

## UNIT 16: GMAIL FORMATTING LESSON 8: FORMATTING EMAIL MASTER BADGE

### 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. 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. 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 when you click on the + icon, you will see more icons appear! You must also know how not to format your emails.

**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

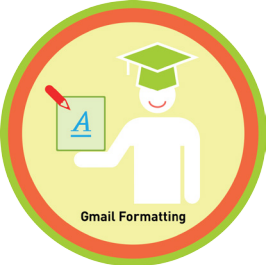
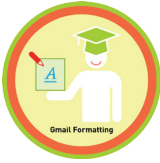
### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 16**
5. Select **Lesson 8 - Formatting Email Master Badge**

### 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 some formatting buttons we have learned about?”*


**Possible Answers:** The text editor, bold, italics, insert a photo, insert 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 **16.8.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



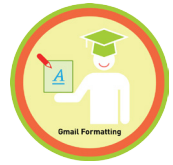
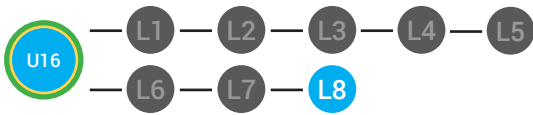
T2 Writes response down in notebook or on post-it or rephrase prompt to a yes or no question



T3 Uses **Image Exchange cards** [16.8.IMAGE] to point to potential vocabulary word or icon representing “The text editor, bold, italics, insert a photo, insert a 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.



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.

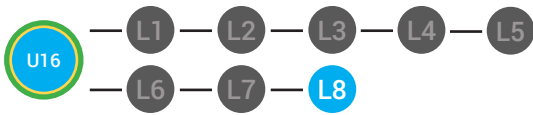


## DIFFERENTIATION

**T1** Verbal Response

**T2** Writes down badge

**T3** Uses **Badge Board** [16.BADGE] for this Unit.




2. 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”*

3. Ask students to give a thumbs up every time they hear and/or see the Formatting in the video



4. 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**

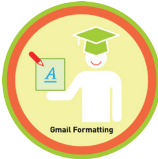
*Yes, Marcus. [Student gives answer; Teacher repeats answer] “A contact is someone you may reach out to. Nice job participating and earning a dollar. Anyone else want to share one of their answers for a participation dollar?”*

**-\$ 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 the icon with a letter A and lines above it is?”*

**Possible Answers:** Text editor.

2. *“For a participation dollar, who can tell me what the first thing you must do to edit a text is?”*

**Possible Answers:** Highlight it.

3. *“For a participation dollar, who can tell me what are some of the formatting changes we can make to text? ”*

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

4. *“For a participation dollar, who can tell me what are some of the formatting rules we should follow? ”*

**Possible Answers:** Use normal text, only bold important words, be respectful and on topic.




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

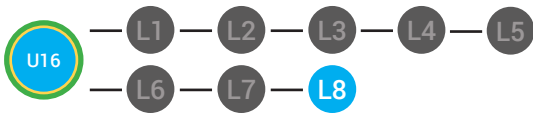


## DIFFERENTIATION

**T1** On-topic verbal response shared response

**T2** Uses **Image Exchange cards** [16.8.IMAGE] to point to potential vocabulary word or icon representing “Text editor, highlight, size, color, bold, italics, underline, normal text, respect, on topic..”

**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]

<p><b>+\$ PARTICIPATION</b></p> <p><i>"Nice job participating! You earned a participation dollar!"</i></p>	<p><b>-\$ OFF-TOPIC</b></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 Email Master Badge for \$1?"

