

UNIT 16: GMAIL FORMATTING

LESSON 5: MORE FORMATTING OPTIONS

LESSON OVERVIEW

Just like you changed the text to bold, you can format text: in other ways. For example, you can change: the size of your text. Once your text is highlighted, you can use the formatting buttons to change the size of your text. This is the size button. It has a big T and a smaller T. First, click on the size button. You will see the words: Small, Normal, Large, Huge. The check mark shows you the size that your text is now. You can click on any of the size option to change the size of the text. If you don't like the size you chose, you can change it to another size by repeating the steps.

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

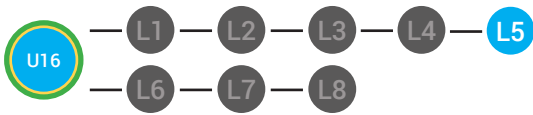
ONLINE REVIEW

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

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 what we formatting changes you can do to 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 **16.5.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



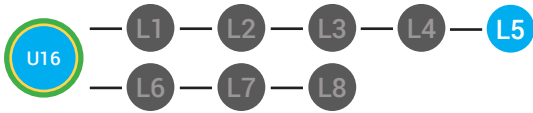
T2 Writes response down in notebook or on post-it or rephrase prompt to a yes or no question



T3 Uses **Image Exchange cards** [16.5.IMAGE] to point to potential vocabulary word or icon representing "Size, bold, italics, 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

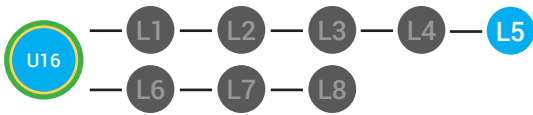
Verbal Response

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 "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



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

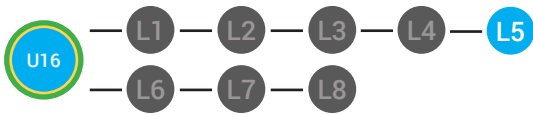
Yes, Marcus. [Student gives answer; Teacher repeats answer] "A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?"

-\$ 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 recall how to change the size of your text?"*

Possible Answers: Highlight it and click the size button.

2. *"For a participation dollar, who can tell me what does the size button look like?"*

Possible Answers: The size button has a large T and a small t on it.

3. *"For a participation dollar, who can tell me what happens when you click the size button?"*

Possible Answers: The words small, normal, large and huge appear.

4. *"For a participation dollar, who can tell me how you know what size text you are already using?"*

Possible Answers: It has a checkmark next to it.




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."



5. Distribute **16.5.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

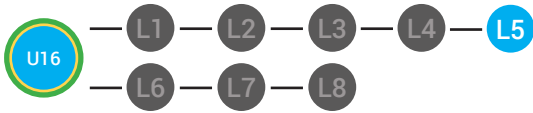
On-topic verbal response shared response

T2

Uses **Image Exchange cards** [16.5.IMAGE] to point to potential vocabulary word or icon representing "Bold, size, underline, italics."

T3

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



6. 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 Bold Text Badge for \$1?"


Click Activity Button to Play Activity Video

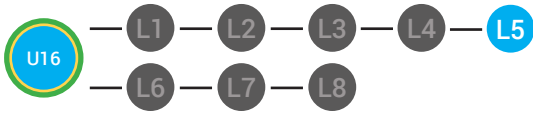
2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



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



3. Distribute lesson badge cut out **16.5.5**. Students that unlocked the badge will place the **More Formatting Options** 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 **16.5.6** More Formatting Options Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **More Formatting Options Exit Ticket** [16.5.6.1], Circle the size text that would be most appropriate when writing an email to your boss.

T2

Using Tier 2 **More Formatting Options Exit Ticket** [16.5.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [16.5.6.3].

T3

Using Tier 3 **More Formatting Options Exit Ticket** [16.5.6.3], 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]

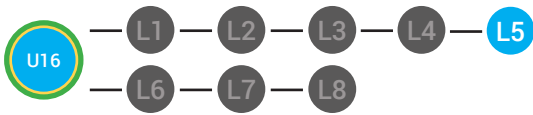
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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."



