To:

To Field

UNIT 11: SENDING AN EMAIL IN GMAIL LESSON 2: TO FIELD

LESSON OVERVIEW

The to field is the first field on a new email window. This is where you type the email address of the person or people you are sending an email to. Make sure you type the email address carefully. If you type the wrong email address the email will not send.

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 2 - To Field**

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.
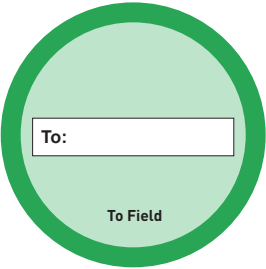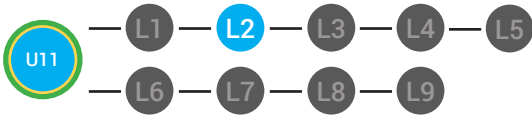
LESSON PLAN

WARM UP

ACCESSING PRIOR KNOWLEDGE

1. Write on the board *"what do you need to know in order to send someone an email?"*

Possible Answers: Their email address.

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

3. Distribute **11.2.IMAGE** Image Exchange Cards to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.
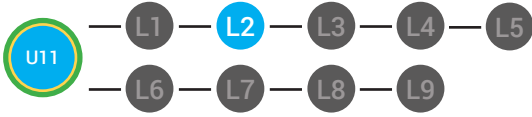
DIFFERENTIATION

T1 Writes response on board

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

T3 Uses **Image Exchange cards** [11.2.IMAGE] to point to potential vocabulary word or icon representing "email address"

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.*

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: To Field

2. Distribute **11.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.
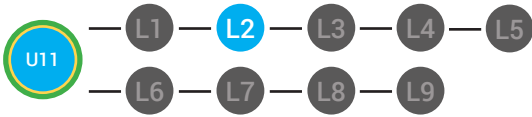
DIFFERENTIATION

T1   Verbal Response

T2   Writes down badge

T3   Uses **Badge Board** [11.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 to field."*

4. Ask students to give a thumbs up every time they hear and/or see the words To Field 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	-$ 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.
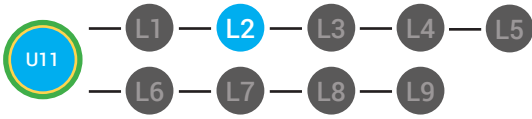
INFORMAL ASSESSMENT

+$ 1. Ask, *"For a participation dollar, who can tell me how many people you can send the same email to?"*

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

Answer: As many people as you want.

"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 email window will appear.

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

3. Ask, *"For a participation dollar, who can tell me where you enter the email address of the person you want to send an email to?"*

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

Possible Answers: The first line of the email window. The To Field.

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

4. Distribute **11.2.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."
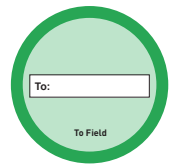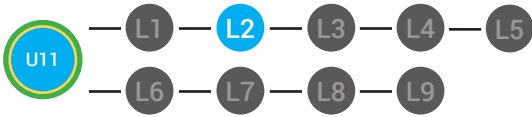
DIFFERENTIATION

T1   Verbal response

T2   Writing it down

T3   Uses **Image Exchange cards** [11.2.IMAGE] to point to potential vocabulary word or icon representing "compose button and new email window."

5. 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	-$ OFF TASK
"Nice job following directions and giving a thumbs up! You're earning a dollars! 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..."*

To:
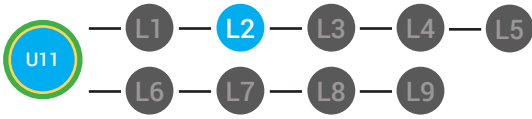
To Field

PLAY ACTIVITY VIDEO

1. Ask the class, *"Who would like to unlock the To Field 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 **11.2.6**. Students that unlocked the badge will place the **To Field** 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]**

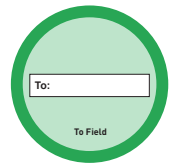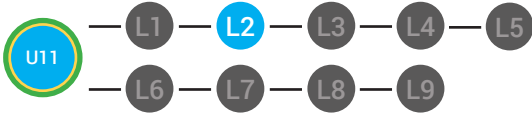[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ 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."*

To:

To Field

ASSESSMENT/EXIT TICKET

1. Distribute **11.2.6** To Field Exit Ticket to students. See 🧩 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **To Field Exit Ticket** [11.2.6.1], students will answer multiple choice questions about the to field.

T2 Using Tier 2 **To Field Exit Ticket** [11.2.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [11.2.6.3].

