



UNIT 17: GMAIL SEARCH

LESSON 2: KEYWORDS IN A GMAIL SEARCH

LESSON OVERVIEW

You can use the gmail search to find any email message, no matter how new or old. It searches every part of the email. The gmail search will look for your keywords in the to field, the subject field, the body field and even in the attachment file name.

Time: ~30 minutes

OBJECTIVE

Student is able to perform a gmail inbox search.

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 17**
5. Select **Lesson 2 - Using Keywords in a Gmail Search**

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



ACCESSING PRIOR KNOWLEDGE



1. *"For a participation dollar, who can recall what you should do if you cannot find a specific email?"*

Possible Answers: If you cannot find a specific email, you can search for it using the search field.



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 17.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 **Yes or No Image Exchange Card** [17.IEC.Y/N] for rephrased question.



T3 Points to **Yes or No Image Exchange Card** [17.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**. [17.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 17.BADGE to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION



Verbal Response



Writes down badge



Uses **Badge Board** [17.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 keywords”*

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



4. Play video.



6. Distribute **17.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** [17.IEC.THUMB]



Holds up or points to **Thumbs Image Exchange Card** [17.IEC.THUMB]



7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [17.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. *“For a participation dollar, who can tell what the search field does?”*

Possible Answers: It helps you locate a specific email.

2. *“For a participation dollar, who can tell me what you must put into the search field to find an email?”*

Possible Answers: Put relevant keywords into the search field to locate a specific email.

3. *“For a participation dollar, who can tell me where the search field will look for the keywords that you enter?”*

Possible Answers: The search will look in the to field, subject field and the email body to locate keywords.



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 **17.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 **Yes or No Image Exchange Card** [17.IEC.Y/N] for rephrased question.

T3 Points to **Yes or No Image Exchange Card** [17.IEC.Y/N] for rephrased question.



5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [17.DollarTracker]

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

<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-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 Using Keywords in Gmail Search 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 17.2.5. Students that unlocked the badge will place the **Using Keywords in a Gmail Search** 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**. [17.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 **17.2.6 Using Keywords in a Gmail Search Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Using Keywords in a Gmail Search Exit Ticket** [17.2.6.1], Students Circle the formatting buttons and label each one as text editor, insert photo and insert link.

T2

Using Tier 2 **Using Keywords in a Gmail Search Exit Ticket** [17.2.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [17.2.6.3].

T3

Using Tier 3 **Using Keywords in a Gmail Search Exit Ticket** [17.2.6.3], 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**. [17.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

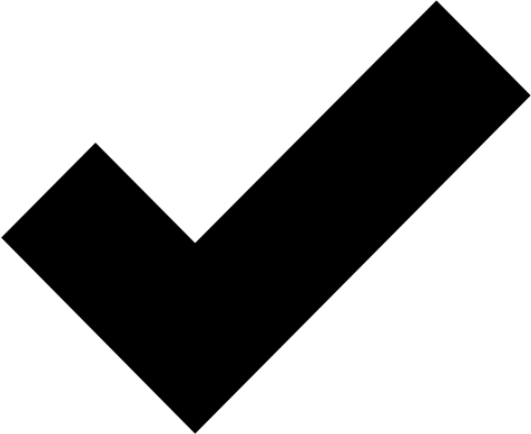
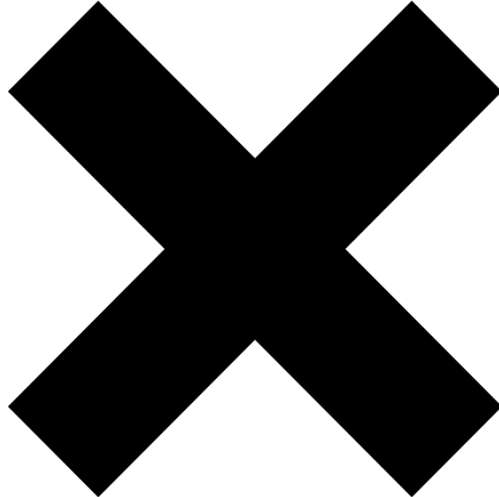
- Successful +\$**
- Participation/Contributing
 - Sharing/Helping/Collaborating
 - Greeting a Guest
 - Following Directions/Staying on Task
 - Encouraging/Complementing

