UNIT 13: SPAM
LESSON 4: SPAM HYPERLINKS

LESSON OVERVIEW

A spam email may have a hyperlink in it. If you receive an email from an address you do not know Do NOT click on the hyperlink. Remember the spam email could look like a real company, but it is easy to lie in an email. For example, an email that is trying to steal your account username and password may include a hyperlink to a fake website. The website might look just like the real website. You should only log into websites that you know are REAL. If you're not sure, Ask an adult for help.

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 4 - Spam Hyperlinks**

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.
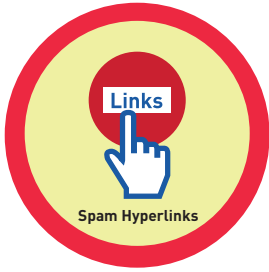
LESSON PLAN

WARM UP

+$ 1. *"For a participation dollar, who can recall what the rule is for opening an email attachment?"*

Answer: Only open an email attachment from someone you know

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 you should do to spam email?"*

Answer: delete it or ignore it

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

DIFFERENTIATION

T1 On-topic verbal respond; 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** [13.IEC.Y/N] for rephrased question.

💡 **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.

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	-$ 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."

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.

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

T1 Verbal Response

T2 Writes down badge

T3 Uses **Badge Board** [13.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 spam hyperlinks."*

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

T1 Puts thumbs up

T2 Uses **Thumbs Image Exchange Card** [13.IEC.THUMB]

T3 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	-$ 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 recall what a phishing email is?"*

Answer: No.

2. *"For a participation dollar, who can tell me why you cannot trust all hyperlinks?"*

Answer: Spam emails may lie, they can take you to a fake website.

3. *"For a participation dollar, who can tell me what you must check before logging into a website?"*

Possible Answers: If it is real.

4. *"For a participation dollar, who can tell me what you should do if you are not sure if a website is real?"*

Possible Answers: Ask an adult.

5. Distribute **13.4.IMAGE** Image Exchange Cards and **13.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.

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."

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** [13.4.IMAGE] to point to potential vocabulary word or icon representing "Ask an adult, fake website."

T3 Points to **Yes or No Image Exchange Card** [13.IEC.Y/N] for rephrased question.

6. 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	**-$** OFF TASK
"Nice job following directions and giving a thumbs up! You're earning a dollars! 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."*

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 Spam Hyperlinks 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 **13.4.5**. Students that unlocked the badge will place the **Spam Hyperlinks** 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. [13.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 **13.4.6** Spam Hyperlinks Exit Ticket to students. See 🎭 DIFFERENTIATION for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Spam Hyperlinks Exit Ticket** [13.4.6.1], students circle the examples of spam hyperlink emails.

T2 Using Tier 2 **Spam Hyperlinks Exit Ticket** [13.4.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [13.4.6.3].

T3 Using Tier 3 **Spam Hyperlinks Exit Ticket** [13.4.6.3], 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. [13.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.**

U13 — L1 — L2 — L3 — L4 — L5 — L6

LVL 2 UNIT 13: LESSON 4 SPAM HYPERLINKS

Dollar Tracker

13.Dollar tracker

Links

Spam Hyperlinks

Behaviors

Name

Behaviors	EX: Sam						
Successful +$							
Participation/ Contributing	ЖІ						
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								

Links

Spam Hyperlinks

YES OR NO IMAGE EXCHANGE CARD

13.IEC.Y/N

Yes	No

Links
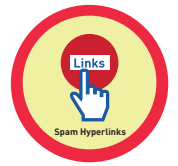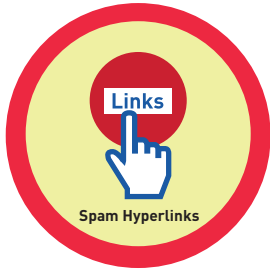**Spam Hyperlinks**

