UNIT 17: GMAIL SEARCH
LESSON 4: GMAIL SEARCH RESULTS

LESSON OVERVIEW

After you enter the keywords of the email you are trying to find, you will view the email search results in your inbox. You may have more:: than one email that has your keywords in it. They will be listed in the inbox. You can click on each email to see which email you are looking for.

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 4 - Gmail Search Results**

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 folder your incoming mail is in?"*

Possible Answers: Your inbox.

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 **17.4.IMAGE** Image Exchange Cards and **17.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

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. Ie. Have them point or write down their answers. EVERY student should be earning money.

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** [17.4.IMAGE] to point to potential vocabulary word or icon representing "Inbox," or 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."

+$ 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 **17.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** [17.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 results"*

4. Ask students to give a thumbs up every time they hear and/or see the Results 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 where the search results will appear?"*

Answer: In your inbox.

2. *"For a participation dollar, who can tell me how many emails may appear after you search?"*

Answer: More than one email that has your keywords may appear.

3. *"For a participation dollar, who can tell me how you can locate the email that you are looking for?"*

Answer: You can click each email to see which email you are looking for.

4. Distribute **17.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

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."

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]

+$ PARTICIPATION	-$ OFF-TOPIC
"Nice job participating! You earned a participation dollar!"	*[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 Gmail Search Results 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.

3. Distribute lesson badge cut out **17.4.5**. Students that unlocked the badge will place the **Gmail Search Results** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.

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

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	-$ INTERRUPTIONS
"Marcus + you answered correctly! You earned a dollar! Nice job!"	"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 **17.4.6** Gmail Search Results Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Gmail Search Results Exit Ticket** [17.4.6.1], Students Write down how many emails you find using the keyword teacher.

T2 Using Tier 2 **Gmail Search Results Exit Ticket** [17.4.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [17.4.6.3].

T3 Using Tier 3 **Gmail Search Results Exit Ticket** [17.4.6.3], 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.**

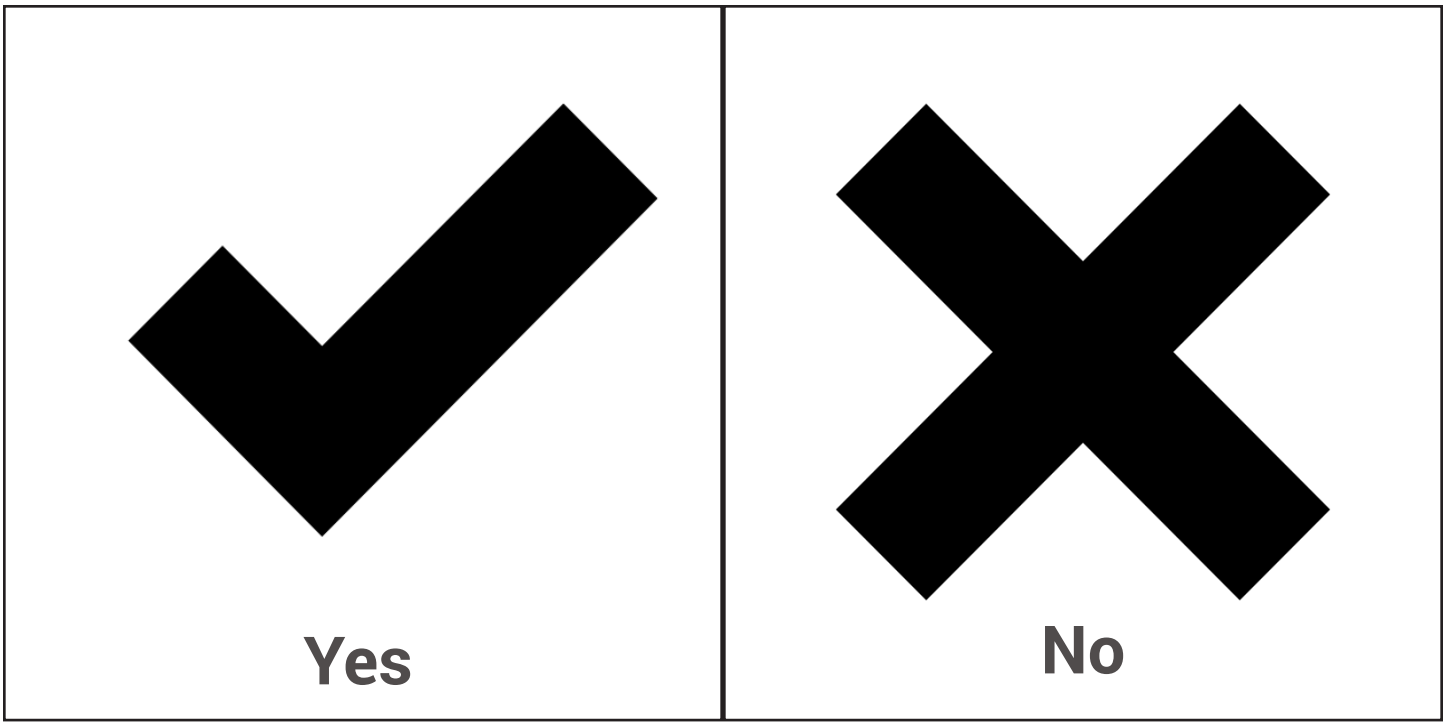
T2 Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.

