

UNIT 12: RECEIVING AN EMAIL

LESSON 8: RECEIVING EMAIL MASTER BADGE

LESSON OVERVIEW

When you click on the email in your inbox, you will open the full email. you can always go back to your inbox by clicking the word inbox. When you are finished reading an email you can choose to reply to the email or forward the email to someone else. If you receive an email with an attachment, the attachment will be at the bottom of your email. You can click 'view' to see an attachment OR you can click download to save the attachment to your computer.

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

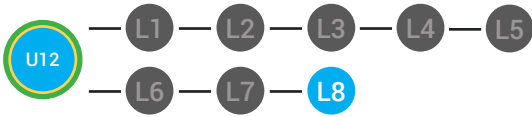
ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 12**
5. Select **Lesson 8 - Receiving Email Master Badge**

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

1. *"For a participation dollar, who can recall where you can locate new emails?"*

Answer: The inbox



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.

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.

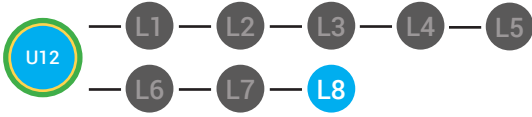


2. Distribute **12.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



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.



3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [12.DollarTracker]



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.

[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



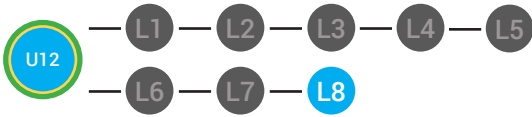
Verbal Response



Writes down badge



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



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 email.”*

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



Puts thumbs up



Uses **Thumbs Image Exchange Card** [12.IEC.THUMB]



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

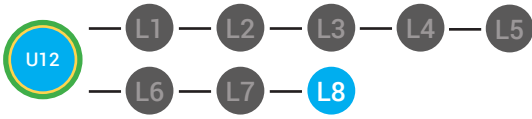
“Marcus + you answered correctly! You earned a dollar! Nice job!”

-\$ 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 what you can do once you have read an email?"*

Answer: Reply or forward it

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

Answer: Sending an email shared with you to another person.

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

Possible Answer: Responding to the sender of an email.

4. *"For a participation dollar, who can tell me what an email conversation is?"*

Answer: Responding back and forth to a person through email.




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 **12.8.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

Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question; Uses **Image Exchange cards** [12.8.IMAGE] to point to potential vocabulary word or icon representing "Reply, forward."

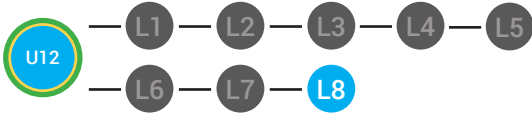
T2

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]

+ \$ PARTICIPATION	- \$ OFF-TOPIC
<p><i>"Nice job participating! You earned a participation dollar!"</i></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>



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 Email Master Badge for \$1?"*

Click Activity Button to Play Activity Video

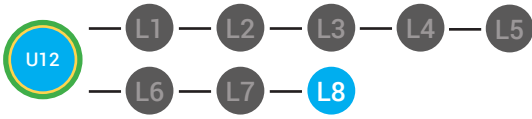
2. Student discusses with class to choose the correct answer.
 - a. If student chooses correct answer, have student or whole class dance.
 - b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



3. Distribute lesson badge cut out **12.8.5**. Students that unlocked the badge will place the **Receiving Email Master Badge** 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

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

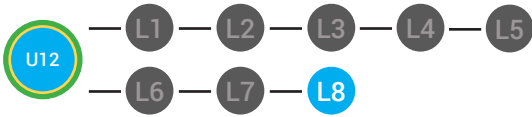
-\$ INTERRUPTIONS

"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 **12.8.6** Receiving Email Master Badge Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Receiving Email Master Badge Exit Ticket** [12.8.6.1], students identify different kinds of emails with different colors.

