

UNIT 16: GMAIL FORMATTING LESSON 1: FORMATTING EMAIL

LESSON OVERVIEW

You can use the format buttons to edit your emails. The format buttons are at the bottom:: of the compose window. They are lined up next to the blue send button. With formatting buttons you can change the style, size and color of your text. You can add images to your email. You can create your own hyperlinks and more!

Time: ~30 minutes

OBJECTIVE

Student is able to format Gmail messages.

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

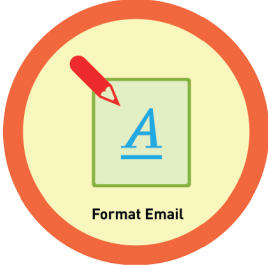
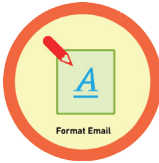
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 16**
5. Select **Lesson 1 - Formatting Email**

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. "For a participation dollar, who can recall two ways they organized their contacts?"

Possible Answers: Friends, Family, co-workers etc.

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. Distribute **16.1.IMAGE** Image Exchange Cards and **16.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



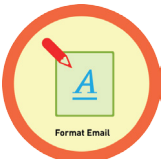
T2 Writes response down in notebook or on post-it or rephrase prompt to a yes or no question



T3 Uses **Image Exchange cards** [16.1.IMAGE] to point to potential vocabulary word or icon representing "Friends, family, co-workers," or Points to **Yes or No Image Exchange Card** [16.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.



3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [16.DollarTracker]

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



Pro tip: When students exhibit problematic behavior, such as perseveration that keeps them off-task, but correct the behavior after a prompt or verbal cue, IMMEDIATELY provide positive reinforcement, ie. "Nice work following directions, [student]. You earned a following directions dollar."

<p>+\$ PARTICIPATION</p> <p><i>Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"</i></p>	<p>-\$ OFF TASK</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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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 **16.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



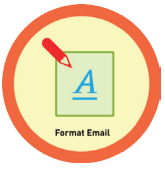
Verbal Response



Writes down badge



Uses **Badge Board** [16.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 formatting”*

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



5. Play video.



6. Distribute **16.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** [16.IEC.THUMB]



Holds up or points to **Thumbs Image Exchange Card** [16.IEC.THUMB]



7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [16.DollarTracker]

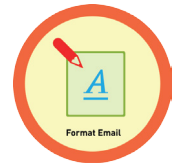
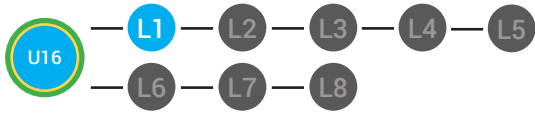
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ PARTICIPATION
Yes, Marcus. [Student gives answer; Teacher repeats answer] “A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?”

-\$ OFF TASK
[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 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 what formatting buttons do?"*

Possible Answers: Allow you to edit your email.

2. *"For a participation dollar, who can tell me where the formatting buttons are located?"*

Possible Answers: At the bottom of the compose window, next to the send button.

3. *"For a participation dollar, who can tell me three things that you can do with the formatting buttons?"*

Possible Answers: You can change the style, size and color of your text, add an image and create a hyperlink.




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!"

"Yes, Nice job participating, [student]! You earned a participation dollar."



4. Distribute **16.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

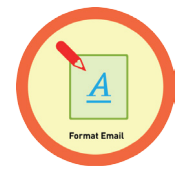
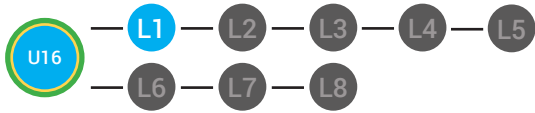
On-topic verbal response shared response

T2

Uses **Yes or No Image Exchange Card** [16.IEC.Y/N] for rephrased question.

T3

Points to **Yes or No Image Exchange Card** [16.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**. [16.DollarTracker]

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

+\$ PARTICIPATION

Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for 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 Formatting Email Badge for \$1?"