**Click Activity Button to Play Activity Video**

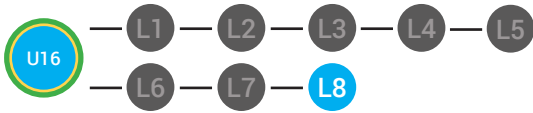
- 2. Student discusses with class to choose the correct answer.
  - a. If student chooses correct answer, have student or whole class dance.
  - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



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



3. Distribute lesson badge cut out **16.8.5**. Students that unlocked the badge will place the **Formatting Rules Master Badge** 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]

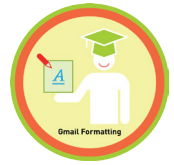
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

<p><b>+\$ PARTICIPATION</b></p> <p>“Marcus + you answered correctly! You earned a dollar! Nice job!”</p>	<p><b>-\$ INTERRUPTIONS</b></p> <p>“Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.”</p>
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## ASSESSMENT/EXIT TICKET



1. Distribute **16.8.6** Formatting Rules Master Badge Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



## DIFFERENTIATION

T1

Using Tier 1 **Formatting Rules Master Badge Exit Ticket** [16.8.6.1], students Write at least five rules that we have learned when formatting an email.

T2

Using Tier 2 **Formatting Rules Master Badge Exit Ticket** [16.8.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [16.8.6.3].

T3

Using Tier 3 **Formatting Rules Master Badge Exit Ticket** [16.8.6.3], 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]

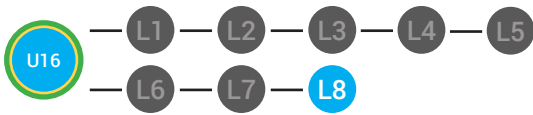
### +\$ PARTICIPATION

*"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."*





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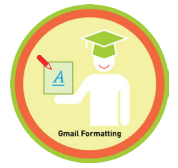
## IMMEDIATE FEEDBACK/NEXT STEPS

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**

**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

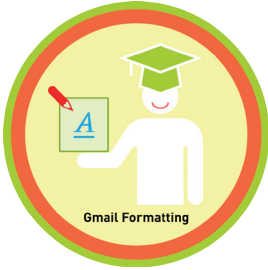
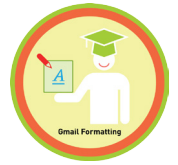
Complaining/Whining

Arguing

Interrupting

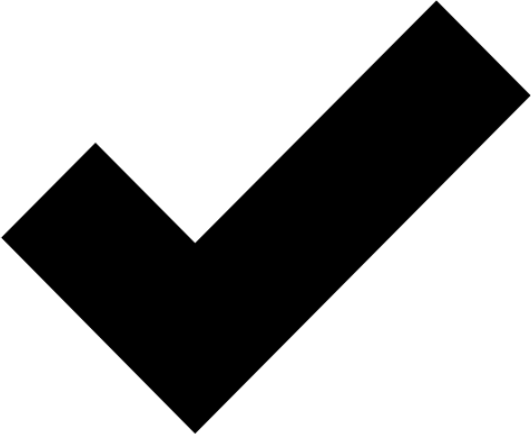
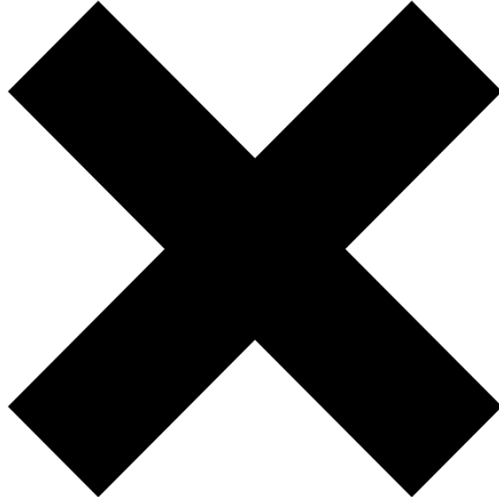
UMAPA

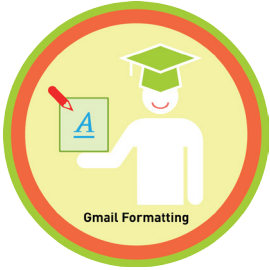
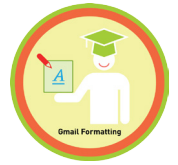
EX: Sam							
Participation/ Contributing	<del>    </del>						
Sharing/Helping/ Collaborating							
Greeting a Guest							
Following Directions/ Staying on Task							
Encouraging/ Complementing							
Off Task							
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing							
Complaining/Whining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




