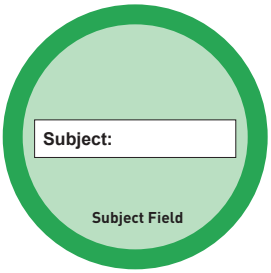


UNIT 11: SENDING AN EMAIL IN GMAIL
LESSON 4: SUBJECT FIELD

LESSON OVERVIEW

This is the subject field of an email. The subject field tells the reader what the email is about. The subject should be a short description. No more than 4 words or one short sentence.

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 4 - Subject 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.

Subject: Subject Field

LESSON PLAN

WARM UP

ACCESSING PRIOR KNOWLEDGE

1. Write on the board *"what are the email rules?"*

Possible Answers: Emails should be on topic and should be appropriate.

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

3. Distribute **11.4.IMAGE** Image Exchange Cards to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

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.

DIFFERENTIATION

T1 Writes response on board

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

T3 Uses **Image Exchange cards** [11.4.IMAGE] to point to potential vocabulary word or icon representing "on topic and appropriate."

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.*

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

Pro tip Build: 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.

DIFFERENTIATION

T1 Writes five ways in their notebook

T2 Chooses from a list of options

T3 Uses **Image Exchange cards** [11.4.IMAGE] to point to potential vocabulary word or icon representing "ways to use email for work."

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: Subject 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 subject field."*

4. Ask students to give a thumbs up every time they hear and/or see the words Subject 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 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 what four things the email inbox window will show you?"*

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

Answer: Who the email is from, when it was sent, the subject and if there is an attachment.

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

2. Ask, *"For a participation dollar, what is the purpose of the subject field?"*

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

Possible Answers: The purpose of the subject field is to tell the reader what the email is about.

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

3. Ask, *"For a participation dollar, who can tell me what length a subject should be?"*

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

Possible Answers: The subject should be short. It should not be longer than 4 words or a short sentence.

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

4. Distribute **11.4.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** [11.4.IMAGE] to point to potential vocabulary word or icon representing "Sender, Time, Subject, Attachment, Subject Field, On Topic, Appropriate."

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 Subject 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 **11.4.6**. Students that unlocked the badge will place the **Subject 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

"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 **11.4.7** Subject Field Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Subject Field Exit Ticket** [11.4.7.1], students design a subject for each email description.

T2 Using Tier 2 **Subject Field Exit Ticket** [11.4.7.2], students complete Vocab block about using email, or Trace 'n' Learn card [11.4.7.3].

T3 Using Tier 3 **Subject Field Exit Ticket** [11.4.7.3], 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. [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.**

LVL 2 UNIT 10: LESSON 4 SUBJECT FIELD

Dollar Tracker

11.Dollar tracker

Subject:

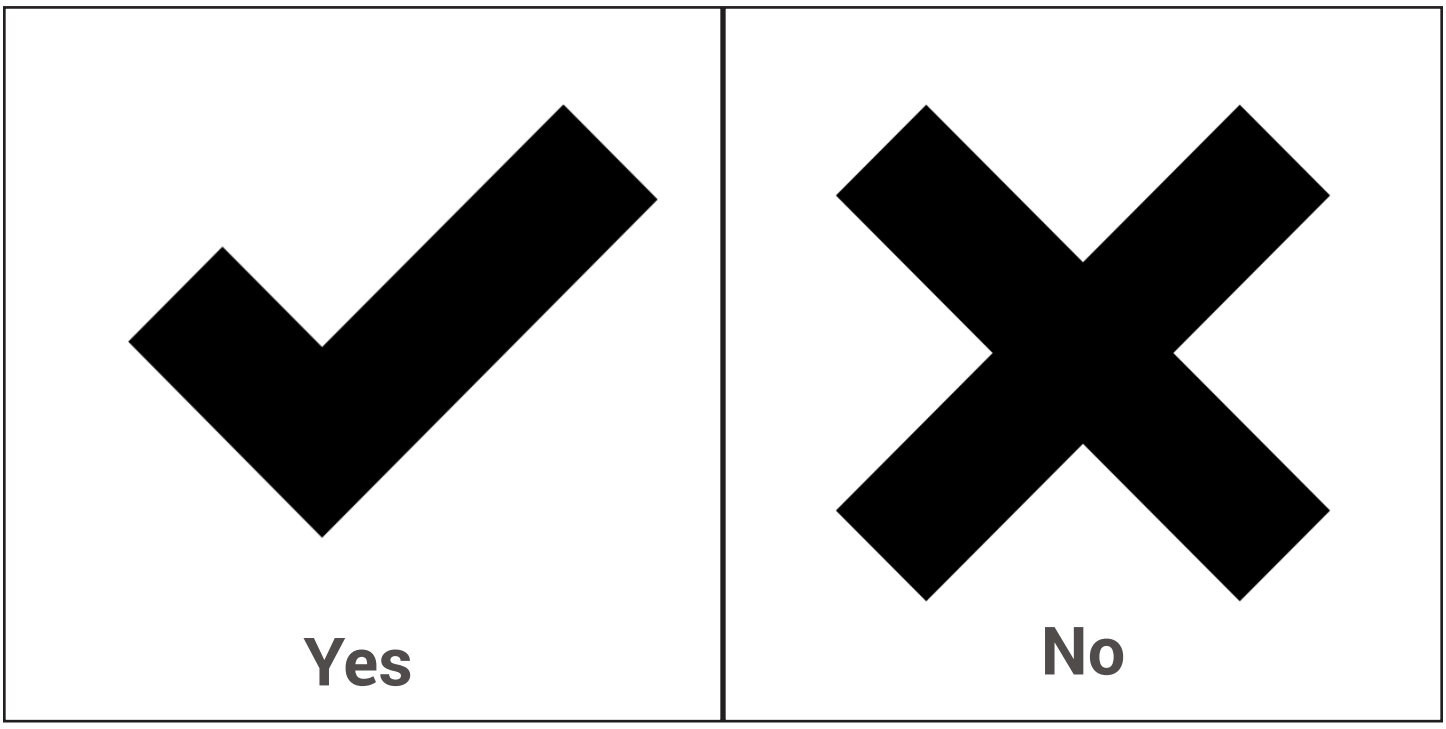
Subject Field

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

