

# UNIT 15: GMAIL CONTACTS

## LESSON 5: HOW CAN I ORGANIZE MY CONTACTS?

### LESSON OVERVIEW

You can organize your contacts into groups. You might have a group for family and another for friends. Or you might have a group for the people that you work with. Organizing your contacts into groups will make frequent sharing with these contacts easier. 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. For example, you could create a group to email your entire class at one time. You would need to have each classmate listed as a contact in your gmail account. If you were having trouble on a homework assignment, you could reach out to your classmates and ask them for help. It would be easy to enter the group name, "Room 421" or "Math Class."

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

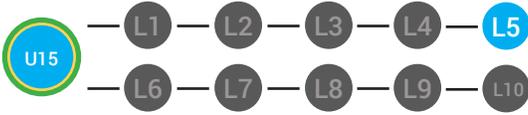
### ONLINE REVIEW

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



#### ACCESSING PRIOR KNOWLEDGE

1. *"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,

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 an example of a group that you are a part of."*

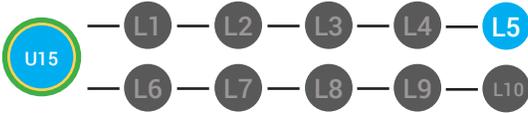
**Possible Answers:** Online groups, the classroom, training program, after school club, family, athletics, music, etc.



3. Distribute **15.5.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. I.e. 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** [15.5.IMAGE] to point to potential vocabulary word or icon representing “event, work on project, share information, Online groups, the classroom, athletics, after school club, music” 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]

<p><b>+\$ ON TASK</b></p> <p><i>“Great work following directions, Vincent. You earned a dollar.”</i></p>	<p><b>-\$ COMPLAINING</b></p> <p><i>“Marcus, that’s complaining. Complaining cost \$1. Share your answer to the warm-up question appropriately to earn \$1.”</i></p>
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**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...”



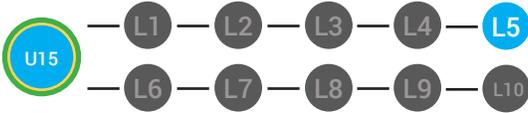
1. “For a participation dollar, who can tell me the name of our next badge?”



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.



2. 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 organize.”*

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



4. Play video.

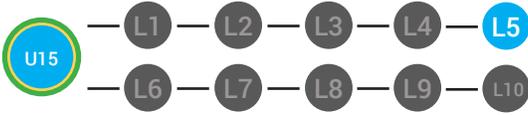


6. Distribute **15.IEC.THUMB** to students. See  DIFFERENTIATION for this activity to identify supplements needed for your students.



## 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]



**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.

<p><b>+\$ FOLLOWING DIRECTIONS</b></p> <p><i>"Nice job following directions and giving a thumbs up! You're earning a dollars! Nice job!"</i></p>	<p><b>-\$ OFF TASK</b></p> <p><i>"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."</i></p>
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## INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, how can you organize your contacts?"*

**Possible Answers:** You can organize your contacts into groups.

2. 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.

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

**Possible Answers:** If you were having trouble on an assignment, you could reach out to your classmates/colleagues and ask them for help.

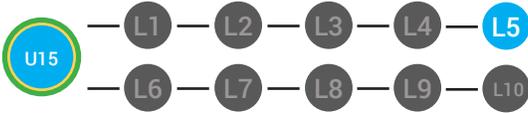


**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment. Require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication.