Click Activity Button to Play Activity Video

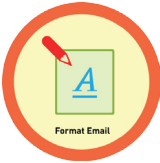
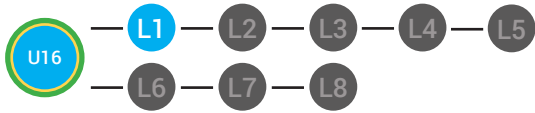
2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



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



3. Distribute lesson badge cut out **16.1.5**. Students that unlocked the badge will place the **Formatting Email** 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**. [16.DollarTracker]

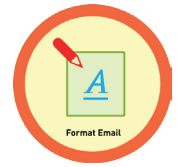
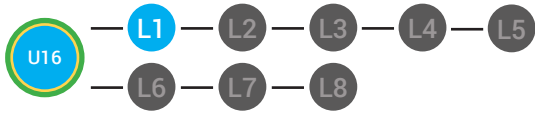
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

<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 **16.1.6** Formatting Email Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Formatting Email Exit Ticket** [16.1.6.1], Students Circle the formatting buttons and label each one as text editor, insert photo and insert link.

T2

Using Tier 2 **Formatting Email Exit Ticket** [16.1.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [16.1.6.3].

T3

Using Tier 3 **Formatting Email Exit Ticket** [16.1.6.3], 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**. [16.DollarTracker]

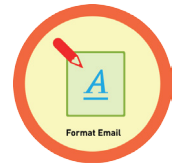
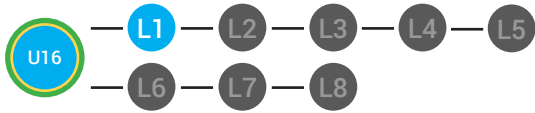
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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."



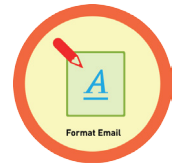
IMMEDIATE FEEDBACK/NEXT STEPS

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**.



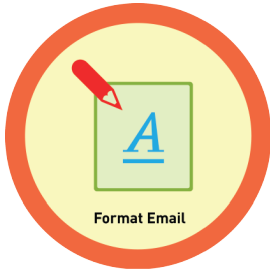
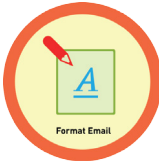
Behaviors

Name

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

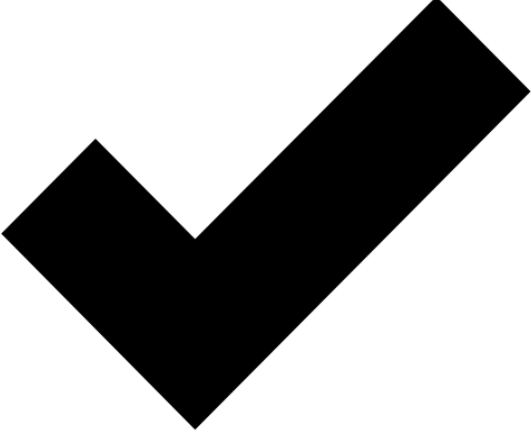
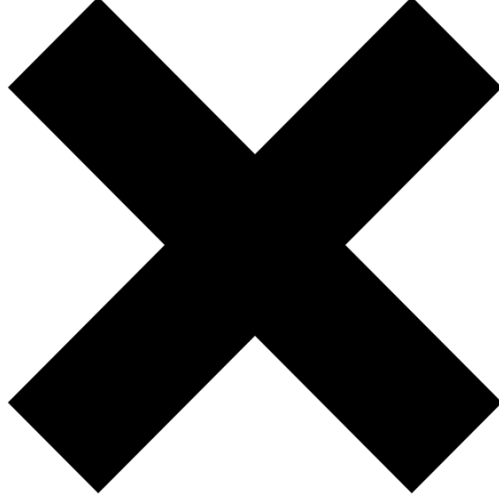
- Problematic -\$**
- Off Task
- Off-Topic/Inappropriate Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

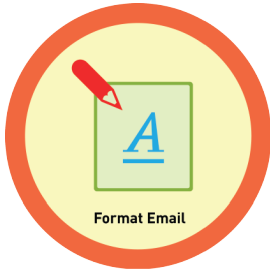
	EX: Sam					
Participation/Contributing	 					
Sharing/Helping/Collaborating						
Greeting a Guest						
Following Directions/Staying on Task						
Encouraging/Complementing						
Off Task						
Off-Topic/Inappropriate Comment						
Disrespect/Teasing						
Complaining/Whining						
Arguing						
Interrupting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




