

UNIT 12: RECEIVING AN EMAIL

LESSON 1: OPENING EMAIL

LESSON OVERVIEW

When you look at your inbox you can click on any email to read it. If you did not read the email yet, it will be in bold. that means the text will be darker, the background will also be a different. When you click on the email in your inbox, you will open the full email. Now you can view the email message from the sender. When you are finished reading the email you can choose to reply to the email or forward the email to someone else. Or, you can go back to your inbox by clicking the word inbox.

Time: ~30 minutes

OBJECTIVE

Student is able to receive an email with a Gmail account.

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

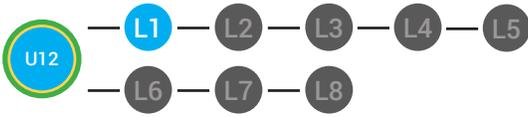
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 12**
5. Select **Lesson 1 - Opening Email**

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. Distribute Gmail Interface Warm-up **12.1.1**. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

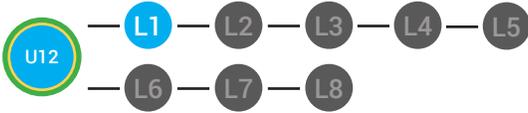
- T1** On-topic verbal respond; shared response using **Gmail Interface Warm-up** [12.1.1]
- T2** Students circle the correct answers using **Gmail Interface Warm-up** [12.1.1]
- T3** Tier 1 partner or support staff provide assistance for identifying who has to open this email by pointing, or circling it using **Gmail Interface Warm-up** [12.1.1]

Pro tip **RULE #5-to-1**: The ratio for how we narrate behavior in a learning environment is 5:1. Meaning that you should be giving out \$5 to every \$1 that you take. It is important when implementing behavior modification systems that we utilize positive reinforcement more frequently than pointing out negative behavior.

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [12.DollarTracker]

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

<p>+\$ PARTICIPATION</p> <p><i>"Marcus + you answered correctly! You earned a dollar! Nice job!"</i></p>	<p>-\$ INTERRUPTIONS</p> <p><i>Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.</i></p>
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3. Say, *“Take a minute to examine this email. For a participation dollar, who can tell me who is about to send this email?”*

- a. Use positive reinforcement. *“Great job Marcus! You’re right! Lisa sent the email.”*
- b. Extend this by asking, *“How did you figure this out?”*
- c. Extension opportunity: Offer a participation dollar for a volunteer to read the email.

4. Say, *“After an email is composed, it is sent. [Direct students to identify the send button] What happens after an email is sent?”*

Possible Answers: It goes to someone, the sender waits for a response, etc. Guide students to saying aloud that the email needs to be opened by someone.

Take answers from at least 2 students. Award at least two participation dollars.

GUIDED WATCHING

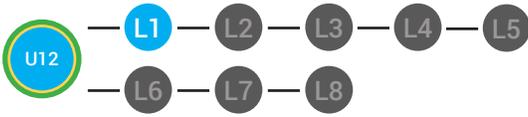
 Call out earnings to the class, *“[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars...”*

 1. *For a participation dollar, who can tell me the name of our next badge?”*

Answer: Opening Email

 2. Distribute **12.BADGE** 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. I.e. Have them point or write down their answers. EVERY student should be earning money.



DIFFERENTIATION

- T1** Verbal Response
- T2** Writes down badge
- T3** Uses **Badge Board** [12.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 opening email.”*

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



5. Play video.

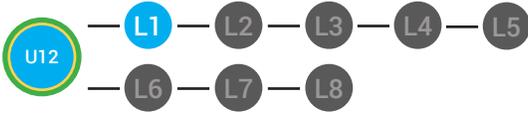


6. Distribute **12.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [12.IEC.THUMB]
- T3** Holds up or points to **Thumbs Image Exchange Card** [12.IEC.THUMB]



7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [12.DollarTracker]

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

<p>+\$ PARTICIPATION</p> <p><i>"Marcus + you answered correctly! You earned a dollar! Nice job!"</i></p>	<p>-\$ OFF TASK</p> <p><i>"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."</i></p>
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INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me what an unopened email looks like in your inbox?"*

Structure prompting to get students to come up with a definition using language from the video: A unopened email is bold. Emails that have been opened are not bold.

