

UNIT 16: GMAIL FORMATTING LESSON 2: HOW DO I FORMAT MY TEXT?

LESSON OVERVIEW

The first formatting button is the letter A with a line underneath of it. When you click on this button, another menu will pop out. This menu will have more formatting buttons! You can use these buttons to edit the text you have typed in your email. You can change the font. The size, make the text bold, make the text italic, make the text underlined, changed the text color 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

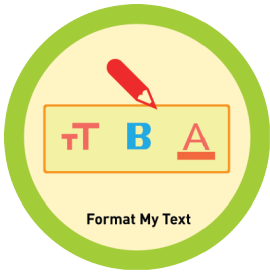
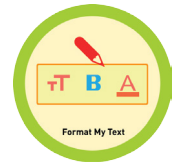
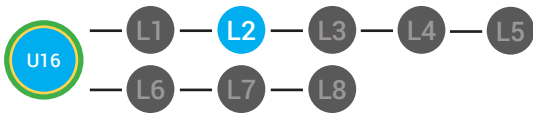
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 16**
5. Select **Lesson 2 - How Do I Format My Text?**

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 the three things you can format in an email?"*


Possible Answers: The text, add an image and add a hyperlink.



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. Distribute **16.2.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** [16.2.IMAGE] to point to potential vocabulary word or icon representing "The text, add image, add hyperlink," 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.



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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."

+\$ 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. "

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.

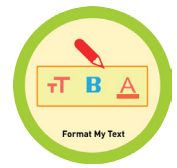
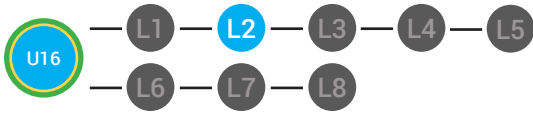


DIFFERENTIATION

T1 Verbal Response

T2 Writes down badge

T3 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 "Text"

4. Ask students to give a thumbs up every time they hear and/or see the "Text" 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

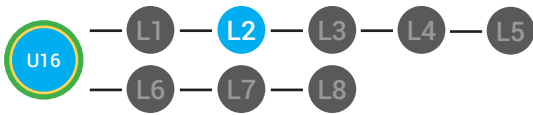
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-\$ OFF TASK

[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.

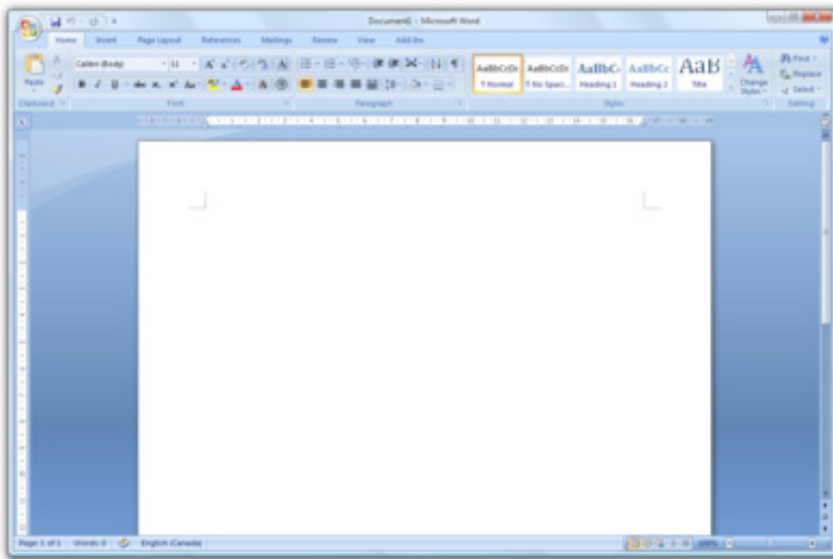


INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what the text editor looks like?"*

Possible Answers:




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.

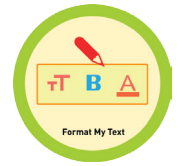
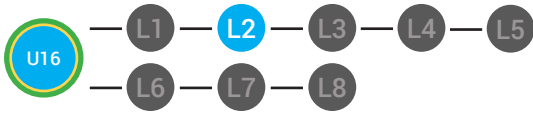
"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

2. *"For a participation dollar, who can tell me five things you can change with the text editor?"*

Possible Answers: Size, Bold, Italic, Underline and Color.