 **YES OR NO IMAGE EXCHANGE CARD**

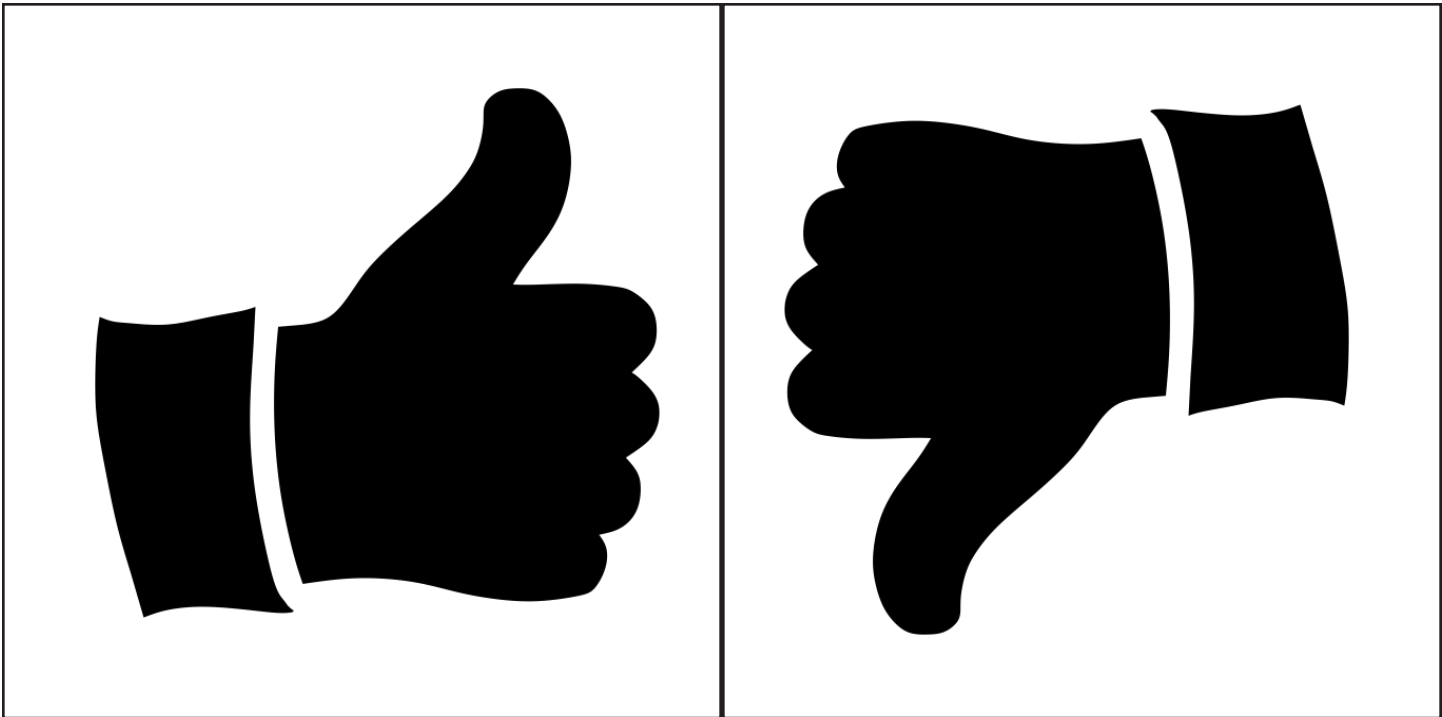
16.IEC.Y/N

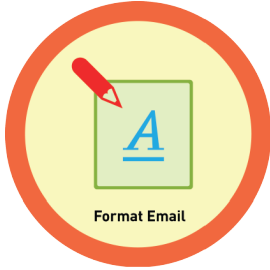
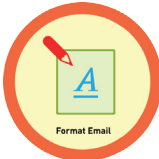
 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE EXCHANGE CARD**

