

UNIT 11: SENDING AN EMAIL IN GMAIL

LESSON 5: THE EMAIL BODY

LESSON OVERVIEW

The next field you will complete is the body field. This is the body field. The body field is the largest field on the email window. It is the field where you will type your email message.

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

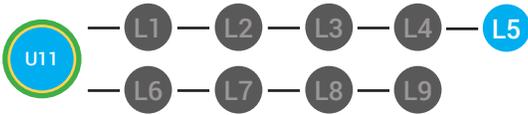
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 11**
5. Select **Lesson 5 - The Email Body**

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 are the fields we have learned about when the new email window appears?”*



Possible Answers: We have learned about the To Field and the Subject Field.

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



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.



3. Distribute **11.5.IMAGE** Image Exchange Cards to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



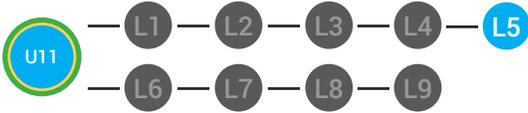
Writes response on board



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



Uses **Image Exchange cards** [11.5.IMAGE] to point to potential vocabulary word or icon representing “to field and subject 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]

<p>+\$ PARTICIPATION</p> <p>“Marcus + you answered correctly! You earned a dollar! Nice job!”</p>	<p>-\$ INTERRUPTIONS</p> <p>“Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.”</p>
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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.



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.



3. Distribute **11.5.IMAGE** Image Exchange Cards to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1 Writes five ways in their notebook

T2 Chooses from a list of options

T3 Uses **Image Exchange cards** [11.5.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]

<p>+\$ PARTICIPATION</p> <p>“Marcus + you answered correctly! You earned a dollar! Nice job!”</p>	<p>-\$ INTERRUPTIONS</p> <p>“Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.”</p>
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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: The Email Body



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

T1

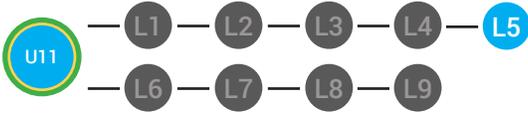
Verbal Response

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 the email body.”*

4. Ask students to give a thumbs up every time they hear and/or see the words The Email Body 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



Puts thumbs up



Uses **Thumbs Image Exchange Card** [11.IEC.THUMB]



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]

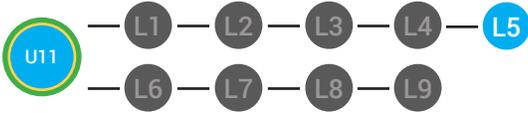
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]



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.

+\$ 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.”



INFORMAL ASSESSMENT



1. Ask, *“For a participation dollar, who can tell me what is the name of the field we learned about today?”*

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

Answer: Today we learned about the Body Field.

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

2. Ask, *“For a participation dollar, who can tell me what goes in the body field?”*

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

Possible Answers: The body field is where the email message goes.

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

3. Ask, *“For a participation dollar, who can tell me how do you know which one is the body field?”*

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

Possible Answers: The body field is the largest field in the email window.

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



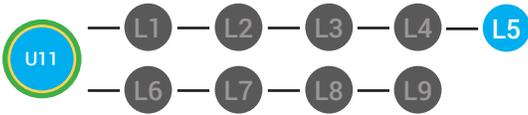
Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment. Require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student’s expressive communication.

“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.”



4. Distribute **11.5.IMAGE** Image Exchange Cards to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Verbal response

T2

Writing it down

T3

Uses **Image Exchange cards** [11.5.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.

+\$ PARTICIPATION

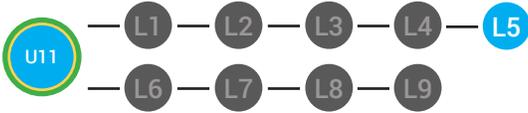
*“Marcus + you answered correctly!
You earned a dollar! Nice job!”*

-\$ 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.”



