UNIT 15: GMAIL CONTACTS
LESSON 10: SENDING AN EMAIL TO YOUR GROUP

LESSON OVERVIEW

You can send an email to the groups you have created in your contact manager. When you compose an email, you will type the name of the group into the 'To' Field. As you type, a drop down menu will drop down from the to field. If you see the name of the group that you want to send an email to, click on it. Make sure you choose the correct contact or group. Now, you can complete the email and send it to your group.

Time: ~30 minutes

OBJECTIVE

Student is able to manage gmail contacts.

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 15**
5. Select **Lesson 10 - Sending an Email to Your Group**

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

1. Ask, *"For a participation dollar, who can tell me how you return to your inbox."*

Possible Answers: Click Contacts, Click Gmail in the dropdown menu

Use positive narration to reinforce students following directions. *"Yes, Marcus, you can click 'Contacts.' Nice job participating and earning a dollar."*

Take answers from at least 4 students. Award at least four participation dollars.

2. Say, *"For a participation dollar, tell me why you might add or remove a person from a gmail contact group."*

Possible Answers: that person has joined a group you are in and communicate with, a person will no longer be working with the group

3. Distribute **15.IEC.Y/N** 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 to or write down their answers. EVERY student should be earning money.

DIFFERENTIATION

T1 Student gives on-topic, shared verbal response.

T2 Student writes response down in notebook or on post-it OR teacher rephrases prompt to a yes/no question.

T3 Student points to **Yes or No Image Exchange Card** [15.IEC.Y/N] for rephrased question.

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [15.DollarTracker]**

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

+$ ON TASK	-$ COMPLAINING
"Great work following directions, Vincent. You earned a dollar."	*"Marcus, that's complaining. Complaining cost $1. Share your answer to the warm-up question appropriately to earn $1."*

Pro tip RULE #5-1: The ratio for how we narrate behavior in a learning environment is 5:1. Meaning that you should be giving out $5 to every $1 that you take. It is important when implementing behavior modification systems that we utilize positive reinforcement more frequently than pointing out negative behavior.

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. *"For a participation dollar, who can tell me the name of our next badge?"*

"Yes! Nice job participating, [Student]! You earned a participation dollar. The name of our next badge is 'Sending an Email to Your Group.'"

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 to or write down their answers. EVERY student should be earning money.

2. Distribute **15.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** [15.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* **'Contact Manager.'"**

4. Ask students to give a thumbs up every time they hear and/or see **'Contact Manager'** in the video

5. Play video.

6. Distribute **15.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** [15.IEC.THUMB]

T3 Holds up or points to **Thumbs Image Exchange Card** [15.IEC.THUMB]

7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [15.DollarTracker]**

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

+$ FOLLOWING DIRECTIONS

"Nice job following directions and giving a thumbs up! You're earning a dollar! Nice job!"

-$ OFF TASK

"Marcus, you're off-task. Being off-task cost $1. Look at the screen and listen carefully to earn dollars for following directions/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 in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

INFORMAL ASSESSMENT

1. Ask, *"For a participation dollar, who can tell me the first step to sending an email to a group?"*

Possible Answers: Type the name of the group into the "to Field"

2. Ask, *"For a participation dollar, who can tell me the next step to sending an email to a group?"*

Possible Answers: If you see the name of the group that you want to send an email to, click on it.

3. Ask, *"For a participation dollar, who can tell me the last step to sending an email to a group?"*

Possible Answers: Now can complete the email and send it to you group

4. Distribute **15.10.IMAGE** Image Exchange Cards and **15.IEC.Y/N** 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.

"[Student,] I love how you used a complete sentence for your answer. Nice job earning a dollar!"

DIFFERENTIATION

T1 On-topic verbal response shared response

T2 Student writes down response in notebook or on a post-it OR the teacher rephrases prompt to a yes/no question; uses **Image Exchange cards** [15.10.IMAGE]

T3 Student points to **Image Exchange cards** [15.10.IMAGE] or to **Yes or No Image Exchange Card** [15.IEC.Y/N] for rephrased question.

5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [15.DollarTracker]**

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

+$ FOLLOWING DIRECTIONS

"Nice job participating! You earned a participation dollar!"