- 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							

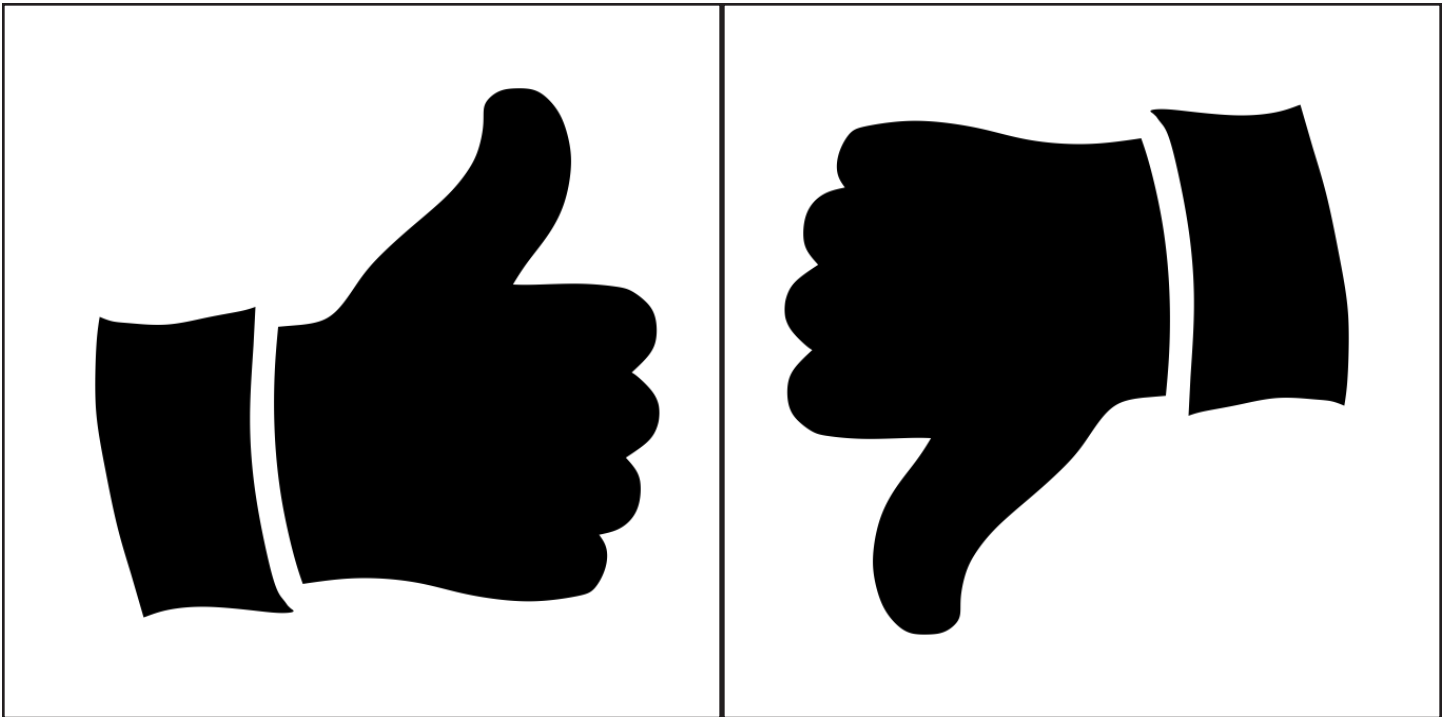


 **YES OR NO IMAGE EXCHANGE CARD**
17.IEC.Y/N

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





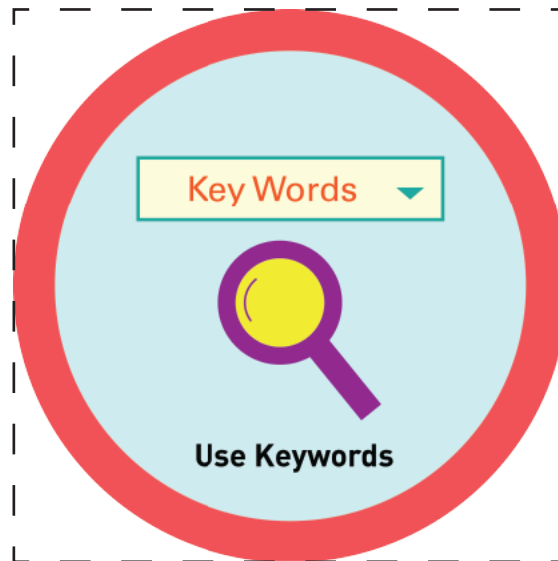
17.BADGE





WORD WALL PRINTOUT

17.2.5



The gmail search will look for your keywords in the to field, the subject field, the body field and even in the attachment file name.



T1 USING KEYWORDS IN A GMAIL SEARCH
EXIT TICKET KEYWORD ACTIVITY
17.2.6.1

Directions: You want to find an email about an upcoming yard sale this weekend. List as many keywords you can think of to locate the email.



T2 USING KEYWORDS IN A GMAIL SEARCH
EXIT TICKET VOCAB BLOCKS
17.2.6.2

Name: _____

Date: _____

Define		Sentence
	Saving Contacts	
Examples		Draw



T3 USING KEYWORDS IN A GMAIL SEARCH EXIT TICKET TRACE 'N' LEARN CARDS

17.2.6.3

Using Keywords in a Gmail Search

The gmail search will look for your keywords in the to field, the subject field, the body field and even in the attachment file name.



WORKPLACE CONNECTIONS

17.2.WC.1

Directions: You want to find an email that you sent to the Digitability group in Unit 16. Log into your Gmail account and locate the email you sent to the Digitability group. Below, write the keywords that you used to locate the email.



WORKPLACE CONNECTIONS

17.2.WC.2

Directions: You want to find an email that you sent to the Digitability group in Unit 16. Below, circle the keywords that you can use to locate the email.

Digitability

16

Email

Unit 16



WORKPLACE CONNECTIONS

17.2.WC.3

Directions: You want to find an email that you sent to the Digitability group in Unit 16. Below, point the keywords that you can use to locate the email.



 **READING MAZE**

17.2

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

You can use the Gmail _____ to find any email message,
(Search, Delete)

no matter how new or old. It searches _____ part of the
(every, one)

email. The Gmail _____ will look for your _____
(Search, Delete) (keywords, passwords)

in the to field, the subject field, the body field and even in the attachment file name.