





UNIT 9: USING EMAIL LESSON 2: EMAIL ACCOUNT

LESSON OVERVIEW

To send and receive emails, you will need to create an email account. You can create a free email account with websites like Google. Your email account is private. It belongs only to you.

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 2 Email Account

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.











1. Write the definition of the email on the board leaving a blank space for the words **computer** and **mobile device**.

a. You can access your email from any _____ or ____ with Internet access.

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



3. Distribute **9.2.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** [9.2.IMAGE] to hold up or point to potential vocabulary word or icon representing "computer" and "mobile device."







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

\$ INTERRUPTION

"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."



ACCESSING PRIOR KNOWLEDGE



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

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



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





DIFFERENTIATION



Writes five ways in their notebook



Chooses from a list of options



Uses Image Exchange cards [9.2.IMAGE] 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]



"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." 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..."

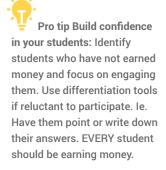


1. Ask, "For a participation dollar, who can tell me the name of our next badge?"

Answer: Email Account



2. Distribute **9.BADGE** to students. See **2** 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 email account."

4. Ask students to give a thumbs up every time they hear and/or see the words Email Account in the video



5. Play video.



6. Distribute **9.IEC.THUMB** to students. See **C DIFFERENTIATION** 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!"

-\$ 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 information you need to create an email account?"

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

Possible Answers: You tube, Twitter, Tumblr, Blogger, Facebook, Google Hangouts

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

2. Ask, "For a participation dollar, who can tell me where can you create a free email account?"

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

Possible Answers: google mail, yahoo

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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."



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



3. Ask, "For a participation dollar, who can tell me Is an email address private?"

Answer: Yes

"Yes,an email address is private, it belongs only to you! Nice job participating, [student]! You earned a participation dollar."

4. Ask, "For a participation dollar, who can tell me what do you need to create an email address?"

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

Possible Answers: Username, password, name, birthdate, location

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



5. Distribute **9.2.IMAGE** Image Exchange Cards to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION



verbal response



Writing it down



Student uses **Image Exchange cards** [9.2.IMAGE]. to represent name, birthday and email address.







6. 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!"

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

INTERRUPTION



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 Account 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 **9.2.7**. Students that unlocked the badge will place the **Email Account** 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

\$ 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 **9.2.8** Email Account Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.





DIFFERENTIATION



Using Tier 1 **Email Account Exit Ticket** [9.2.8.1], students will answer multiple choice questions about email accounts.



Using Tier 2 **Email Account Exit Ticket** [9.2.8.2], students complete Vocab block about using email, or Trace 'n' Learn card [9.2.8.3].



Using Tier 3 **Email Account Exit Ticket** [9.2.8.3], 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 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.**



9.Dollar Tracker

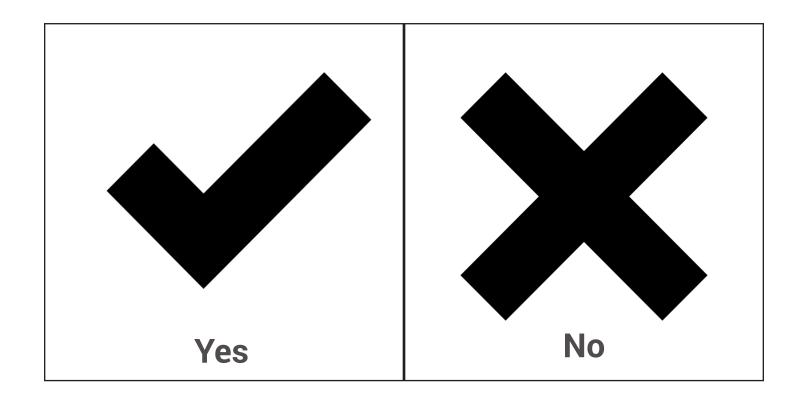


Behaviors Name Sann Successful +S Participation/ Ж Contributing Sharing/Helping/ Ш Collaborating **Greeting a Guest** I Following Directions/ Ш Staying on Task Encouraging/ Complementing Problematic -\$ Off Task Off-Topic/ Inappropriate Comment Disrespect/Teasing Complaining/Whining Arguing Interrupting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





