

UNIT 11: SENDING AN EMAIL IN GMAIL LESSON 9: SENDING AN EMAIL IN GMAIL MASTER BADGE

LESSON OVERVIEW

The compose button is what you click when you want to compose or create a new email. The to field is where you type the email address of the person or people you are sending an email to. If you want to send an email to more than one person, you will add a comma after each email address you type. 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. The body field is where you will type your email message. 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 keep it in your sent mail folder. If you start an email, but are not finished or ready to send it you can save it. When you save an email, the email will be in your draft folder. You can click the draft folder to go back to your email. When you are done sending emails you can sign out of your

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

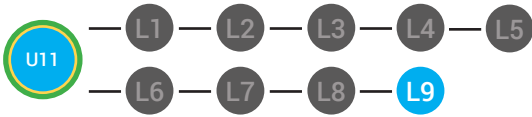
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 11**
5. Select **Lesson 9 - Sending an Email in Gmail Master Badge**

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 three things must you fill out in order to send an email?”*

Possible Answers: To field, Subject, and email body.



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



3. Distribute **11.9.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



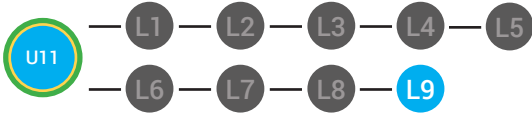
Writes response on board



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



Uses **Image Exchange cards** [11.9.IMAGE] to point to potential vocabulary word or icon representing “Inbox, sent folder, Search 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]

+\$ 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."

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 Email Master Badge



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



DIFFERENTIATION

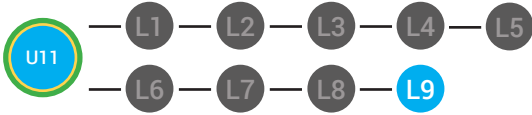
T1 Verbal Response

T2 Writes down badge

T3 Uses **Badge Board** [11.BADGE] for this Unit.



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.




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 in gmail.’”*

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

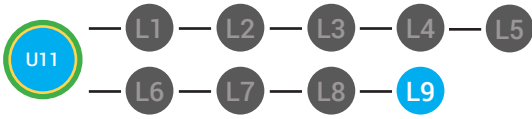
#3: Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore it is important to give students time to opt, or identify their replacement behavior. If a student is not following directions, you have give them one minute (60 seconds) before taking 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 click when you want to send a new email?”*

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

Answer: The compose button. .

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

2. Ask, *“For a participation dollar, who can tell me what you click when you are finished writing an email and want to send it?”*

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

Possible Answers: The send button.


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

3. Ask, *“For a participation dollar, who can tell me what you 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

Possible Answers: Save it.

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

4. Distribute **11.9.IMAGE** Image Exchange Cards to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

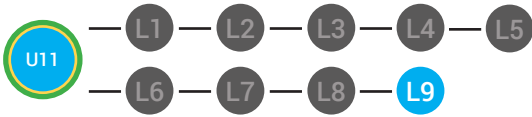


Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment. Require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student’s expressive communication.

“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** [11.9.IMAGE] to point to potential vocabulary word or icon representing “compose button, send button and save button.”



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

+\$ PARTICIPATION

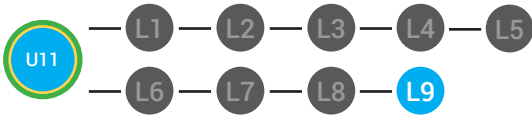
*“Marcus + you answered correctly!
You earned a dollar! Nice job!”*

-\$ 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 Sending Email Master 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 **11.9.5** Students that unlocked the badge will place the **Sending an Email in Gmail Master Badge** 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]**

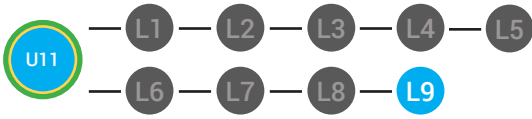
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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 **11.9.6 Sending an Email in Gmail Master Badge Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



Using Tier 1 **Sending an Email in Gmail Exit Ticket** [11.9.6.1], students will answer multiple choice questions about using email.



Using Tier 2 **Sending an Email in Gmail Exit Ticket** [11.9.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [11.9.6.3].



Using Tier 3 **Sending an Email in Gmail Exit Ticket** [11.9.6.3], 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]

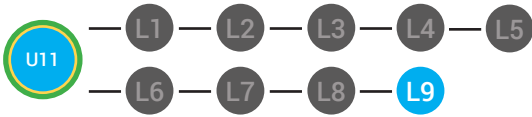
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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."