 **YES OR NO IMAGE EXCHANGE CARD**

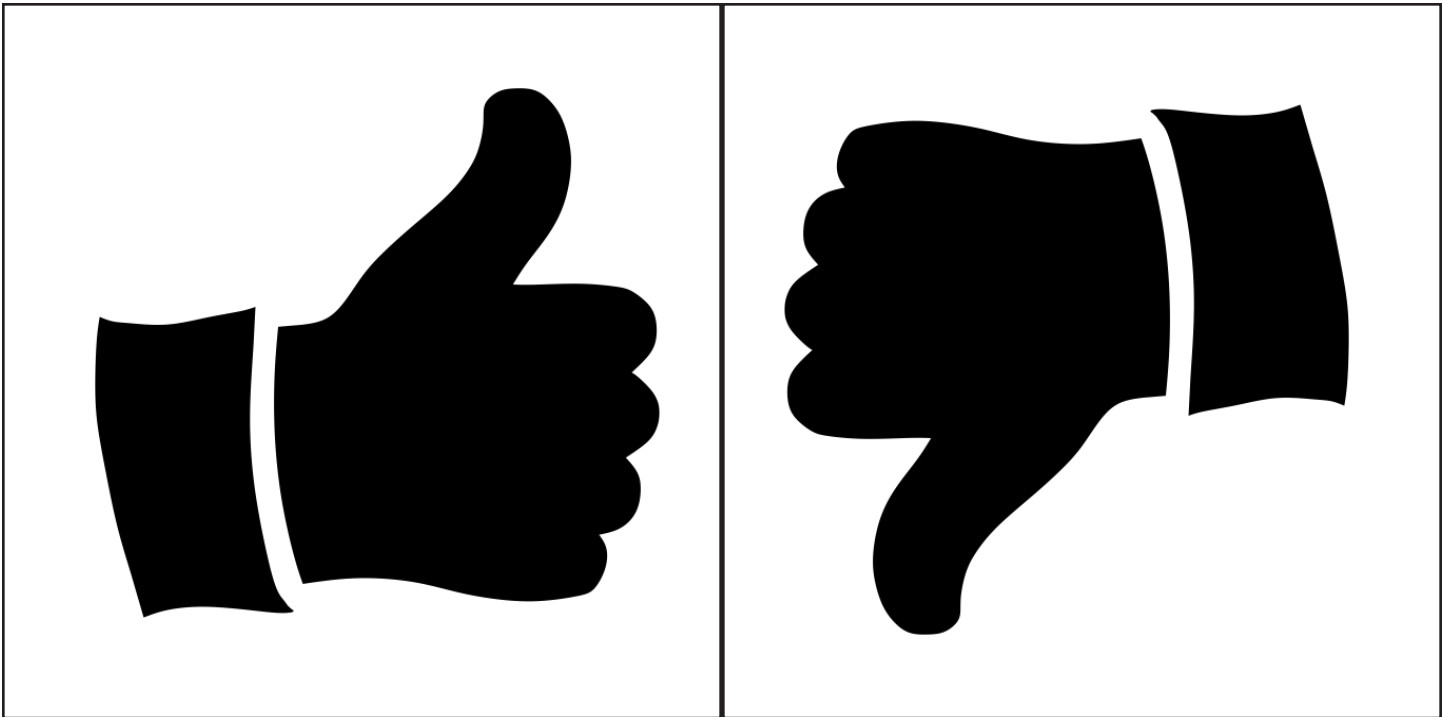
**16.IEC.Y/N**

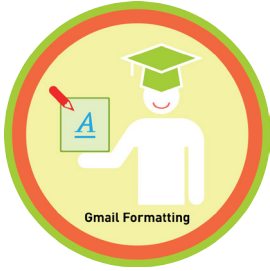
 <p><b>Yes</b></p>	 <p><b>No</b></p>
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 **THUMBS IMAGE  
EXCHANGE CARD**

