

UNIT 11: SENDING AN EMAIL IN GMAIL LESSON 3: SENDING AN EMAIL TO MORE THAN ONE PERSON

LESSON OVERVIEW

If you want to send email to more than one person, you will add a comma after each email address you type. The comma key is located next to the letter M on your keyboard. It looks like this. To send an email to more than one person. Type the first email address into the to field, next, press the comma key and then, press the spacebar and type the next email address. You can repeat this process to add more email addresses.

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

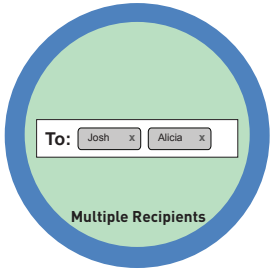
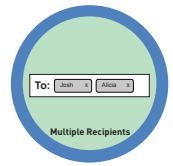
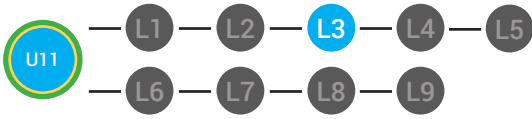
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 11**
5. Select **Lesson 3 - Sending an Email to More Than One Person**

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 is the purpose of an email address?”*

Possible Answers: It tells the internet where to send an email



2. Ask, *“For a participation dollar, who can tell me what an email address is?”*



3. Distribute **11.3.IMAGE** Image Exchange Cards to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

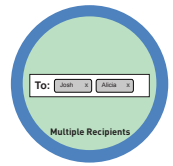
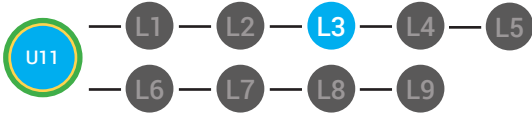
Writes response on board

T2

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

T3

Uses **Image Exchange cards** [11.3.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]

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

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: Sending an Email to more than One Person



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. I.e. Have them point or write down their answers. EVERY student should be earning money.



DIFFERENTIATION



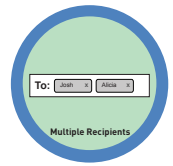
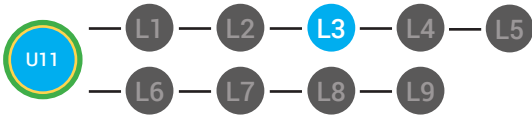
Verbal Response



Writes down badge



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 sending an email to more than one person.”*

4. Ask students to give a thumbs up every time they hear and/or see the words Sending an Email to More Than One Person 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 Uses **Thumbs Image Exchange Card** [11.IEC.THUMB]



T3 Holds up or points to **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!”

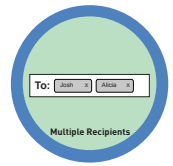
-\$ OFF TASK

“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 where you type 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

Answer: The first line of the new email window, in the To Field.

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

2. Ask, *"For a participation dollar, who can tell me how many people you can send an email to?"*

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

Possible Answers: You can send an email to one or several people.

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


3. Ask, *"For a participation dollar, who can tell me what you have to do to send an email to more than one person?"*

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

Possible Answers: Put a comma in between each email address.

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



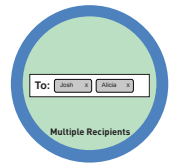
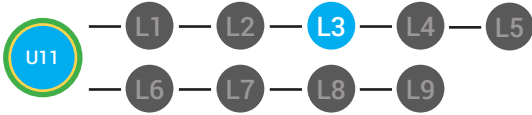
4. Distribute **11.3.IMAGE** Image Exchange Cards to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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** [11.3.IMAGE] to point to potential vocabulary word or icon representing “more than one person, to field, and comma”



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

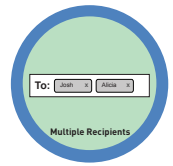
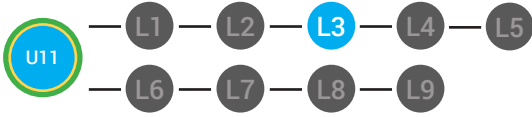
“Nice job following directions and giving a thumbs up! You’re earning a dollars! Nice job!”

