



UNIT 17: GMAIL SEARCH

LESSON 3: HOW DO I SEARCH IN GMAIL?

LESSON OVERVIEW

To search for a message in your gmail account, type in the keywords of the email you are trying to find. Then click on the search icon. For example, if you wanted to find an email that you sent to your friend about your birthday, you would type the keyword, birthday into the search field. Then click the search icon.

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 3 - How Do I Search in Gmail?**

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 field you type keywords into to find an email?”*


Possible Answers: 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.”*

Take answers from at least 4 students. Award at least four participation dollars.



2. Distribute **17.3.IMAGE** Image Exchange Cards and **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 Writes response down in notebook or on post-it or rephrase prompt to a yes or no question



T3 Uses **Image Exchange cards** [17.3.IMAGE] to point to potential vocabulary word or icon representing “The search field,” or Points to **Yes or No Image Exchange Card** [17.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**. [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



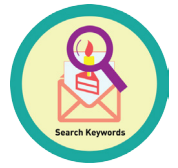
Verbal Response



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 Search”*

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



T1 Puts thumbs up



T2 Uses **Thumbs Image Exchange Card** [17.IEC.THUMB]



T3 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 me what you should type into the search field?"

Answer: Keywords.

2. "For a participation dollar, who can tell me what I must click after I type in the keywords?"

Answer: The search icon.



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."



3. Distribute **17.3.IMAGE** Image Exchange Cards and **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** Writes response down in notebook or on post-it or rephrase prompt to a yes or no question
- T3** Uses **Image Exchange cards** [17.3.IMAGE] to point to potential vocabulary word or icon representing "Keywords, search icon," or Points to **Yes or No Image Exchange Card** [17.IEC.Y/N] for rephrased question.



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]

<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 How do I Search in my Gmail 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 17.3.5. Students that unlocked the badge will place the **How do I Search in Gmail?** 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]

<p>+\$ PARTICIPATION</p> <p>“Marcus + you answered correctly! You earned a dollar! Nice job!”</p>	<p>-\$ INTERRUPTIONS</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 **17.3.6** How do I Search in Gmail? Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Using Tier 1 **How do I Search in Gmail? Exit Ticket** [17.3.6.1], Students Practice Searching for an email.
- T2** Using Tier 2 **How do I Search in Gmail? Exit Ticket**[17.3.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [17.3.6.3].
- T3** Using Tier 3 **Using Keywords in a Gmail Search Exit Ticket** [17.3.6.3], 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

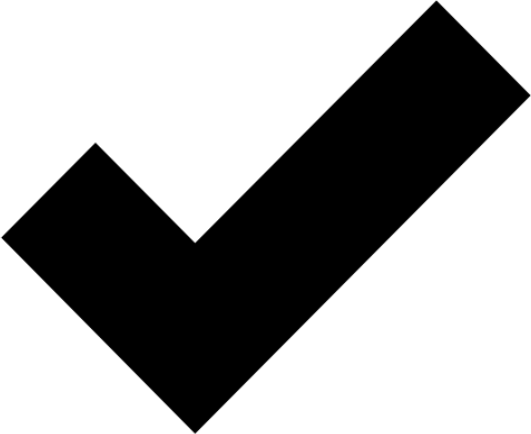
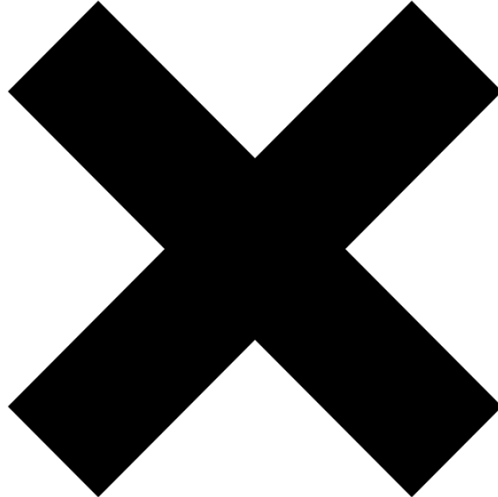
Interrupting