3. Distribute **16.2.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 Uses **Image Exchange cards** [16.2.IMAGE] to point to potential vocabulary word or icon representing “Size, bold italic, underline and color” or Points to **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.



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]

+\$ PARTICIPATION

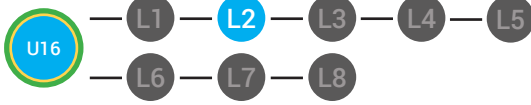
Yes, Marcus. [Student gives answer; Teacher repeats answer] “A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?”

-\$ 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.”



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 format my Text 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 **16.2.5**. Students that unlocked the badge will place the **How Do I Format My Text?** print out on the classroom’s **word wall**. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

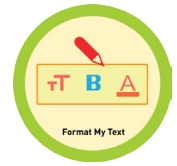
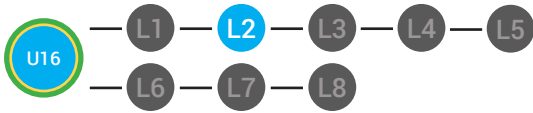
Student will use verbal prompting to unlock the badge with the class.

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]

+\$ 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 **16.2.6 How Do I Format My Text? Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **How Do I Format My Text? Exit Ticket** [16.2.6.1], Students Create a new email to your teacher. Type your first name in the email and edit the text's size, make it bold, italicize it, Underline it and change the color. In the email below label each icon you clicked to do each text formatting.

T2

Using Tier 2 **How Do I Format My Text? Exit Ticket** [16.2.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [16.2.6.3].

T3

Using Tier 3 **How Do I Format My Text? Exit Ticket** [16.2.6.3], 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

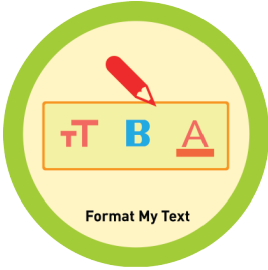
Complaining/Whining

Arguing

Interrupting

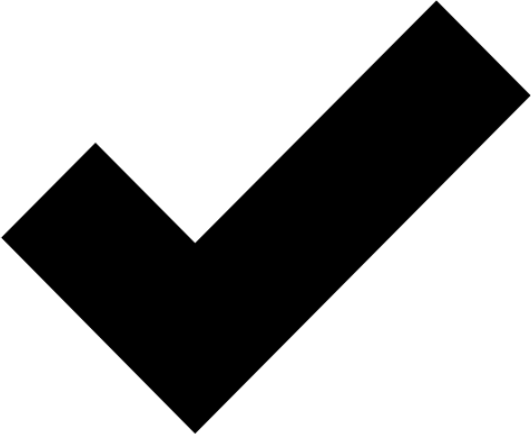
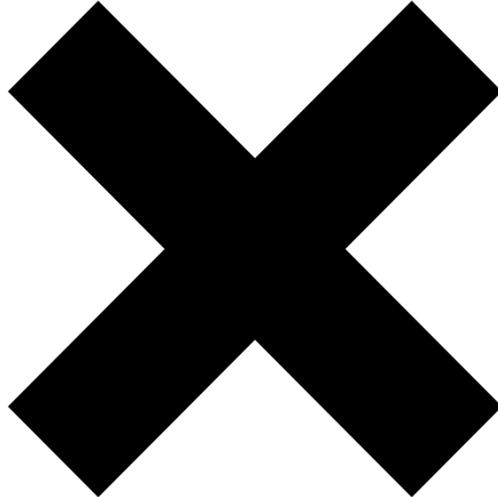
UMAPA

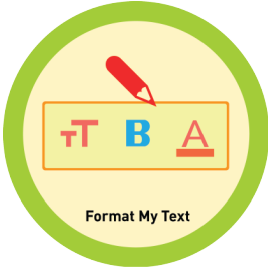
EX: Sam							
Participation/ Contributing	 						
Sharing/Helping/ Collaborating							
Greeting a Guest							
Following Directions/ Staying on Task							
Encouraging/ Complementing							
Off Task							
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining							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




