

UNIT 15: GMAIL CONTACTS

LESSON 6: HOW DO I CREATE A GROUP

LESSON OVERVIEW

Once you’ve added people to your contacts list, you can add them in to a group. First, think about the type of group you want to create. Then click on Contacts and read through your contact list. Select each contact by clicking in the box next to their name. Once they are checked, they will be highlighted. You can add them to a group by click the group button. Type in the name of the group in the field and then click the blue ok button. You’re group will be listed in the contact menu under My 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

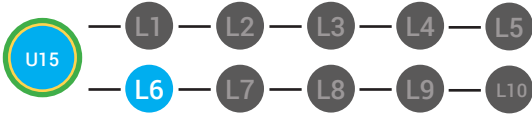
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 15**
5. Select **Lesson 6 - Creating a 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



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.”



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.


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

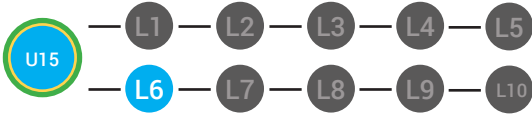


2. *“For a participation dollar, can someone give me an example of a group that you are a part of.”*

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



3. Distribute **15.6.IMAGE** Image Exchange Cards and **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** Writes response down in notebook or on post-it or rephrase prompt to a **yes or no** question
- T3** Uses **Image Exchange cards** [15.6.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>+\$ ON TASK</p> <p><i>“Great work following directions, Vincent. You earned a dollar.”</i></p>	<p>-\$ COMPLAINING</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...”*



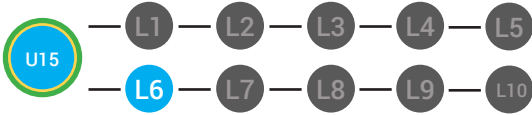
1. *“For a participation dollar, who can tell me the name of our next badge?”*



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 group.”*

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



4. Play video.

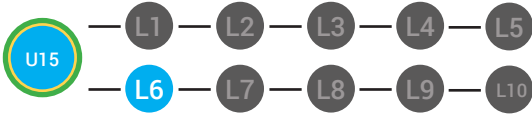


6. Distribute **15.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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]

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



8. Ask, *"For a participation dollar, who can tell me the first step to creating a group in Gmail Contacts?"*

Write first step on board.

1. Login to gmail
2. Click on **gmail Contact Menu**
3. Click Contacts on **dropdown menu**
4. Click on **contacts**.
5. Select **contacts for group**.
6. Click the **group button** (ask to describe)
7. Type in **the name of the group**
8. Click **OK button**



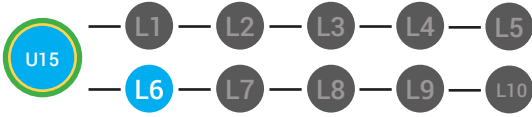
Pro tip: Use content

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!"



9. Distribute **15.6.IMAGE** Image Exchange Cards and **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

Writes response down in notebook or Uses **Image Exchange cards** [15.6.IMAGE] to point to potential vocabulary word or icon representing "Login to gmail, gmail contact menu, dropdown menu, contacts, group buttons, name of group, ok button."

T3

Uses **Image Exchange cards** [15.6.IMAGE] to point to potential vocabulary word or icon representing "Login to gmail, gmail contact menu, dropdown menu, contacts, group buttons, name of group, ok button." or Points to **Yes or No Image Exchange Card** [15.IEC.Y/N] for rephrased question.



10. 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

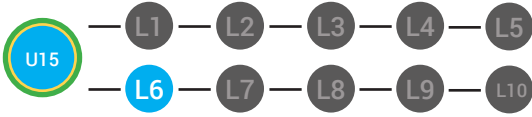
[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. "Marcus, that is off-topic. Off-topic comments cost a \$1. We're talking about what we think a contact is. Raise your hand to share what you think a contact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



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 How Do I Create a 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 **15.6.6** Students that unlocked the badge will place the **How Can I Create a Group?** print out on the classroom’s **word wall**. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

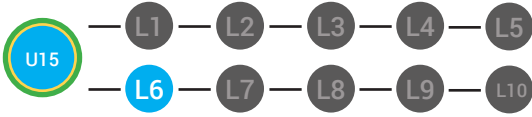
Student will use verbal prompting to unlock the badge with the class.