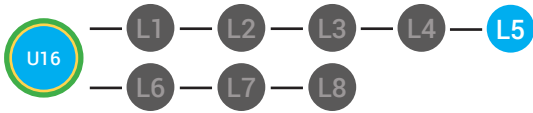
IMMEDIATE FEEDBACK/NEXT STEPS

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

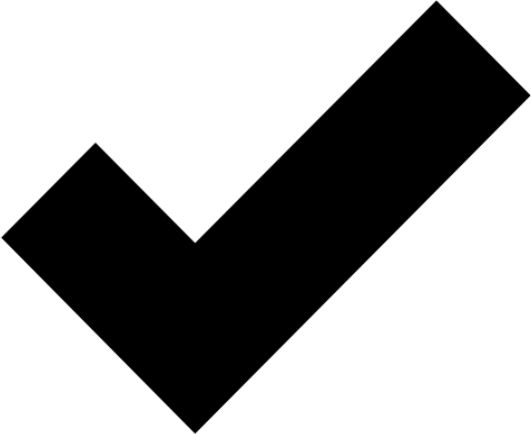
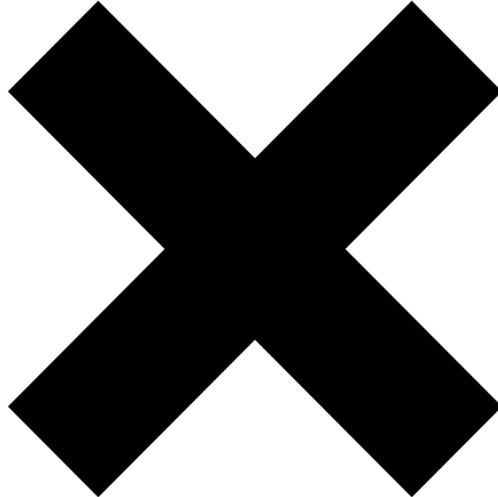
- Successful +\$**
- Participation/Contributing
 - Sharing/Helping/Collaborating
 - Greeting a Guest
 - Following Directions/Staying on Task
 - Encouraging/Complementing

- 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>
-------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------



