Reply To Email

UNIT 12: RECEIVING AN EMAIL
LESSON 2: REPLYING TO EMAIL

LESSON OVERVIEW

At the bottom of your email, you will see a field that says, "Click here to reply or forward." When you click the word reply hyperlink, a new compose message will appear. You will see that the to field already has the email address that you are replying to in it. Your reply will have the same subject line. The email message that was sent to you will be under the new email. You will write your reply in the body and click send. Remember, be careful when you are sharing. You do not share information that is not yours to share-- like someone else's email.

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 2 - Replying to 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.
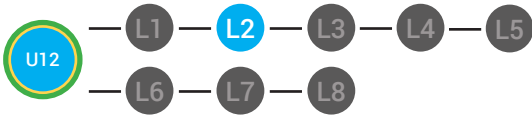
Reply To Email

LESSON PLAN

WARM UP

1. Distribute Replying to Email Warm-up **12.2.1.** See
DIFFERENTIATION for this activity to identify supplements needed
for your students.

DIFFERENTIATION

T1 On-topic verbal respond; shared response

T2 Writes response down in notebook on post-it OR rephrase prompt to a yes or no question

T3 Tier 1 partner or support staff provide assistance for identifying who has to open this email by pointing to the recipient's name, or circling it.

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	-$ 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."

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.
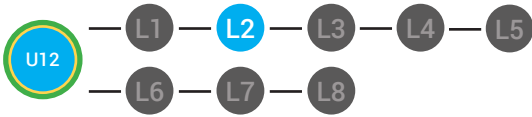
3. *"I'm setting a timer for three minutes. Number this list of activities from 1-3*

4. When the set time is up, say, *"For a participation dollar, what did you choose as the first thing you must do in order to read an email?"*

Repeat for second item on the list

5. Say, *"For two participationdollars, what is the fourth step of receiving email?"*

Answer: responding or replying

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. Ask, *"What would happen if your boss sent you an email and you didn't reply?"* Reminder to call on at least four different students.

Possible Answers: You can miss something important at work, you could get in trouble, even fired.

2. Distribute **12.2.IMAGE** Image Exchange Cards 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.
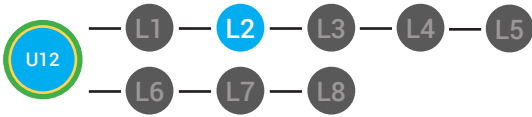
DIFFERENTIATION

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** [12.2.IMAGE] to point to potential vocabulary word or icon representing "miss something important, get in trouble, get fired."

+$ 4. *"For a participation dollar, who can tell me the name of our next badge?"*

5. Distribute **12.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** [12.BADGE] for this Unit.

6. *"Do you think that being able to open an email in Gmail would be helpful in the workplace?"*

+$ 7. Ask, *" For a participation dollar, what would you think if you sent an email to someone at work and they didn't respond?"*

8. *"What do you think is an appropriate length of time between receiving an email and responding to it? What is an inappropriate time?"*
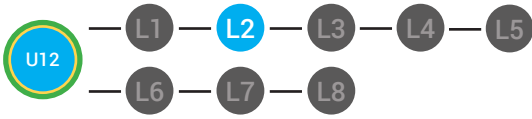
9. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen and he is actively listening by giving a thumbs up when he hears the words contact."*

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

▶ 6. Play video.

7. 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]

8. 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	-$ OFF TASK
"Marcus + you answered correctly! You earned a dollar! Nice job!"	*"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."*

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.

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."

INFORMAL ASSESSMENT

1. Ask, *"For a participation dollar, who can tell me what happens with you click the "Reply"hyperlink in Gmail?"*

Possible Answers: a new, empty box pops up beneath the opened email, the to box automatically has the sender's email address in it.

2. Ask, *"For a participation dollar tell me, is the subject line in the reply box the same or is it different?"*
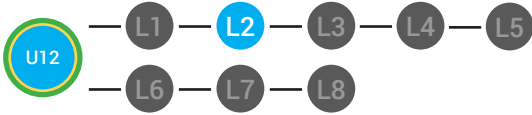
3. Ask, *"For a participation dollar, if I am done composing my email in the body of the box, what do I click?"*

4. Ask, *"For a participation dollar, what should I click if I want to share an email I have received with someone else?"*

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

5. Distribute **12.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, on post-it OR rephrase prompt to a yes or no question

T3 Points to **Yes or No Image Exchange Card** [12.IEC.Y/N] for rephrased question.

