

UNIT 16: GMAIL FORMATTING LESSON 3: HIGHLIGHTING TEXT

LESSON OVERVIEW

To format the text, you must first highlight the text. Highlighting the text means that you are using your pointer to select the text you want to format. Highlighting can be tricky. You will have to click your mouse and hold it down. Keep your finger holding it down and then slide your cursor over the text you want to highlight. You should see a color move across the text. This might take some practicing. Once the text is highlighted, you can choose your changes.

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

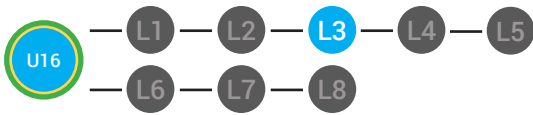
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 16**
5. Select **Lesson 3 - Highlighted 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 five ways that you can edit text?”*


Possible Answers: The size, bold, italics, underline and color.



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 **16.3.IMAGE** Image Exchange Cards and **16.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



On-topic verbal response shared response



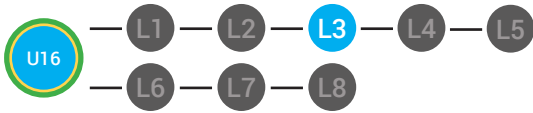
Writes response down in notebook or on post-it or rephrase prompt to a yes or no question



Uses **Image Exchange cards** [16.3.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.



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."

+\$ 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.

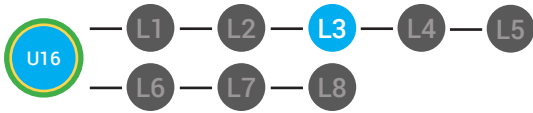


DIFFERENTIATION

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 "Highlight"

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



T1 Puts thumbs up



T2 Uses **Thumbs Image Exchange Card** [16.IEC.THUMB]



T3 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

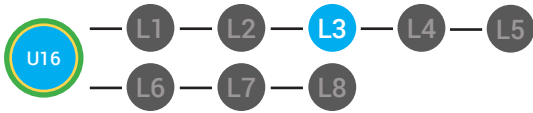
Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"

-\$ 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 is the first thing you should do in order to edit the text?”*

Possible Answers: Highlight the text.

2. *“For a participation dollar, who can tell me how to highlight text?”*

Possible Answers: Click the mouse and hold it down while you slide your cursor over the text.




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.”



3. Distribute **16.3.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

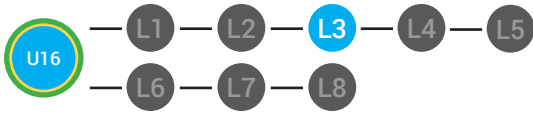
On-topic verbal response shared response

T2

Uses **Image Exchange cards** [16.3.IMAGE] to point to potential vocabulary word or icon representing “Highlight text.”

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	- \$ OFF TASK
<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><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>



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 Highlighting Text Badge for \$1?*"

Click Activity Button to Play Activity Video

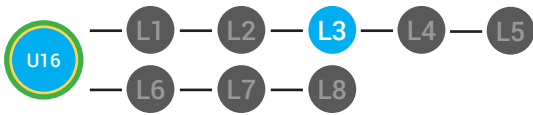
2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



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



3. Distribute lesson badge cut out **16.3.5**. Students that unlocked the badge will place the **Highlight 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!"

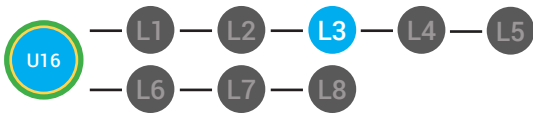
-\$ INTERRUPTIONS

"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 **16.3.6 Highlight Text Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Highlight Text Exit Ticket** [16.3.6.1], Students Look at the following icons. Match the icons to what they do.

T2

Using Tier 2 **Highlight Text Exit Ticket** [16.3.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [16.3.6.3].

T3

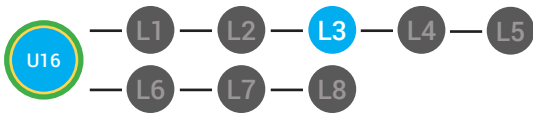
Using Tier 3 **Highlight Text Exit Ticket** [16.3.6.3], students complete Trace and Learn.