-\$ 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 Sending an Email to more than one Person 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 **11.3.5** Students that unlocked the badge will place the **Sending an Email to More Than One Person** 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**. [11.DollarTracker]

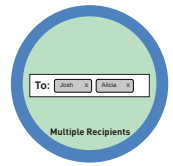
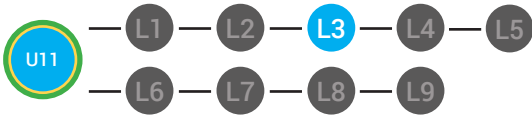
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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 **11.3.6 Sending an Email to More Than One Person Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



Using Tier 1 **Sending an Email to More Than One Person Exit Ticket** [11.3.6.1], students Place a comma in between each email address.



Using Tier 2 **Sending an Email to More Than One Person Exit Ticket** [11.3.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [11.3.6.3].



Using Tier 3 **Sending an Email to More Than One Person Exit Ticket** [11.3.6.3], 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]

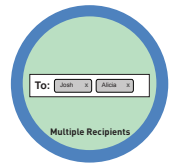
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ PARTICIPATION

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

-\$ 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."



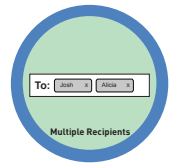
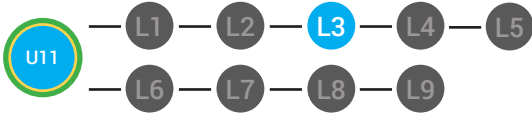
IMMEDIATE FEEDBACK/NEXT STEPS

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

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

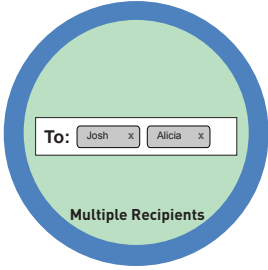
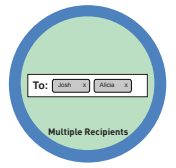
Complaining/Whining

Arguing

Interrupting

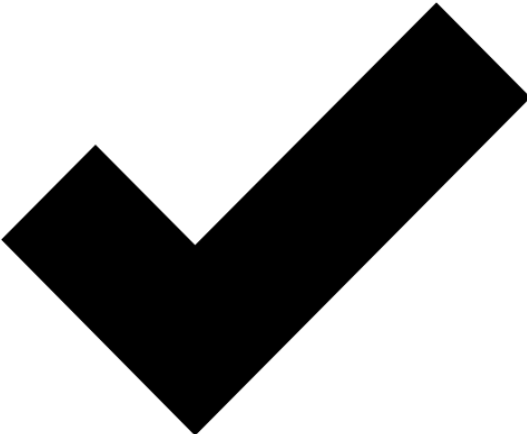
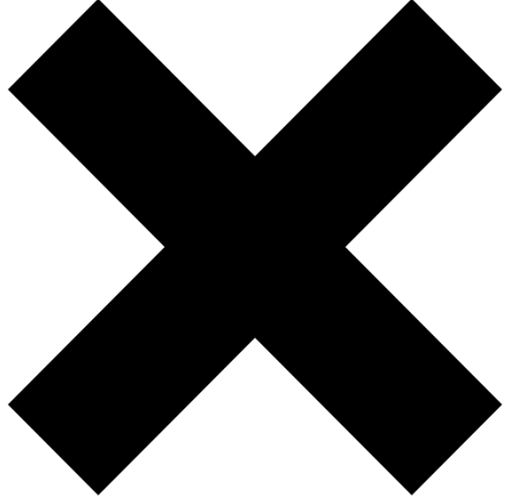
UMAPA

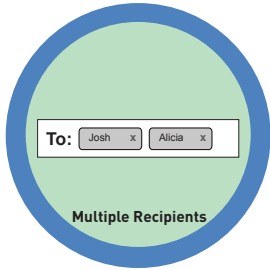
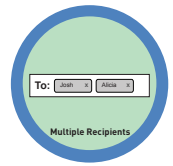
EX: Sam							
Participation/ Contributing	 						
Sharing/Helping/ Collaborating							
Greeting a Guest							
Following Directions/ Staying on Task							
Encouraging/ Complementing							
Off Task							
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining							
Arguing							
Interrupting							
UMAPA							



