

UNIT 15: GMAIL CONTACTS

LESSON 7: ADDING ANOTHER CONTACT TO A GROUP

LESSON OVERVIEW

You can add contacts to the groups you create. First click on “My Contacts” to view the contact list. Select contact that you want to add to the group by clicking the box next to their name. A check will appear in the box and the line will be highlighted as yellow. Then click on the groups button. It looks like this. A menu of groups will drop down. You can click on the group that you want to add the contact to. You will see a group label on that contacts profile.

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

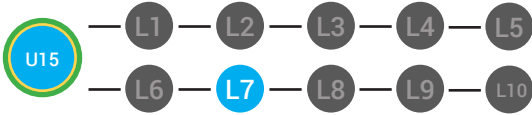
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 15**
5. Select **Lesson 7 - Adding Another Contact to 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

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


Write first step on board.

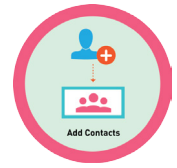
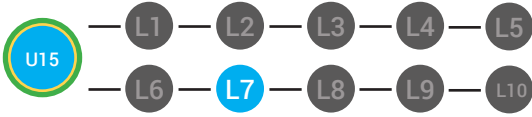
1. Login to gmail
2. Click on Gmail Contact Menu
3. Click Contacts on Dropdown menu
4. Click on Contacts.
5. Select Contacts
6. Click the group button (ask to describe)
7. Type in the name of the group
8. Click OK Button



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.



2. Distribute **15.7.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** [15.7.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** [15.7.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.



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]


<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

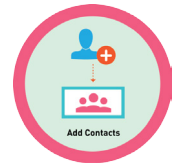
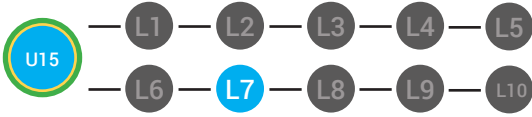
 Call out earnings to the class, *"[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."*

 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.




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 add.”*

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



5. Play video.

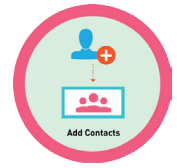
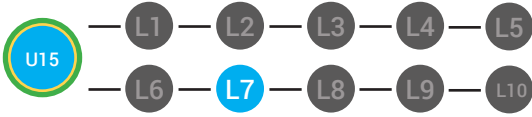


6. Distribute **15.IEC.THUMB** to students. See  DIFFERENTIATION for this activity to identify supplements needed for your students.



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]



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>+\$ 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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INFORMAL ASSESSMENT



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

Write first step on board.

Possible Steps to name:

1. Login to gmail
2. Click on **Gmail Contact Menu**
3. Click Contacts on **Dropdown menu**
4. Click on Contacts.
5. Select Contacts Select the Contact(s) you want to add by clicking the box.

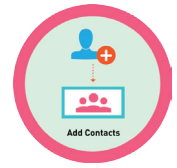
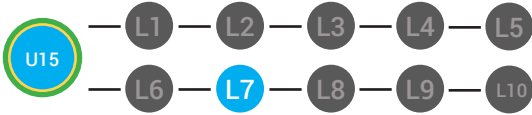
ask students what will happen when the name is checked. A check will appear in the box and the line will be highlighted as yellow.


6. Click the **group button** (ask to describe)
7. Review the **menu of groups**
8. Click on the group that you want to add the contact to. You will see a **group label on that contacts profile.**



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!"



2. Distribute **15.7.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** [15.7.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** [15.7.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.



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

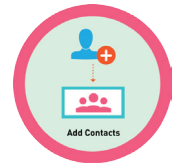
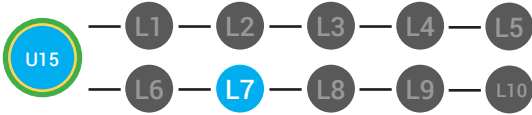
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ FOLLOWING DIRECTIONS

"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 Adding Another Contact To 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.

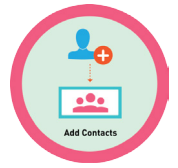
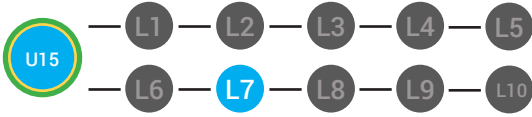


3. Distribute lesson badge cut out **15.7.5** Students that unlocked the badge will place the **Adding Another Contact To a Group** print out on the classroom’s **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.



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 **15.7.6 Adding Another Contact To a Group Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

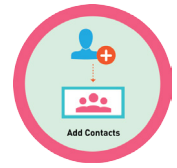
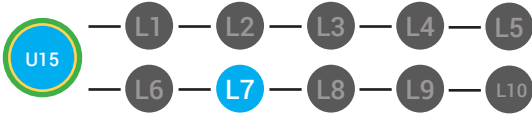
Using Tier 1 **Adding Another Contact To a Group Exit Ticket** [15.7.6.1], Students Write in the steps to making a group in order.