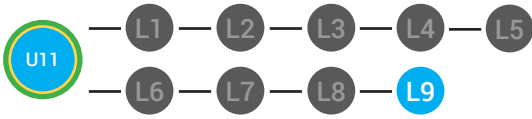
IMMEDIATE FEEDBACK/NEXT STEPS

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

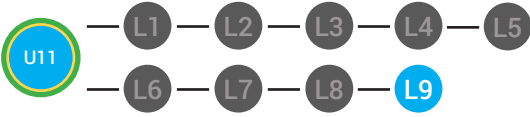
Complaining/Whining

Arguing

Interrupting

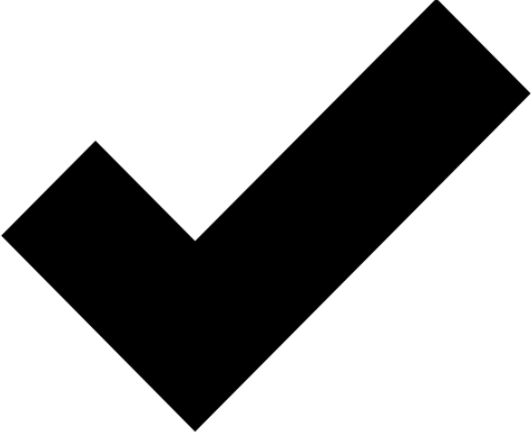
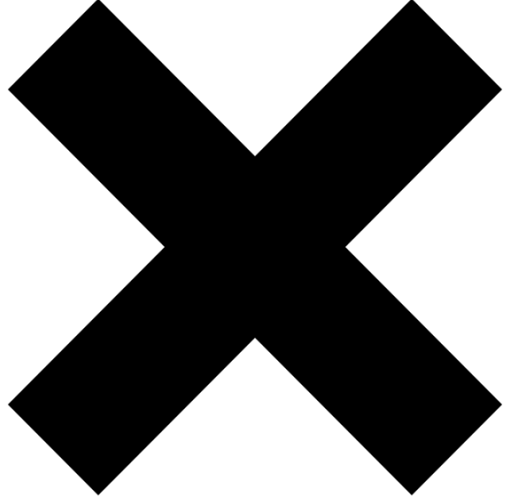
UMAPA