T3 Teacher or Tier 1 assistance to help student login using their **password card.**

Behaviors	Name						
	EX: Sam						
Successful +$							
Participation/ Contributing	𝍸						
Sharing/Helping/ Collaborating	𝍸						
Greeting a Guest	𝍸						
Following Directions/ Staying on Task	𝍸						
Encouraging/ Complementing	𝍸						
Problematic -$							
Off Task	𝍸						
Off-Topic/ Inappropriate Comment							
Disrespect/Teasing	𝍸						
Complaining/Whining							
Arguing							
Interrupting	𝍸						
UMAPA							

YES OR NO IMAGE EXCHANGE CARD

17.IEC.Y/N



THUMBS IMAGE EXCHANGE CARD

17.IEC.THUMB

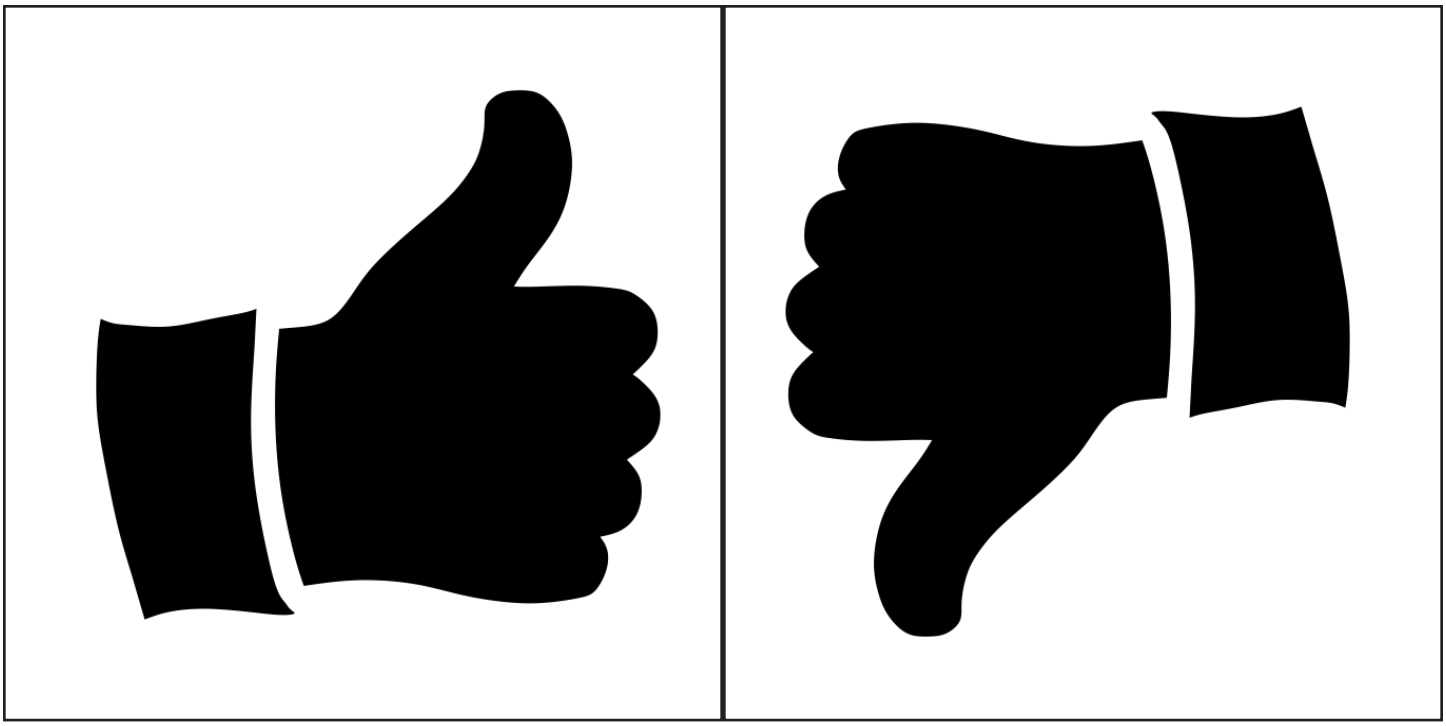


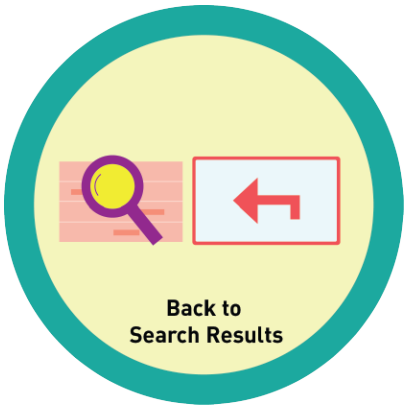
IMAGE EXCHANGE CARDS

17.4.IMAGE

LVL 2 UNIT 17: LESSON 4 GMAIL SEARCH RESULTS

BADGE BOARD

17.BADGE



WORD WALL PRINTOUT

17.4.5

After you enter the keywords of the email you are trying to find, you will view the email search results in your inbox.

T1 GMAIL SEARCH RESULTS EXIT TICKET EMAILS FOUND ACTIVITY

17.4.6.1

Directions: Search your email using the keyword “teacher.” Write down how many emails you find using the keyword teacher.

