

UNIT 12: RECEIVING AN EMAIL

LESSON 4: RECEIVING A FORWARDED 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

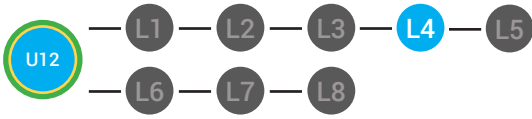
ONLINE REVIEW

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



LESSON PLAN

WARM UP



ACCESSING PRIOR KNOWLEDGE

1. Ask, *“who can recall what you do when you want to send an email sent to you, to another person?”*

Answer. Forward it



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.”*



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.


Take answers from at least 4 students. Award at least four participation dollars.

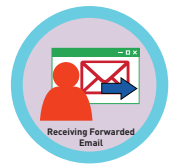
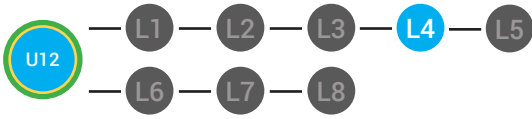


3. *“For a participation dollar, who can recall the symbol that appears when you forward an email?”*

Answer. Fw:



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, 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.





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]


<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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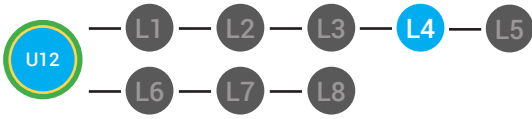
GUIDED WATCHING

 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.

 **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 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]



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.

+\$ PARTICIPATION

"Marcus + you answered correctly! You earned a dollar! Nice job!"

-\$ 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."

INFORMAL ASSESSMENT

1. *"For a participation dollar, who can tell me where the Fw: symbol will appear when you receive a forwarded email?"*

Answer: The subject line

2. *"For a participation dollar, who can tell me what the Fw: tells you?"*

Answer: It tells you that the email was forwarded to you

3. *"For a participation dollar, who can tell me what forwarding an email means?"*

Answer: Yes




Pro tip: Use content

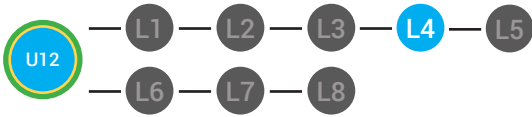
domain to develop expressive communication. If a student gives a one-word answer or a fragment. Require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication.

"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.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.



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: 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!"

+\$ PARTICIPATION

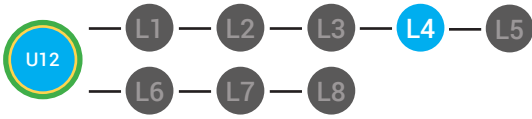
*"Marcus + you answered correctly!
You earned a dollar! Nice job!"*

-\$ 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 Receiving a Forwarded Email 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 **12.4.5**. Students that unlocked the badge will place the **Receiving a Forwarding Email** print out on the classroom’s **word wall**. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

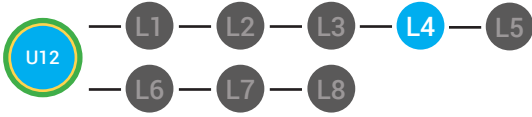
Student will use verbal prompting to unlock the badge with the class.

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]

<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

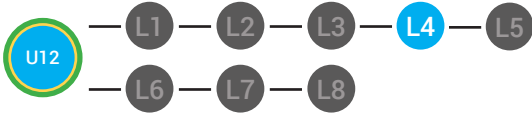


1. Distribute **12.4.6 Receiving a Forwarding Email Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Using Tier 1 **Receiving a Forwarded Email Exit Ticket** [12.4.6.1], students will tell which emails can be forwarded.
- T2** Using Tier 2 **Receiving a Forwarded Email Exit Ticket** [12.4.6.2], students complete Vocab block about using email, or Trace ‘n’ Learn card [12.4.6.3].
- T3** Using Tier 3 **Receiving a Forwarded Email Exit Ticket** [12.4.6.3], 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**. [12.DollarTracker]

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

<p>+\$ PARTICIPATION</p> <p><i>"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."</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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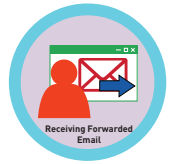
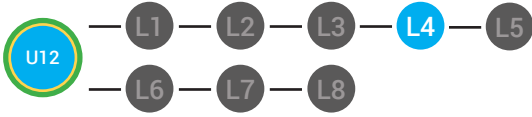
IMMEDIATE FEEDBACK/NEXT STEPS

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**.



