





## UNIT 9: USING EMAIL LESSON 1: USING EMAIL

#### **LESSON OVERVIEW**

Having an email account is very important. You will need to use your email account for many things. You will need to check your email account every day. You can access your email from any computer or mobile device.

Time: ~30 minutes

#### **OBJECTIVE**

Student is able to demonstrate comprehension of the essential concepts in using email.

#### **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 9
- 5. Select Lesson 1 Using Email

#### **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. Write the definition of the email on the board leaving a blank space for the words **send** and **receive**.

- a. Email: An application that lets you \_\_\_\_\_ and information.
- 2. Ask students, "For a participation dollar, who can come up and fill in the blanks?"
- 3. Distribute **9.1.1** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.
- **B**

- On-topic verbal response shared response
- Writes response on board with assistance from a **Tier 1** partner
- Uses Image Exchange cards [9.1.1.3] to point to potential vocabulary word or icon representing "sending" and "receiving."







4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker.** [9.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."

#### -\$ INTERRUPTION

Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1.

## ACCESSING PRIOR KNOWLEDGE



1. "For a participation dollar, list 4 ways that email could be used for work."

**Possible Answers:** schedule, to complete a task, to schedule a job interview

+5

2. Ask, "For a participation dollar, who will share one way email can be used for work?"

Take answers from at least 4 students. Award at least four participation dollars.



3. Distribute **9.1.2** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



- Writes five ways in their notebook
- Chooses from a **List of Options** [9.1.2.2]
- Uses **Image Exchange cards** [9.1.2.3] to point or circle images representing ways to use email for work.







4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [9.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."

#### -\$ INTERRUPTION

Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1. Pro tip: Stick to the script! Help your students develop self-regulations strategies. Do not give lengthy explanations to behavior. Using clear language formulas helps students identify the workplace behavioral norm AND the optimal replacement behavior.

#### **GUIDED WATCHING**

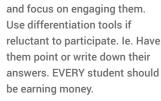


Call out earnings to the class, "[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



1. Ask, "For a participation dollar, who can tell me the name of our next badge?"

Answer: Using Email



Pro tip Build confidence in

your students: Identify students who have not earned money



2. Distribute **9.BADGE** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.





- T2 Writes down badge name or walks up to point to badge.
- Uses Badge Board [9.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 using email."
- 4. Ask students to give a thumbs up every time they hear and/or see the words Using Email in the video
- 0
- 5. Play video.



6. Distribute **9.IEC.THUMB** to students. See **CONTINUATION** for this activity to identify supplements needed for your students.



#### **DIFFERENTIATION**

- Puts thumbs up
- Uses Thumbs Image Exchange Card [9.IEC.THUMB]
- Uses Thumbs Image Exchange Card [9.IEC.THUMB]



7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [9.DollarTracker]** 

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

## +\$ FOLLOWING DIRECTIONS

"Nice job following directions and giving a thumbs up! You're earning dollars! 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. Ask, "For a participation dollar, who can tell me what personal information you need to create an email account?"

Possible Answers: Name, Birthday and Gender.

2. Ask, "For a participation dollar, how can you access your email account?"

**Possible Answers:** From a computer, from a mobile device, my cell phone, my ipad, etc.



3. Distribute **9.IEC.IMAGE** Image Exchange Cards 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."



- On-topic verbal response shared response
- T2 Writing it down
- Uses **Image Exchange cards** [9.1.IMAGE] to represent name, birthday and gender..







4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [9.DollarTracker]** 

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

#### +\$ PARTICIPATION

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

#### -\$ 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**



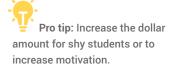
1. Ask the class, "Who would like to unlock the Using Email Badge for \$1?"

#### **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 **9.1.6**. Students that unlocked the badge will place the **Using Email** 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. [9.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 **9.1.7** Using Email Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.







#### **DIFFERENTIATION**

Using Tier 1 **Using Email Exit Ticket** [9.1.5.1], students will answer multiple choice questions about using email.

- Using Tier 2 **Using Email Exit Ticket** [9.1.5.2], students complete Vocab block about using email, or Trace 'n' Learn card [9.1.5.3].
- Using Tier 3 **Using Email Exit Ticket** [9.1.5.3], 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. [9.DollarTracker]** 

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

#### +5

#### **PARTICIPATION**

"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?