2. Ask, *"Is the background of an unopened email in your inbox different?"*

3. Ask, *"For a participation dollar, who can name one action you can take after reading an email?"*

Possible Answers: You can reply to the email or forward it to someone else.

Prompt students to use complete sentences to develop verbal ability and expressive communication.



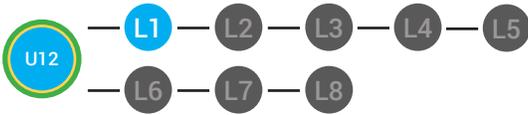
Pro tip: Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment. Require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication.

"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 **12.1.IMAGE** Image Exchange Cards to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** On-topic verbal response shared response
- T2** Writing it down
- T3** Uses **Image Exchange cards** [12.1.IMAGE] to point to potential vocabulary word or icon representing “gmail, gmail.com, username, and password. .”



5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [12.DollarTracker]

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



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

<p>+\$ PARTICIPATION</p> <p><i>“Marcus + you answered correctly! You earned a dollar! Nice job!”</i></p>	<p>-\$ OFF TASK</p> <p><i>“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.”</i></p>
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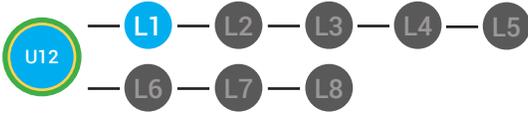
Call out earnings to the class, *“[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars.”*

PLAY ACTIVITY VIDEO



1. Ask the class, *“Who would like to unlock the Opening Email 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 **12.1.5** Students that unlocked the badge will place the **Opening Email** print out on the classroom's **word wall**. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

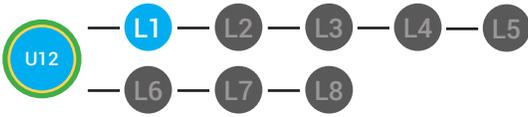
- T1** Student will use verbal prompting to unlock the badge with the class.
- T2** Student will use verbal prompting and hand signals to unlock the badge with the class.
- T3** Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. **[12.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 **12.1.6 Opening Email Button Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



Using Tier 1 **Opening Email Exit Ticket** [12.1.6.1], students circle where they would click to compose a new email.



Using Tier 2 **Opening Email Exit Ticket** [12.1.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [12.1.6.3].



Using Tier 3 **Opening Email Exit Ticket** [12.1.6.3], 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**. [12.DollarTracker]

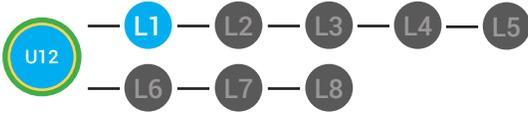
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ 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."



