COMPOSE

Compose Button

UNIT 11: SENDING AN EMAIL IN GMAIL
LESSON 1: COMPOSE MAIL BUTTON

LESSON OVERVIEW

Your email window also has a compose button. The compose button is what you click when you want to compose or create a new email. The compose button in gmail is It is located above the menu. When you click on the compose button, a new email window will appear.

Time: ~30 minutes

OBJECTIVE

Student is able to receive an email with a Gmail account.

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
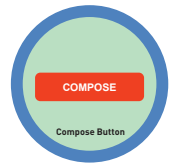
ONLINE REVIEW

1. Sign into Digitability

2. Click **LESSONS** tab

3. Select **Level 2 - Digital Citizen**

4. Select **Unit 11**

5. Select **Lesson 1 - Compose Mail Button**

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.

COMPOSE

Compose Button
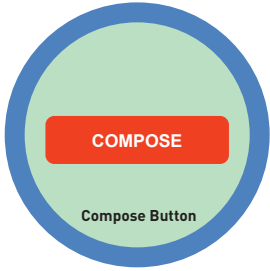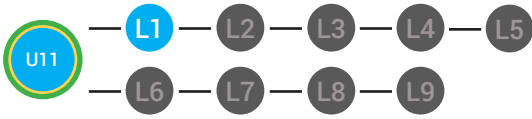
LESSON PLAN

WARM UP

ACCESSING PRIOR KNOWLEDGE

1. Write on the board *"Recall what parts are in the Gmail Window?"*

Possible Answers: Inbox, Sent Mail, Search etc.

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

3. Distribute **11.1.IMAGE** Image Exchange Cards to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.
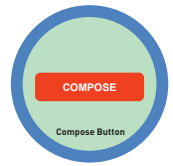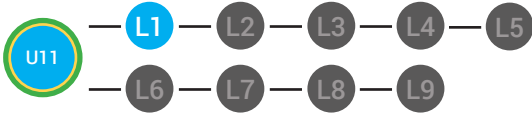
DIFFERENTIATION

T1 Writes response on board

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

T3 Uses **Image Exchange cards** [11.1.IMAGE] to point to potential vocabulary word or icon representing "inbox, sent folder, Search Field"

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [11.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 RULE #5-to-1: The ratio for how we narrate behavior in a learning environment is 5:1. Meaning that you should be giving out $5 to every $1 that you take. It is important when implementing behavior modification systems that we utilize positive reinforcement more frequently than pointing out negative 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..."*

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.

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

Answer: Compose Mail Button

2. Distribute **11.BADGE** to students. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.
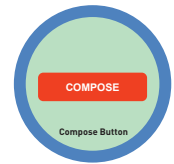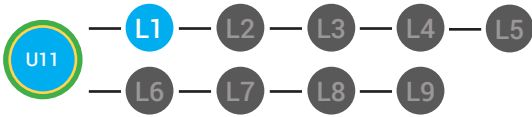
👥 DIFFERENTIATION

T1 Verbal Response

T2 Writes down badge

T3 Uses **Badge Board** [11.BADGE] for this Unit.

U11 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8 — L9

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 compose mail button."*

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

5. Play video.

6. Distribute **11.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** [11.IEC.THUMB]

T3 Holds up or points **Thumbs Image Exchange Card** [11.IEC.THUMB]

7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker.** [11.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.
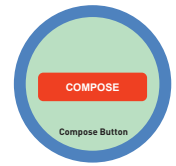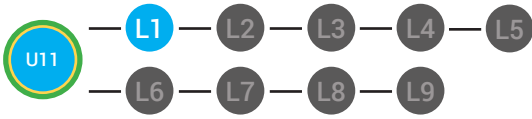
INFORMAL ASSESSMENT

1. Ask, *"For a participation dollar, who can tell me what you click when you want to write a new email?"*

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

Answer: The compose button.

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

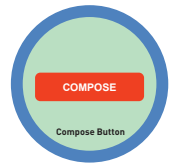2. Ask, *"For a participation dollar, who can tell me what happens when you click the compose button?"*

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

Possible Answers: A new window will appear for you to create your new email.

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

3. Distribute **11.1.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!"

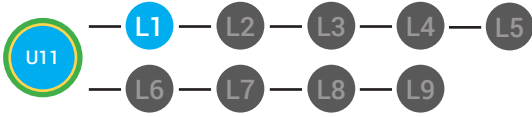"Yes, Nice job participating, [student]! You earned a participation dollar."