6. 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	-$ 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."

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..."*

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!"

PLAY ACTIVITY VIDEO

+$ 1. Ask the class, *"Who would like to unlock the Replying to 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 **12.2.6** Students that unlocked the badge will place the **Replying to Email** 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. [12.DollarTracker]**

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

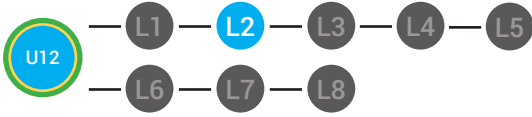| +$ PARTICIPATION	-$ INTERRUPTIONS
"Marcus + you answered correctly! You earned a dollar! Nice job!"	"Marcus + you interrupted. Interruptions cost $1. Next time, raise your hand and wait to be called on to earn a $1."

ASSESSMENT/EXIT TICKET

1. Distribute **12.2.7** Replying to Email Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Replying to Email Exit Ticket** [12.2.7.1], students choose the order you would complete steps.
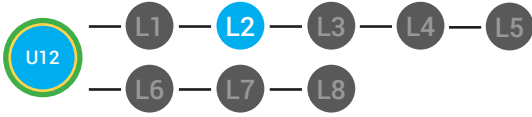
T2 Using Tier 2 **Replying to Email Exit Ticket** [12.2.7.2], students complete Vocab block about using email, or Trace 'n' Learn card [12.2.7.3].

T3 Using Tier 3 **Replying to Email Exit Ticket** [12.2.7.3], 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	-$ OFF TASK
"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."	*"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.**

Dollar Tracker

12.Dollar tracker

Reply To Email

U12 — L1 — L2 — L3 — L4 — L5 — L6 — L7 — L8
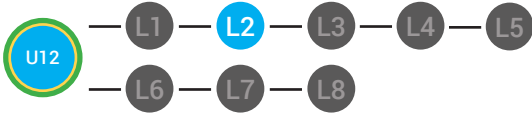
Behaviors

Name

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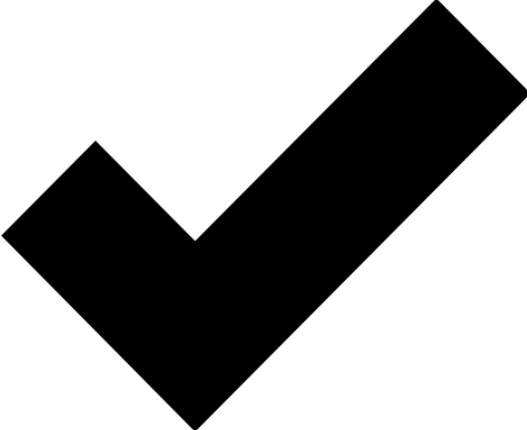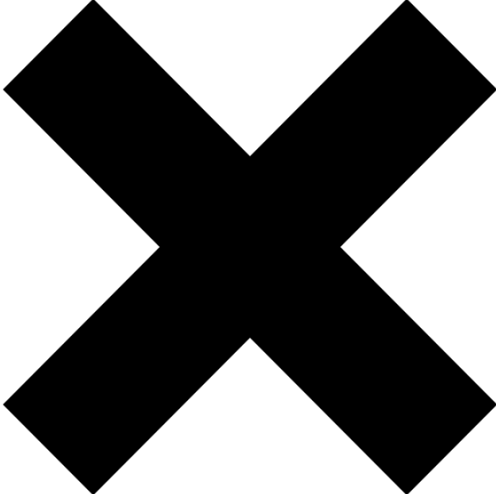
Reply To Email

YES OR NO IMAGE EXCHANGE CARD

12.IEC.Y/N

Yes	No
✔	✖

Reply To Email

THUMBS IMAGE EXCHANGE CARD
12.IEC.THUMB

Reply To Email

T1 REPLYING TO EMAIL WARM-UP
12.2.1

Directions: Write 1, 2, 3 to order the steps, or point to the order they should be in. Write in the last step.