Emails Found _____

T2 GMAIL SEARCH RESULTS EXIT TICKET VOCAB BLOCKS

17.4.6.2

Name: _____

Date: _____

Define	Sentence
Gmail Search Results	
Examples	**Draw**

T3 GMAIL SEARCH RESULTS EXIT TICKET TRACE 'N' LEARN CARDS

17.4.6.3

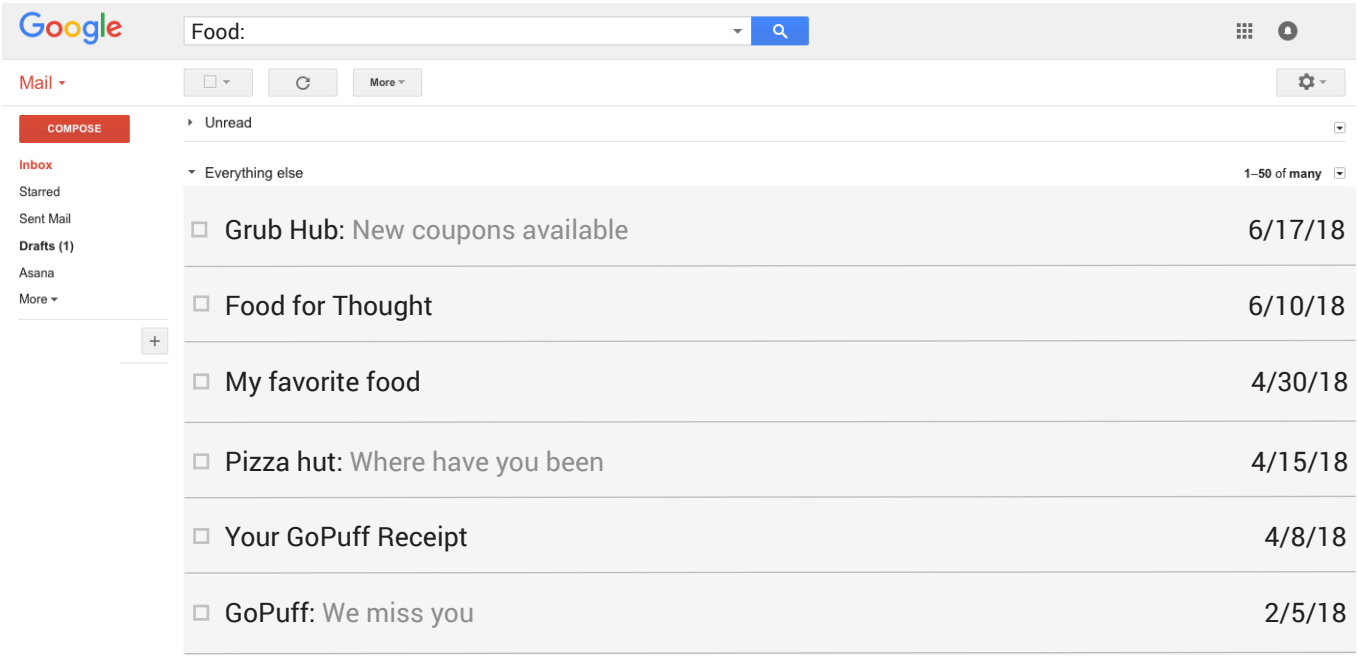
Gmail Search Results

After you enter the keywords of the email you are trying to find, you will view the email search results in your inbox.

WORKPLACE CONNECTIONS

17.4.WC.1

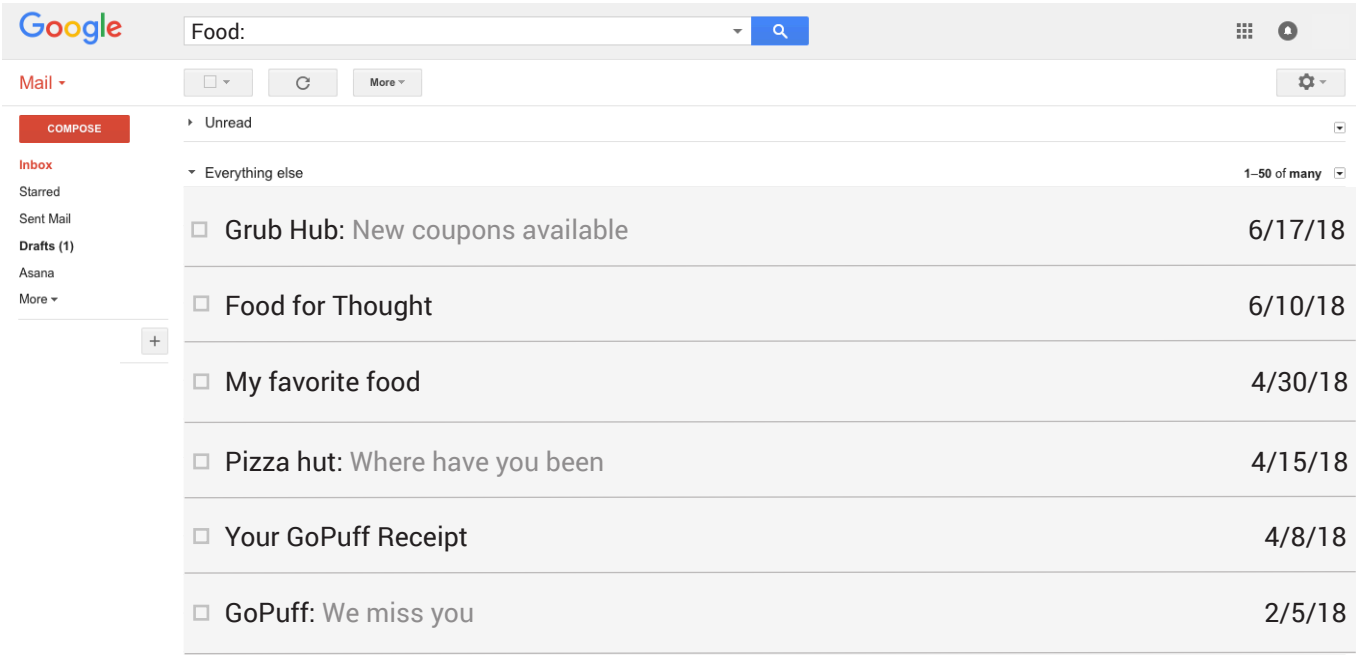
Directions: Your boss wants you to find an email about your favorite food. Using the keyword “food” look at your results. Based on the results, circle the email in the results that is most likely the email the boss is looking for? How do you know?



WORKPLACE CONNECTIONS

17.4.WC.3

Directions: Your boss wants you to find an email about your favorite food. Using the keyword “food” look at your results. Based on the results, point to the email in the results that is most likely the email the boss is looking for.



READING MAZE

17.4

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

After you _____ the keywords of the email you are trying
(delete, enter)

to find, you will view the email search _____ in your
(results, start)

inbox. You may have more than one email that has your _____.
(keywords, passwords)

in it. They will be listed in the _____.
(inbox, outbox)

You can click on each email to see which email you are looking for.