-$ OFF-TOPIC

[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. "Marcus, that is off-topic. Off-topic comments cost a $1. We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar."

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 an Email to Your Group 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 **15.10.5** Students that unlocked the badge will place the **Sending an Email to Your Group** print out on the classroom's **word wall**. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Student will receive verbal prompting to unlock the badge with the class.

T2 Student will receive verbal and visual prompting to unlock the badge with the class.

T3 If a student chooses an incorrect answer, repeat Step 2 until the student unlocks the badge. Then, have the whole class dance.

4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [15.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 **15.10.6 Sending an Email to Your Group Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Student will complete the tier 2 **Sending an Email to Your Group Exit Ticket** [15.10.6.2]

T2 Student will complete the tier 2 **Sending an Email to Your Group Exit Ticket** [15.10.6.2]

T3 Student will complete the tier 3 **Sending an Email to Your Group Exit Ticket** [15.10.6.3]

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [15.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.**

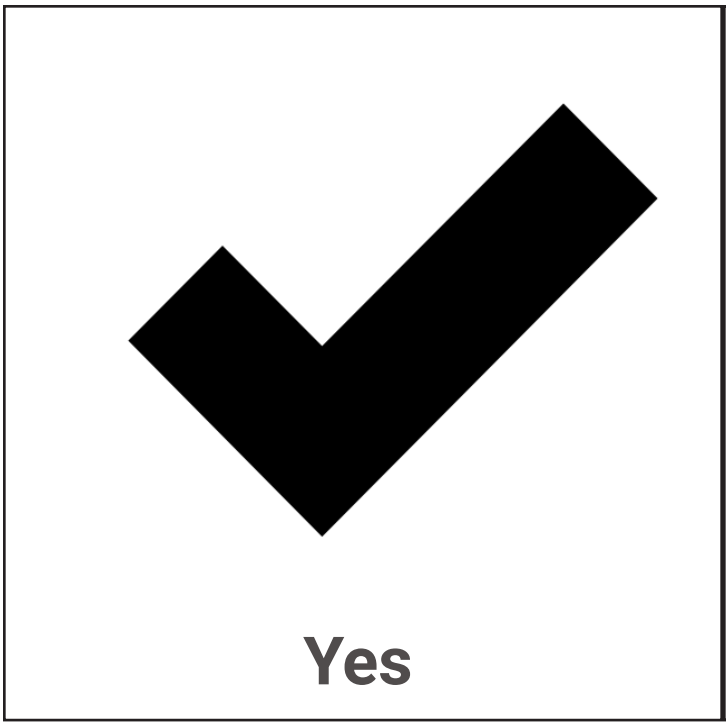
Dollar Tracker

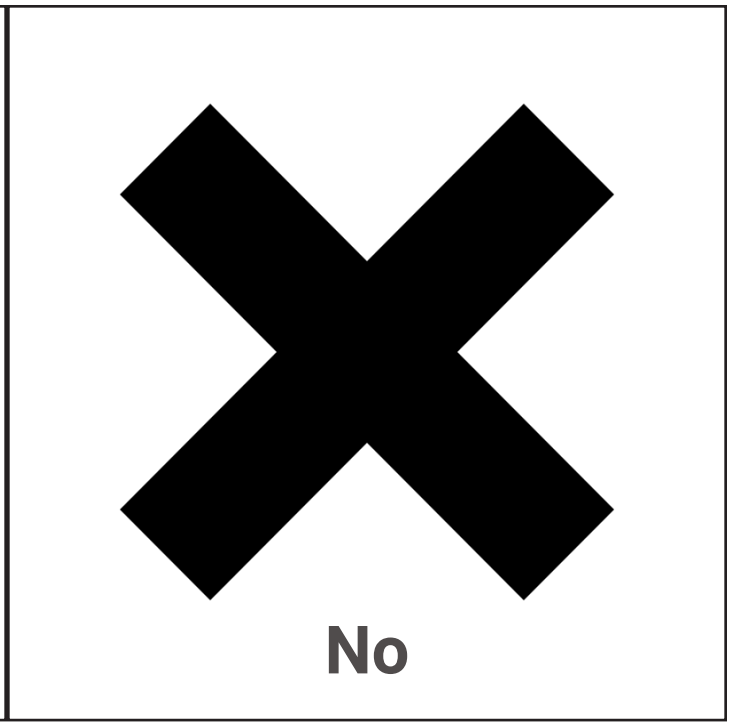
