

UNIT 11: SENDING AN EMAIL IN GMAIL

LESSON 8: SAVE AN EMAIL

LESSON OVERVIEW

If you start an email, but are not finished or ready to send it you can save it. Click the save button to save an email. When you save an email. the email will be in your draft folder. You can click on the word draft to see your saved email. Your draft folder is on the gmail menu. Click on the email to complete and send. Remember once you send an email the email will be 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

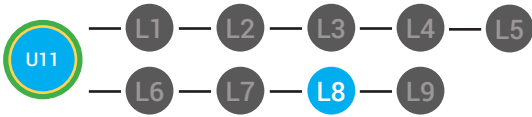
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 11**
5. Select **Lesson 8 - Save an Email**

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 must you do to send an email?”*

Possible Answers: Compose button, to field, subject field, body field and send the email.



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



3. Distribute **11.8.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



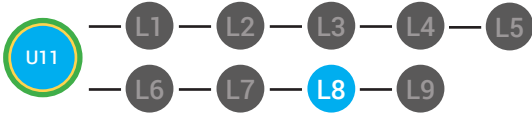
Writes response on board



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



Uses **Image Exchange cards** [11.8.IMAGE] to point to potential vocabulary word or icon representing “Compose button, to field, subject field, body field and send button.”



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>
--	---

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: Saving an Email



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



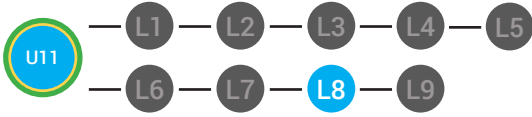
Verbal Response



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 save an email.”*

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

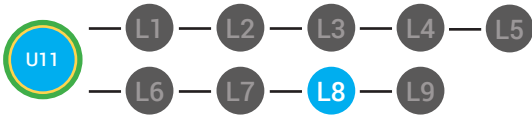


Pro tip Remember Rule

#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 you can do if you start an email but do not have time to finish it?”*

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

Answer: You can save it.

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

2. Ask, *“For a participation dollar, who can tell me where you can find an email that you have saved?”*

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

Possible Answers: In the draft folder.

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

3. Ask, *“For a participation dollar, who can tell me where to the draft folder is located.”*

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

Possible Answers: You click the attachment hyperlink.

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



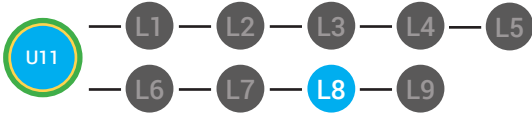
4. Distribute **11.8.IMAGE** Image Exchange Cards to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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** [11.8.IMAGE] to point to potential vocabulary word or icon representing “the Save button, Draft Folder, Gmail Menu.”



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

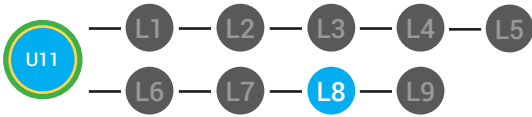
“Nice job following directions and giving a thumbs up! You’re earning a dollars! Nice job!”

-\$ 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 Saving an Email 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 **11.8.5** Students that unlocked the badge will place the **Save an Email** 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]**

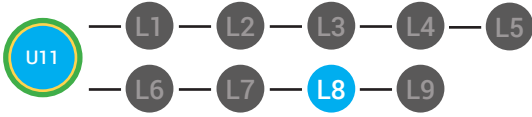
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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 **11.8.6 Save an Email Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

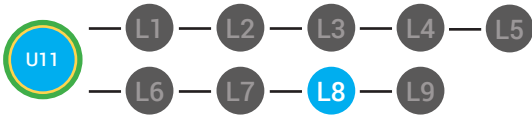
DIFFERENTIATION

- T1** Using Tier 1 **Saving an Email Exit Ticket** [11.8.6.1], students will answer multiple choice questions about using email.
- T2** Using Tier 2 **Saving an Email Exit Ticket** [11.8.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [11.8.6.3].
- T3** Using Tier 3 **Saving an Email Exit Ticket** [11.8.6.3], 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]

<p>+\$ PARTICIPATION</p> <p><i>"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."</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>
--	---



