UNIT 16: GMAIL FORMATTING
LESSON 4: BOLD TEXT

LESSON OVERVIEW

After you highlight the text, you can click on a formatting button to change that text. For example, if you want to make your text bold you will highlight the text you want to change. Then, you click the bold button. The bold button has a B on it. If you don't like the bold font, you can change it back. You can change it back by clicking on the Bold button again. You can do the same thing with the italic and underline buttons.

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 4 - Bold 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.

Text → **Bold**
Make Text Bold

LESSON PLAN

WARM UP

1. *"For a participation dollar, who can recall how to change the size of your text?"*

Possible Answers: Highlight it.

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 **16.4.IMAGE** Image Exchange Cards and **16.IEC.Y/N** 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.
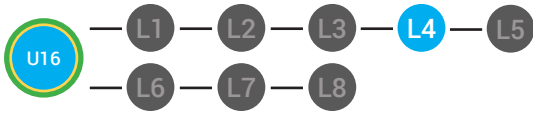
DIFFERENTIATION

T1 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** [16.4.IMAGE] to point to potential vocabulary word or icon representing "Highlight" or Points to **Yes or No Image Exchange Card** [16.IEC.Y/N] for rephrased question.

U16 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8

LVL 2 UNIT 16: LESSON 4 BOLD TEXT

Text
Bold
Make Text Bold

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.
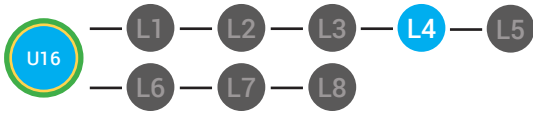
👥 DIFFERENTIATION

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 ¨Bold"*

4. Ask students to give a thumbs up every time they hear and/or see the ¨Bold¨ 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]
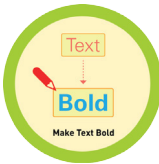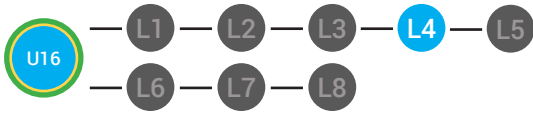
+$ PARTICIPATION

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 you do after you highlight to make the text bold?"*

Possible Answers: Click the Bold button with the capital B on it.

2. *"For a participation dollar, who can tell me if you don't like the bold font can you change it back?"*

Possible Answers: Yes, you can change it back if you don't like the way it looks.

3. *"For a participation dollar, who can tell me what else you can format the same way you make text bold?"*

Possible Answers: Underline and Italics.

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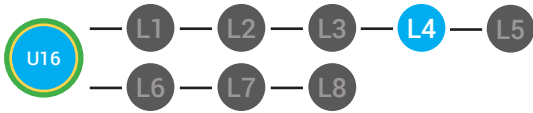
DIFFERENTIATION

T1 On-topic verbal response shared response

T2 Uses **Image Exchange cards** [16.4.IMAGE] to point to potential vocabulary word or icon representing "Bold, underline, italics."

T3 Points to **Yes or No Image Exchange Card** [16.IEC.Y/N] for rephrased question.

U16 —L1—L2—L3—L4—L5
—L6—L7—L8

LVL 2 UNIT 16: LESSON 4 BOLD TEXT

Text
Bold
Make Text Bold

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
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?"	*[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 Bold 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 **16.4.5**. Students that unlocked the badge will place the **Bold Text** print out on the classroom's **word wall**. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

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

U16 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8

LVL 2 UNIT 16: LESSON 4 BOLD TEXT

Text
Bold
Make Text Bold
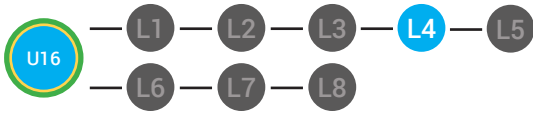
DIFFERENTIATION

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	-$ INTERRUPTIONS
"Marcus + you answered correctly! You earned a dollar! Nice job!"	"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 **16.4.6** Bold Text Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

Text
Bold
Make Text Bold
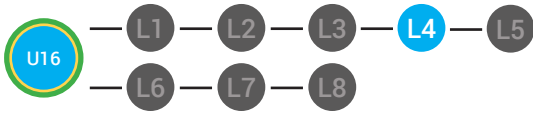
DIFFERENTIATION

T1 Using Tier 1 **Bold Text Exit Ticket** [16.4.6.1], Students Look at the following icons. Match the icons to what they do.