T2

Using Tier 2 **Receiving Email Master Badge Exit Ticket** [12.8.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [12.8.6.3].

T3

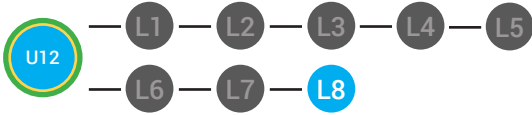
Using Tier 3 **Receiving Email Master Badge Exit Ticket** [12.8.6.3], students complete Trace and Learn.



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
<p><i>"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."</i></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>



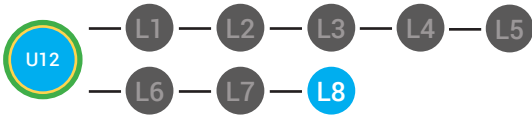
IMMEDIATE FEEDBACK/NEXT STEPS

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**.



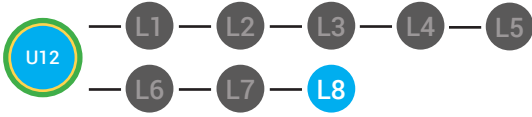
Behaviors

Name

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

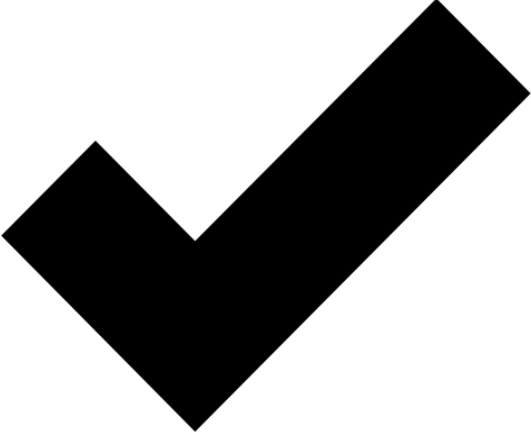
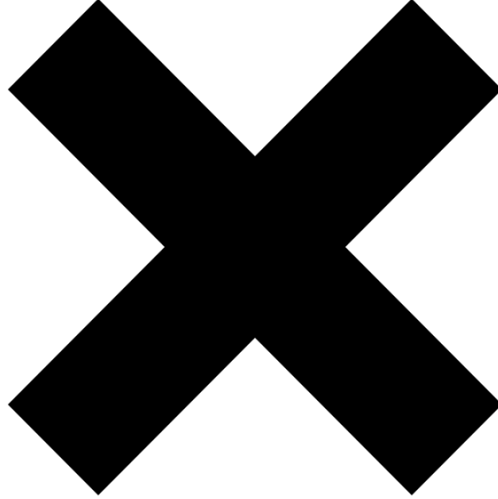
- Problematic -\$**
- Off Task
- Off-Topic/Inappropriate Comment
- Disrespect/Teasing
- Complaining/Whining
- Arguing
- Interrupting
- UMAPA

	<i>EX: Sam</i>					
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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U12

