



UNIT 16: GMAIL FORMATTING

LESSON 7: FORMATTING RULES

LESSON OVERVIEW

Now that you know how to format your emails, you must also know how not to format your emails. Here are some formatting rules. Don't make the text too small it will be hard for others to read. You should use the normal size text. Do not put all of your text in bold. Make your text bold only when you want to emphasize a word or an important part of your email. Do not use colors that are hard to read. Remember you must always share appropriately. Use respectful language and stay on topic. Do not share photos with someone that you do not know. Always have your daytime clothes on in your photos.

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 7 - Formatting Rules**

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 ways that you can format an email?"*

Possible Answers: The size, bold, italics, underline and color of text, adding an image, inserting a hyperlink, creating an invitation.


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



DIFFERENTIATION



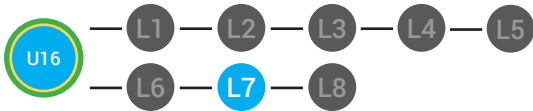
T1 On-topic verbal response shared response




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




T3 Uses **Image Exchange cards** [16.7.IMAGE] to point to potential vocabulary word or icon representing "The size, bold, italics, underline and color of text, adding an image, inserting a hyperlink, creating an invitation" or Points to **Yes or No Image Exchange Card** [16.IEC.Y/N] for rephrased question.




 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

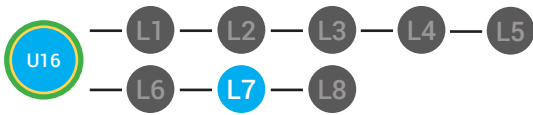
 Call out earnings to the class, "[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."

 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**

-  **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 rules”*

4. Ask students to give a thumbs up every time they hear and/or see the Rules 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 size the text of an email should be?”*

Possible Answers: An email should use normal size text. It should not be too small.

2. *“For a participation dollar, who can tell me when you should make your text bold?”*

Possible Answers: You should only make your text bold when you want to make certain words stand out.

3. *“For a participation dollar, who can tell me the rule about using different color text?”*

Possible Answers: Do not use colors that are hard to see.

4. *“For a participation dollar, who can tell me two more rules about using email?”*

Possible Answers: Be respectful and on topic.

5. *“For a participation dollar, who can tell me what the insert invitation button does?”*

Possible Answers: Be respectful and on topic.

6. *“For a participation dollar, who can tell me what the rules about sharing pictures and images are?”*

Possible Answers: Only share with people you know and always wear your daytime clothes in pictures.




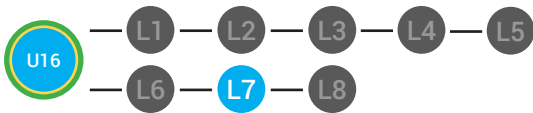
Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment. Require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student’s expressive communication.

“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.”



7. Distribute **16.7.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** [16.7.IMAGE] to point to potential vocabulary word or icon representing “Normal size, respectful, on topic.”
- T3** Points to **Yes or No Image Exchange Card** [16.IEC.Y/N] for rephrased question.



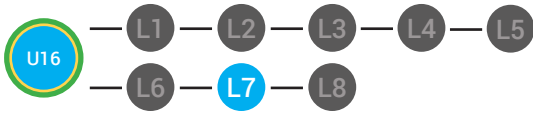
8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [16.DollarTracker]

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

<p>+\$ PARTICIPATION</p> <p><i>“Nice job participating! You earned a participation dollar!”</i></p>	<p>-\$ OFF-TOPIC</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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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 Rules Badge for \$1?”*




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

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 **16.7.5**. Students that unlocked the badge will place the **Formatting Rules** 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 **16.7.6 Formatting Rules Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Formatting Rules Exit Ticket** [16.7.6.1], students Write at least five rules that we have learned when formatting an email.

T2

Using Tier 2 **Formatting Rules Exit Ticket** [16.7.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [16.7.6.3].

