

UNIT 17: GMAIL SEARCH

LESSON 5: BACK TO SEARCH RESULTS

LESSON OVERVIEW

If you click on an email in your email search results, but it is not the one you are searching for, you can go back to your email search results list. To go back to your email search results, click on the back to search results arrow. It is located under the gmail search field. When you click on the back to search results arrow, you will go back to your gmail search results list.

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

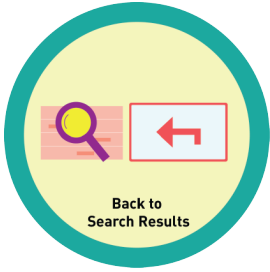
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 17**
5. Select **Lesson 5 - Back to 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 if one, or more than one email appears when you search your email?"*


Answer: More than one email may appear that contain the keywords you entered in 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.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

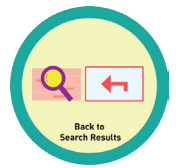
Uses **Yes or No Image Exchange Card** [17.IEC.Y/N] for rephrased question.

T3

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



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]

+\$ 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: 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."

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

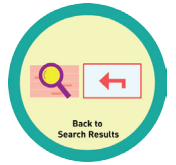
Verbal Response

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 **Back**"

4. Ask students to give a thumbs up every time they hear and/or see the **Back** in the video



5. 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.




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 **17.5.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

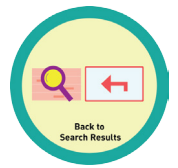
On-topic verbal response shared response

T2

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

T3

Uses **Image Exchange cards** [17.5.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.



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

"Nice job participating! You earned a participation dollar!"

-\$ OFF-TOPIC

[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?"



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 17.5.5. Students that unlocked the badge will place the **Back to Search Results** 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 17.5.6 Back to Search Results Exit Ticket. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Back to Search Results Exit Ticket** [17.5.6.1], Students answer if they want to find an email from three years ago.

T2

Using Tier 2 **Back to Search Results Exit Ticket** [17.5.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [17.5.6.3].

T3

Using Tier 3 **Back to Search Results Exit Ticket** [17.5.6.3], 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]

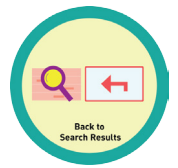
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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

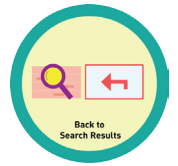
Login independently using **password cards**.

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**.



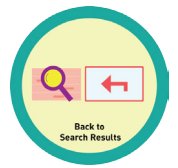
Behaviors

Name

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

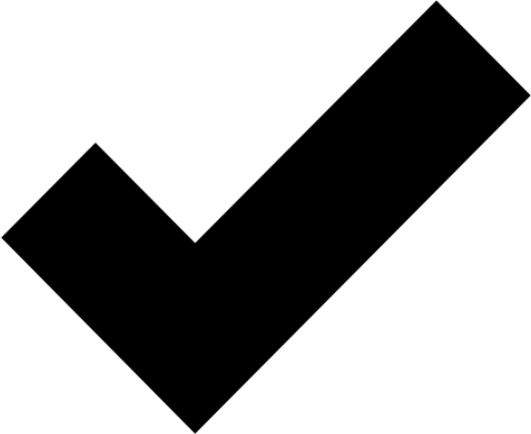
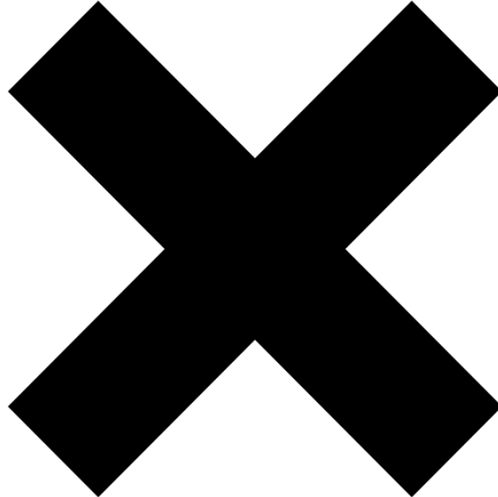
- Problematic -\$**
- Off Task
 - Off-Topic/Inappropriate Comment
 - Disrespect/Teasing
 - Complaining/Whining
 - Arguing
 - Interrupting
 - UMAPA