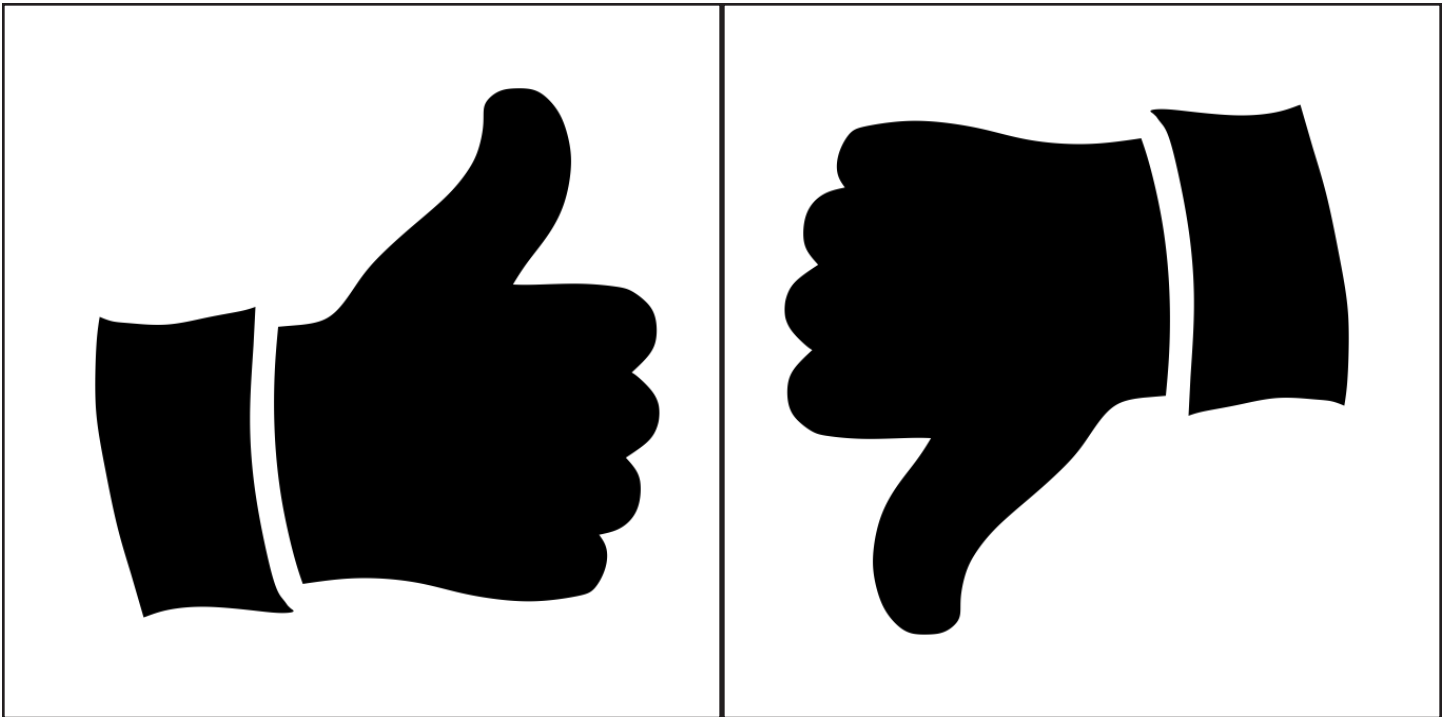
 **YES OR NO IMAGE EXCHANGE CARD**

11.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
--	--



 **THUMBS IMAGE EXCHANGE CARD**
11.IEC.THUMB



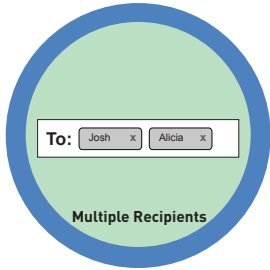
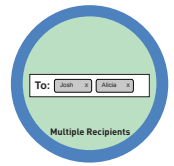
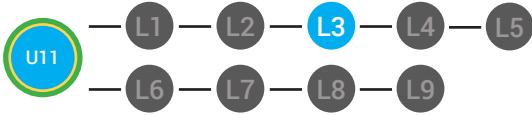