"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]

<p><b>+\$ FOLLOWING DIRECTIONS</b></p> <p><i>"Nice job participating! You earned a participation dollar!"</i></p>	<p><b>-\$ OFF-TOPIC</b></p> <p><i>[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."</i></p>
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**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

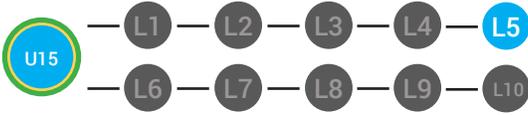


1. Ask the class, "Who would like to unlock the Saving Contacts Badge for \$1?"

**Click Activity Button to Play Activity Video**



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



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 **15.5.5** Students that unlocked the badge will place the **How Can I Organize My Contacts?** print out on the classroom's **word wall**. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

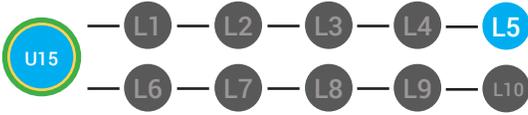
- T1** Student will use verbal prompting to unlock the badge with the class.
- T2** Student will use verbal prompting and hand signals to unlock the badge with the class.
- T3** Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.



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]

<p><b>+\$ PARTICIPATION</b></p> <p>“Marcus + you answered correctly! You earned a dollar! Nice job!”</p>	<p><b>-\$ INTERRUPTIONS</b></p> <p>“Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.”</p>
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## ASSESSMENT/EXIT TICKET



1. Distribute **15.5.6 How Can I Organize My Contacts? Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION



Using Tier 1 **How Can I Organize My Contacts? Exit Ticket** [15.5.6.1], Students create groups with names, and interests.



Using Tier 2 **How Can I Organize My Contacts? Exit Ticket** [15.5.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [15.5.6.3].



Using Tier 3 **How Can I Organize My Contacts? Exit Ticket** [15.5.6.3], 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

*"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**

EX: Sam

**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

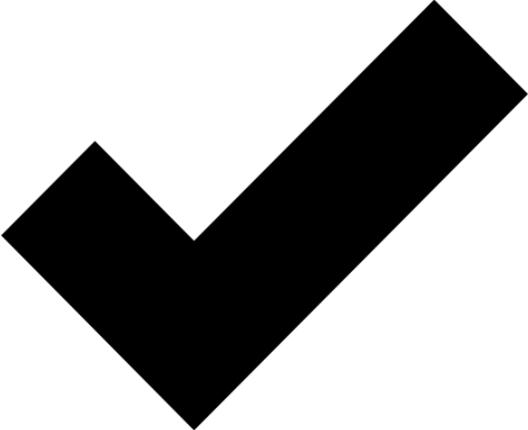
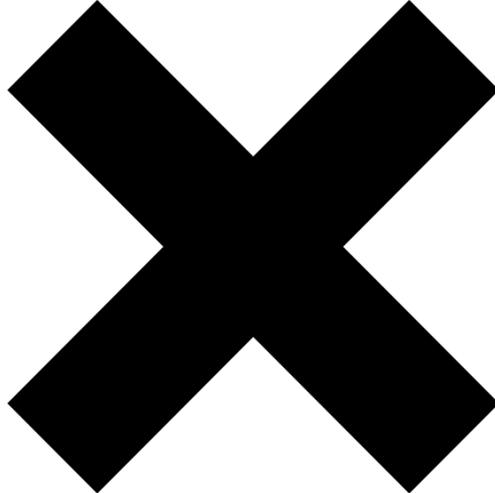
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UMAPA