DIFFERENTIATION

T1   Verbal response

T2   Writing it down

T3   Uses **Image Exchange cards** [11.1.IMAGE] to point to potential vocabulary word or icon representing "compose button and new email window."

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [11.DollarTracker]**

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

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

+$ 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
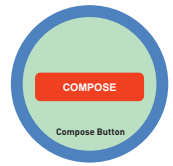
1. Ask the class, *"Who would like to unlock the Compose Mail Button Badge for $1?"*

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 **11.1.5**. Students that unlocked the badge will place the **Compose Mail Button Badge** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.
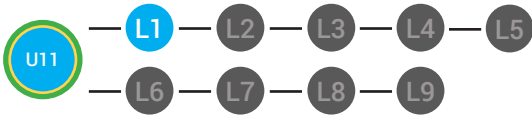
DIFFERENTIATION

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.

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [11.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]
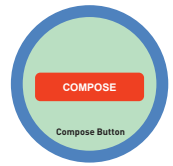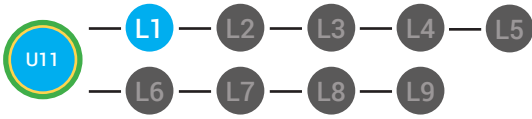
+$ PARTICIPATION	**-$ INTERRUPTIONS**
"Marcus + you answered correctly! You earned a dollar! Nice job!"	"Marcus + you interrupted. Interruptions cost $1. Next time, raise your hand and wait to be called on to earn a $1."

ASSESSMENT/EXIT TICKET

1. Distribute **11.1.6** Compose Mail Button Exit Ticket to students. See 🔲 DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Compose Mail Button Badge Exit Ticket** [11.1.6.1], students will answer multiple choice questions about the compose button.

T2 Using Tier 2 **Compose Mail Button Badge Exit Ticket** [11.1.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [11.1.6.3].

T3 Using Tier 3 **Compose Mail Button Badge Exit Ticket** [11.1.6.3], 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. [11.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."*
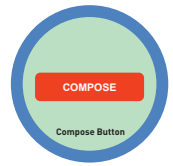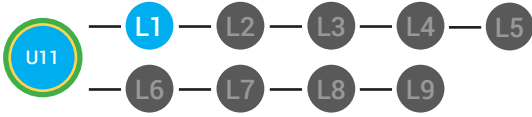
IMMEDIATE FEEDBACK/NEXT STEPS

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.**

Dollar Tracker

11.Dollar tracker

COMPOSE

Compose Button
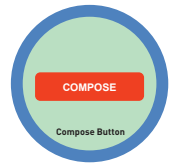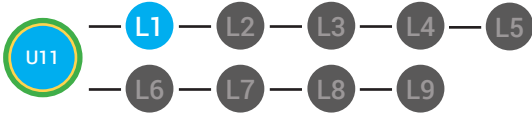
Behaviors	Name EX: Sam						
Successful +$							
Participation/ Contributing	Ж|||						
Sharing/Helping/ Collaborating	|||						
Greeting a Guest								
Following Directions/ Staying on Task	|||						
Encouraging/ Complementing	||						
Problematic -$							
Off Task								
Off-Topic/ Inappropriate Comment								
Disrespect/Teasing	||						
Complaining/Whining								
Arguing								
Interrupting	||						
UMAPA								

COMPOSE
Compose Button
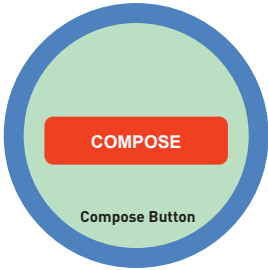
YES OR NO IMAGE EXCHANGE CARD
11.IEC.Y/N

Yes	No

COMPOSE

Compose Button

THUMBS IMAGE EXCHANGE CARD
11.IEC.THUMB
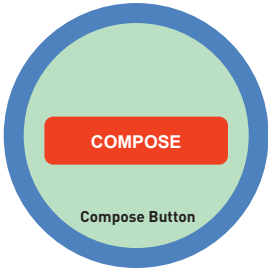
COMPOSE