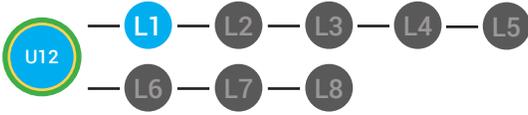
IMMEDIATE FEEDBACK/NEXT STEPS

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

~~||||~~

Sharing/Helping/
Collaborating

|||

Greeting a Guest

|

Following Directions/
Staying on Task

|||

Encouraging/
Complementing

||

Problematic -\$

Off Task

|

Off-Topic/
Inappropriate
Comment

Disrespect/Teasing

||

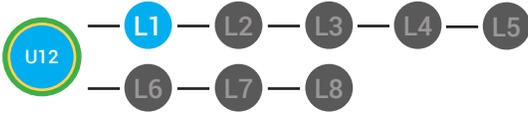
Complaining/Whining

Arguing

Interrupting

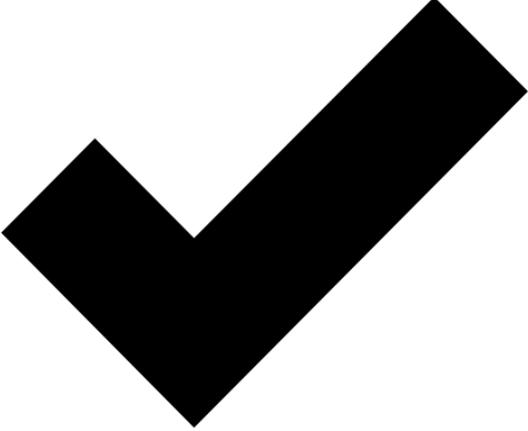
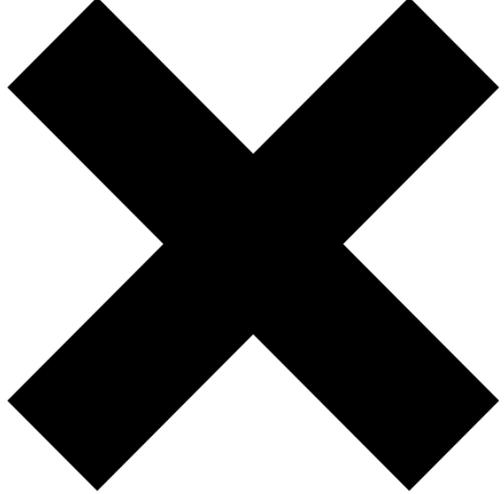
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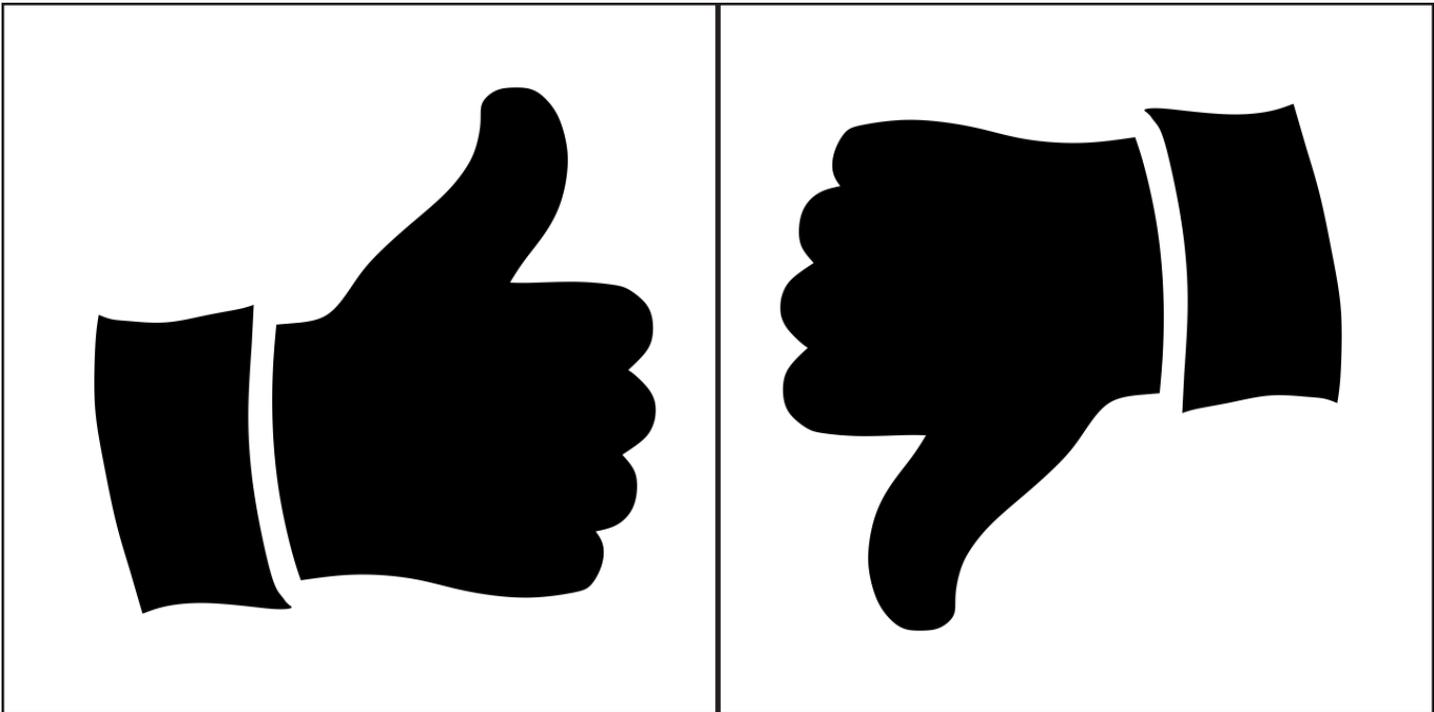
 **YES OR NO IMAGE EXCHANGE CARD**