Subject:
Subject Field

YES OR NO IMAGE EXCHANGE CARD

11.IEC.Y/N

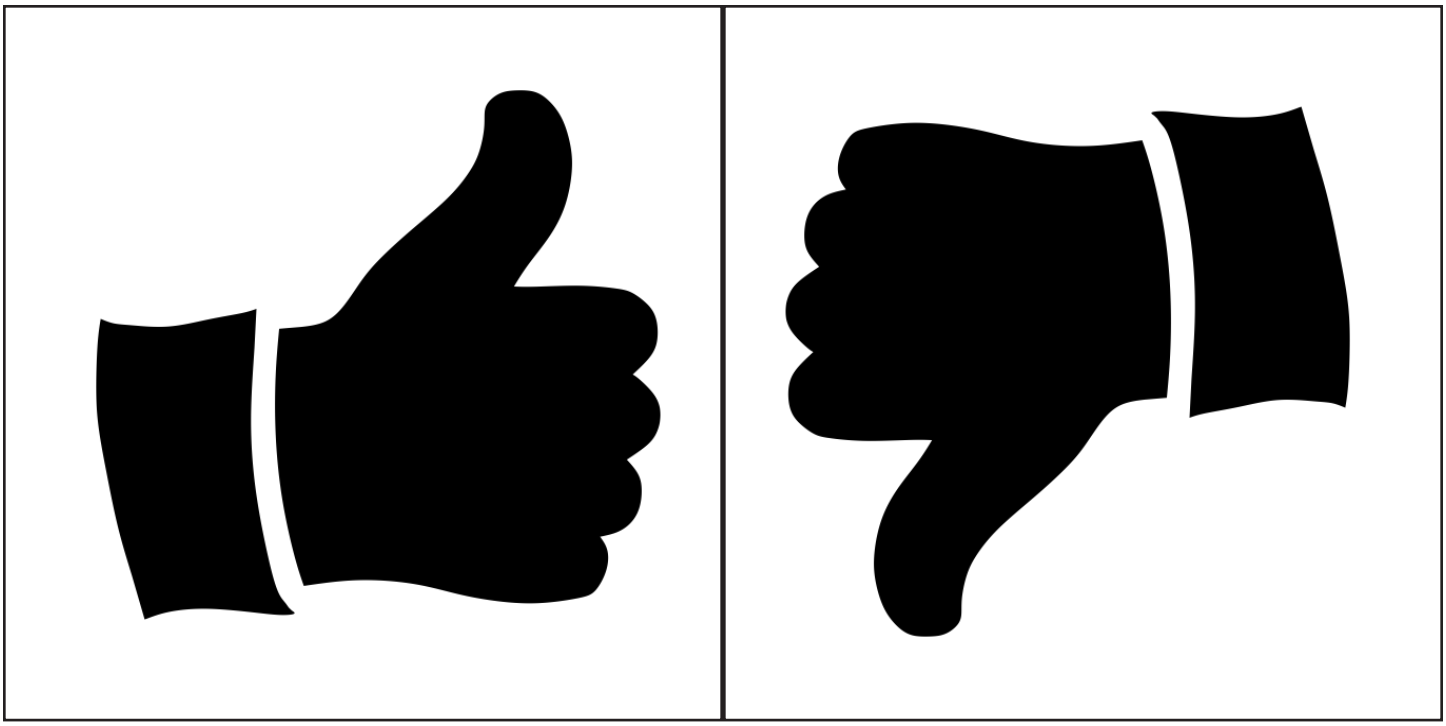


Subject:

Subject Field

THUMBS IMAGE EXCHANGE CARD

11.IEC.THUMB



Subject:
Subject Field

IMAGE EXCHANGE CARDS

11.4.IMAGE

Directions: Cut out

On Topic

Appropriate

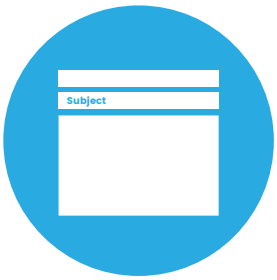
Schedule Interview

Complete a task

Schedule

Attachment

Subject Field



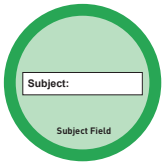
Sender

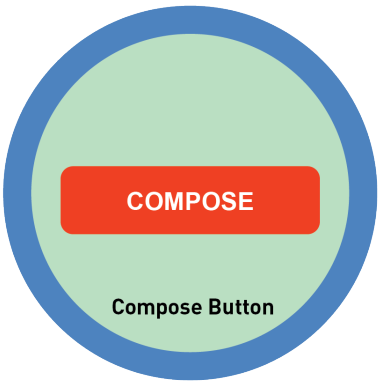
Time

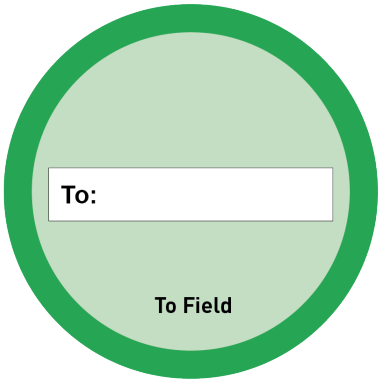
LVL 2 UNIT 10: LESSON 4 SUBJECT FIELD

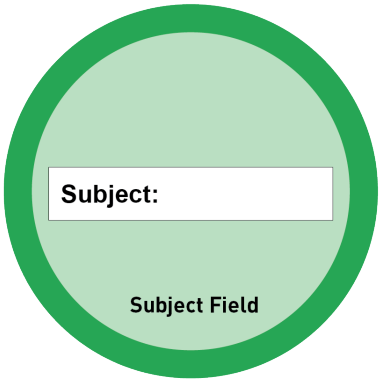
BADGE BOARD

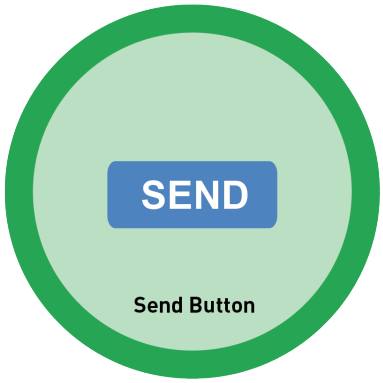
11.BADGE

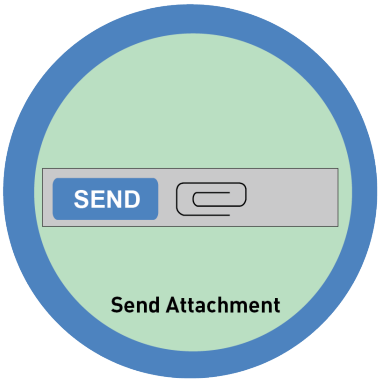






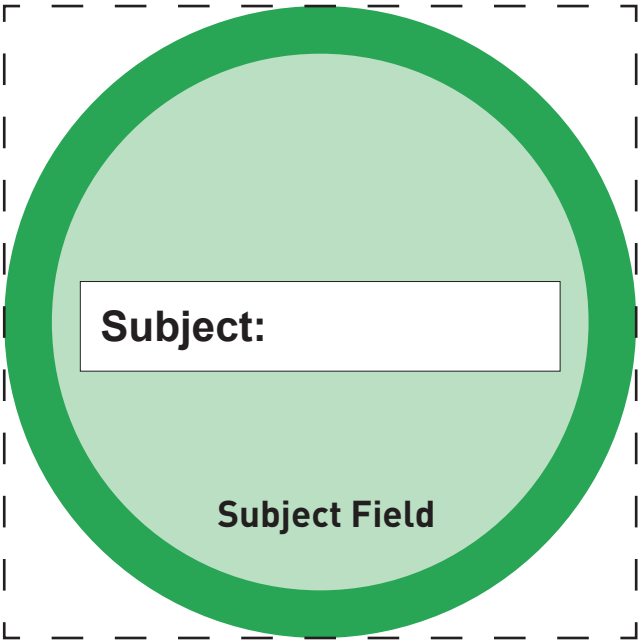






WORD WALL PRINTOUT

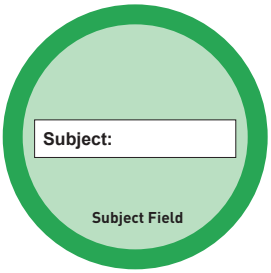
11.4.6



The subject field tells the reader what the email is about.