T3 Using Tier 3 **To Field Exit Ticket** [11.2.6.3], 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."*
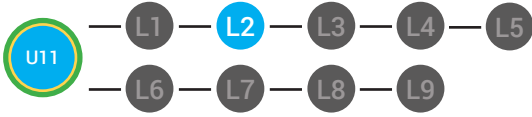
IMMEDIATE FEEDBACK/NEXT STEPS

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.**

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

LVL 2 UNIT 11: LESSON 2 TO FIELD
Dollar Tracker
11.Dollar tracker

To:
To Field

Behaviors

Name

Behaviors	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							

To:

To Field
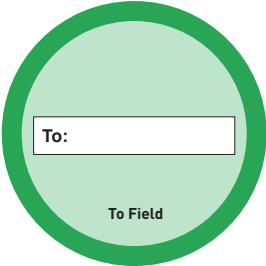
YES OR NO IMAGE EXCHANGE CARD

11.IEC.Y/N

Yes	**No**

To:

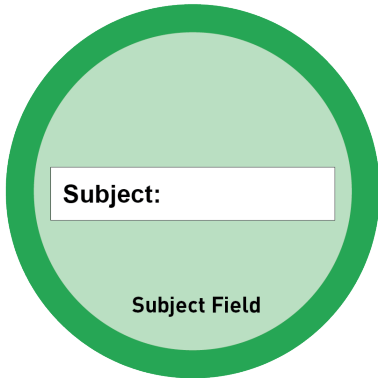**To Field**

THUMBS IMAGE EXCHANGE CARD
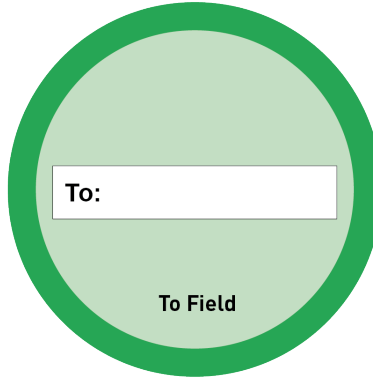
11.IEC.THUMB

To:
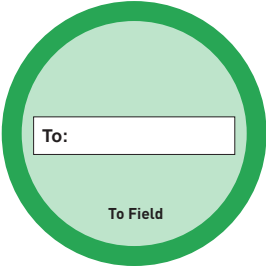
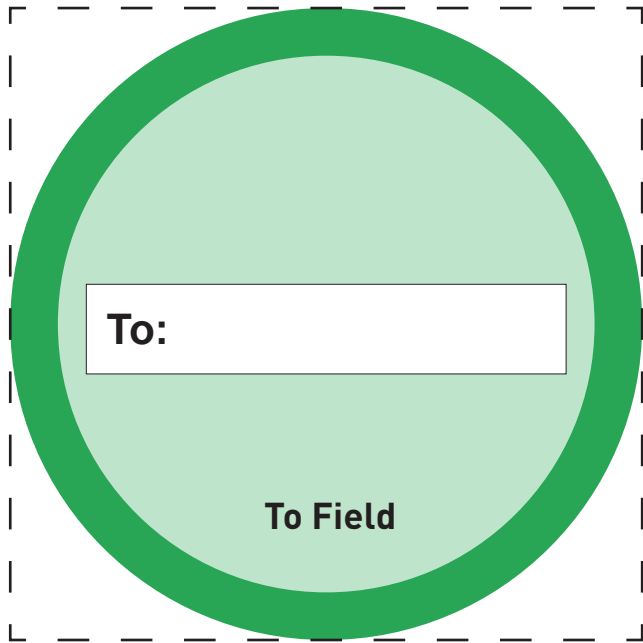To Field

