



## UNIT 9: USING EMAIL

### LESSON 11: USING EMAIL MASTER BADGE

#### LESSON OVERVIEW

To send and receive emails, you will need to create an email account. When another person sends you an email, the email will arrive at YOUR personal email account. If someone wants to send you an email, they will need your email address. When you give your email to someone you are giving your personal information. You need to be very careful who you share your email address with. Do not post your email address on public websites. Do not share your email with people you do not know.

**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 **Master badge - 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



#### ACCESSING PRIOR KNOWLEDGE


1. Write on the board *"We use email to \_\_\_\_\_ information with others."*

**Possible Answers:** Share.



2. Ask, *"For a participation dollar, who can come up to the board to write the correct answer"*



3. Distribute **9.11.IMAGE** Image Exchange Cards to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



#### DIFFERENTIATION



Writes response on board



Writes response on board with assistance from a **Tier 1 partner**



Uses **Image Exchange cards** [9.11.IMAGE] to point to potential vocabulary word or icon representing "share information"



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!"*

## -\$ INTERRUPTION

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

**Answer:** Using Email Master Badge



**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.



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



## DIFFERENTIATION



Correct Verbal Response.



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

5. Play video.

6. Distribute **9.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** [9.IEC.THUMB]

T3

Holds up or points **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]

### +\$ PARTICIPATION

*"Nice job following directions and giving a thumbs up! You're earning dollars! 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. Ask, *"For a participation dollar, who can recall what the two rules of using an email are?"*

Structure prompting to get students to come up with a definition using language from the video.

**Answer:** Use respectful language, Must be on an appropriate topic.

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

2. Ask, *"For a participation dollar, are email addresses public or private?"*

Structure prompting to get students to come up with a definition using language from the video.

**Possible Answers:** Your email address and the email address of your friends is private information.

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

3. Ask, *"For a participation dollar, what can you attach to email?"*

Structure prompting to get students to come up with a definition using language from the video.

**Possible Answers:** A digital file, document, picture, image, music, video.

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




**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."



3. Distribute **9.11.IMAGE** Image Exchange Cards to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

T1

Verbal response

T2

Writing it down

T3

Uses **Image Exchange cards** [9.10.IMAGE] to point to potential vocabulary word or icon representing “respectful, on topic, email address, digital file, documents, pictures, videos, music.”



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 following directions and giving a thumbs up! You’re earning dollars! 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.”*



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 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.



Pro tip: Increase the dollar amount for shy students or to increase motivation.



3. Distribute lesson badge cut out 9.11.5. Students that unlocked the badge will place the **Using Email Master Badge** print out on the classroom’s **word wall**. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## 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**. [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 **9.11.6 Using Email Master Badge Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

T1

Using Tier 1 **Using Email Master Badge Exit Ticket** [9.11.6.1], students will answer multiple choice questions about email accounts.

T2

Using Tier 2 **Using Email Master Badge Exit Ticket** [9.11.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [9.11.6.3].

T3

Using Tier 3 **Using Email Master Badge Exit Ticket** [9.11.6.3], 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**. [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."*