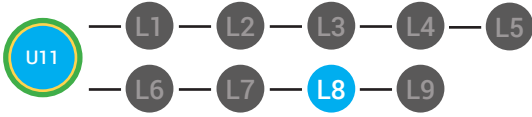
IMMEDIATE FEEDBACK/NEXT STEPS

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

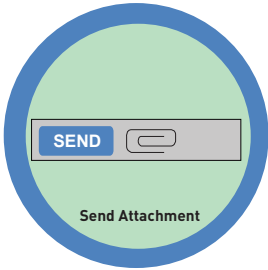
Complaining/Whining

Arguing

Interrupting

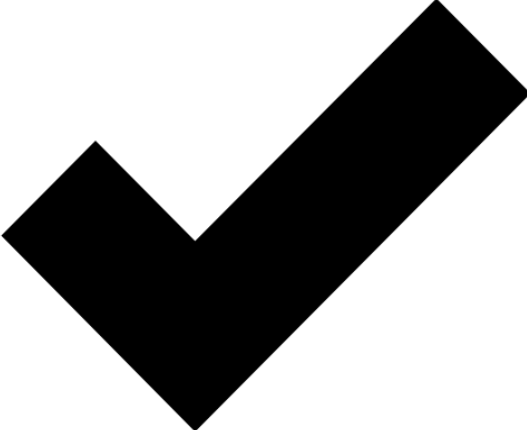
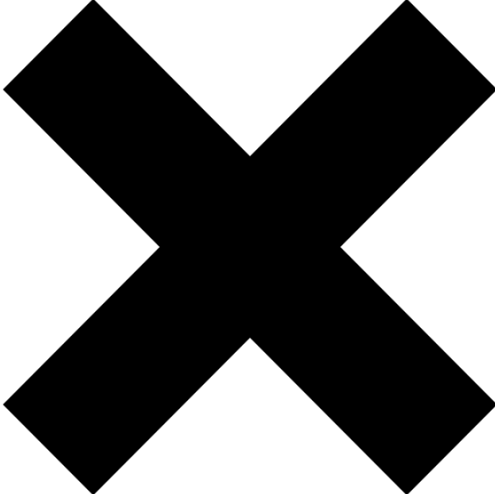
UMAPA

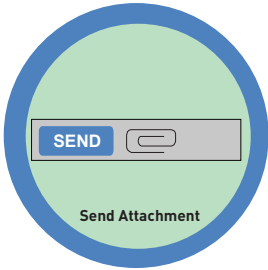
EX: Sam							
Participation/ Contributing							
Sharing/Helping/ Collaborating							
Greeting a Guest							
Following Directions/ Staying on Task							
Encouraging/ Complementing							
Off Task							
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining							
Arguing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