Google

Mail ▾

COMPOSE

Inbox
Starred
Sent Mail
Drafts (3)
Asana
More ▾

Document Due   Inbox x

bmurry@gmail.com
to me ▾

Good morning,

I am having a meeting today with Tim and need those monthly reports by 12pm. How far along are you with those? If you have any questions or concerns with these reports please let me know before 12pm.

Thank you,

Brian
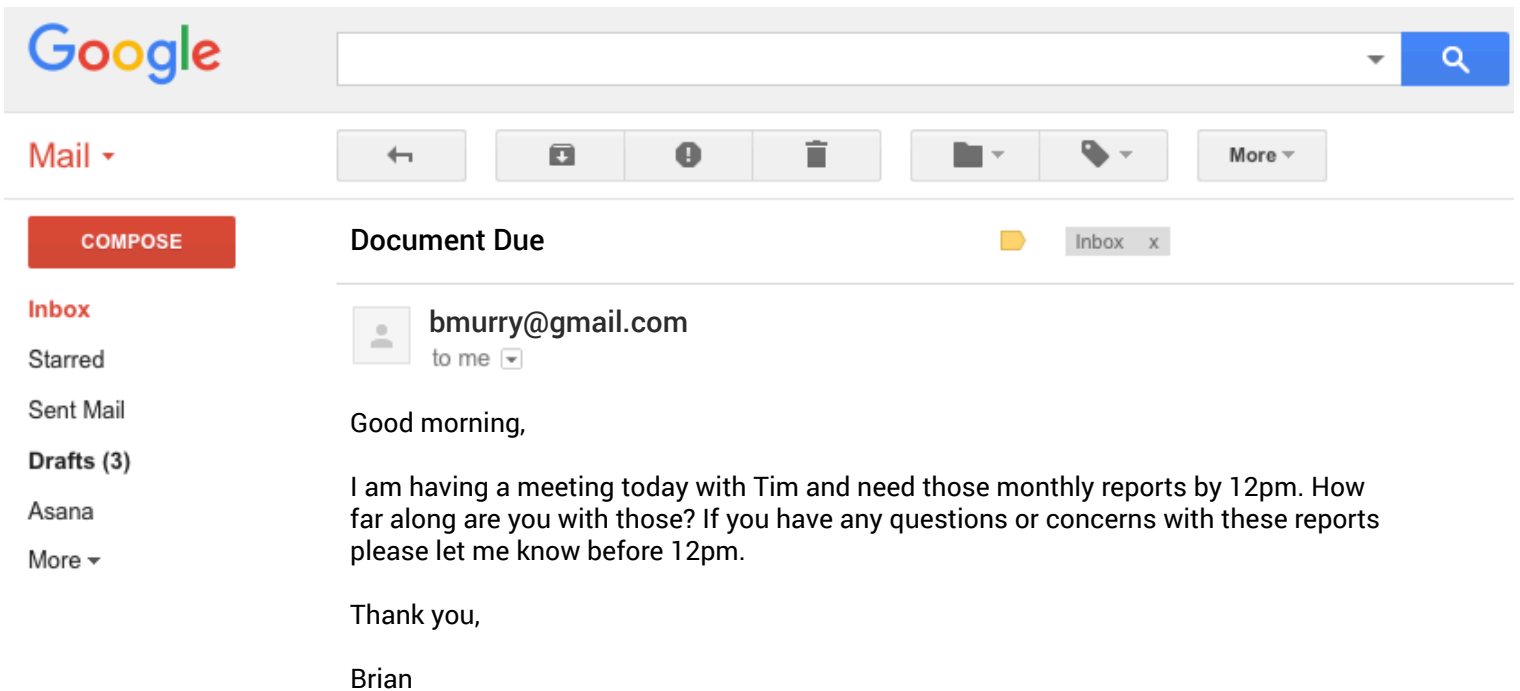
_____ **Read email**

_____ **Click on email to open it**

_____ **Open your inbox**

4th Step: _____.

