

UNIT 15: GMAIL CONTACTS LESSON 9: RETURN TO INBOX

LESSON OVERVIEW

When you are done with your contact manager, you can return to your gmail inbox. To return to you gmail inbox, click the word Contacts. It is located below the word Google. A drop-down menu will appear. Click on the word gmail. When you click on the word gmail, you will see your gmail inbox appear again. Now you can send and receive email to and from your gmail groups.

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

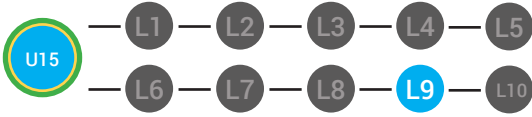
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 15**
5. Select **Lesson 9 - Return to The Inbox**

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, tell me when might you create a group in your gmail contacts manager?"*

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, tell me why you might add or remove a person from a gmail contact group."*

Possible Answers: That person has joined a group you are in and communicate with, a person will no longer be working with the group.



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



DIFFERENTIATION

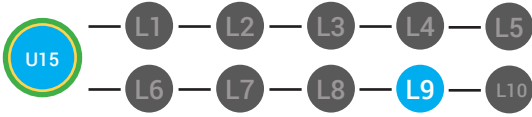
T1 On-topic verbal response shared response

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.



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.



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]



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.

+\$ 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."

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

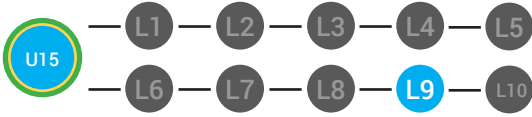
Verbal Response

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



Puts thumbs up



Uses **Thumbs Image Exchange Card** [15.IEC.THUMB]



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

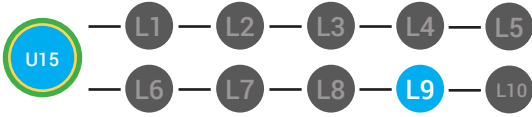
“Nice job following directions and giving a thumbs up! You’re earning a dollars! Nice job!”

-\$ 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, who can tell me the first step to creating a group in Gmail Contacts ?”*

Write first step on board.

Possible Steps to name:


1. Click on the word **Contacts** (ask students where this word is located—below the word Google).
2. Click on the word Gmail in the drop-down menu.
3. When you click on the word **gmail**, you will see your **gmail inbox** appear again.



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 **15.9.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** [15.9.IMAGE] to point to potential vocabulary word or icon representing “contact menu, dropdown menu, inbox.”

T3 Writes response down in notebook or Uses **Image Exchange cards** [15.9.IMAGE] to point to potential vocabulary word or icon representing “contact menu, dropdown menu, inbox.” 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>+\$ FOLLOWING DIRECTIONS</p> <p><i>"Nice job participating! You earned a participation dollar!"</i></p>	<p>-\$ OFF-TOPIC</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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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



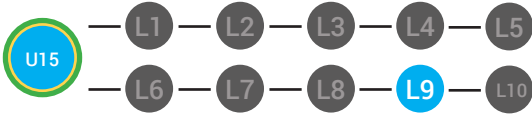
1. Ask the class, *"Who would like to unlock the Return to Inbox Badge for \$1?"*

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 **15.9.5** Students that unlocked the badge will place the **Return to the Inbox** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION



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



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



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

“Marcus + you answered correctly!
You earned a dollar! Nice job!”

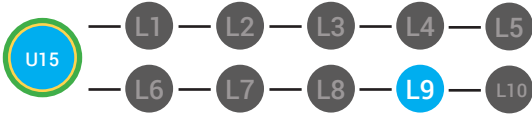
-\$ INTERRUPTIONS

“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 **15.9.6 Return to The Inbox Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Using Tier 1 **Return to the Inbox Exit Ticket** [15.9.6.1], Students Write in the steps to removing a contact in order.
- T2** Using Tier 2 **Return to the Inbox Exit Ticket** [15.9.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [15.9.6.3].
- T3** Using Tier 3 **Return to the Inbox Exit Ticket** [15.9.6.3], 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]

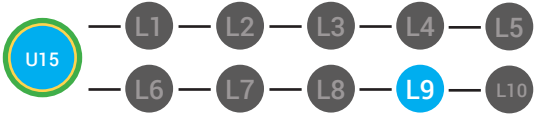
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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."



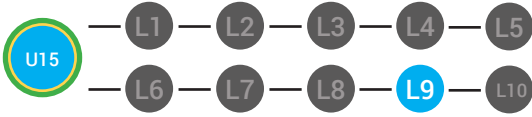
IMMEDIATE FEEDBACK/NEXT STEPS

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**.