15.Dollar tracker

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

YES OR NO IMAGE EXCHANGE CARD

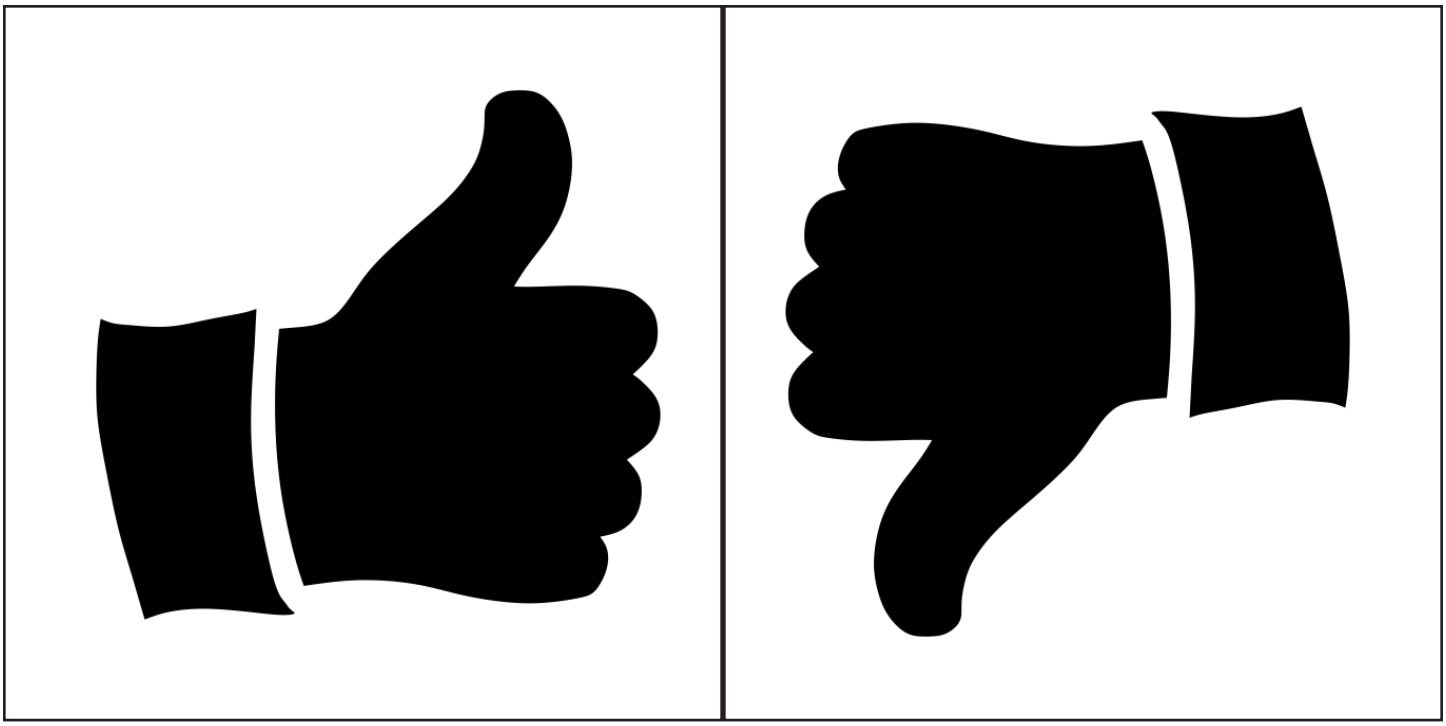
15.IEC.Y/N





THUMBS IMAGE EXCHANGE CARD

15.IEC.THUMB



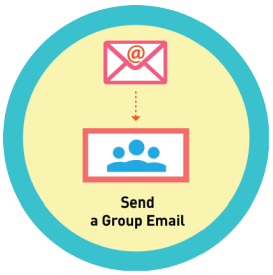
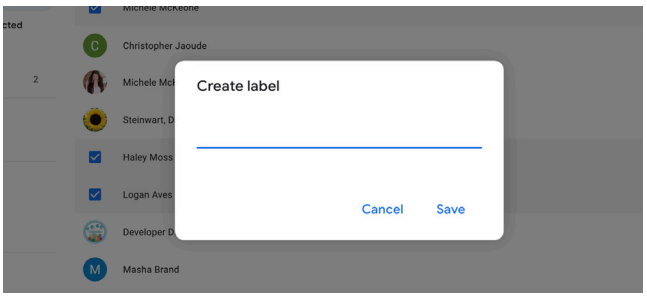


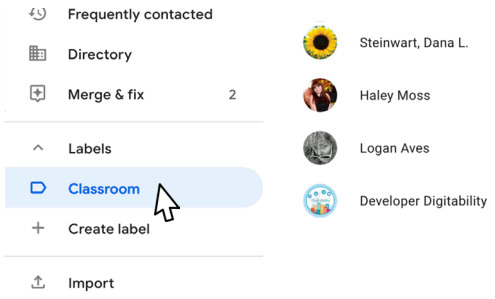
IMAGE EXCHANGE CARDS

15.10.IMAGE

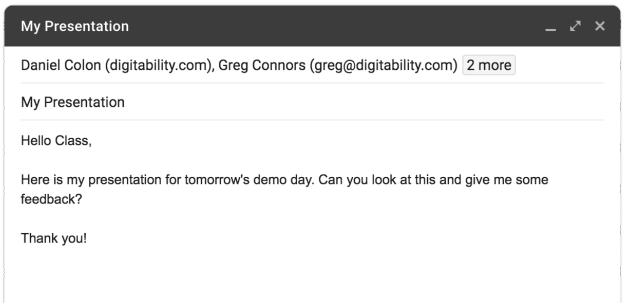
Type Group Name



Click the Group Name

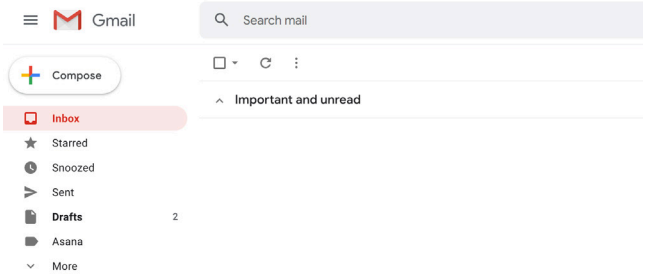


Complete Email



Send Email

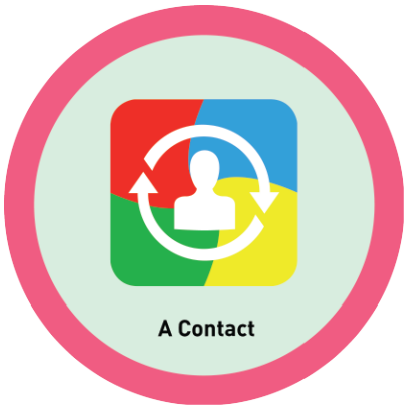
Inbox

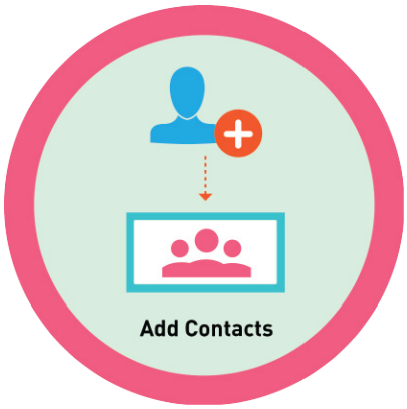


Dropdown Menu

BADGE BOARD

15.BADGE





WORD WALL PRINTOUT

15.10.5

You can send an email to the groups you have created in your contact manager.

