



UNIT 15: GMAIL CONTACTS

LESSON 8: HOW DO I REMOVE A CONTACT FROM A GROUP?

LESSON OVERVIEW

You can also remove a contact from a group. To remove a contact from a group you will need to edit the contact’s profile. First, find your group under the “My Contacts” menu. If you don’t see it, you can click on the dropdown icon. Click on the group name. Click on the contact that you would like to remove. You can now see the contacts personal information. Under the contacts name, you will see the name of the groups they are in. To delete the contact from the group, click on the group name. Then click “remove from this group.”

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

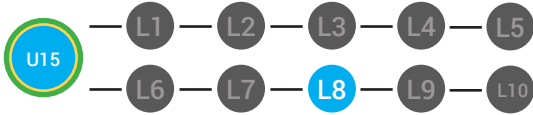
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 15**
5. Select **Lesson 8 - How do I Remove a Contact From 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.


List of possible steps to name:

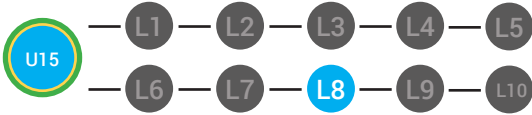
1. Login to Gmail
2. Click on Gmail Contact Menu
- 3 Click Contacts on Dropdown menu
4. Click on Contacts.
5. Select the Contact(s) you want to add by clicking the box.
--ask students what will happen when the name is checked-- ****A check will appear in the box and the line will be highlighted as yellow.**
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 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 **15.8.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** [15.8.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** [15.8.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]

+\$ ON TASK

"Great work following directions, Vincent. You earned a dollar."

-\$ COMPLAINING

"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..."



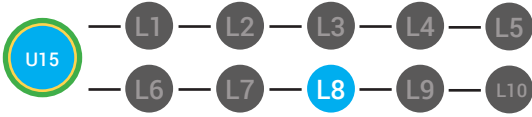
1. "For a participation dollar, who can tell me the name of our next badge?"



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 remove.”*

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



5. Play video.

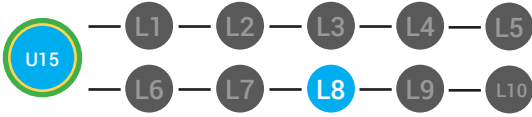


6. Distribute **15.IEC.THUMB** to students. See  DIFFERENTIATION for this activity to identify supplements needed for your students.



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.

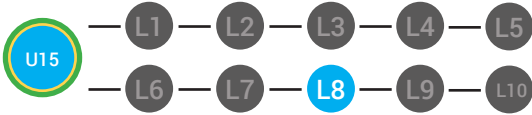
Possible Steps to name:


1. Login to gmail
2. Click on Gmail Contact Menu
3. Click Contacts on Dropdown menu
4. Click on Contacts.
5. Click on the group name you want to edit.
6. Click on the contact that you would like to remove.
7. Review the contacts personal information.
8. Locate the groups they are in that you want to remove them from..
9. Click on the group name.
10. Then click "remove from this group."



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 **15.8.IMAGE** Image Exchange Cards and **15.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



On-topic verbal response shared response



Writes response down in notebook or Uses **Image Exchange cards** [15.8.IMAGE] to point to potential vocabulary word or icon representing “Login to gmail, gmail contact menu, dropdown menu, contacts, group buttons, remove from this group.”



Uses **Image Exchange cards** [15.8.IMAGE] to point to potential vocabulary word or icon representing “Login to gmail, gmail contact menu, dropdown menu, contacts, group buttons, remove from this group.” 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]

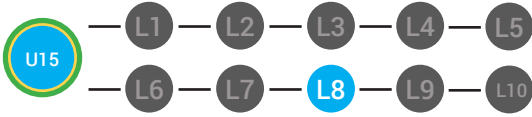
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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 How Do I Remove a Contact From 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 **15.8.5** Students that unlocked the badge will place the **How Do I Remove a Contact From a Group?** print out on the classroom’s **word wall**. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

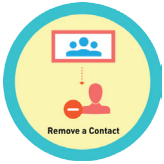
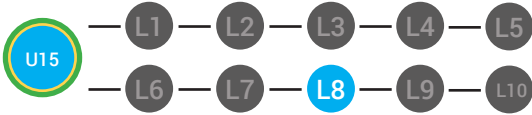
Student will use verbal prompting to unlock the badge with the class.