Compose Button
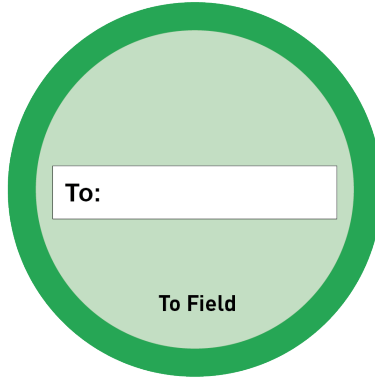
IMAGE EXCHANGE CARDS
11.1.IMAGE

Inbox

Sent Mail Folder

Search Field

New Email Window

Compose Mail Button

Compose

U11 · L1 · L2 · L3 · L4 · L5 · L6 · L7 · L8 · L9

LVL 2 UNIT 11: LESSON 1 COMPOSE MAIL BUTTON

BADGE BOARD

11.BADGE

COMPOSE

Compose Button

COMPOSE

Compose Button

To:

To Field

To: Josh x   Alicia x

Multiple Recipients

Subject:

Subject Field

To:
Subject:

SEND

Email Body

SEND

Send Button

SEND

Send Attachment

Save Email

Sending Email
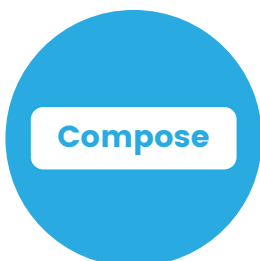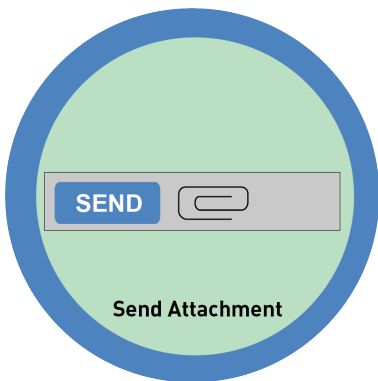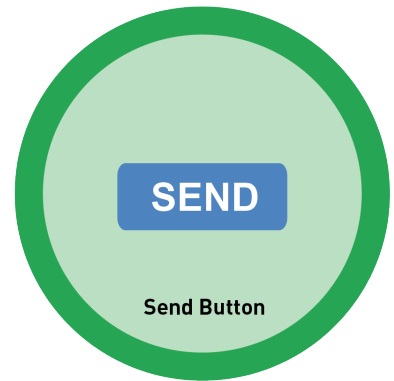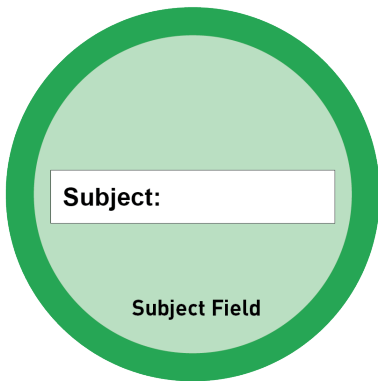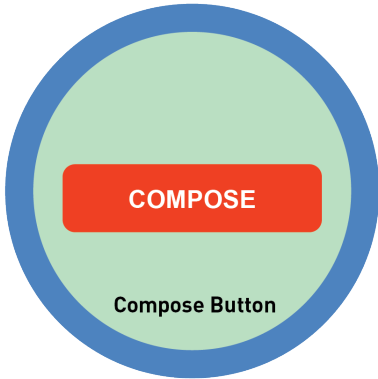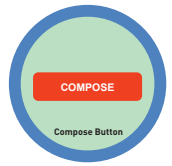
📰 WORD WALL PRINTOUT

