UNIT 10: USING GMAIL
LESSON PLAN INTRODUCTION
LESSON 9: USING GMAIL MASTER BADGE

LESSON OVERVIEW

Use this lesson plan to help guide the facilitation of Digitability's Unit 10. This lesson plan will help you take the learning offline and into the whole classroom, where collaborative learning, direct instruction, and guided practice will help your students reach their goal of achieving digital literacy.

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 10**

5. Select **Lesson 9 - Using Gmail Master Badge**

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.
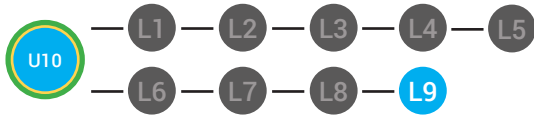
UNIT 10: USING GMAIL
LESSON PLAN

LESSON 9: USING GMAIL MASTER BADGE

WARM UP

ACCESSING PRIOR KNOWLEDGE

1. Write on the board *"List as many parts of the Gmail Window that you can recall?"*

Answer: Inbox, Sent Folder, Drafts, Trash, Sign out.

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

3. Distribute **10.8.IMAGE** Image Exchange Cards to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.
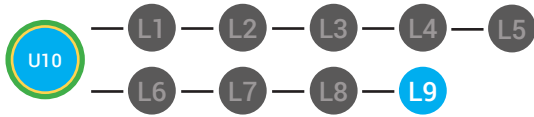
DIFFERENTIATION

T1 Writes response on board

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

T3 Uses **Image Exchange cards** [10.8.IMAGE] to point to potential vocabulary word or icon representing "Inbox, Sent Folder, Drafts, Trash, Sign out."

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**
"Marcus + you answered correctly! You earned a dollar! Nice job!"	*Marcus + you interrupted. Interruptions cost $1. Next time, raise your hand and wait to be called on to earn a $1.*

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.

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: Using Gmail Master Badge

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.
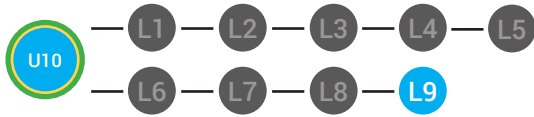
3. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen and he is actively listening by giving a thumbs up when he hears the words signing out of your gmail account."*

4. Ask students to give a thumbs up every time they hear and/or see the words Signing Into Gmail Account 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

"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."

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, who can tell me what you must click in order to sign out of your Gmail account?"*

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

Answer: Scroll onto your picture or name and click sign out.

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

2. Ask, *"For a participation dollar, who can tell me why it is important to sign out of Gmail?"*

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

Possible Answers: To protect your information.

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

3. Ask, *"For a participation dollar, who can tell me what you must do when you are done with your email?"*

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

Possible Answers: You must sign out of your account in order to protect your information.

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

4. Distribute **10.IEC.Y/N** 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."
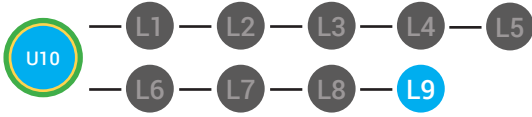
DIFFERENTIATION

T1 — Verbal response

T2 — Verbal response or holds up **YES/NO IECS** cards

T3 — Holds up or points to **YES/NO IECS** cards

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

PLAY ACTIVITY VIDEO

1. Ask the class, *"Who would like to unlock the Using Gmail Master 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 **10.9.6**. Students that unlocked the badge will place the **Using Gmail Master Badge** 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.

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]

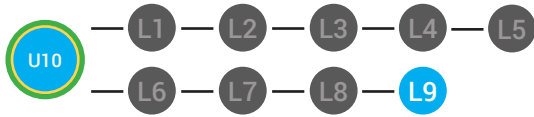| +$ PARTICIPATION	-$ INTERRUPTIONS
"Marcus + you answered correctly! You earned a dollar! Nice job!"	"Marcus + you interrupted. Interruptions cost $1. Next time, raise your hand and wait to be called on to earn a $1."

ASSESSMENT/EXIT TICKET

1. Distribute **10.9.7** Using Gmail Master Badge Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Using Gmail Master Badge Exit Ticket** [10.9.7.1], students will answer multiple choice questions about using email.

T2 Using Tier 2 **Using Gmail Master Badge Exit Ticket** [10.9.7.2], students complete Vocab block about using email, or Trace 'n' Learn card [10.9.7.3].

