





# UNIT 13: SPAM LESSON 5: CHAIN EMAILS

## **LESSON OVERVIEW**

Chain mail is a type of spam that tells a story. A chain mail will asks you to send the email to other people. For example, it might say, "Send this email to 5 people who you think are special!" As a rule, Do NOT forward these emails. Even if you think that it is a nice email to share, it is not appropriate to share chain emails.

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 5 Chain Emails

## **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 you should do if you receive a spam email?"

**Answer.** Delete it or ignore it



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 tell me if you should reply to a spam email?"

Answer: No, never reply to a spam email



4. Distribute **13.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**

- 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." 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**

- 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 chain emails."
  - 4. Ask students to give a thumbs up every time they hear and/or see the Chain Emails 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]

# +S PARTICIPATION

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

## -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." 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 a chain email is?"

Answer. An email that tells a story.

2. "For a participation dollar, who can tell me what a chain email will tell you to do?"

**Answer:** It will tell you to send the email to other people.

3. "For a participation dollar, who can tell me if you should ever forward these emails?"

Possible Answers: No, never forward a chain email.

4. "For a participation dollar, who can tell me if you should share a chain email if the email is a nice and friendly one?"

**Possible Answers:** No, no matter the content, never forward a chain email.



5. Distribute **13.5.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**

- 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** [13.5.IMAGE] to point to potential vocabulary word or icon representing "Never forward."
- 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**

"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 Chain Emails Badge for \$1?"

**Click Activity Button to Play Activity Video** 

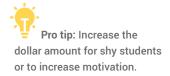




2. Student discusses with class to choose the correct answer.

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 **13.5.5**. 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.



#### 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.



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**

"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 **13.5.6** Chain Emails Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



## **DIFFERENTIATION**

Using Tier 1 Chain Emails Exit Ticket [13.5.6.1], students circle the examples of chain emails.

- Using Tier 2 **Chain Emails Exit Ticket** [13.5.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [13.5.6.3].
- Using Tier 3 **Chain Emails Exit Ticket** [13.5.6.3], 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.** [13.DollarTracker]

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

## +\$

## **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:	/						
Participation/ Contributing	M							
Sharing/Helping/ Collaborating	Ш							
Greeting a Guest	1							
Following Directions/ Staying on Task	Ш							
Encouraging/ Complementing	II							
Problematic -\$								
Off Task	1							
Off-Topic/ Inappropriate Comment								
Disrespect/Teasing	II							
Complaining/Whining								
Arguing								
Interrupting	II							
UMAPA								