 **YES OR NO IMAGE EXCHANGE CARD**

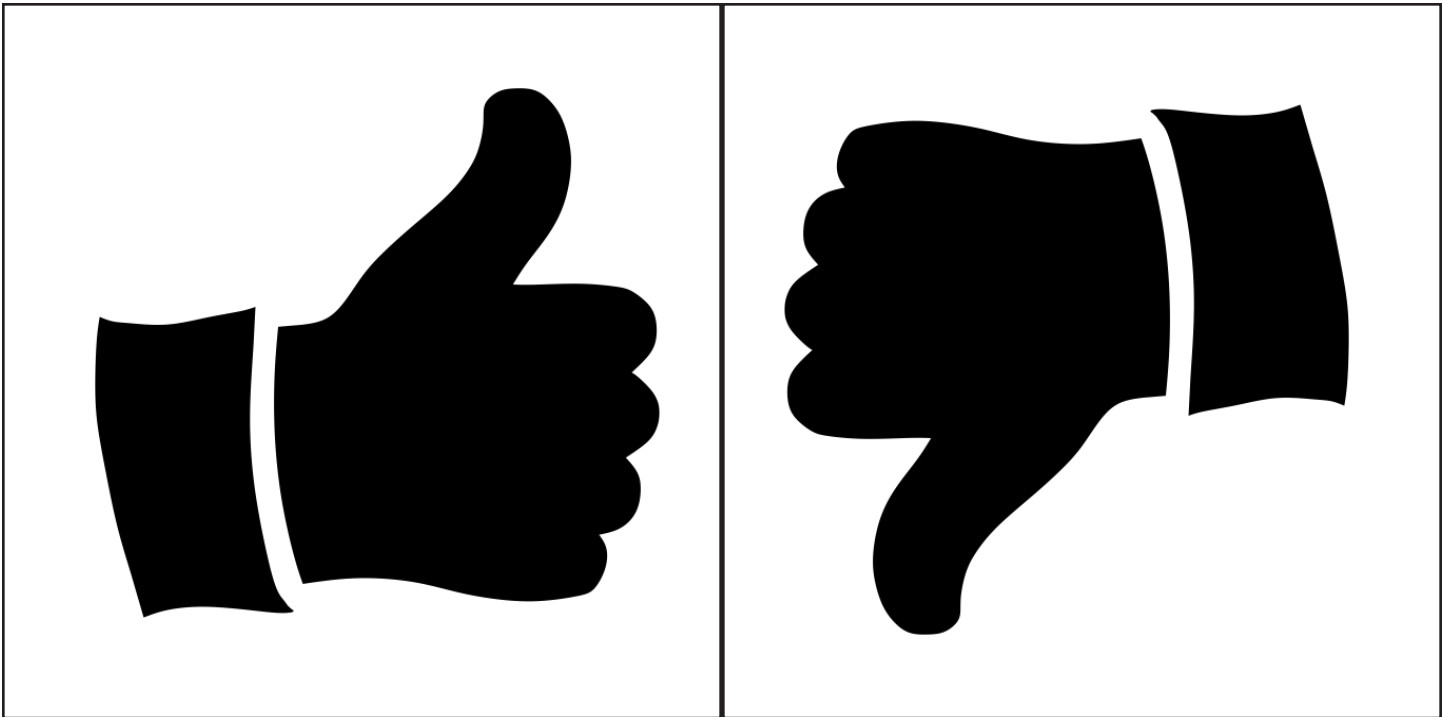
11.IEC.Y/N

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



 **THUMBS IMAGE EXCHANGE CARD**

11.IEC.THUMB



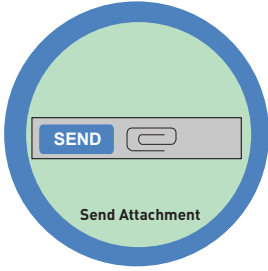
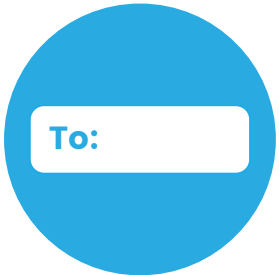
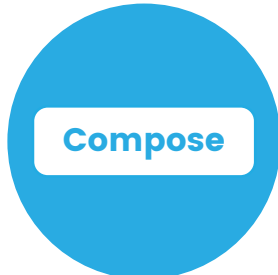

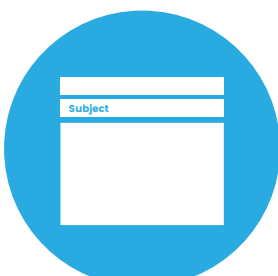
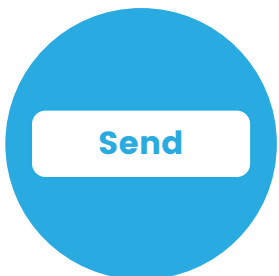



IMAGE EXCHANGE CARDS

11.8.IMAGE

Directions: Cut out

<p>To Field</p> 	<p>Compose Button</p> 
<p>Body Field</p> 	<p>Subject Field</p> 
<p>Send Button</p> 	<p>Save Button</p> 