 **THUMBS IMAGE
EXCHANGE CARD**

16.IEC.THUMB

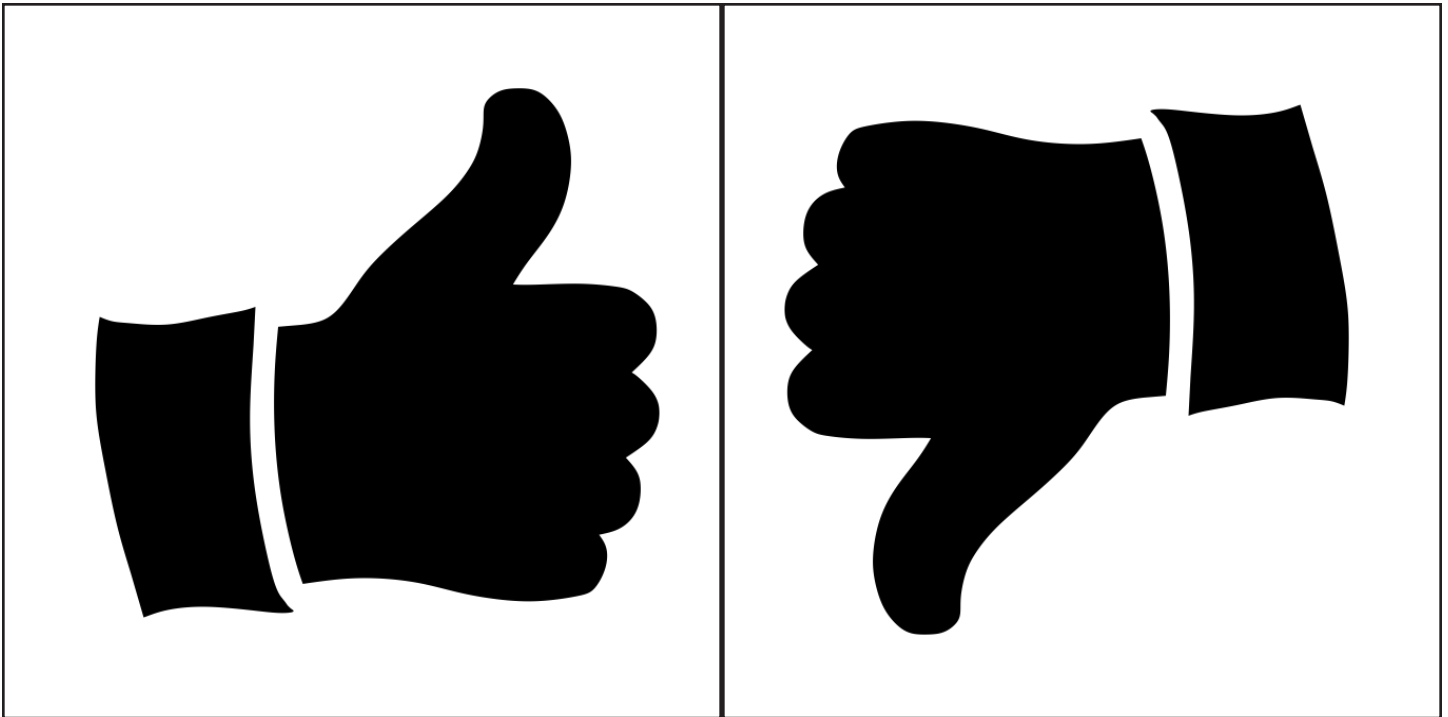




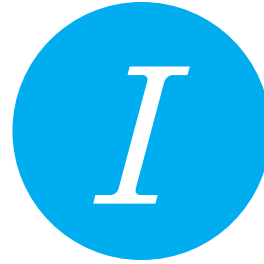
IMAGE EXCHANGE CARDS

16.5.IMAGE

Underline



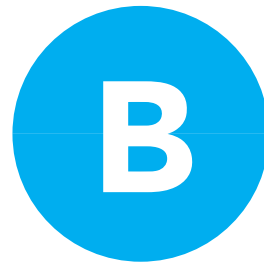
Italic



Highlight Text



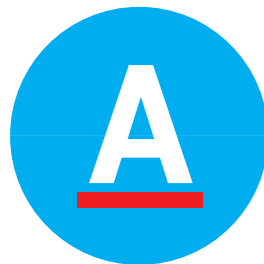
Bold

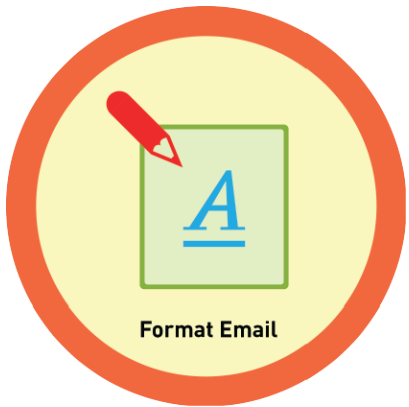


Size

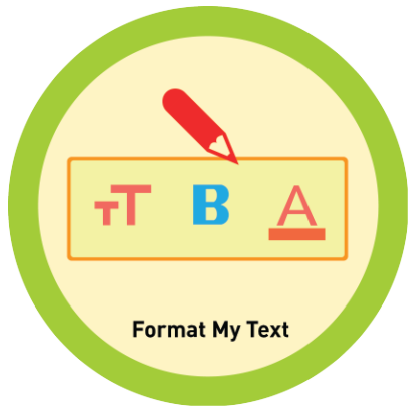


Color





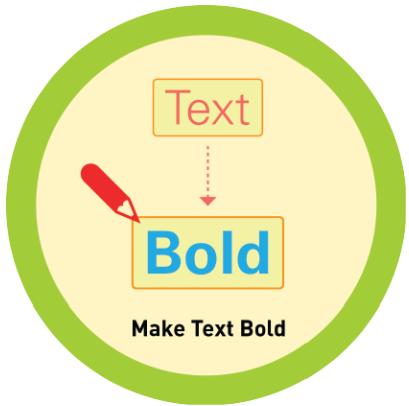
Format Email



Format My Text



Highlight Text



Make Text Bold



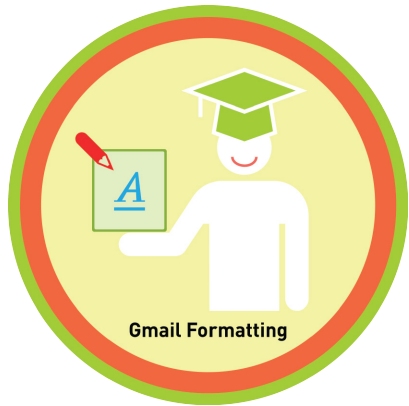
More Options



The Plus Icon



Formatting Rules

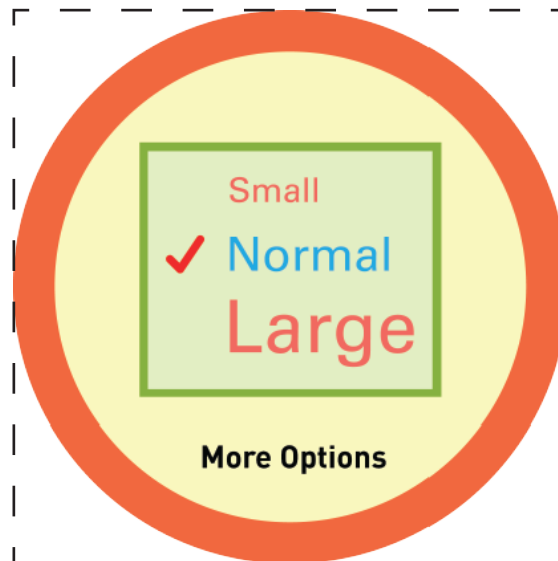


Gmail Formatting



WORD WALL PRINTOUT

16.5.5



Just like you changed the text to bold, you can format text: in other ways. For example, you can change: the size of your text.



T1 MORE FORMATTING OPTIONS EXIT TICKET
APPROPRIATE TEXT SIZE ACTIVITY
16.5.6.1

Directions: Circle the size text that would be most appropriate when writing an email to your boss.

Hello

Hello

Hello

Hello



T2 MORE FORMATTING OPTIONS
 EXIT TICKET VOCAB BLOCKS
 16.5.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Formatting Options

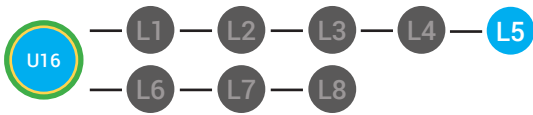


T3 MORE FORMATTING OPTIONS EXIT TICKET TRACE 'N' LEARN CARDS

16.5.6.3

Formatting Options

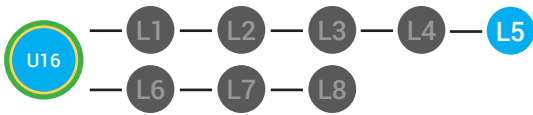
Just like you changed the text to bold, you can format text in other ways. For example, you can change the size of your text.



