

UNIT 12: RECEIVING AN EMAIL LESSON 6: RECEIVING ATTACHMENTS

LESSON OVERVIEW

You may receive an email with an attachment. You will see the attachment icon in your inbox. The attachment will be at the bottom of your email. Gmail may show a preview of the file that is attached. You can click view to see the attachment OR you can download it to your computer. You should only open an attachment from someone you know.

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

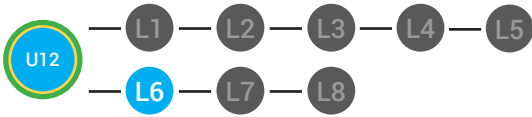
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 12**
5. Select **Lesson 6 - Receiving Attachments**

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. "For a participation dollar, who can recall what the email inbox will tell you?"

Answer. Sender, Subject, Time Sent, if it has an Attachment


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.



2. Distribute 12.IEC.Y/N to students. See  DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

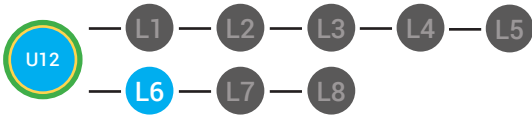
On-topic verbal response shared response

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.



3. 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.



DIFFERENTIATION



Verbal Response



Writes down badge



Uses **Badge Board** [12.BADGE] for this Unit.



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.



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 receiving attachments.”*

4. Ask students to give a thumbs up every time they hear and/or see the Receiving Attachments 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]

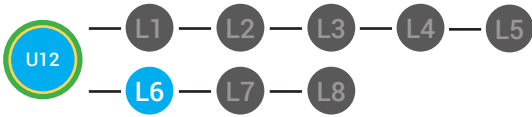
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ PARTICIPATION
“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.”



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 where can you locate an email attachment?"*

Answer: At the bottom of the Email

2. *"For a participation dollar, who can tell me what two things you can do with an email attachment?"*

Answer: View it or download it

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?"*

Possible Answer: An email conversation

4. *"For a participation dollar, who can tell me what rule you should follow when opening an attachment?"*

Answer: Only open an attachment from someone that you know.




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."



5. Distribute **12.6.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

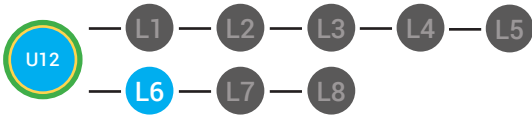
Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question; Uses **Image Exchange cards** [12.6.IMAGE] to point to potential vocabulary word or icon representing "View, download, email conversation."

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!"



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]

<p>+\$ PARTICIPATION</p> <p><i>"Nice job participating! You earned a participation dollar!"</i></p>	<p>-\$ OFF-TOPIC</p> <p><i>[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."</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 Receiving Attachments Badge for \$1?"



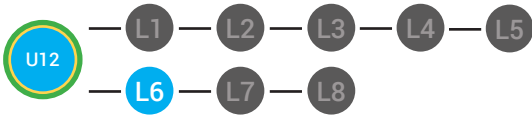
Pro tip: Increase the dollar amount for shy students or to increase motivation.

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 **12.6.5**. Students that unlocked the badge will place the **Receiving Attachments** 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


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

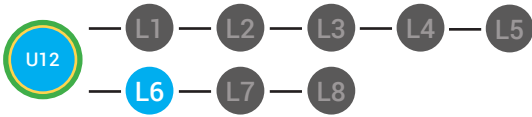
-\$ INTERRUPTIONS

"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 **12.6.6 Receiving Attachments Exit Ticket** to students. See  DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Receiving Attachments Exit Ticket** [12.6.6.1], students circle the people who you SHOULD NOT open an attachment from.

T2

Using Tier 2 **Receiving Attachments Exit Ticket** [12.6.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [12.6.6.3].