 **YES OR NO IMAGE EXCHANGE CARD**

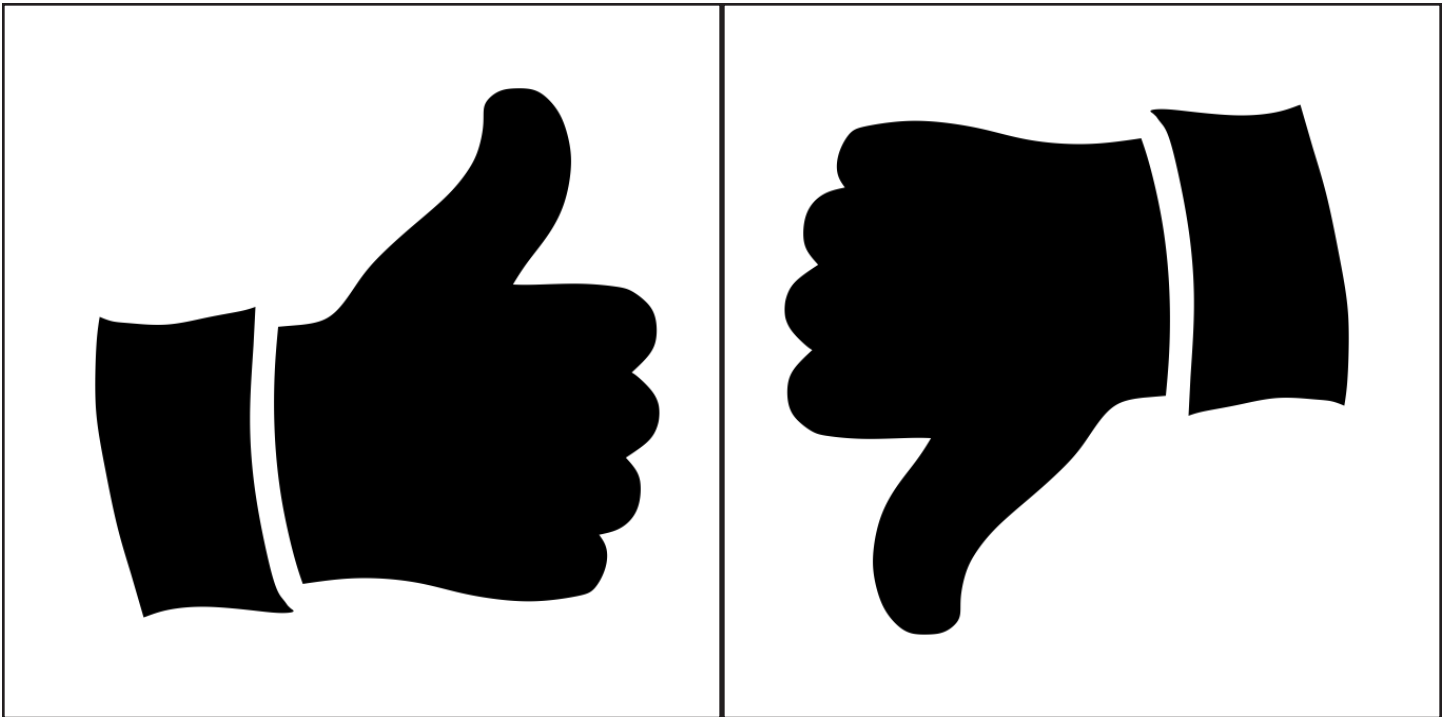
16.IEC.Y/N

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

16.IEC.THUMB



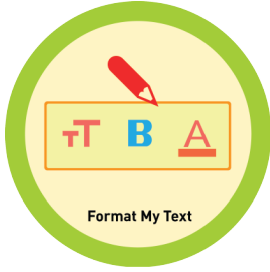
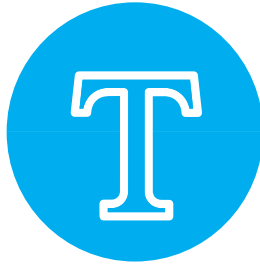