DIFFERENTIATION

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

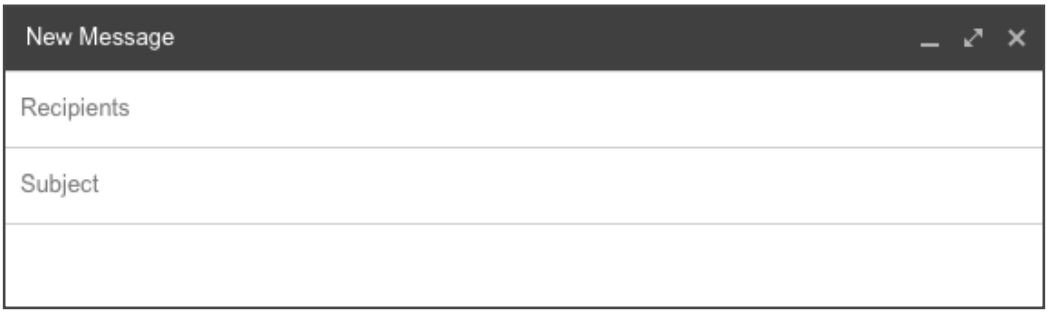


T1 SUBJECT FIELD EXIT TICKET SUBJECT ACTIVITY

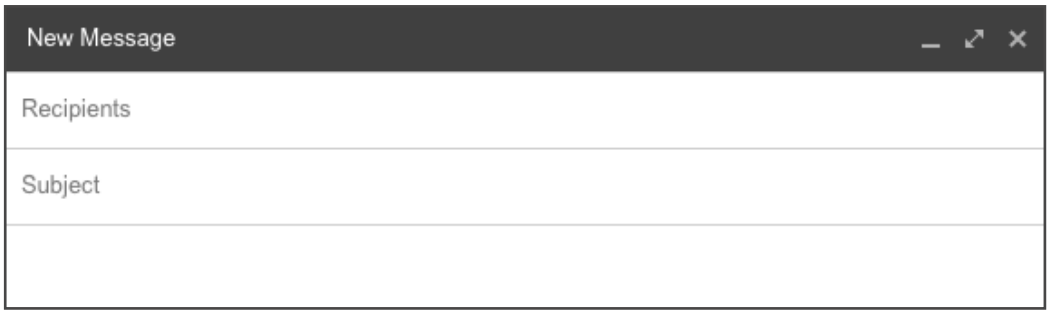
11.4.7.1

Directions: Design a subject for each email description.

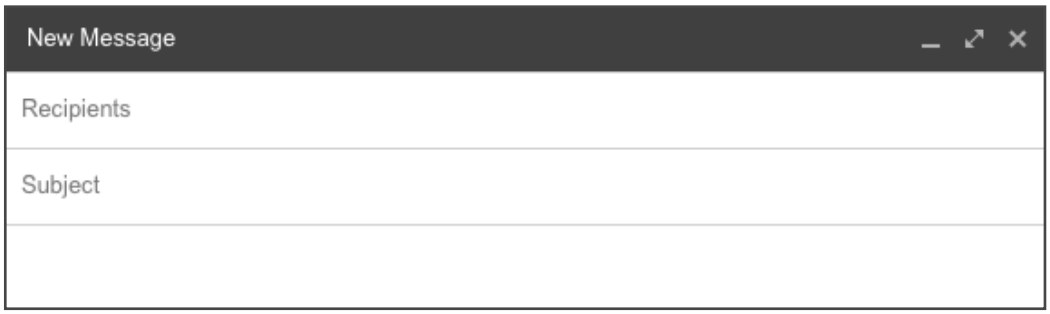
Tara is sending an email to Katy about tonight's homework assignment. She couldn't remember what pages to complete.

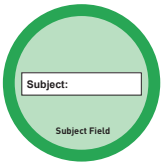


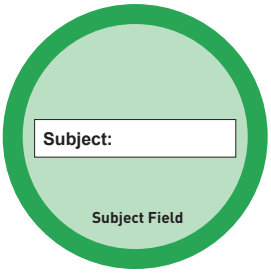
Carl is sending an email to his boss to discuss some ideas he has for the store. He wants to arrange a meeting with him next week.



Joe is sending an email to his doctor about his medical treatment plan. He is asking some questions about his latest visit.







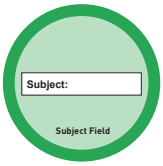
T2 SUBJECT FIELD EXIT TICKET VOCAB BLOCKS

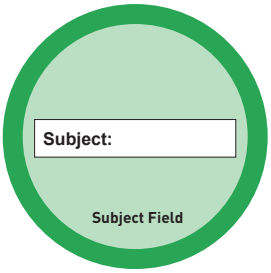
11.4.7.2

Name: _____

Date: _____

Define	Sentence
Subject Field	
Examples	**Draw**



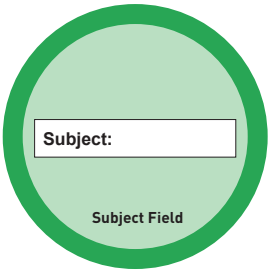


T3 SUBJECT FIELD EXIT TICKET TRACE 'N' LEARN CARDS

11.4.7.3

Subject Field

The subject field tells the reader what the email is about.



WORKPLACE CONNECTIONS

11.4.WC.1

Directions: Look at the Gmail Windows. In the To Field, type in your teacher's email address carefully. Create and write five appropriate email subjects for an email to your teacher about your favorite movie, food, school subject, hobby and animal.