IMAGE EXCHANGE CARDS

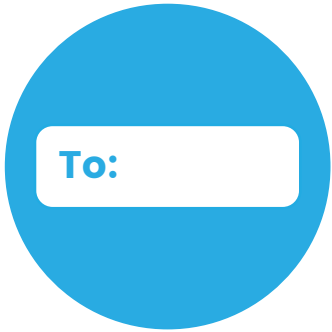
11.3.IMAGE

Directions: Cut out

Email Address

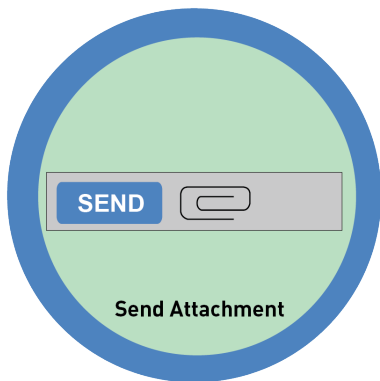
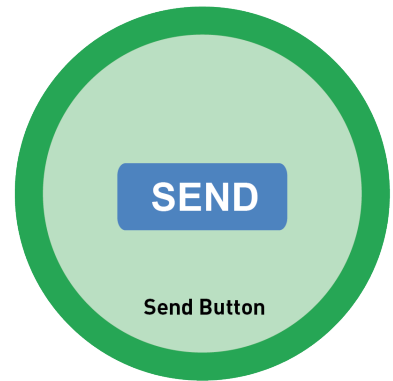
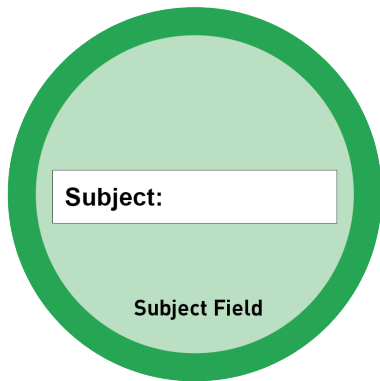
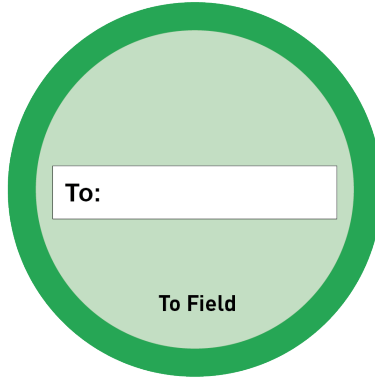
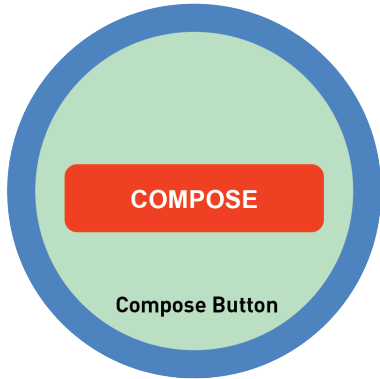
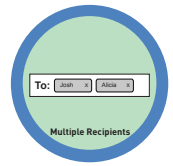


