UNIT 15: GMAIL CONTACTS LESSON 10: GMAIL CONTACTS MASTER BADGE

LESSON OVERVIEW

You can store your contact's first and last name, email address, phone number, and more. You can view, edit and organize your contacts from the gmail contact list. The My Contacts menu will list every contact saved to your gmail account. You will be able to see the information that has been saved for each contact. Your can edit the profile information of each of your contacts. Organizing your contacts into groups will make frequent sharing with these contacts easier. After you have added people to your contact list, you can put them in to a group. You're group will be listed in the contact menu under My Contacts. You can add contacts to the groups you create.

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 - Gmail Contacts 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

1. *"I'm setting the timer for 2 minutes. Write down your three favorite badges we have unlocked together."*

2. *"For a participation dollar, someone tell me one of their favorite badges?"*

3. *"Nice job earning a participation dollar. Why is that your favorite? Tell me what you learned in that lesson?"*

4. 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.

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]

+$ 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 #2: Be Direct, not emotional. Some students may not "buy" into the dollar system as quickly as other students; however, if you implement the behavior system with consistency and remove any emotions tied to losing money, you will find that students adopt the system faster.

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..."*

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. ie. Have them point or write down their answers. EVERY student should be earning money.

+$ 1. *"For a participation dollar, who can tell me the name of our next badge?*

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 the words contacts."*

4. Ask students to give a thumbs up every time they hear and/or see the words **contacts** 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	-$ OFF TASK
"Nice job following directions and giving a thumbs up! You're earning a dollars! Nice job!"	*"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. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/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, or identify their replacement behavior. If a student is not following directions, you have give them one minute (60 seconds) before taking additional dollars.

INFORMAL ASSESSMENT

1. Ask, *"For a participation dollar, if I create a group do I still need to enter everyone email address? [no] Why not?"*

Possible Answers: Instead of typing in each email address of the list of people you want to share with, you can type in the group name and it will email everyone you assigned to that group.

2. *"For a participation dollar, give me one example of a group that you might create in your contact manager."*

Possible Answers: You could create a group to email your entire class at one time.

3. Ask, *"For a participation dollar, who can tell me what the contact list will show?"*

Possible Answers: The Contacts menu will list every contact saved to your gmail account.; everyone you emailed, contacts you saved.

4. *"For a participation dollar, can someone give me one example of a time when you might need to email more than one person at the same time."*

Possible Answers: To organize an event, to work on a project, to share information with a group of people,

5. Distribute **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.

"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 On-topic verbal response shared response

T2 Uses **Yes or No Image Exchange Card** [15.IEC.Y/N] for rephrased question.

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

3. 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	-$ OFF-TOPIC
"Nice job participating! You earned a participation dollar!"	*[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."

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!"

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 Return to Gmail Contacts Master 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.

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

3. Distribute lesson badge cut out **15.10.5** Students that unlocked the badge will place the **Gmail Contacts Master Badge** print out on the classroom's **word wall**. See ⬛ DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

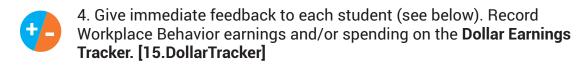**T1** Student will use verbal prompting to unlock the badge with the class.

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. [15.DollarTracker]**

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

+$ PARTICIPATION	**-$ INTERRUPTIONS**
"Marcus + you answered correctly! You earned a dollar! Nice job!"	"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** Gmail Contacts Master Badge Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Gmail Contacts Master Badge Exit Ticket** [15.10.6.1], Students Write in the steps to removing a contact in order.

T2 Using Tier 2 **Gmail Contacts Master Badge Exit Ticket** [15.10.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [15.10.6.3].

