

UNIT 11: SENDING AN EMAIL IN GMAIL LESSON 6: SEND BUTTON

LESSON OVERVIEW

When you finish writing your email, you will send it! You will click on the send button when you are ready to send your email. When you click the send button, your email will be sent to the email address you typed in the to field. Gmail will send the email and then return you to your inbox. Remember your sent email will be stored in your sent mail folder.

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

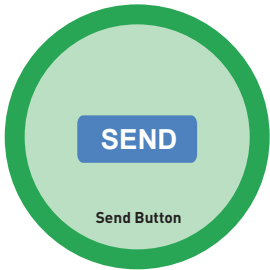
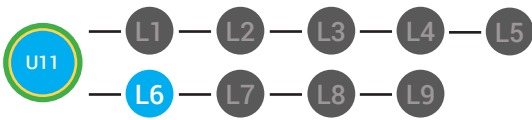
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 11**
5. Select **Lesson 6 - Sending 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.



LESSON PLAN

WARM UP



ACCESSING PRIOR KNOWLEDGE


1. Write on the board *“What are the three fields we have learned about?”*



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

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



3. Distribute **11.6.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



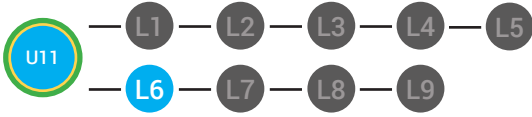
Writes response on board



Writes response on board with assistance from a Tier 1 partner



Uses **Image Exchange cards** [11.6.IMAGE] to point to potential vocabulary word or icon representing “to field, subject field and body 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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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: Send Button



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



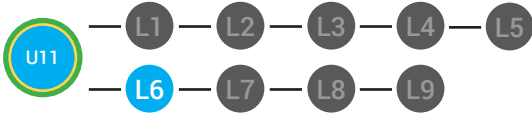
Verbal Response



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 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

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]

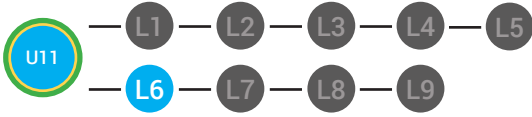


Pro tip Remember Rule

#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 how long the subject field should be?”*

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

Answer: The subject field should be no more than 4 words or a short sentence.

“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 what you click when you are finished writing your email message?”*

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

Possible Answers: You click the send button.

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



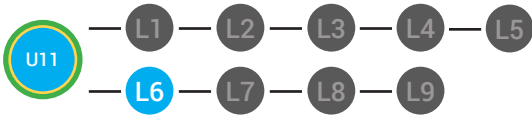
4. Distribute **11.6.IMAGE** Image Exchange Cards to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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** [11.6.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]

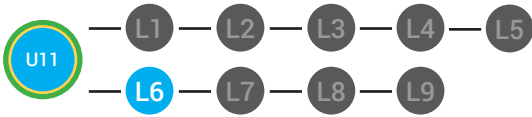


Pro tip: Increase the dollar amount for shy students or to increase motivation.

<p>+\$ FOLLOWING DIRECTIONS</p> <p><i>“Nice job following directions and giving a thumbs up! You’re earning a dollars! Nice job!”</i></p>	<p>-\$ OFF TASK</p> <p><i>“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.”</i></p>
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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 Send 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 **11.6.5** Students that unlocked the badge will place the **Send Button** 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]

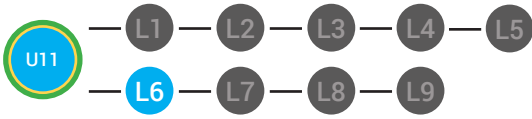
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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 **11.6.6 Send Button Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



Using Tier 1 **The Email Body Exit Ticket** [11.6.6.1], students will answer multiple choice questions about using email.



Using Tier 2 **The Email Body Exit Ticket** [11.6.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [11.6.6.3].



Using Tier 3 **The Email Body Exit Ticket** [11.6.6.3], 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]

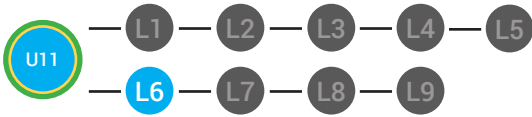
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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."



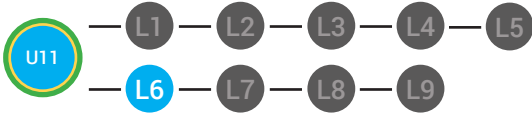
IMMEDIATE FEEDBACK/NEXT STEPS

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**.



