

## UNIT 15: GMAIL CONTACTS

### LESSON 2: SAVING CONTACTS

#### LESSON OVERVIEW

When you send an email to a contact's email address or receive an email from a contact's email address. Gmail will automatically save the email address to your contact manager. This way you will not have to remember every email address of all of your contacts. To view and edit your contact list, first click on the gmail dropdown menu. The gmail dropdown menu is located above the compose button. When you click on the Gmail dropdown a menu drops-down. Click on the word Contacts.

**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

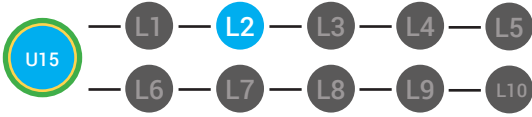
#### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 15**
5. Select **Lesson 2 - Saving Contacts**

#### 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. Distribute **15.2.1 Saving Contacts Worksheet** See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

## DIFFERENTIATION

- T1** Completes **Saving Contacts Worksheet** [15.2.1]
- T2** Completes **Saving Contacts Worksheet** [15.2.1]
- T3** Tier 1 partner or support staff provide assistance for identifying email addresses of parents, teachers and students. This may include writing the email first and having the student copy it. **Student uses Number Board IEC** [15.NUMBER] to share total.

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



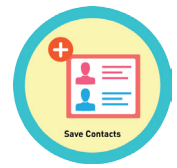
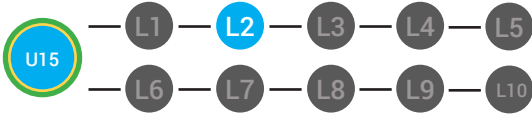
**Pro tip RULE #5-1:**

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.

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

**+\$ ON TASK**  
*"Nice job, staying on task Lamar. You earned a dollar. Great work following directions, Vincent. You earned a dollar."*

**-\$ INTERRUPTION**  
*Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.*



3. "I'm setting a timer for [3] minutes. Use this form to list contact information for as many people as you can think of. Including friends, family and colleagues."



4. Use positive narration to reinforce students following directions. "I see Marcus is following directions and already has two contacts listed. I see Vincent has one contact and included their name, email and phone. Nice work following directions and staying on task."

5. When the set time is up, ask student to count how many contacts that listed.



6. "For a participation dollar, let's go around and share our totals."

## 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, "How many contacts do you think that you will send email to in the workplace each day? For a participation dollar, someone tell me how many contacts they will email at work in one day."



2. Distribute **15.NUMBER** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

T1

On-topic verbal response shared response

T2

Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question

T3

Tier 1 partner or support staff provide assistance for identifying email addresses of parents, teachers and students. This may include writing the email first and having the student copy it. **Student uses Number Board IEC [15.NUMBER] to share total.**



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



4. Distribute **15.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



T1 Verbal Response



T2 Writes down badge



T3 Uses **Badge Board** [15.BADGE] for this Unit.



5. 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 contact."*

5. Ask students to give a thumbs up every time they hear and/or see the words email in the video



7. Play video.



8. 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]



9. 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

*Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"*

### -\$ OFF TASK

*[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 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, who can tell me what does gmail do when you email a contact?"*

**Possible Answers:** store the email address, save their personal information, automatically save the sender's email address to your gmail contacts.

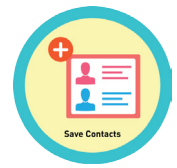
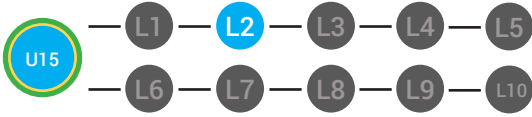
2. Ask, *"For a participation dollar tell me, do you have to remember EVERY email address?"*

3. Ask, *"For a participation dollar, if I want to view my contacts in gmail, what do I click?"*

**Possible Answers:** The Gmail dropdown menu is located above the compose button

4. Ask, *"For a participation dollar, where is the Gmail dropdown menu located?"*

**Possible Answers:** The Gmail dropdown menu is located above the compose button




5. Ask, *"For a participation dollar, what happens after I click on Gmail dropdown menu?"*

**Possible Answers:** A drop down menu appears, you click on contacts to view and edit your contacts

Prompt students to use complete sentences to develop verbal ability and expressive communication.



