





## UNIT 9: USING EMAIL LESSON 3: EMAIL ADDRESS

## **LESSON OVERVIEW**

You know that an email address has three main parts:

- 1. a username
- 2. the @ symbol
- 3. the name of the website where you created your email account.

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 3 Email Address

## **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, "List the information you may need to create an email account."

Possible Answers: Name, Birthday, Username, Password

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



3. Distribute **9.3.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** [9.3.IMAGE] to hold up or point to potential vocabulary word or icon representing "Birthday, Name, Username, Password."







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**

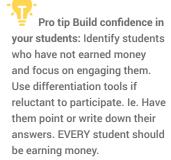


Call out earnings to the class, "[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



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

Answer: Email Address





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



- Correct Verbal Response.
- 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 email address."

- 4. Ask students to give a thumbs up every time they hear and/or see the words Email Address in the video.
- 0
- 5. Play video.



6. Distribute **9.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 [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 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 tell me what a person needs to know in order to send you an email?"

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

Answer: Your email Address

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

2. Ask, "For a participation dollar, who can tell me what an email address is?"

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

**Possible Answers:** An email address tells the internet where to send an email.

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

3. Ask, "For a participation dollar, who can tell me the three parts of an email address?"

**Answer.** username, @ symbol, name of website where the email was created.

"Yes, Using everyday! Nice job participating, [student]! You earned a participation dollar. You should check your email everyday."



4. Distribute **9.3.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."







## **DIFFERENTIATION**

- T1 Verbal response
- T2 Writing it down
- Uses **Image Exchange cards** [9.3.IMAGE] to represent name, birthday and email address.

5. 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."



6. Distribute **9.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



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..."



- verbal response
- Uses Yes or No Image Exchange Card [9.IEC.Y/N]
- Uses **Yes or No Image Exchange Card** [9.IEC.Y/N]





#### **PLAY ACTIVITY VIDEO**



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

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

#### **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 **9.3.6**. Students that unlocked the badge will place the **Email Address** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.



- 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 **9.3.7** Email Address Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



- Using Tier 1 **Email Address Exit Ticket** [9.3.7.1], students will answer multiple choice questions about email accounts.
- Using Tier 2 **Email Address Exit Ticket** [9.3.7.2], students complete Vocab block about using email, or Trace 'n' Learn card [9.3.7.3].
- Using Tier 3 **Email Address Exit Ticket** [9.3.7.3], 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."

## -S OFF TASK

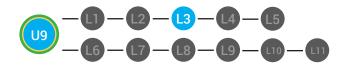
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## **IMMEDIATE FEEDBACK/NEXT STEPS**

- 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.
- Tage Teacher or Tier 1 assistance to help student login using their password card.