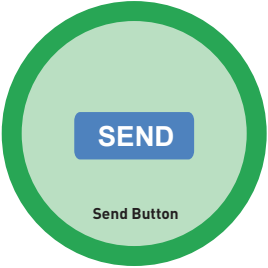
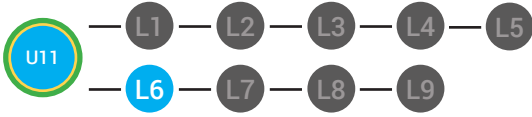
Behaviors

Name

- Successful +\$**
- Participation/Contributing
- Sharing/Helping/Collaborating
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging/Complementing

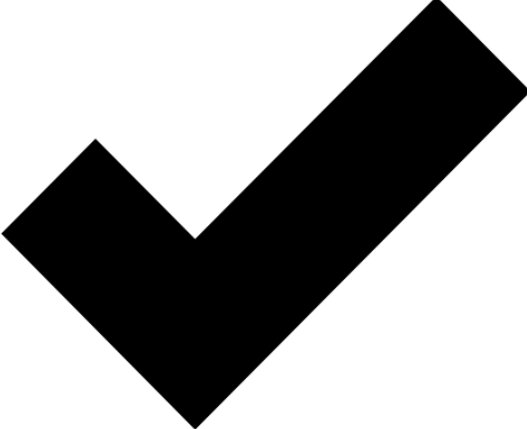
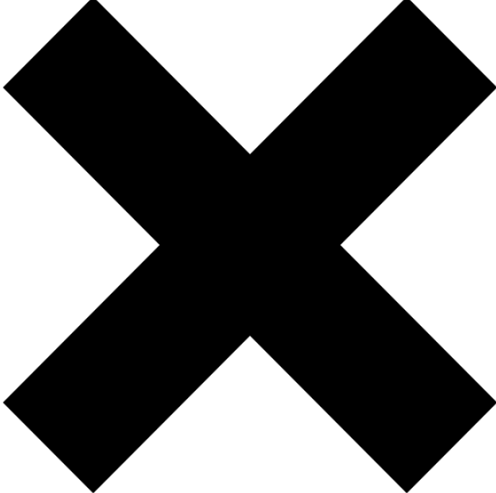
- Problematic -\$**
- Off Task
- Off-Topic/Inappropriate Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

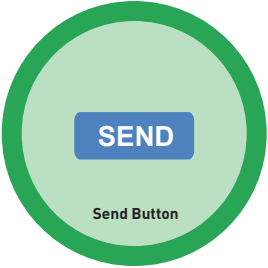
	EX: Sam					
Participation/Contributing	 					
Sharing/Helping/Collaborating						
Greeting a Guest						
Following Directions/Staying on Task						
Encouraging/Complementing						
Off Task						
Off-Topic/Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting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