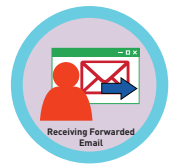
Behaviors

Name

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

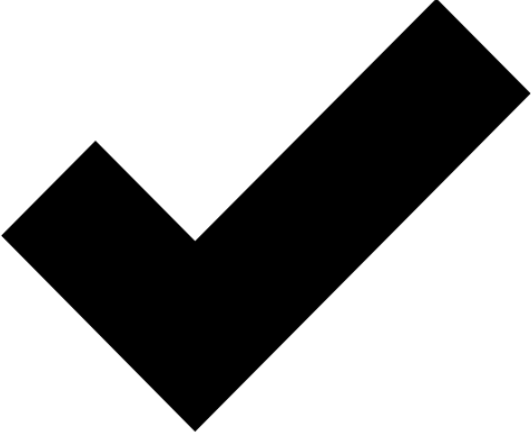
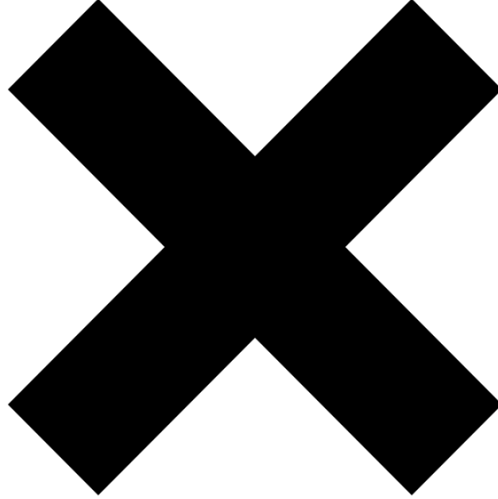
- Problematic -\$**
- Off Task
 - Off-Topic/Inappropriate Comment
 - Disrespect/Teasing
 - Complaining/Whining
 - Arguing
 - Interrupting
 - UMAPA