IMAGE EXCHANGE CARDS

16.2.IMAGE

The Text



Add Image



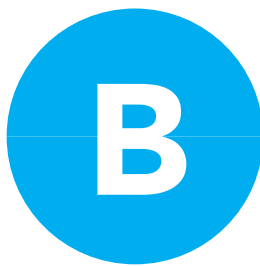
Add Hyperlink



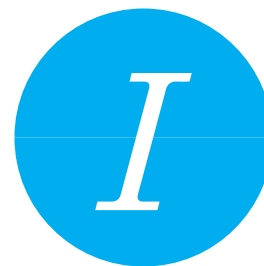
Size



Bold



Italic

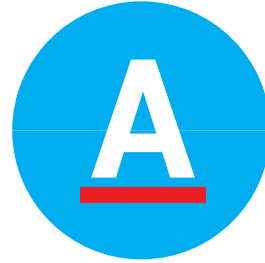


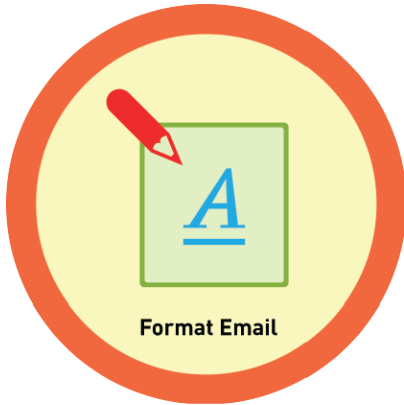


Underline

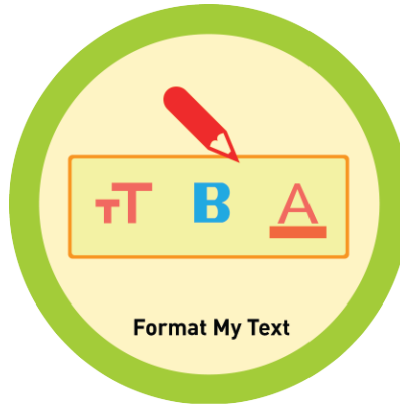


Color





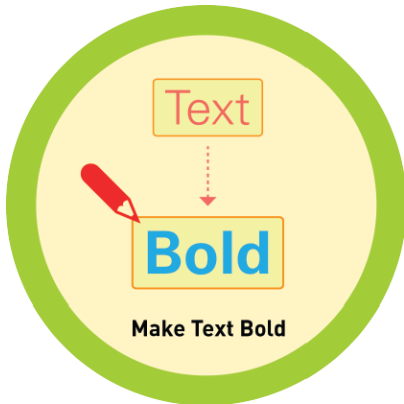
Format Email



Format My Text



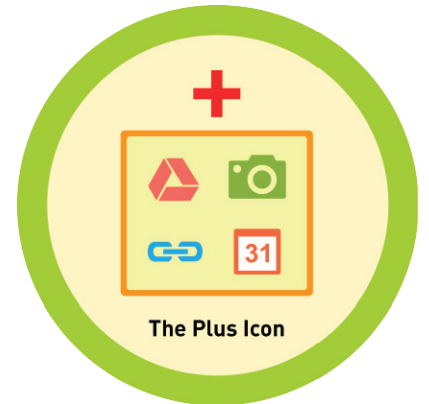