Reply To Email

IMAGE EXCHANGE CARDS
12.1.IMAGE

Directions: Cut out

Miss Something Important

Get in Trouble

Get Fired

Get in Trouble

Reading Email

Reply To Email

Forward An Email

Receiving Forwarded Email

Email Conversation

Open Attachments

Download Attachments

Receiving Email

📋 WORD WALL PRINTOUT

12.2.6

Reply To Email

The To Field is where you type in the email address of the person you want to send the email to.

★▲ DIFFERENTIATION

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

Reply To Email

T1 **REPLYING TO EMAIL EXIT TICKET**
REPLYING TO EMAIL ACTIVITY
12.2.7.1

Directions: Choose the order you would complete these steps.

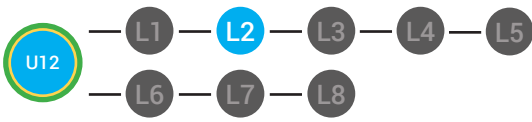| Google			
Mail ▾	☐▾ C More ▾		
COMPOSE	☐ ☆ 📁 Money Builder	Your Check is Ready - Letss Build Together	10:29AM
Inbox	☐ ★ 📁 Tim, me (2)	Monthly Review - Marcus, I need those monthly reviews	9:10AM
Starred	☐ ☆ 📁 Target	Shopping Made Easy - Introducing the all new website!	8:17AM
Sent Mail	☐ ☆ 📁 Apple	New Software! - Our new operating system is	8:02AM
Drafts	☐ ☆ 📁 Money Builder	Your Check is Ready - Letss Build Together	7:55AM
Asana	☐ ☆ 📁 Netflix	You Were Watching - Jump back in to your last show!	7:45AM
Less ▴	☐ ☆ 📁 Target	Friday Sales! - Furnature for only $30!	7:10AM
Important	☐ ☆ 📁 Money Builder	Your Check is Ready - Letss Build Together	5:10AM
Chats	☐ ☆ 📁 Letss Build Together	A Gift For You - This is something from us to you :)	5:08AM
All Mail	☐ ☆ 📁 Twitter	Your Weekly Updates - Check out whats trending this week	1:10AM
Spam	☐ ☆ 📁 Letss Build Together	*Buy* Your House Now - Why rent when you can buy??	12:30AM
Trash			
▸ Categories			
Manage labels			
Create new label			

____ Read email

____ Click on email to open it

____ Open your inbox

4 _____

Reply To Email

T2 **REPLYING TO EMAIL EXIT TICKET VOCAB BLOCKS**
12.2.7.2

Name: _____

Date: _____

Define	Sentence

Replying to Email

Examples	Draw

U12 — L1 — **L2** — L3 — L4 — L5
— L6 — L7 — L8

Reply To Email

T3 **REPLYING TO EMAIL EXIT TICKET TRACE 'N' LEARN CARDS**
12.2.7.3

Reply To Email

Replying to Email

The To Field is where you type in the email address of the person you want to send the email to.

Reply To Email
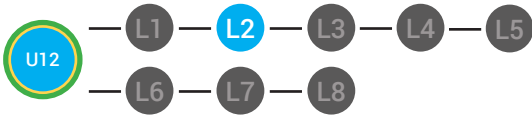
WORKPLACE CONNECTIONS

12.2.WC.1

Marcus has been working for designsitesinc.com for about a month. He opens an email that his boss sent him. In the email, his boss says that she is impressed with his last project and she wants to know if he can start working on another assignment tomorrow. Marcus wants to reply yes.

Directions: Draft an email that Marcus should send to his peers and colleagues.

New Message _ ⤢ ✕

Recipients

Subject

_____

_____

_____

_____

_____

_____

Sans Serif ▾ | ᴛT ▾ | B I U A ▾ | ≡ ▾ | ⅀≣ ⅀≣ ≣ ≣ 🙶 | Iₓ

Send A ⬆ 🔗 $ 🖼 🔗 ☺ Save 🗑 ▾
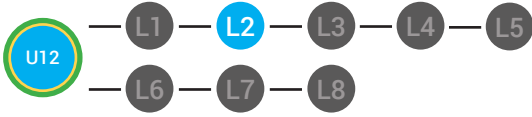
WORKPLACE CONNECTIONS