11.1.5

COMPOSE
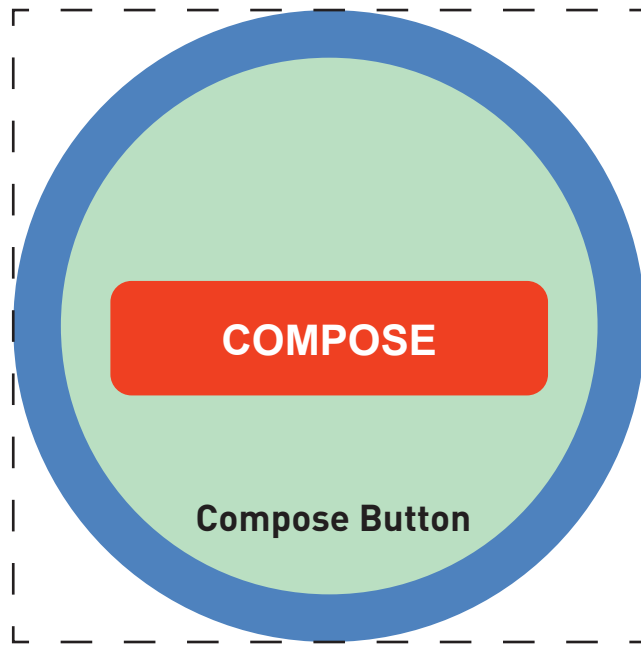
Compose Button

The compose icon is what you click when you want to compose or create a new

🔷 DIFFERENTIATION

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

COMPOSE
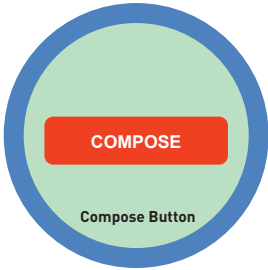
Compose Button

T1 COMPOSE MAIL BUTTON EXIT TICKET MULTIPLE CHOICE
11.1.6.1

1. Which one is NOT an Gmail Menu option:

a. Inbox

b. Outbox

c. Compose

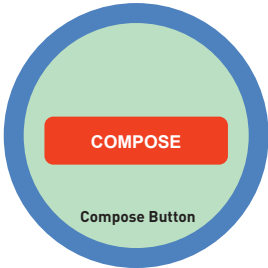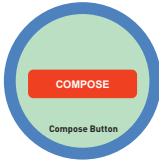**2. What button do you click to create a new email?**

a. Inbox

b. Outbox

c. Compose

3. What happens when you click the button to create a new email?

a. It closes out

b. A new window appears

c. It signs out

4. Where can you find the Compose Button?

a. Gmail window

b. From a mobile device with internet access

c. Google Home Page

d. Inside an email

COMPOSE

Compose Button

T2 **COMPOSE MAIL BUTTON EXIT TICKET VOCAB BLOCKS**
11.1.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Compose Mail Button
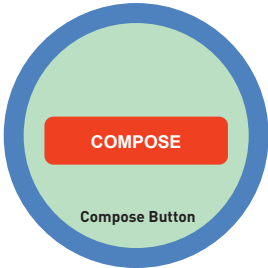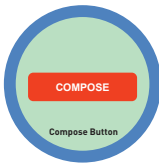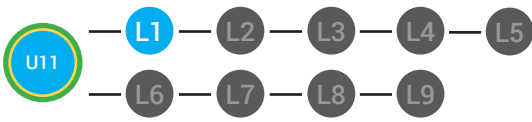
COMPOSE
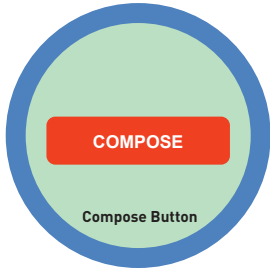
Compose Button