Highlight Text



Make Text Bold



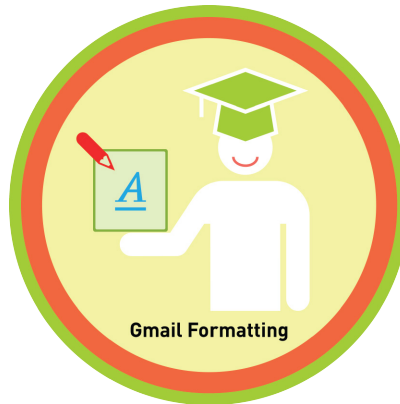
More Options



The Plus Icon



Formatting Rules

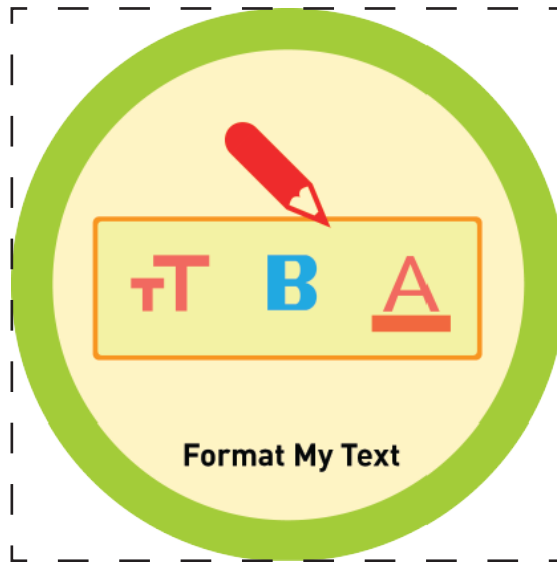


Gmail Formatting

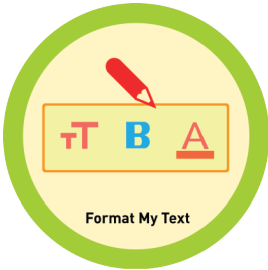


WORD WALL PRINTOUT

16.2.5



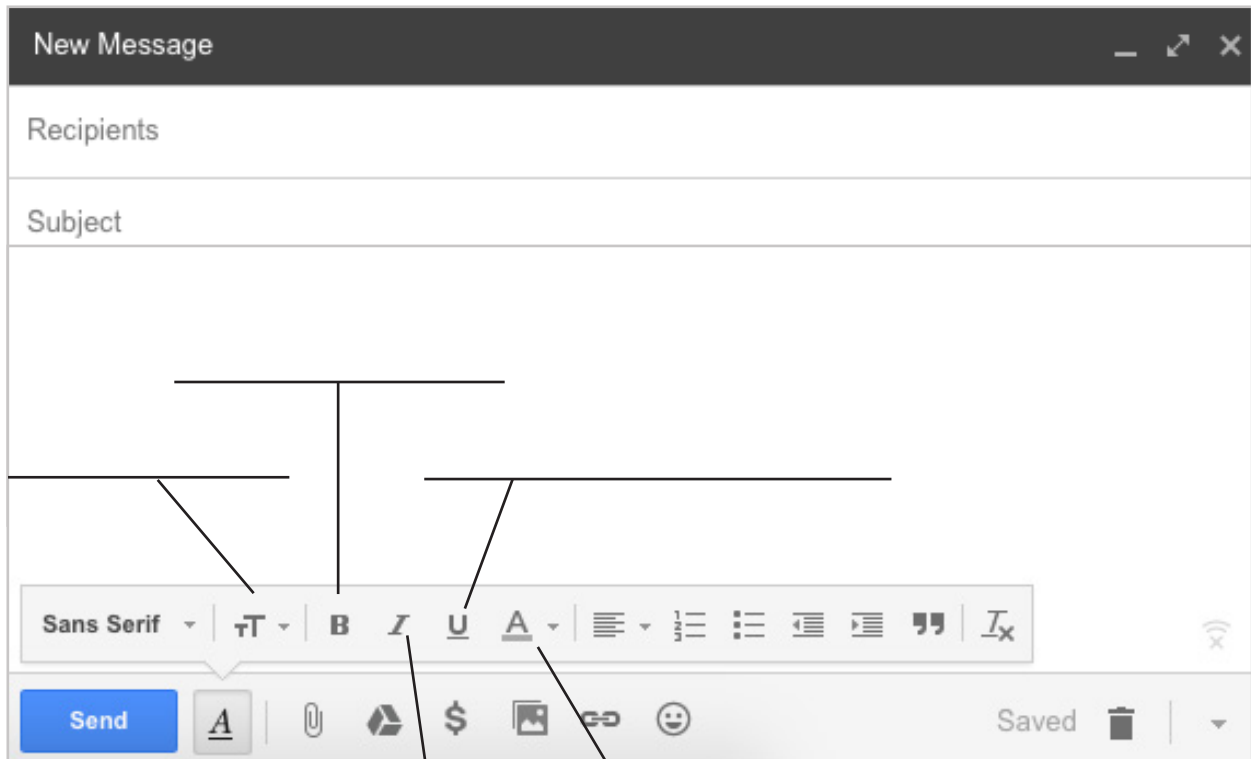
The first formatting button is the letter A with a line underneath of it. When you click on this button, another menu will pop out.