T3 Using Tier 3 **sing Gmail Master Badge Exit Ticket** [10.9.7.3], 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]

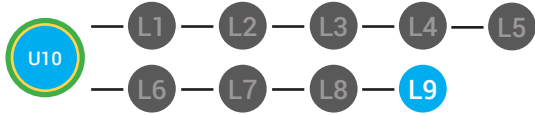| **+$ PARTICIPATION**	**-$ OFF TASK**
"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."	*"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, 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

Behaviors	EX: Sam						
Successful +$							
Participation/ Contributing	ℍ						
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								
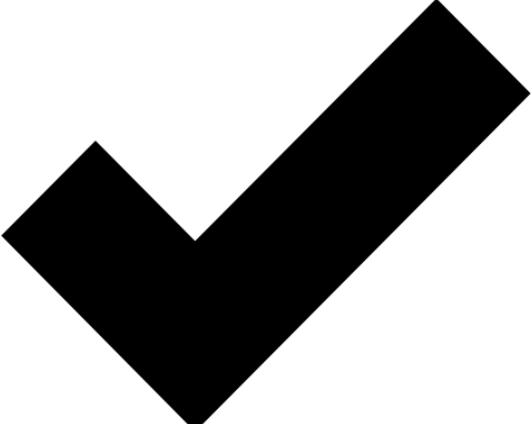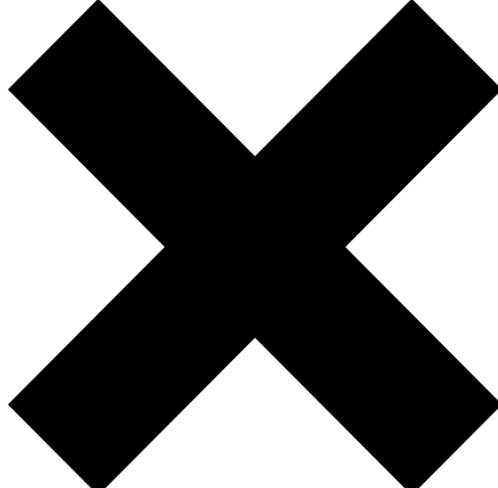
Gmail