L1

L2

L3

L4

L5


L6

L7

L8

LVL 2 UNIT 12: MASTER BADGE RECEIVING EMAIL



 **THUMBS IMAGE EXCHANGE CARD**

12.IEC.THUMB

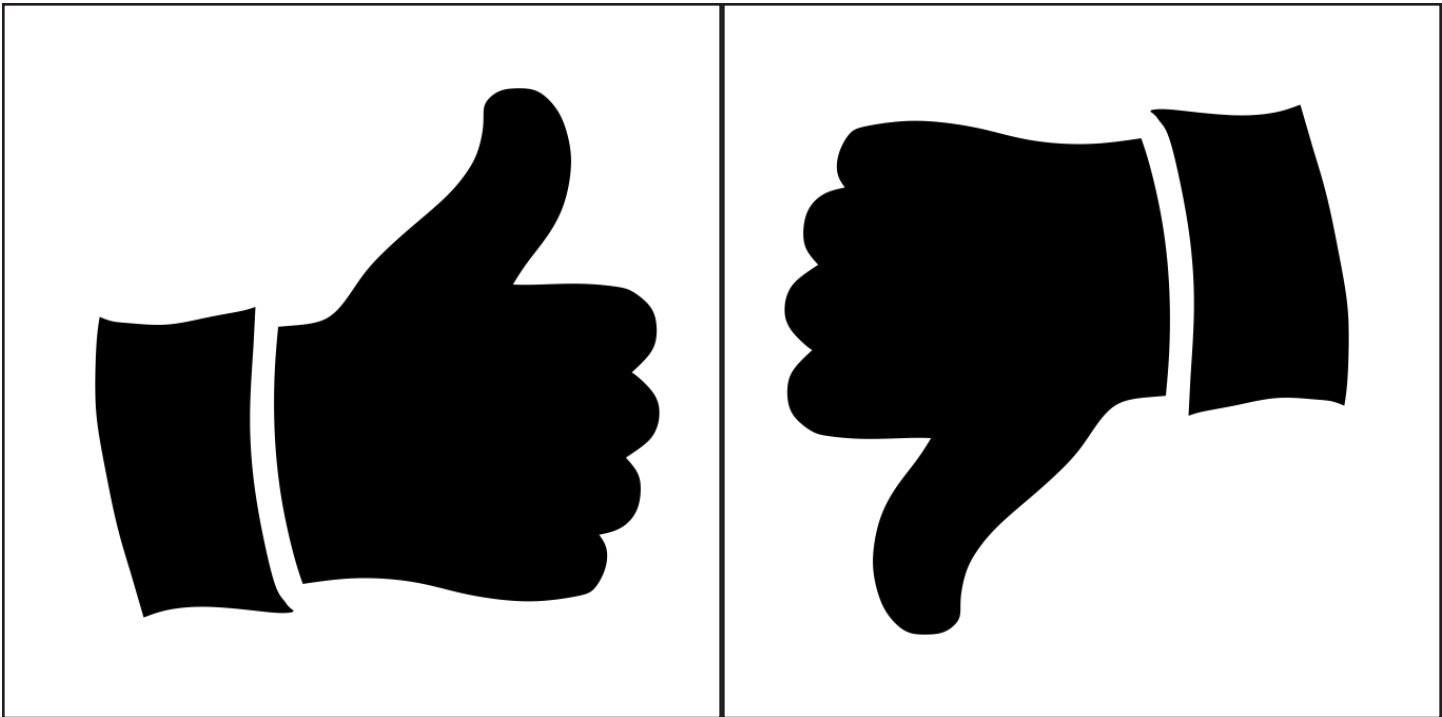
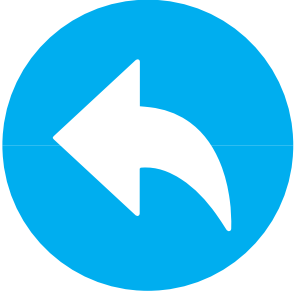
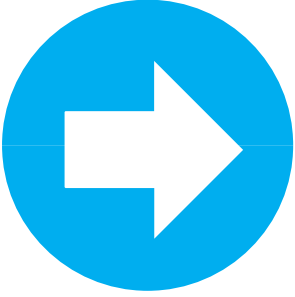




IMAGE EXCHANGE CARDS

12.8.IMAGE

Directions: Cut out cards for each student.

<p>Reply</p> 	<p>Forward</p> 
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Reading Email



Reply To Email



Forward An Email



Receiving Forwarded Email



Email Conversation



Open Attachments



Download Attachments



Receiving Email



WORD WALL PRINTOUT

12.8.5

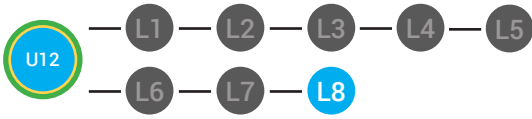


When you receive an email you can read, reply or forward it. If you receive an email with an attachment you can click 'view' to see an attachment OR you can click download to save the attachment to your computer.