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**

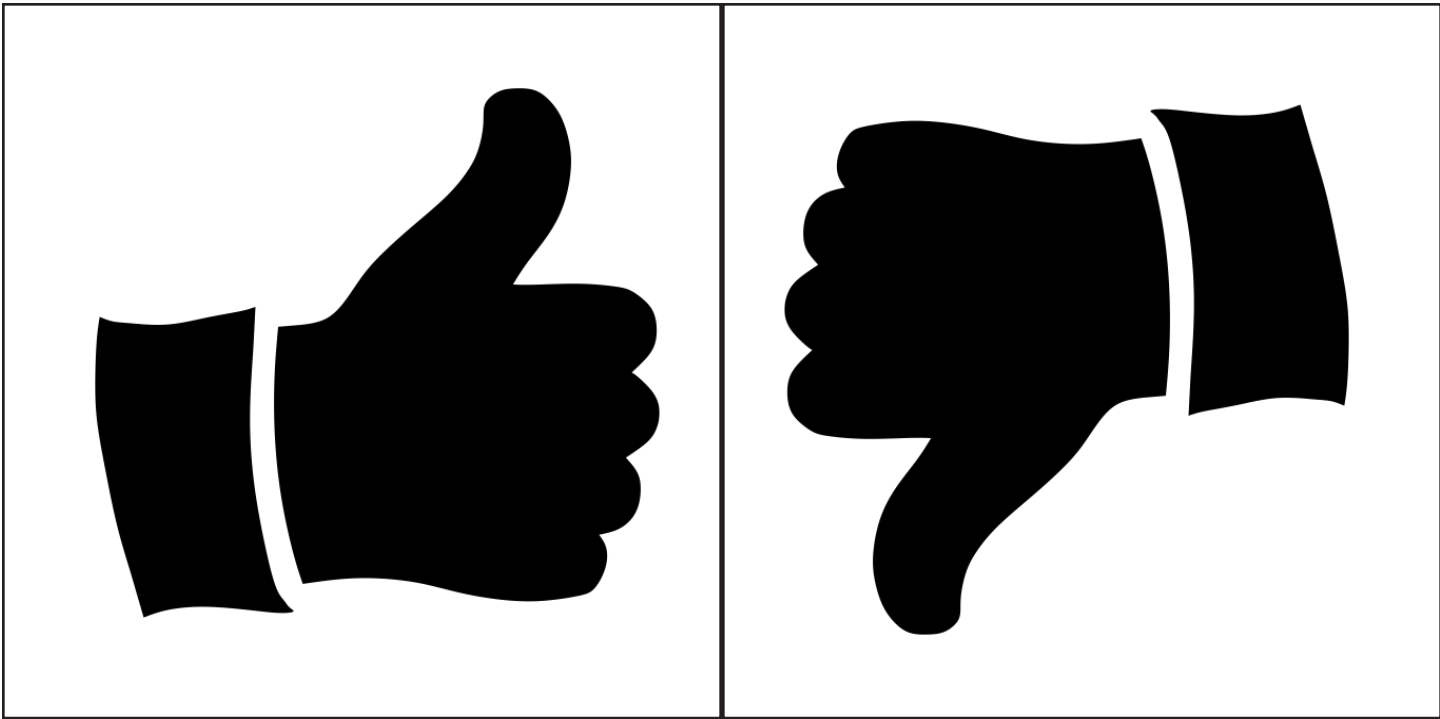
17.IEC.Y/N

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

17.IEC.THUMB



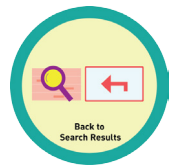
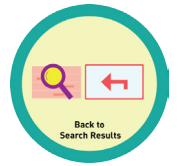