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 Body 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 **11.5.6**. Students that unlocked the badge will place the **The Email Body** 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]

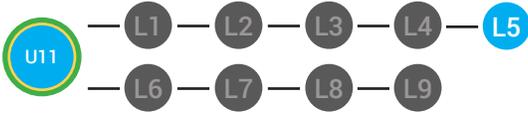
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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 **11.5.7 The Email Body Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **The Email Body Exit Ticket** [11.5.7.1], students will answer multiple choice questions about using email.

T2

Using Tier 2 **The Email Body Exit Ticket** [11.5.7.2], students complete Vocab block about using email, or Trace 'n' Learn card [11.5.7.3].

T3

Using Tier 3 **The Email Body Exit Ticket** [11.5.7.3], 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**.



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

Yes

No



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

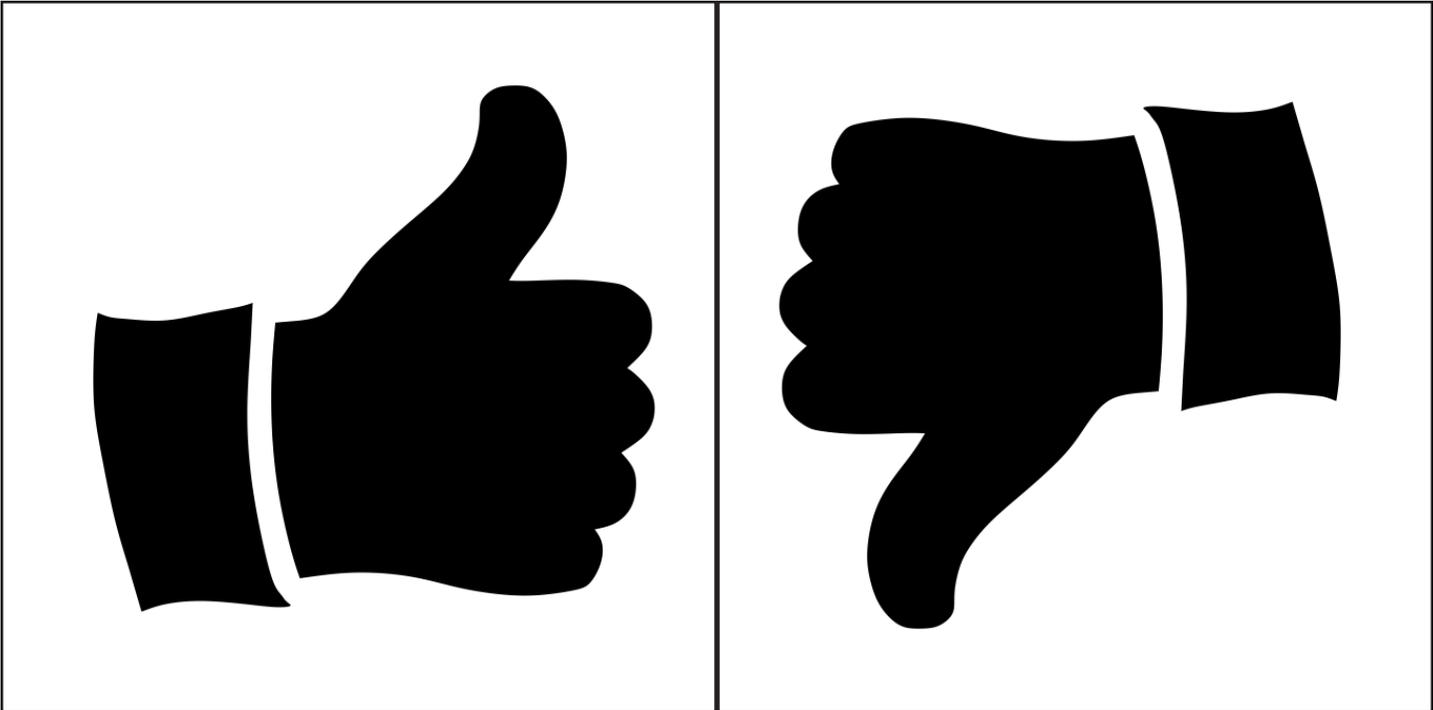