THUMBS IMAGE EXCHANGE CARD
13.IEC.THUMB

Links
Spam Hyperlinks
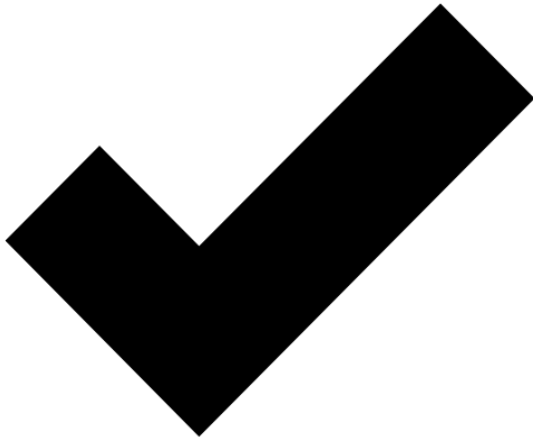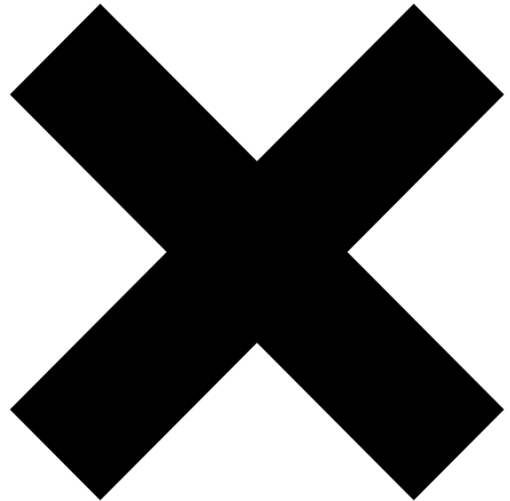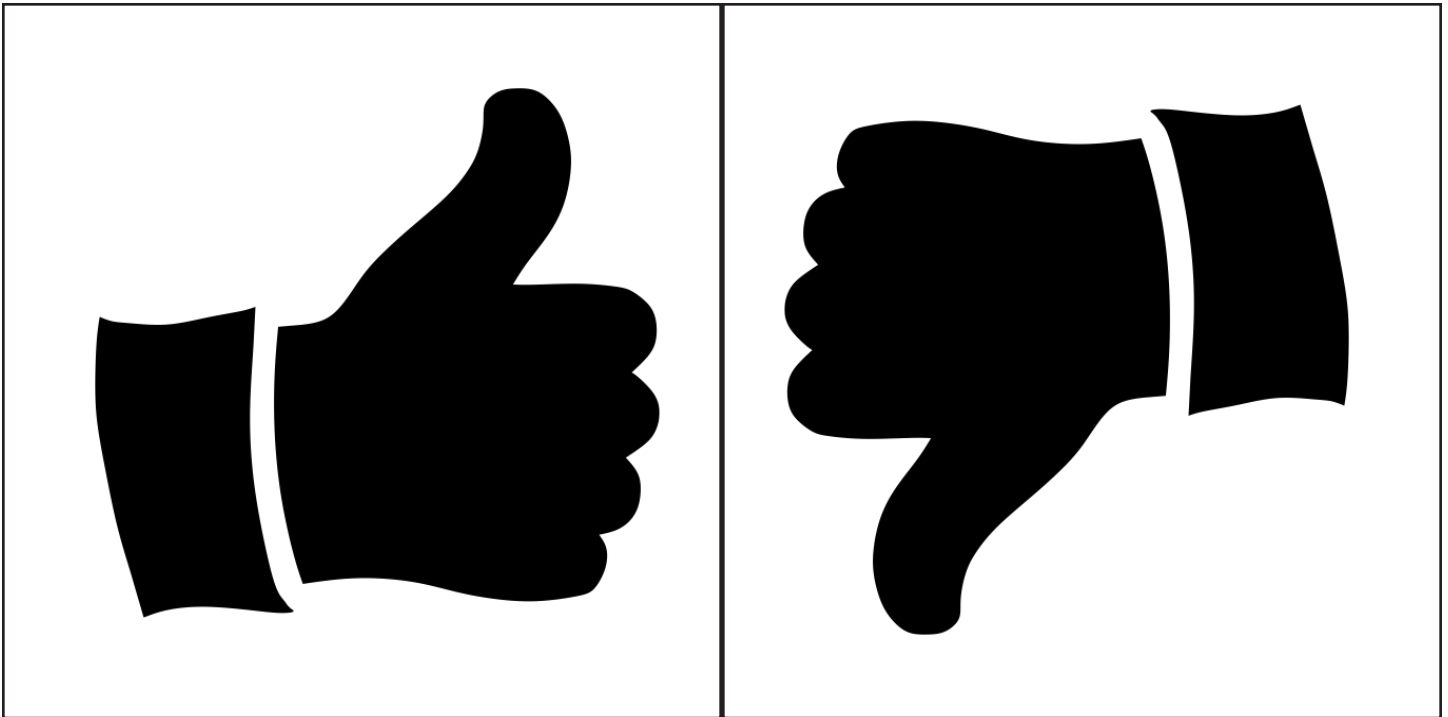
IMAGE EXCHANGE CARDS