 **YES OR NO IMAGE EXCHANGE CARD**

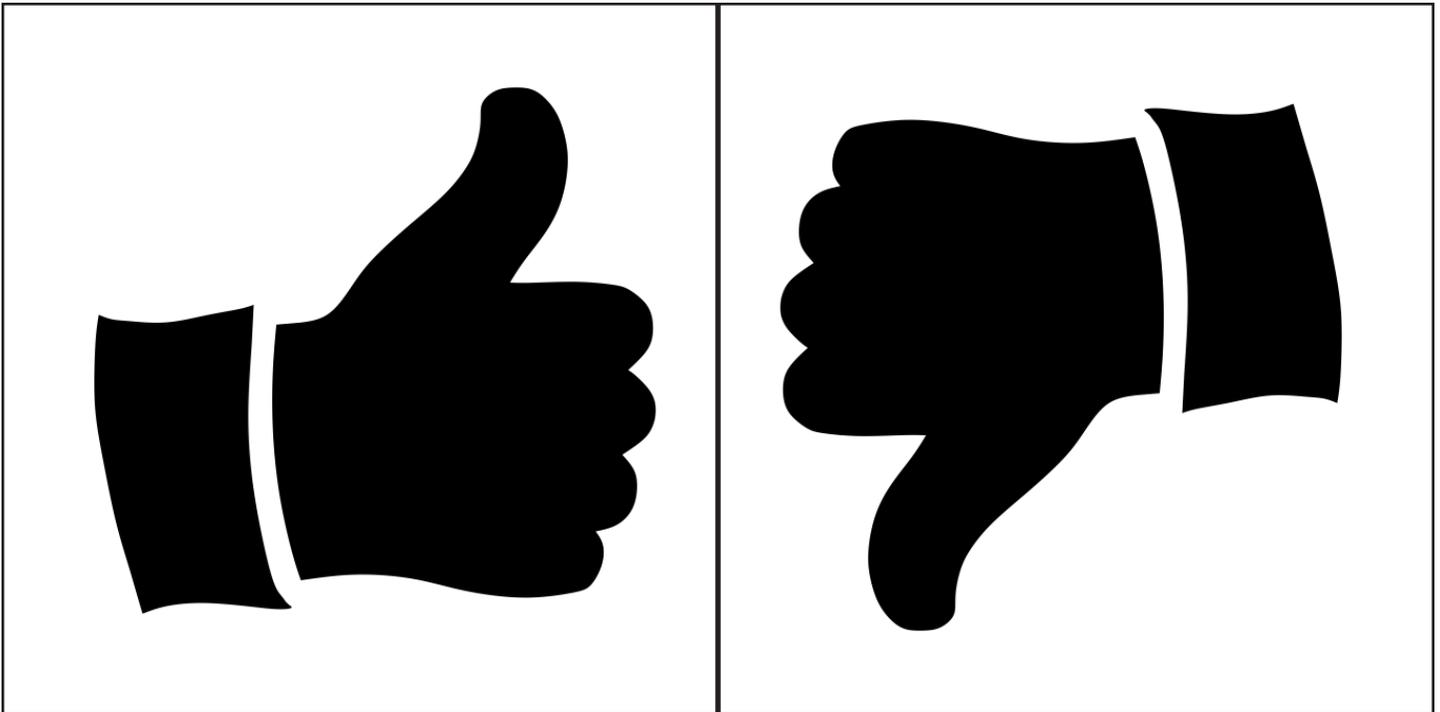
**15.IEC.Y/N**

 <p><b>Yes</b></p>	 <p><b>No</b></p>
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 **THUMBS IMAGE EXCHANGE CARD**

