UNIT 15: GMAIL CONTACTS
LESSON 4: EDITING CONTACT INFORMATION

LESSON OVERVIEW

The contacts in your lists can be edited. When Google saves an email to your contact list, they may not add a name for the contact. You can add the name yourself. When you click on the contact's information, it opens the contact's profile of personal information. You can add information to the contact's profile. Click in the Add Name field. Type the first and last name of the contact. When you are done, press enter on your keyboard. The name you entered will be saved.

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 4 - Editing Contact Information**

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.
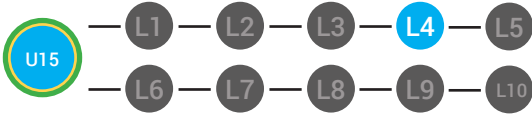
LESSON PLAN

WARM UP

ACCESSING PRIOR KNOWLEDGE

1. *"For a participation dollar, can someone give me one example of personal information."*

Possible Answers: name, number, email, birthday, home address

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."*

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

2. *"For a participation dollar, can someone give me a time when your personal information might change?"*

Possible Answers: getting a new phone cell phone, moving to a new home, getting married, getting a new email address at a new job

3. Distribute **15.4.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 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.
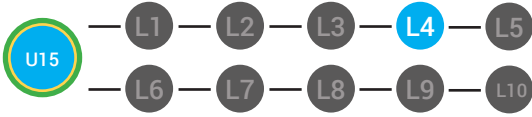
DIFFERENTIATION

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 Uses **Image Exchange cards** [15.4.IMAGE] to point to potential vocabulary word or icon representing "A person, email, coworker." or 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..."*
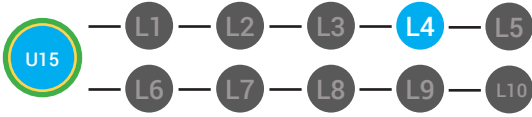
+$ 1. *"For a participation dollar, who can tell me the name of our next badge?*

2. 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. ie. 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.

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 contact manager."*

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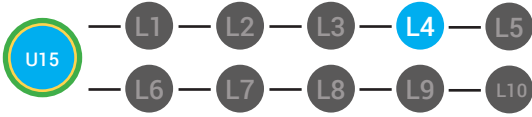
5. Play video.

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 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. 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, can you for contacts be edited in Gmail Contact Manager?"* [Yes]

2. Ask, *"For a participation dollar tell me, can you edit the personal information of your contacts? [yes]*

3. Ask, *"For a participation dollar, what happens when you click on a contact in the Contact Manager?"*

Possible Answers: When you click on a contact in the Contact Manager, you open the contact profile of personal information. Then, you can edit the contact's personal information.

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

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!"*

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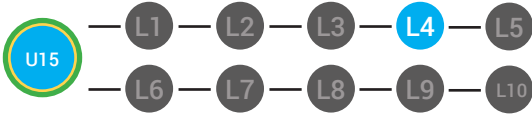
DIFFERENTIATION

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.

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]

+$ PARTICIPATION	-$ 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."*

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 Editing Contact Information 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 **15.4.5** Students that unlocked the badge will place the **Editing Contact Information** print out on the classroom's **word wall**. See 🎯 DIFFERENTIATION for this activity to identify supplements needed for your students.
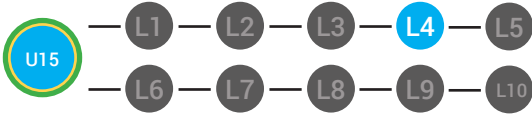
DIFFERENTIATION

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 **15.4.6** Editing Contact Information Exit Ticket to students. See 🔲 DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Editing Contact Information Exit Ticket** [15.4.6.1], Students complete reading maze.

T2 Using Tier 2 **Editing Contact Information Exit Ticket** [15.4.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [15.4.6.3].

