Email Conversation

UNIT 12: RECEIVING AN EMAIL
LESSON 5: EMAIL CONVERSATIONS

LESSON OVERVIEW

Email conversations are the emails that are sent back and forth between you and a person that have the same subject line. For example, if you send an email to your teacher with the subject "my birthday" and she replied to your email, both of the emails will become an email conversation. Your inbox will show you how many emails are in the email conversation you can click on each conversation to view the email message.

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 5 - Email Conversations

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.

Email Conversation
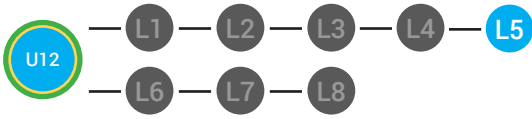
LESSON PLAN

WARM UP

ACCESSING PRIOR KNOWLEDGE

1. *"For a participation dollar, who can recall what Forward symbol looks like?"*

Answer: Fw:

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. *"For a participation dollar, who can recall where you see the Fw: symbol located when someone forwards you an email?"*
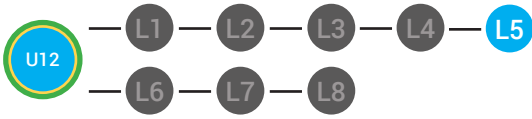
Answer: On the subject line

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

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."

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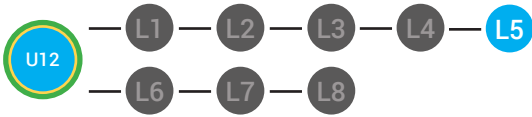
1. *"For a participation dollar, who can tell me the name of our next badge?"*

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. Ie. 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 conversations."*

4. Ask students to give a thumbs up every time they hear and/or see the ¨Conversations¨in the video
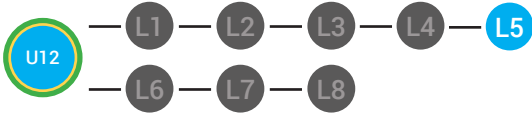
5. Play video.

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."*

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 what the email application does?"*

Answer: It lets you send and receive email messages.

2. *"For a participation dollar, who can tell me where you can find a new email?"*

Answer: The inbox

3. *"For a participation dollar, who can tell me what you call emails that are passed back and forth between two people with the same subject line?"*
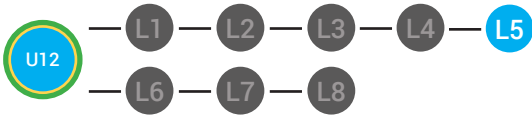
Answer: An email conversation

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 **12.5.IMAGE** Image Exchange Cards and **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; Uses **Image Exchange cards** [12.5.IMAGE] to point to potential vocabulary word or icon representing " send and receive email messages, inbox."

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-TOPIC**
"Nice job participating! You earned a participation dollar!"	*[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..."*
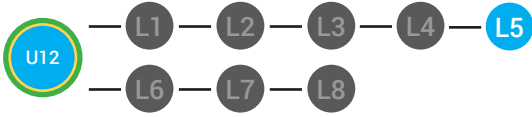
PLAY ACTIVITY VIDEO

1. Ask the class, *"Who would like to unlock the Email Conversations 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 **12.5.5**. Students that unlocked the badge will place the **Email Conversation** 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.
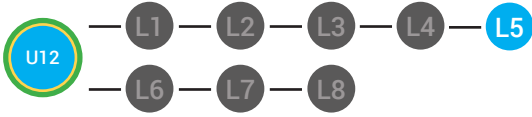
DIFFERENTIATION

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 **12.5.6** Email Conversation Exit Ticket to students. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Email Conversation Exit Ticket** [12.5.6.1], Circle the emails that are email conversations and tell how many email conversation there are.
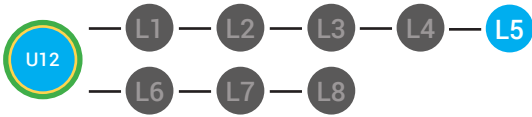
T2 Using Tier 2 **Email Conversation Exit Ticket** [12.5.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [12.5.6.3].