DIFFERENTIATION

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



T1 RECEIVING EMAIL MASTER BADGE
EXIT TICKET COLORING ACTIVITY
12.8.6.1

Directions: View the inbox below. Color the Fw: emails **RED**, color the email conversations **BLUE**, and color the emails with attachments **GREEN**.

Folder	Check	Star	Attachment	Subject	Time
Compose	<input type="checkbox"/>	☆	📎	FW: Lisa Levin	The party supplies 10:29AM
Inbox (3)	<input type="checkbox"/>	☆	📎	Tanya Smith (5)	Your assignment 09:45AM
Starred	<input type="checkbox"/>	☆	📎	FW: Marcus Grey	Payroll 08:01AM
Sent Mail	<input type="checkbox"/>	☆	📎	Money Builder	Last chance for your check! Nov 27
Drafts	<input type="checkbox"/>	☆	📎	Target	Buy more. Save More, its that simple Nov 25
Asana	<input type="checkbox"/>	☆	📎	me, Leann (2)	Document Release Date Nov 24
Less	<input type="checkbox"/>	☆	📎	Money Builder	Your check is readyy! Nov 24
Important	<input type="checkbox"/>	☆	📎	Apple	Our new IOS Nov 23
Chats	<input type="checkbox"/>	☆	📎	Google Calender	Your event is coming up Nov 23
All Mail	<input type="checkbox"/>	☆	📎	Target	Buy more. Save More, its that simple Nov 22
Spam					
Trash					
Categories					



T2 RECEIVING EMAIL MASTER BADGE
EXIT TICKET VOCAB BLOCKS

12.8.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Receiving Email



T3

RECEIVING EMAIL MASTER BADGE
EXIT TICKET TRACE 'N' LEARN CARDS

12.8.6.3

Receiving Email

When you receive an email you can read, reply or forward it. If you receive an email with an attachment you can click 'view' to see an attachment OR you can click download to save the attachment to your computer.



WORKPLACE CONNECTIONS

12.8.WC.1

Directions: Write whether or not you should reply or forward the email.

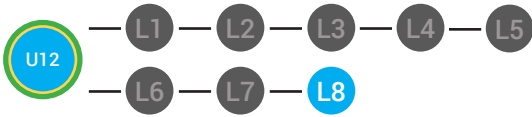
1. _____ Your boss sent you an email asking if you could work.

2. _____ You want to show your mom a brochure that a hotel sent you.

3. _____ The mall sent you a coupon that you want to share with your sister.

4. _____ You want to respond to an invitation that your friend sent you.

5. _____ You want to show your friend an email sent to you about a dance.

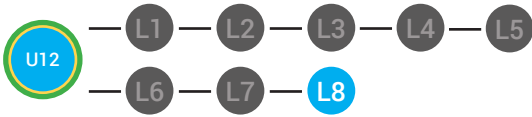


WORKPLACE CONNECTIONS

12.8.WC.2

Directions: Circle the emails that you should reply to and circle the emails you should forward.

1. Your boss sent you an email asking if you could work.
2. You want to show your mom a brochure that a hotel sent you.
3. The mall sent you a coupon that you want to share with your sister.
4. You want to respond to an invitation that your friend sent you.
5. You want to show your friend an email sent to you about a dance.



WORKPLACE CONNECTIONS

12.8.WC.3

Directions: Point to the emails that you should forward.

1. Your boss sent you an email asking if you could work.
2. You want to show your mom a brochure that a hotel sent you.
3. The mall sent you a coupon that you want to share with your sister.
4. You want to respond to an invitation that your friend sent you.
5. You want to show your friend an email sent to you about a dance.