WORKPLACE CONNECTIONS

16.5.WC.1

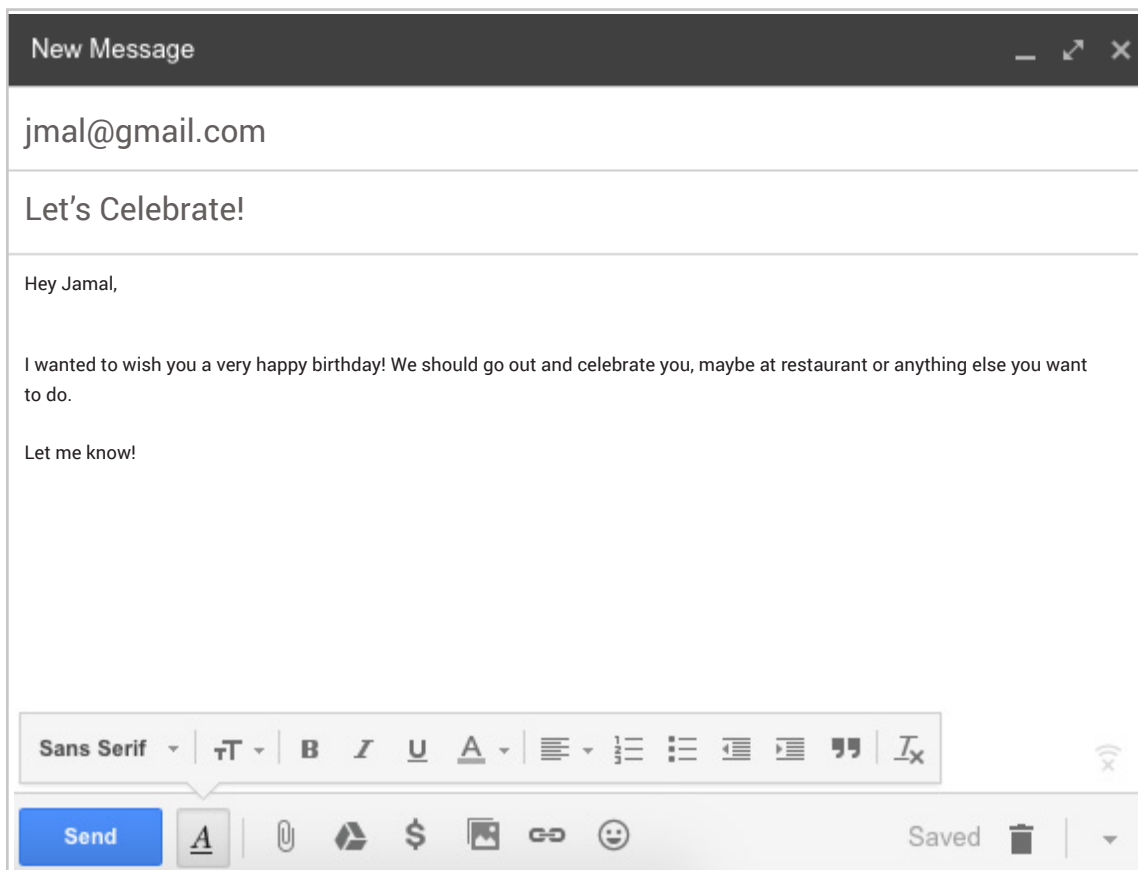
Directions: You want to write an email to your friend telling them Happy Birthday. Write an email wishing them a happy birthday. Choose the most appropriate sized text to complete this assignment and send the email to your teacher. In the window below write in what you wrote in the email and circle the format options you used.

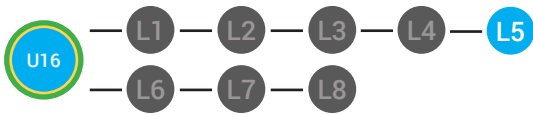


WORKPLACE CONNECTIONS

16.5.WC.2

Directions: You want to write an email to your friend telling them Happy Birthday. You wrote the following email, but you want to make the text bigger and better. Circle the button you would click to change the size of your font. Circle it below.