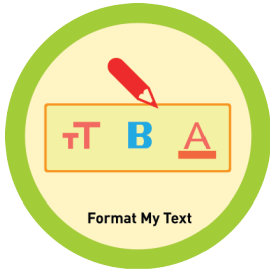


T1 HOW DO I FORMAT MY TEXT? EXIT TICKET
FORMATTING TEXT ACTIVITY

16.2.6.1

Directions: Look at your email window. Create a new email to your teacher. Type your first name in the email and edit the text's size, make it bold, Italicize it, Underline it and change the color. In the email below label each icon you clicked to do each text formatting.





T2 HOW DO I FORMAT MY TEXT?
EXIT TICKET VOCAB BLOCKS

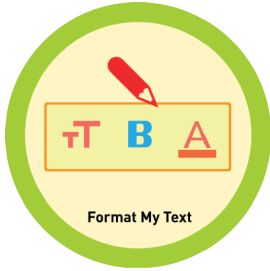
16.2.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

How do I Format my Text?



T3 HOW DO I FORMAT MY TEXT? EXIT TICKET TRACE 'N' LEARN CARDS

16.2.6.3

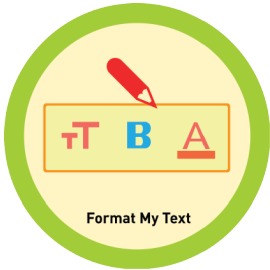
How Do I Format My Text?

The first formatting
button is the letter

A with a line

underneath of it.

When you click on
this button, another
menu will pop out.



WORKPLACE CONNECTIONS

16.2.WC.1

Directions: Your Manager wants you to send an email thanking your customers. Write an email thanking them. Change the font so the email is more appealing. Write in what you typed in your email and circle how you changed the font.

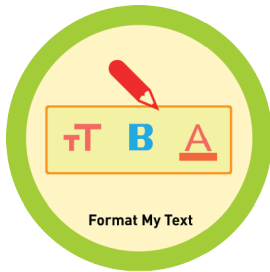
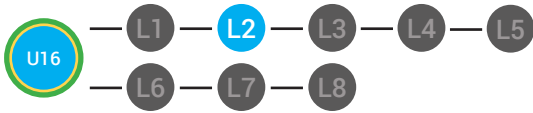
New Message