T3

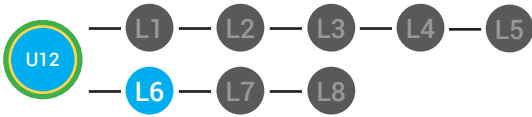
Using Tier 3 **Receiving Attachments Exit Ticket** [12.6.6.3], students complete Trace and Learn.



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

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

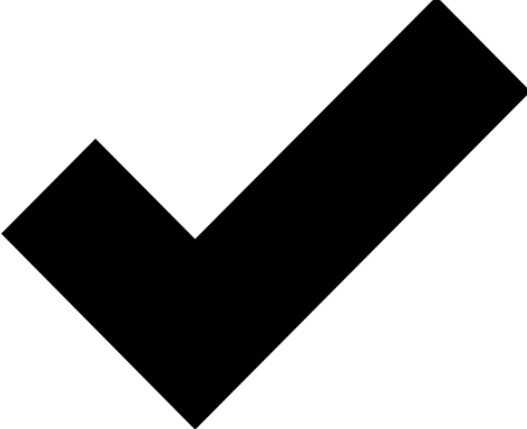
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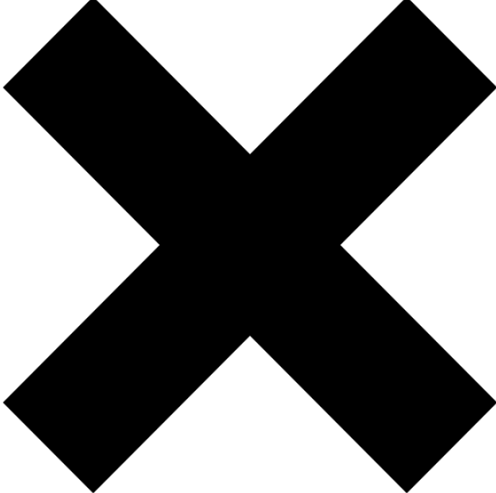