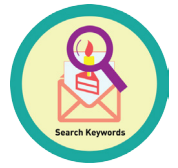
UMAPA

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

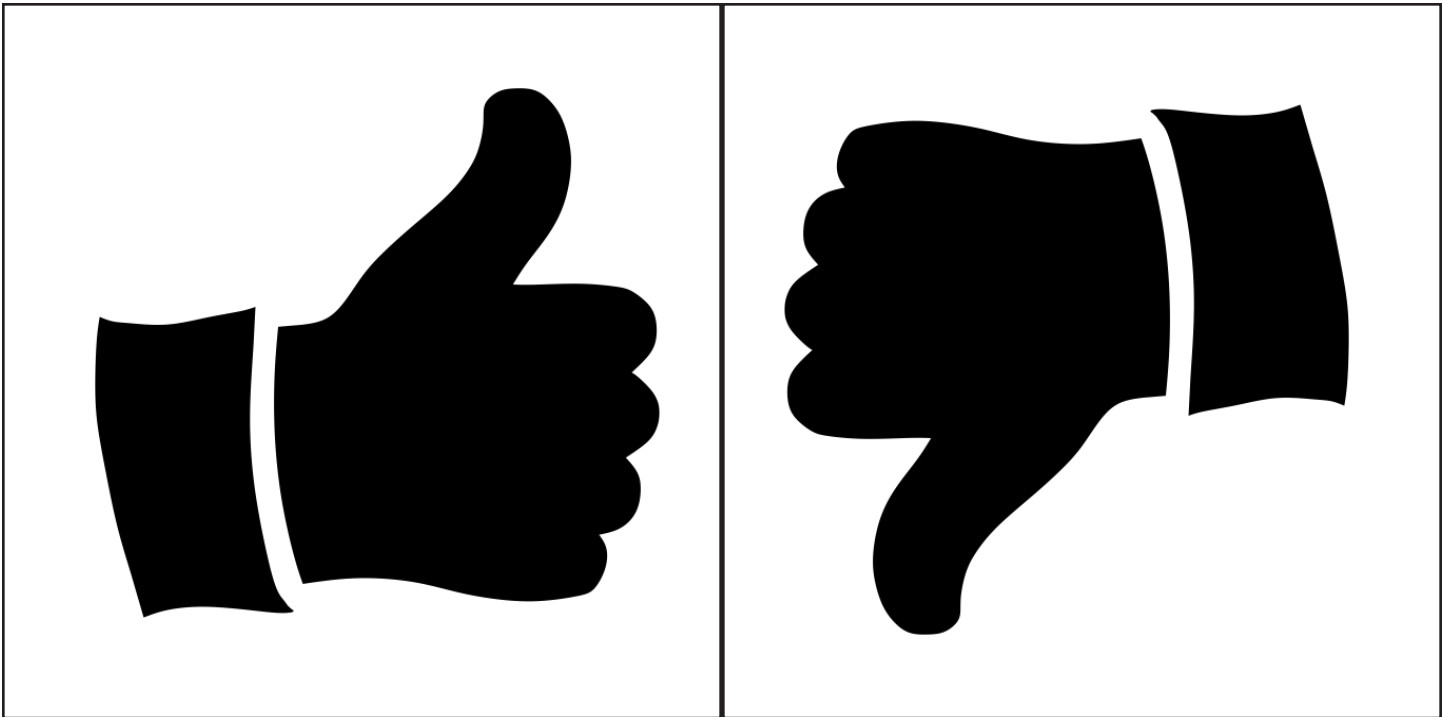




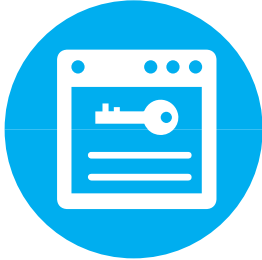
IMAGE EXCHANGE CARDS

17.3.IMAGE

The Search Field



Keywords



Search Icon







WORD WALL PRINTOUT

17.3.5



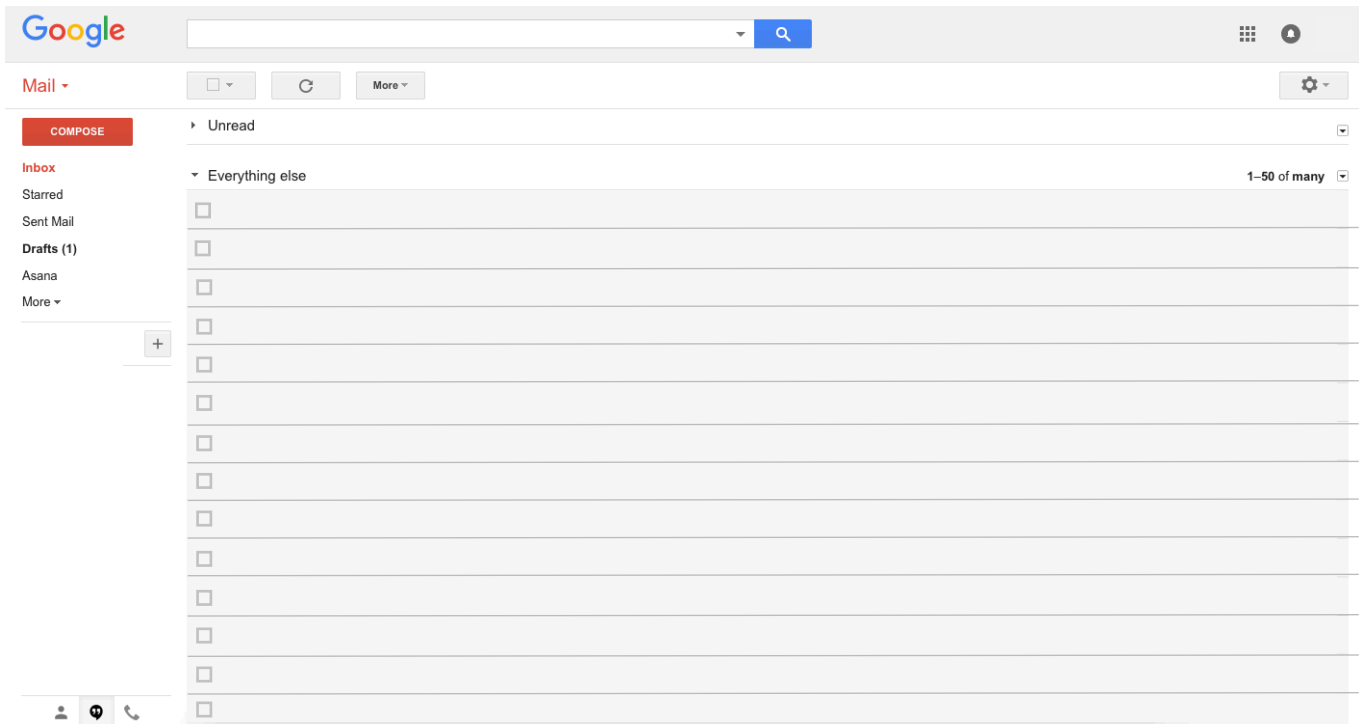
To search for a message in your gmail account, type in the keywords of the email you are trying to find. Then click on the search icon.



T1 HOW DO SEARCH IN MY GMAIL?
EXIT TICKET SEARCH PRACTICE ACTIVITY

17.3.6.1

Directions: Practice Searching for an email by locating the last email you sent to your teacher about your favorite animal from Unit 20.





T2 HOW DO SEARCH IN MY GMAIL?
EXIT TICKET VOCAB BLOCKS

17.3.6.2

Name: _____

Date: _____

<p>Define</p>	<p>Sentence</p>
<p>Examples</p>	<p>Draw</p>

How do I Search in My Gmail?



T3

HOW DO SEARCH IN MY GMAIL?
EXIT TICKET TRACE 'N' LEARN CARDS

17.3.6.3

How do I Search
in My Gmail?

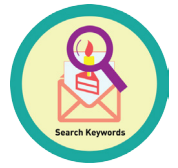
To search for a
message in your
gmail account, type in
the keywords of the
email you are trying
to find. Then click on
the search icon.