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]

<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

EX: Sam

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

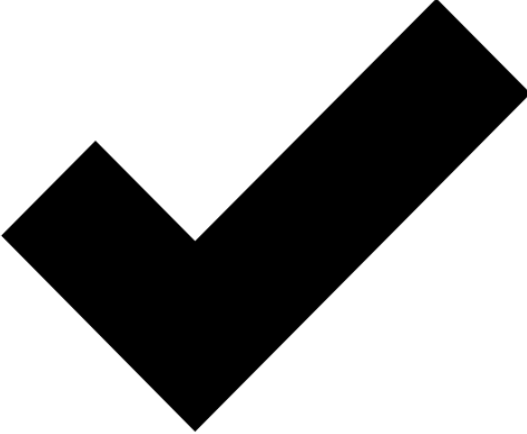
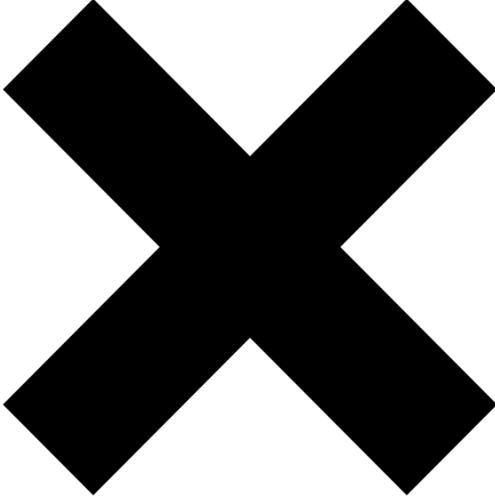
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UMAPA