6. Distribute **15.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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.



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

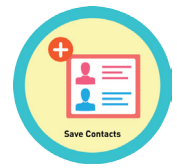
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

### +\$ PARTICIPATION

*"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 Saving Contacts Badge for \$1?”




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

### 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 **15.2.6**. Students that unlocked the badge will place the **Saving Contacts** print out on the classroom’s **word wall**. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

T1

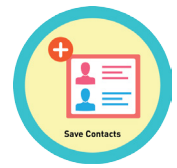
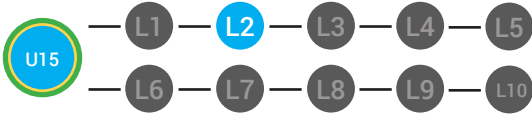
Student will use verbal prompting to unlock the badge with the class.

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

"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 **15.2.7 Saving Contacts Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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



## DIFFERENTIATION

T1

Using Tier 1 **Saving Contacts Exit Ticket** [15.2.7.1], Students complete reading maze.

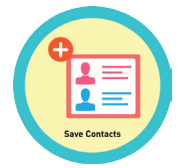
T2

Using Tier 2 **Saving Contacts Exit Ticket** [15.2.7.2], students complete Vocab block about using email, or Trace 'n' Learn card [15.2.7.3].

T3

Using Tier 3 **Saving Contacts Exit Ticket** [15.2.7.3], 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

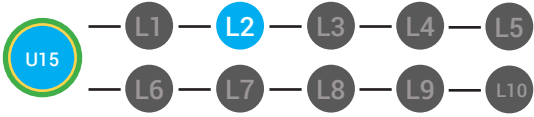
*"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."*

### -\$ 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

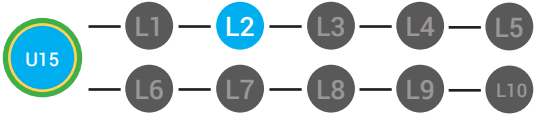
Complaining/Whining

Arguing

Interrupting

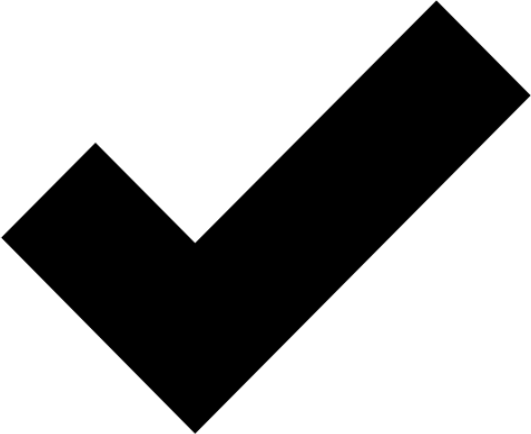
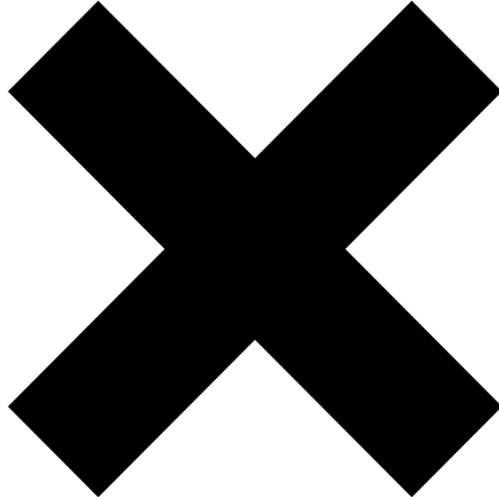
UMAPA

