mail Folder



Draft Mail Folder



Schedule interview

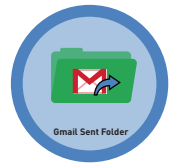


Schedule

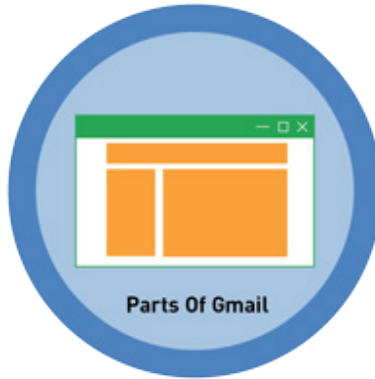


Complete a Task





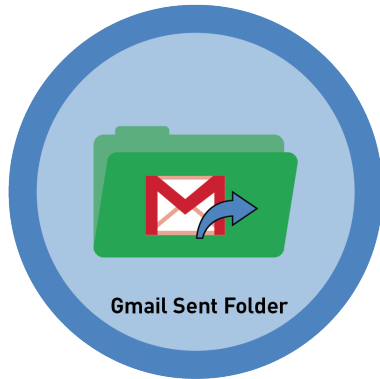
Gmail Window



Parts Of Gmail



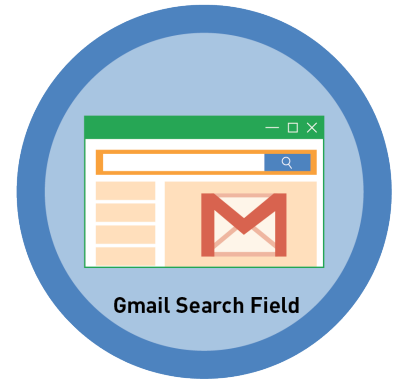
Gmail Inbox



Gmail Sent Folder



Gmail Draft Folder



Gmail Search Field



Gmail Sign In



Gmail Sign Out

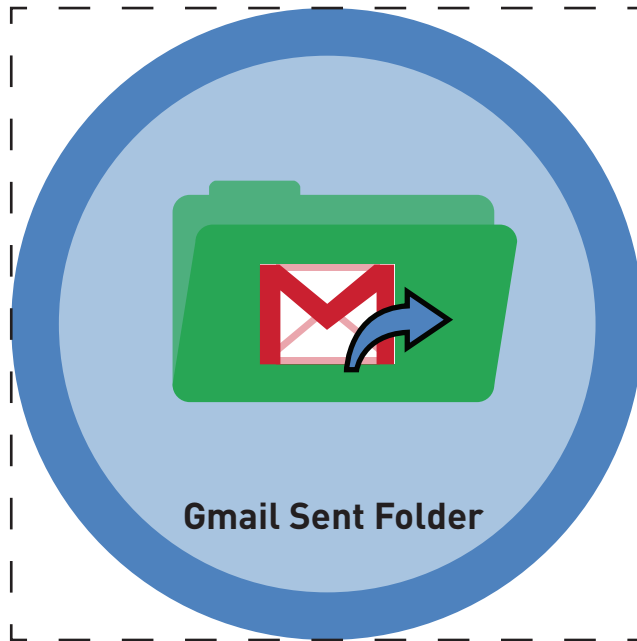


Gmail



WORD WALL PRINTOUT

10.4.6

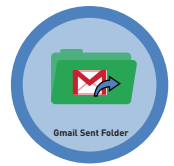
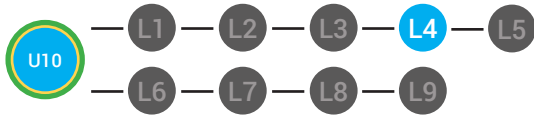


The Gmail Sent Folder contains all of the emails that you send to people.



DIFFERENTIATION

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



T1

EMAIL SENT FOLDER EXIT TICKET MULTIPLE CHOICE

10.4.7.1

1. When you send an email to someone else it goes into their:

- a. Personal account
- b. Public Account
- c. To their Facebook Page

2. When you send an email to someone else, that email goes into YOUR:

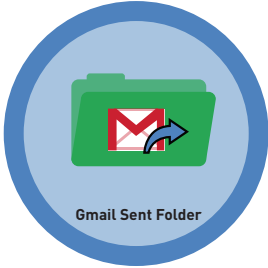
- a. Inbox Folder
- b. Sent Folder
- c. Trash Folder

3. Which of the following is a Gmail menu folder

- a. Sent Folder
- b. Private Folder
- c. Public Folder

4. Where can you access all of the emails you ever sent?

- a. Inbox Folder
- b. Trash Folder
- c. Sent Folder



T2 GMAIL SENT FOLDER EXIT TICKET
VOCAB BLOCKS
10.4.7.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Gmail Sent Folder



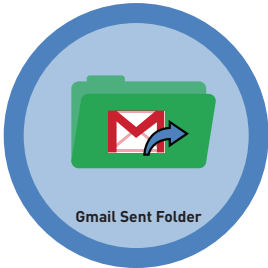
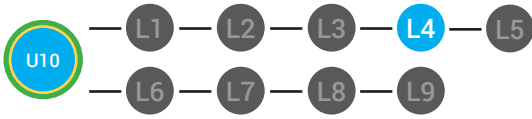
T3

GMAIL SENT FOLDER EXIT TICKET
TRACE 'N' LEARN

10.4.7.3

Gmail Sent Folder

The Gmail Sent Folder contains all of the emails that you send to people.