 **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

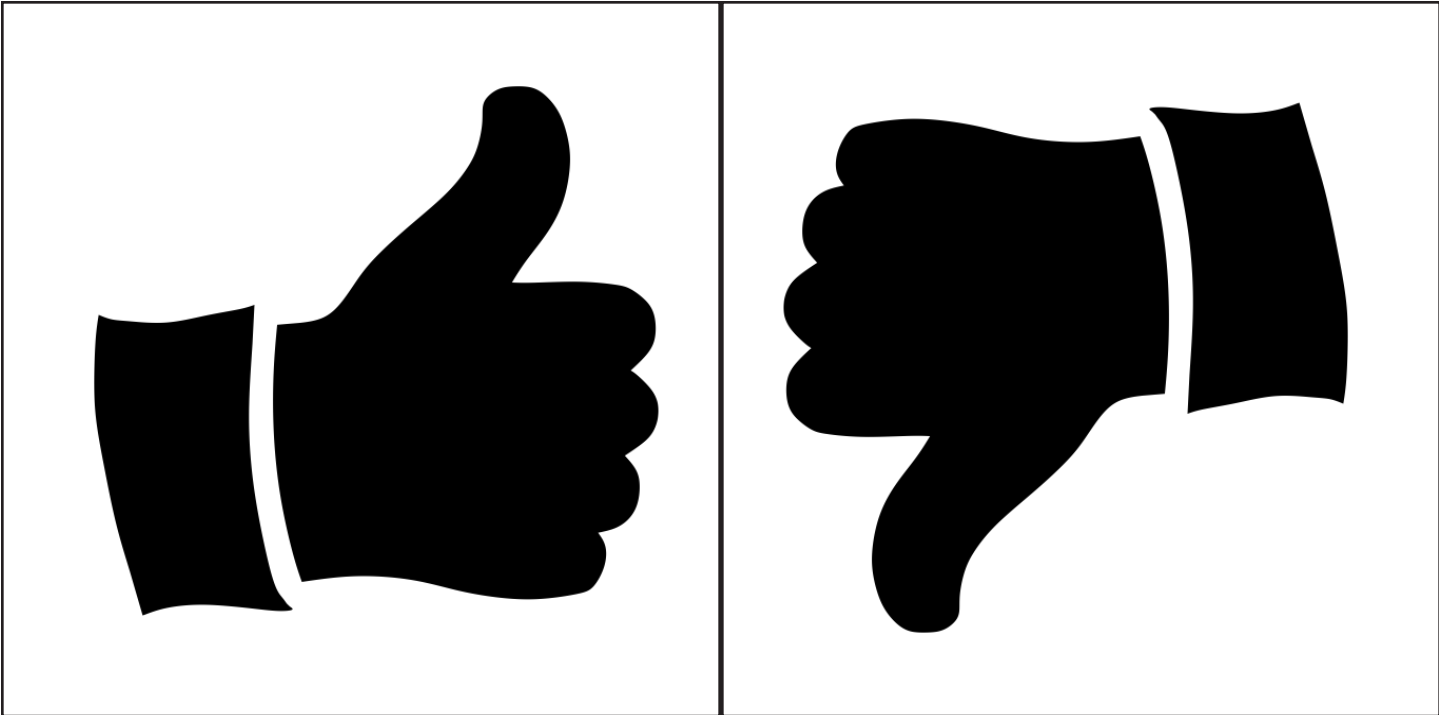




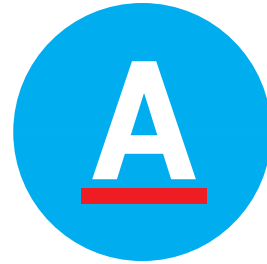
IMAGE EXCHANGE CARDS

16.3.IMAGE

Underline



Color



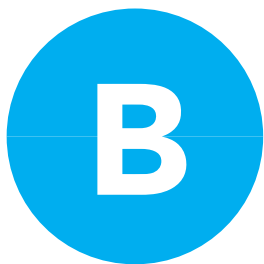
Highlight Text



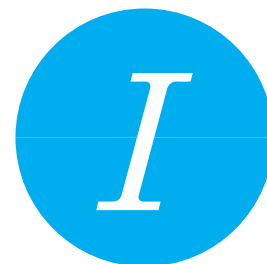
Size

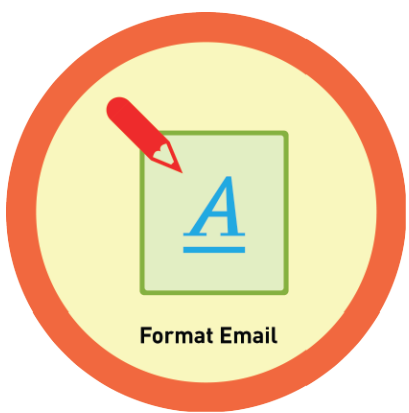


Bold

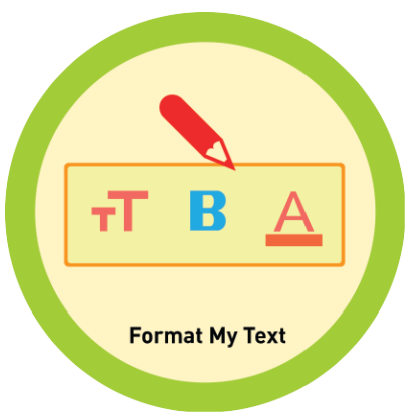


Italic





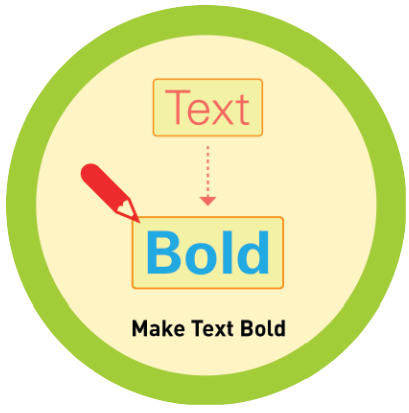
Format Email



Format My Text



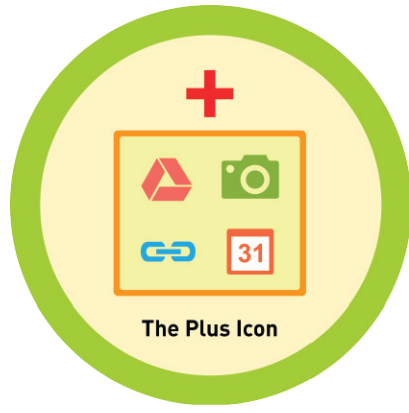
Highlight Text



Make Text Bold



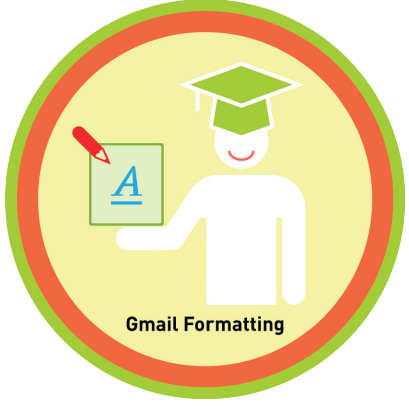
More Options



The Plus Icon



Formatting Rules

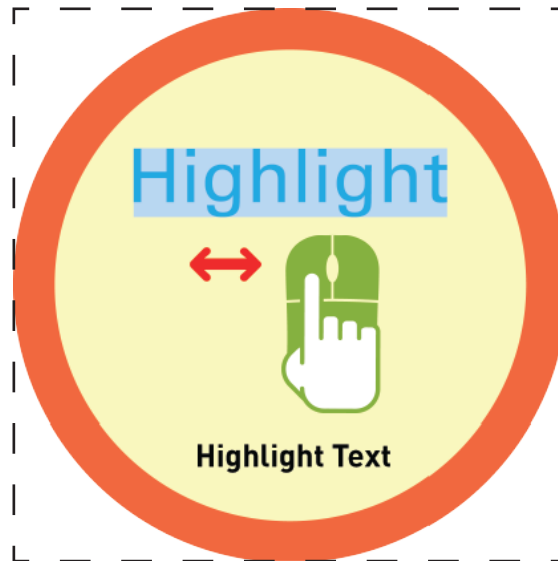


Gmail Formatting



WORD WALL PRINTOUT

16.3.5



To format the text, you must first highlight the text. Highlighting the text means that you are using your pointer to select the text you want to format.



T1 HIGHLIGHTING TEXT EXIT TICKET
 MATCHING ACTIVITY

16.3.6.1

Directions: Look at the following icons. Match the icons to what they do.



a. Bold



b. Italics



c. Underline



d. Text editor



e. Color



f. Size



T2 HIGHLIGHTING TEXT
EXIT TICKET VOCAB BLOCKS

16.3.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Highlighting Text



T3 HIGHLIGHTING TEXT EXIT TICKET TRACE 'N' LEARN CARDS

16.3.6.3

Highlighting Text

To format the text, you must first highlight the text. Highlighting the text means that you are using your pointer to select the text you want to format.



WORKPLACE CONNECTIONS

16.3.WC.1

Directions: You want to write an email to your co-workers about a party. Write an invitation to a party and edit the text so that it is appealing to the reader. Email your invitation to your teacher when you are finished. Write the email you typed below and circle each function you used to edit text.