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**

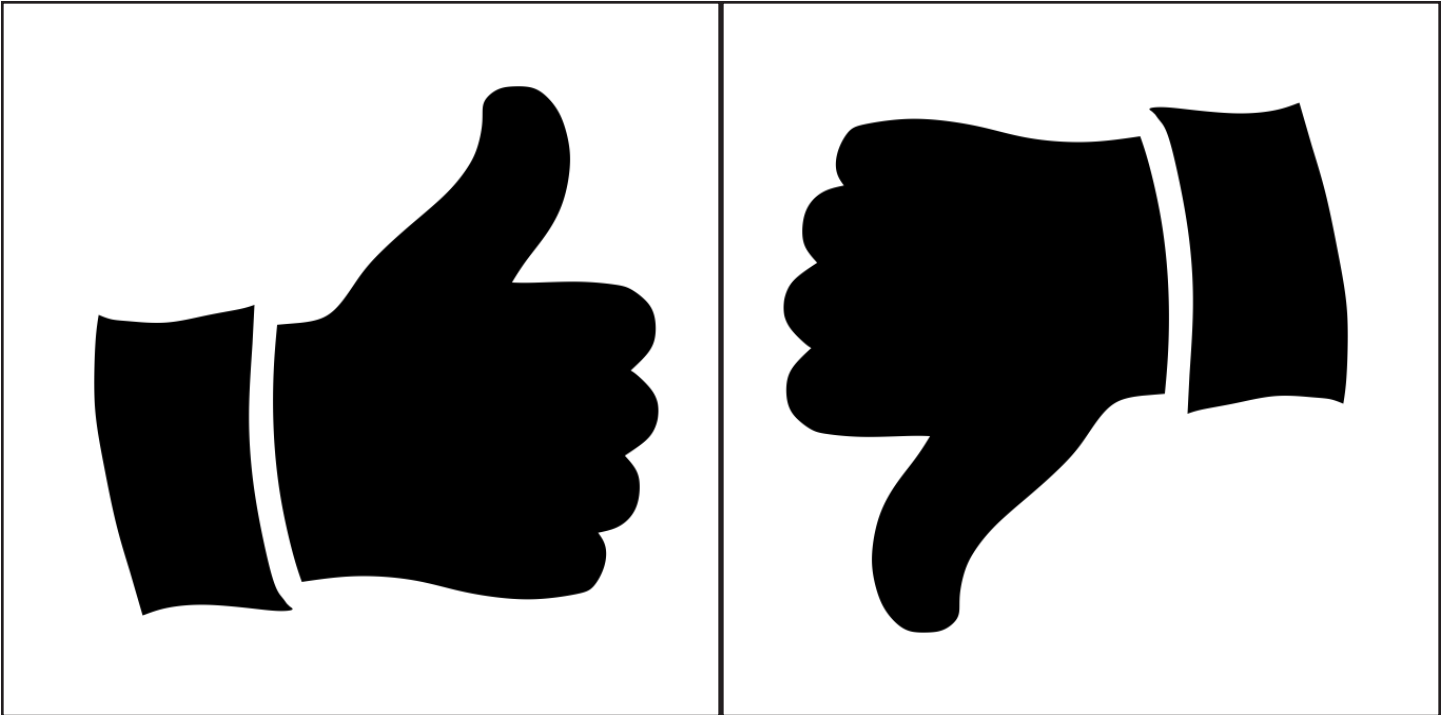
12.IEC.Y/N

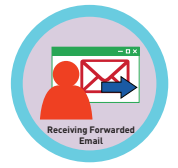
 <p>Yes</p>	 <p>No</p>
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 **THUMBS IMAGE EXCHANGE CARD**

12.IEC.THUMB

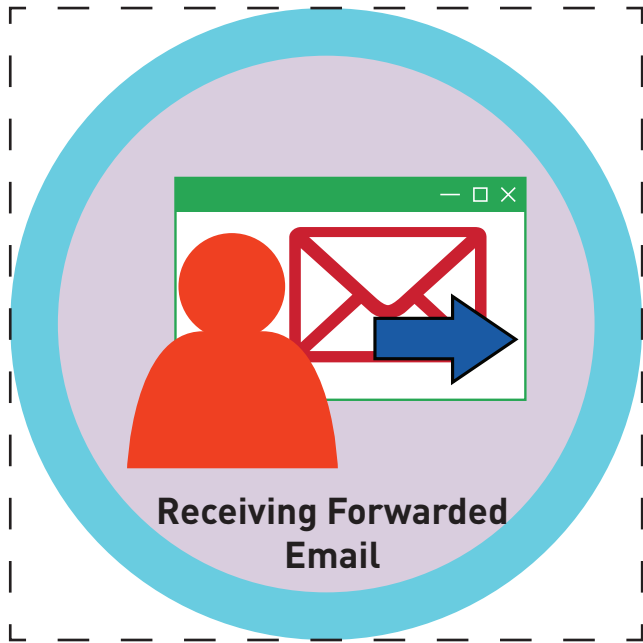






WORD WALL PRINTOUT

12.4.5



Emails with FW: are forwarded. This means the person who is sent you this email, is sharing an email that was sent to them first.



DIFFERENTIATION

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



T1 RECEIVING A FORWARDED EMAIL EXIT TICKET
 APPROPRIATE FORWARDING ACTIVITY
 12.4.6.1

Directions: Put a check on the emails that are appropriate to forward and an x that are not.



YOU HAVE TO SEE THIS!

Inbox x

Daniel@gmail.com
 to me

12:03 PM (4 hours ago)





Study Session

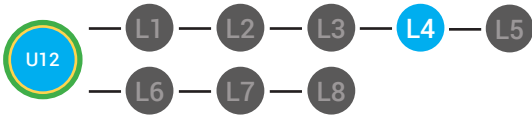
Inbox x

Judy@gmail.com
 to me

12:03 PM (4 hours ago)

Dear Marcus,

Are we still going to study today? Just as a reminder my address is 7811 bridge lane,
 Philadelphia 19135



Navigation bar for the first email: back, forward, info, delete, folder, tag, More, 1 of 6, left arrow, right arrow.

Contact Change

Inbox x

Kayla@gmail.com
to me

12:03 PM (4 hours ago)

Dear Marcus,

I just wanted to let you know that I changed my current number due to the going with a new cell phone company. My number is now 2673517521. Send me a text message so I know you got my new number.



Navigation bar for the second email: back, forward, info, delete, folder, tag, More, 1 of 6, left arrow, right arrow.

Annual Picnic

Inbox x

Boss@gmail.com
to me

12:03 PM (4 hours ago)

Dear Team,

I am very excited for our picnic coming up at the end of the week. Please let me know who is bringing what! Make a list

Thanks!

Boss





T2 RECEIVING A FORWARDED EMAIL
EXIT TICKET VOCAB BLOCKS

12.4.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw
Receiving a Forwarded Email	



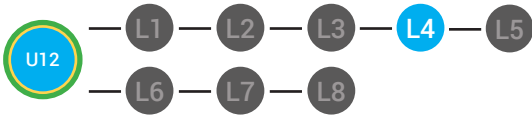
T3

RECEIVING A FORWARDED EMAIL
EXIT TICKET TRACE 'N' LEARN CARDS

12.4.6.3

Receiving a Forwarded Email

Emails with FW: are forwarded. This means the person who is sent you this email, is sharing an email that was sent to them first.