T3

Using Tier 3 **Formatting Rules Exit Ticket** [16.7.6.3], 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

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

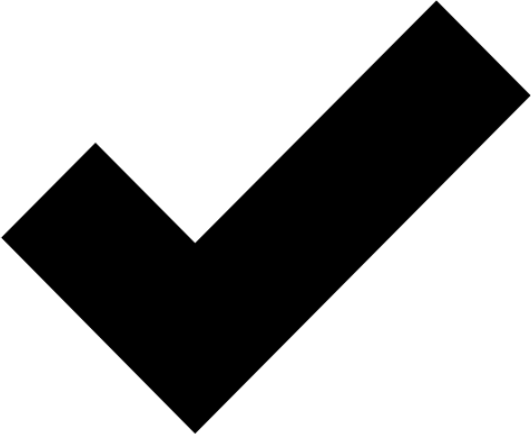
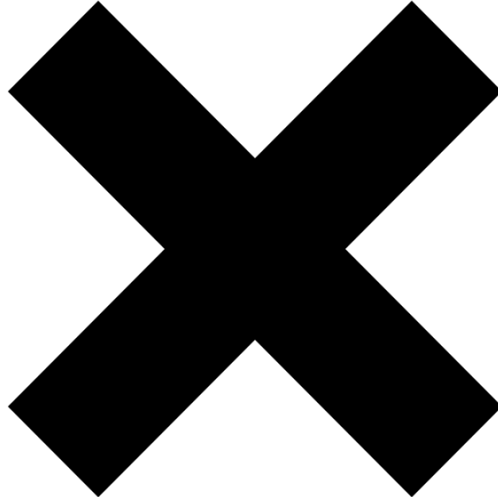
Interrupting