**16.IEC.THUMB**





# IMAGE EXCHANGE CARDS

## 16.8.IMAGE

### Normal Size Text



### Add Image



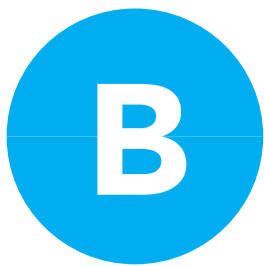
### Add Hyperlink



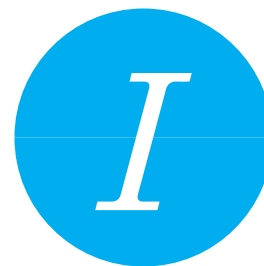
### Size



### Bold



### Italic

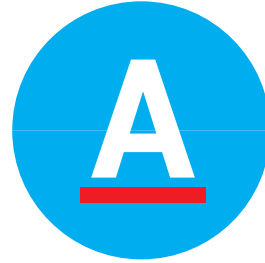




**On Topic**



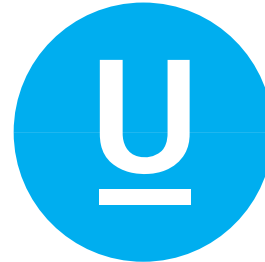
**Color**



**Respectful**



**Underline**



**Highlight Text**



**Text Editor**





**Format Email**

**Format My Text**

**Highlight Text**

**Make Text Bold**

**More Options**

**The Plus Icon**

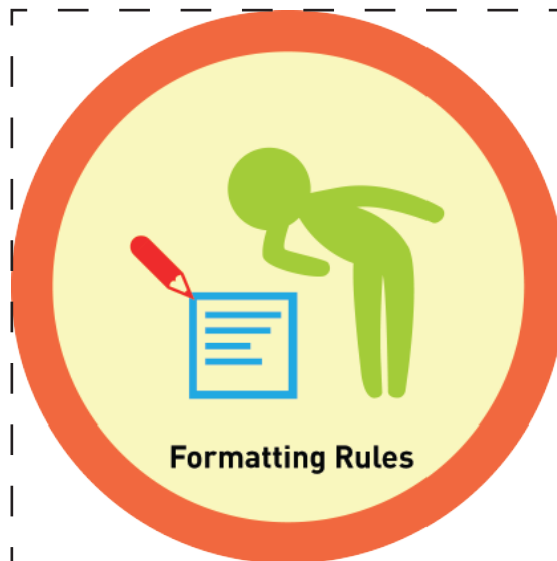
**Formatting Rules**

**Gmail Formatting**



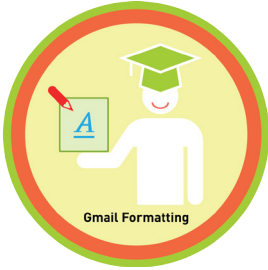
# WORD WALL PRINTOUT

16.8.5



In your email text editor you can change the font, the size, make the text bold, make the text italic, make the text underlined, changed the text color and when you click on the + icon, you will see more icons appear! You must also know how not to format your emails.



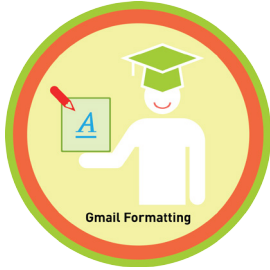


**T1** **FORMATTING EMAIL MASTER BADGE  
 EXIT TICKET MATCHING ACTIVITY**

**16.8.6.1**

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

- |       |  |                                   |
|-------|--|-----------------------------------|
| _____ |  | <b>a. Bold</b>                    |
| _____ |  | <b>b. Underline</b>               |
| _____ |  | <b>c. Italics</b>                 |
| _____ |  | <b>d. Text editor</b>             |
| _____ |  | <b>e. Color</b>                   |
| _____ |  | <b>f. Size</b>                    |
| _____ |  | <b>g. More formatting options</b> |
| _____ |  | <b>h. Insert Photo</b>            |
| _____ |  | <b>i. Attachment</b>              |