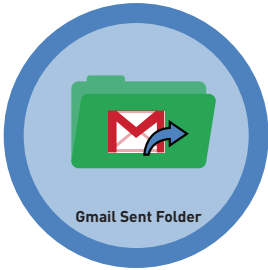
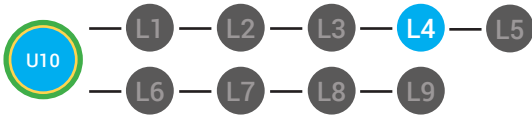


WORKPLACE CONNECTIONS

10.4.WC.1

Directions: 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.

Sender	Subject	Time
To: Tim (5)	Monthly Review - Hello Tim, I will have that for you by 5pm	10:49am
To: Mari (2)	Catching Up - Hey Mari! It has been so long	9:49am
To: Krystal (5)	Preview of Review - Hi Krystal can you look this over for	8:49am
To: Daniel	Hanging Out - Hi Dan, are we still going out? if so where?	Dec 1
To: Lamar (8)	Documents - Hello Lamar, As soon as you have time	Nov 28
To: Linda (1)	Monthly Review - Have you done your review yet?	Nov 28
To: Steve (3)	Welcome - Hello Steven I just wanted to welcome you!	Nov 27
To: Lisa (3)	New Hire - I will reach out to him! Thank you	Nov 26
To: Kayla (4)	Monthly Review - I have not started my review yet have	Nov 24
To: David (2)	Campaign - Hey David, I will have that for you by 5pm	Nov 15
To: Cady (2)	Resources - Here are some documents you will need for	Nov 10



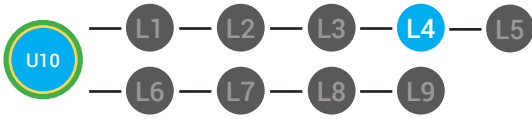
WORKPLACE CONNECTIONS

10.4.WC.2

Directions: You want to see the time that you sent your email to your boss. Highlight the time that you sent the email.

The screenshot shows a Gmail inbox search for 'in:sent'. The search results are as follows:

Sender	Subject	Time
To: Tim (5)	Monthly Review - Hello Tim, I will have that for you by 5pm	10:49am
To: Mari (2)	Catching Up - Hey Mari! It has been so long	9:49am
To: Krystal (5)	Preview of Review - Hi Krystal can you look this over for	8:49am
To: Daniel	Hanging Out - Hi Dan, are we still going out? if so where?	Dec 1
To: Lamar (8)	Documents - Hello Lamar, As soon as you have time	Nov 28
To: Linda (1)	Monthly Review - Have you done your review yet?	Nov 28
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To: Cady (2)	Resources - Here are some documents you will need for	Nov 10

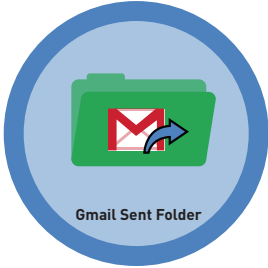


WORKPLACE CONNECTIONS

10.4.WC.3

Directions: You want to see the time that you sent your email to your boss. Point to the time that you sent the email.

Recipient	Subject	Time
To: Tim (5)	Monthly Review - Hello Tim, I will have that for you by 5pm	10:49am
To: Mari (2)	Catching Up - Hey Mari! It has been so long	9:49am
To: Krystal (5)	Preview of Review - Hi Krystal can you look this over for	8:49am
To: Daniel	Hanging Out - Hi Dan, are we still going out? if so where?	Dec 1
To: Lamar (8)	Documents - Hello Lamar, As soon as you have time	Nov 28
To: Linda (1)	Monthly Review - Have you done your review yet?	Nov 28
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To: David (2)	Campaign - Hey David, I will have that for you by 5pm	Nov 15
To: Cady (2)	Resources - Here are some documents you will need for	Nov 10



READING MAZE

10.4

Directions: Write in or circle the best answer to complete the sentence.

When you send an email to someone else’s email address, it will go to their _____ email account.

(personal, Public)

When you send an email to someone else, it will also go to your _____ folder.

(sent, inbox)

You can find the sent folder in your Gmail _____

(menu, tools)

In the sent folder, all the emails that you _____ will be listed.

(receive, send)

To view your sent email, click on the _____.

(sent mail, inbox)

To return to your new emails, click on the _____ folder.

(inbox, sent)