





UNIT 13: SPAM LESSON 1: EMAIL SPAM

LESSON OVERVIEW

To stay safe with email. You need to know what spam is. Spam is email that you do NOT want. Spam can be email messages trying to sell you something OR email messages that are trying to steal your information. Do NOT respond to an email that you do not know. You can ignore or delete these messages. If you are not sure if an email is spam, you can ask an adult. Gmail will put most of the spam emails into your spam folder.

Time: ~30 minutes

OBJECTIVE

Student is able to evaluate and distinguish email spam.

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 13
- 5. Select **Lesson 1 Email Spam**

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.





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. le. Have

answers. EVERY student should

them point or write down their

be earning money.



LESSON PLAN

WARM UP



 "For a participation dollar, who can recall what is it called when you send an email you received to someone else?"

Answer. Forwarding an email



2. 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.

3. "For a participation dollar, who can recall what it is called when you respond to an email someone has written you?"

Answer. Reply



4. Distribute 13.IEC.Y/N to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

- On-topic verbal respond; shared response
- Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question
- Points to Yes or No Image Exchange Card [13.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.** [13.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."

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 **13.BADGE** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

- Verbal Response
- T2 Writes down badge
- Uses Badge Board [13.BADGE] for this Unit.







- 2. Bring attention to screen, "Let's watch this lesson. I know that Istudent's namel 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 spam ."
- 4. Ask students to give a thumbs up every time they hear and/or see the Spam in the video
- 5. Play video.
- 6. Distribute 13.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 [13.IEC.THUMB]
- Holds up or points to **Thumbs Image Exchange Card** [13.IEC.THUMB]

7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings** Tracker. [13.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 offtask 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. Ask, "For a participation dollar, who can tell me what spam is?"

Answer. An email you do not want.

2. "For a participation dollar, who can tell me what two things does spam do?"

Answer: Try to sell you something, try to steal your information.

3. "For a participation dollar, who can tell if you should reply to a spam email?"

Possible Answers: No

4. "For a participation dollar, who can tell me what two things you should do with a spam email?"

Answer. Delete it, ignore it.

5. "For a participation dollar, who can tell me where does Google try to put most of the spam email you receive?"

Answer: In the spam folder.



6. Distribute **13.1.IMAGE** Image Exchange Cards and **13.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

- 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** [13.1.IMAGE] to point to potential vocabulary word or icon representing "sell you something, steal information, delete it, ignore it."
- Points to **Yes or No Image Exchange Card** [13.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!"

"Yes, Nice job participating, [student]! You earned a participation dollar."







7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker.** [13.DollarTracker]

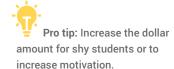
[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ PARTICIPATION

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

-S 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."





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 Spam Badge for \$1?"

Click Activity Button to Play Activity Video

- 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 **13.1.5**. Students that unlocked the badge will place the **Email Spam** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.



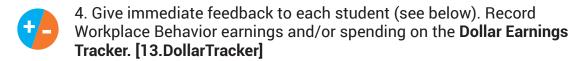




DIFFERENTIATION

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

- Student will use verbal prompting and hand signals to unlock the badge with the class.
- Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.



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

+S PARTICIPATION

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

-S 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 **13.1.6** Email Spam Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.







DIFFERENTIATION

Using Tier 1 **Email Spam Exit Ticket** [13.1.6.1], students circle the examples of spam emails.

- Using Tier 2 **Email Spam Exit Ticket** [13.1.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [13.1.6.3].
- Using Tier 3 Email Spam Exit Ticket [13.1.6.3], 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.** [13.DollarTracker]

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

+S PARTICIPATION

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

-S OFF TASK

"Marcus, you're off-task. Being offtask 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

- Login independently using password cards.
- Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.
- Teacher or Tier 1 assistance to help student login using their password card.







| Behaviors | Name | / | / | / | / | / | / | |
|--|---------|---|---|---|---|---|---|--|
| Successful +\$ | EX: Les | | | | | | | |
| Participation/ Contributing | M | | | | | | | |
| Sharing/Helping/ Collaborating | III | | | | | | | |
| Greeting a Guest | 1 | | | | | | | |
| Following Directions/ Staying on Task | III | | | | | | | |
| Encouraging/ Complementing | II | | | | | | | |
| Problematic -\$ | | | | | | | | |
| Off Task | 1 | | | | | | | |
| Off-Topic/ Inappropriate Comment | | | | | | | | |
| Disrespect/Teasing | II | | | | | | | |
| Complaining/Whining | | | | | | | | |
| Arguing | | | | | | | | |
| Interrupting | II | | | | | | | |
| UMAPA | | | | | | | | |