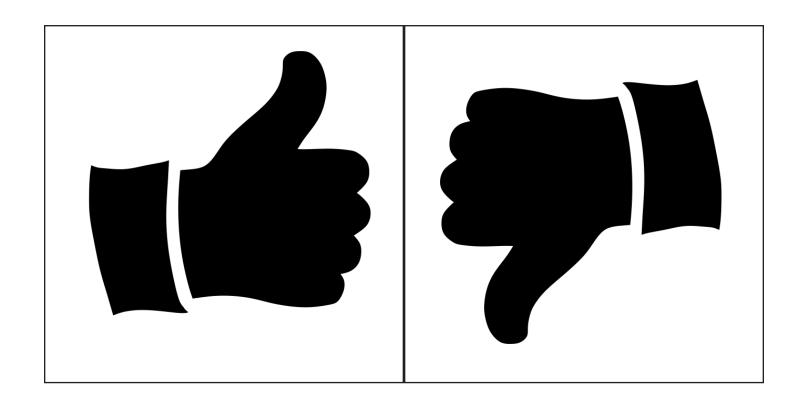










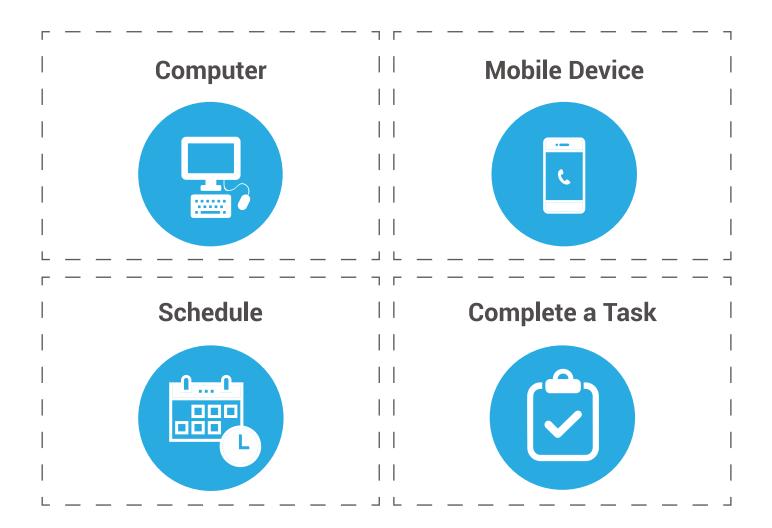






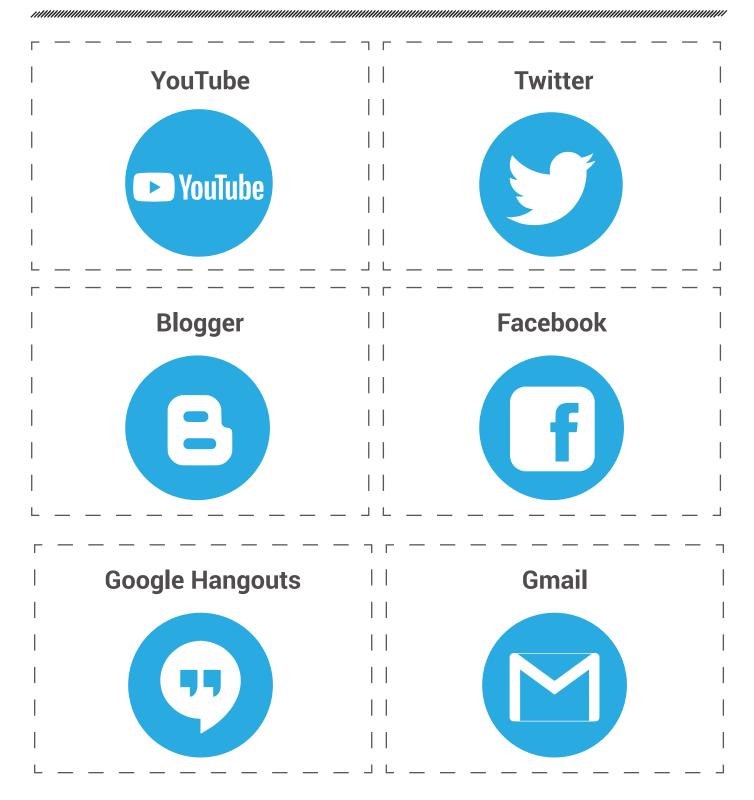


Directions: Cut out cards for each student.