Recipients

Subject

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

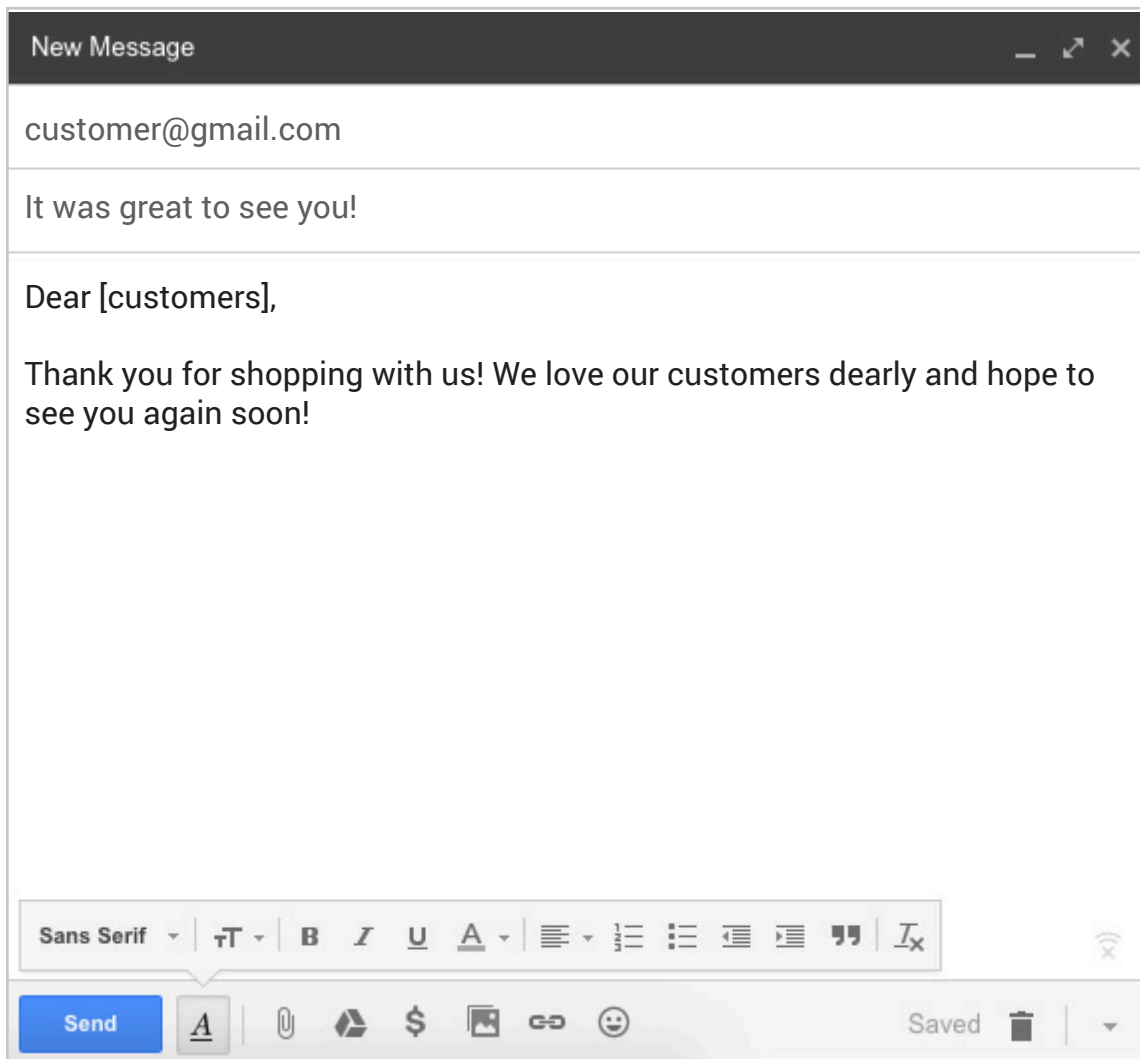
Send | A | [Attachment Icon] | [Image Icon] | [Link Icon] | [Smiley Icon] | Saved [Trash Icon] [Dropdown Arrow]



WORKPLACE CONNECTIONS

16.2.WC.2

Directions: Your Manager wants you to send an email thanking your customers. Which thank you letter is more appealing visually? Circle it below.



New Message
— ↗ ✕

customer@gmail.com

It was great to see you!

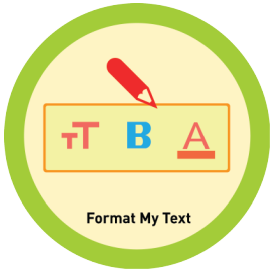
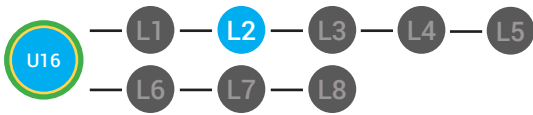
Thank you for shopping with us!

We love our customers dearly and hope to see you again soon!