T3 Using Tier 3 **Editing Contact Information Exit Ticket** [15.4.6.3], 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]**
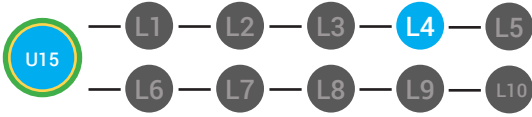
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ 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 4 EDITING CONTACT INFORMATION
Dollar Tracker
15.Dollar tracker

Edit Contact Information

Behaviors	Name						
	EX: Sam						
Successful +$							
Participation/ Contributing	卌						
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							

Edit
Contact Information

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

Yes

No

Edit
Contact Information

THUMBS IMAGE EXCHANGE CARD
15.IEC.THUMB

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

LVL 2 UNIT 15: LESSON 4 EDITING
CONTACT INFORMATION
BADGE BOARD
15.BADGE

Edit
Contact Information

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

15.4.5

Edit
Contact Information

The contacts in your lists can be edited.

T1 EDITING CONTACT INFORMATION
EXIT TICKET READING MAZE
15.4.6.1

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

The contacts in your lists can be edited. When Google saves an email to your contact list, they may not add a name for the _____

(contact, friend)

You can add the name yourself. When you click on the contact's information, it opens the contact's profile of _____

(personal, public)

You can add information to the contact's _____.

(profile, webpage)

Click in the Add Name field and then type the first and last name of the contact. When you are done, press _____

(enter, escape)

on your keyboard. The name you entered will be saved. You can do this to _____. other types of personal information like

(subtract, add)

phone numbers, home address, and more. Don't worry if you do not know all of this information yet.

Edit Contact Information

T2

**EDITING CONTACT INFORMATION
EXIT TICKET VOCAB BLOCKS**

15.4.6.2

Name: _____

Date: _____

Define	Sentence

Editing Contact Information

Examples	Draw

Edit Contact Information

T3 **EDITING CONTACT INFORMATION**
EXIT TICKET TRACE 'N' LEARN CARDS
15.4.6.3

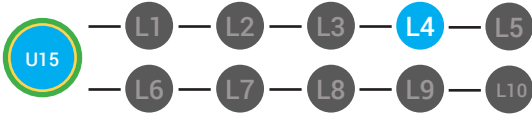Editing Contact Information

The contacts in your lists can be edited.

Edit
Contact Information

WORKPLACE CONNECTIONS

15.4.WC.1

Directions: Marcus has been working for designsitesinc.com for two years. He is beginning a new job in two weeks and will have a new email address. what should he do with all of his contacts? Or peers?

_____

_____

_____

_____

_____

_____

WORKPLACE CONNECTIONS

15.4.WC.2

Directions: Thomas has been working for designsitesinc.com for two years. He is beginning a new job in two weeks and will have a new email address. Circle the information you will have to change.

Write in the new information on the contact you edited.

Thomas Michaels

Customer Service Manager

☆ My Contacts

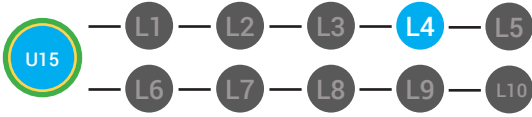| Email	tm14@designsitesinc.com
Work Phone	215-843-7009
Mobile Phone	267-540-9055
Address	8967 Roosevelte blvd. Philadelphia, PA 19152

Add ▼

U15

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

LVL 2 UNIT 15: LESSON 4 EDITING
CONTACT INFORMATION

Edit
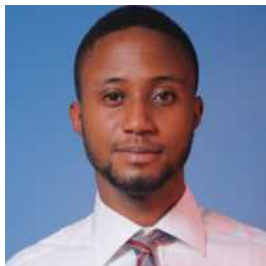Contact Information

Edit
Contact Information

📋 **WORKPLACE CONNECTIONS**

15.4.WC.3

Directions: Thomas has been working for designsitesinc.com for two years. He is beginning a new job in two weeks and will have a new email address. Point to the information you will have to change.

Write in the new information on the contact you edited.

Thomas Michaels

Customer Service Manager

☆ My Contacts

Email	tm14@designsitesinc.com
Work Phone	🇺🇸 ▾ 215-843-7009
Mobile Phone	🇺🇸 ▾ 267-540-9055
Address	8967 Rooosevelte blvd. Philadelphia, PA 19152

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