16.IEC.THUMB

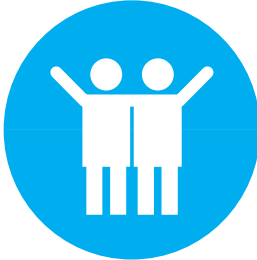




 **IMAGE EXCHANGE CARDS**

16.1.IMAGE

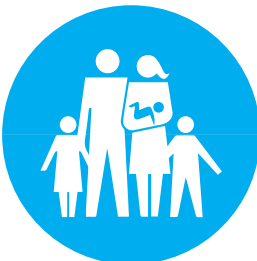
Friends

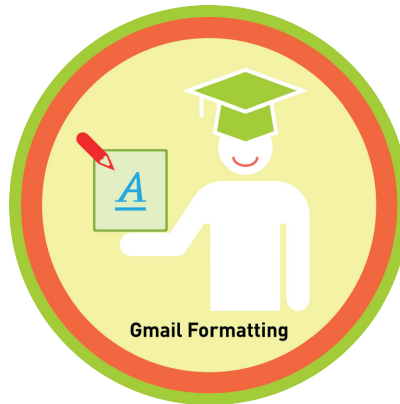
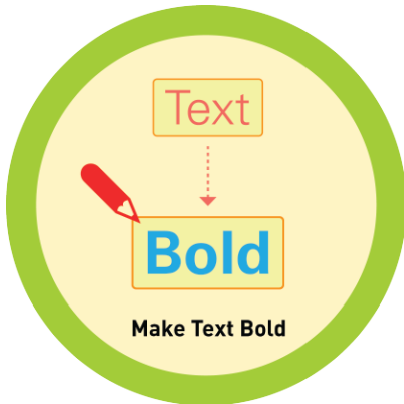
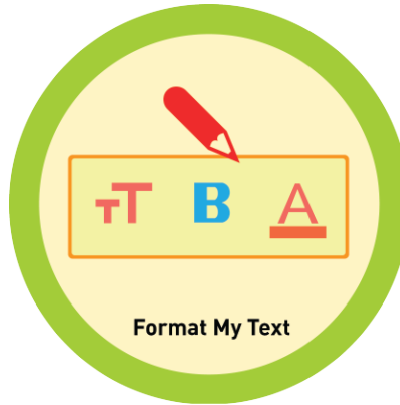
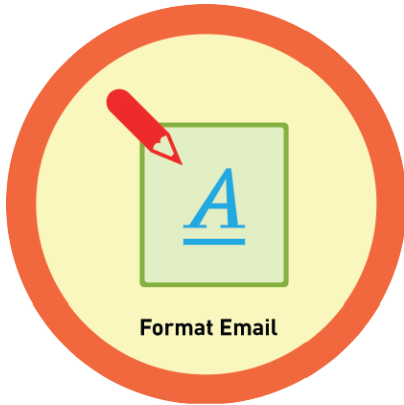
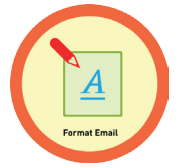


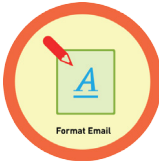
Co-workers



Family

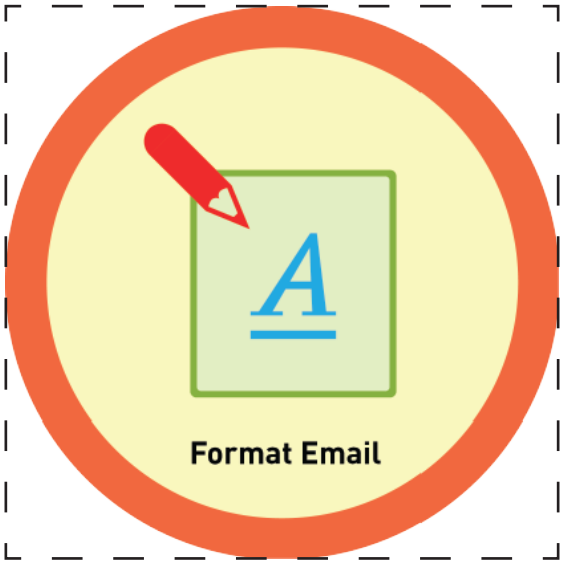




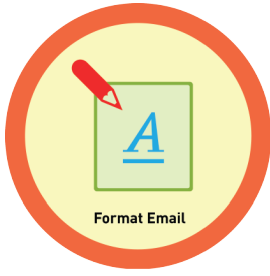
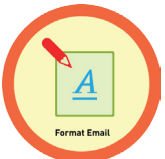
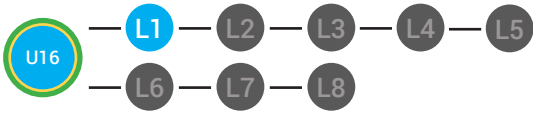