13.4.IMAGE

Directions: Cut out

Fake Website

Ask An Adult

U13 — L1 — L2 — L3 — L4 — L5 — L6

LVL 2 UNIT 13: LESSON 4 SPAM HYPERLINKS

BADGE BOARD

13.BADGE

Links

Spam Hyperlinks

Spam

Phishing

Spam Attachments

Spam Hyperlinks

Forwarding Spam
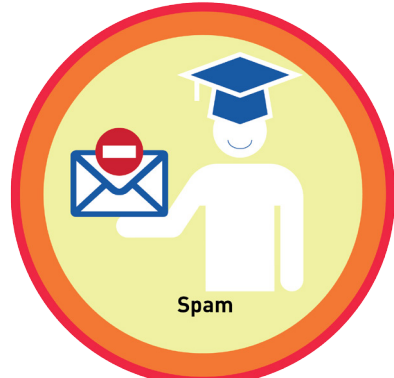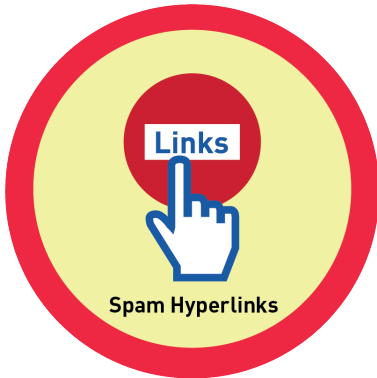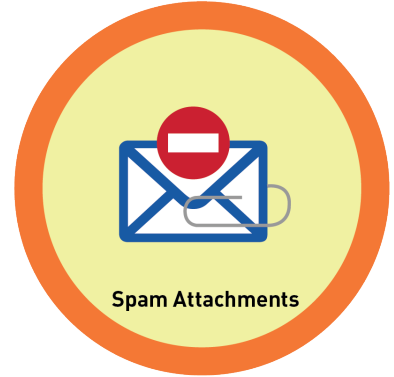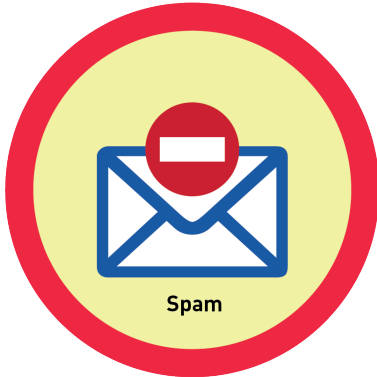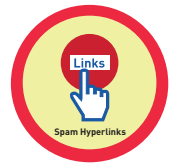
Spam

📓 WORD WALL PRINTOUT

13.4.5

Links

Spam Hyperlinks
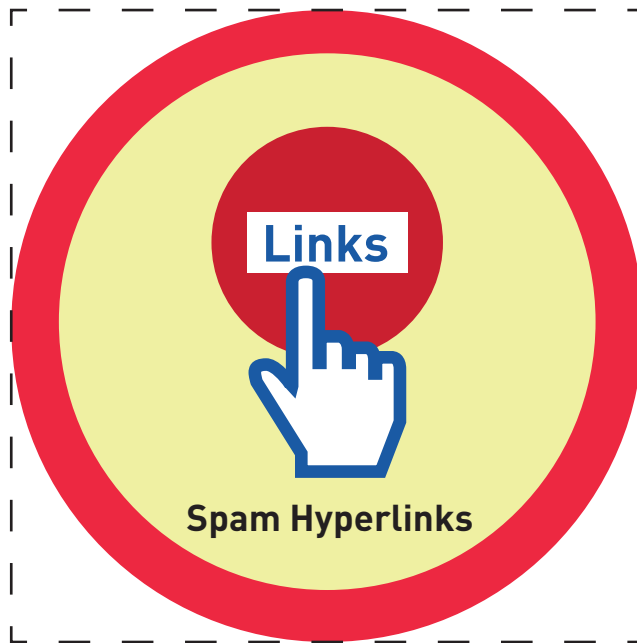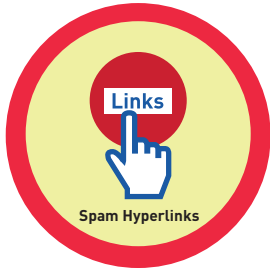
A spam email may have a hyperlink in it. If you receive an email from an address you do not know Do NOT click on the hyperlink.