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UMAPA

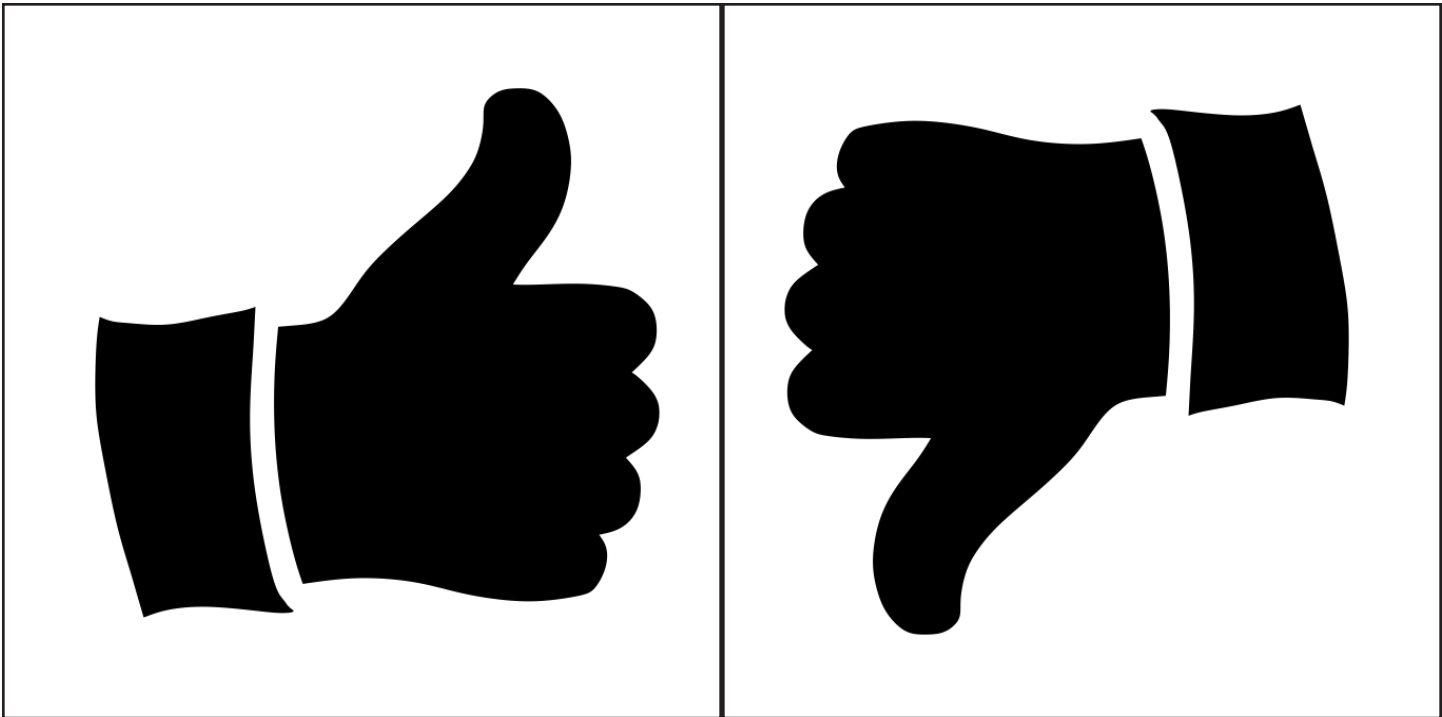


 **YES OR NO IMAGE EXCHANGE CARD**
16.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE
EXCHANGE CARD**
16.IEC.THUMB





The Plus Icon

IMAGE EXCHANGE CARDS

16.7.IMAGE

Normal Size Text



Add Image



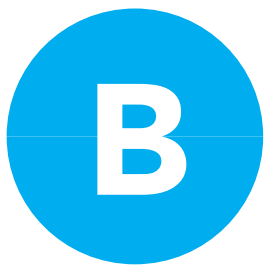
Add Hyperlink



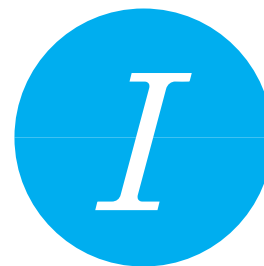
Size



Bold



Italic

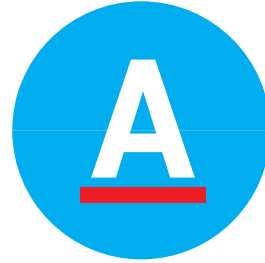




On Topic



Color



Respectful





Format Email

Format My Text

Highlight Text

Make Text Bold

More Options

The Plus Icon

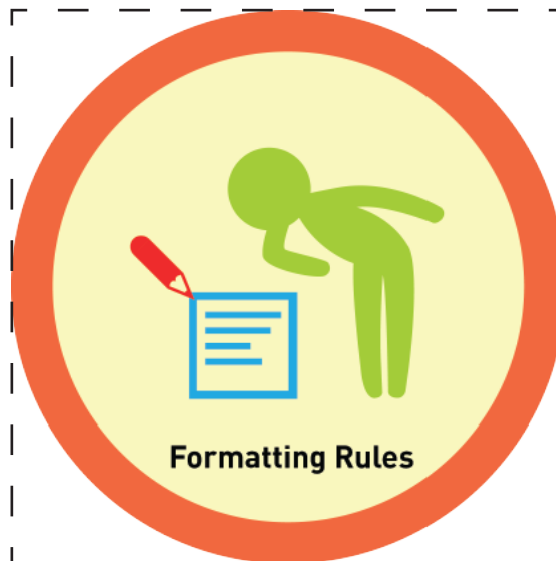
Formatting Rules

Gmail Formatting



WORD WALL PRINTOUT

16.7.5



Now that you know how to format your emails, you must also know how not to format your emails.



T1 **FORMATTING RULES EXIT TICKET**
WRITE THE RULES ACTIVITY

16.7.6.1

Directions: Write at least five rules that we have learned when formatting an email. The more rules you write, the more money you earn!

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____



T2 **FORMATTING RULES**
EXIT TICKET VOCAB BLOCKS

16.7.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Formatting Rules



T3 FORMATTING RULES EXIT TICKET TRACE 'N' LEARN CARDS

16.7.6.3

Formatting Rules

Now that you know
how to format
your emails, you
must also know
how not to format
your emails.