 **YES OR NO IMAGE EXCHANGE CARD**

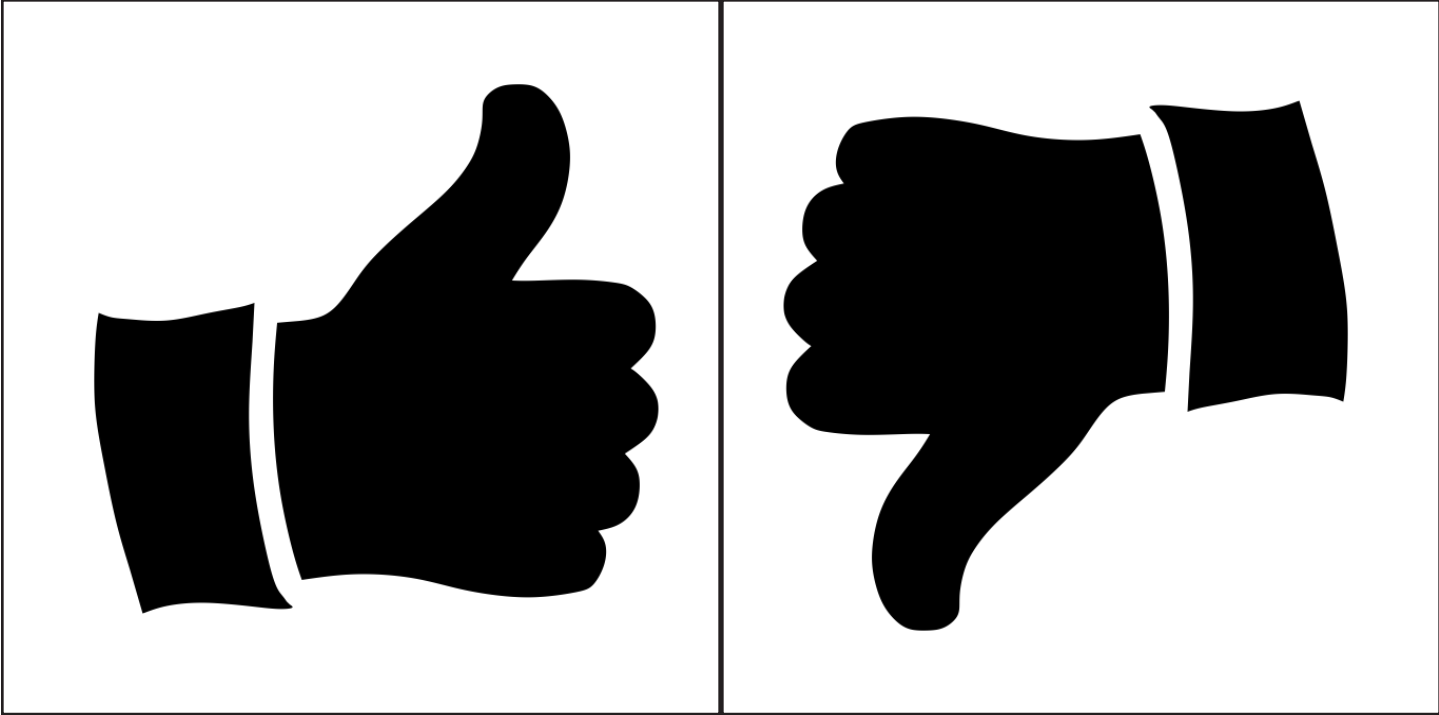
11.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE EXCHANGE CARD**

11.IEC.THUMB



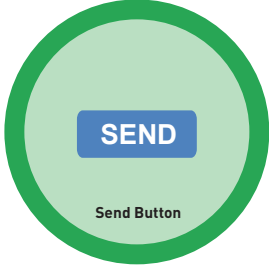
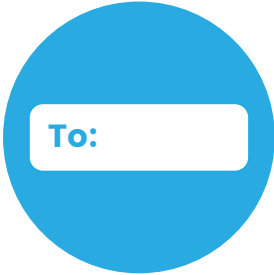
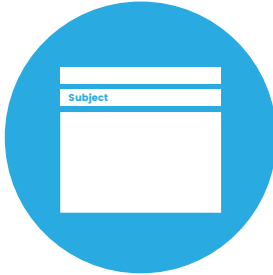






IMAGE EXCHANGE CARDS

11.6.IMAGE

Directions: Cut out

<p>To Field</p> 	<p>Subject Field</p> 
<p>Body Field</p> 	<p>Sender</p> 
<p>Schedule</p> 	<p>Time</p> 