T2 SENDING AN EMAIL TO YOUR GROUP EXIT TICKET VOCAB BLOCKS

15.10.6.2

Name: _____

Date: _____

Define	Sentence
Sending an Email to Your Group	
Examples	**Draw**

T3 RETURN TO THE INBOX EXIT TICKET TRACE 'N' LEARN CARDS

15.10.6.3

Sending an Email to Your Group

You can send an email to the groups you have created in your contact manager.

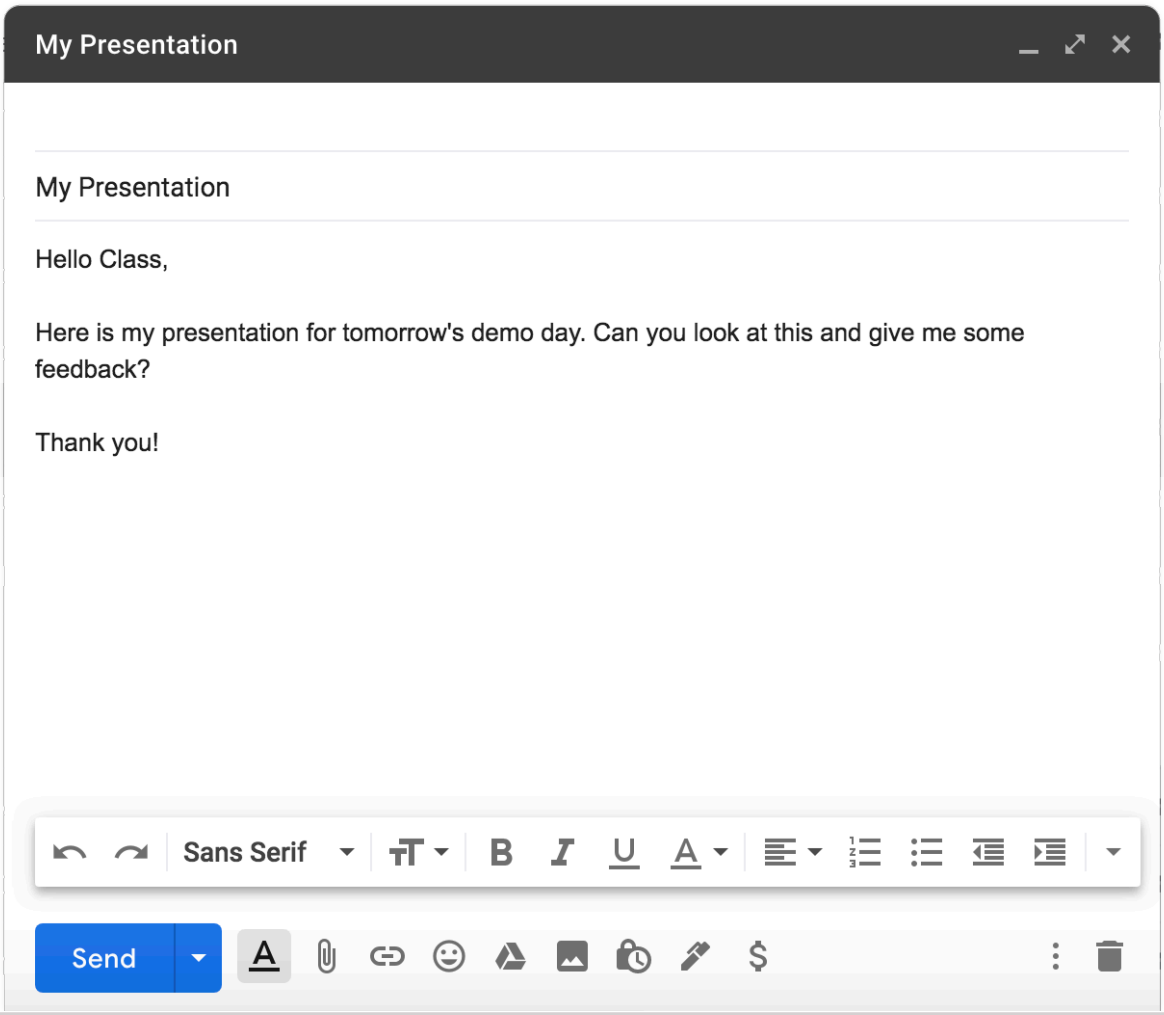
WORKPLACE CONNECTIONS

15.10.WC.1

Directions: Look at your email draft. Answer where you would click to add a Group.