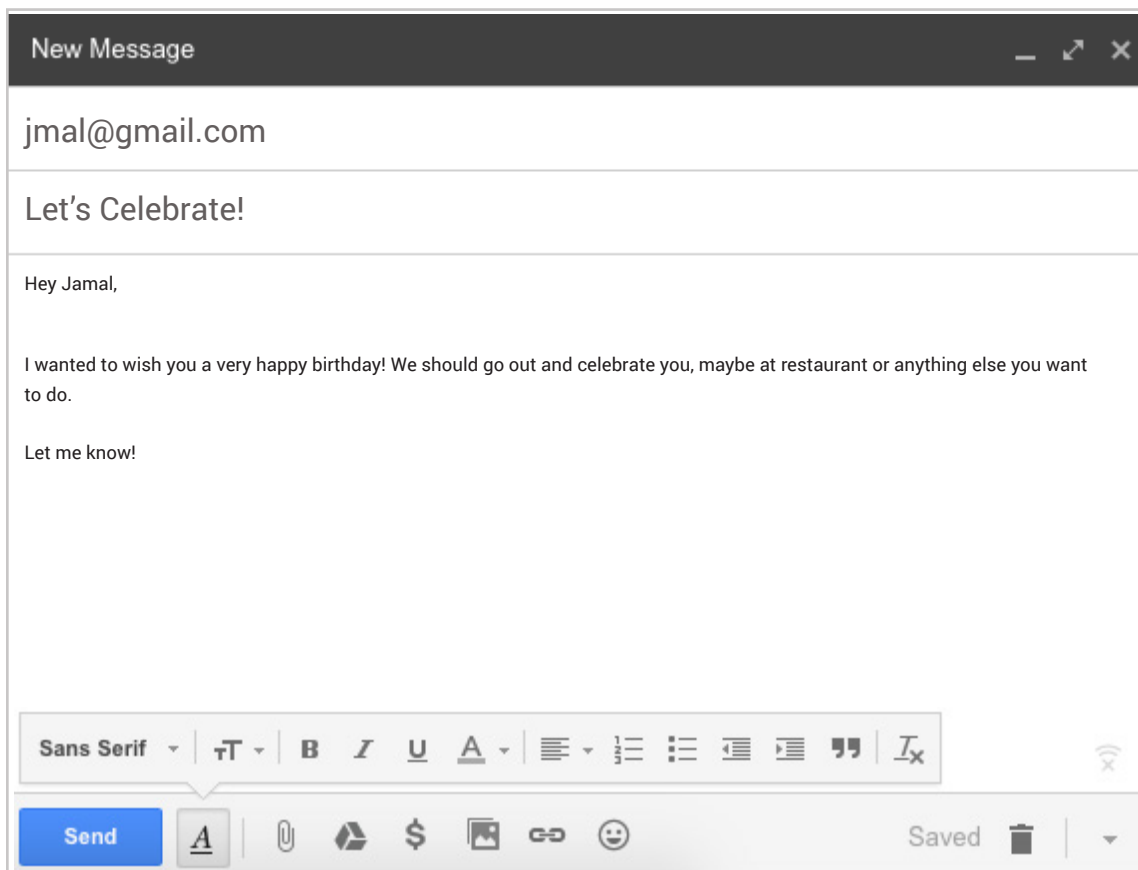




WORKPLACE CONNECTIONS

16.5.WC.3

Directions: You want to write an email to your friend telling them Happy Birthday. You wrote the following email, but you want to make the text bigger and better. Circle the button you would click to change the size of your font. Point to it below.





 **READING MAZE**
16.5

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

Just like you changed the text to bold, you can format your _____
(text, cloud)

in other ways. For example, you can change the size of your text. Once
 your text is _____, you can use the formatting _____
(erased, highlighted) (eraser, buttons)

to change the size of your text. The button to change the size of your
 text has a big T and a smaller T. First, click on the size button. You will
 see the words: _____ Normal, Large , Huge. The check mark
(Small, tiny)

shows you the size that your text is _____. You can click on
(now, later)

any of the size option to change the size of the text. If you don't like
 the size you chose, you can change it to another size by repeating the
 steps.