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>+\$ PARTICIPATION</p> <p>“Marcus + you answered correctly! You earned a dollar! Nice job!”</p>	<p>-\$ INTERRUPTIONS</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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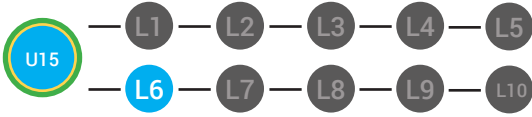
ASSESSMENT/EXIT TICKET

1. Distribute **15.6.6 How Do I Create a Group Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Using Tier 1 **How Can I Create a Group? Exit Ticket** [15.6.7.1], Students Write in the steps to making a group in order.
- T2** Using Tier 2 **How Can I Create a Group? Exit Ticket** [15.6.7.2], students complete Vocab block about using email, or Trace ‘n’ Learn card [15.6.7.3].
- T3** Using Tier 3 **How Can I Create a Group? Exit Ticket** [15.6.7.3], 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]

<p>+\$ PARTICIPATION</p> <p><i>"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."</i></p>	<p>-\$ OFF TASK</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. 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."</i></p>
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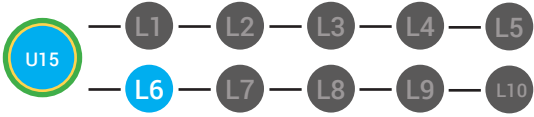
IMMEDIATE FEEDBACK/NEXT STEPS

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**.



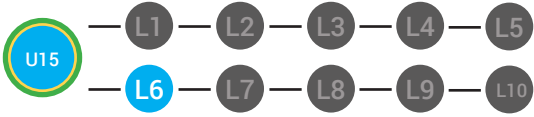
Behaviors

Name

- Successful +\$**
- Participation/Contributing
 - Sharing/Helping/Collaborating
 - Greeting a Guest
 - Following Directions/Staying on Task
 - Encouraging/Complementing

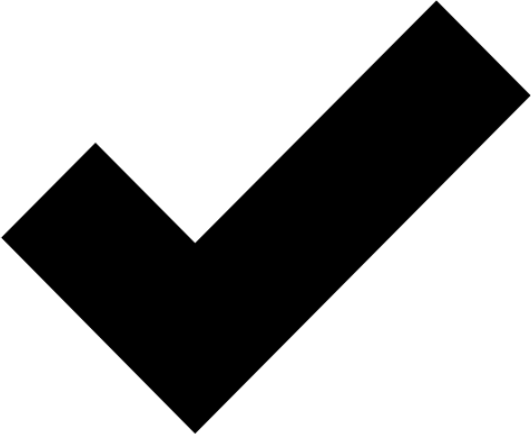
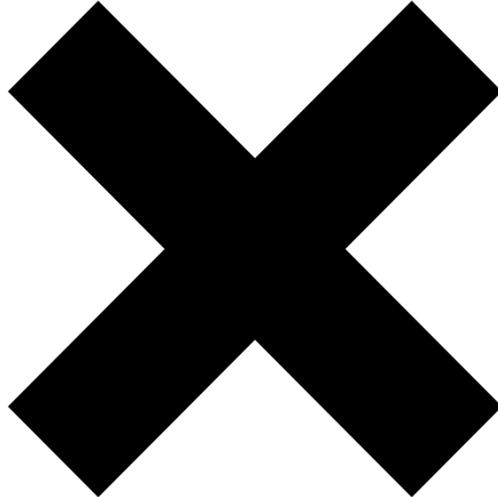
- Problematic -\$**
- Off Task
 - Off-Topic/Inappropriate Comment
 - Disrespect/Teasing
 - Complaining/Whining
 - Arguing
 - Interrupting
 - UMAPA