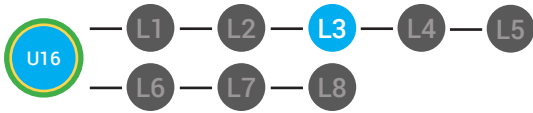
New Message
_ ↗ ✕

Recipients

Subject

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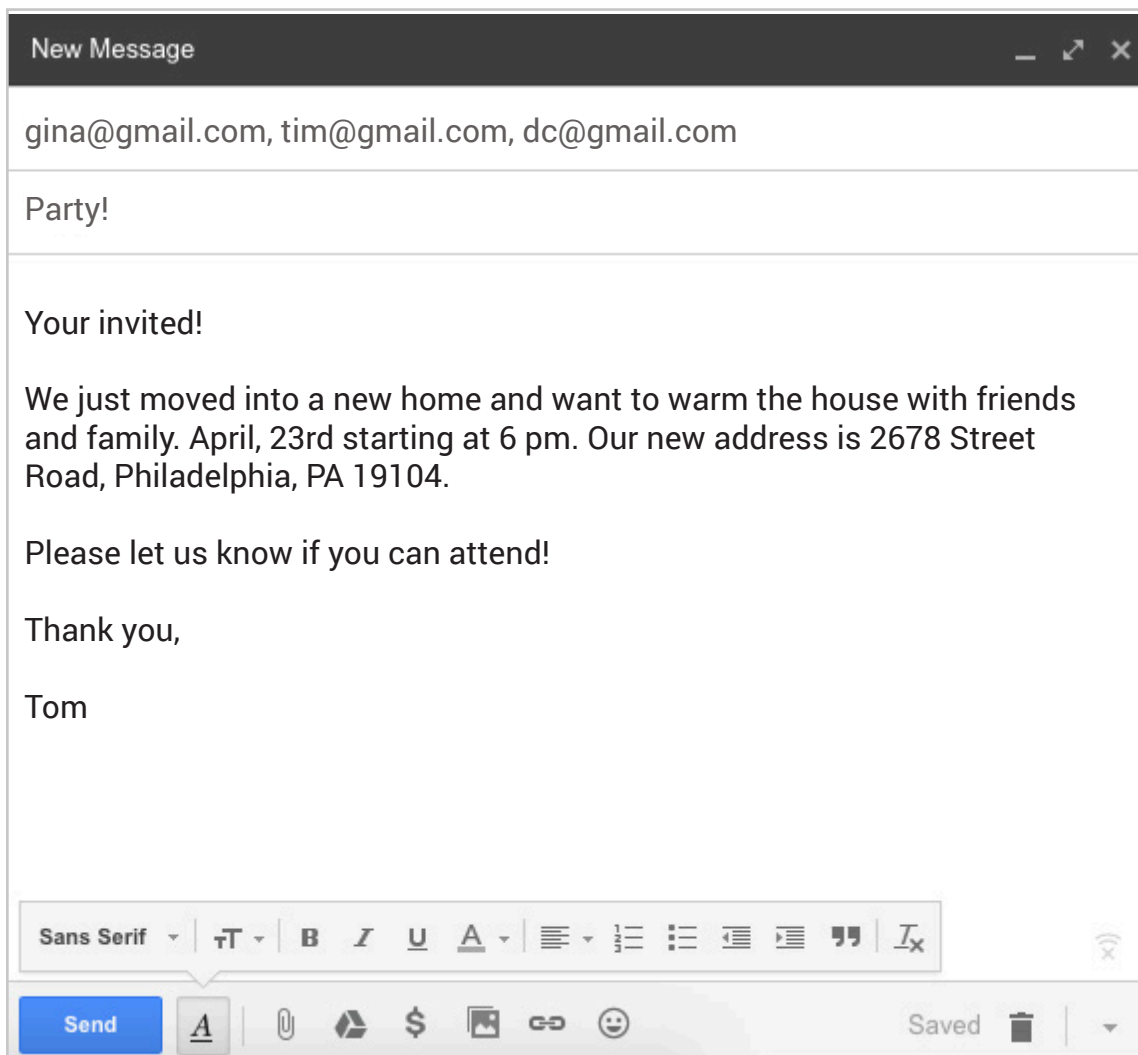
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WORKPLACE CONNECTIONS

16.3.WC.2

Directions: You want to write an email to your co-workers about a party. Look at the invitations below. Which invitation is the best? Circle it below.





New Message

gina@gmail.com, tim@gmail.com, dc@gmail.com

Party!

Your invited!

We just moved into a new home and want to warm the house with friends and family.

April, 23rd starting at 6 pm.

Our new address is **2678 Street Road, Philadelphia, PA 19104.**

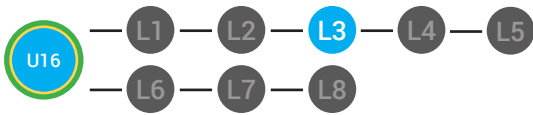
Please let us know if you can attend!

Thank you,

Tom

Sans Serif | ↑↓ | **B** | *I* | U | A | [List Icons] | [Quote Icon] | [Link Icon]

