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

Forward An Email

UNIT 12: RECEIVING AN EMAIL
LESSON 3: FORWARDING EMAIL

LESSON OVERVIEW

To forward an email means to send the email message that was sent to you to another person. When you click on the forward hyperlink, a new compose email window will appear. You will have to type the email address of the person you want to send the email to in the to field. When you forward an email, A fwd: will appear in the subject line. This tells the person that you are sending them an email that was sent to you first.

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 3 - Forwarding 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.

Forward An Email
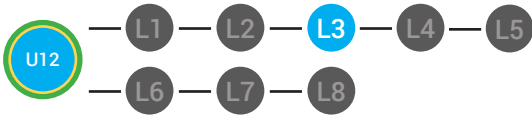
LESSON PLAN

WARM UP

+$ 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. *"For a participation dollar, can someone tell me the difference between replying to an email "*

Possible Answers: name, number, email, birthday, home address

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.

> **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.

6. *"For a participation dollar, can someone give me a time when your personal information might change?"*

Possible answers: getting a new phone cell phone, moving to a new home, getting married, getting a new email address at a new job

7. Distribute **12.3.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 Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question

T3 Uses **Image Exchange cards** [12.3.IMAGE] to point to potential vocabulary word or icon representing "name, number, email, birthday, home address, getting a new phone cell phone, moving to a new home, getting married, getting a new email address at a new job or **Points to Yes or No IEC** for rephrased question.

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	-$ 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 #5-1: 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.

Forward An Email
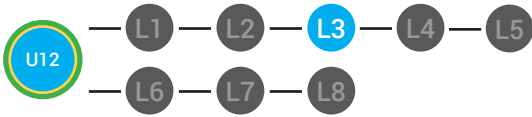
GUIDED WATCHING

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 **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.

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 forwarding email."*
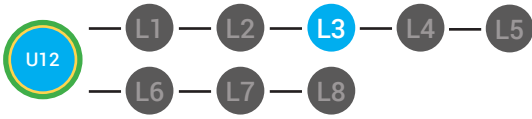
4. Ask students to give a thumbs up every time they hear and/or see the words Forwarding Email in the video.

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]

+$ 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."*

INFORMAL ASSESSMENT

1. Ask, *"For a participation dollar, can contacts be edited in Gmail Contact Manager?"*

Answer: Yes

2. Ask, *"For a participation dollar tell me, can you edit the personal information of your contacts? [yes]*

3. Ask, *"For a participation dollar, what happens when you click on a contact in the Contact Manager?*

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."

Possible Answers: When you click on a contact in the Contact Manager, you open the contact profile of personal information. Then, you can edit the contact's personal information.

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

4. 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 or 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.

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!"

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]

+$ 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."*

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..."*
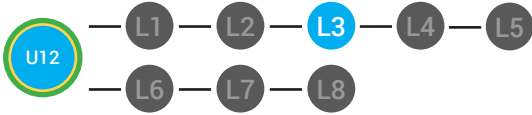
PLAY ACTIVITY VIDEO

1. Ask the class, *"Who would like to unlock the Forwarding 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 **12.3.5** Students that unlocked the badge will place the **Forwarding 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]

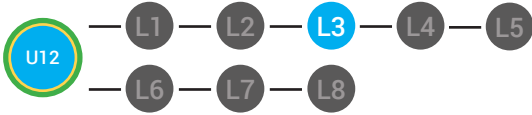| +$ PARTICIPATION	-$ INTERRUPTIONS
"Marcus + you answered correctly! You earned a dollar! Nice job!"	"Marcus + you interrupted. Interruptions cost $1. Next time, raise your hand and wait to be called on to earn a $1."

ASSESSMENT/EXIT TICKET

1. Distribute **12.3.6** Forwarding Email Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Forwarding Email Exit Ticket** [12.3.6.1], students will complete a reading maze.

T2 Using Tier 2 **Forwarding Email Exit Ticket** [12.3.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [12.3.6.3].

T3 Using Tier 3 **Forwarding Email Exit Ticket** [12.3.6.3], 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. [12.DollarTracker]**

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

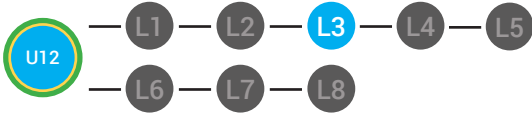| +$ PARTICIPATION	-$ OFF TASK
"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."	*"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're 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.**

Behaviors	Name EX: Sam						
Successful +$							
Participation/ Contributing	JHT						
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							