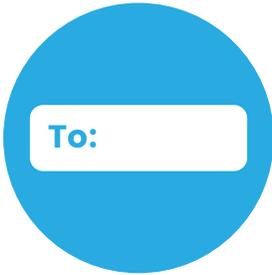


IMAGE EXCHANGE CARDS

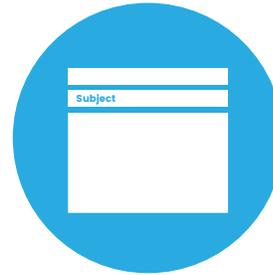
11.5.IMAGE

Directions: Cut out

To Field



Subject Field



Schedule Interview



Complete a task



Schedule

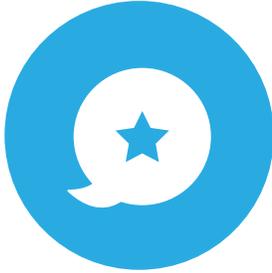


Sender





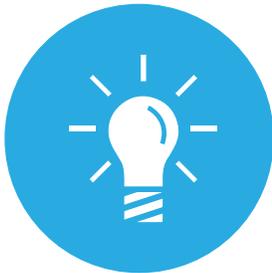
On Topic



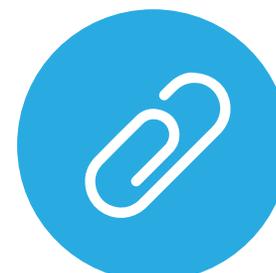
Appropriate



Subject



Attachment



Time





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

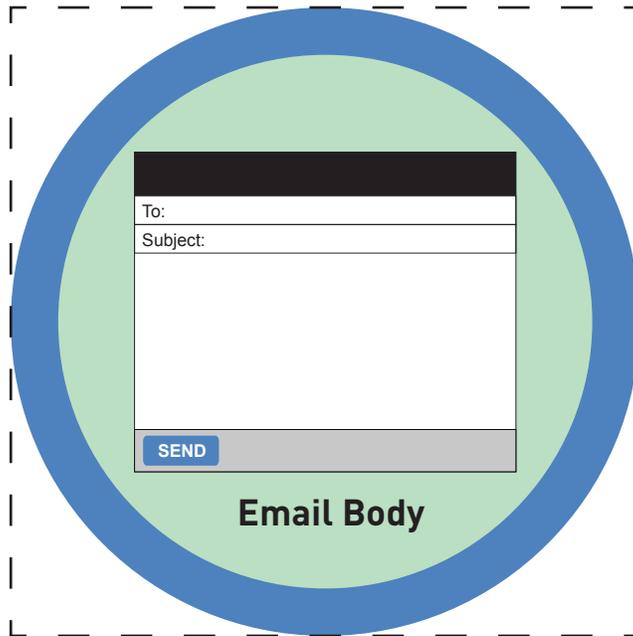
Save Email

Sending Email



WORD WALL PRINTOUT

11.5.6

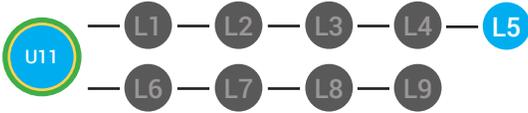


The Body Field is the largest box in the email window where you will type the email message.



DIFFERENTIATION

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



T1

THE EMAIL BODY EXIT TICKET MULTIPLE CHOICE

11.5.7.1

1. When you open a new email window, which three fields are there?

- a. Subject field, compose field, body field.
- b. To field, subject field, body field.
- c. To field, subject field, compose field.