WORKPLACE CONNECTIONS

16.7.WC.1

Directions: You want to write an email to your boss asking for a promotion to email manager. Write an email to your boss about your interest in the manager position and why you are qualified to manage the company's Gmail account. Your email must follow the email rules! When you are finished email it to your teacher.

New Message
_ ↗ ✕

Recipients

Subject

Sans Serif | ↑T | **B** | *I* | U | A | ☰ | ☰ | ☰ | ☰ | ☰ | ☰ | ☰ | ☰ | ☰ | ☰

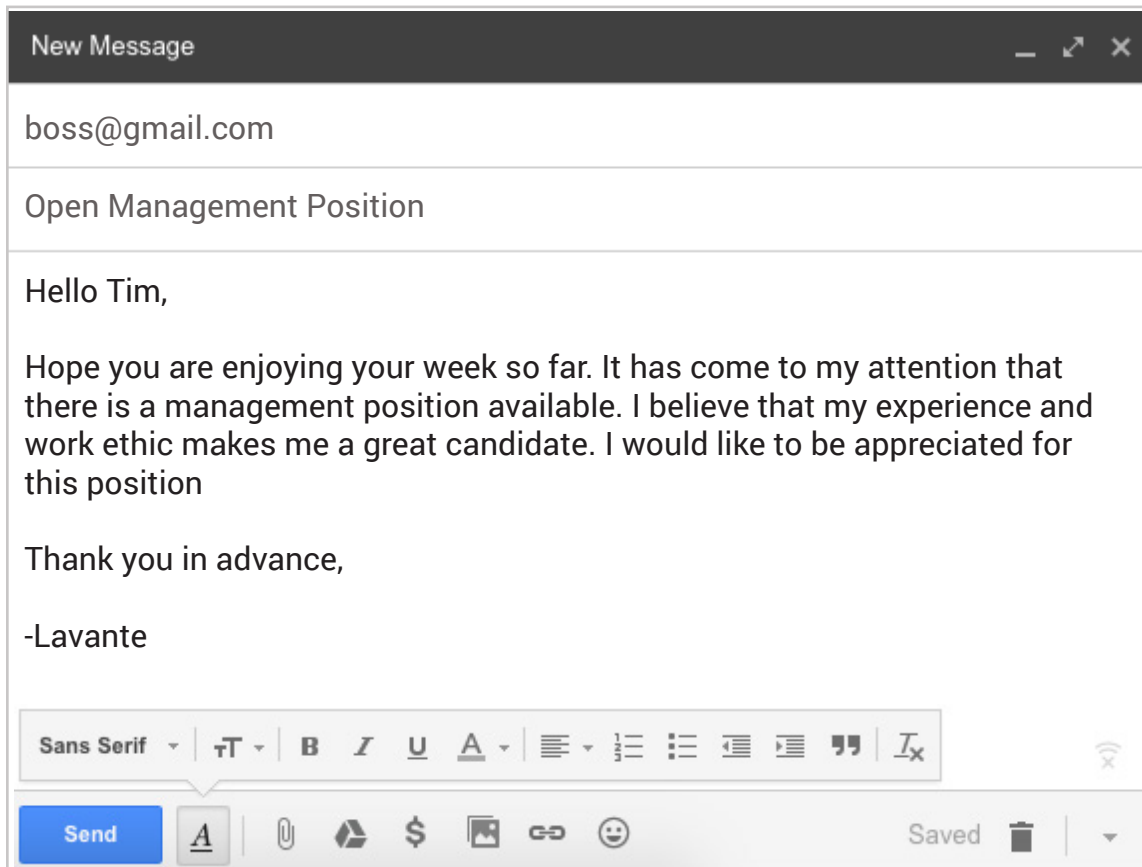
Send
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WORKPLACE CONNECTIONS

16.7.WC.2

Directions: You want to write an email to your boss asking for a promotion to email manager. Write an email to your boss about your interest in the manager position and why you are qualified to manage the company’s Gmail account. Your email must follow the email rules! When you are finished email it to your teacher.