T2 Using Tier 2 **Bold Text Exit Ticket** [16.4.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [16.4.6.3].

T3 Using Tier 3 **Bold Text Exit Ticket** [16.4.6.3], 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."
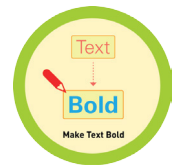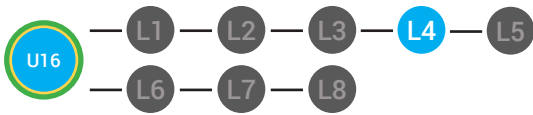
IMMEDIATE FEEDBACK/NEXT STEPS

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.**

U16 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8

LVL 2 UNIT 16: LESSON 4 BOLD TEXT

Dollar Tracker

16.Dollar tracker

Text
Bold
Make Text Bold

Behaviors

Name

Behaviors	EX: Sam					
Successful +$						
Participation/ Contributing	卌					
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							
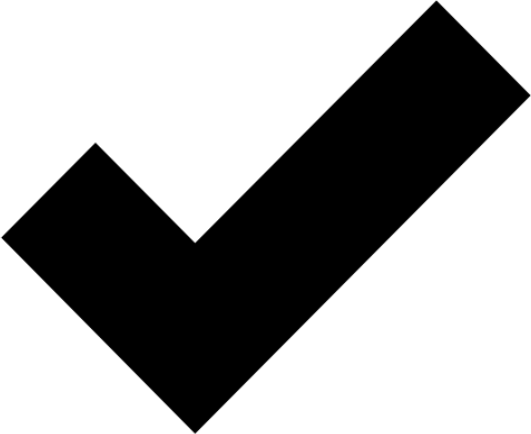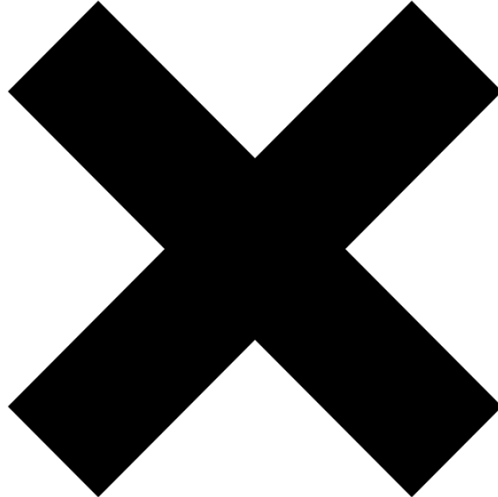
Text → Bold
Make Text Bold