YES OR NO IMAGE EXCHANGE CARD

10.IEC.Y/N

Yes	**No**

THUMBS IMAGE EXCHANGE CARD

10.IEC.THUMB

IMAGE EXCHANGE CARDS

10.9.IMAGE

Directions: Cut out

Trash

Sent Mail Folder

Drafts

Inbox

Sign Out

Gmail Window
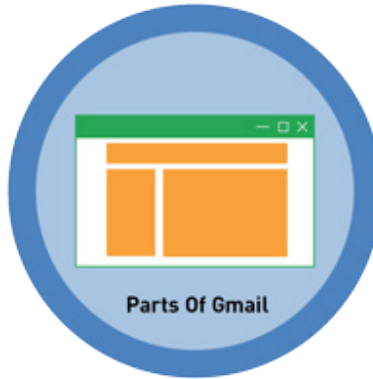
Parts Of Gmail

Gmail Inbox
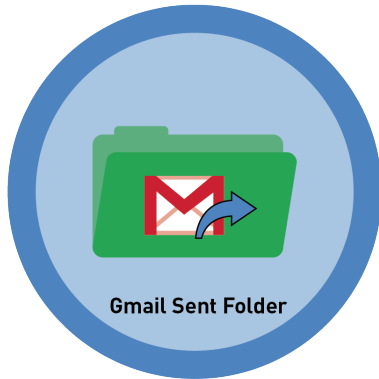
Gmail Sent Folder

Gmail Draft Folder
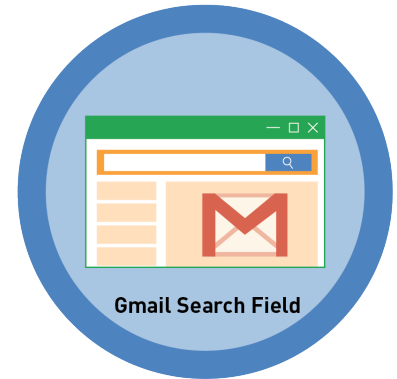
Gmail Search Field

Gmail Sign In

Gmail Sign Out

John Smith
johnsmith@gmail.com
Profile
Account   Sign Out

Gmail

WORD WALL PRINTOUT

10.9.6
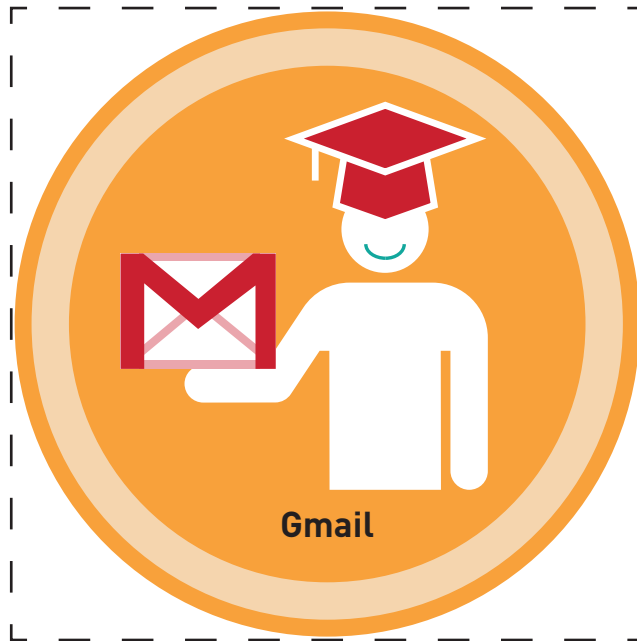
Gmail

Gmail is a web application that allows you to send and receive information with others!

DIFFERENTIATION

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

T1 USING GMAIL MASTER BADGE EXIT TICKET MULTIPLE CHOICE

10.9.7.1

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

a. Sign out

b. Sign in

c. Hit the X button

2. To access the incoming emails that receive you must click on the _____ folder.

a. Sent folder

b. Inbox Folder

c. Search Field

3. To access the emails that you sent to other people you must click on the _____ folder.

a. Sent folder

b. Inbox Folder

c. Search Field

4. Your inbox will tell you:

a. Who sent the email

b. When the email was sent

c. All of the above

5. If you are looking for a specific email, you should type the keywords into the_____.

a. Sent folder

b. Inbox Folder

c. Search Field

6. To access Gmail type _____ into your browser.

a. www.mail.com

b. www.gmail.com

c. google

7. Every Time you are finished using your emails, you must:

a. Sign in

b. Sign out

c. Click the X button

T2 **USING GMAIL MASTER BADGE EXIT TICKET VOCAB BLOCKS**

10.9.7.2

Name: _____

Date: _____

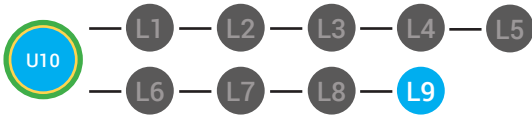| Define	Sentence
Examples	**Using Gmail Master Badge**	**Draw**

T3 USING GMAIL MASTER BADGE
EXIT TICKET TRACE 'N' LEARN
10.9.7.3

Using Gmail

Gmail is a web application that allows you to send and receive information with others!

WORKPLACE CONNECTIONS

10.9.WC.1

Directions: Look at the Gmail window. Locate the inbox. Choose a new email and circle who the sender is, when they sent it, the subject and if it has an attachment.

Money Builder	Your Check is Ready - Letss Build Together			10:29AM
Tim, me (2)	Monthly Review - Marcus, I need those monthly reviews			9:10AM
Target	Shopping Made Easy - Introducing the all new website!			8:17AM
Apple	New Software! - Our new operating system is			8:02AM
Money Builder	Your Check is Ready - Letss Build Together			7:55AM
Netflix	You Were Watching - Jump back in to your last show!			7:45AM
Target	Friday Sales! - Furnature for only $30!			7:10AM
Money Builder	Your Check is Ready - Letss Build Together			5:10AM
Letss Build Together	A Gift For You - This is something from us to you :)			5:08AM
Twitter	Your Weekly Updates - Check out whats trending this week			1:10AM
Letss Build Together	*Buy* Your House Now - Why rent when you can buy??			12:30AM