 **YES OR NO IMAGE EXCHANGE CARD**

12.IEC.Y/N




Yes



No



 **THUMBS IMAGE EXCHANGE CARD**

12.IEC.THUMB

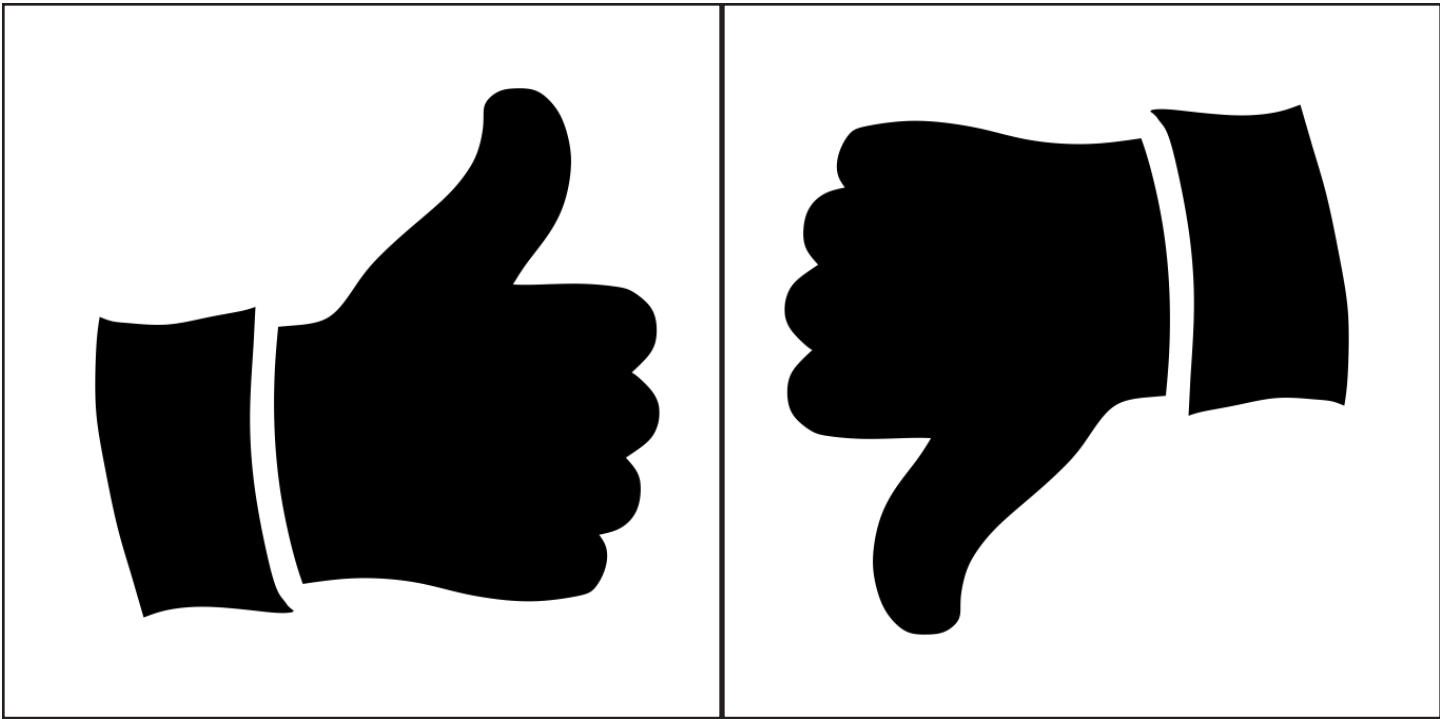


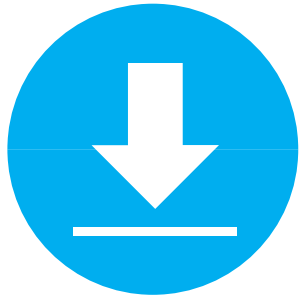


IMAGE EXCHANGE CARDS

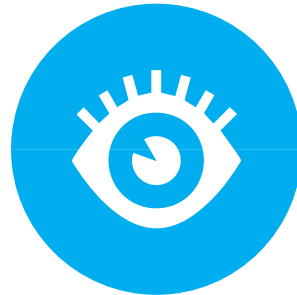
12.6.IMAGE

Directions: Cut out cards for each student.

Download



View



Email Conversation





Reading Email



Reply To Email



Forward An Email



Receiving Forwarded Email



Email Conversation



Open Attachments



Download Attachments

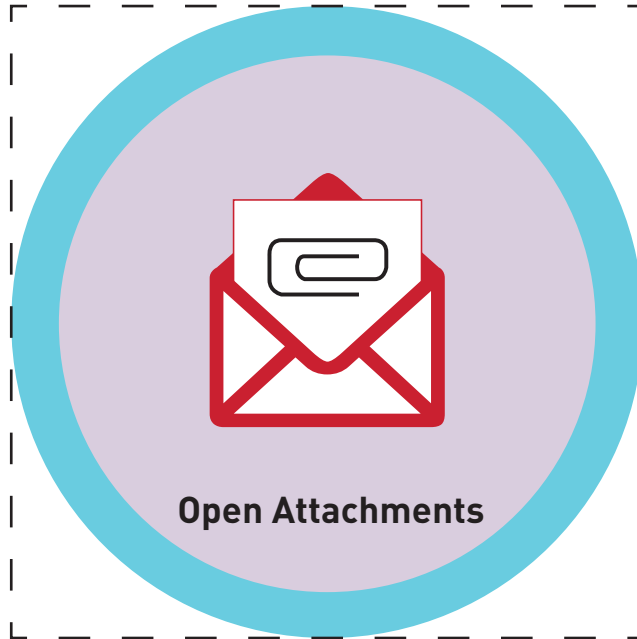


Receiving Email



WORD WALL PRINTOUT

12.5.5



You may receive an email with an attachment. You can view to see the attachment OR you can download. Only open an attachment from someone you know.



DIFFERENTIATION

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



T1 RECEIVING ATTACHMENTS EXIT TICKET
WHO IS SAFE? ACTIVITY
12.6.6.1

Read the following people. Circle the people who you SHOULD NOT open an attachment from.