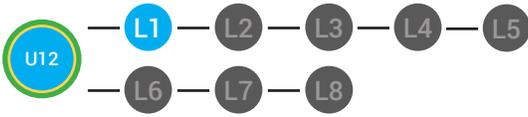
12.IEC.Y/N

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





EMAIL INTERFACE WARM UP

12.1.1

Directions: Say, circle, or point who is about to send this email. Say, circle, or point to the send button.

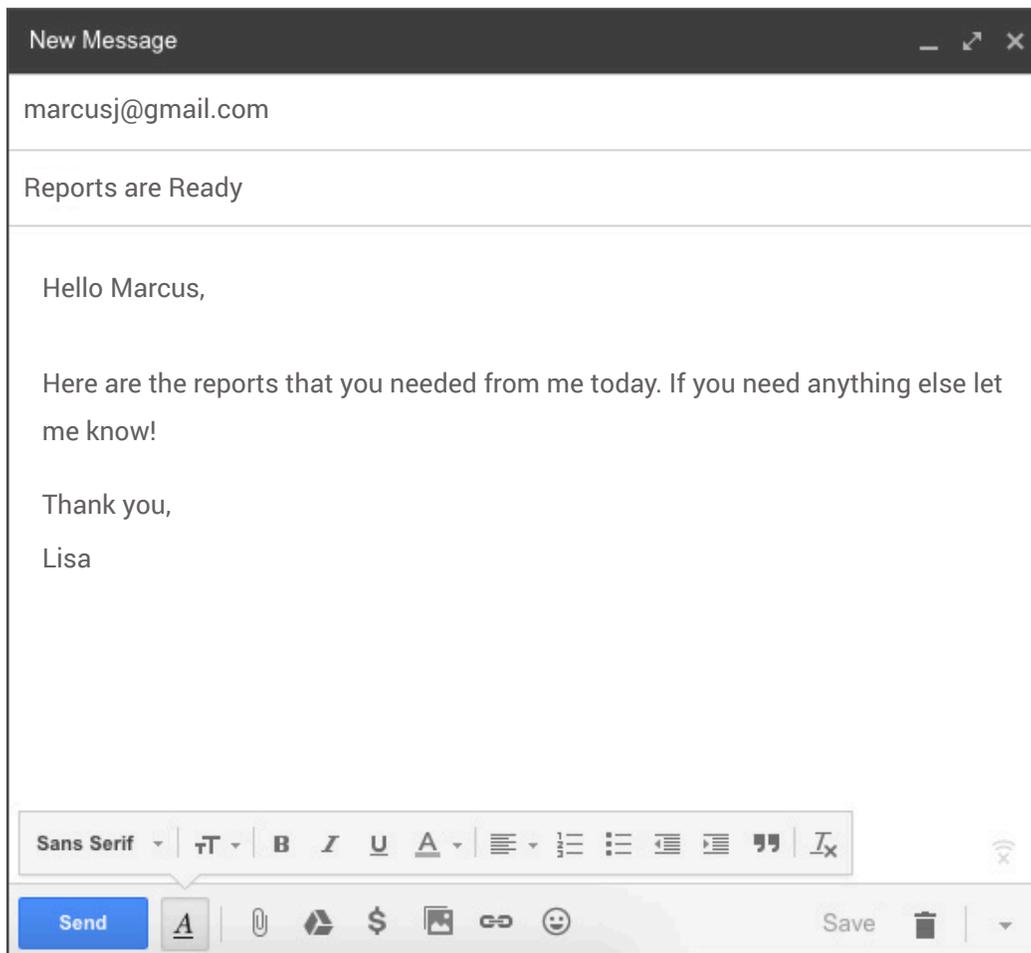




IMAGE EXCHANGE CARDS

12.1.IMAGE

Directions: Cut out

Password



Username



Gmail



Gmail.com



Reading Email



Reply To Email



Forward An Email



Receiving Forwarded Email



Email Conversation



Open Attachments



Download Attachments



Receiving Email



WORD WALL PRINTOUT

12.1.5

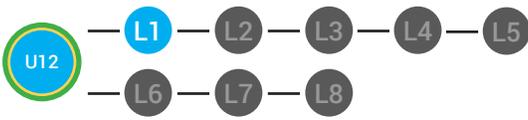


A way to read your message in order to respond to it.