YES OR NO IMAGE EXCHANGE CARD
16.IEC.Y/N

Yes

No

Text
↓
Bold

Make Text Bold

THUMBS IMAGE EXCHANGE CARD
16.IEC.THUMB

Text
Bold
Make Text Bold

Highlight
↔
Highlight Text

📋 IMAGE EXCHANGE CARDS

16.4.IMAGE

Underline

U

Italic

I

Highlight Text

Text

Bold

B

U16 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8

LVL 2 UNIT 16: LESSON 4 BOLD TEXT
BADGE BOARD
16.BADGE
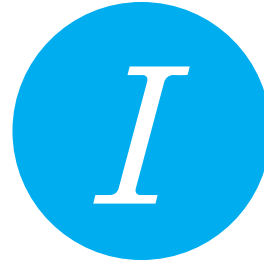
Text
Bold
Make Text Bold
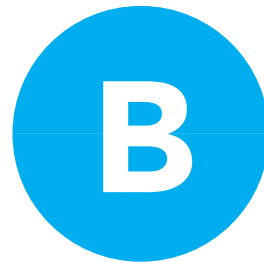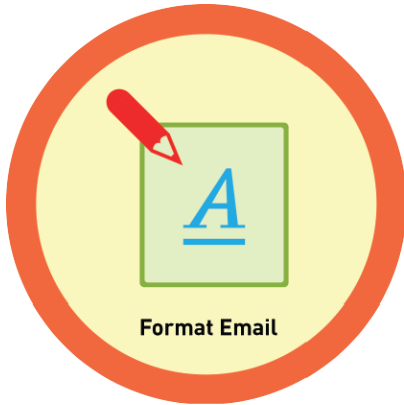
Format Email
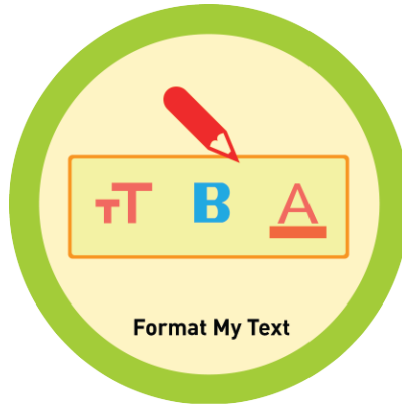
Format My Text

Highlight Text

Text
Bold
Make Text Bold
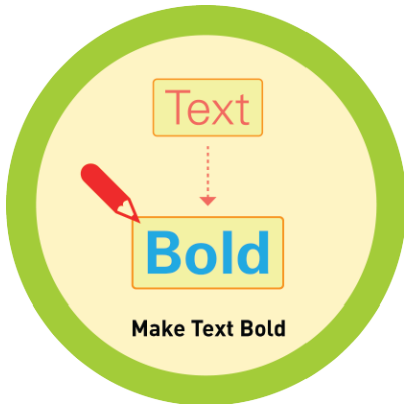
Small
✓ Normal
Large
More Options
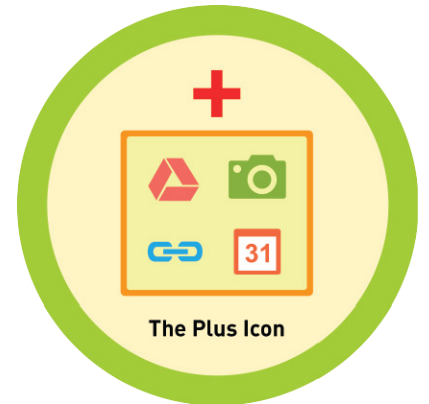
The Plus Icon

Formatting Rules
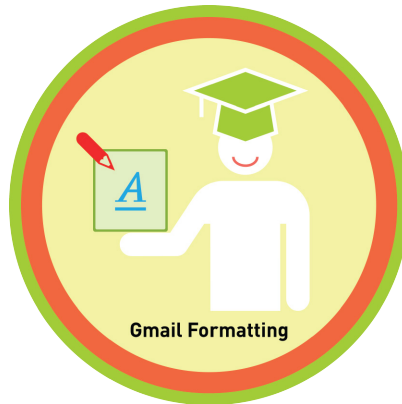
Gmail Formatting

U16 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8

LVL 2 UNIT 16: LESSON 4 BOLD TEXT

Text
Bold
Make Text Bold

📋 WORD WALL PRINTOUT

16.4.5

Text
↓
Bold

Make Text Bold

After you highlight the text, you can click on a formatting button to change that text. Then, you click the bold button.