- 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.







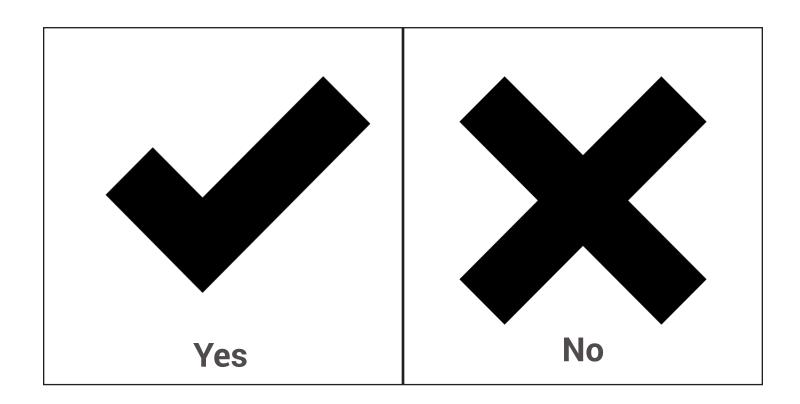
Behaviors	Name	/	/	/	/	/	/	
Successful +\$	EX: K	/						//
Participation/ Contributing	Ж							
Sharing/Helping/ Collaborating	Ш							
Greeting a Guest	I							
Following Directions/ Staying on Task	Ш							
Encouraging/ Complementing	П							
Problematic -\$								
Off Task	1							
Off-Topic/ Inappropriate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









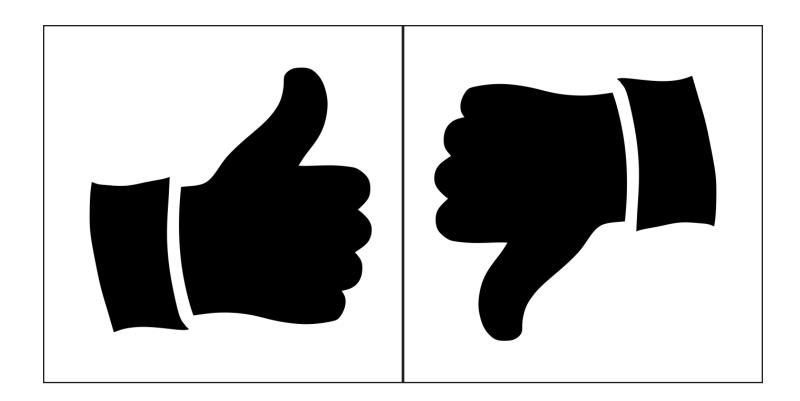












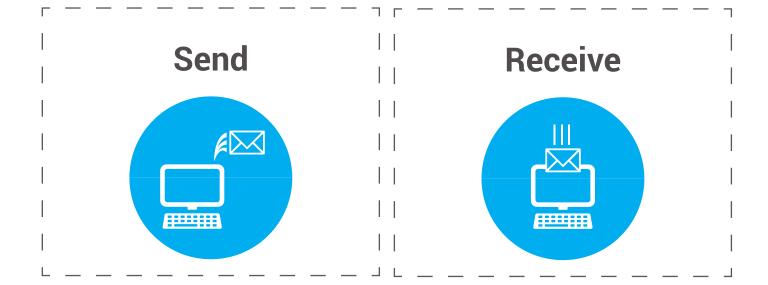


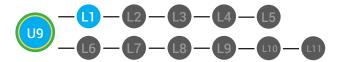




# T3 IMAGE EXCHANGE CARDS 9.1.1.3

**Directions:** Cut out cards for each student.











**Directions:** Choose 4 ways that email could be used for work.

- 1. Public Information
- 2. Send/receive Videos
- 3. Mobile Device
- 4. Private Information
- 5. Send/receive Photos
- 6. Send/receive documents
- 7. Birthday
- 8. Comments