12.2.WC.2

Reply To Email

You receive the following email from Marcus: Hello Colleague, I am excited to share an update with you! I have been working at designsitesinc.com for two years and have developed many new skills. I will start a new job at animatecenttral.com in two weeks. I will no longer have access to my marcus@designsitesinc.com email address.Please update my contact information. My new email address will be marcus@animatecenttral.com. I look forward to hearing from you soon! Thanks! - Marcus

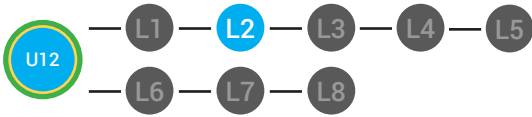**Directions:** Draft a reply email to marcus

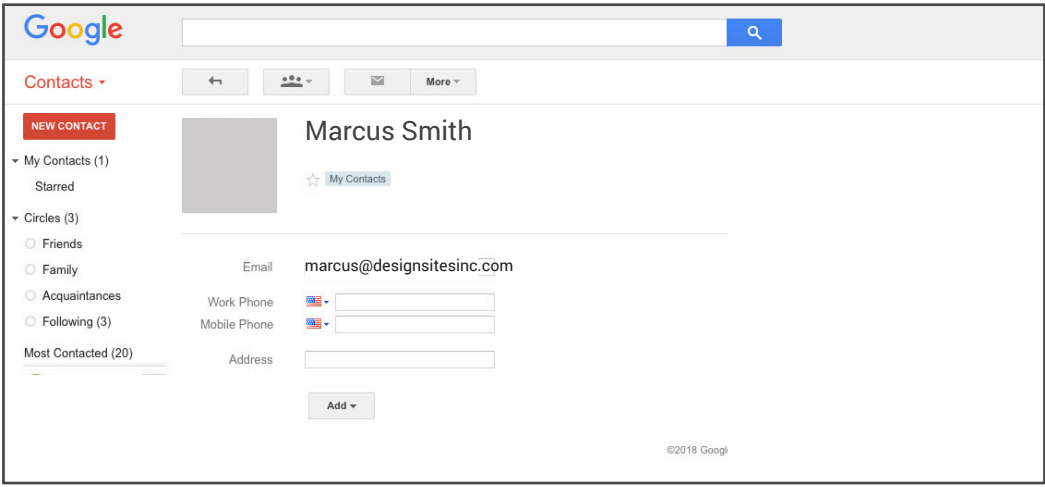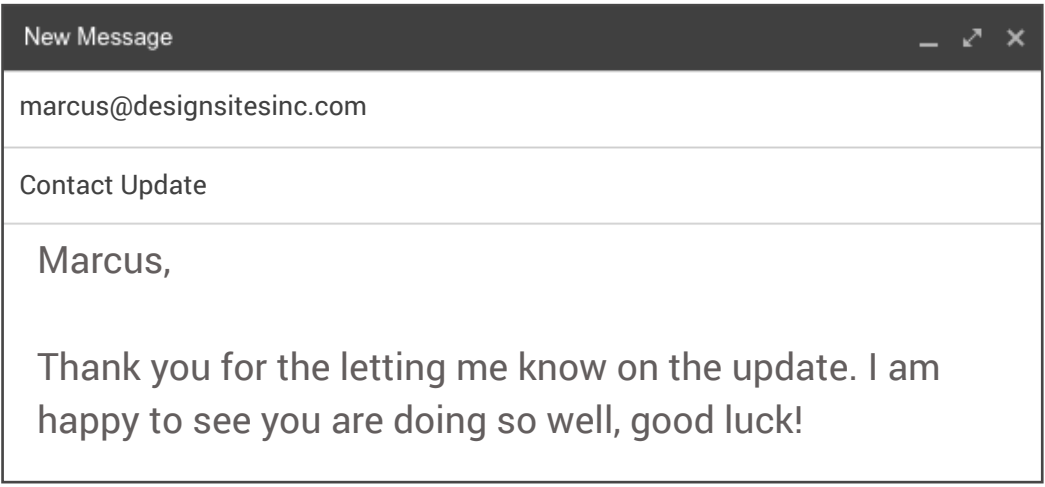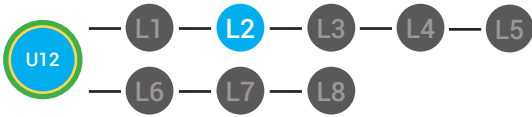| New Message	— ↗ ✕
Recipients	
Subject	