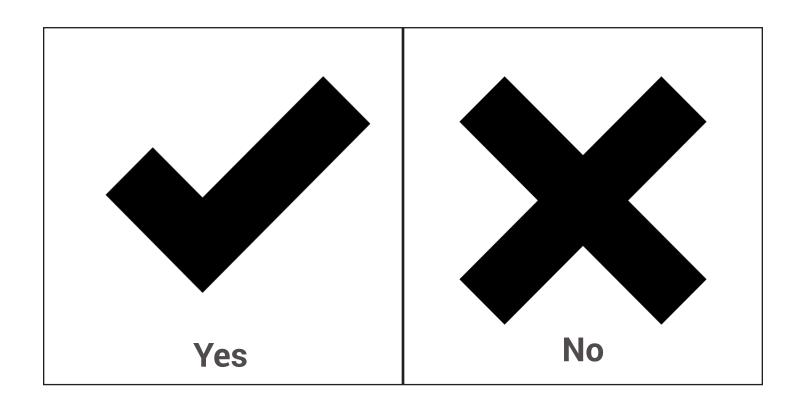










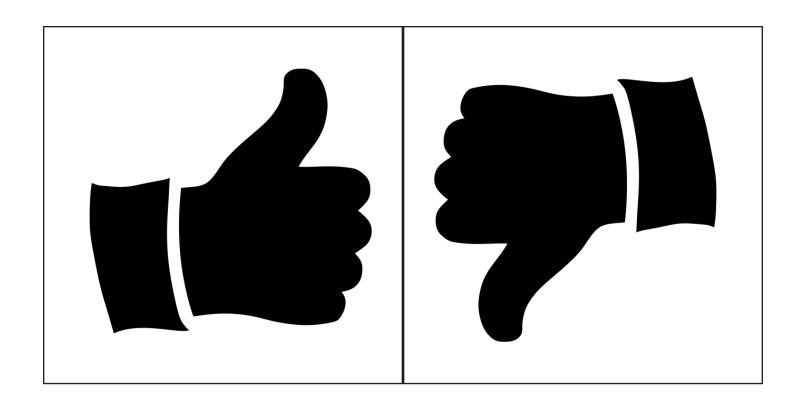












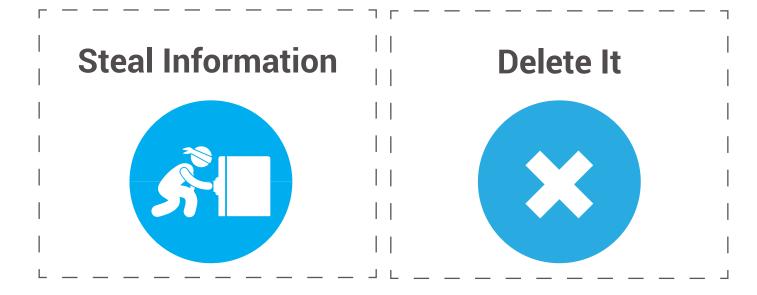








Directions: Cut out







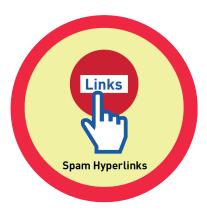


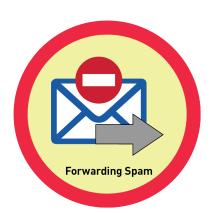












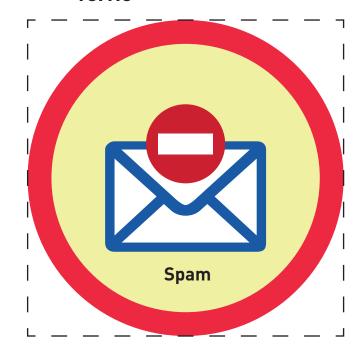






WORD WALL PRINTOUT

13.1.5



Spam is email that you do NOT want. Spam can be email messages trying to sell you something OR email messages that are trying to steal your information.