Text
→
Bold

Make Text Bold

T1

BOLD TEXT EXIT TICKET MATCHING ACTIVITY
16.4.6.1

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

—— <u>U</u>   **a. Bold**

—— *I*   **b. Italics**

—— B   **c. Underline**

—— ₸T   **d. Text editor**

—— *<u>A</u>*   **e. Color**

—— A   **f. Size**

Text
Bold
Make Text Bold
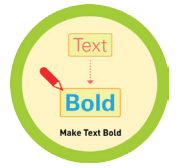
T2 **BOLD TEXT EXIT TICKET VOCAB BLOCKS**
16.4.6.2

Name: _____

Date: _____

Define	Sentence

Bold Text

Examples	Draw

Text
↓
Bold

Make Text Bold
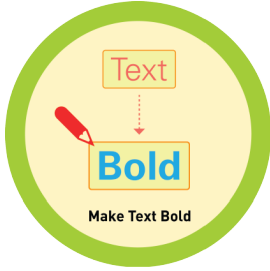
T3 **BOLD TEXT EXIT TICKET**
TRACE 'N' LEARN CARDS
16.4.6.3

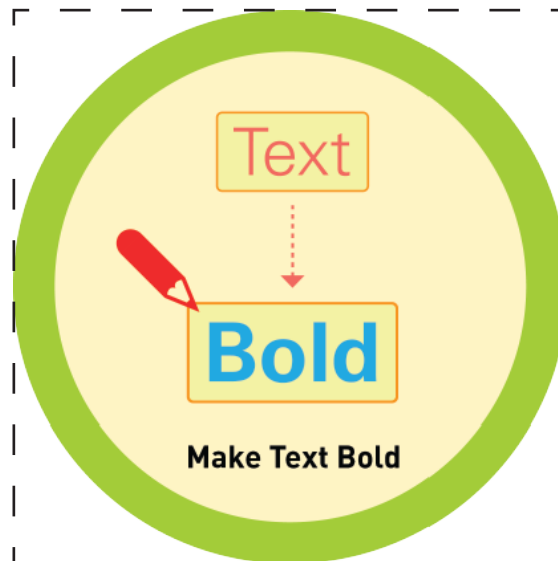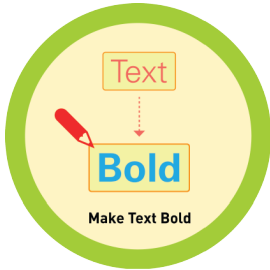# Bold Text

After you highlight the text, you can click on a formatting button to change that text. Then, you click the bold button.

Text
Bold
Make Text Bold

WORKPLACE CONNECTIONS

16.4.WC.1

Directions: You want to write an email to your co-workers about a party. You want to bold the text to call their attention to one specific part of the email. Write the email about the part and circle how you bold the text.