T3 Using Tier 3 **Email Conversation Exit Ticket** [12.5.6.3], 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. [12.DollarTracker]**

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

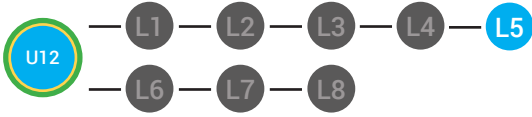| **+$** PARTICIPATION	**-$** OFF TASK
"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."	*"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus,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

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

LVL 2 UNIT 12: LESSON 5 EMAIL CONVERSATION

Dollar Tracker

12.Dollar tracker

Email Conversation

Behaviors

Name

	EX: Sam					
Successful +$						
Participation/ Contributing	卌					
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							
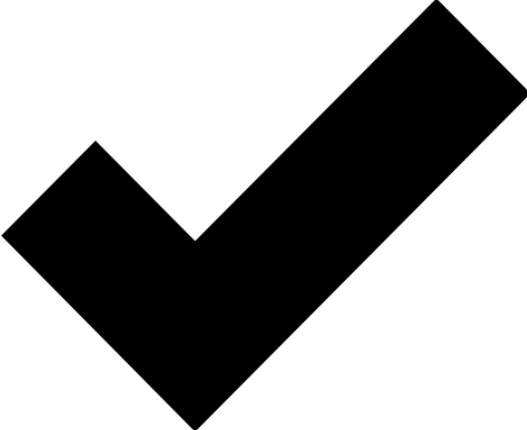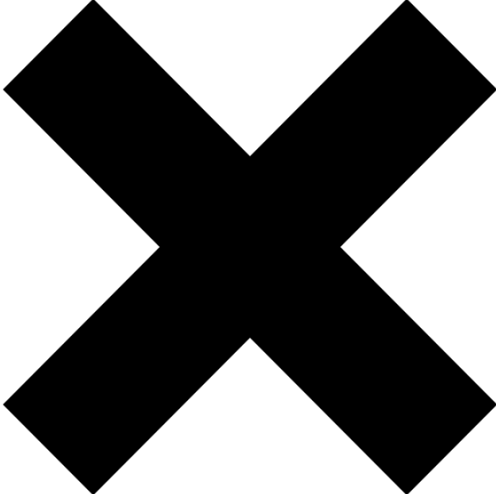
U12 — L1 — L2 — L3 — L4 — L5
— L6 — L7 — L8

Email Conversation

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

Yes	No

Email Conversation

THUMBS IMAGE EXCHANGE CARD
12.IEC.THUMB

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

Email Conversation

IMAGE EXCHANGE CARDS
12.5.IMAGE

Directions: Cut out cards for each student.

Send Email

Receive Email

Inbox

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

LVL 2 UNIT 12: LESSON 5 EMAIL CONVERSATION
BADGE BOARD
12.BADGE

Email Conversation

Reading Email

Reply To Email

Forward An Email

Receiving Forwarded Email

Email Conversation

Open Attachments

Download Attachments

Receiving Email

WORD WALL PRINTOUT

12.5.5

Email Conversation
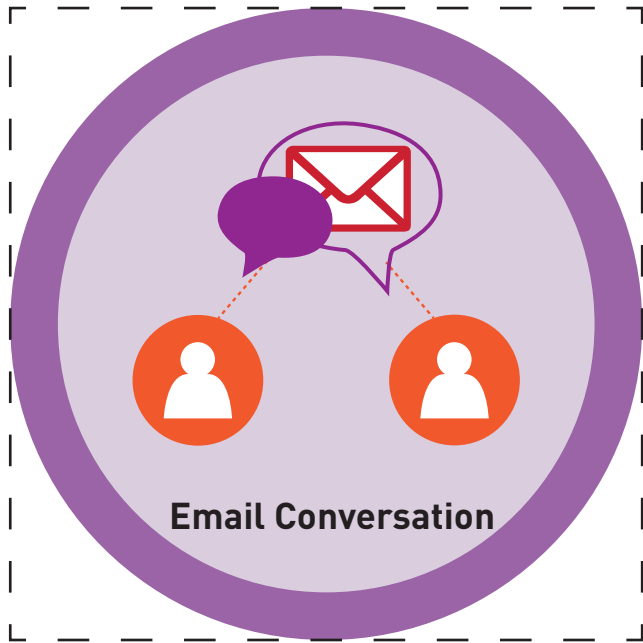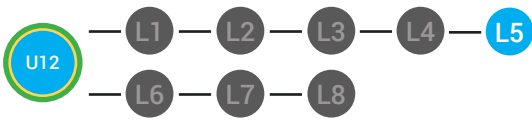
Email conversations are the emails that are sent back and forth between you and a person that have the same subject line.

DIFFERENTIATION

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

Email Conversation

T1 EMAIL CONVERSATION EXIT TICKET CONVERSATION SEARCH ACTIVITY

12.5.6.1

Directions: Look at the inbox. Circle the emails that are email conversations and write how many emails are in each conversation.