On Topic



Appropriate

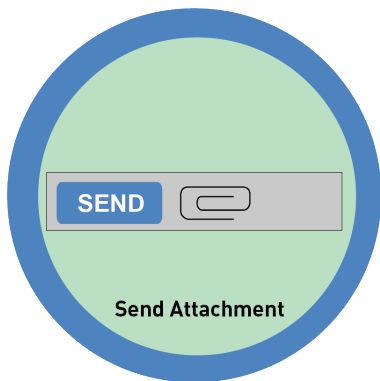
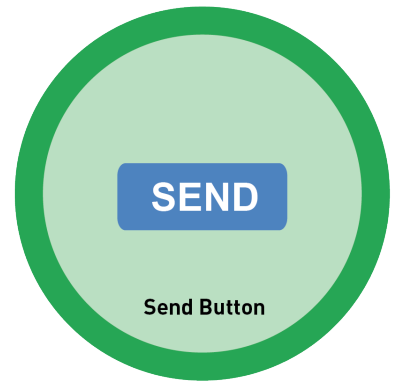
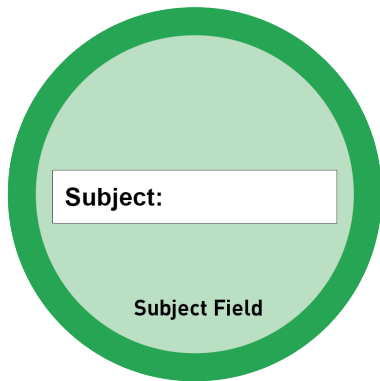
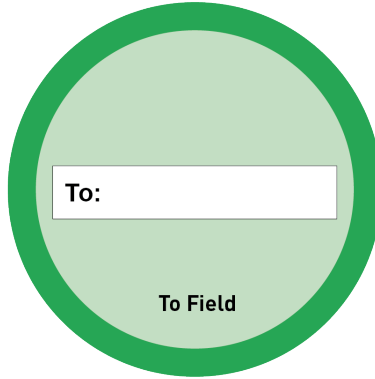
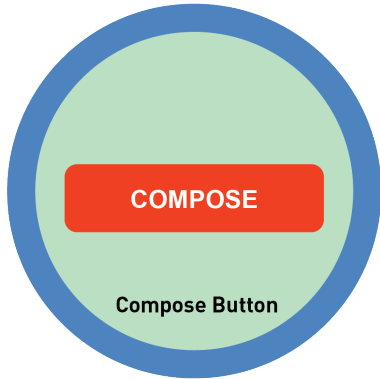
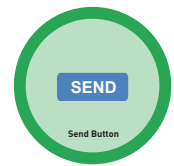


Subject



Attachment

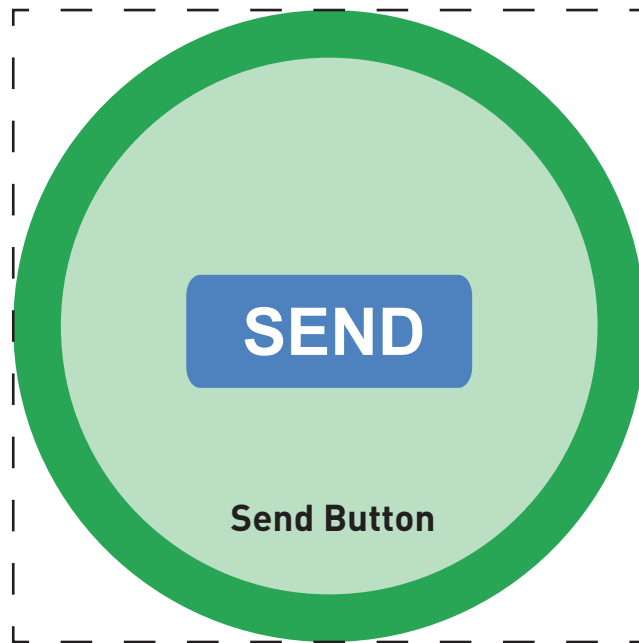






WORD WALL PRINTOUT

11.6.5

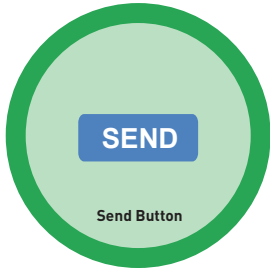
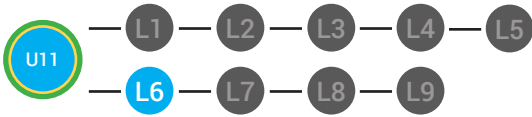


When you are finished typing your Email message, you must click the send button to send the message.



DIFFERENTIATION

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



T1

SEND BUTTON EXIT TICKET
MULTIPLE CHOICE

11.6.6.1

1. What do you do when you are finished writing your email?

- a. Click the compose button
- b. Click the X button
- c. Click the send button

2. When you click the send button, where does the email go?

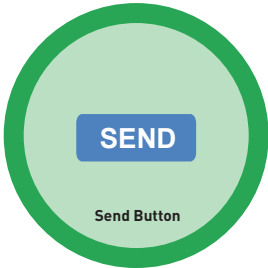
- a. To the email address you typed in the to field
- b. To the email address you typed in the subject field
- c. To the email address you typed in the body field

3. If you want to see the email you sent, where can you find it?

- a. In the inbox
- b. In the sent mail box
- c. In the email body field

4. How long should the subject be?

- a. A short sentence
- b. A long paragraph
- c. Leave it empty



T2 SEND BUTTON EXIT TICKET
 VOCAB BLOCKS

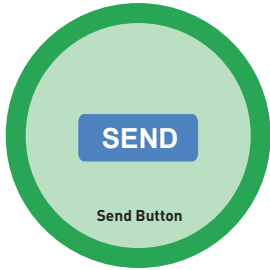
11.6.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Send Button