New Message
Recipients
Subject

New Message
Recipients
Subject

New Message
Recipients
Subject

New Message
Recipients
Subject

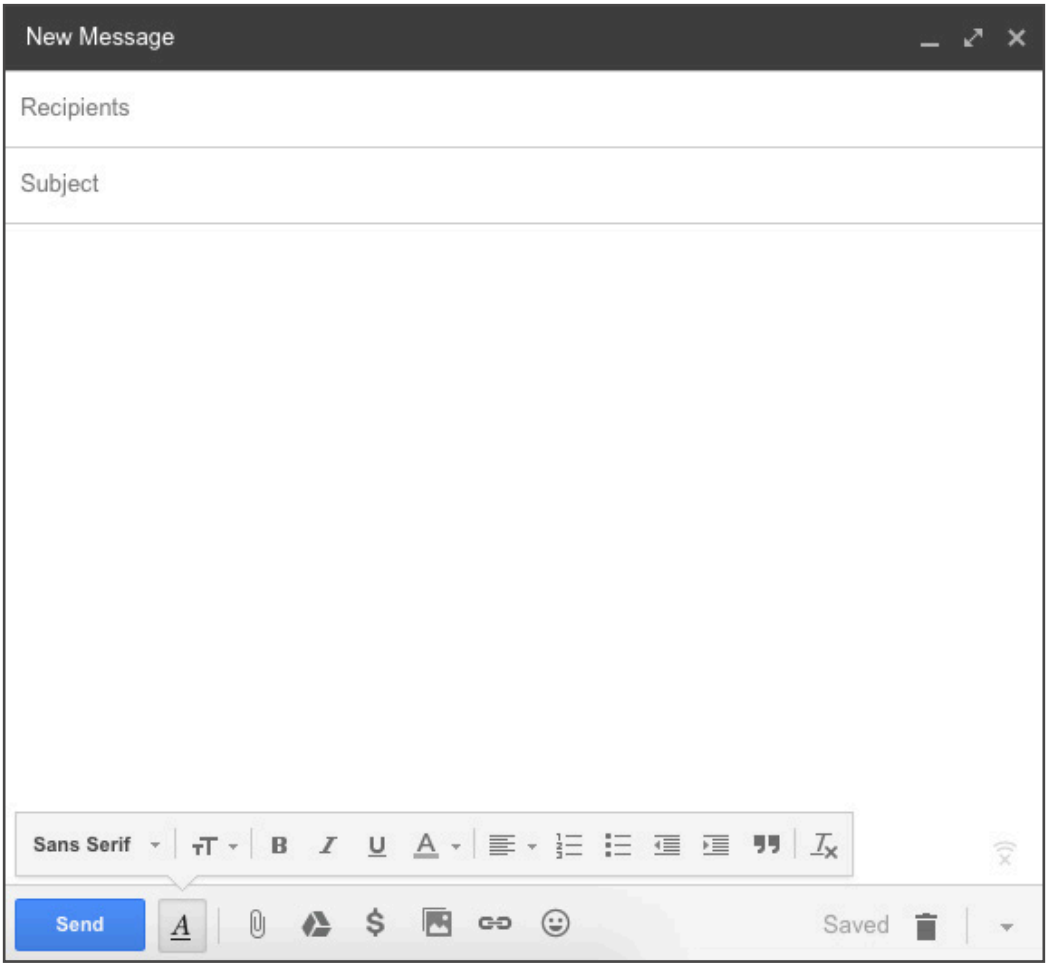
New Message
Recipients
Subject

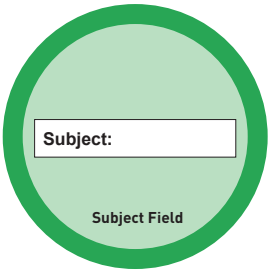
Subject:
Subject Field

WORKPLACE CONNECTIONS

11.4.WC.2

Directions: Look at the Gmail Window. In the To Field, type in your teacher's email address carefully. Create an appropriate email subject for an email to your teacher about your favorite movie.