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**

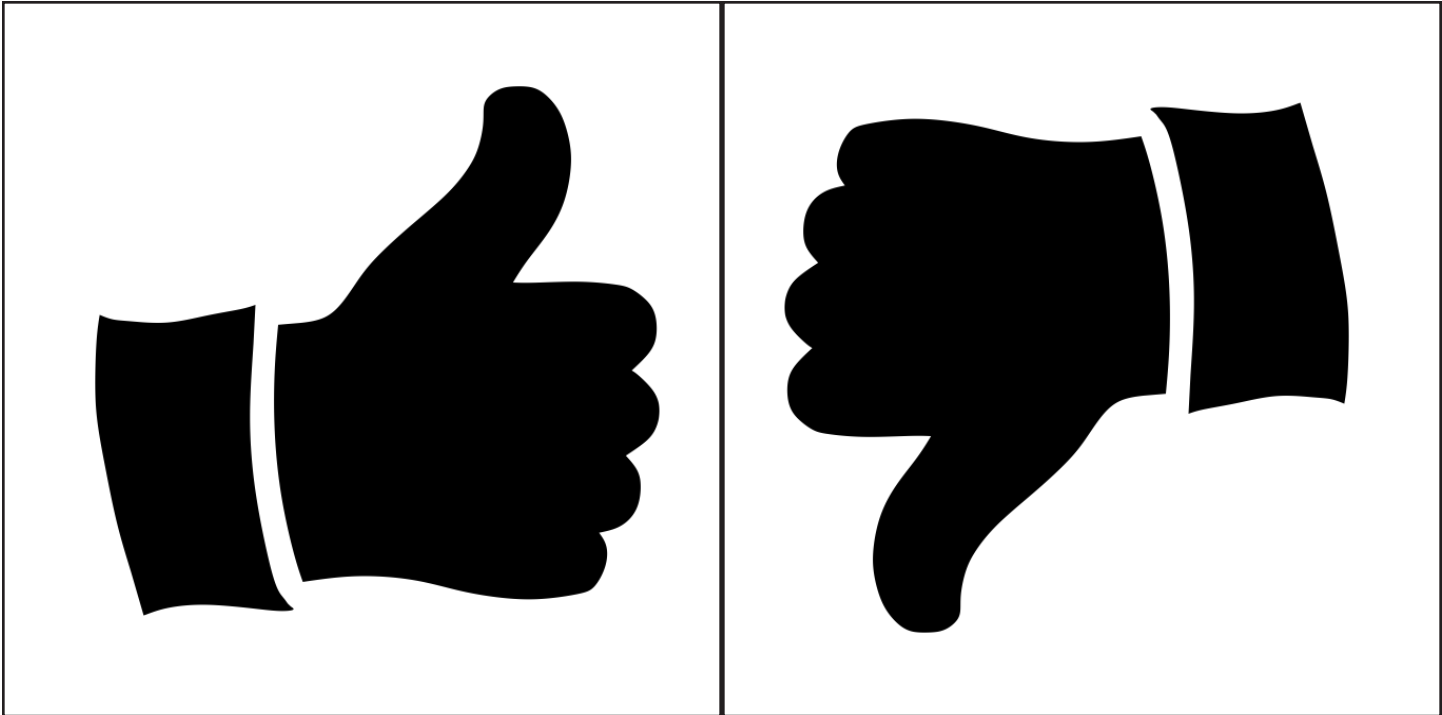
**15.IEC.Y/N**

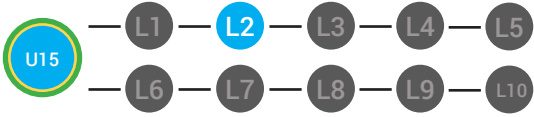
 <p data-bbox="389 1543 503 1617"><b>Yes</b></p>	 <p data-bbox="1120 1543 1209 1606"><b>No</b></p>
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 **THUMBS IMAGE  
EXCHANGE CARD**