DIFFERENTIATION

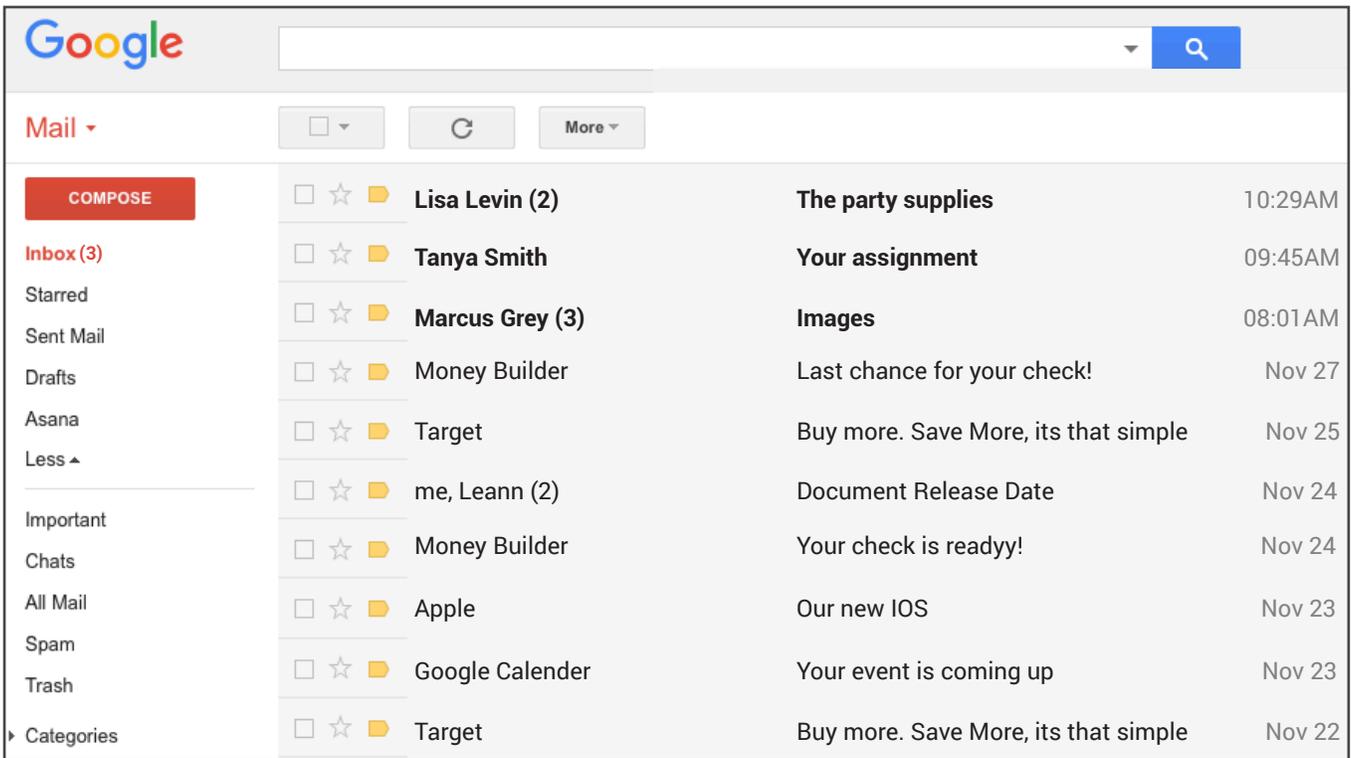
Choose to cut out badge and definition or only badge for your classroom wall.