New Message   _ ⤢ ✕

Recipients

Subject

_____

_____

_____

_____

_____

_____

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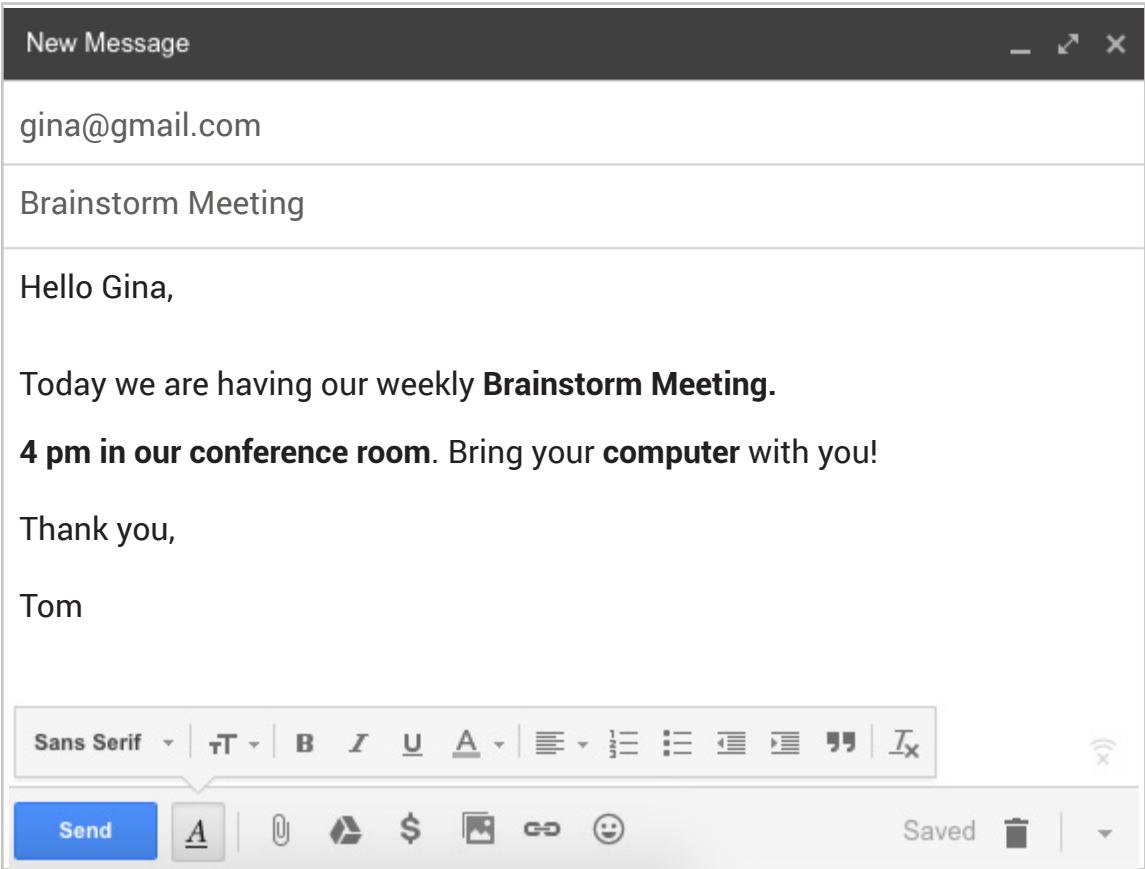**Send** | A̲ | 📎 ⟁ $ 🖼 🔗 ☺   Saved 🗑 | ▾

U16 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8

WORKPLACE CONNECTIONS
16.4.WC.2

Directions: You want to write an email to your co-workers about an important meeting. Which invitation to a meeting has the important information in bold? Circle it below.

New Message	— ↗ ✕

gina@gmail.com

Brainstorm Meeting

Hello Gina,

Today we are having our weekly **Brainstorm Meeting.**

4 pm in our conference room. Bring your **computer** with you!

Thank you,

Tom

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New Message   — ⤢ ✕

gina@gmail.com
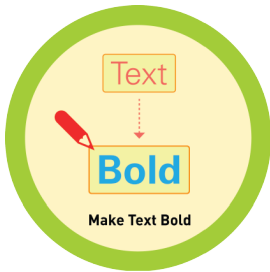
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Tom

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Send   A   📎 ⛃ $ 🖼 🔗 ☺   Saved 🗑   ▾