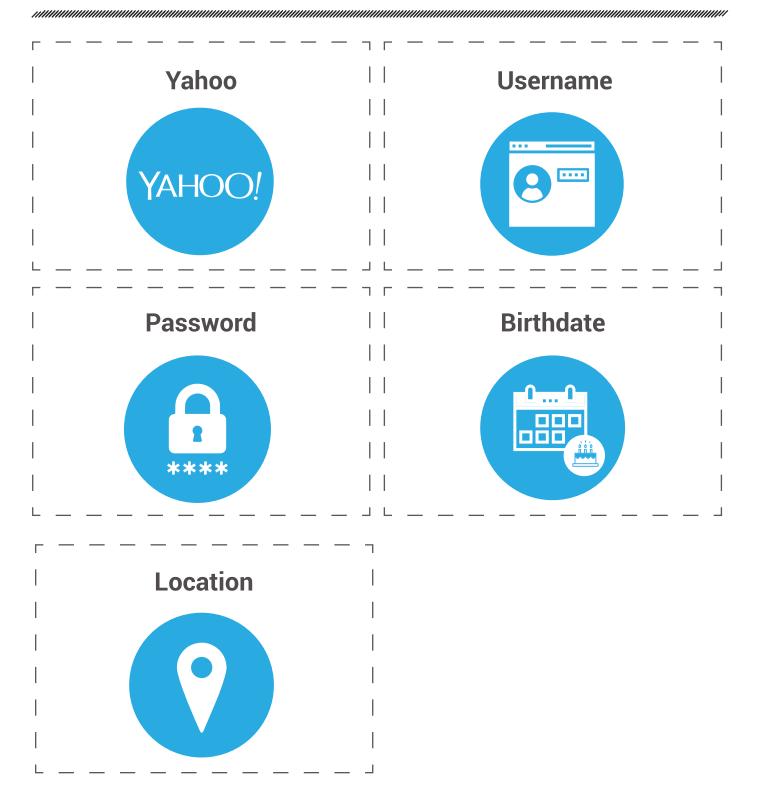


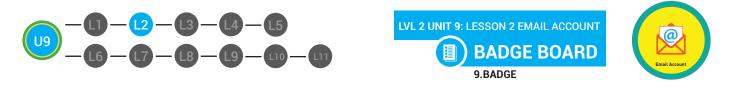


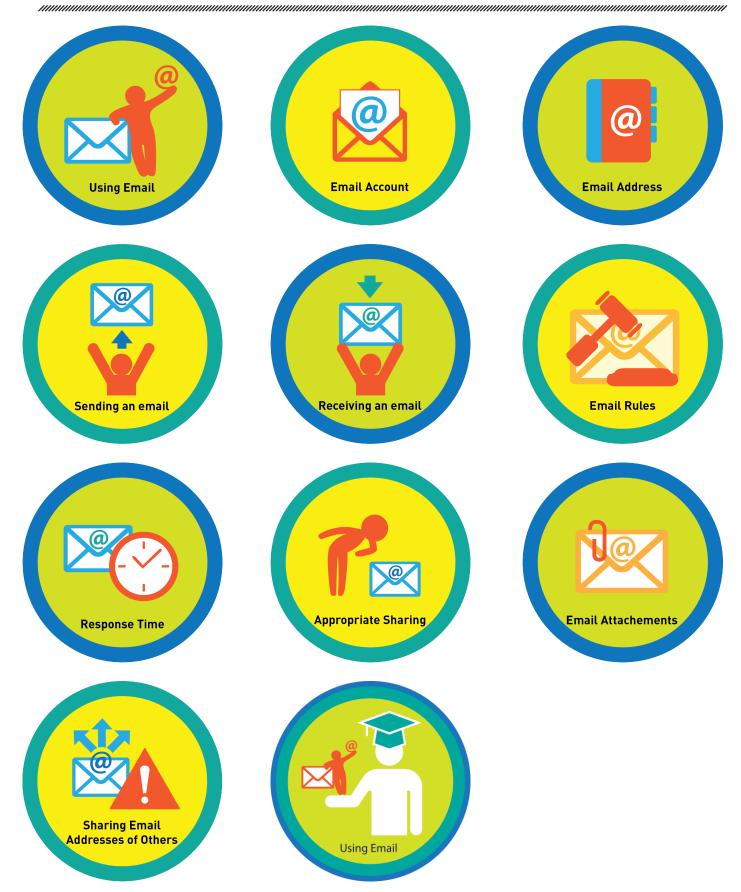






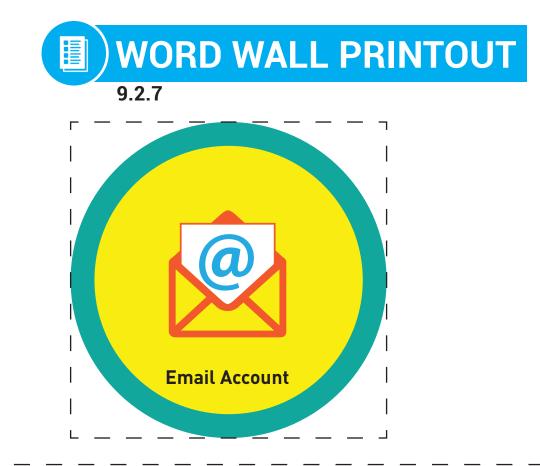












An Email Account is your private account that lets you send and receive information.

DIFFERENTIATION

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







1. You can access your email from:

- a. Any computer or mobile device with internet access
- b. Only from your school computer.
- c. Only from you cell phone with internet access.

2. Many applications require you to have a _____ in order to access it:

- a. Phone number
- b. Email address
- c. Home address

3. An email account is:

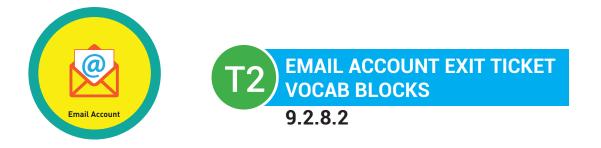
- a. Private
- b. Public
- c. To be determined

4. To create an email account you must create a:

- a. Phone number
- b. Secret code
- c. Username and password

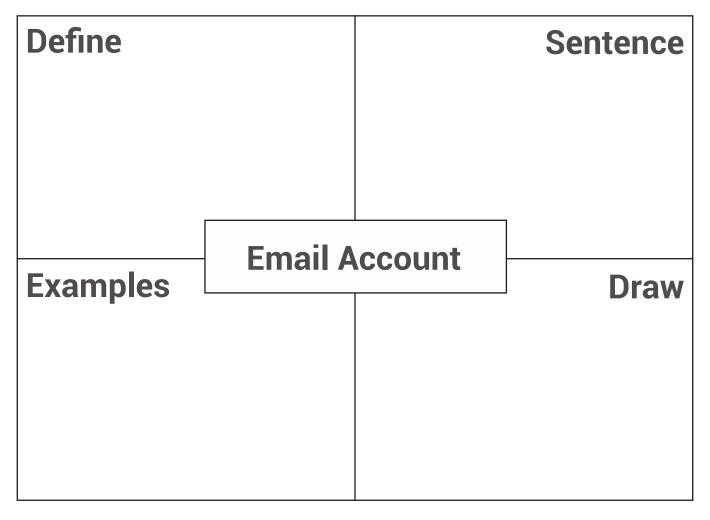






Name:

Date:









Email Account An Email Account is your private account that lets you send and receive information.







Directions: List 3 ways you would use email in your life today.

1	 	 	
2			
<u> </u>	 		
3			
J	 	 	







Directions: Circle all the ways email can be used.

- 1. To talk to friends
- 2. To communicate with your boss
- 3. To send photos
- 4. To send invitations
- 5. To download music
- 6. To edit photos
- 7. To send someone a file
- 8. To show your parents a slide show
- 9. To edit a slide show







Directions: Point to all the ways email can be used.

- 1. To talk to friends
- 2. To communicate with your boss
- 3. To send photos
- 4. To send invitations
- 5. To download music
- 6. To edit photos
- 7. To send someone a file
- 8. To show your parents a slide show
- 9. To edit a slide show





	READING MAZE
Email Account	9.2

Directions: Write in or circle the best answer to complete the sentence.

You can access your email from any _____

(computer, DVD player)

or mobile device with internet access. Creating an email account

is important. Many applications require you to have an

(phone number, email account)

to access it, such as Facebook, Youtube and Tumblr. You need to have

an email account to _____.

(send, give)

and receive messages to people. An email account is ______.

(public, private)

It belongs only to ______.

(you, everyone)

To create an email account you will need to create a

_____ and password.

(secret code, username)