_____

_____

_____

_____

_____

Reply To Email

WORKPLACE CONNECTIONS
12.2.WC.3

You receive the following email from Marcus: Hello Colleague, I am excited to share an update with you! I have been working at designsitesinc.com for two years and have developed many new skills. I will start a new job at animatecenttral.com in two weeks. I will no longer have access to my marcus@designsitesinc.com email address.Please update my contact information. My new email address will be marcus@animatecenttral.com. I look forward to hearing from you soon! Thanks! - Marcus What should you do after reading this email?
Directions: Point to the correct answer on the scenario cards.

New Message	— ⤢ ✕
marcus@designsitesinc.com	
Contact Update	

Marcus,

Thank you for the letting me know on the update. I am happy to see you are doing so well, good luck!

Google   🔍

Contacts ▾   ↩   👥▾   ✉   More ▾

NEW CONTACT

▾ My Contacts (1)
   Starred
▾ Circles (3)
   ○ Friends
   ○ Family
   ○ Acquaintances
   ○ Following (3)
Most Contacted (20)

Marcus Smith
☆ My Contacts

Email   marcus@designsitesinc.com
Work Phone
Mobile Phone
Address

Add ▾

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L1 L2 L3 L4 L5
U12
L6 L7 L8

Reply To Email

You receive the following email from Marcus: Hello Colleague, I am excited to share an update with you! I have been working at designsitesinc.com for two years and have developed many new skills. I will start a new job at animatecenttral.com in two weeks. I will no longer have access to my marcus@designsitesinc.com email address.Please update my contact information. My new email address will be marcus@animatecenttral.com. I look forward to hearing from you soon! Thanks! - Marcus What should you do after reading this email?
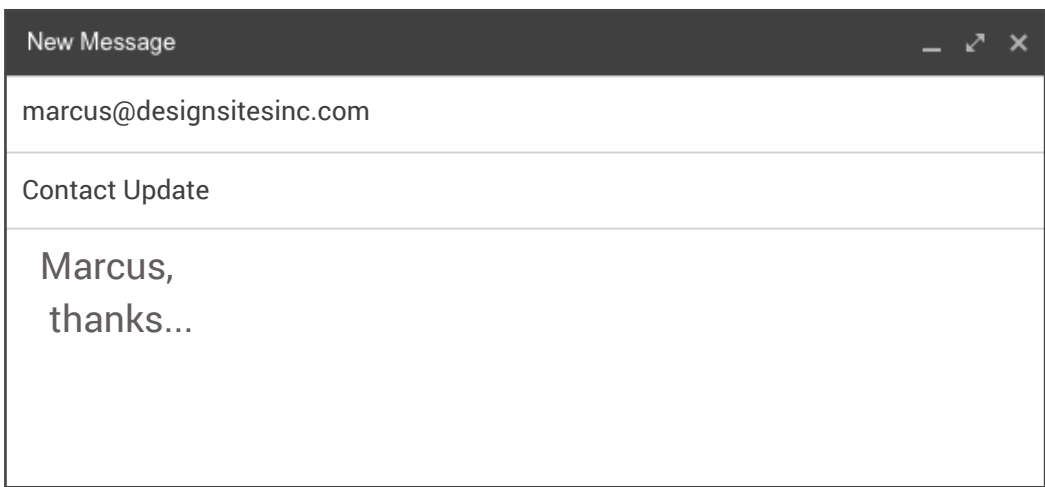**Directions:** Point to the correct answer on the scenario cards.

New Message	_ ⤢ ✕
marcus@designsitesinc.com	
Contact Update	
Marcus, thanks...	

Continue working

Reply To Email

📋 READING MAZE

12.2

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

At the _____ of your email, you will see a field that says,

(top, bottom)

"Click here to reply or _____.

(forward, send)

" When you _____

(click/hover over)

the reply hyperlink, a new compose message will appear. You will see

that the _____.

(from, to)

field already has the _____ that you are replying to in it.

(message, email address)

Your reply will have the same _____.

(subject line, reply hyperlink)

The email message that was sent to you will be under the new email.

You will write your reply in the _____ and click send.

(subject line, body)