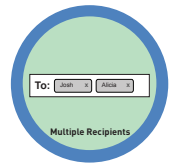
To Field



Comma

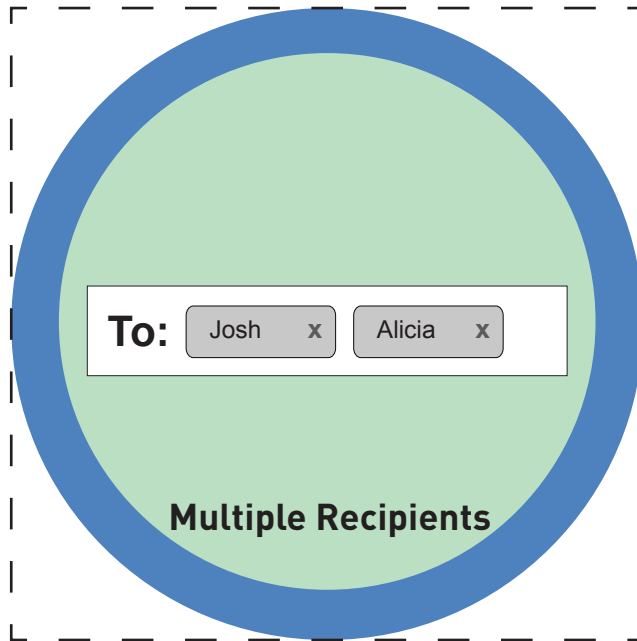






WORD WALL PRINTOUT

11.3.6

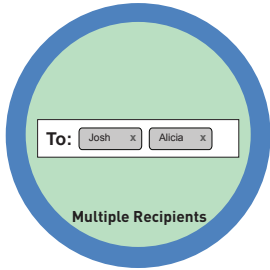
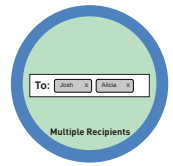
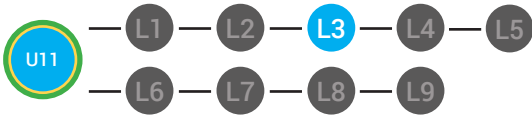


To send an email to more than one person, place a comma in between each email address.



DIFFERENTIATION

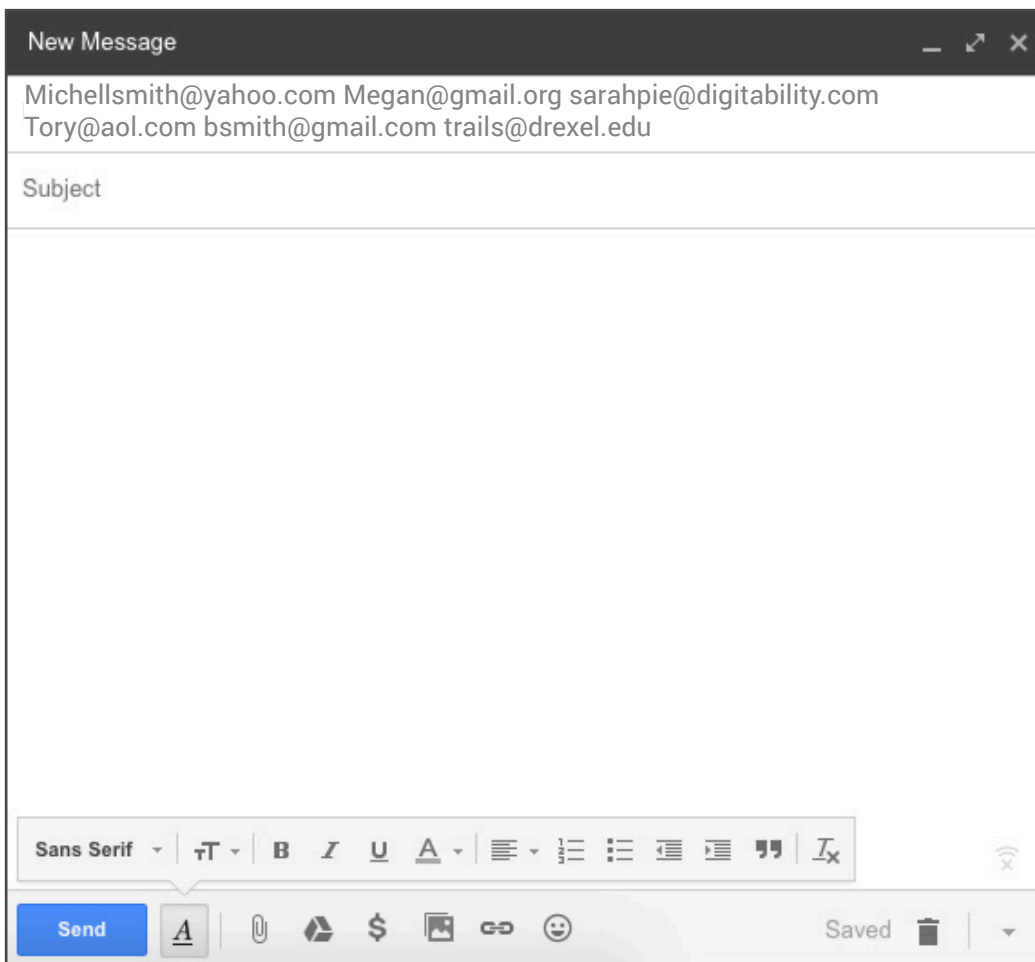
Choose to cut out badge and definition or only badge for your classroom wall.