WORD WALL PRINTOUT

16.1.5

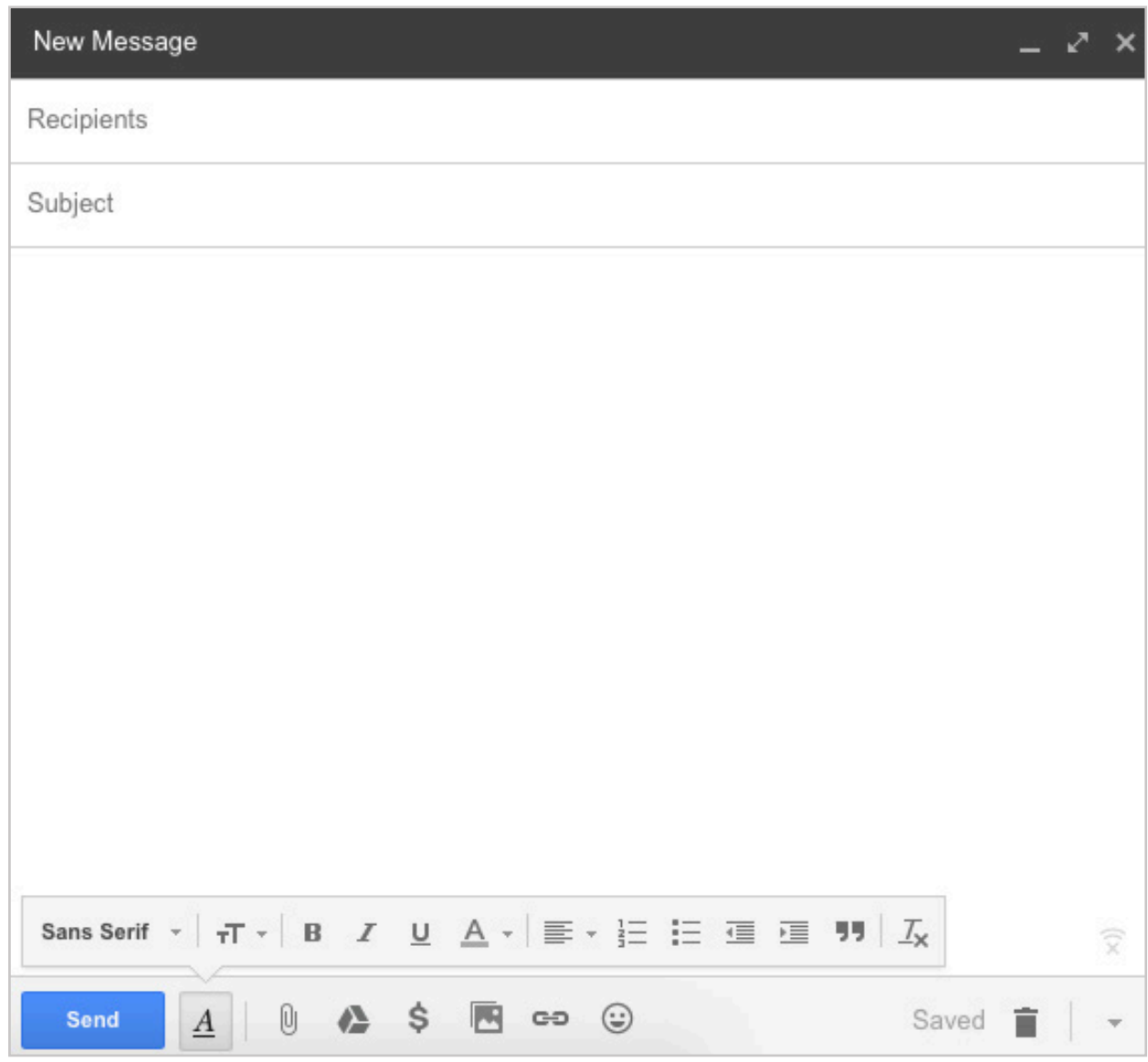


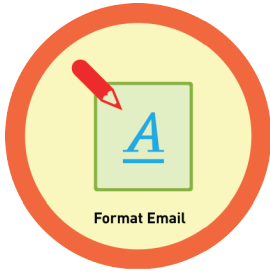
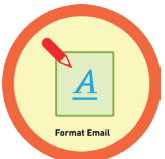
You can use the
format buttons to edit
your emails.