☐ ☆ ▭	**Lisa Levin (2)**	**The party supplies**	10:29AM
☐ ☆ ▭	**Tanya Smith (5)**	**Your assignment**	09:45AM
☐ ☆ ▭	Target	Buy more. Save More, its that simple	Nov 22
☐ ☆ ▭	Money Builder	Last chance for your check!	Nov 27
☐ ☆ ▭	Target	Buy more. Save More, its that simple	Nov 25
☐ ☆ ▭	me, Leann (2)	Document Release Date	Nov 24
☐ ☆ ▭	Money Builder	Your check is readyy!	Nov 24
☐ ☆ ▭	Apple	Our new IOS	Nov 23
☐ ☆ ▭	Google Calender	Your event is coming up	Nov 23
☐ ☆ ▭	**Marcus Grey (3)**	**Images**	08:01AM

Google

Mail ▾

COMPOSE

Inbox (3)
Starred
Sent Mail
Drafts
Asana
Less ▴

Important
Chats
All Mail
Spam
Trash
▸ Categories

_____ Email Conversations

T2 **EMAIL CONVERSATION EXIT TICKET VOCAB BLOCKS**

12.5.6.2

Name: _____

Date: _____

Define	Sentence

Email Conversations

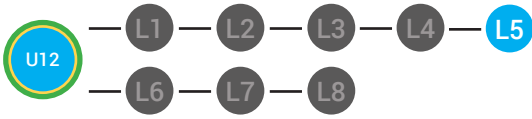| Examples	Draw

T3 EMAIL CONVERSATION
EXIT TICKET TRACE 'N' LEARN CARDS
12.5.6.3

Email Conversation

Email conversations are the emails that are sent back and forth between you and a person that have the same subject line.

WORKPLACE CONNECTIONS

12.5.WC.1

Email Conversation

Directions: Your boss just wrote you the following email. Write a response in order to start an email conversation.

| ← | 🗄 | ⓘ | 🗑 | | 📁 ▾ | 🏷 ▾ | | More ▾ | | | 1 of 6 | ‹ | › |

Work On Tuesday   Inbox   x

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

Dear _____,

I was hoping that you can come into work on Tuesday. Megan has an appointment and we will be busy that day. Please let me know if you can come to work Tuesday and if so what times.

Thanks so much!

Boss

New Message	_ ⤢ ✕
Recipients	
Subject	

_____

_____

_____

_____

Email Conversation

WORKPLACE CONNECTIONS

12.5.WC.2

Directions: Your boss just wrote you the following email. Circle which of the following is an appropriate response to this email.

←	🗃	ⓘ	🗑	📁▾	🏷▾	More ▾		1 of 6 ‹ ›

Work On Tuesday   🔸   Inbox   x

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

Dear _____,

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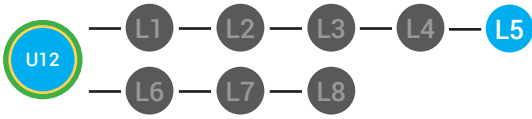
Thanks so much!

Boss

New Message

Boss@digitability.com

Work On Tuesday

Hey,

I'll be there!

New Message

Boss@digitability.com
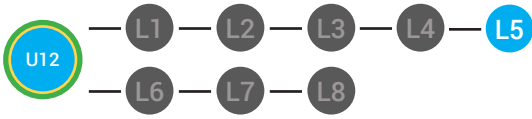
Work On Tuesday

Hello,

I will be able to attend on Thursday. I am available from 1:00 until 4:00. Thanks so much!

Email Conversation

WORKPLACE CONNECTIONS

12.5.WC.3

Directions: Point to **Yes/No to** tell which of the following is an appropriate response to this email.

| ← | 🗄 | ⓘ | 🗑 | 📁▾ | 🏷▾ | More ▾ | | | 1 of 6 | < | > |

Work On Tuesday   🔖 Inbox x

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

Dear _____,

I was hoping that you can come into work on Tuesday. Megan has an appointment and we will be busy that day. Please let me know if you can come to work Tuesday and if so what times.

Thanks so much!

Boss

New Message
Boss@digitability.com
Work On Tuesday
Hey, I'll be there!

New Message
Boss@digitability.com
Work On Tuesday
Hello, I will be able to attend on Thursday. I am available from 1:00 until 4:00. Thanks so much!

| ✔ Yes | ✘ No | | ✔ Yes | ✘ No |