Forward An Email

YES OR NO IMAGE EXCHANGE CARD
12.IEC.Y/N

Yes	No
✔	✘

Forward An Email

THUMBS IMAGE EXCHANGE CARD

12.IEC.THUMB

Forward An Email

IMAGE EXCHANGE CARDS
12.3.IMAGE

Directions: Cut out

Email

Birthday

Name _____

Home Address

New Phone

New
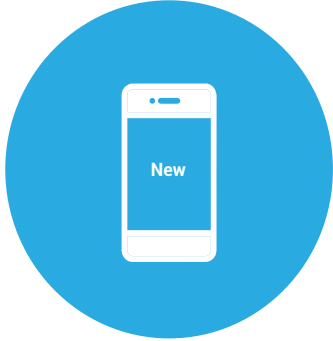
New Home

Getting Married
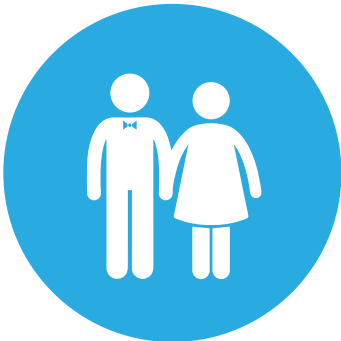
New Email Address

@

New Job

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

LVL 2 UNIT 12: LESSON 3 FORWARDING AN EMAIL

BADGE BOARD

12.Dollar tracker

Forward An Email

Reading Email

Reply To Email

Forward An Email

Receiving Forwarded Email

Email Conversation

Open Attachments

Download Attachments

Receiving Email

📋 WORD WALL PRINTOUT
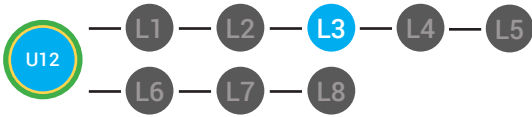
12.3.5

Forward An Email

To resend an email to someone else that was first sent to you

DIFFERENTIATION

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

Forward An Email

T1 **FORWARDING AN EMAIL EXIT TICKET READING MAZE**

12.3.6.1

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

To _____ an email means to send the email message,

(forward, send)

that was sent to you, to another person. When you click on the

forward hyperlink, a _____ compose email window

(old, new)

will _____. You will have to type the email address of

(appear, disappear)

the person you want to send the email to in the "to field". When you

forward an email, A fwd: will appear in the _____ line.

(subject, compose)

This tells the person that you are sending them an email that was sent

to you first.

T2 FORWARDING AN EMAIL
EXIT TICKET VOCAB BLOCKS

12.3.6.2

Name: _____

Date: _____

Define	Sentence

Forwarding an Email

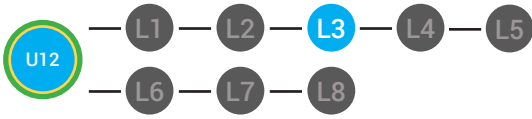| Examples	Draw

Forward An Email

T3 **FORWARDING AN EMAIL EXIT TICKET TRACE 'N' LEARN CARDS**

12.3.6.3

Forwarding an Email

To resend an email to someone else that was first sent to you

Forward An Email

📋 **WORKPLACE CONNECTIONS**

12.3.WC.1

Directions: Read this email. Write a reply to email.

Mail ▾

🔙   🗄   ❗   🗑   📁▾   🏷▾   More ▾

COMPOSE

Inbox
Starred
Sent Mail
Drafts (3)
Asana
More ▾

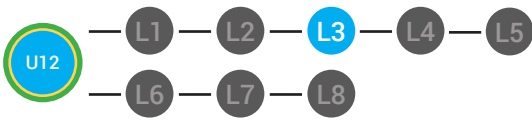**Email Update**   🟨   Inbox x

MJohnson@gmail.com
to me ▾

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.

I look forward to hearing from you soon!
Thanks!

- Marcus

Reply _____

_____

_____

_____

Forward An Email

WORKPLACE CONNECTIONS

12.3.WC.2

Directions: Read this email. What should you do after reading this email?

Mail ▾

COMPOSE

Inbox
Starred
Sent Mail
Drafts (3)
Asana
More ▾

Email Update   Inbox x
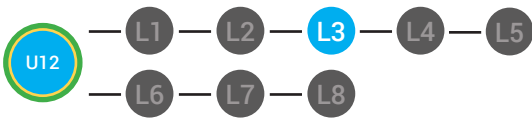
MJohnson@gmail.com
to me ▾

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.

I look forward to hearing from you soon!
Thanks!

- Marcus

What should you do after reading this email? _____

_____

_____

Forward An Email

WORKPLACE CONNECTIONS

12.3.WC.3

Directions: Point to the current email address.

Mail ▾

COMPOSE

Inbox
Starred
Sent Mail
Drafts (3)
Asana
More ▾

Email Update   Inbox   x

MJohnson@gmail.com
to me ▾

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.

I look forward to hearing from you soon!
Thanks!

- Marcus