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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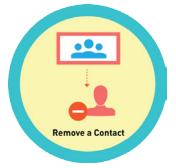
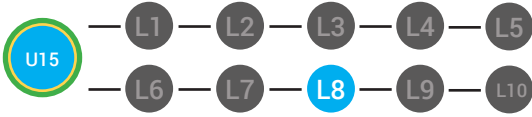
ASSESSMENT/EXIT TICKET

1. Distribute **15.8.6 How Do I Remove a Contact From a Group? Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Using Tier 1 **How Do I Remove a Contact From a Group? Exit Ticket** [15.8.6.1], Students Write in the steps to removing a contact in order.
- T2** Using Tier 2 **How Do I Remove a Contact From a Group? Exit Ticket** [15.8.6.2], students complete Vocab block about using email, or Trace ‘n’ Learn card [15.8.6.3].
- T3** Using Tier 3 **How Do I Remove a Contact From a Group? Exit Ticket** [15.8.6.3], 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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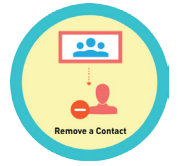
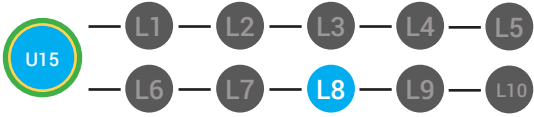
IMMEDIATE FEEDBACK/NEXT STEPS

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

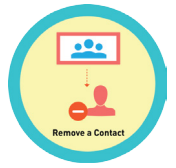
Complaining/Whining

Arguing

Interrupting

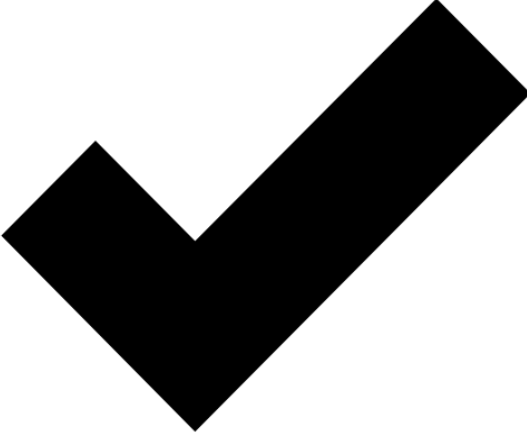
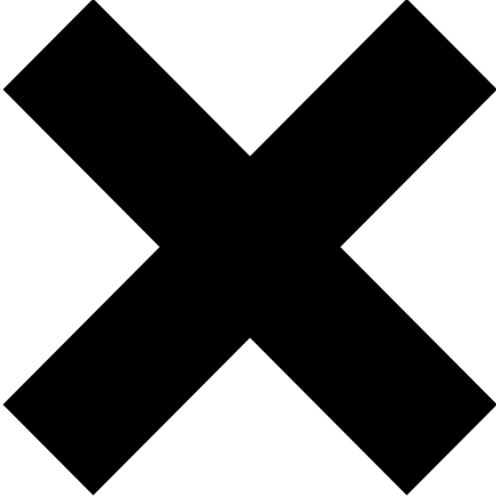
UMAPA