Google

Mail ▾

COMPOSE

Inbox
Starred
Sent Mail
Drafts
Asana
Less ▴

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

Sender _____

When they sent it _____

Subject _____

Is there an attachment _____

WORKPLACE CONNECTIONS

10.9.WC.2

Directions: Look at the Gmail window. Locate the inbox. Choose a new email and highlight who the sender is, when they sent it, the subject and if it has an attachment.
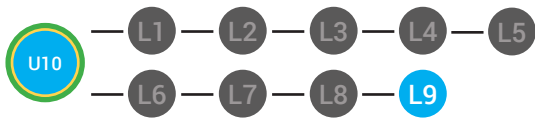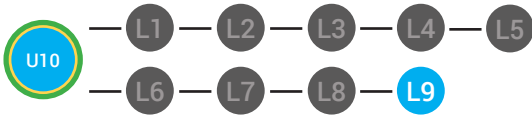
Google					🔍
Mail ▾	☐ ▾	⟳	More ▾		
COMPOSE	☐ ☆ 📁	Money Builder	Your Check is Ready - Letss Build Together		10:29AM
Inbox	☐ ★ 📁	Tim, me (2)	Monthly Review - Marcus, I need those monthly reviews		9:10AM
Starred	☐ ☆ 📁	Target	Shopping Made Easy - Introducing the all new website!		8:17AM
Sent Mail	☐ ☆ 📁	Apple	New Software! - Our new operating system is		8:02AM
Drafts	☐ ☆ 📁	Money Builder	Your Check is Ready - Letss Build Together		7:55AM
Asana	☐ ☆ 📁	Netflix	You Were Watching - Jump back in to your last show!		7:45AM
Less ▲	☐ ☆ 📁	Target	Friday Sales! - Furnature for only $30!		7:10AM
Important	☐ ☆ 📁	Money Builder	Your Check is Ready - Letss Build Together		5:10AM
Chats	☐ ☆ 📁	Letss Build Together	A Gift For You - This is something from us to you :)		5:08AM
All Mail	☐ ☆ 📁	Twitter	Your Weekly Updates - Check out whats trending this week		1:10AM
Spam	☐ ☆ 📁	Letss Build Together	*Buy* Your House Now - Why rent when you can buy??		12:30AM
Trash					
▸ Categories					
Manage labels					
Create new label					

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

WORKPLACE CONNECTIONS

10.9.WC.3

Directions: Look at the Gmail window. Locate the inbox. Choose a new email and point to who the sender is, when they sent it, the subject and if it has an attachment.

Google					🔍
Mail ▾	☐ ▾	↻	More ▾		
COMPOSE	☐ ☆ 📁	Money Builder	Your Check is Ready - Letss Build Together	10:29AM	
Inbox	☐ ★ 📁	Tim, me (2)	Monthly Review - Marcus, I need those monthly reviews	9:10AM	
Starred	☐ ☆ 📁	Target	Shopping Made Easy - Introducing the all new website!	8:17AM	
Sent Mail	☐ ☆ 📁	Apple	New Software! - Our new operating system is	8:02AM	
Drafts	☐ ☆ 📁	Money Builder	Your Check is Ready - Letss Build Together	7:55AM	
Asana	☐ ☆ 📁	Netflix	You Were Watching - Jump back in to your last show!	7:45AM	
Less ▲	☐ ☆ 📁	Target	Friday Sales! - Furnature for only $30!	7:10AM	
Important	☐ ☆ 📁	Money Builder	Your Check is Ready - Letss Build Together	5:10AM	
Chats	☐ ☆ 📁	Letss Build Together	A Gift For You - This is something from us to you :)	5:08AM	
All Mail	☐ ☆ 📁	Twitter	Your Weekly Updates - Check out whats trending this week	1:10AM	
Spam	☐ ☆ 📁	Letss Build Together	*Buy* Your House Now - Why rent when you can buy??	12:30AM	
Trash					
▸ Categories					
Manage labels					
Create new label					

READING MAZE
10.9

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

To access your email, you must first _____ of your email account.

(log in, log out)

You can login by typing _____ into the browser.

(www.gmail.com, www.google.com)

Your incoming email that receive from other people will appear in your _____ folder.

(inbox, sent)

When you write and send an email to someone else's email address it will appear in your _____ folder.

(inbox, sent)

This will help you keep your information _____.

(safe, public)

If you are looking for a specific email, you can enter specific keywords that the email contains into the _____.

(search field, inbox field)

This will help you find the email you are looking for. Every time you are done using your Gmail, you must _____.

(log out, click the X)