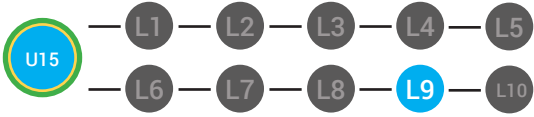
Behaviors

Name

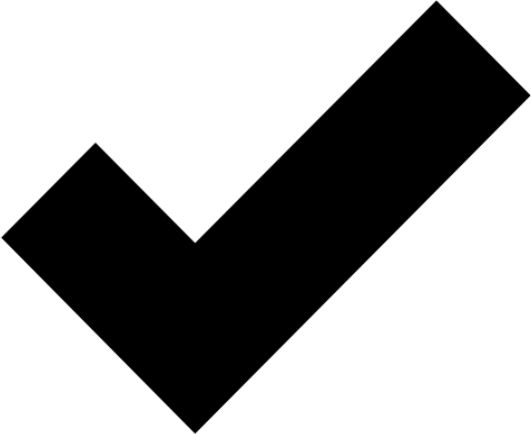
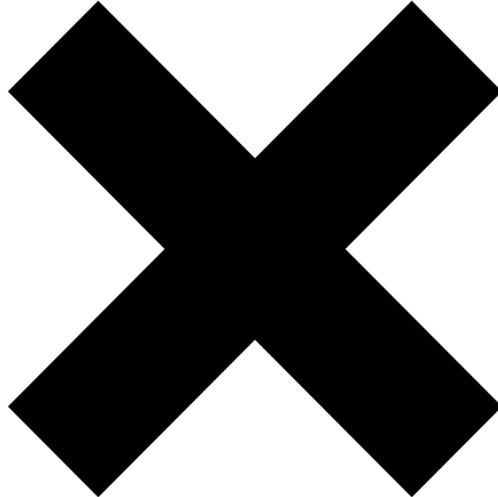
- Successful +\$**
- Participation/Contributing
- Sharing/Helping/Collaborating
- Greeting a Guest
- Following Directions/Staying on Task
- Encouraging/Complementing