2. What field is the largest field in the email window?

- a. Subject field
- b. To field
- c. Body field

3. What goes in the email body field?

- a. The email address
- b. What the email is about
- c. The email message

4. What goes in the to field?

- a. The email address
- b. What the email is about
- c. The email message

5. What goes in the subject field?

- a. The email address
- b. What the email is about
- c. The email message



T2 THE EMAIL BODY EXIT TICKET VOCAB BLOCKS

11.5.7.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

The Email Body



T3

THE EMAIL BODY EXIT TICKET
TRACE 'N' LEARN CARDS

11.5.7.3

The Email Body

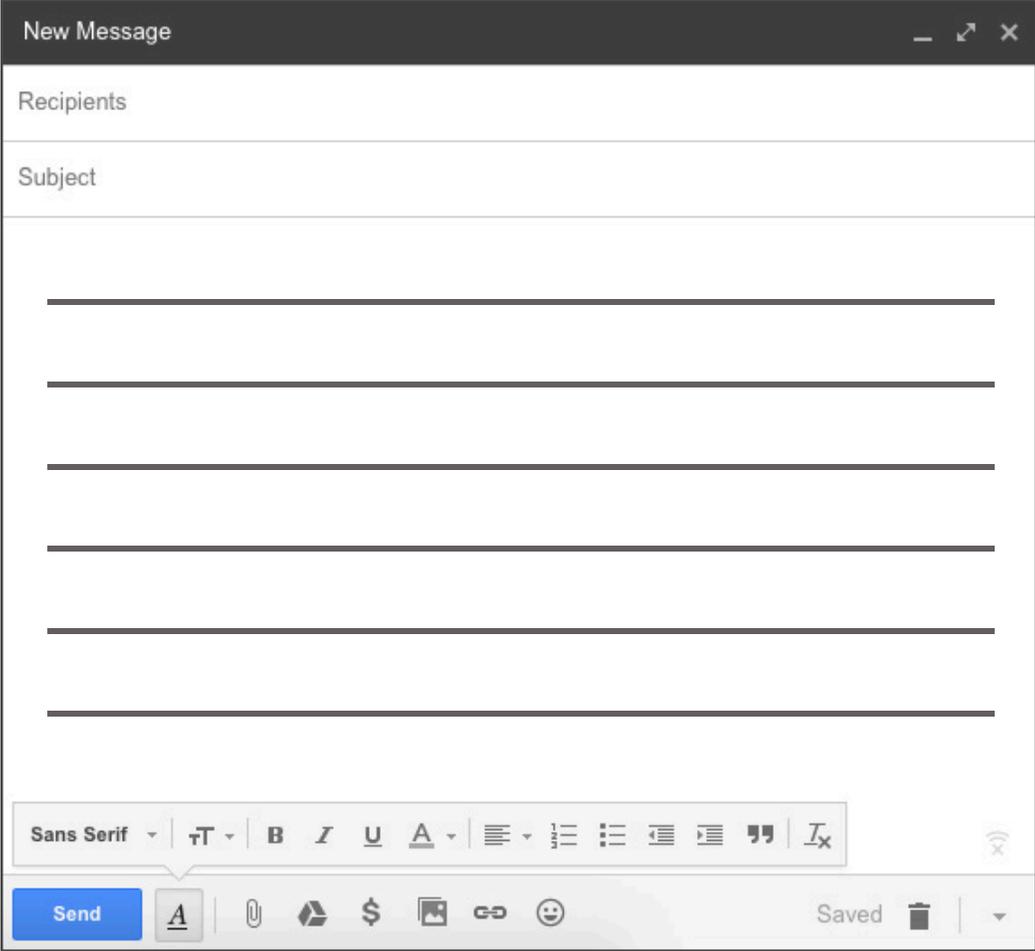
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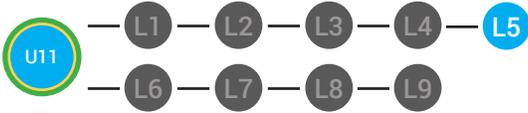


WORKPLACE CONNECTIONS

11.5.WC.1

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. Begin writing an email to your teacher about your favorite movie.