**15.IEC.THUMB**





# IMAGE EXCHANGE CARDS

## 15.5.IMAGE

**Online Groups**



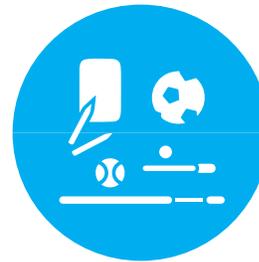
**The Classroom**



**Athletics**

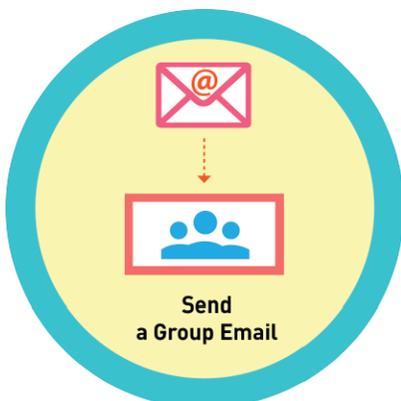


**After School Club**



**Music**

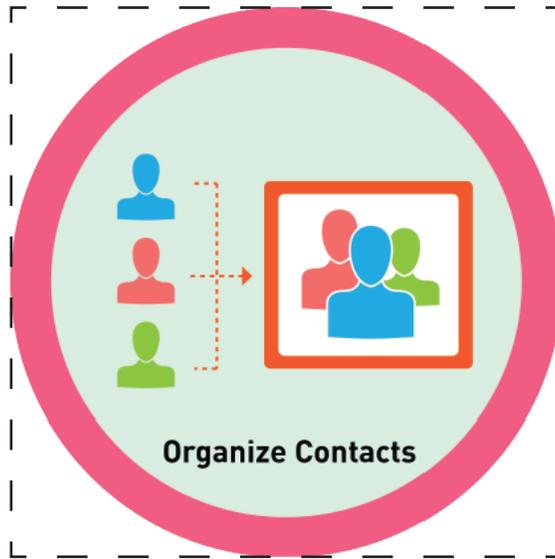






# WORD WALL PRINTOUT

15.5.5



Organizing your contacts into groups will make frequent sharing with these contacts easier.



**T1** HOW CAN I ORGANIZE MY CONTACTS?  
EXIT TICKET ORGANIZE GROUPS ACTIVITY

**15.5.6.1**

**Directions:** Assign the names below into groups in the blank space on the left. In the blanks on the right fill in interests groups.

\_\_\_\_\_ Tom Hillard

\_\_\_\_\_  
(Suggestions: Music, Athletics, Art Club)

\_\_\_\_\_ John Greene

\_\_\_\_\_  
(Suggestions: Music, Athletics, Art Club)

\_\_\_\_\_ Margaret Gonzales

\_\_\_\_\_  
(Suggestions: Music, Athletics, Art Club)

\_\_\_\_\_ Donté Johnson

\_\_\_\_\_  
(Suggestions: Music, Athletics, Art Club)

\_\_\_\_\_ Olivia Johnson

\_\_\_\_\_  
(Suggestions: Music, Athletics, Art Club)

\_\_\_\_\_

\_\_\_\_\_  
(Suggestions: Music, Athletics, Art Club)

\_\_\_\_\_

\_\_\_\_\_  
(Suggestions: Music, Athletics, Art Club)



T2

HOW CAN I ORGANIZE MY CONTACTS?  
EXIT TICKET VOCAB BLOCKS

15.5.6.2

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

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

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

**How Can I Organize My Contacts?**



# T3 HOW CAN I ORGANIZE MY CONTACTS? EXIT TICKET TRACE 'N' LEARN CARDS

15.5.6.3

How Can I Organize  
My Contacts?

Organizing your  
contacts into  
groups will make  
frequent sharing  
with these contacts  
easier.



# WORKPLACE CONNECTIONS

## 15.5.WC.1

**Directions:** Log into your Gmail account. Go to your Gmail Contacts Menu. Create a group for everyone in your program and name it Digitability group. Then, send the Digitability Group an email. Write in the names and emails in your group after you make it in Gmail.