T3 **COMPOSE MAIL BUTTON**
EXIT TICKET TRACE 'N' LEARN
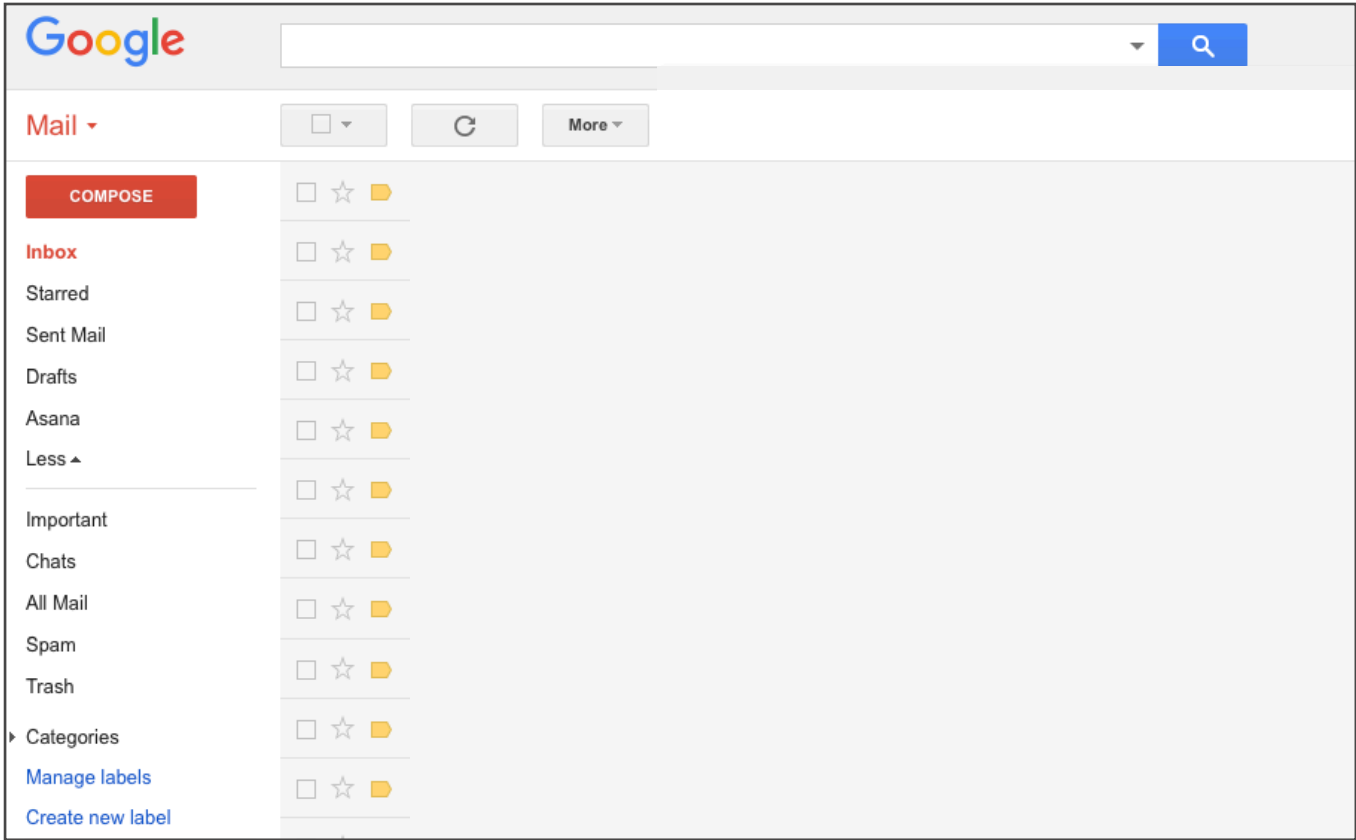**11.1.6.3**

Compose Mail Button

The compose icon is what you click when you want to compose or create a new email.
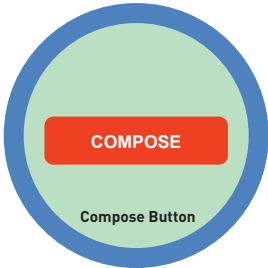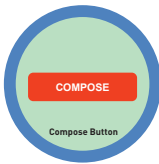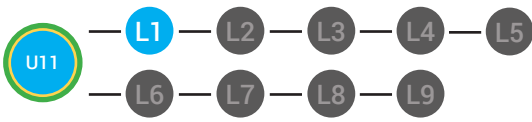
COMPOSE
Compose Button