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

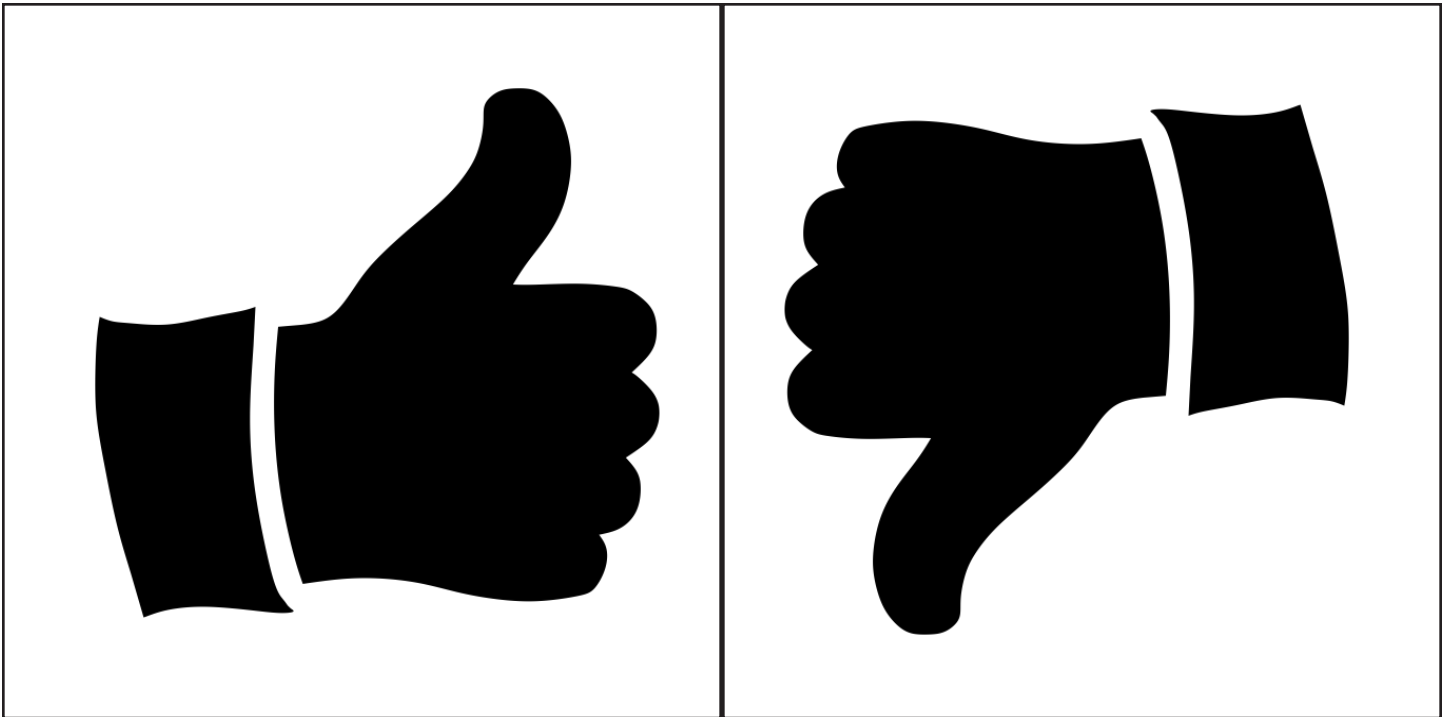








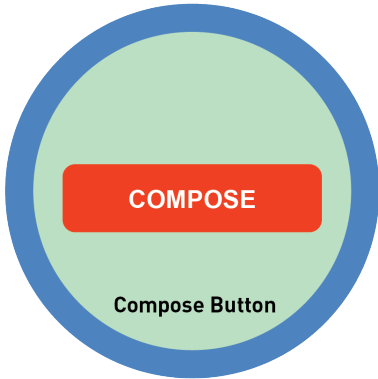


IMAGE EXCHANGE CARDS

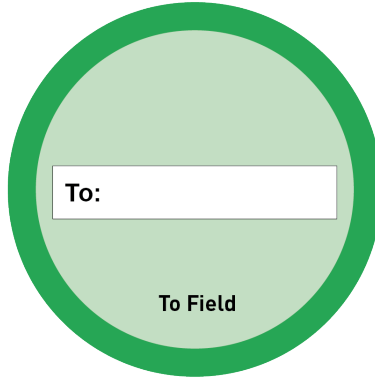
11.9.IMAGE

Directions: Cut out

<p>Inbox</p> 	<p>Sent Mail Folder</p> 
<p>Search Field</p> 	<p>Compose Button</p> 
<p>Send Button</p> 	<p>Save Button</p> 