Answer: _____

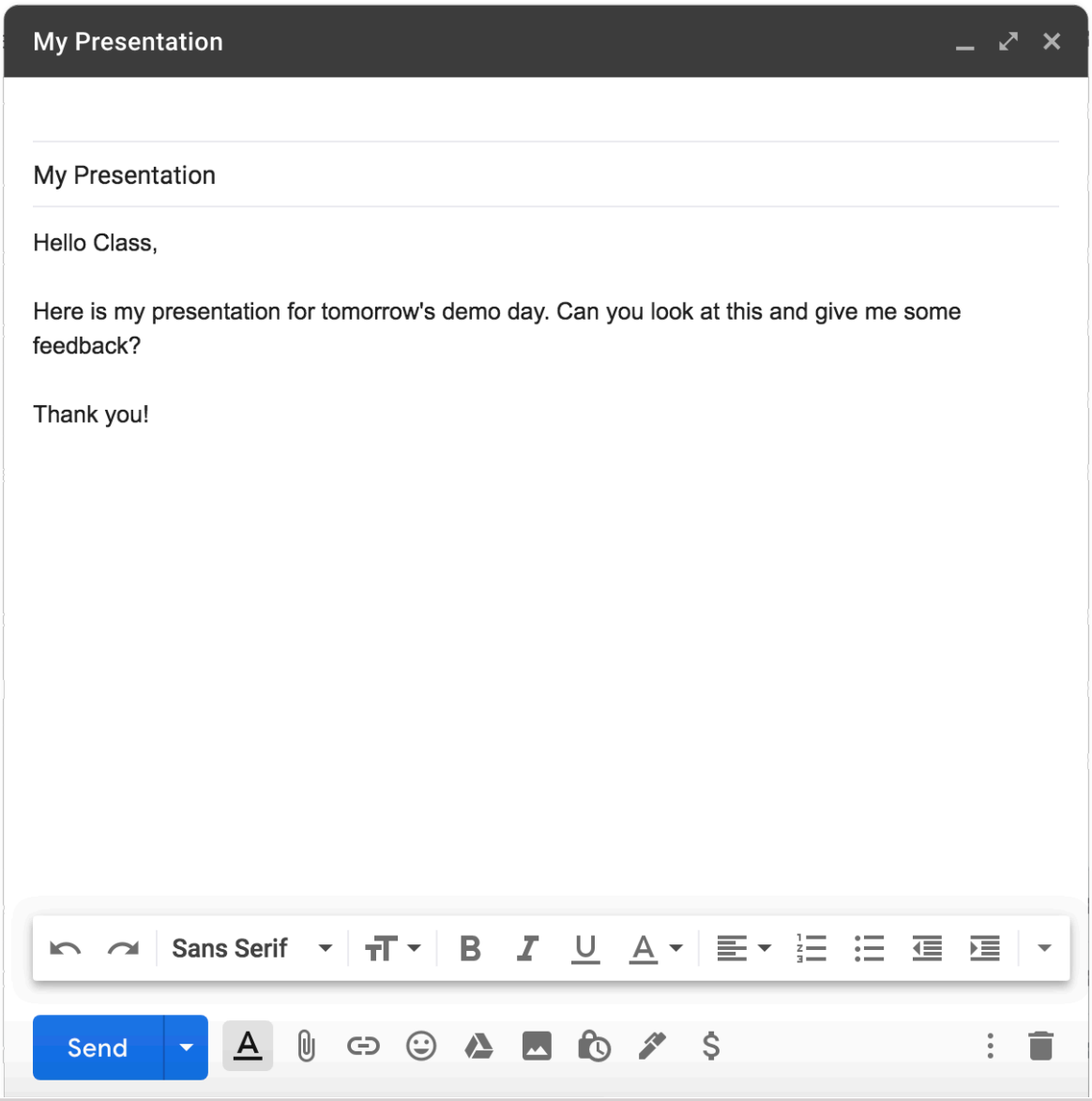
_____



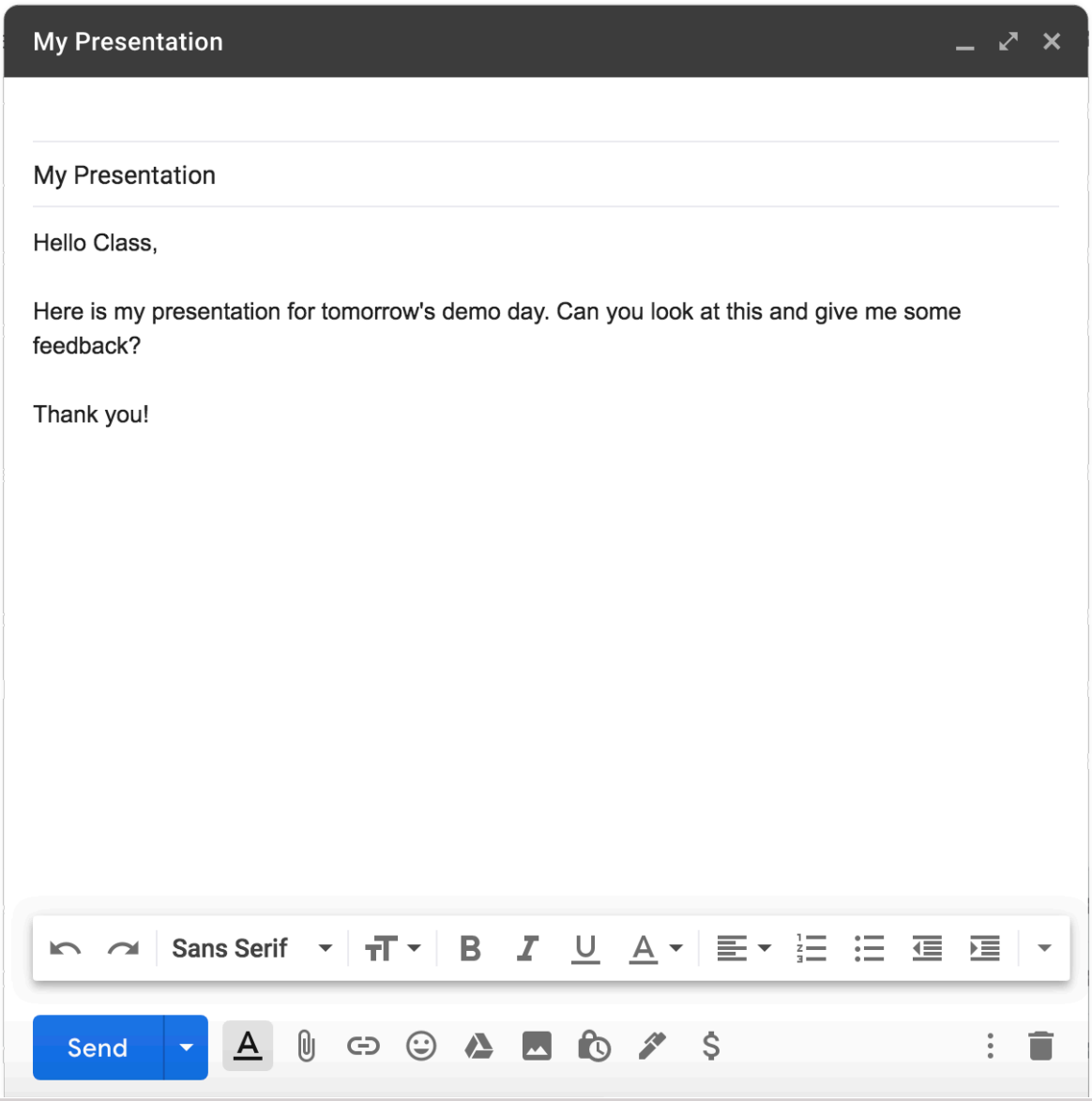
WORKPLACE CONNECTIONS

15.10.WC.2

Directions: Look at your email draft. Circle where you would click to add a Group.



WORKPLACE CONNECTIONS

15.10.WC.3

Directions: Look at your email draft. Point to where you would click to add a Group.