WORKPLACE CONNECTIONS

12.4.WC.1

Directions: You are now the boss of your company! Which of the following emails would be appropriate to share with your team? Read these email and Explain why or why not below.



New Coupons

judy@gmail.com
to me

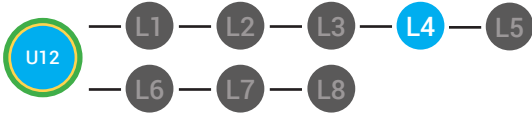
12:03 PM (4 hours ago)

Hi Jessica,

can you take a look at these and make sure all the dates and text are correct.

Thanks!





Navigation icons: back, forward, search, trash, folder, tag, More. Page indicator: 1 of 6 with left and right arrows.

Payroll

Inbox x

judy@gmail.com
to me

12:03 PM (4 hours ago)

Dear Marcel,

Here is the excel sheet that you asked for. Let me know if you need anything else.

Thanks!



Navigation icons: back, forward, search, trash, folder, tag, More. Page indicator: 1 of 6 with left and right arrows.

Annual Picnic

Inbox x

Boss@gmail.com
to me

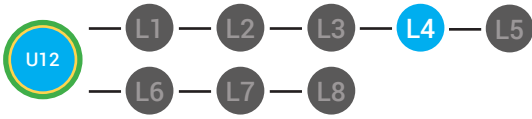
12:03 PM (4 hours ago)

Dear Team,

I am very excited for our picnic coming up at the end of the week. Please let me know who is bringing what! Make a list

Thanks!

Boss



WORKPLACE CONNECTIONS

12.4.WC.2

Directions: You are now the boss of your company! Put a check on of emails that would be appropriate to share with your team. Put an X on the emails that would not be.



New Coupons

Inbox x

judy@gmail.com
to me

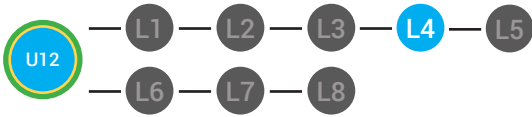
12:03 PM (4 hours ago) ☆

Hi Jessica,

can you take a look at these and make sure all the dates and text are correct.

Thanks!





Navigation bar for the email interface with icons for back, forward, search, delete, and more, and a page indicator '1 of 6' with left and right arrows.

Payroll

Inbox x

 judy@gmail.com
to me ▾

12:03 PM (4 hours ago) ☆

Dear Marcel,

Here is the excel sheet that you asked for. Let me know if you need anything else.

Thanks!



Navigation bar for the email interface with icons for back, forward, search, delete, and more, and a page indicator '1 of 6' with left and right arrows.

Annual Picnic

Inbox x

 Boss@gmail.com
to me ▾

12:03 PM (4 hours ago) ☆

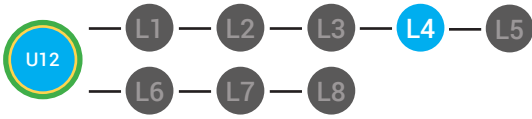
Dear Team,

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Thanks!

Boss





WORKPLACE CONNECTIONS

12.4.WC.3

Directions: You are now the boss of your company! Point to **Yes/No** to tell if the emails would be appropriate to share with your team.



New Coupons Inbox x



judy@gmail.com 12:03 PM (4 hours ago) ☆
to me ▾

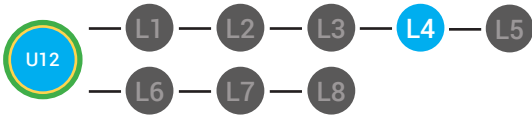
Hi Jessica,

can you take a look at these and make sure all the dates and text are correct.

Thanks!



 Yes	 No
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Payroll

Inbox x

 judy@gmail.com
to me ▾



12:03 PM (4 hours ago) ☆

Dear Marcel,

Here is the excel sheet that you asked for. Let me know if you need anything else.

Thanks!



 Yes	 No
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Annual Picnic

Inbox x

 Boss@gmail.com
to me ▾



12:03 PM (4 hours ago) ☆

Dear Team,

I am very excited for our picnic coming up at the end of the week. Please let me know who is bringing what! Make a list

Thanks!

Boss

 Yes	 No
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