Sans Serif ▾ | ↕ | **B** | *I* | U | A ▾ | ≡ | ≡ | ≡ | ≡ | ≡ | ” | ↵

Send
A | 📎 | 📁 | \$ | 🖼️ | 🔗 | 😊

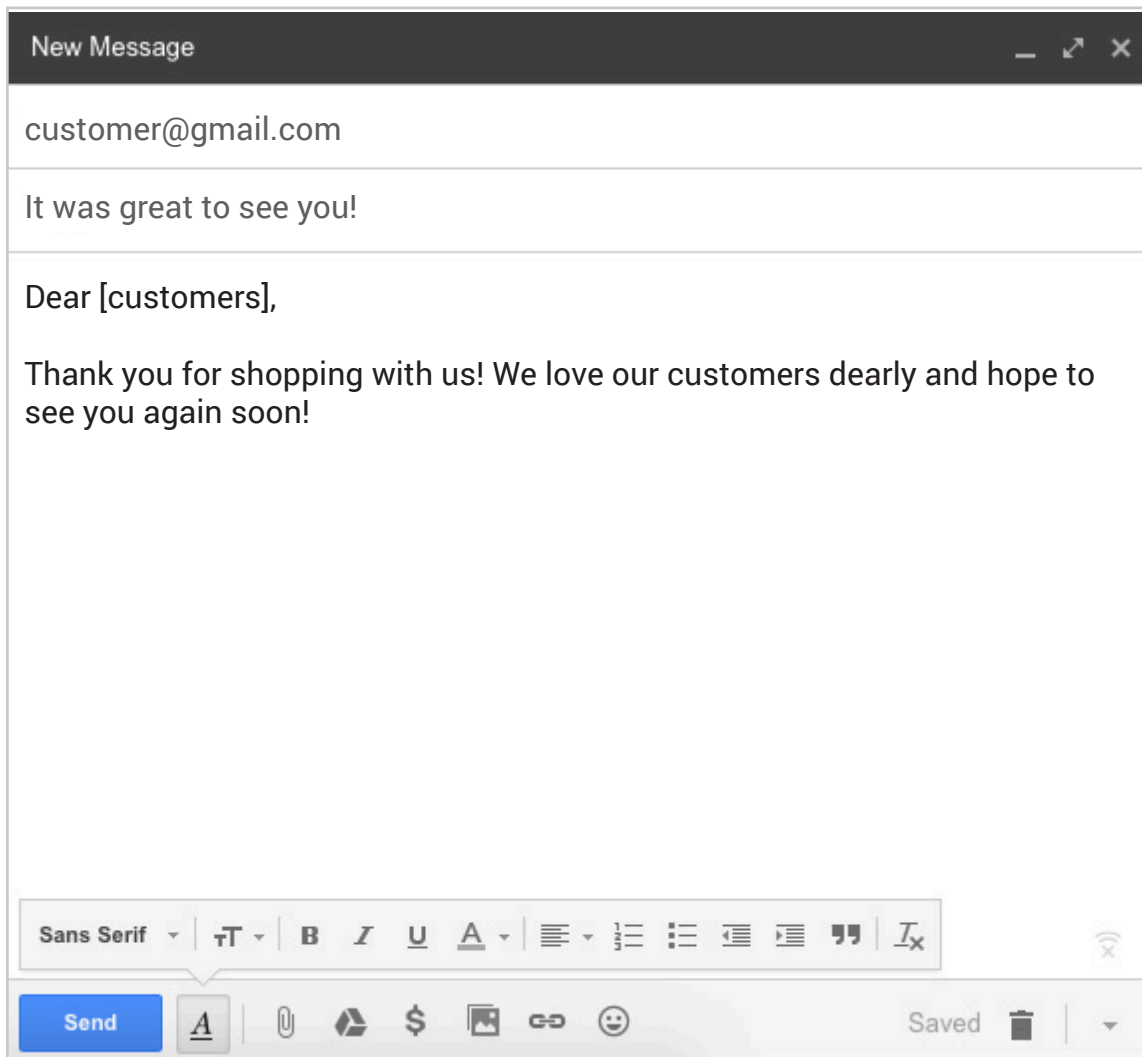
Saved | 🗑️ | ▾



WORKPLACE CONNECTIONS

16.2.WC.3

Directions: Your Manager wants you to send an email thanking your customers. Which thank you letter is more appealing visually? Point to it below.





New Message
— ↗ ✕

customer@gmail.com

It was great to see you!

Thank you for shopping with us!

We love our customers dearly and hope to see you again soon!

Sans Serif ▾ | ↕ | **B** | *I* | U | A ▾ |
 ☰ ▾ |
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Saved 🗑️ | ▾