**15.IEC.THUMB**





# T1 SAVING CONTACTS WORKSHEET

## 15.2.1

**Directions:** List as many email addresses of friends and family as possible in two minutes

Contacts ▾

←    👤 ▾    ✉    More ▾

NEW CONTACT

Email

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

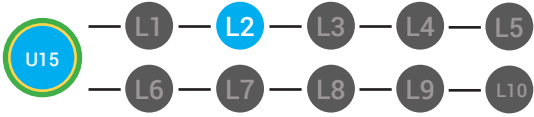
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





15.BADGE

**A Contact**

**Save Contacts**

**Contact Manager**

**Edit Contact Information**

**Organize Contacts**

**Create Group**

**Add Contacts**

**Remove a Contact**

**Return to inbox**

**Send a Group Email**

**Gmail Contacts**



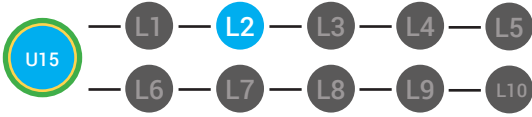


# WORD WALL PRINTOUT

15.2.6



When you send an email to a contact's email address or receive an email from a contact's email address. Gmail will automatically save the email address to your contact manager.



**T1** SAVING CONTACTS  
EXIT TICKET READING MAZE

15.2.7.1

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

A \_\_\_\_\_ is the word for a person that you communicate  
**(contact/contract)**  
with. You can store \_\_\_\_\_ information about your  
**(personal/private)**  
contacts in you information about your contacts in your \_\_\_\_\_  
**(gmail/bank)**  
account. You can store your contact's first and last name,  
\_\_\_\_\_, phone number, and more.  
**(email address/credit card number)**  
Gmail will automatically \_\_\_\_\_ email addresses to  
**(save/delete)**  
your contact manager. This way you will not have to remember every  
email address.



**T2** SAVING CONTACTS  
EXIT TICKET VOCAB BLOCKS

15.2.7.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Define</b>	<b>Sentence</b>
<b>Examples</b>	<b>Draw</b>
<b>Saving Contacts</b>	

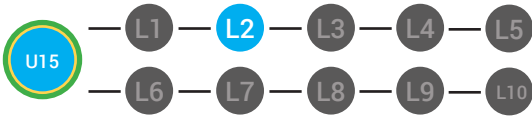


## T3 SAVING CONTACTS EXIT TICKET TRACE 'N' LEARN CARDS

15.2.7.2

# Saving Contacts

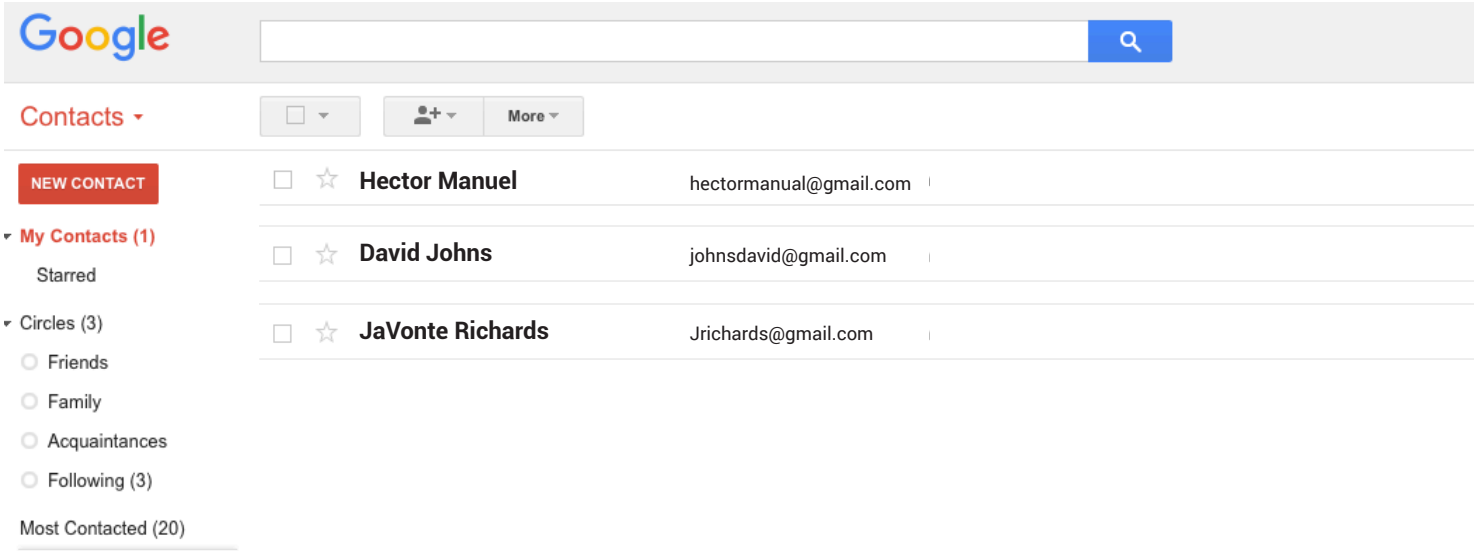
When you send an email to a contact's email address or receive an email from a contact's email address. Gmail will automatically save the email address to your contact manager.