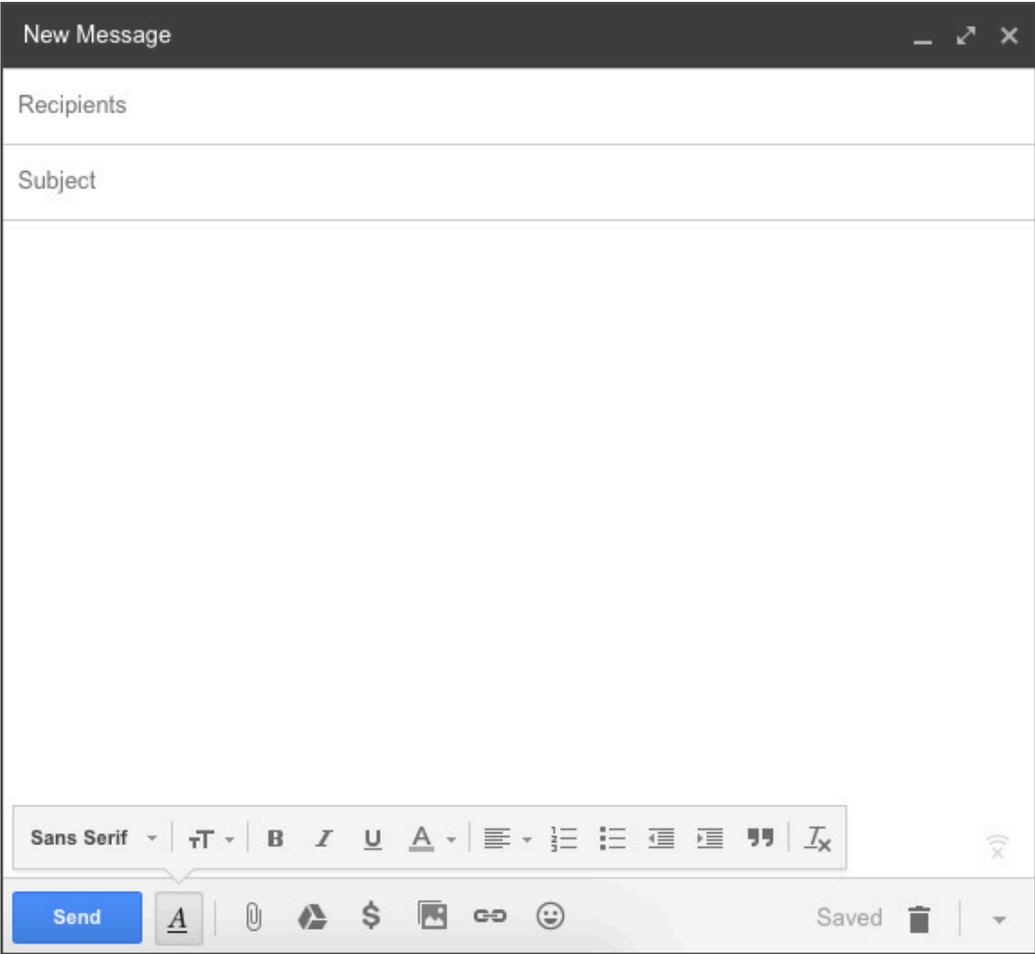


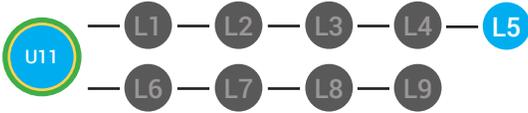


WORKPLACE CONNECTIONS

11.5.WC.2

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

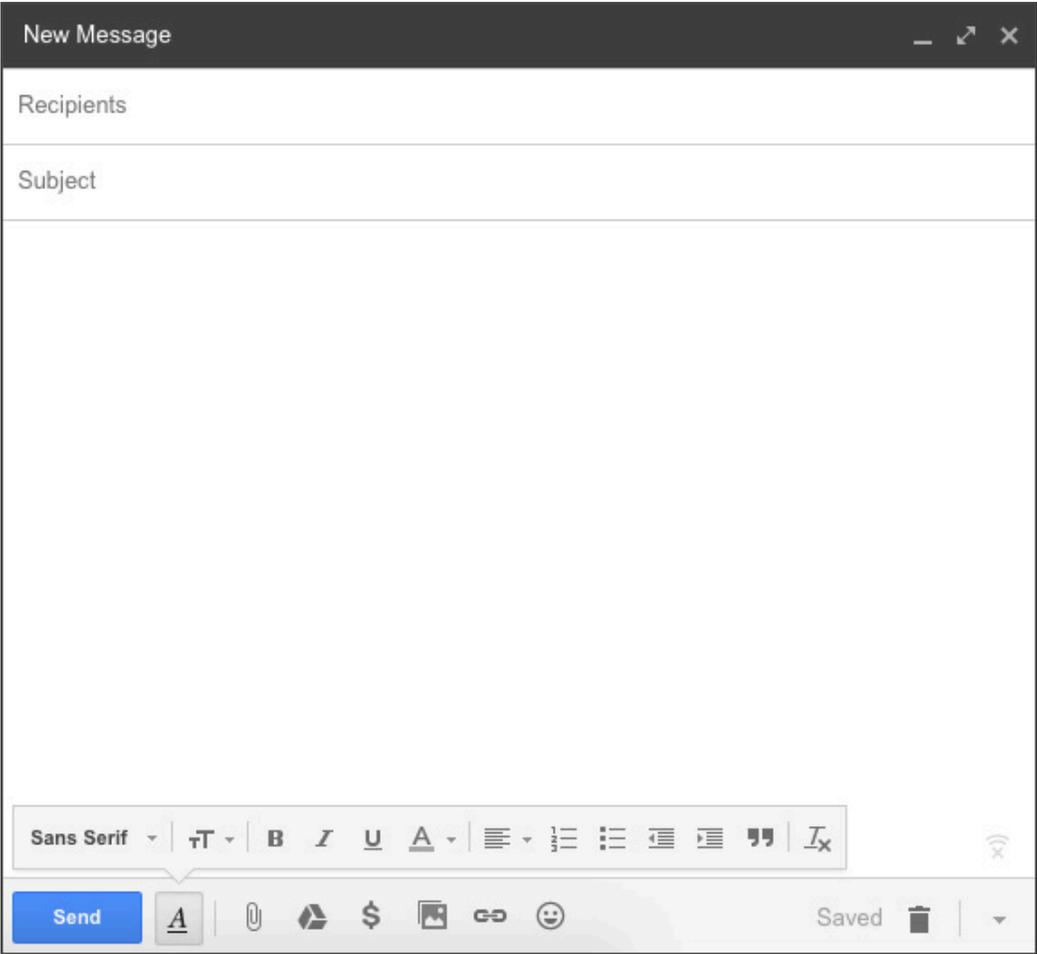




WORKPLACE CONNECTIONS

11.5.WC.3

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





READING MAZE

11.5

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

When you click the _____ button, a new email window will open.
(compose, to)

The first field is the _____ field,
(to, subject)

which is where the email address of the person you want to send the message to. The second field is the _____ field.

(to, subject)

In this field you must put a short description of what the email is about. The third and _____

(largest, smallest)

field is the _____.

(body, subject)

field. This is where you will type the email _____.

(message, address)