IMAGE EXCHANGE CARDS

11.2.IMAGE

Directions: Cut out

Email Address

Compose Mail Button

Compose

New Email Window

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

LVL 2 UNIT 11: LESSON 2 TO FIELD
BADGE BOARD
11.BADGE

To:
To Field

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
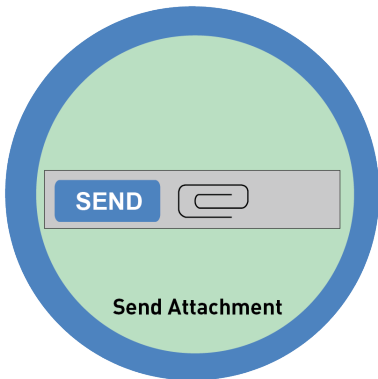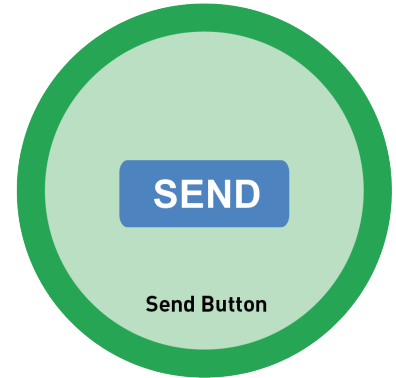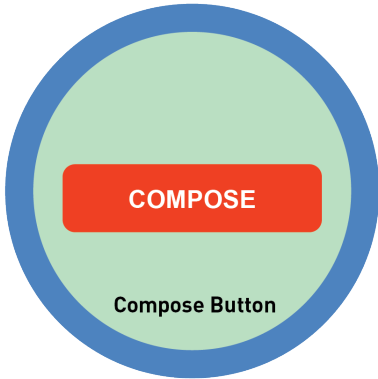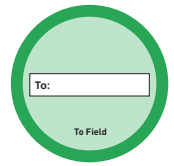
📋 WORD WALL PRINTOUT
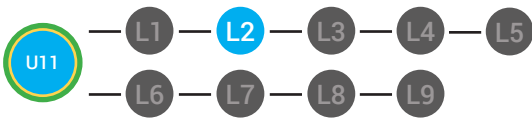
11.2.6

To:

To Field

The To Field is where you type in the email address of the person you want to send the email to.

🔷 DIFFERENTIATION

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

To:
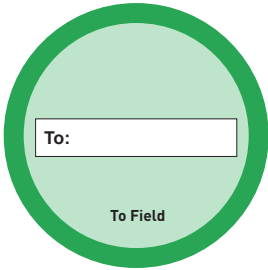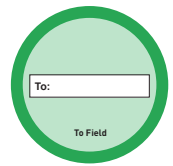
To Field

T1 **TO FIELD EXIT TICKET MULTIPLE CHOICE**
11.2.7.1

1. What does an email address do?

a. Tells you when the email will be sent.

b. Tells the internet who to send the email to.

c. Tells the internet what an email is about.

2. What happens when you click the compose mail button?

a. A new email window will appear.
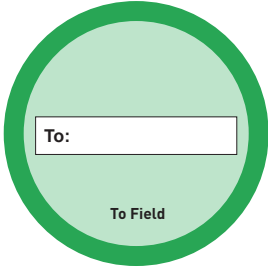
b. The browser will turn off.

c. The email will be sent.

3. What do you enter into the first line of the email window?

a. Your email password.

b. The body of the email.

c. The email address of the person you want to send an email to.

4. What happens if you type an email address incorrectly?

a. It will send anyway.

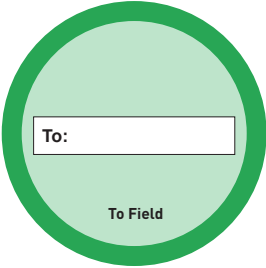b. It will go into the trash folder.

c. It will not send.

To:

To Field

T2 **TO FIELD EXIT TICKET VOCAB BLOCKS**

11.2.7.2

Name: _____

Date: _____

Define	Sentence
To Field	
Examples	Draw

To:

To Field

T3 **TO FIELD EXIT TICKET**
TRACE 'N' LEARN
11.2.7.3

To:

To Field

To Field

The To Field is where you type in the email address of the person you want to send the email to.

To:

To Field
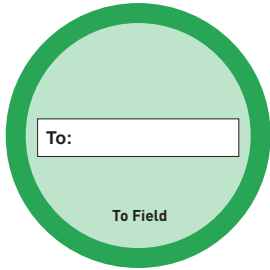
📰 READING MAZE

11.2

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

You know that an email _____ tells the internet who to send

(address, account)

an email to. When you want to send an email, you must first click the

_____ button.

(compose, write)

This will make an (old, new) email window appear. The _____

(first, second)