T3 Using Tier 3 **Gmail Contacts Master Badge Exit Ticket** [15.10.6.3], 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. [15.DollarTracker]**

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

+$ PARTICIPATION	-$ OFF TASK
"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."	*"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.**

U15 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8 — L9 — L10

LVL 2 UNIT 15: LESSON 10 GMAIL CONTACTS MASTER BADGE

Dollar Tracker

15.Dollar tracker

Gmail Contacts

Behaviors

Name

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

Gmail Contacts

**YES OR NO IMAGE
EXCHANGE CARD**
15.IEC.Y/N

Yes	**No**

Gmail Contacts

THUMBS IMAGE EXCHANGE CARD

15.IEC.THUMB

A Contact

Save Contacts

Contact Manager

Edit
Contact Information

Organize Contacts

Create Group

Add Contacts

Remove a Contact

Inbox

Return to inbox
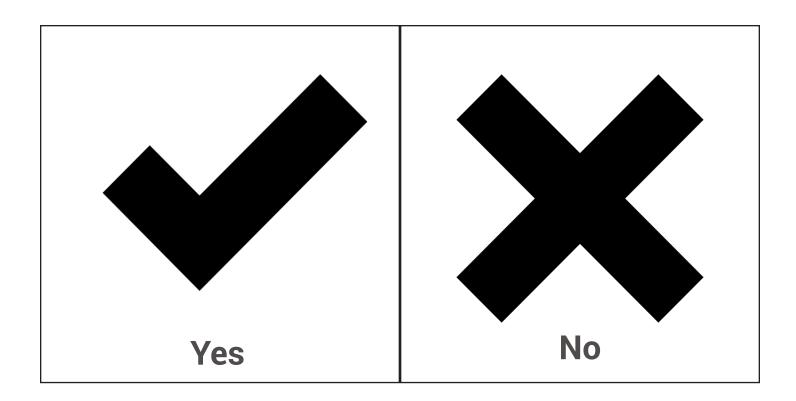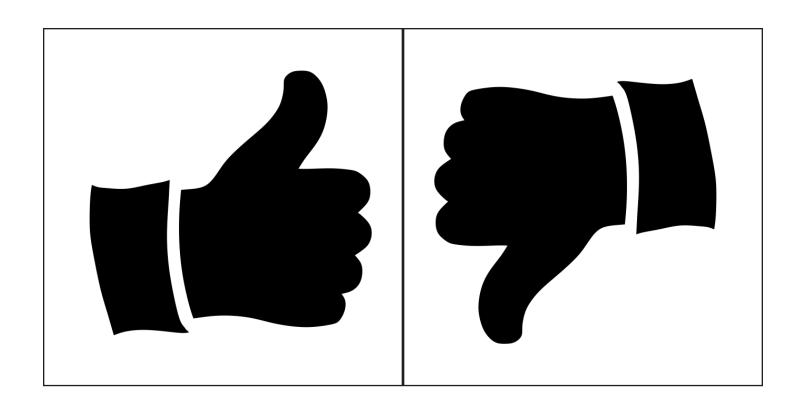
Send
a Group Email

Gmail Contacts
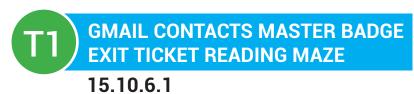
WORD WALL PRINTOUT

15.10.5

Gmail Contacts

You can store your contact's first and last name, email address, phone number, and more. You can view, edit and organize your contacts from the gmail contact list.

T1 GMAIL CONTACTS MASTER BADGE
EXIT TICKET READING MAZE
15.10.6.1

Directions: Write in the best answer the blank space to complete the sentence.

You can store your contact's first and last name, email address, phone

number, and _____ You can view, edit and organize

(more, no more).

your _____ from the Gmail contact list. The My

(contacts, events)

Contacts menu will list _____ contact saved to your

(every, one)

gmail account. You will be able to see the information that has been saved

for each contact. Your can edit the profile information of each of your

contacts. Organizing your contacts into _____

(groups, rows)

will make frequent sharing with these contacts easier. After you have added

people to your contact list, you can put them in to a group. You're group

will be listed in the contact menu under My Contacts. You can add contacts

to the groups you create. Your can edit the profile information of each of

your contacts. When you are done with your contact manager, you can

_____ to your gmail inbox. You can send an email to the

(return, log into)

groups you have created in your contact manager.