IMAGE EXCHANGE CARDS

17.5.IMAGE





17.BADGE



Gmail Search



Use Keywords



Search Keywords



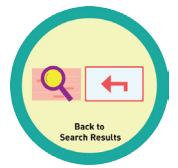
Search Results



Back to Search Results

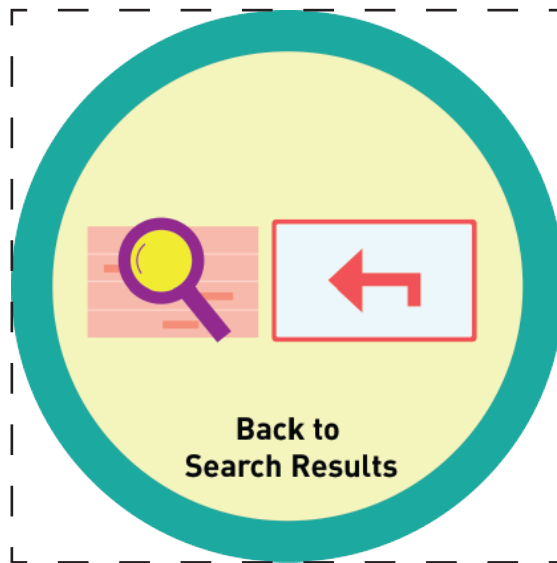


Gmail Search



WORD WALL PRINTOUT

17.5.5



If you click on an email in your email search results, but it is not the one you are searching for, you can go back to your email search results list.



T1 **BACK TO SEARCH RESULTS**
EXIT TICKET EMAIL SEARCH ACTIVITY
17.5.6.1

Directions: You want to find an email from three years ago. Is this possible? If so, how can you find it?



T2 BACK TO SEARCH RESULTS
EXIT TICKET VOCAB BLOCKS

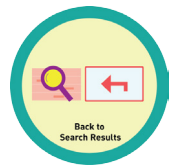
17.5.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Back to Search Results

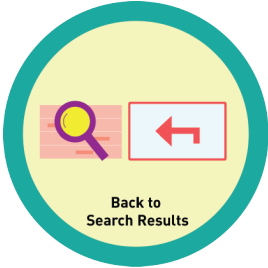


T3 BACK TO SEARCH RESULTS EXIT TICKET TRACE 'N' LEARN CARDS

17.5.6.3

Back to Search Results

If you click on an email in your email search results, but it is not the one you are searching for, you can go back to your email search results list.



WORKPLACE CONNECTIONS

17.5.WC.1

Directions: Search your email three times using the following keywords: manager, vacation, favorite. Choose three emails to read. Record the subject of the emails that you read.



WORKPLACE CONNECTIONS

17.5.WC.2

Directions: Look at the search results below. What keyword do you think the user types in order to come up with the search results?

The screenshot shows a Gmail interface with a search bar at the top. Below the search bar, the 'Mail' section is expanded to show search results. The results are listed in a table with checkboxes on the left and dates on the right.

Search Results	Date
<input type="checkbox"/> Its your born day!: Come celebrate	6/17/18
<input type="checkbox"/> You Only Live Once	6/10/18
<input type="checkbox"/> Heres a gift!	4/30/18
<input type="checkbox"/> Blow Out the Candles	4/15/18
<input type="checkbox"/> Do You Like Cake?: Duh	4/8/18
<input type="checkbox"/> GoPuff: Your Special Day	2/5/18

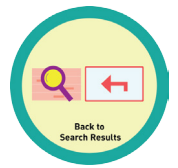


WORKPLACE CONNECTIONS

17.5.WC.3

Directions: Look at the search results below. Circle the keyword the user typed in to get the search results? (**Anniversary** | **Birthday** | **Graduation**)

Subject	Date
Its your born day!: Come celebrate	6/17/18
You Only Live Once	6/10/18
Heres a gift!	4/30/18
Blow Out the Candles	4/15/18
Do You Like Cake?: Duh	4/8/18
GoPuff: Your Special Day	2/5/18



READING MAZE

17.5

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

If you click on an email in your email search results, but it is not the one you are searching for, you can go _____

(back, forward)

to your email search results list. To go back to your email search results, click on the _____ to search results arrow.

(front, back)

It is located _____ the Gmail search field. When you click

(under, above)

on the back to search results arrow, you will go back to your Gmail search results list.