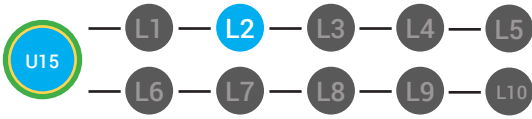
# WORKPLACE CONNECTIONS

## 15.2.WC.1

**Directions:** Log into your gmail account. Go to your Gmail Contacts Menu. How many contacts do you have? Write the amount of contacts in the space provided.



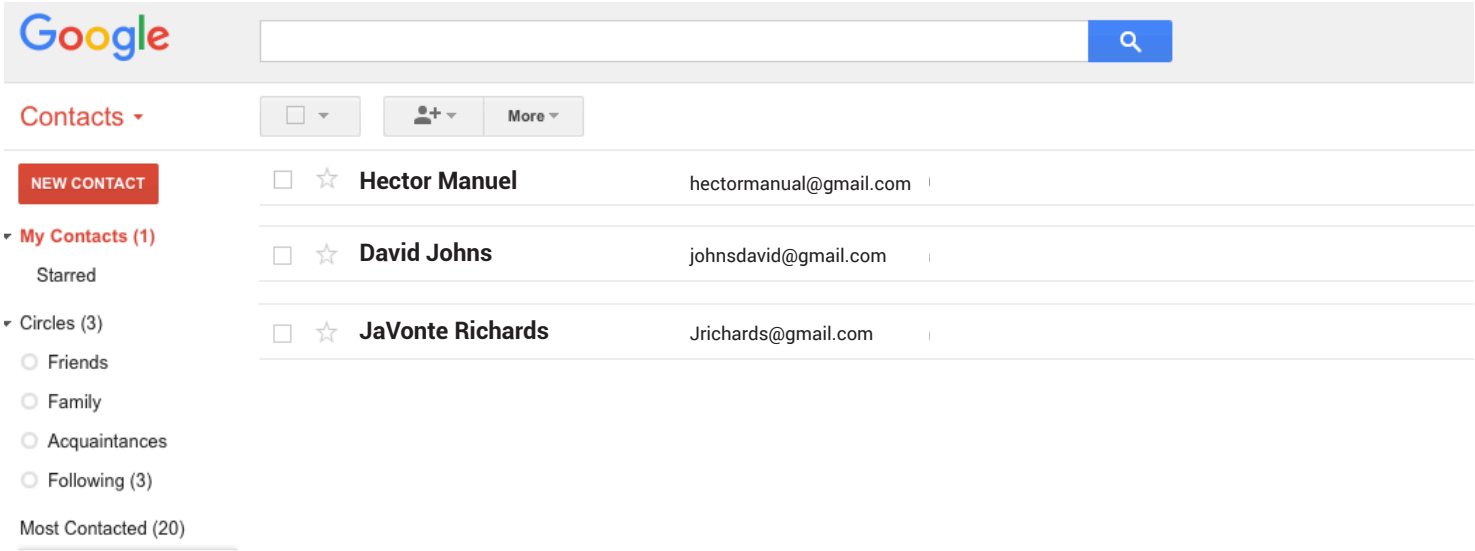
\_\_\_\_\_/Amount of contacts



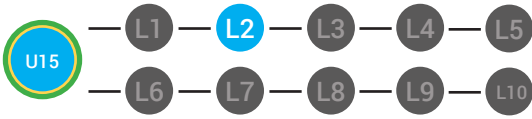
# WORKPLACE CONNECTIONS

## 15.2.WC.2

**Directions:** Log into your gmail account. Go to your Gmail Contacts Menu. How many contacts do you have? Circle the correct amount of contacts.