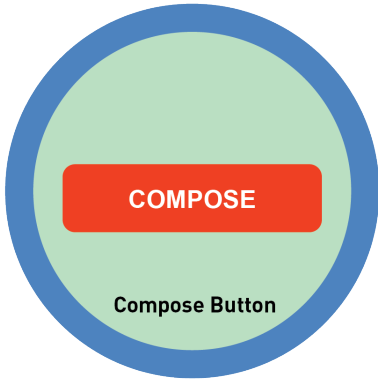


Gmail Menu

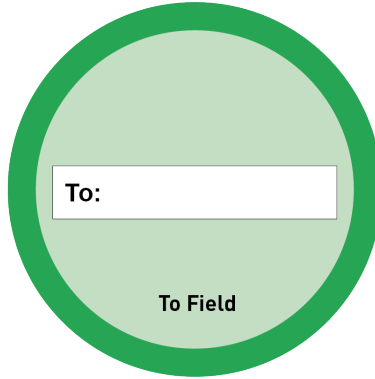


Draft Folder





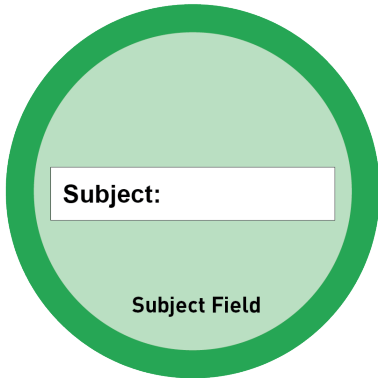
Compose Button



To Field



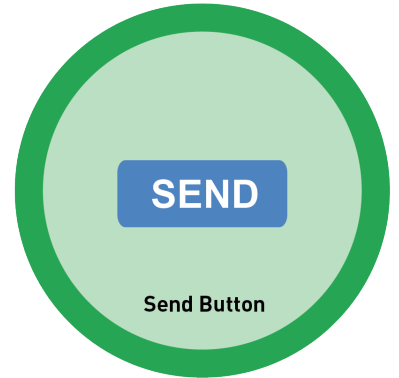
Multiple Recipients



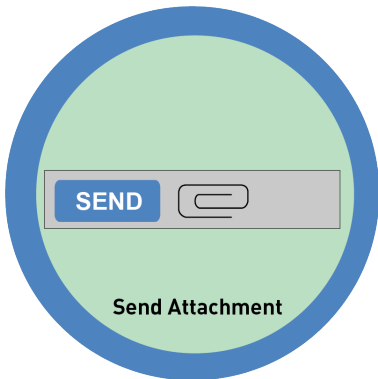
Subject Field



Email Body



Send Button



Send Attachment



Save Email

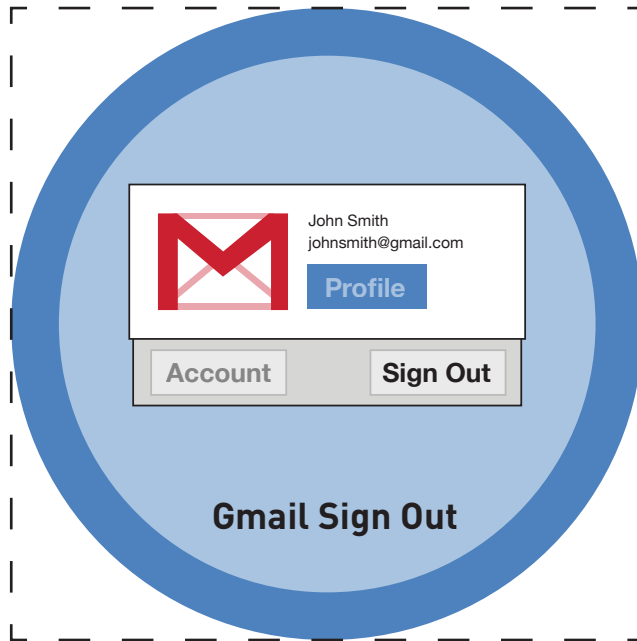


Sending Email



WORD WALL PRINTOUT

11.8.5

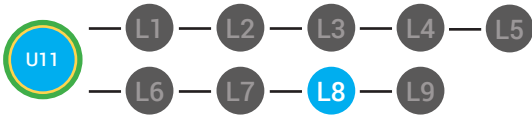


If you do not have time to finish an email, you can save it in the draft folder.