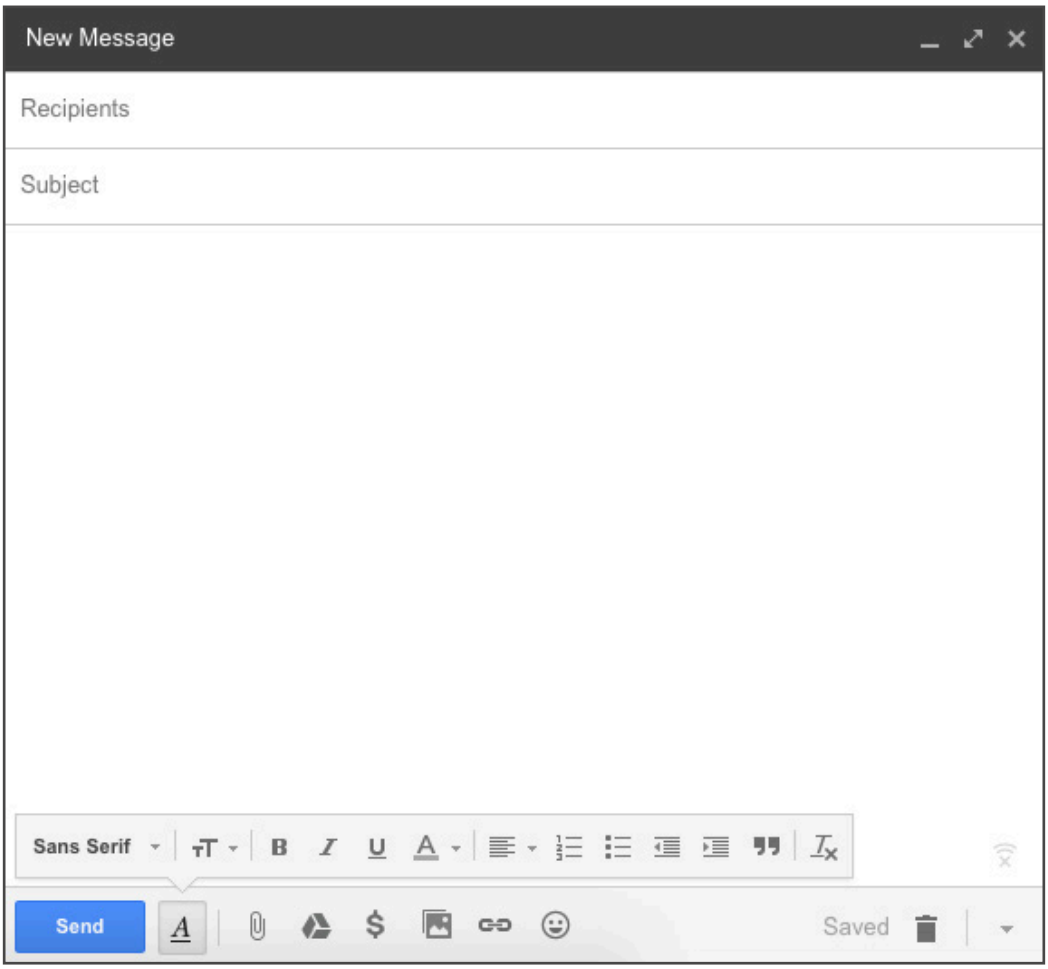




WORKPLACE CONNECTIONS

11.4.WC.3

Directions: Look at the Gmail Window. Circle the To Field, where you would type in the email address and the subject field where you would type in the subject of an email.



Subject:
Subject Field

READING MAZE

11.4

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

The Gmail inbox window tells you _____

(who, how)

the sent an email, _____ folder.

(where, when)

the email was sent, the _____

(subject, response)

the email is about and if it has an _____.

(virus, attachment)

When sending an email, you must write the _____.

(subject, body)

in order to tell the reader what the email is about. The subject should be no longer than _____ words or a short sentence.

(four, five)