line is the to field. This is where you enter the email address of the

person you want to send an email to. When typing an email address
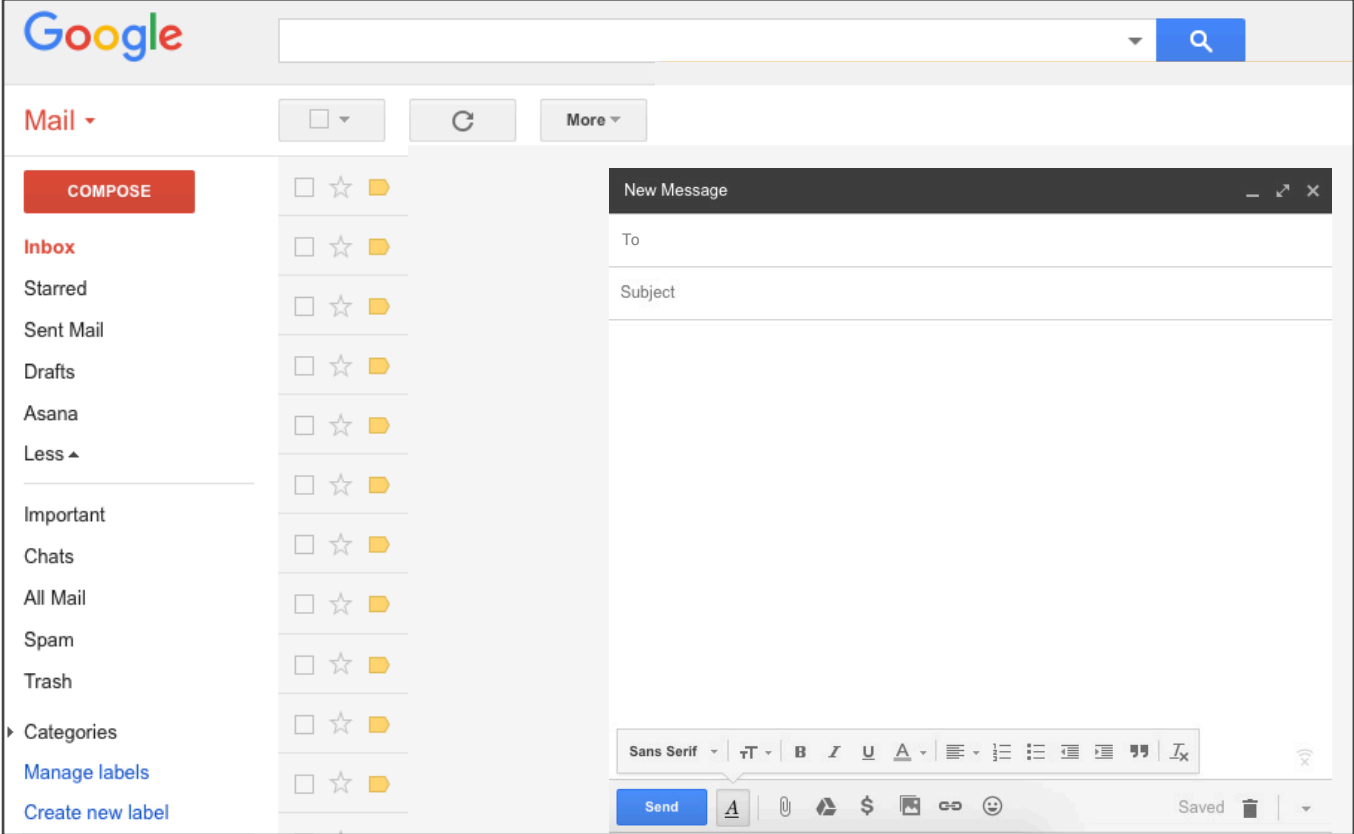
you must be very _____.

(sloppy, careful)

If you type an email address incorrectly it _____ send.
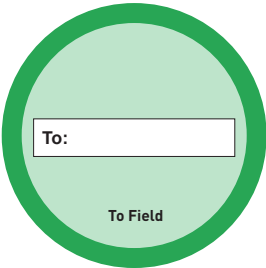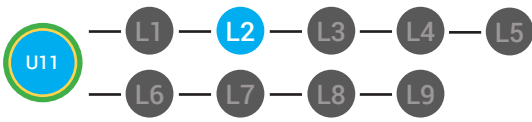
(will, will not)

To:
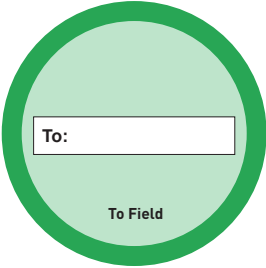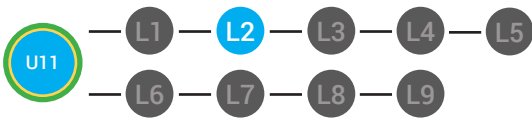
To Field