DIFFERENTIATION

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

T1 SPAM HYPERLINKS EXIT TICKET
SPAM HYPERLINKS ACTIVITY
13.4.6.1

Directions: Look at the following emails. Circle the email Hyperlinks you should NOT open.

Web Quest   Inbox x

1 of 6 < >

Teacher@school.com
to me ▼

12:03 PM (4 hours ago) ☆

Hi Class!

 Here is a link to our class web quest so we can explore Native American cultures. We reviewed the steps in class today. Try your best!

https://docs.google.com/document/d/1K8NrsTQs3w

Account Breech   Inbox x

1 of 6 < >

Gogle@gmail.com
to me ▼

12:03 PM (4 hours ago) ☆

Dear user,

we have recently learned that some accounts have been breached. Please click on the hyper-link and update your information today!
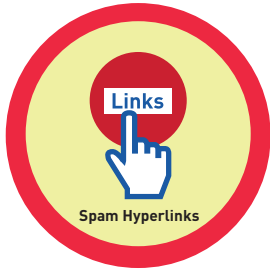
https://gogle.com/document/d/1K8NrsTQs3w

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1 of 6 ‹ ›

Our Video   ▸ Inbox   x

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

Hey,

Here is a link to the video we made at the skateboard park today on You Tube! See ya tomorrow!

https://facebook.com/VIDEO/d/1K8NrsTQs3w

T3 SPAM HYPERLINKS EXIT TICKET
VOCAB BLOCKS
13.4.6.2

Name: _____

Date: _____

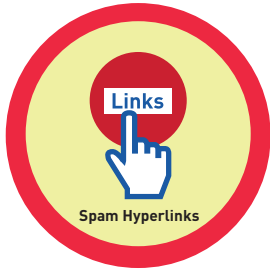| Define	Sentence
Spam Hyperlinks	
Examples	Draw
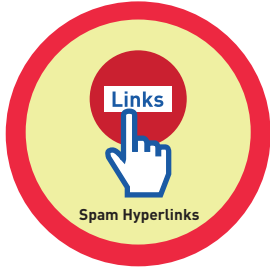
T3 **SPAM HYPERLINKS EXIT TICKET TRACE 'N' LEARN CARDS**
13.4.6.3

Spam Hyperlinks

A spam email may have a hyperlink in it. If you receive an email from an address you do not know Do NOT click on the hyperlink.

Links
Spam Hyperlinks

WORKPLACE CONNECTIONS

13.4.WC.1

Directions: Create a piece of spam email that includes a hyperlink.

| ← | 🗃 | ❗ | 🗑 | 📁 ▾ | 🏷 ▾ | More ▾ | | 1 of 6 | ‹ | › |

Inbox   x

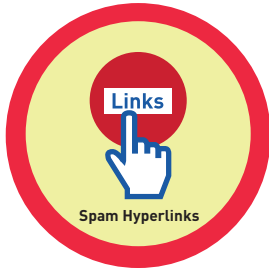to me ▾   12:03 PM (4 hours ago) ☆

Links
Spam Hyperlinks

WORKPLACE CONNECTIONS

13.4.WC.2

Directions: Look at the following spam email. Circle the hyperlink found in the Spam email.

←	🗀	❗	🗑	🗂 ▾	🏷 ▾	More ▾		1 of 6	‹	›

Be the Master of Your Financial Freedom ❯   Inbox   x

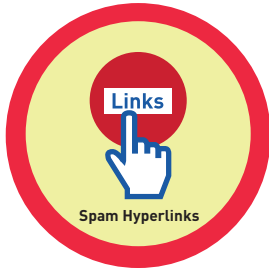Visaaa@gmail.com   12:03 PM (4 hours ago) ☆
to me ▾

Congratulations!

Your were pre-approved for a new Visa credit card. Click Here to fill out the application and you will get your new card in the Mail in 4-5 business days.

mastercard.

Links
Spam Hyperlinks

📋 **WORKPLACE CONNECTIONS**

13.4.WC.3

Directions: Look at the following spam email. Point to the hyperlink found in the Spam email.

↩	🗄	⚠	🗑	📁▾	🏷▾	More ▾		1 of 6	‹	›

Be the Master of Your Financial Freedom ▸   Inbox   x

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

Congratulations!

Your were pre-approved for a new Visa credit card. Click Here **to fill out the application and you will get your new card in the Mail in 4-5 business days.**

mastercard.