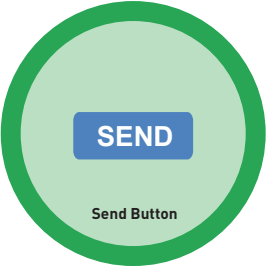
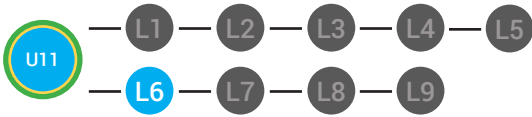
T3

SEND BUTTON EXIT TICKET
TRACE 'N' LEARN CARDS

11.6.6.3

Send Button

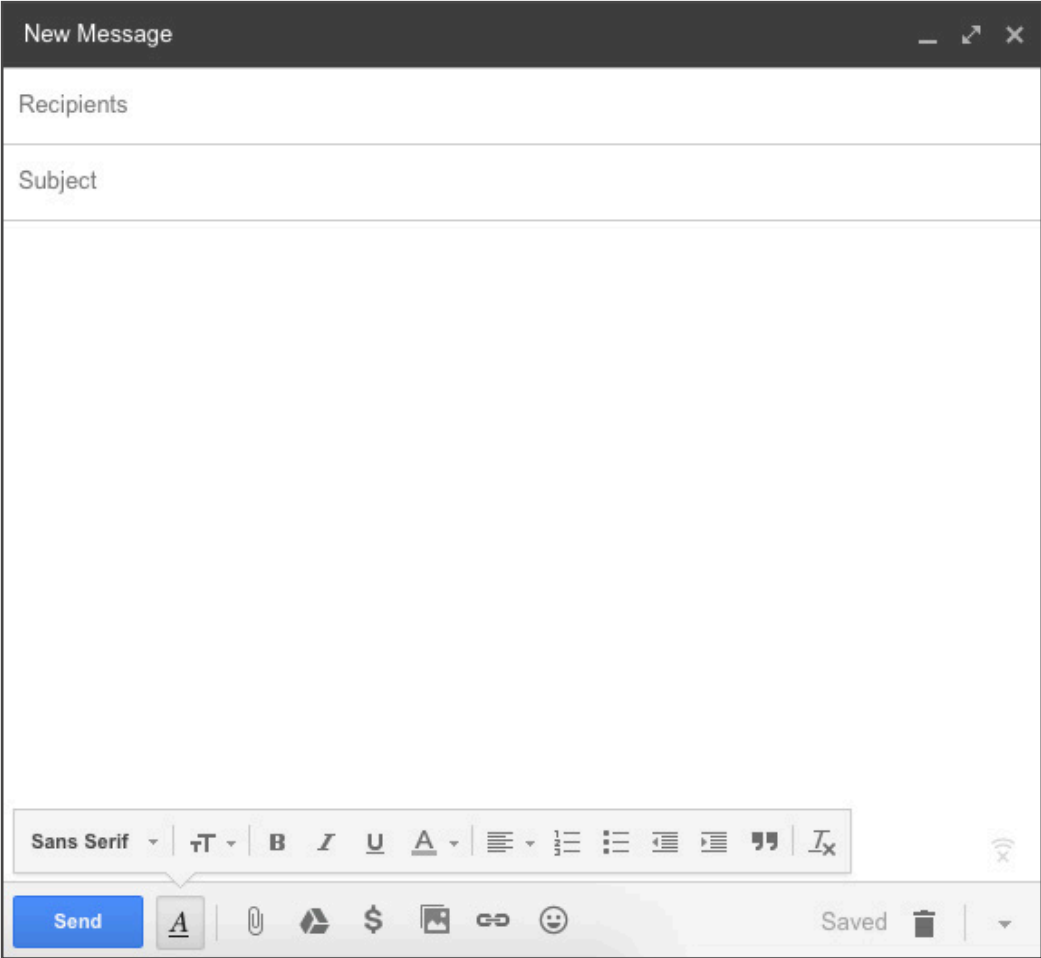
When you are finished typing your Email message, you must click the send button to send the message.