Your mother

Strangers

Your Father

Your Sister

A Sweepstakes you didn't enter

A Sales ad from an unknown address

Your boss

A person claiming to be the FBI

Your best friend

A person who just followed you on Instagram



Open Attachments



Open Attachments

T2 RECEIVING ATTACHMENTS
EXIT TICKET VOCAB BLOCKS

12.6.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw
Receiving Attachments	



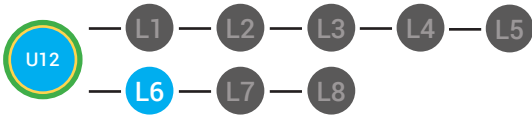
T3

RECEIVING ATTACHMENTS EXIT TICKET
TRACE 'N' LEARN CARDS

12.6.6.3

Receiving Attachments

You may receive an email with an attachment. You can view to see the attachment OR you can download. Only open an attachment from someone you know.



WORKPLACE CONNECTIONS

12.6.WC.1

Directions: Read the following scenarios. Which email attachments should you open? Circle the email attachments that are safe to open.



Payroll

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

Hello,

Can you please review the payroll document I have attached to make sure your hours are accurate.

Thanks!





Birthday Party

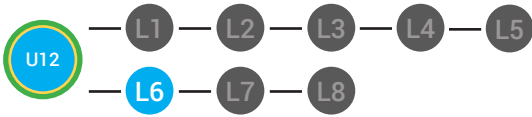
Jaylen@gmail.com 12:03 PM (4 hours ago) ☆
to me

Hey!

It was really great seeing you the other day! As I told you, I am inviting you to my birthday party! I've attached the invitation. I hope to see you there! Let me know if you can come!

Jaylen





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

WINNER!

Inbox x

Unknown@sales.com
to me

12:03 PM (4 hours ago) ☆

You just won a vacation to Hawaii! All you have to do is download the attachment and fill out the information. Congratulation!



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

Information Needed

Inbox x

Cars@carsales.com
to me

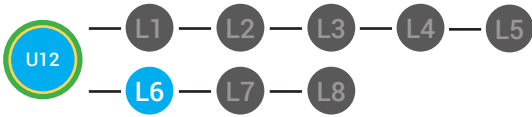
12:03 PM (4 hours ago) ☆

Hello,
We are writing to let you know you have been preapproved for a brand new car. Please read the attachment and fill in all of the information in order to get your new car.

Thanks,

Car Sales Team





WORKPLACE CONNECTIONS

12.6.WC.2

Directions: Read the following scenarios. Which email attachments should you open? Circle the email attachments that are safe to open.



Payroll

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Birthday Party

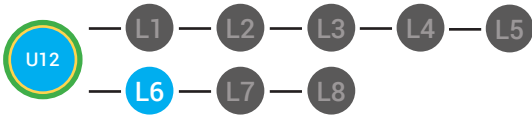
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Jaylen





Navigation bar with icons for back, forward, search, and delete, and a 'More' dropdown menu. On the right, it shows '1 of 6' with left and right arrow icons.

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Information Needed

Inbox x

Cars@carsales.com
to me

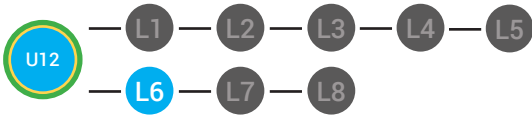
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WORKPLACE CONNECTIONS

12.6.WC.3

Directions: Read the following scenarios. Which email attachments should you open? Point to the email attachments that are safe to open.



Payroll

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

Hello,

Can you please review the payroll document I have attached to make sure your hours are accurate.

Thanks!



Birthday Party

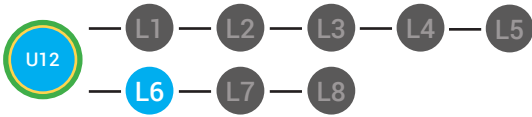
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Information Needed

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