T1 OPENING EMAIL EXIT TICKET
COMPOSE BUTTON ACTIVITY

12.1.6.1

Directions: Look at the Gmail Window. Using a circle where you would click to compose a new email.



1. Has the email from Lisa been read? _____
2. Has the email from Mrs. Smith been read? _____
3. How many unread emails are in this inbox? _____



T2 OPENING EMAIL EXIT TICKET
 VOCAB BLOCKS

12.1.6.2

Name: _____

Date: _____

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

Opening Email



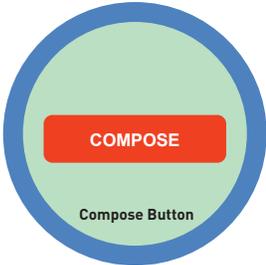
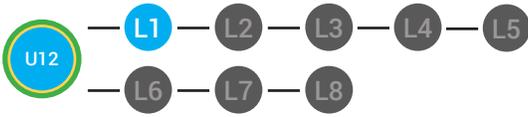
T3

OPENING EMAIL EXIT TICKET
TRACE 'N' LEARN CARDS

12.1.6.3

Opening Email

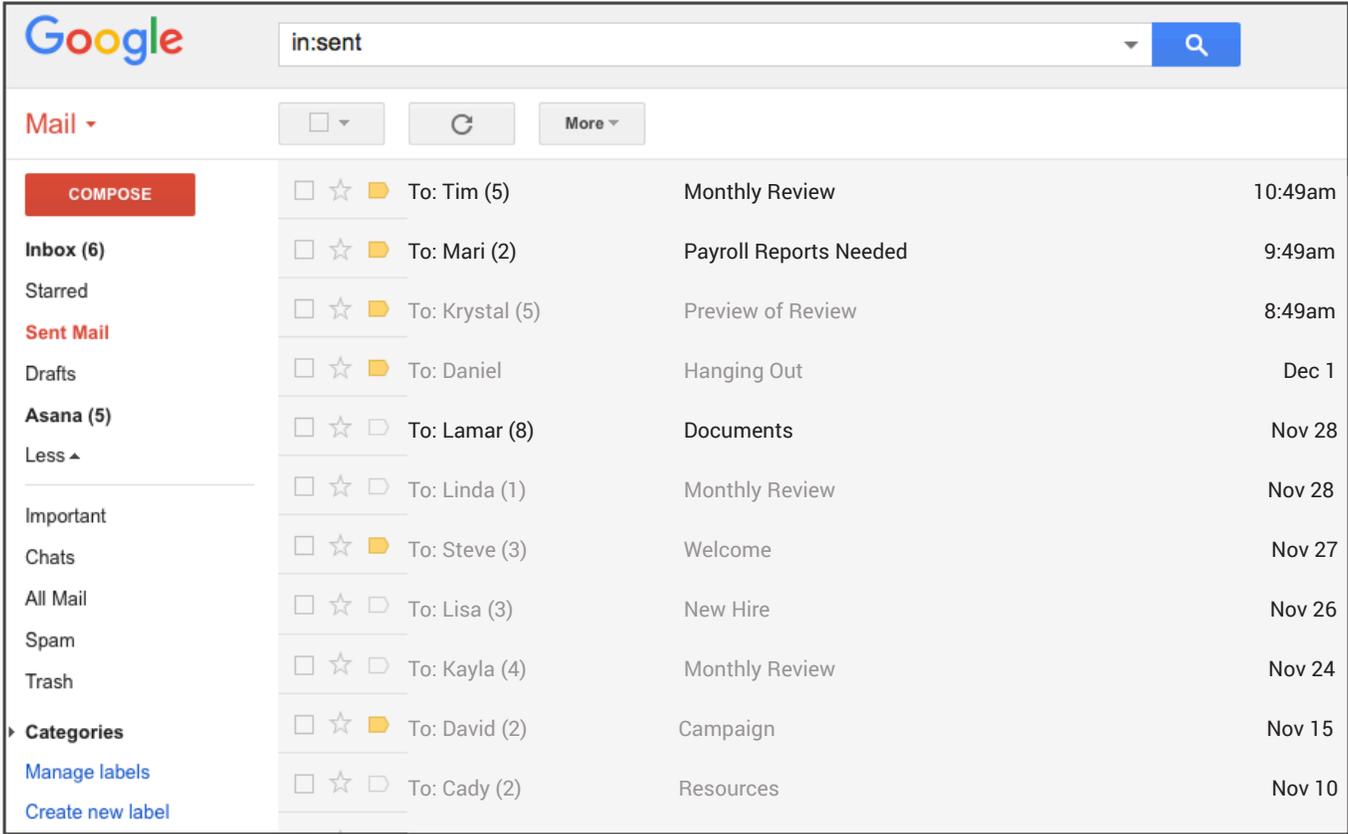
A way to read
your message in
order to respond
to it.