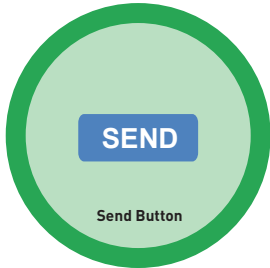
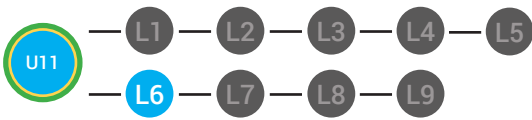


WORKPLACE CONNECTIONS

11.6.WC.1

Directions: Look at the new email 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 subject. Begin writing an email draft to your teacher about your favorite school subject and why. Circle the send button.

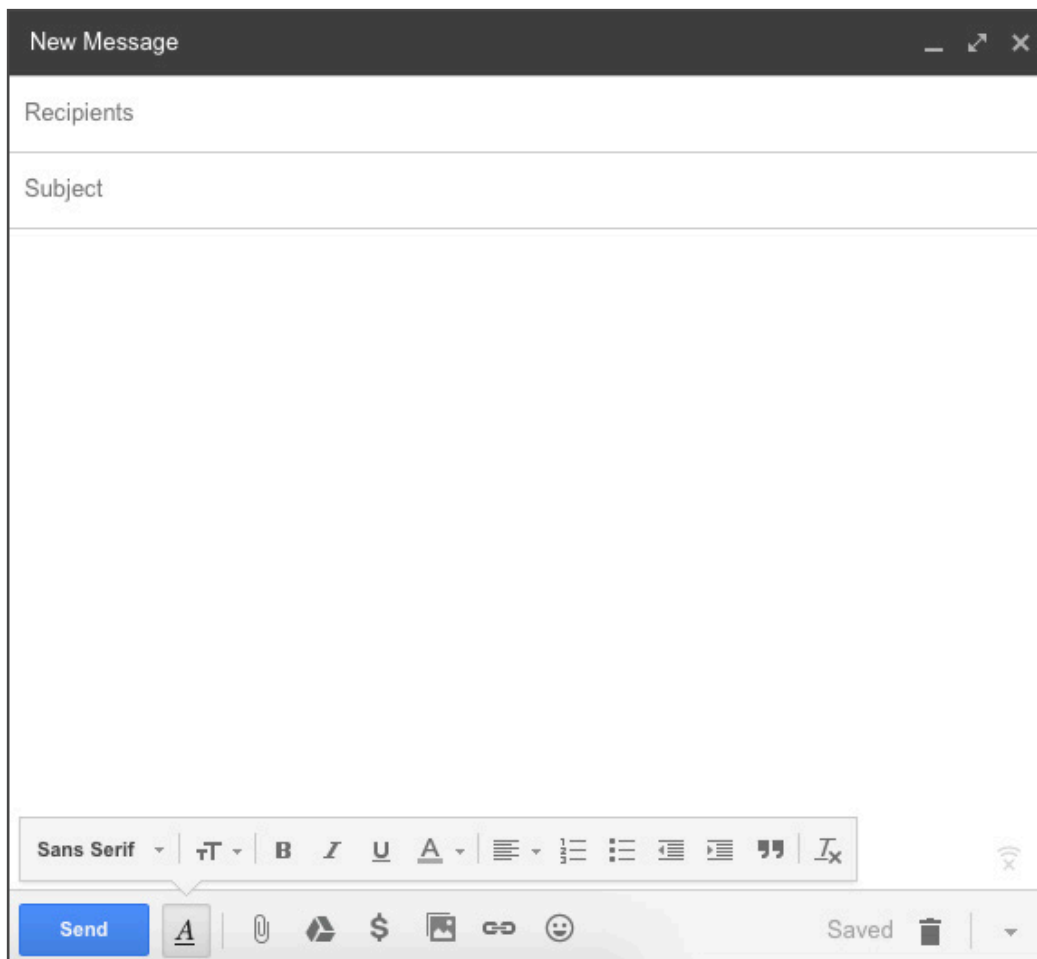


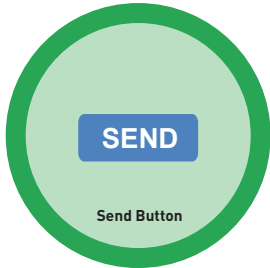
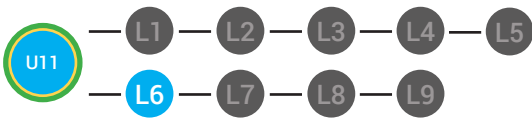


WORKPLACE CONNECTIONS

11.6.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, the email body where you would type the content of your email and the send button.