WORKPLACE CONNECTIONS

17.3.WC.1

Directions: Your boss wants you to locate an email you sent to a customer. Search your email to find an email you sent to a customer from Unit 16. Write the keywords you typed in the search field below.



WORKPLACE CONNECTIONS

17.3.WC.2

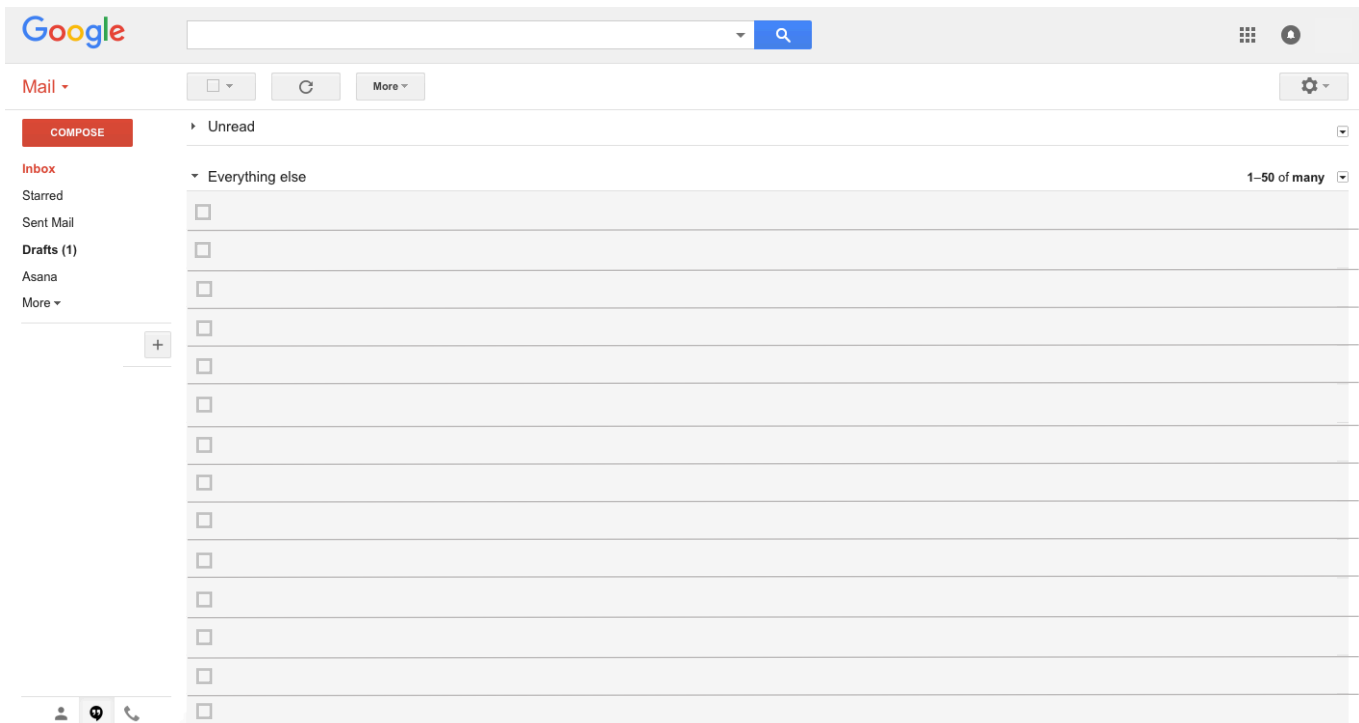
Directions: Your boss wants you to locate an email you sent to a customer. Write the keywords you would type in the search field below.



WORKPLACE CONNECTIONS

17.3.WC.3

Directions: Your boss wants you to locate an email you sent to a customer. Point to where you would type in the keywords.





READING MAZE

17.3

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

To search for a message in your Gmail _____

(Account, Browser)

type in the _____ of the email you are trying to find.

(passwords, keywords)

Then click on the _____ icon. For example, if you wanted to

(search, trash)

find an email that you sent to your friend about your birthday, you would type the keyword, _____ into the search field.

(birthday, yard sale)

Then click the _____ icon.

(create, search)