WORKPLACE CONNECTIONS

11.1.WC.1

Directions: Look at the Gmail Window. Using a circle where you would click to compose a new email.
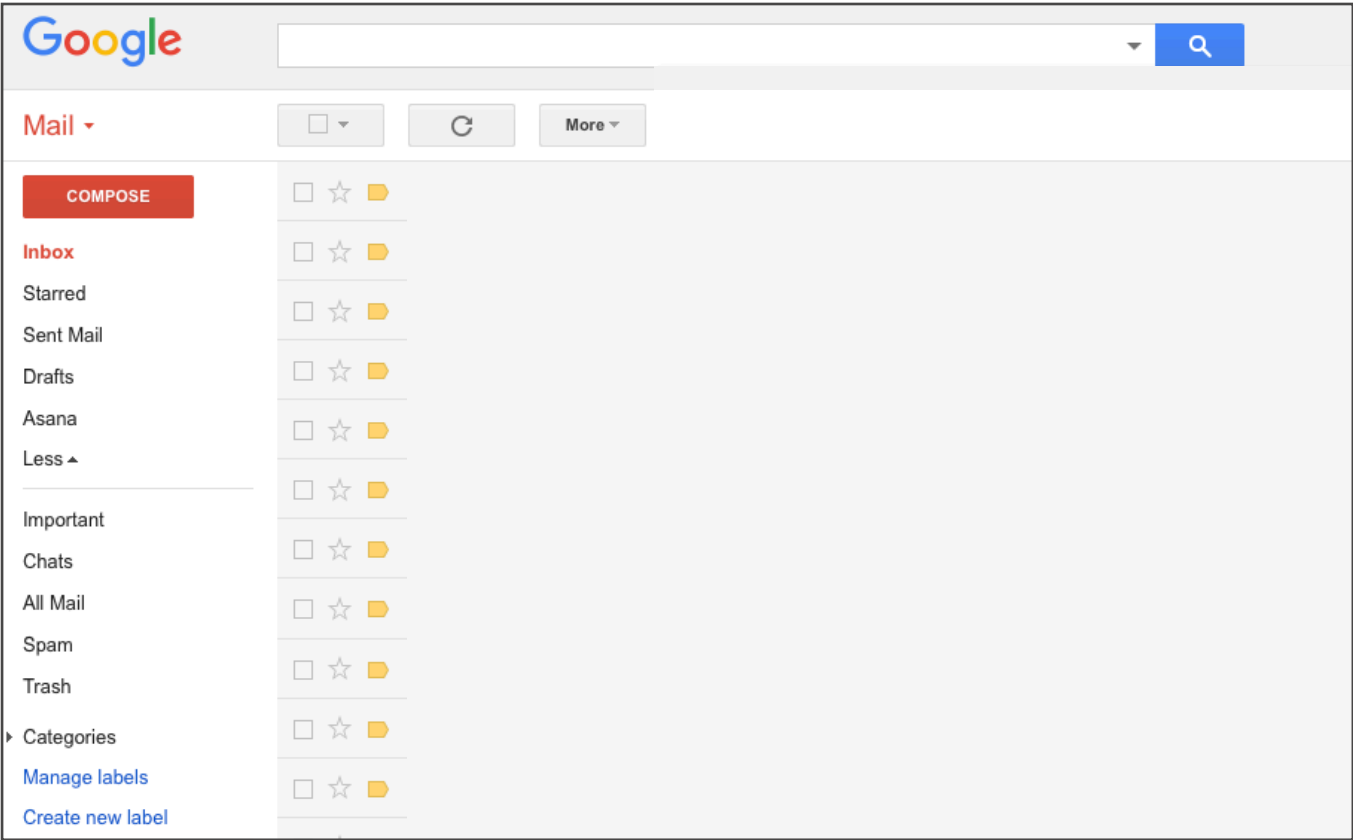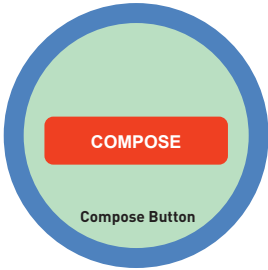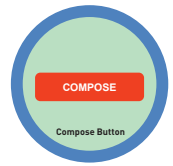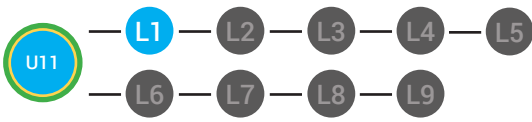
COMPOSE