**T2** **FORMATTING EMAIL MASTER BADGE**  
**EXIT TICKET VOCAB BLOCKS**

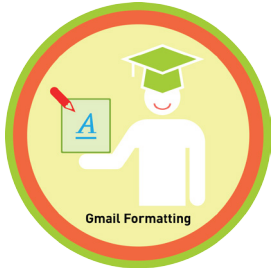
**16.8.6.2**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Define</b>	<b>Sentence</b>
<b>Examples</b>	<b>Draw</b>

**Formatting Email**



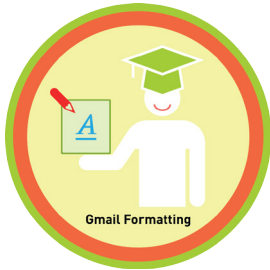
T3

FORMATTING EMAIL MASTER BADGE  
EXIT TICKET TRACE 'N' LEARN CARDS

16.8.6.3

# Formatting Email Master Badge

In your email text editor you can change the font, the size, make the text bold, make the text italic, make the text underlined, changed the text color and when you click on the + icon, you will see more icons appear! You must also know how not to format your emails.



## READING MAZE

16.8

**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.

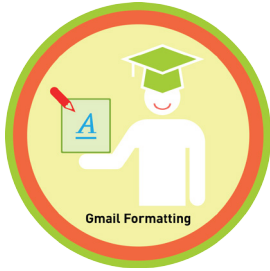
**(applications, files)**

You should check your email \_\_\_\_\_.

**(once a year, everyday)**

You can access you email from any computer or \_\_\_\_\_ device with internet access.

**(electronic, mobile)**



## WORKPLACE CONNECTIONS

### 16.8.WC.1

**Directions:** Your manager wants you to recruit more people to get involved in your favorite after school activity. Choose an activity you do after school and create an email about it so more people would want to join. Use bold words when introducing important vocabulary about your activity. Also, insert a photo and use a hyperlink to help your boss understand it more. When writing your email, change the format so that it stands out.