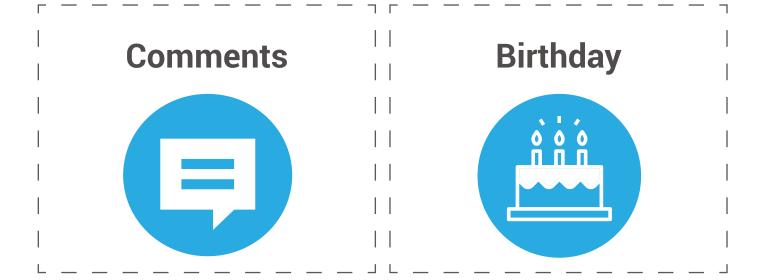


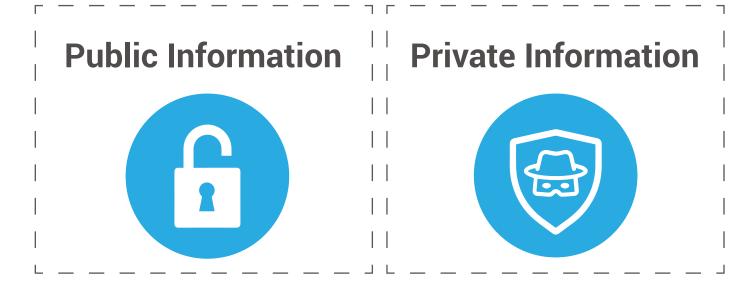


## T3) IMAGE EXCHANGE CARDS

9.1.2.3

**Directions:** Cut out cards for each student.







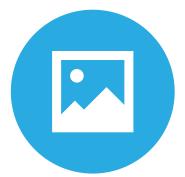




## **Upload**



## **Photos**



### Video







































**Directions:** Cut out cards for each student.

Name \_\_\_\_\_\_ Birthday







## **WORD WALL PRINTOUT**

9.1.6



An email is an application that lets you send and receive information.



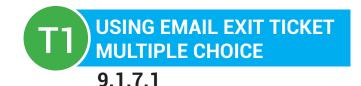
#### **DIFFERENTIATION**

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









#### 1. What is an email?

- a. An application that lets you send information.
- b. An application that lets you receive information.
- c. An application that lets you send and receive information.
- d. None of the above

#### 2. What information might you need to create an account?

- a. Name
- b. Birthday
- c. Gender
- d. All of the above.

#### 3. How often should you check your email?

- a. Never
- b. Everyday
- c. Once a week
- d. Once a month

#### 4. Where can you access your email?

- a. From any computer
- b. From a mobile device with internet access
- c. Email
- d. All of the above









Name:		
Date:		
Define		Sentence
Examples	USING EMAIL	Draw









# Using Email

An application that lets you send and receive information.









### **CREATING AN EMAIL ACCOUNT**

9.1

**Directions:** Students will practice creating an email account using fill in the blank.

First name	
Last name	
Birthdate	
User name	
Password	
Phone number	
Current email address	
Location	







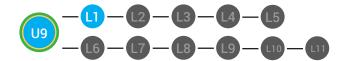


## **WORKPLACE CONNECTIONS**

9.1.WC.1

**Directions:** You just got offered a promotion and want it! Write an email to you boss accepting the new position!

New Message	
То	Cc Bcc
Subject	
Sans Serif v   T v   B I U A v   臣 v }三 注 這 這 這 項 列   五x	
Sond A 0 A \$ Co 😟	<b>i</b> -









### **WORKPLACE CONNECTIONS**

9.1.WC.2

Directions: Pretend you are in the workplace. Circle the scenario when you should use an email to communicate.

- 1. Your boss emailed you asking you 5. You want to share a photo with to tell him when you are available.
- your colleague.
- 2. You're helping a customer at the register.
- 6. You want to find the correct storage cabinet.
- 3. You need to make exact change for a customer's order.
- 4. You need to ask your boss for details about a project.









**Directions:** Pretend you are in the workplace. Point to the scenario when you should use an email to communicate.

Your boss emailed you asking you to tell him when you are available.

You're helping a customer at the register.

You need to make exact change for a customer's order.

You need to ask your boss for details about a project.

You want to share a photo with your colleague.

You want to find the correct storage cabinet.









<b>Directions:</b> Write in or circle the best answer to complete the sentence.
An email is application that lets you
(send, hand deliver)
and receive messages to others. In order to create an email account
you must
(personal, public)
information such as your name, birthday and location. You must also
create an email
(phone number, address)
An email account can help you use
(applications, files)
like Facebook, Youtube and Twitter. You should check your email
(once a year, everyday)
You can access you email from any computer or
(electronic, mobile)

device with internet access.