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

15.IEC.THUMB

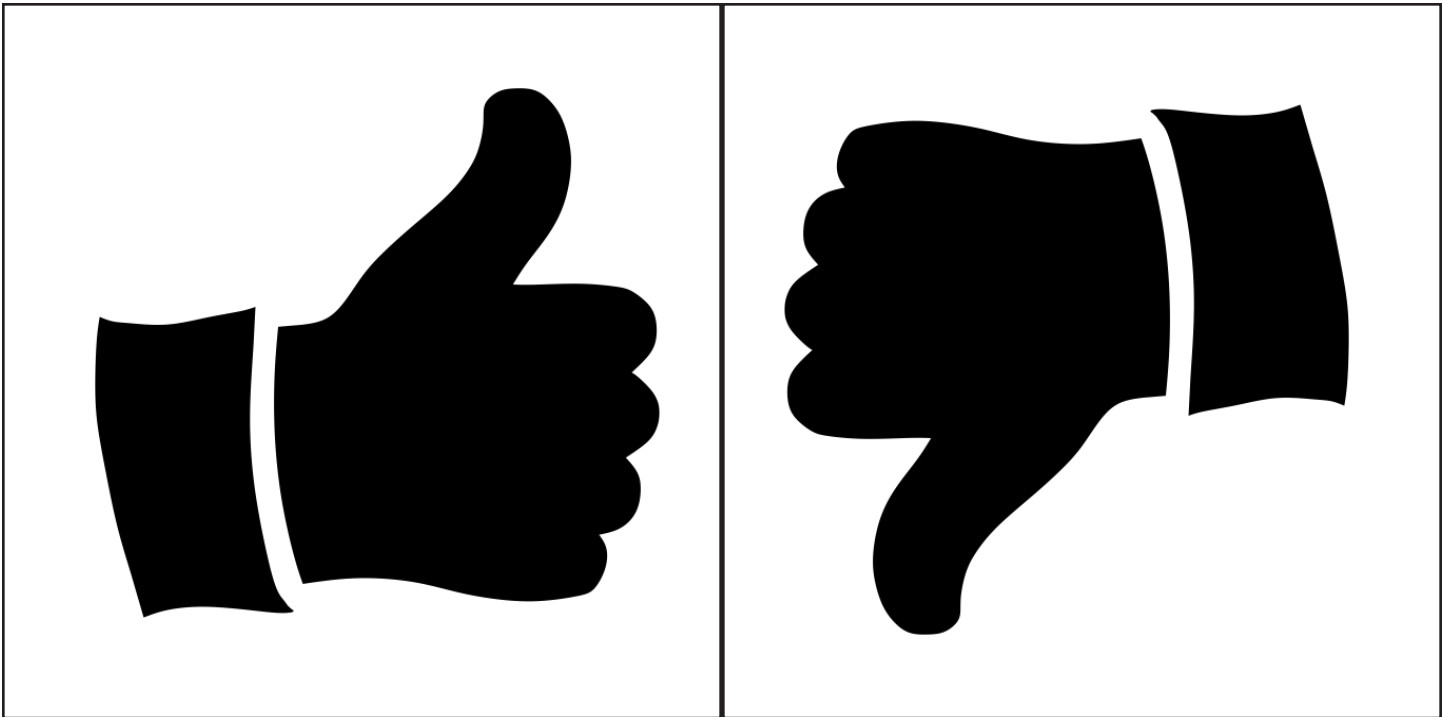




IMAGE EXCHANGE CARDS

15.6.IMAGE

Online Groups



The Classroom



Athletics



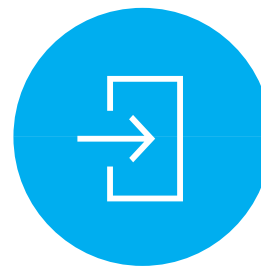
After School Club



Music



Login to Gmail





Gmail Contact Menu



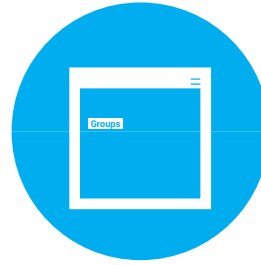
Contacts



Dropdown Menu



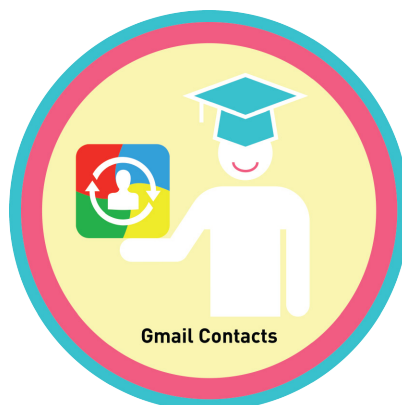
Group Buttons



Ok Button



Name Of Group



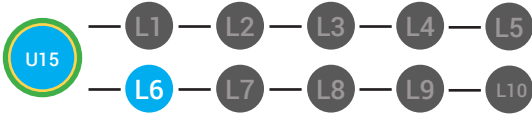


WORD WALL PRINTOUT

15.6.6



Once you've added people to your contacts list, you can add them in to a group.



T1 HOW DO I CREATE A GROUP?
EXIT TICKET ANSWER SHEET
15.6.7

1. Login to gmail
2. Click on **gmail Contact Menu**
3. Click Contacts on **dropdown menu**
4. Click on **contacts.**
5. Select **contacts for group.**
6. Click the **group button**
7. Type in **the name of the group**
8. Click **OK button**



T1 HOW DO I CREATE A GROUP? EXIT TICKET
STEPS TO MAKING GROUPS ACTIVITY

15.6.7.1

Directions: Write in the steps to making a group in order.

Step 1 _____

Step 2 _____

Step 3 _____

Step 4 _____

Step 5 _____

Step 6 _____

Step 7 _____

Step 8 _____



T2

HOW DO I CREATE A GROUP?
EXIT TICKET VOCAB BLOCKS

15.6.7.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

How Do I Create A Group?

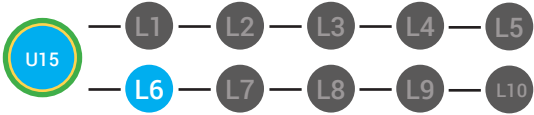


T3 HOW DO I CREATE A GROUP?
EXIT TICKET TRACE 'N' LEARN CARDS

15.6.7.3

How Do I Create a Group?