T2

Using Tier 2 **Adding Another Contact To a Group Exit Ticket** [15.7.6.2], students complete Vocab block about using email, or Trace ‘n’ Learn card [15.7.6.3].

T3

Using Tier 3 **Adding Another Contact To a Group Exit Ticket** [15.7.6.3], 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]

<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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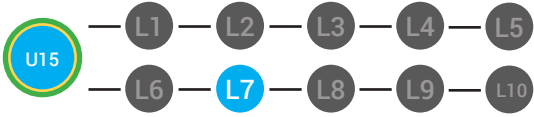
IMMEDIATE FEEDBACK/NEXT STEPS

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**.



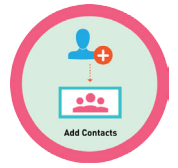
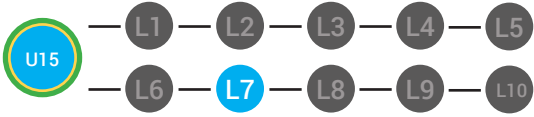
Behaviors

Name

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

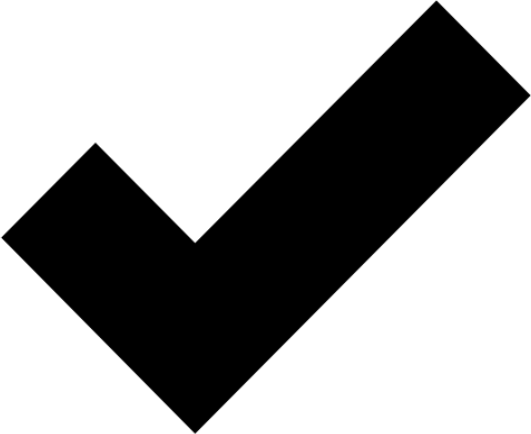
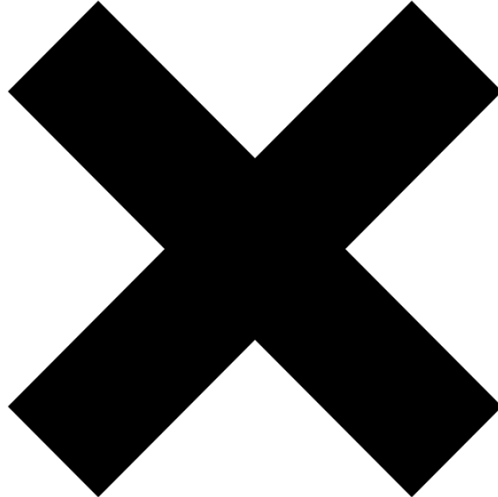
- Problematic -\$**
- Off Task
 - Off-Topic/Inappropriate Comment
 - Disrespect/Teasing
 - Complaining/Whining
 - Arguing
 - Interrupting
 - UMAPA

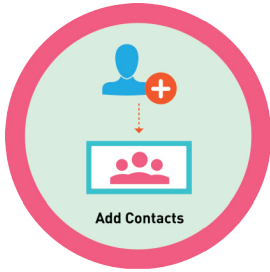
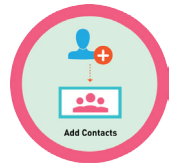
EX: Sam							
Participation/Contributing	 						
Sharing/Helping/Collaborating							
Greeting a Guest							
Following Directions/Staying on Task							
Encouraging/Complementing							
Off Task							
Off-Topic/Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining							
Arguing							
Interrupting							
UMAPA							