## 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

EX: Sam

### 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

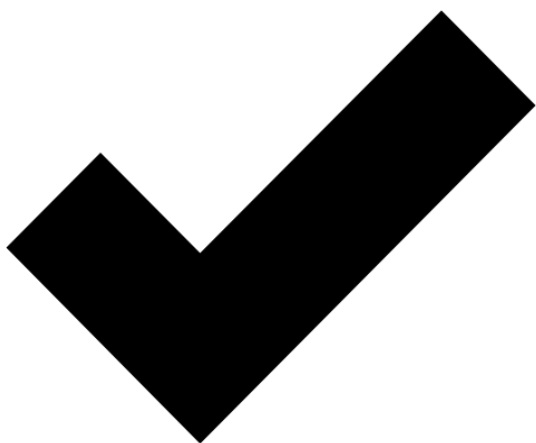
Interrupting

||

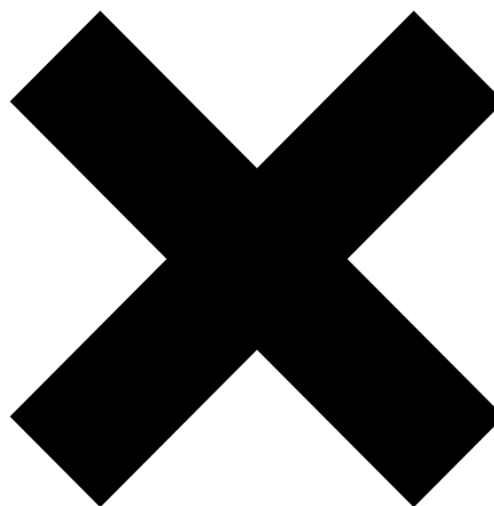
UMAPA



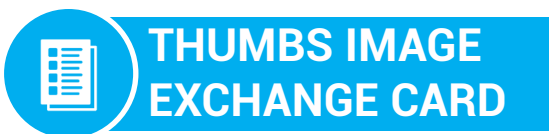
9.IEC.Y/N



Yes

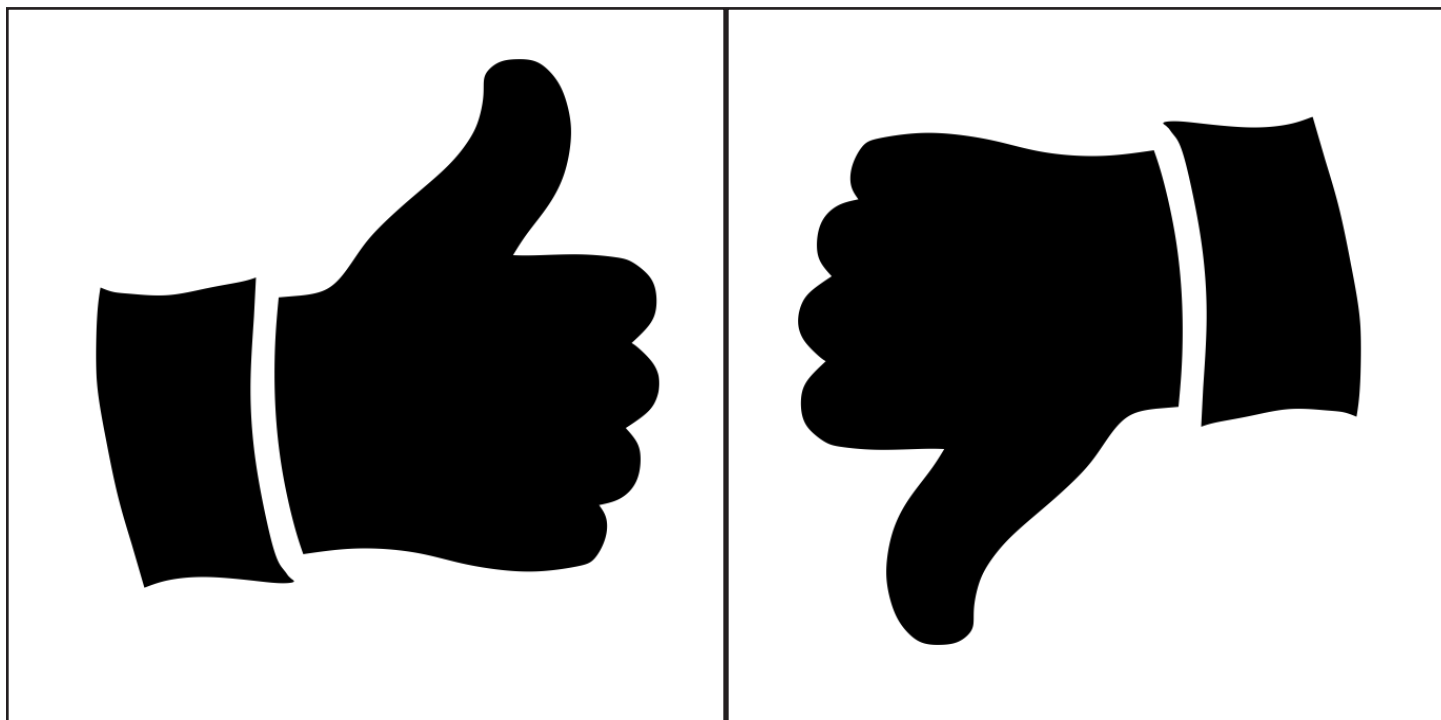


No



**THUMBS IMAGE  
EXCHANGE CARD**

**9.IEC.THUMB**





## IMAGE EXCHANGE CARDS

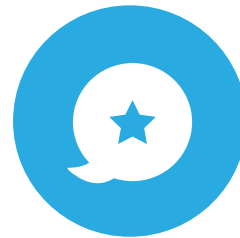
### 9.11.IMAGE

**Directions:** Cut out

**Share Information**



**On Topic**



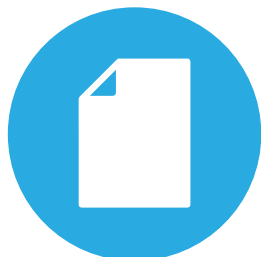
**Email Address**



**Respectful**



**Digital File**



**Documents**





L1

L2

L3

L4

L5

L6

L7

L8

L9

L10

L11



## Videos

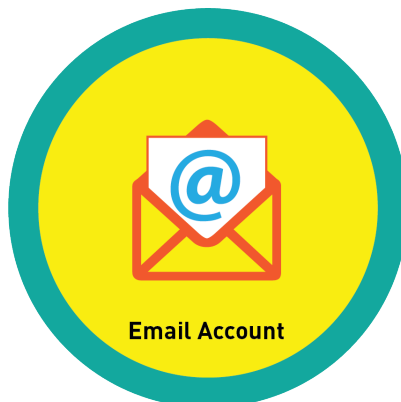


## Images



## Music







# WORD WALL PRINTOUT

9.11.5



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.





T1

## USING EMAIL MASTER BADGE EXIT TICKET MULTIPLE CHOICE

9.11.6.1

### 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. Email
- 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

## T2 USING EMAIL MASTER BADGE EXIT TICKET VOCAB BLOCKS

### 9.11.6.2

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

A 2x2 matrix diagram with 'Using Email' in the center. The quadrants are labeled as follows:

Define	Sentence
Examples	Draw



T3

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

9.11.6.3

Using Email

An application  
that lets you  
send and receive  
information.



## READING MAZE

9.11

**Directions:** 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 \_\_\_\_\_ device with

internet access

(electronic, mobile)