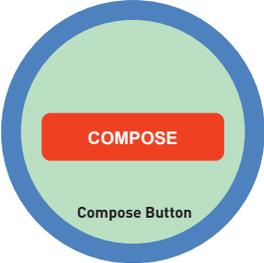
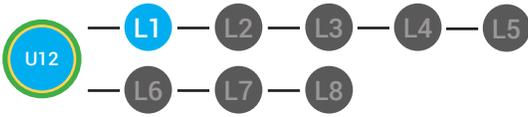
WORKPLACE CONNECTIONS

12.1.WC.1

Directions: Look at your work email. Who are the work emails that you haven't opened yet from? List them below.



1. _____
2. _____
3. _____

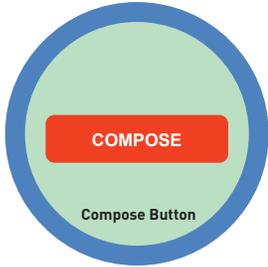
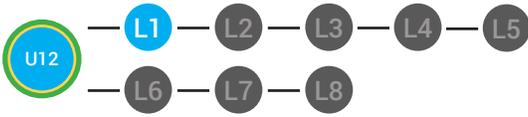


WORKPLACE CONNECTIONS

12.1.WC.2

Directions: Look at your work email. Highlight the work email that you haven't opened yet.

Category	Check	Star	Label	To: (Count)	Subject	Time
Compose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tim (5)	Monthly Review	10:49am
Inbox (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mari (2)	Payroll Reports Needed	9:49am
Starred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Krystal (5)	Preview of Review	8:49am
Sent Mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Daniel	Hanging Out	Dec 1
Drafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lamar (8)	Documents	Nov 28
Asana (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Linda (1)	Monthly Review	Nov 28
Less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Steve (3)	Welcome	Nov 27
Important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lisa (3)	New Hire	Nov 26
Chats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kayla (4)	Monthly Review	Nov 24
All Mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	David (2)	Campaign	Nov 15
Spam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cady (2)	Resources	Nov 10
Trash						



WORKPLACE CONNECTIONS

12.1.WC.3

Directions: Look at your work email. Point to the work email that you haven't opened yet.

Category	Sender	Subject	Time
Compose	To: Tim (5)	Monthly Review	10:49am
Inbox (6)	To: Mari (2)	Payroll Reports Needed	9:49am
Starred	To: Krystal (5)	Preview of Review	8:49am
Sent Mail	To: Daniel	Hanging Out	Dec 1
Drafts	To: Lamar (8)	Documents	Nov 28
Asana (5)	To: Linda (1)	Monthly Review	Nov 28
Less	To: Steve (3)	Welcome	Nov 27
Important	To: Lisa (3)	New Hire	Nov 26
Chats	To: Kayla (4)	Monthly Review	Nov 24
All Mail	To: David (2)	Campaign	Nov 15
Spam	To: Cady (2)	Resources	Nov 10
Trash			



T1 **READING MAZE**
 12.1

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

When you look at your _____.

(inbox, sent mail)

you can click on any email to read it. If you did not read the email yet, it will be in _____.

(bold, italicized)

When you click on the email in your inbox, you will open the _____ email.

(full, partial)

Now you can view the email message from the _____.

(sender, recipient)

When you are finished reading the email you can choose to _____.

(reply to, copy)

the email or forward the email to someone else. Or, you can go back to your inbox by clicking the word _____.

(inbox, compose)