DIFFERENTIATION

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



T1 **SIGNING OUT OF YOUR GMAIL ACCOUNT**
EXIT TICKET MULTIPLE CHOICE
11.8.6.1

1. What do you do if you do not have time to finish an email?

- a. Send it
- b. Save it
- c. Erase it

2. Where does an email you saved, but didn't send go to?

- a. Sent mail
- b. Inbox
- c. Drafts

3. What are the email fields?

- a. To, search, body
- b. To, subject, body
- c. To, subject, from

4. What are the Gmail menu options?

- a. Inbox, sent mail, drafts
- b. Inbox, outbox, drafts
- c. Inbox, sent mail, outbox



T2 SIGNING OUT OF YOUR GMAIL ACCOUNT
EXIT TICKET VOCAB BLOCKS

11.8.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Saving an Email

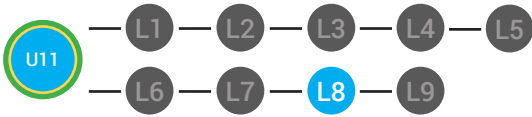


T3

**SIGNING OUT OF YOUR GMAIL ACCOUNT
EXIT TICKET TRACE 'N' LEARN CARDS****11.8.6.3**

Saving an Email

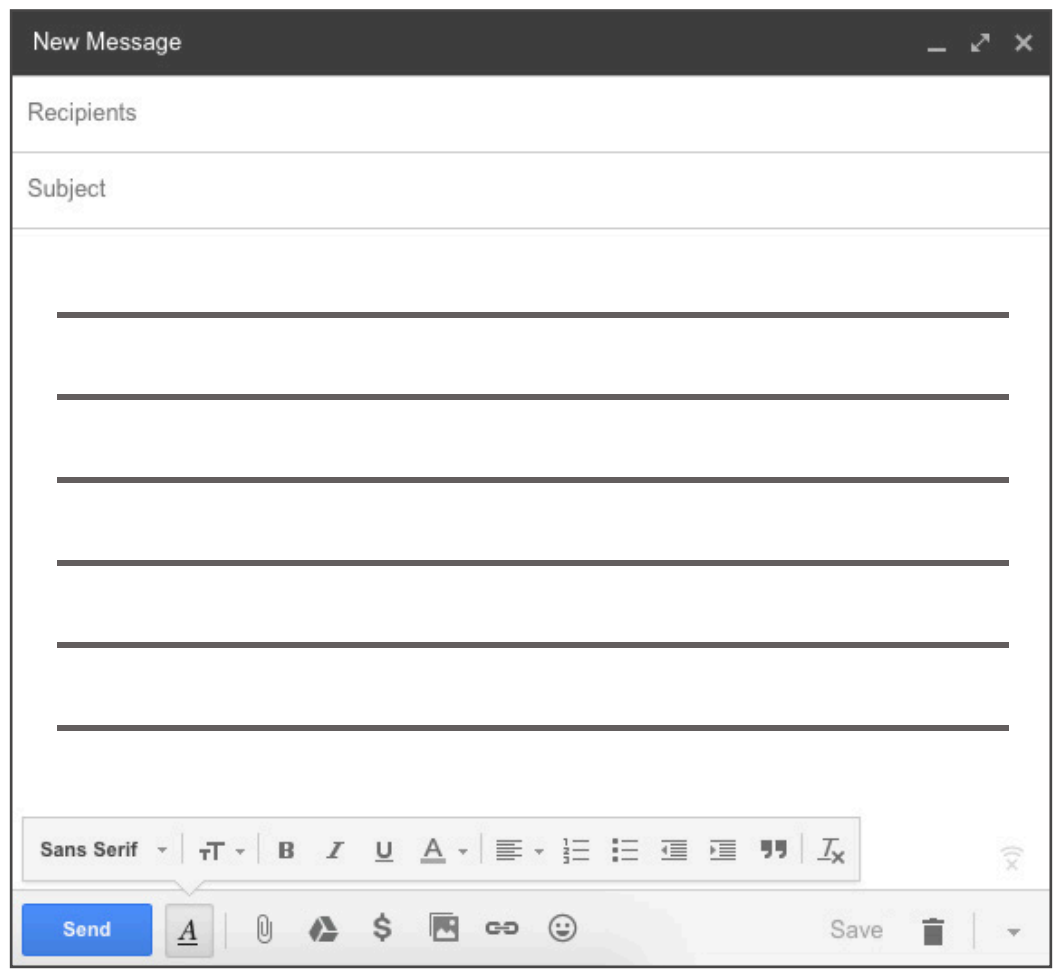
If you do not
have time to
finish an email,
you can save it in
the draft folder.