New Message

boss@gmail.com

Open Management Position

Hello Tim,

Hope you are enjoying your week so far. It has come to my attention that there is a management position available. I believe that my experience and work ethic makes me a great candidate. I would like to be appreciated for this position

Thank you in advance,

-Lavante

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

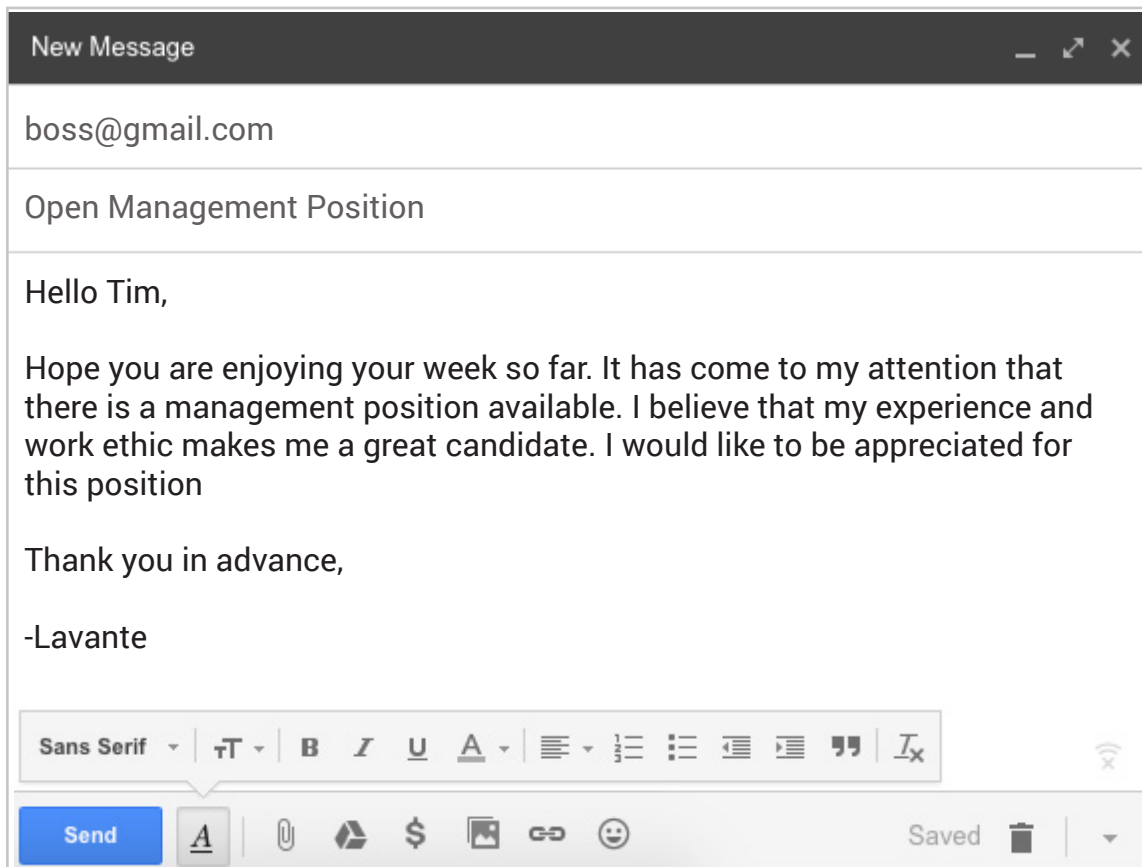
Send | A | [Attachment Icon] | [Image Icon] | [Link Icon] | [Smiley Icon] | Saved [Trash Icon] | [Dropdown Arrow]



WORKPLACE CONNECTIONS

16.7.WC.3

Directions: You want to write an email to your boss asking for a promotion to email manager. Look at the two emails you can send to your boss about your interest in the manager position. Point to the email that follows the email rules.





New Message

boss@gmail.com

Open Management Position

Hello Tim,

Hope you are enjoying your week so far. It has come to my attention that there is a management position available. I believe that my experience and work ethic makes me a great candidate. I would like to be appreciated for this position

Thank you in advance,

-Lavante

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

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



READING MAZE

16.7

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)**