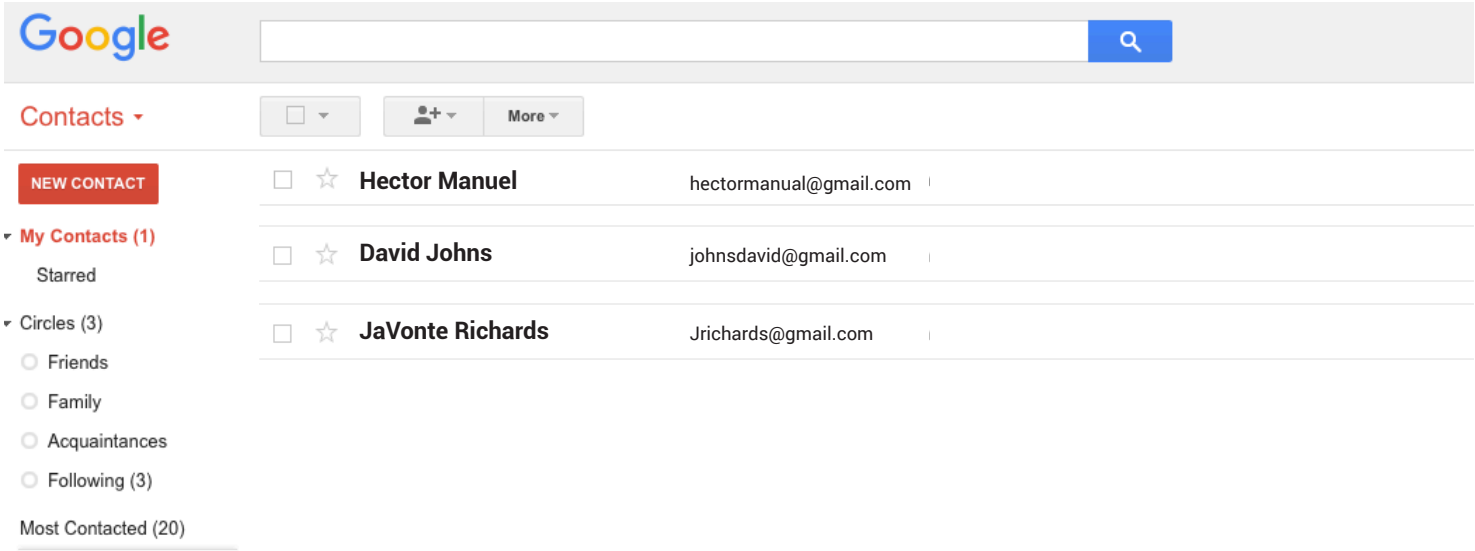
Are there 3 | 5 | 2 contacts above?



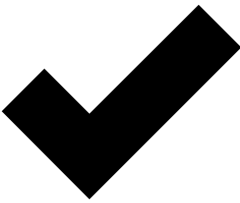
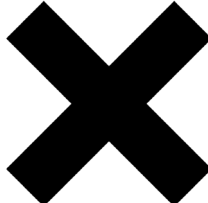
# WORKPLACE CONNECTIONS

## 15.2.WC.3

**Directions:** Log into your gmail account. Go to your Gmail Contacts Menu. How many contacts do you have? Point to **Yes/No**.



Are there **3** contacts above?

 Yes	 No
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