WORKPLACE CONNECTIONS

11.2.WC.1

Directions: Log into your Gmail account. Click the compose button to create a new email. In the To Field, type in your teacher's email address carefully.
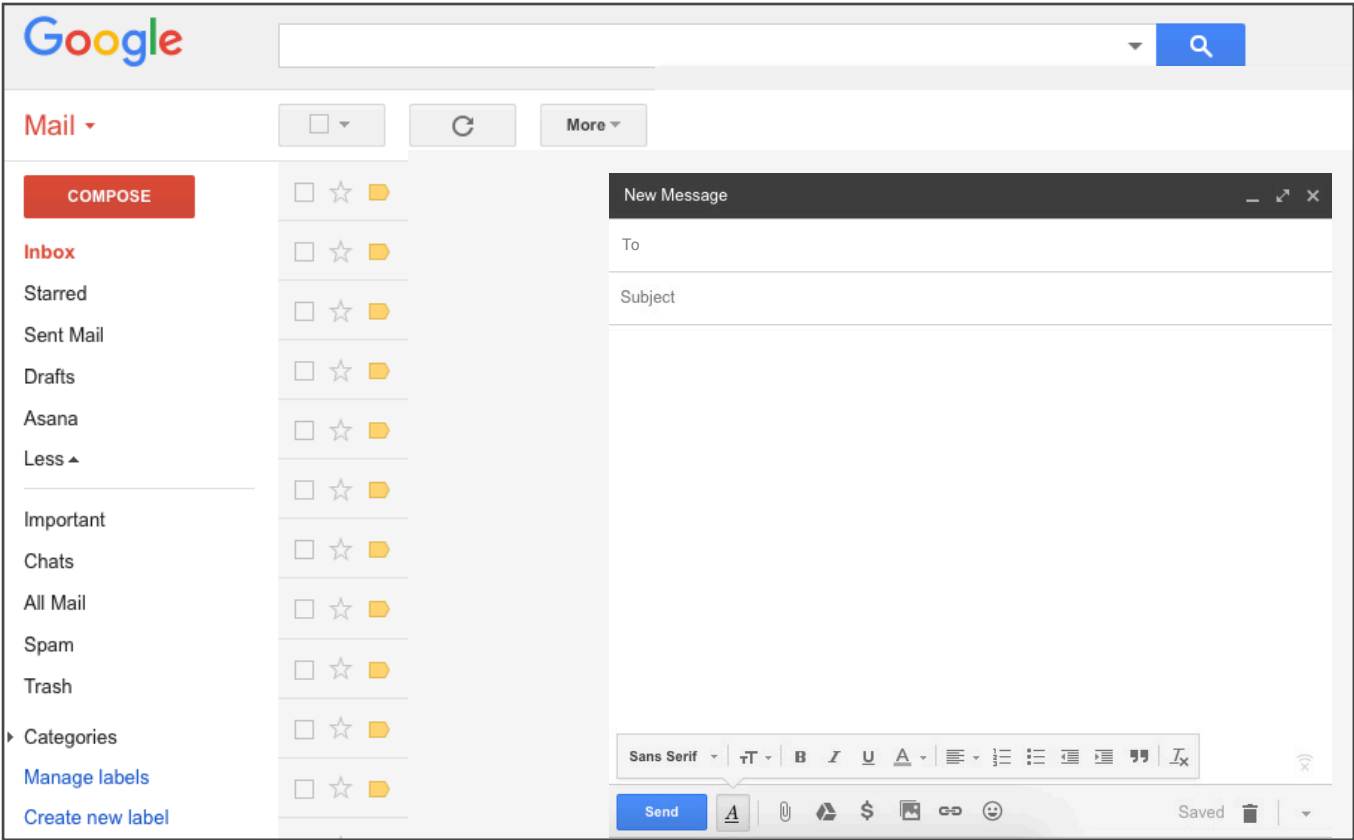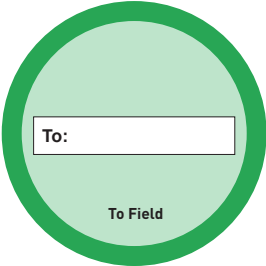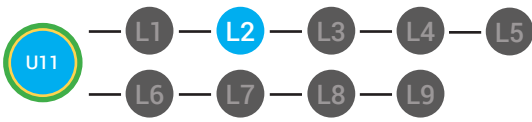
To:

To Field

WORKPLACE CONNECTIONS
11.2.WC.2

Directions: Look at the Gmail Window. In the To Field, highlight the To Field.

To:

To Field

WORKPLACE CONNECTIONS

11.2.WC.3

Directions: Look at the Gmail Window. Point to the To Field, where you would type in your teacher's email address carefully.

Google

Mail ▾

COMPOSE

Inbox
Starred
Sent Mail
Drafts
Asana
Less ▴

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

More ▾

New Message

To

Subject

Sans Serif

Send   Saved