T1 **FORMATTING EMAILS EXIT TICKET**
FORMATTING BUTTONS ACTIVITY
16.1.6.1

Directions: Look at the email window. Circle the formatting buttons and label each one as text editor, insert photo and insert link.





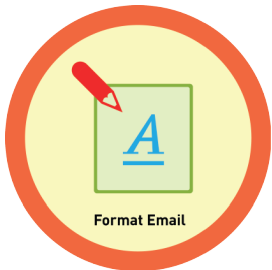
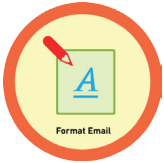
T2 **FORMATTING EMAILS**
EXIT TICKET VOCAB BLOCKS

16.1.6.2

Name: _____

Date: _____

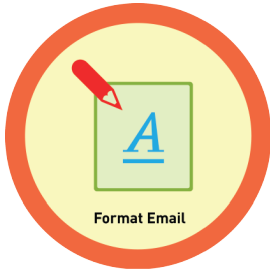
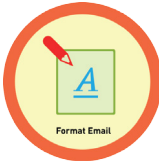
Define	Sentence
FORMATTING EMAIL	
Examples	Draw



T3 **FORMATTING EMAILS EXIT TICKET**
TRACE 'N' LEARN CARDS
16.1.6.3

Formatting Email

You can use the
format buttons to
edit your emails.



 **WORKPLACE CONNECTIONS**

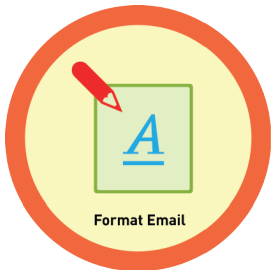
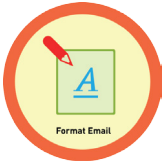
16.1.WC.1

Directions: You are sending an email to your customers to let them know about an upcoming sale. Write three ways you can format you email to make it more appealing to readers.

1. _____

2. _____

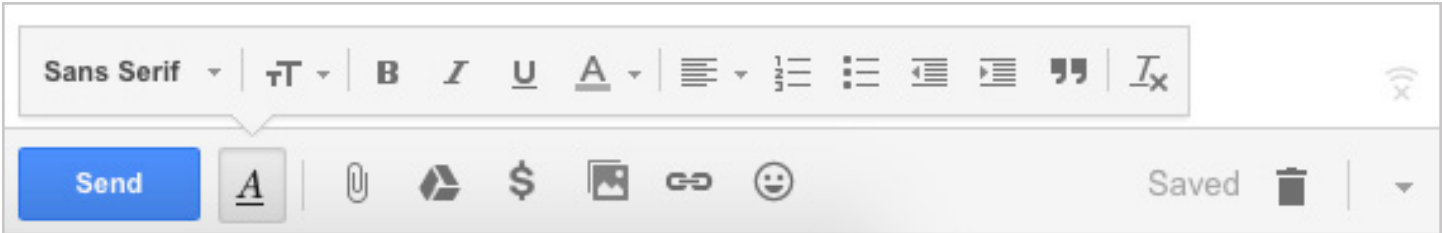
3. _____

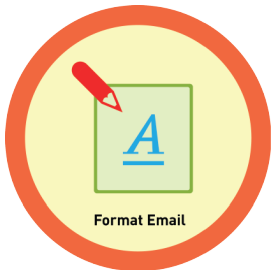
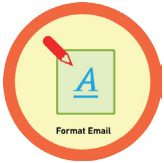


WORKPLACE CONNECTIONS

16.1.WC.2

Directions: You are sending an email to your customers to let them know about an upcoming sale. Circle three ways you can format you email to make it more appealing to readers.





WORKPLACE CONNECTIONS

16.1.WC.3

Directions: You are sending an email to your customers to let them know about an upcoming sale. Point to three ways you can format you email to make it more appealing to readers.