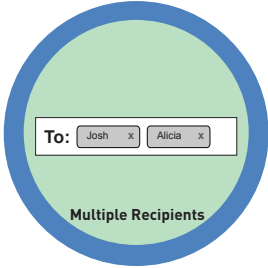


T1 SENDING AN EMAIL TO MORE THAN ONE PERSON EXIT TICKET COMMAS ACTIVITY

11.3.7.1

Directions: Place a comma in between each email address. (Should be in the email window format)





T2 SENDING AN EMAIL TO MORE THAN ONE PERSON EXIT TICKET VOCAB BLOCKS

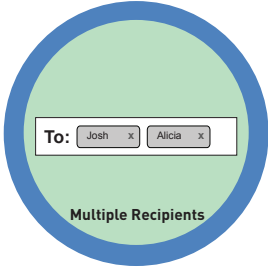
11.3.7.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Sending an Email to more than One Person



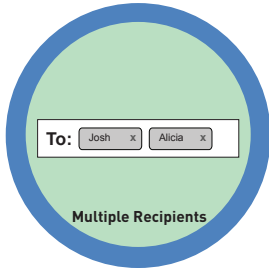
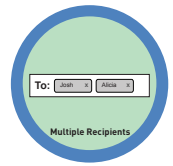
T3

SENDING AN EMAIL TO MORE THAN ONE
PERSON EXIT TICKET TRACE 'N' LEARN CARDS

11.3.7.3

Sending an Email to
more than One Person

To send an email
to more than one
person, place a
comma in between
each email address.



READING MAZE

11.3

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

You know that the email address of the person you want to send an email to goes in the _____

(to field, search field)

You can send an email to one person or _____

(several, no)

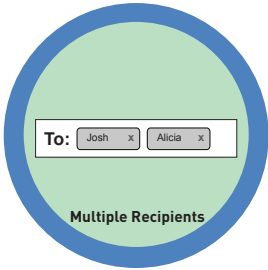
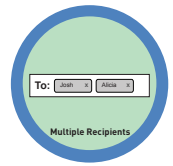
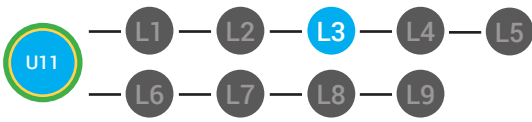
other people too. To send an email to more than one person you must first type in the first email _____

(address, account)

Next, you must type a comma that looks like this: _____.

(, , “)