New Message \_ ↗ ✕

Recipients

---

Subject

---

---

---

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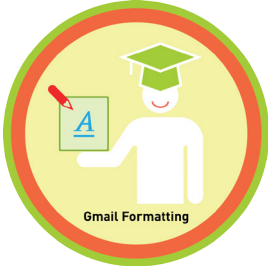
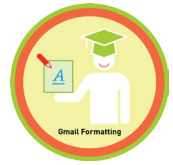
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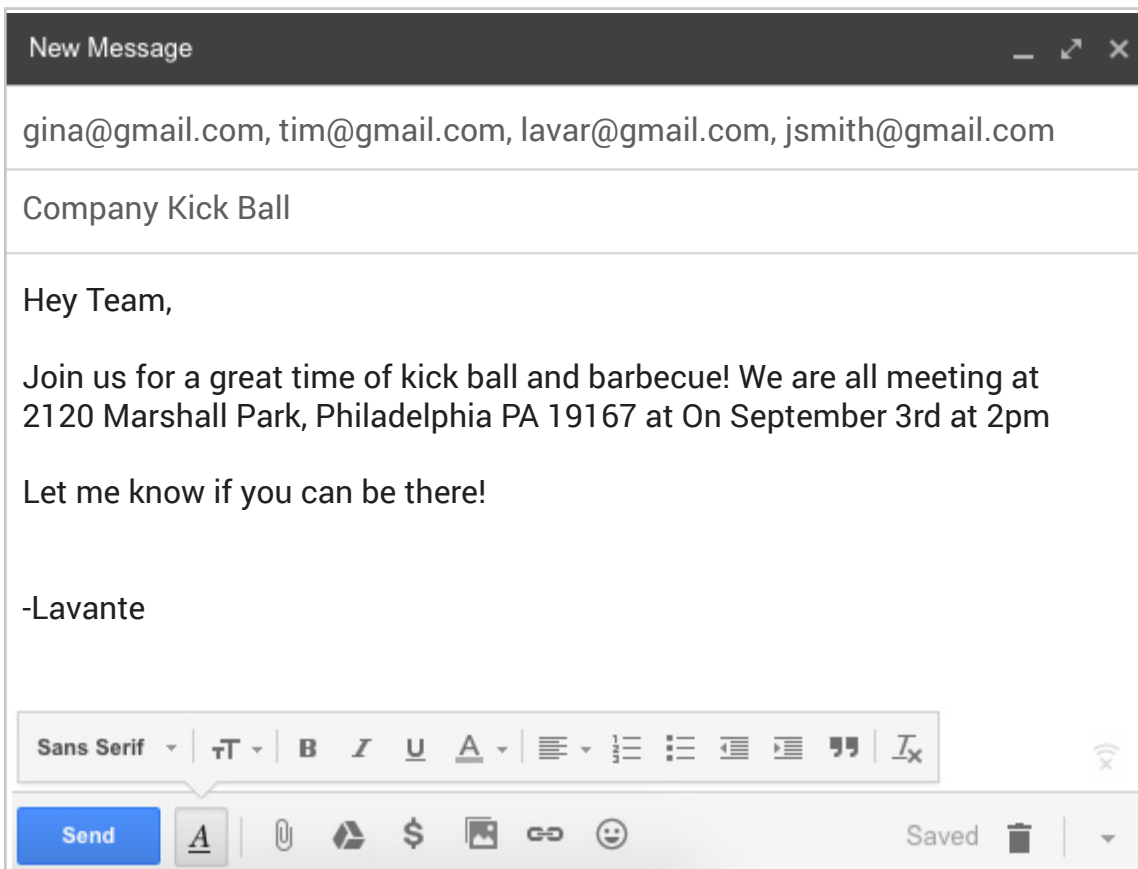
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# WORKPLACE CONNECTIONS

## 16.8.WC.2

**Directions:** Your manager wants you to recruit more people to get involved in your favorite after school activity. Which of the following emails below is the best advertisement for your favorite activity? Circle it below.





New Message

gina@gmail.com, tim@gmail.com, lavar@gmail.com, jsmith@gmail.com

Company Kick Ball

Hey Team,

**Join us for a great time of kick ball and barbecue!**

**We are all meeting at 2120 Marshall Park, Philadelphia PA 19167**

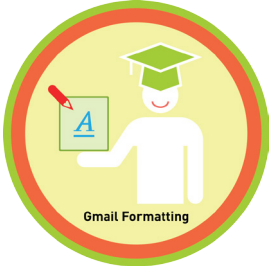
**On September 3rd at 2pm**

Let me know if you can be there!

-Lavante

Sans Serif | Font Size | Bold | Italic | Underline | Text Color | Background Color | Bulleted List | Numbered List | Indented List | Decrease Indent | Increase Indent | Quote | Unlink