T2 **RETURN TO THE INBOX EXIT TICKET VOCAB BLOCKS**

15.10.6.2
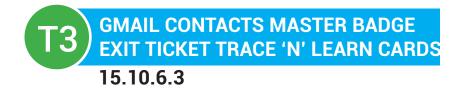
Name: _____

Date: _____

Define	Sentence
Examples	**Draw**

Gmail Contacts Master Badge

T3 **GMAIL CONTACTS MASTER BADGE**
EXIT TICKET TRACE 'N' LEARN CARDS
15.10.6.3

Gmail Contacts
Master Badge

You can store your contact's first and last name, email address, phone number, and more. You can view, edit and organize your contacts from the gmail contact list.

Gmail Contacts

WORKPLACE CONNECTIONS

15..10.WC.1

Name: _____

Date: _____

JOB TITLE	DESCRIPTION	CHECK IF YOU ARE INTERESTED IN THIS ROLE
Digitability Group Communications Manager.	• Maintain the Digitability Email Group in Gmail Contact Manager. • Add new team members to the group. Remove team members who are no longer active in a group. • Create sub-groups when needed for work projects. • Communicate changes to the group with team member. • Stay organized.	

Name: _____

Date: _____

1. Which position are you interested in applying to?

_____

2. Why do you want this position?

_____

_____

_____

3. What skills do you have that apply to this position?

_____

_____

_____

4. What will you learn from this position?

_____

_____

WORKPLACE CONNECTIONS
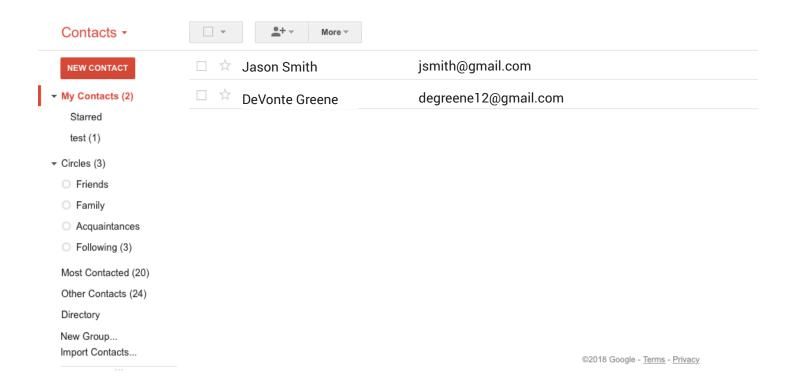
15..10.WC.2

Directions: Students circle what you click to create one contact. Students will then circle what you click to delete another contact. Students circle what you click to return to the inbox.

Contacts ▾	☐ ▾	👤+ ▾	More ▾

NEW CONTACT	☐ ☆ Jason Smith	jsmith@gmail.com
My Contacts (2)	☐ ☆ DeVonte Greene	degreene12@gmail.com

- **My Contacts (2)**
- Starred
- test (1)
- **Circles (3)**
  - ○ Friends
  - ○ Family
  - ○ Acquaintances
  - ○ Following (3)

Most Contacted (20)
Other Contacts (24)
Directory
New Group...
Import Contacts...

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Gmail Contacts

📋 **WORKPLACE CONNECTIONS**

15..10.WC.3

Directions: Students will log into gmail. Students will point to where you can create one contact. Students will then point to where you would delete another contact. Students will then point to where you return to the inbox.

Contacts ▾	☐ ▾	👤+ ▾	More ▾		
NEW CONTACT	☐ ☆	Jason Smith		jsmith@gmail.com	
▾ My Contacts (2)	☐ ☆	DeVonte Greene		degreene12@gmail.com	
Starred					
test (1)					
▾ Circles (3)					
○ Friends					
○ Family					
○ Acquaintances					
○ Following (3)					
Most Contacted (20)					
Other Contacts (24)					
Directory					
New Group...					
Import Contacts...				@2018 Google - Terms - Privacy	