 **YES OR NO IMAGE EXCHANGE CARD**

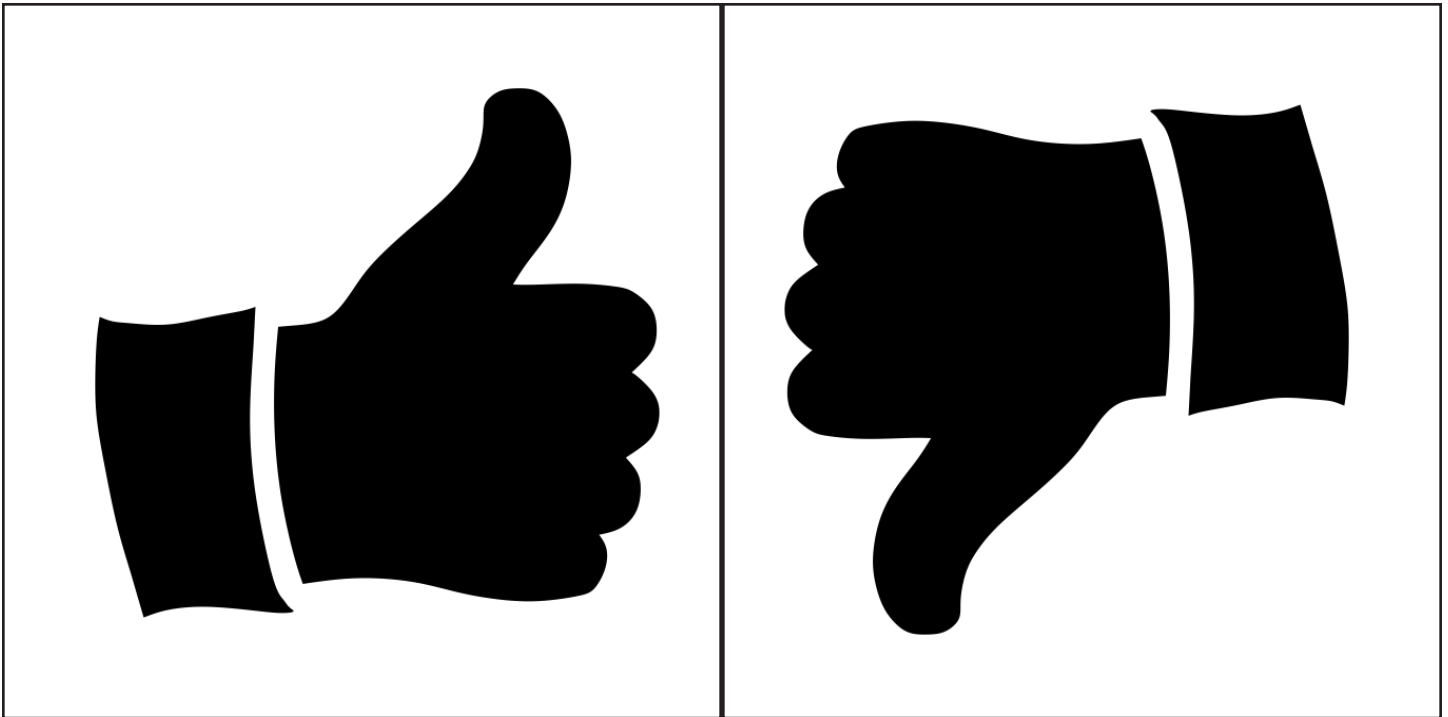
15.IEC.Y/N

 <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



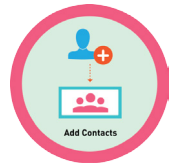
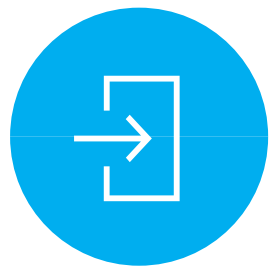


IMAGE EXCHANGE CARDS

15.7.IMAGE

Login to Gmail



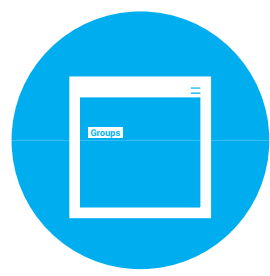
Dropdown Menu



Contacts



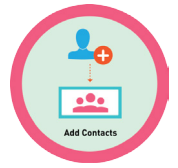
Group Buttons



Name Of Group

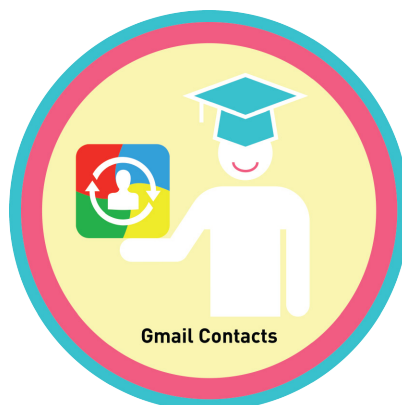
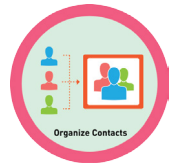
Ok Button