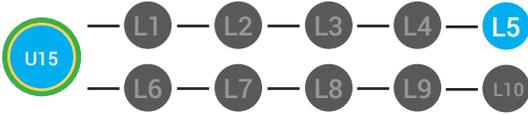
Contacts ▾  ▾  ▾  ▾

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**NEW CONTACT**

- ▾ My Contacts (1)
  - Starred
  - Digitability Group**

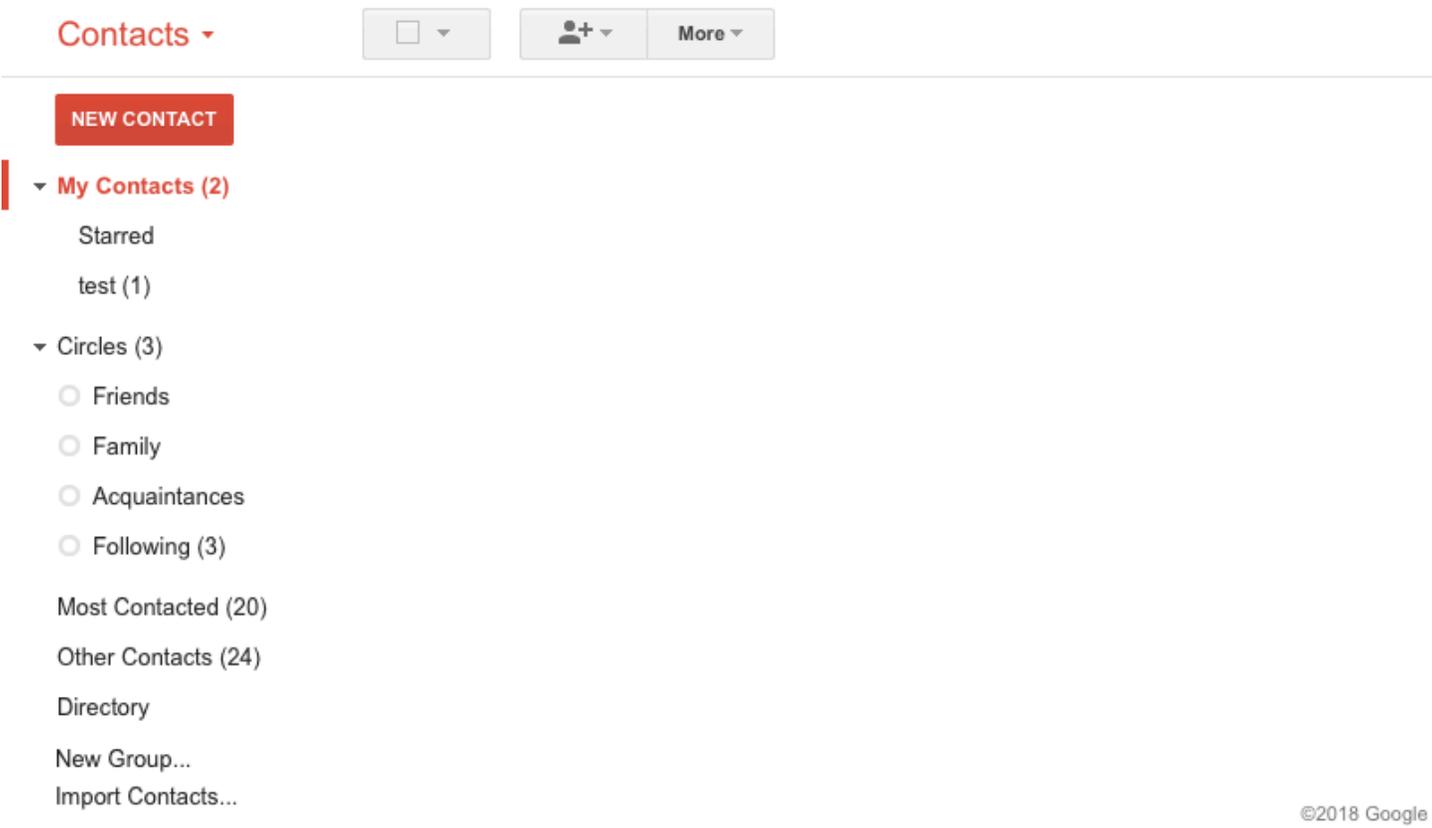
Name _____	Email _____

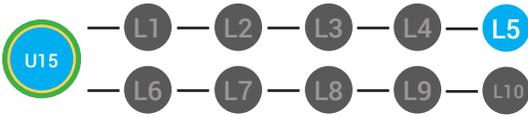


# WORKPLACE CONNECTIONS

## 15.5.WC.2

**Directions:** Log into your gmail account. Go to your Gmail Contacts Menu. Circle where you would click to create a group for everyone in your program.





# WORKPLACE CONNECTIONS

## 15.5.WC.3

**Directions:** Log into your gmail account. Go to your Gmail Contacts Menu. Point to where you would click to create a group for everyone in your program.