Text
→
Bold

Make Text Bold

📋 WORKPLACE CONNECTIONS

16.4.WC.3

Directions: You want to write an email to your co-workers about an important meeting. Which invitation to a meeting has the important information in bold? Point to it below.
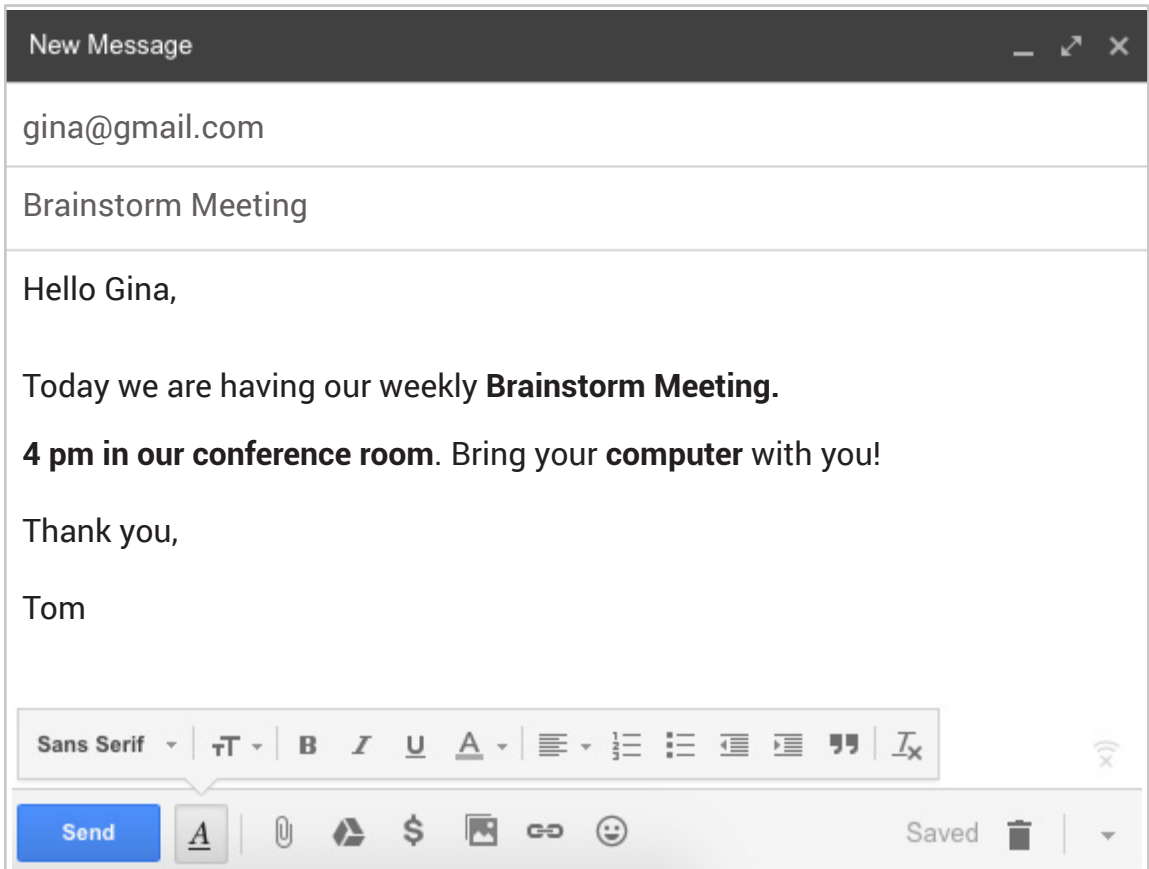
New Message — ⤢ ✕

gina@gmail.com

Brainstorm Meeting

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Thank you,

Tom

Sans Serif ▾ | ⊤T ▾ | **B** *I* U A ▾ | ≡ ▾ ☰ ≣ ⫤ ⫥ ❞ | _Tx_

Send | A | 📎 △ $ 🖼 🔗 🙂 | Saved 🗑 ▾

U16 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8

Text
Bold
Make Text Bold

New Message ⎯ ⟋ ✕

gina@gmail.com
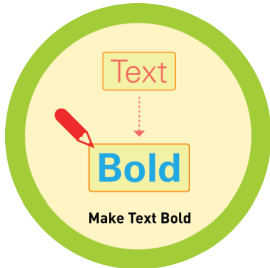
Brainstorm Meeting

Hello Gina,

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4 pm in our conference room. Bring your computer with you!

Thank you,

Tom

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Send | A̲ 📎 ⬛ $ 🖼 🔗 ☺ Saved 🗑 ▾

U16 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8

LVL 2 UNIT 16: LESSON 4 BOLD TEXT

Text
Bold
Make Text Bold

Text
Bold
Make Text Bold

📰 READING MAZE

16.4

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

An email is application that lets you _____

(send, hand deliver)

and receive messages to others. In order to create an email account

you must _____

(personal, public)

information such as your name, birthday and location. You must also

create an email _____.

(phone number, address)

An email account can help you use _____ like Facebook,

Youtube and Twitter. **(applications, files)**

You should check your email _____.

(once a year, everyday)

You can access you email from any computer or _____ device

with internet access. **(electronic, mobile)**