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							



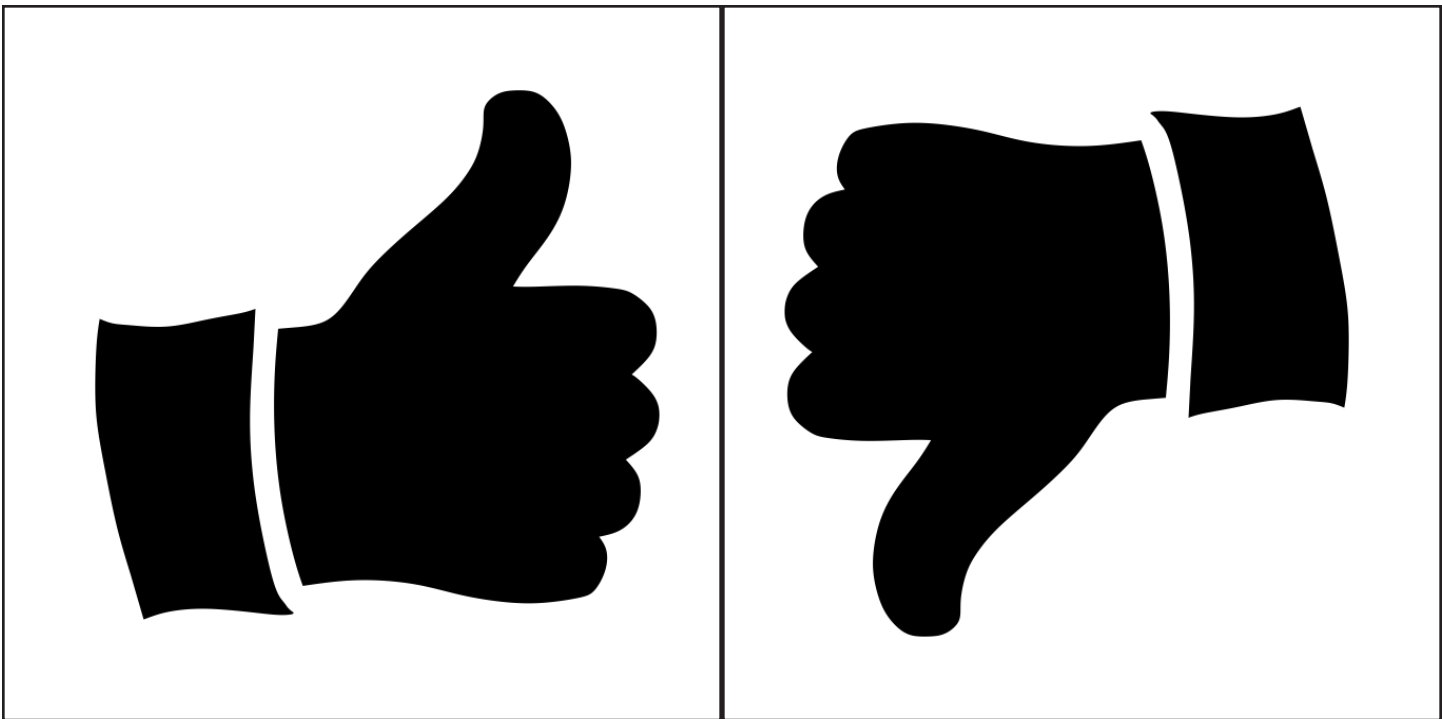
 **YES OR NO IMAGE EXCHANGE CARD**

15.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
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THUMBS IMAGE EXCHANGE CARD
15.IEC.THUMB



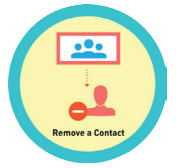
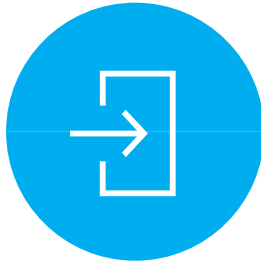


IMAGE EXCHANGE CARDS

15.8.IMAGE

Login to Gmail



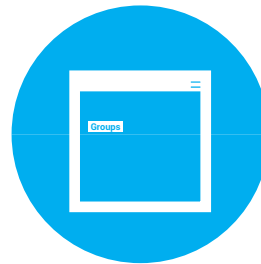
Dropdown Menu



Contacts

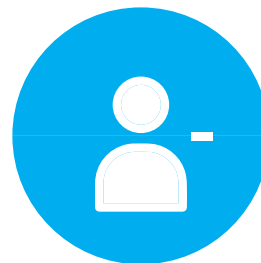


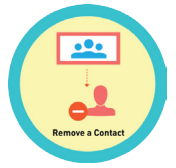
Group Buttons



Name Of Group

Remove Student





Gmail Contact Menu

A blue circular icon containing a white square with rounded corners. Inside the square is a white person icon on the left and three horizontal lines on the right, representing a contact menu.