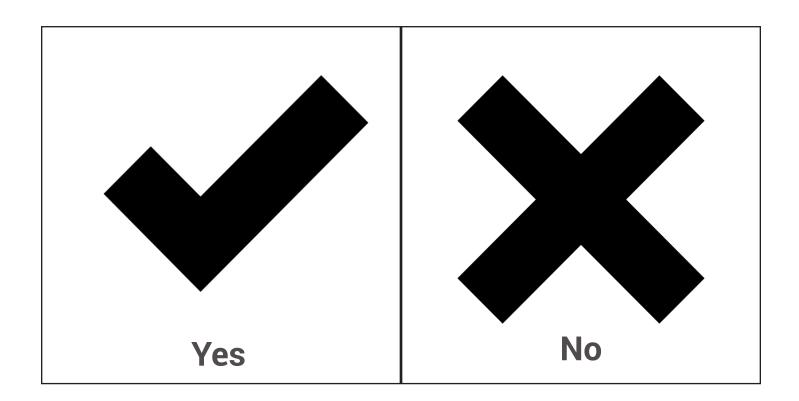












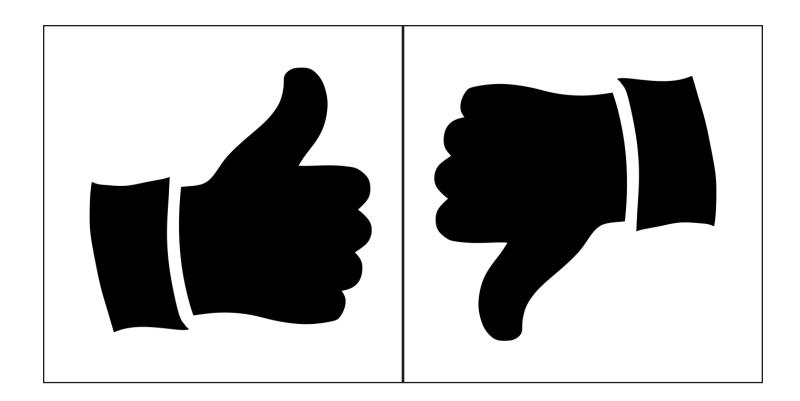


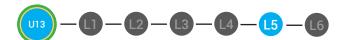


















**Directions:** Cut out





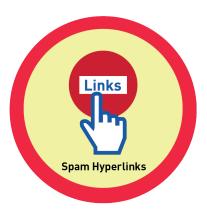














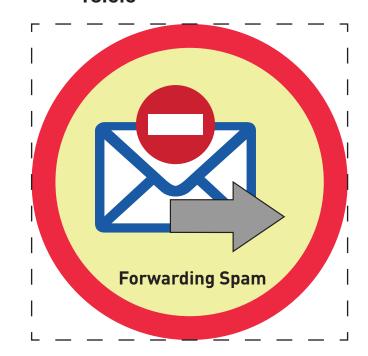






# WORD WALL PRINTOUT

13.5.5



The Body Field is the largest box in the email window where you will type the email message.



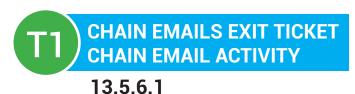
## **DIFFERENTIATION**

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

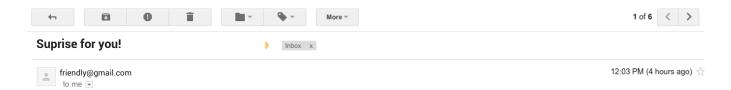








Directions: Look at the following emails. Circle the emails you think are chain emails.

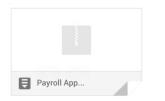


Hey there, Hurry up and stock up on these two for the price of one shoes! All you have to do is share this email with 3 people to get your BOGO promo code!





Hey there, I needed you to clarify some information for our payroll department. Fill out the file I attached and email it back as soon as possible.









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



SHARE THIS EMAIL TO GET YOUR CONFIRMATION CODE!









	Sentence
Chain Emails	Draw
	Chain Emails









# Chain Emails

The Body Field is the largest box in the email window where you will type the email message.









**Directions:** Create a chain email that asks the reader to forward the email to other people.

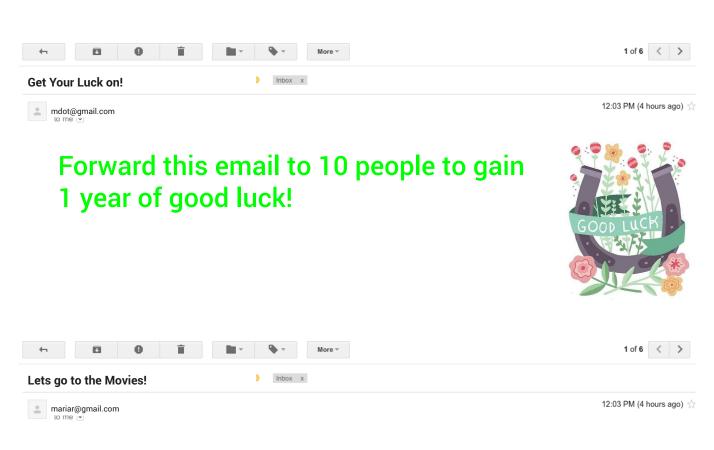








**Directions:** Circle the chain email.



#### Hey!

I have two ticket to the new Marvel movie that came out last night. Do you want to go?

#### Let me know,

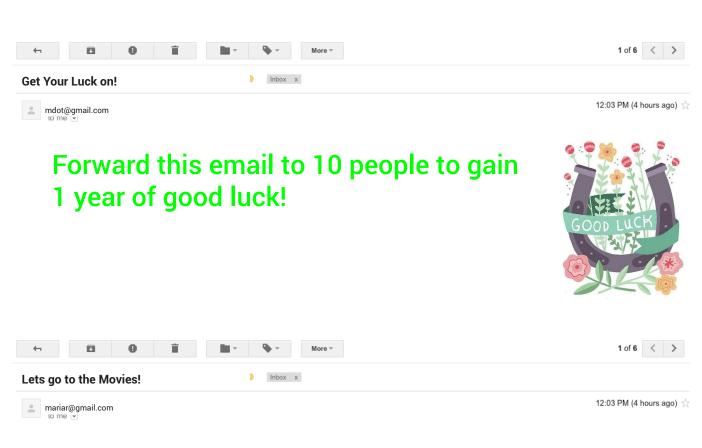
- Maria







**Directions:** Point to the chain email.



#### Hey!

I have two ticket to the new Marvel movie that came out last night. Do you want to go?

#### Let me know,

- Maria