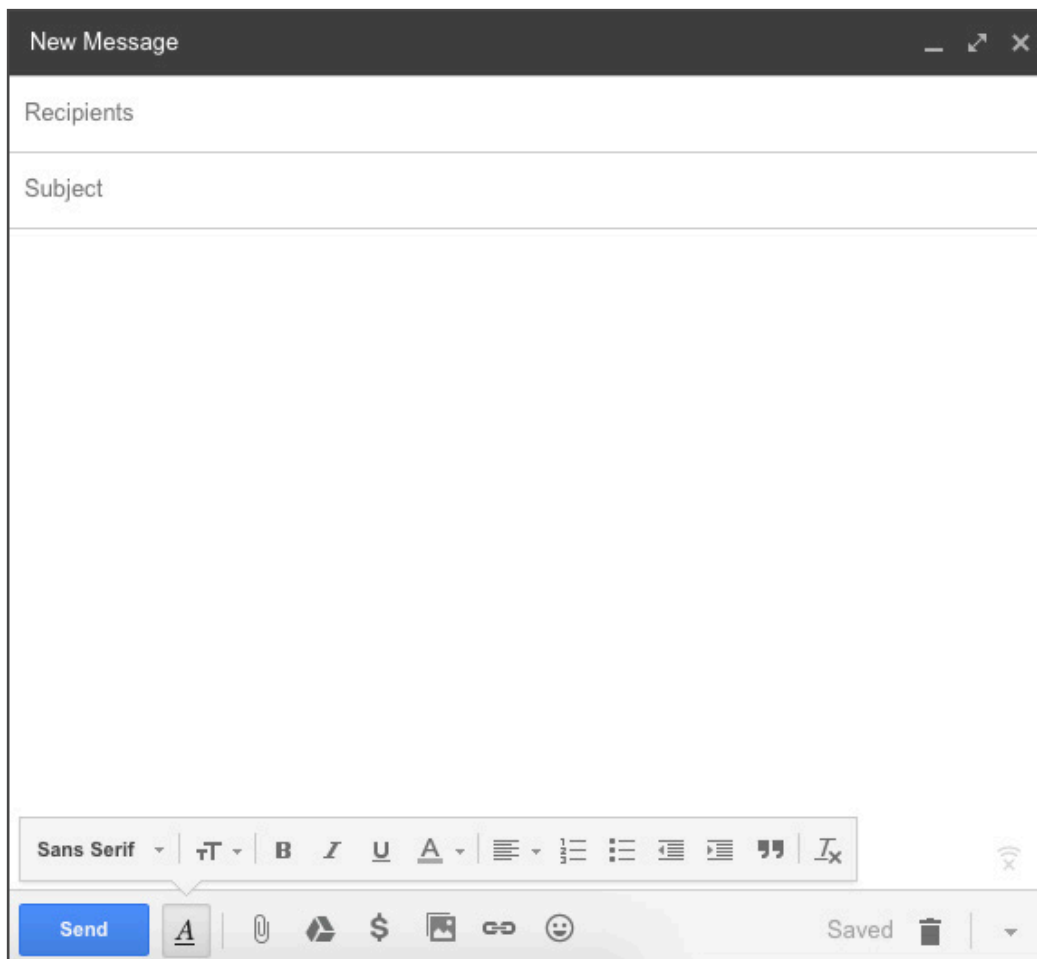


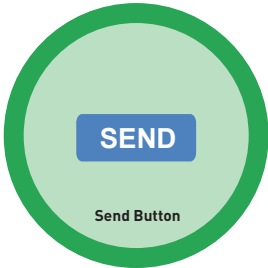
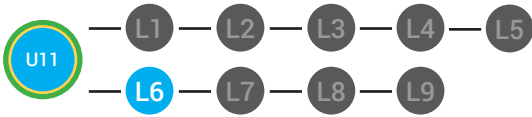


WORKPLACE CONNECTIONS

11.6.WC.3

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





READING MAZE

11.6

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

When you click the compose button, a new email window will open. You will write the email _____

(address, body)

of the person you want to send the email to in the to field. You must type a short description of the email in the _____ field.

(search, body)

Then you will type the email _____ in the email body field.

(message, address)

Once you are finished you will click the _____ button.

(send, compose)

The email will go to the email address you put in the to field. To see the email you sent, you can find it in the _____.

(inbox, sent email box)