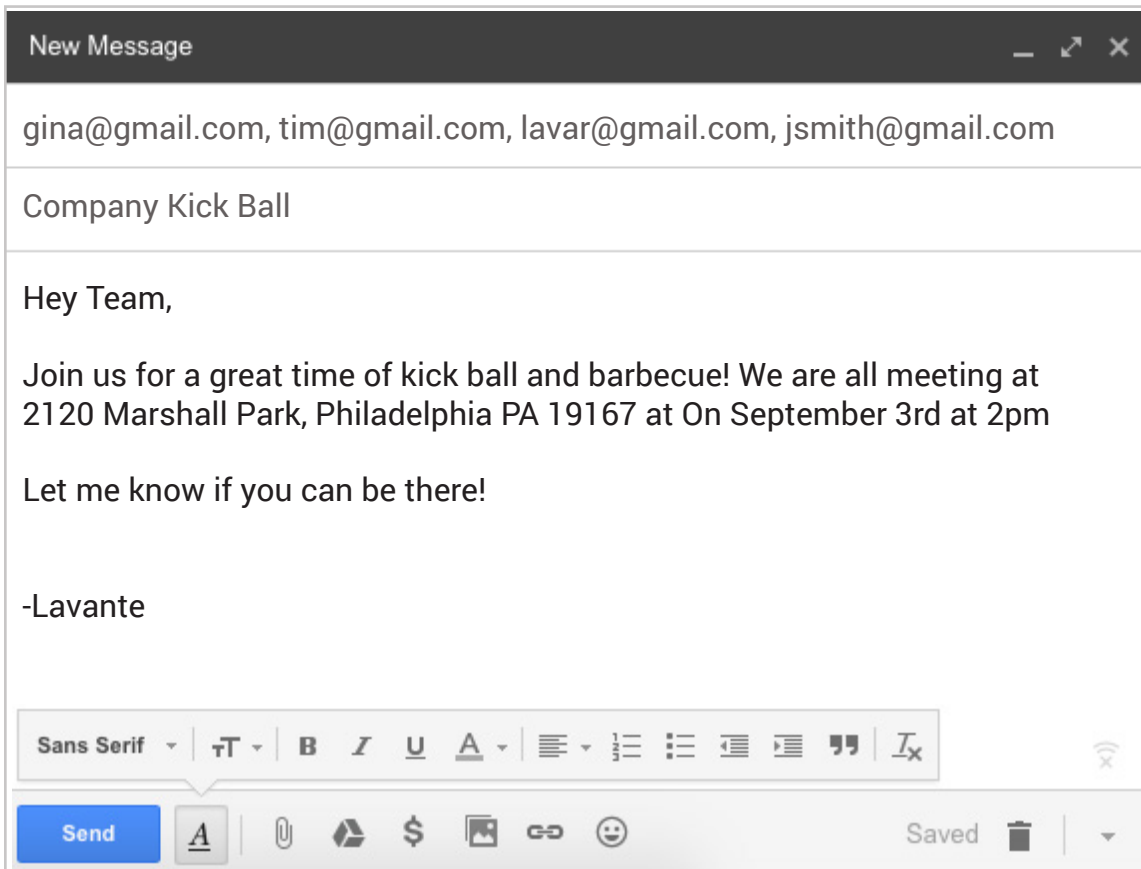
Send | Text Color | Attach | Insert | Link | Emoji | Saved | Delete | More



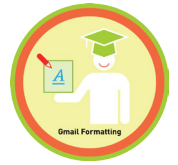
# WORKPLACE CONNECTIONS

## 16.8.WC.3

**Directions:** Your manager wants you to recruit more people to get involved in your favorite after school activity. Which of the following emails below is the best advertisement for your favorite activity? Point to it below.







New Message

gina@gmail.com, tim@gmail.com, lavar@gmail.com, jsmith@gmail.com

Company Kick Ball

Hey Team,

**Join us for a great time of kick ball and barbecue!**

**We are all meeting at 2120 Marshall Park, Philadelphia PA 19167**

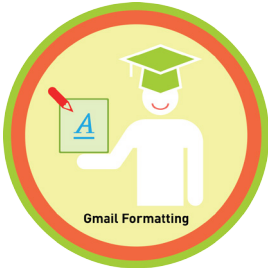
**On September 3rd at 2pm**

Let me know if you can be there!