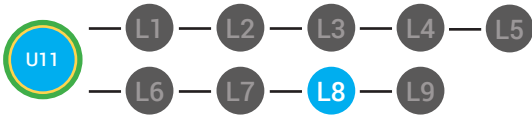


WORKPLACE CONNECTIONS

11.8.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 summer. Begin writing an email to your teacher about your summer. Circle the save button.

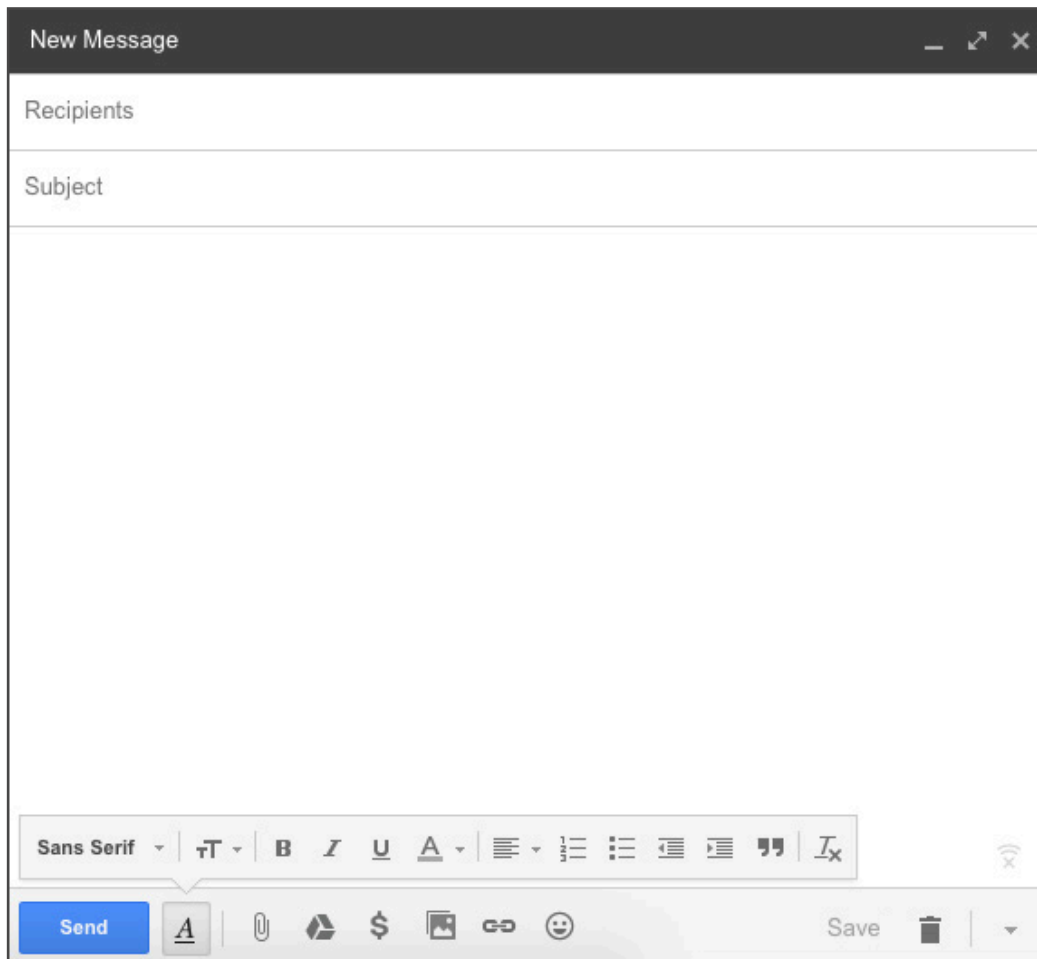


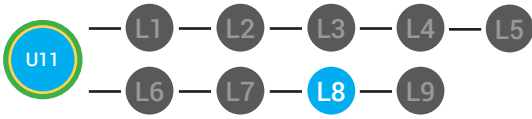


WORKPLACE CONNECTIONS

11.8.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 save button.