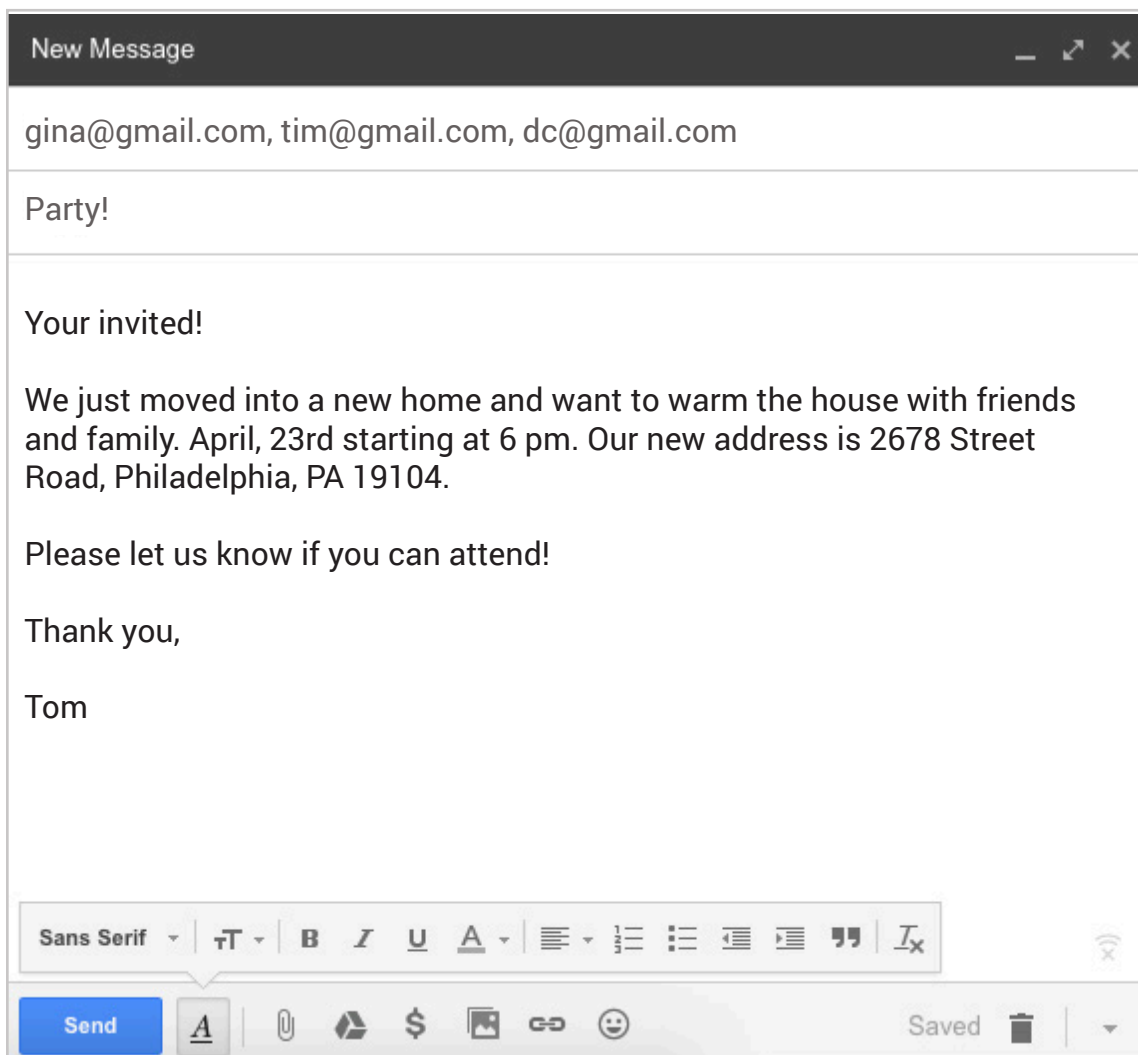
Send | A | [Attachment Icon] | [Image Icon] | [Link Icon] | [Smiley Icon] | Saved | [Trash Icon] | [Dropdown Arrow]



WORKPLACE CONNECTIONS

16.3.WC.3

Directions: You want to write an email to your co-workers about a party. Look at the invitations below. Which invitation is the best? Point to it below.



New Message

gina@gmail.com, tim@gmail.com, dc@gmail.com

Party!

Your invited!

We just moved into a new home and want to warm the house with friends and family.

April, 23rd starting at 6 pm.

Our new address is **2678 Street Road, Philadelphia, PA 19104.**

Please let us know if you can attend!

Thank you,

Tom

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]



READING MAZE

16.3

Directions: Write in or circle the best answer to complete the sentence.

To format the text, you must first highlight the _____
(text, eraser)

Highlighting the text means that you are using your _____
(pointer, pencil)

to select the text you want to format. Highlighting can be tricky. You will have to click your mouse and _____ it down.
(hold, tie)

Keep your finger holding it down and then slide your cursor over the text you want to highlight. You should see a color move _____ the text.
(across, under)

This might take some practicing. Once the text is highlighted, you can choose your _____.
(changes, music)