A Contact



Save Contacts



Contact Manager



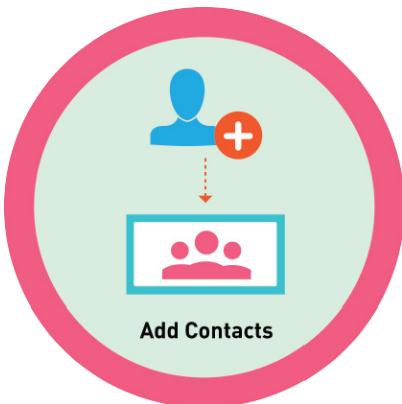
Edit Contact Information



Organize Contacts



Create Group



Add Contacts



Remove a Contact



Return to inbox



Send a Group Email

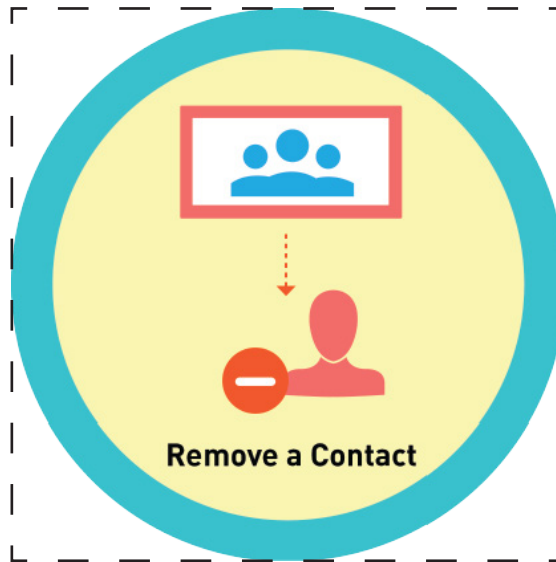


Gmail Contacts



WORD WALL PRINTOUT

15.8.5

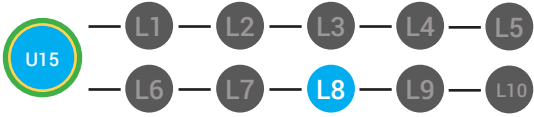


You can also remove a contact from a group. To remove a contact from a group you will need to edit the contact's profile.



T1 HOW DO I REMOVE A CONTACT FROM A GROUP? EXIT TICKET ANSWER SHEET
15.8.6

1. Login to gmail
2. Click on Gmail Contact Menu
3. Click Contacts on Dropdown menu
4. Click on Contacts.
5. Click on the group name you want to edit.
6. Click on the contact that you would like to remove.
7. Review the contacts personal information.
8. Locate the groups they are in that you want to remove them from.
9. Click on the group name.
10. Then click “remove from this group.”



T1 HOW DO I REMOVE A CONTACT FROM A GROUP?
EXIT TICKET STEPS TO GROUPS ACTIVITY

15.8.6.1

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 _____

Step 9 _____

Step 10 _____



T2 HOW DO I REMOVE A CONTACT FROM A GROUP? EXIT TICKET VOCAB BLOCKS

15.8.6.2

Name: _____

Date: _____

<p>Define</p>	<p>Sentence</p>
<p>Examples</p>	<p>Draw</p>

How Do I Remove a Contact From a Group?

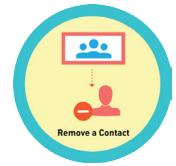
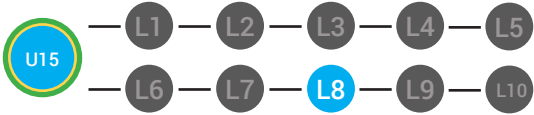


T3 HOW DO I REMOVE A CONTACT FROM A GROUP? EXIT TICKET TRACE 'N' LEARN CARDS

15.8.6.3

How Do I Remove a Contact From a Group?

You can also remove a contact from a group. To remove a contact from a group you will need to edit the contact's profile.



WORKPLACE CONNECTIONS

15.8.WC.1

Scenario: You are on a team at work. An employee is leaving the company and will no longer be working on your team.

Directions: Draft an email expressing gratitude for the time you worked with the employee. Then, email the team and inform them of your actions. Create a Rubric which includes correct checked boxes below to assess email.

New Message

To	Cc Bcc
Subject	

Sans Serif | T | B | I | U | A | | | | | | | | | | | | | |

Send | | | | | | | | | | | | | |



WORKPLACE CONNECTIONS

15.8.WC.2

Scenario: You are on a team at work. An employee is leaving the company and will no longer be working on your team.

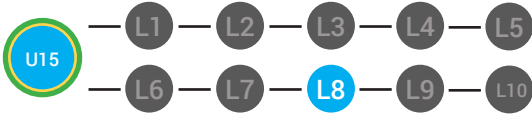
Directions: What next steps should you take? Check all that apply.

remove the employee from the group

Add employee to the group.

email the group letting the team know that the employee has been removed from the email group
Wish the employee well on his next steps!

Welcome the new employee to the team!



WORKPLACE CONNECTIONS

15.8.WC.3

Scenario: You are on a team at work. An employee is leaving the company and will no longer be working on your team.

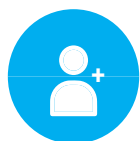
Directions: What next steps should you take? Check all that apply.



remove the employee from the group



email the group letting the team know that the employee has been removed from the email group
Wish the employee well on his next steps!



Add employee to the group.



Welcome the new employee to the team!