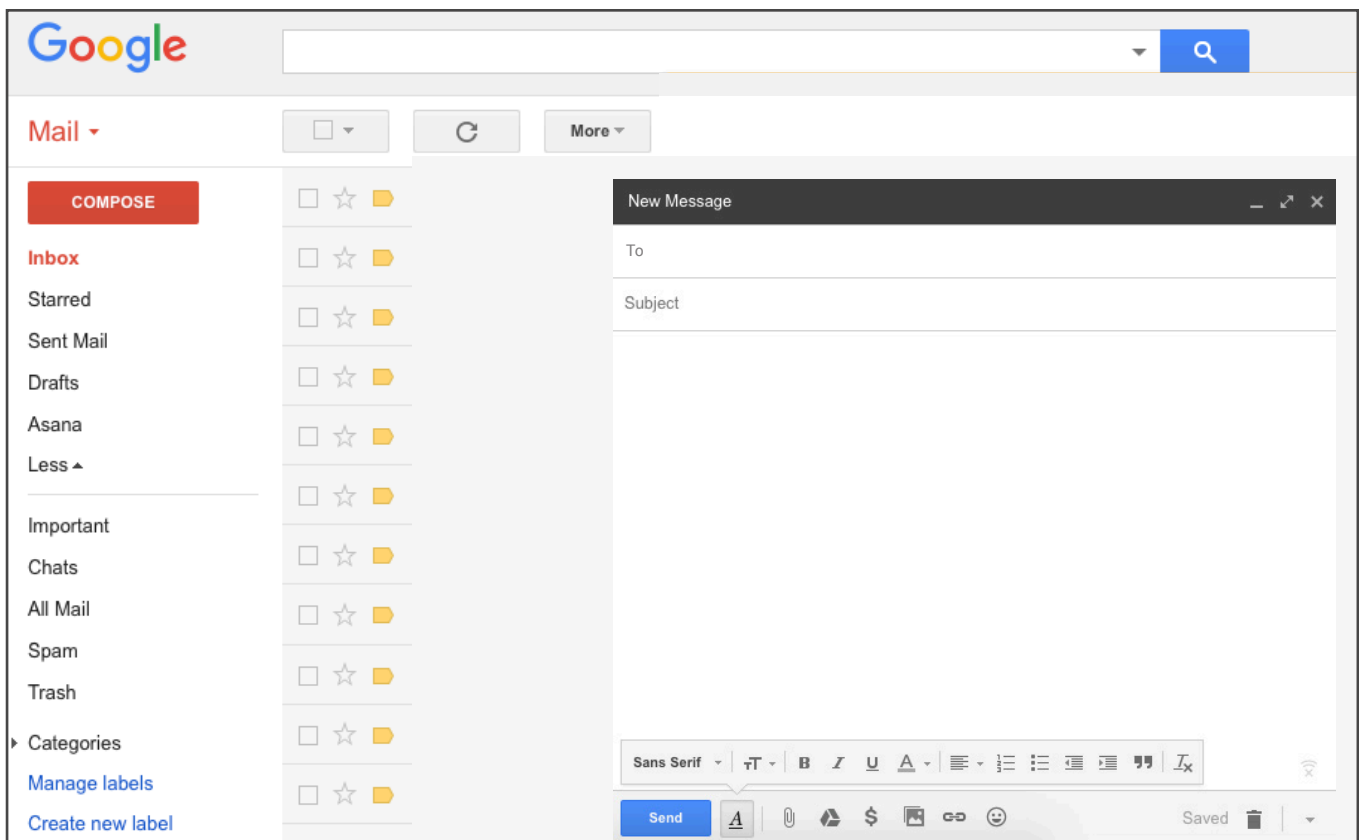
Then you can type in the next email address.

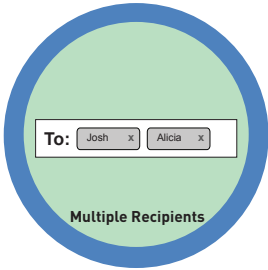
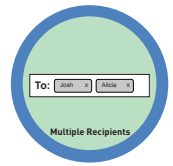
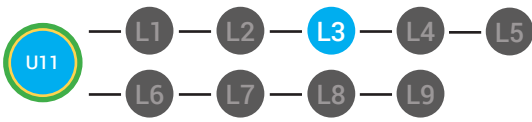


WORKPLACE CONNECTIONS

11.3.WC.1

Directions: Look at the Gmail Window. In the To Field, type in your teacher’s email address carefully as well as two of your classmates. Separate them with a comma.