DIFFERENTIATION

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







Direction: Look at the following emails. Circle the ones that are SPAM



IT MUST BE YOUR BIRTHDAY! WE PULLED YOUR NAME OUT OF OUR DAILY CAR DRAWING!



CLICK HERE TO GET THE LOCATION FOR YOUR KEY PICK UP



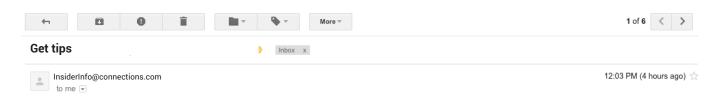






Dear Student,

I am writing to announce that students must complete 12 hours of volunteer work by the end of the year. If you have any questions please see the guidance department.



Dear Customer,

We are having problems processing your account. In order to keep working with us, it is important that you let us know your birthday, social security number and address as soon as possible. PLease Hurry!









| Name: | | |
|----------|------------|----------|
| Date: | | |
| Define | | Sentence |
| Examples | EMAIL SPAM | Draw |







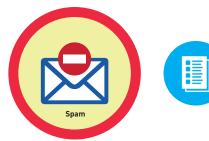


Email Spam

Spam is email that you do NOT want. Spam can be email messages trying to sell you something OR email messages that are trying to steal your information.



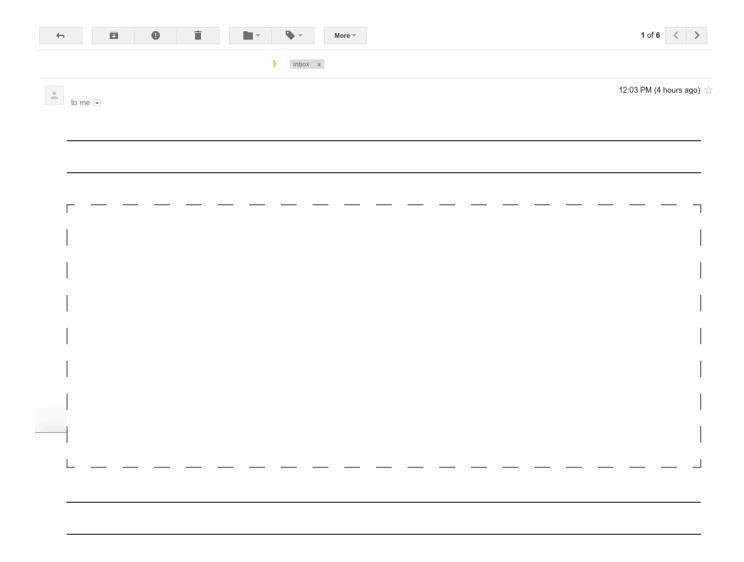






13.1.WC.1

Directions: You work at a store and you want to sell more of your product. Create a piece of email spam that tries to sell people stuff.





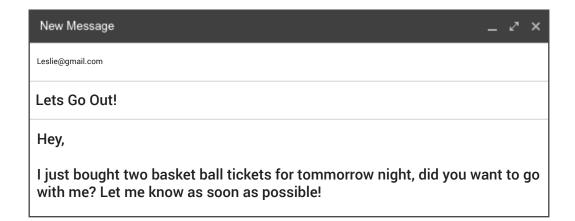


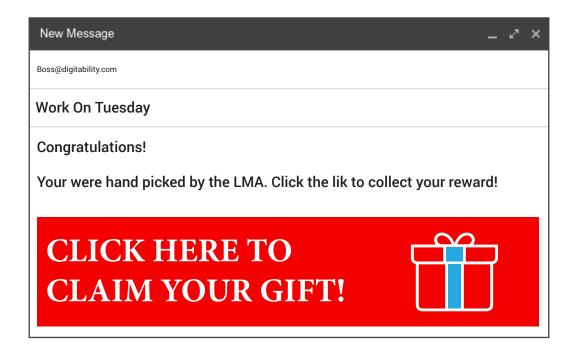




13.1.WC.2

Directions: Look at the following emails. Circle the email that looks the most like spam.













13.1.WC.3

Directions: Look at the following emails. Point to the email that is most likely spam.