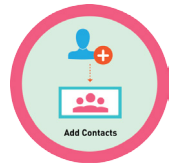




Gmail Contact Menu

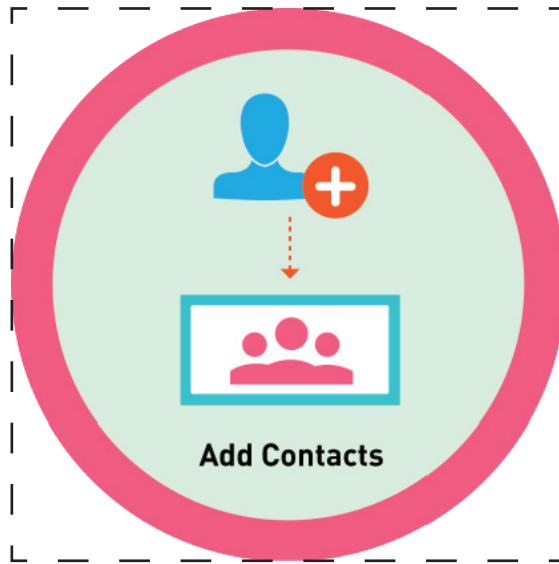




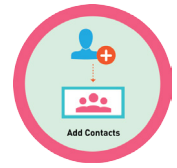
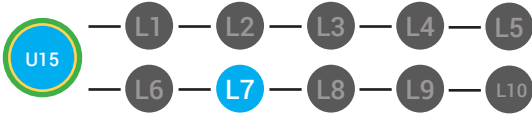


WORD WALL PRINTOUT

15.7.5



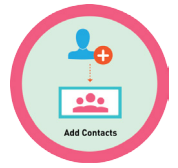
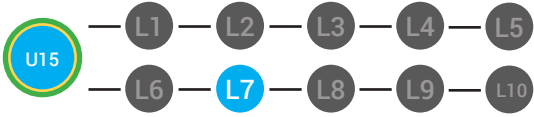
You can add contacts to the groups you create after you create the group.



T1 ADDING ANOTHER CONTACT TO A GROUP
EXIT TICKET ANSWER SHEET

15.7.6

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 ADDING ANOTHER CONTACT TO A GROUP
EXIT TICKET STEPS TO GROUPS ACTIVITY

15.7.6.1

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 _____



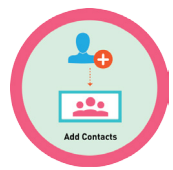
T2 ADDING ANOTHER CONTACT TO A GROUP
EXIT TICKET VOCAB BLOCKS

15.7.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw
Adding Another Contact to a Group	

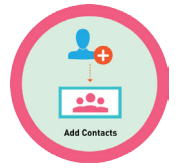
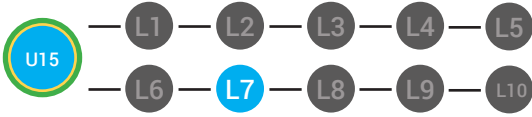


T3 ADDING ANOTHER CONTACT TO A GROUP
EXIT TICKET TRACE 'N' LEARN CARDS

15.7.6.3

Adding Another
Contact To a Group

You can add
contacts to the
groups you create
after you create
the group.



WORKPLACE CONNECTIONS

15.7.WC.1

Scenario: You are on a team at work. A new employee was hired and you want to add him to the work email group.

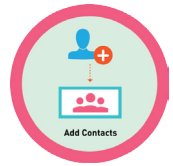
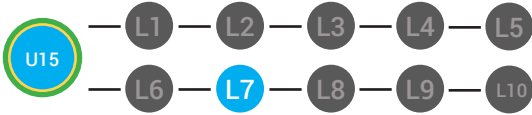
Draft an email explaining to the new employee that you have added him to your work group.

New Message

To	Cc Bcc
Subject	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Sans Serif | T | B | I | U | A | [List Icons] | [Link Icon]

Send | [Attachment Icon] | [Image Icon] | [Link Icon] | [Smiley Icon]



WORKPLACE CONNECTIONS

15.7.WC.2

Scenario: You are on a team at work. A new employee was hired and you want to add him to the work email group.

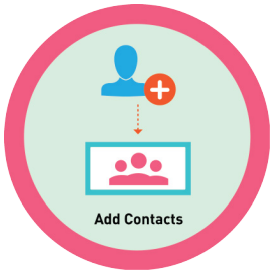
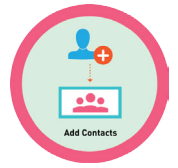
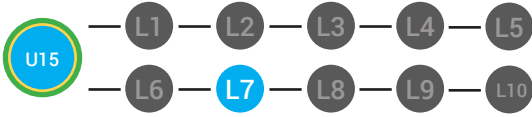
Directions: What next steps should you take? Check all that apply.

Add new employee to the group

Email the group letting the new employee and the whole team know that the new employee has been added to the email group.

Welcome the new employee to the team!

Start emailing the group about your project



WORKPLACE CONNECTIONS

15.7.WC.3

Scenario: You are on a team at work. A new employee was hired and you want to add him to the work email group.

Directions: What next steps should you take? Check all that apply.



Add new employee to the group



Email the group letting the new employee and the whole team know that the new employee has been added to the email group



Start emailing the group about your project



Welcome the new employee to the team!