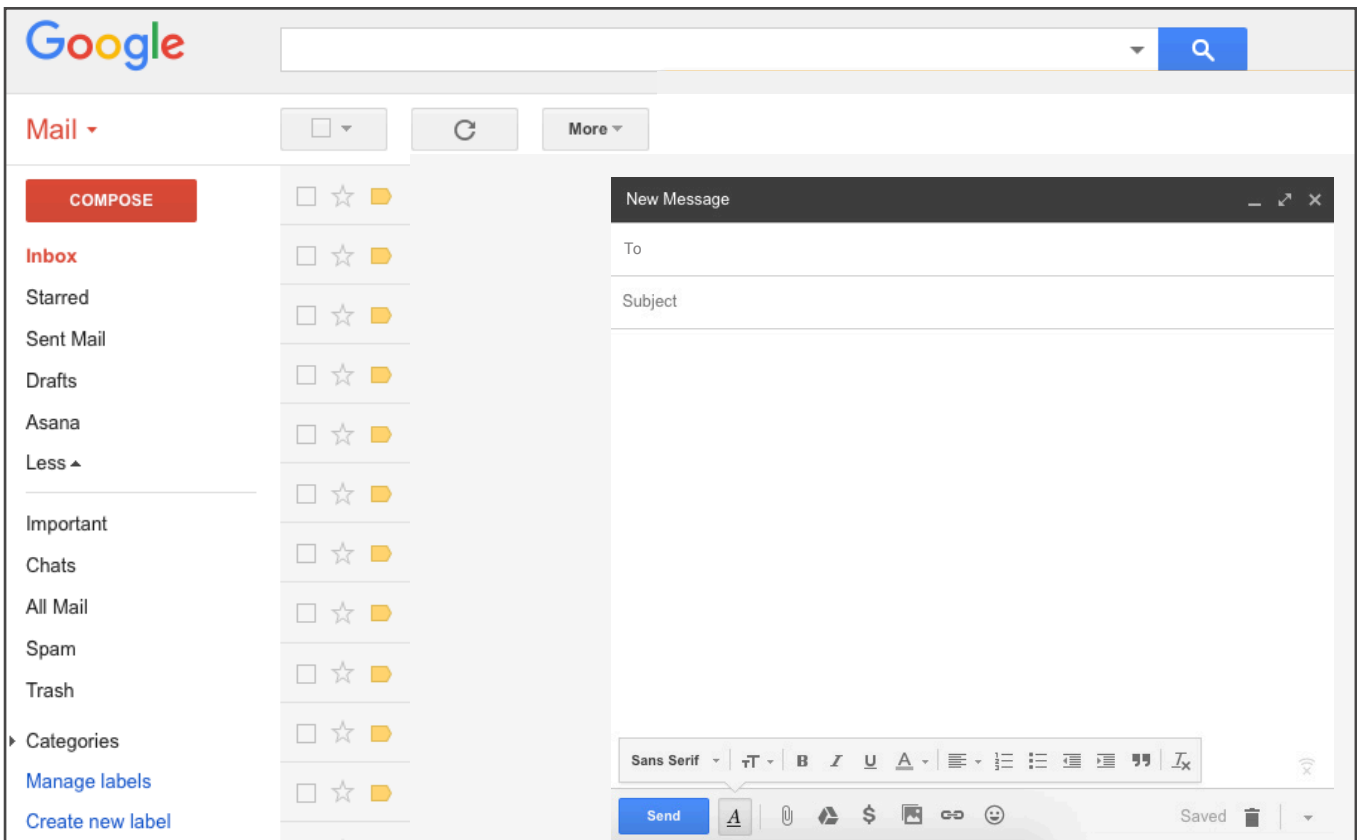


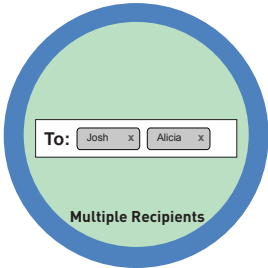
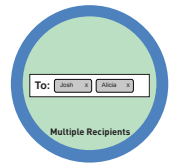
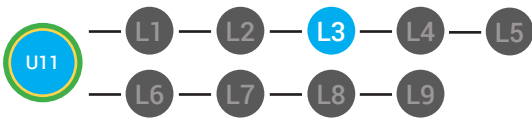


WORKPLACE CONNECTIONS

11.3.WC.2

Directions: Look at the Gmail Window. Circle the to field. Highlight the commas separating the email addresses.





WORKPLACE CONNECTIONS

11.3.WC.3

Directions: Look at the Gmail Window. Point to the To Field, where you would type in multiple email addresses.