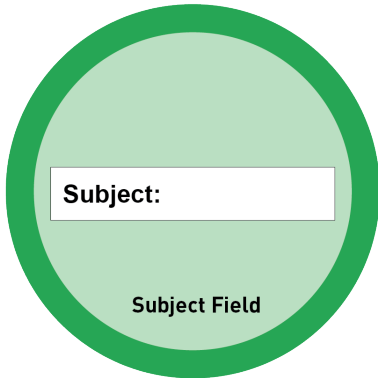
Compose Button



To Field



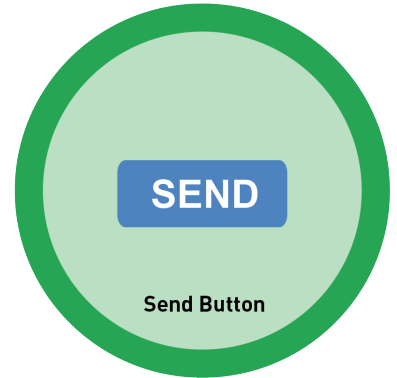
Multiple Recipients



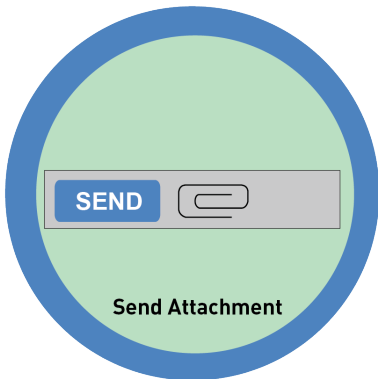
Subject Field



Email Body



Send Button



Send Attachment



Save Email

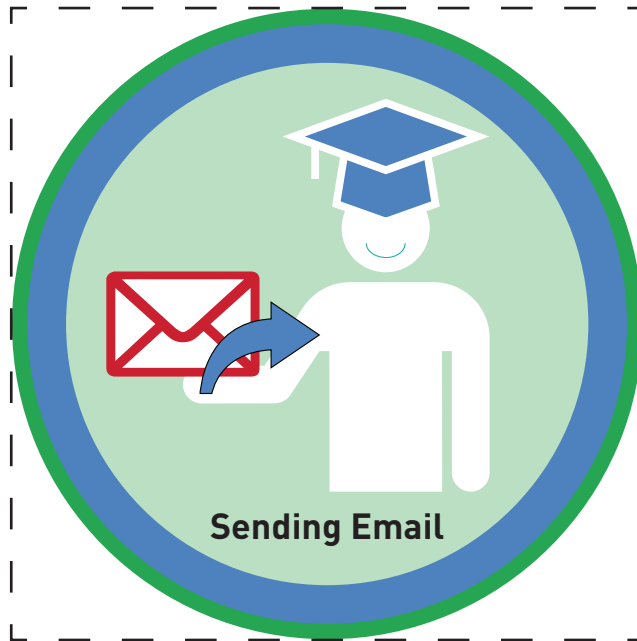


Sending Email



WORD WALL PRINTOUT

11.9.5

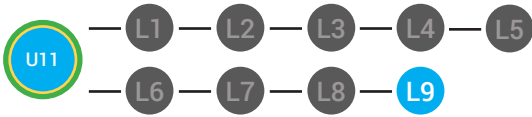


To send an email in Gmail, click compose, enter information in the to field, Subject, Email body, and click send.



DIFFERENTIATION

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



T1

SENDING AN EMAIL MASTER BADGE EXIT TICKET MULTIPLE CHOICE

11.9.6.1

1. What must you do FIRST to send an email:

- Click the compose button
- Click the send button
- Click the save button

2. What three fields must you complete to send an email?

- The inbox, to field and subject field
- The send field, the save field and the subject field
- The to field, the subject field and the email body

3. What do you do if you are typing an email but don't have time to finish?

- Click the compose button
- Click the send button
- Click the save button

4. What must you do in order to send an email to more than one person?

- Enter a period in between each email address
- Enter a comma in between each email address
- Enter a dash in between each email address



T2 SENDING AN EMAIL MASTER BADGE
 EXIT TICKET VOCAB BLOCKS
 11.9.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Sending an Email in Gmail



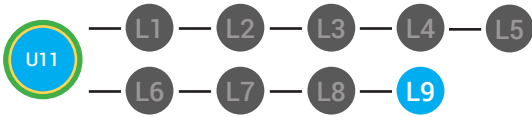
T3

SENDING AN EMAIL MASTER BADGE
EXIT TICKET TRACE 'N' LEARN CARDS

11.9.6.3

Sending an Email in Gmail

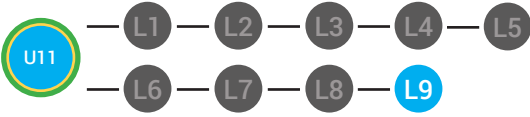
To send an email in Gmail, click compose, enter information in the to field, Subject, Email body, and click send.



WORKPLACE CONNECTIONS

11.9.WC.1

Directions: Compose an email to your teacher outlining the steps you must take in order to send an email.



WORKPLACE CONNECTIONS

11.9.WC.2

Directions: Cut out and put in order the steps you must complete the steps to send an email.

Send

Click the Send Button

Compose

Click the Compose button



Fill out the Email Body

To

Fill out the To Field

Subject


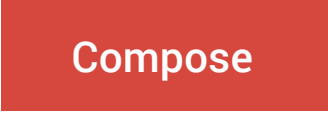



Fill out the Subject Field



WORKPLACE CONNECTIONS

11.9.WC.3

Directions: Put a number in the space to indicate the order in which you must complete the steps to send an email.

1		Click the Send Button
2		Click the Compose button
3		Fill out the Email Body
4		Fill out the To Field
5		Fill out the Subject Field



READING MAZE

11.9

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

The Gmail window has a lot of options in the Gmail _____
 (menu, email)

You must look at the Gmail _____ carefully.
 (window, box)

To start a new email, click the _____ button.
 (compose, send)

Write the email address of the person you want the email to go to in the
 _____ field.
 (to, subject)

Write a short phrase about what the email is about in the _____ field.
 (to, subject)

Type your email message in the email body. When you are ready click the
 _____ button.
 (compose, send)

If you are not able to finish the email, click the _____ button so
 you can finish it later.
 (send, save)