Compose Button

WORKPLACE CONNECTIONS

11.1.WC.2

Directions: Look at the Gmail Window. Using a highlighter, highlight where you would click to compose a new email.
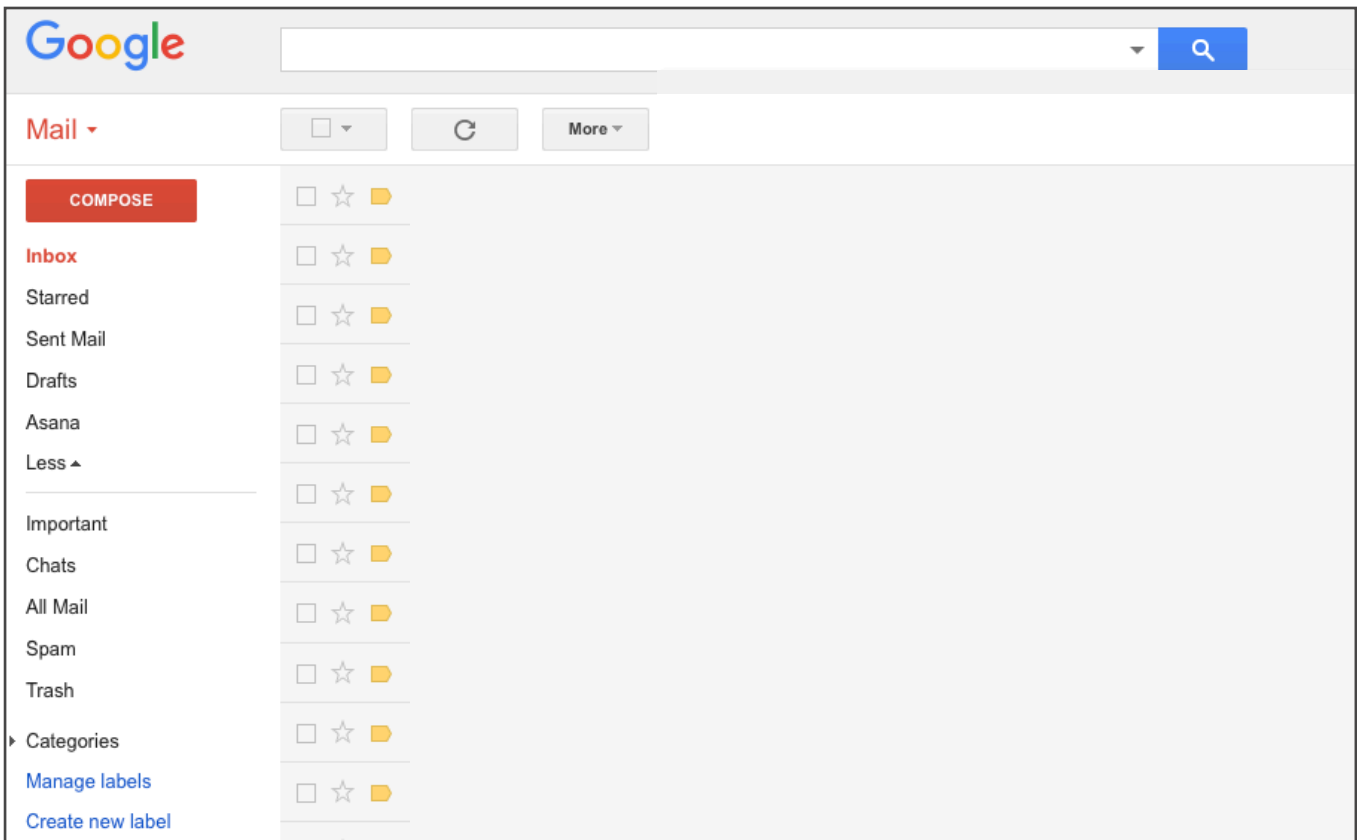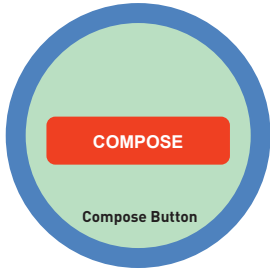
COMPOSE

Compose Button

WORKPLACE CONNECTIONS

11.1.WC.3

Directions: Look at the Gmail Window. Circle or point to where you would click to compose a new email

| Google | | | | 🔍 |

| Mail ▾ | ☐ ▾ | ⟳ | More ▾ |

COMPOSE	☐ ☆ 🏷
Inbox	☐ ☆ 🏷
Starred	☐ ☆ 🏷
Sent Mail	☐ ☆ 🏷
Drafts	☐ ☆ 🏷
Asana	☐ ☆ 🏷
Less ▴	☐ ☆ 🏷
Important	☐ ☆ 🏷
Chats	☐ ☆ 🏷
All Mail	☐ ☆ 🏷
Spam	☐ ☆ 🏷
Trash	☐ ☆ 🏷
▸ Categories	☐ ☆ 🏷
Manage labels	☐ ☆ 🏷
Create new label	

U11 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8 — L9

COMPOSE
Compose Button

COMPOSE
Compose Button

READING MAZE
11.1

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

The Gmail window has a lot of options in the Gmail _____.

(menu, email)

You must look at the Gmail _____ carefully.

(window, box)

The Gmail Menu has an _____,

(inbox, outbox)

a search field and other menu options. To _____

(compose, send)

a new email, you must click the compose email _____.

(icon, book) Once

you click the compose button, a _____.

(new, old)

window will open. In this window you can create a new _____.

(email, photograph)