- 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

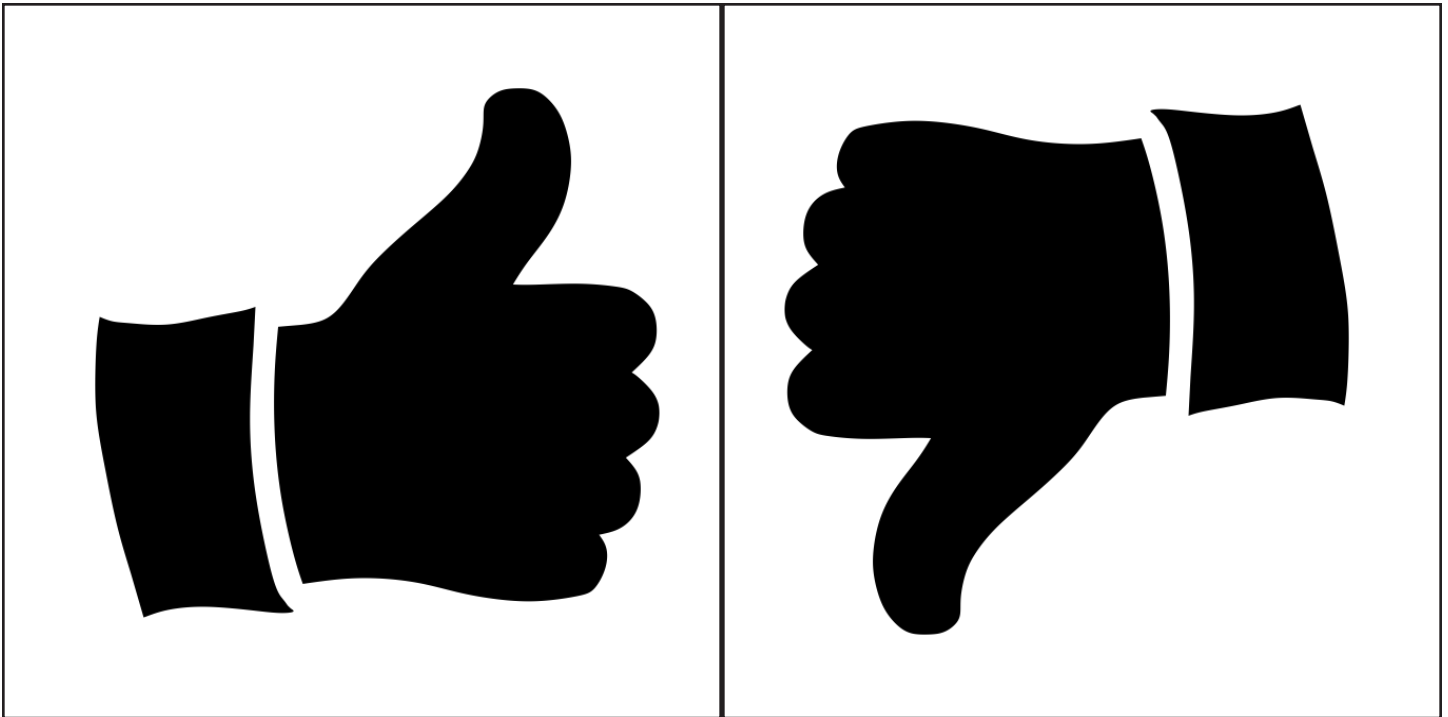




IMAGE EXCHANGE CARDS

15.9.IMAGE

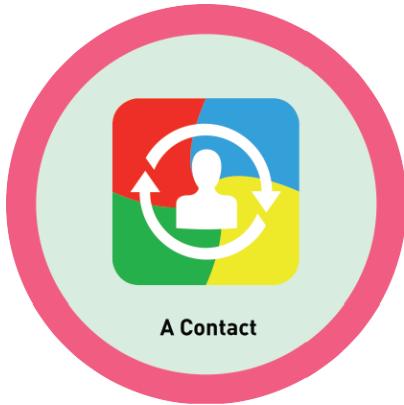
Gmail Contact Menu

Inbox

Dropdown Menu



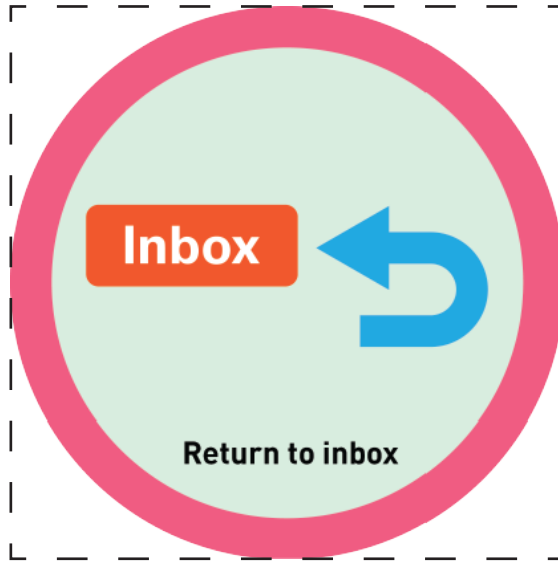
15.BADGE



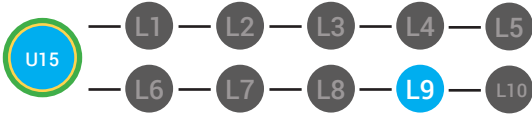


WORD WALL PRINTOUT

15.9.5

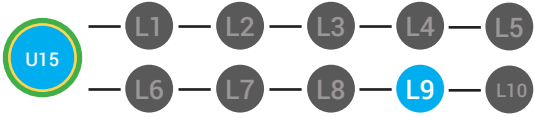


When you are done with your contact manager, you can return to your gmail inbox.



T1 RETURN TO THE INBOX EXIT TICKET
ANSWER SHEET
15.9.6

1. Click on the word Contacts (ask students where this word is located--below the word Google).
2. Click on the word Gmail in the drop-down menu.
3. When you click on the word gmail, you will see your gmail inbox appear again.



T1 RETURN TO THE INBOX EXIT TICKET
STEPS TO GROUPS ACTIVITY

15.9.6.1

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

Step 1 _____

Step 2 _____

Step 3 _____



T2 RETURN TO THE INBOX EXIT TICKET
VOCAB BLOCKS

15.9.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Return to The Inbox



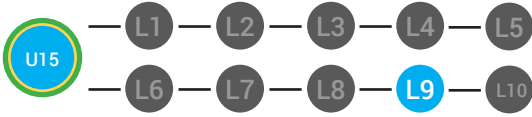
T3

RETURN TO THE INBOX EXIT TICKET
TRACE 'N' LEARN CARDS

15.9.6.3

Return To The Inbox

When you are done with your contact manager, you can return to your gmail inbox.

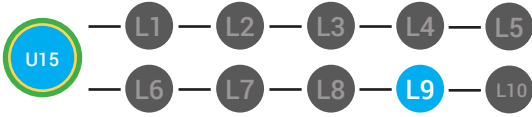


WORKPLACE CONNECTIONS

15.9.WC.1

Directions: Log into your gmail account. Go to your Gmail Contacts Menu. View a contact. Return to your inbox.

How did you get back to the inbox?



WORKPLACE CONNECTIONS

15.9.WC.2

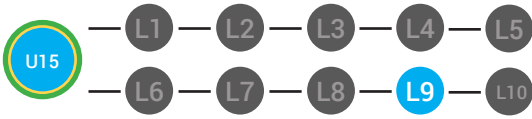
Directions: Log into your gmail account. Go to your Gmail Contacts Menu. View a contact. Return to your inbox. How did you get back to the inbox? Put a check on the correct steps and a X on the incorrect steps.

1. Click the contacts drop down menu

2. Click the back button

3. Click the "Mail" option

4. Click the "More" button





WORKPLACE CONNECTIONS



15.9.WC.3

Directions: Log into your gmail account. Go to your Gmail Contacts Menu. View a contact. Return to your inbox. How did you get back to the inbox? Point to Yes/No on each step.



1. Click the contacts drop down menu

 Yes	 No
-------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------



2. Click the back button

 Yes	 No
--------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

3. Click the "Mail" option

 Yes	 No
--------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

4. Click the "More" button

 Yes	 No
--------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------