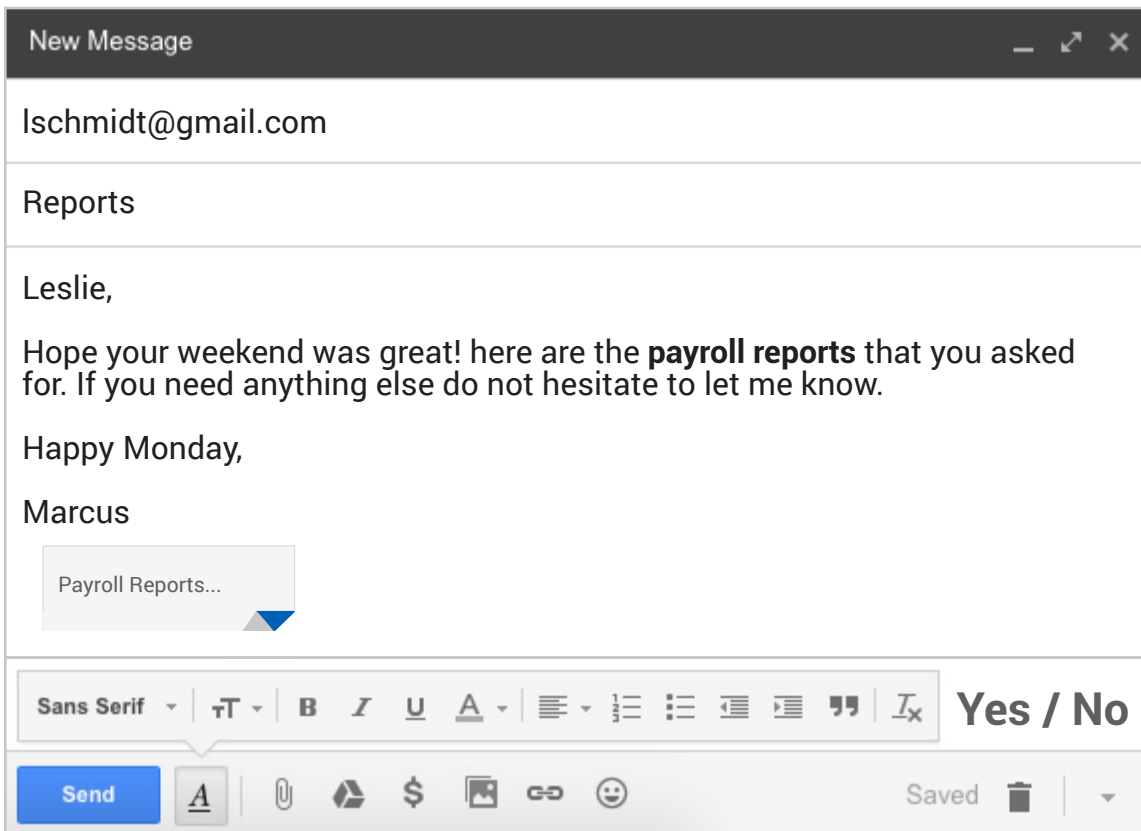
-Lavante

Sans Serif | Font Size | Bold | Italic | Underline | Text Color | Background Color | Bulleted List | Numbered List | Indented List | Decrease Indent | Increase Indent | Quote | Unlink

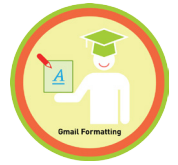
Send | Text Color | Attachments | Attachments | Attachments | Attachments | Attachments | Attachments | Saved | Delete | More



**Directions:** Circle yes if this is appropriate format or circle No if this is inappropriate format? Why or why not?



Why \_\_\_\_\_  
 \_\_\_\_\_



New Message

daniel@gmail.com

The Party Tonight

Marcus,  
**Did you** get the **cups** that we need for the **party**? If not I will grab them now.

Thank you,  
 Daniel

Sans Serif | T | B | I | U | A | | | | | | | | | | Yes / No

Send | A | | | | | | | | | | Saved | |

Why \_\_\_\_\_

New Message

nate@gmail.com

Chips on Deck!

*Marcus,  
 I just bought the chips for the party. I bought Potato and tortilla chips should I get dip?  
 Let me know asap,  
 Nate*

Sans Serif | T | B | I | U | A | | | | | | | | | | Yes / No

Send | A | | | | | | | | | | Saved | |

Why \_\_\_\_\_