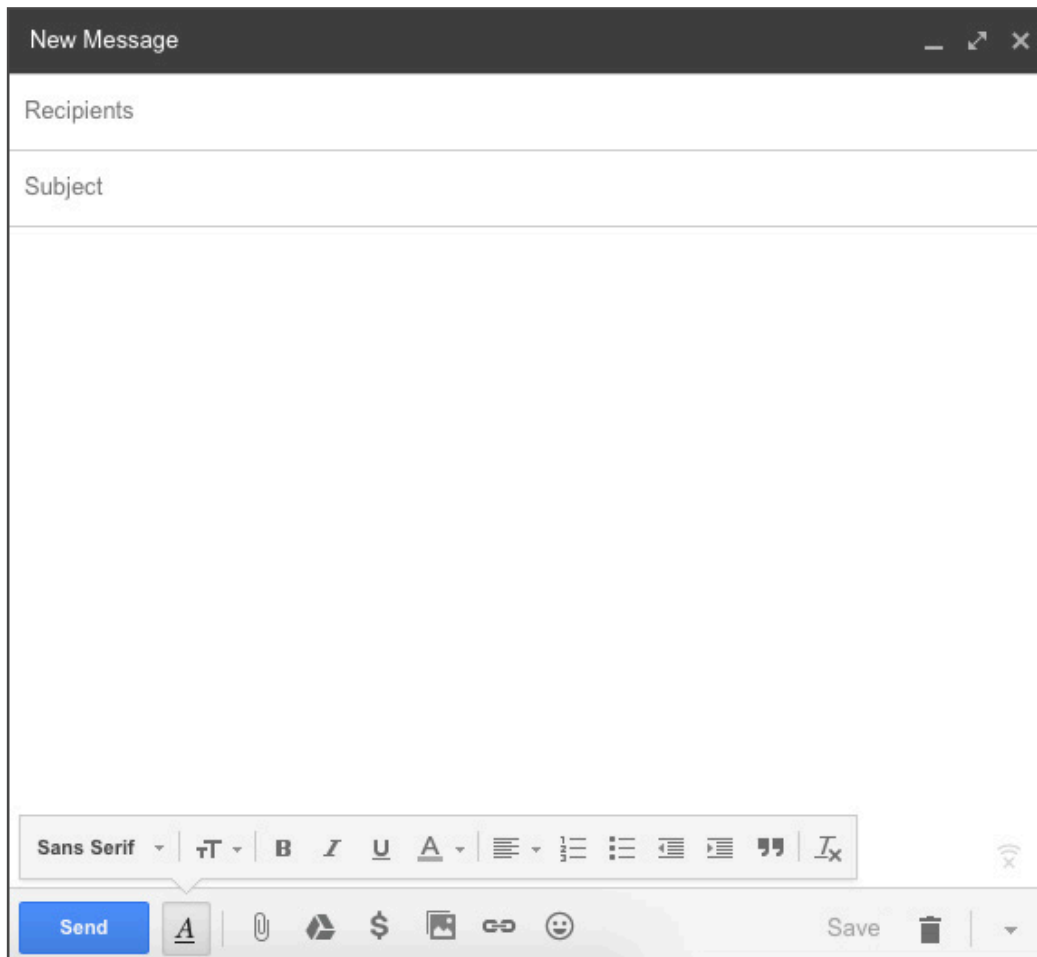




WORKPLACE CONNECTIONS

11.8.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 save button.





READING MAZE

11.8

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

When you begin typing an email in the _____
(search, body)

field, you may not always have time to finish it. If you do not have time to finish it, you can _____ it.
(save, record)

Once you save the email, it will go into the _____ information folder.
(inbox, draft)

The draft folder is in the _____ menu.
(gmail, email)

When you are ready to send the email you click the _____ button.
(send, save)

You can then find it in the _____.
(sent, draft folder)