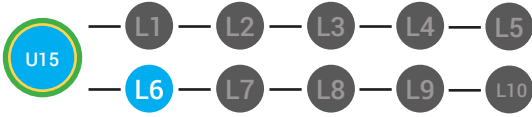
Once you've added people to your contacts list, you can add them in to a group.



WORKPLACE CONNECTIONS

15.6.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. Next, send everyone in your Digitability group an email.

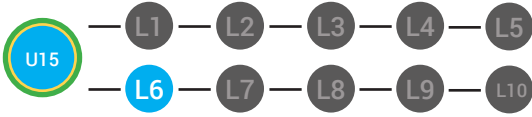


WORKPLACE CONNECTIONS

15.6.WC.2

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. Circle the button you would click to create an email that you could send to everyone in the Digitability group.

Contacts	<input checked="" type="checkbox"/>				More
NEW CONTACT	<input checked="" type="checkbox"/>		Jason Smith	jsmith@gmail.com	
My Contacts (3)	<input checked="" type="checkbox"/>		DeVonte Greene	degreene12@gmail.com	
Starred					
Digitability Group	<input checked="" type="checkbox"/>		Melissa Gonzales	melgonzales@gmail.com	
Circles (3)					
Friends					
Family					



WORKPLACE CONNECTIONS

15.6.WC.3

Directions: Have a Tier 1 partner help you log into your gmail account. Go to your Gmail Contacts Menu. Create a group for everyone in your program and name it Digitability group. Point to the button you would click to create an email that you could send to everyone in the Digitability group.

Actions	Name	Email
<input checked="" type="checkbox"/> <input type="star"/>	Jason Smith	jsmith@gmail.com
<input checked="" type="checkbox"/> <input type="star"/>	DeVonte Greene	degreene12@gmail.com
<input checked="" type="checkbox"/> <input type="star"/>	Melissa Gonzales	melgonzales@gmail.com