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

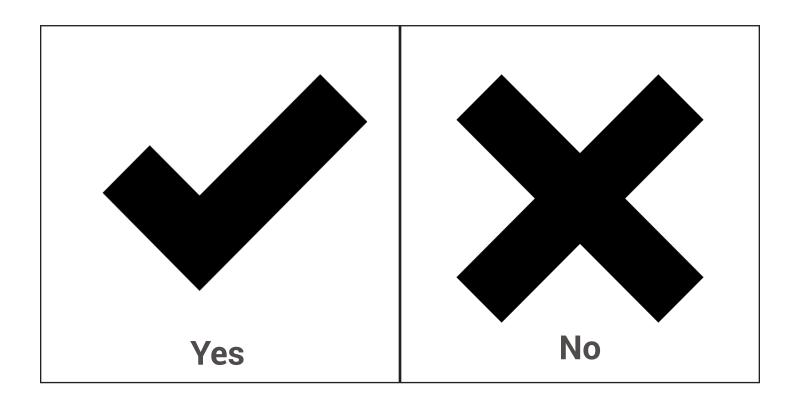












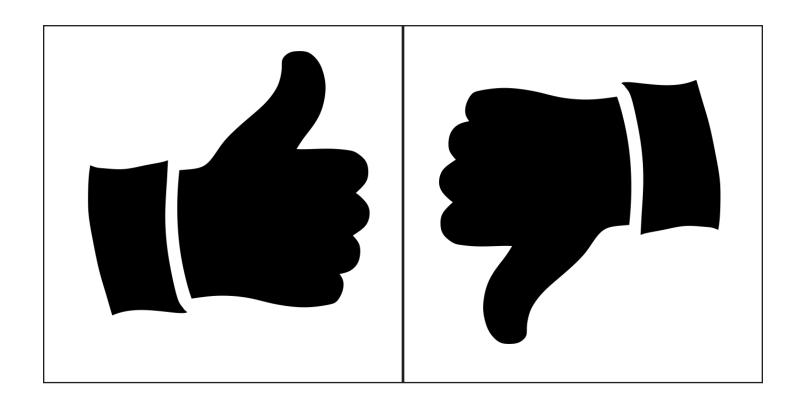












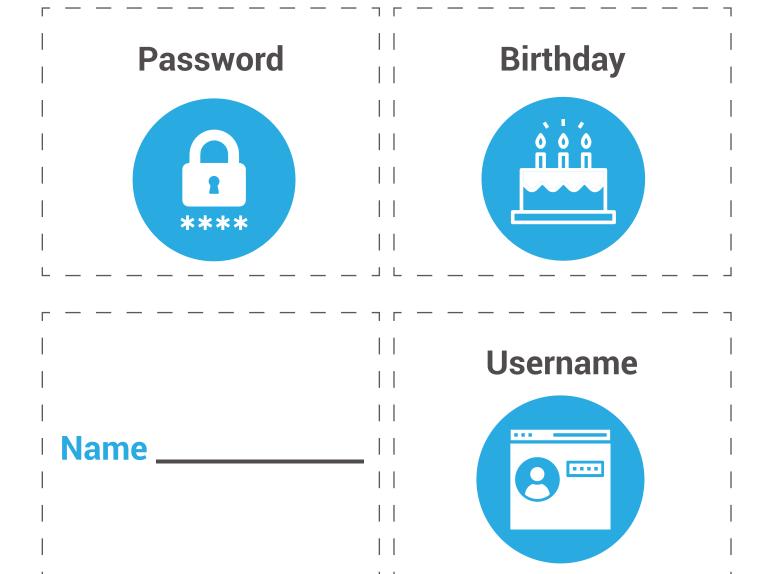








**Directions:** Cut out cards for each student.



































# **WORD WALL PRINTOUT**

9.3.6



An email address tells the internet where to send an email. It has a username, @ symbol and the name of the website where you created it.



## **DIFFERENTIATION**

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









- 1. To send and receive emails, you must create an email:
- a. Password
- b. Phone Number
- c. Account
- 2. Your \_\_\_\_\_ will tell the web application who is using the website.
- a. Password
- b. Username
- c. Home Address
- 3. An email address tells the internet \_\_\_\_\_ to send an email.
- a. Who
- b. How
- c. When
- 4. Which of the following is a correct email address:
- a. kayla.gmail.com
- b. gmail.com
- c. Kayla@gmail.com











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

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

Define			Sentence
Examples	Email A	ddress	Draw









## Email Address

An email address tells the internet where to send an email. It has a username, © symbol and the name of the website where you created it.







school and at work. Write an appropriate email address that you can use at home, at				







**Directions:** Circle the email address that is appropriate to use at home, at school and at work.

- 1.SpitFire123@gmail.com
- 2. PartyKid@gmail.com
- 3. JohnSmith@gmail.com
- 4. ImTheBestATVideoGames@digitability.com
- 6. jennylStheBEST@digitability.com
- 7. RockStar@digitability.com









**Directions:** Point to the email address that is appropriate to use at home, at school and at work.

SpitFire123@gmail.com	PartyKid@gmail.com	
JohnSmith@gmail.com	ImTheBestATVideoGames @digitability.com	
RockStar@digitability.com	jrosario@digitability.com	









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

In order to send and receive an email you must create an email

(account, password)

Your \_\_\_\_\_\_ (username, nickname)

will tell the application who is using the account. An email \_\_\_\_\_\_ (password, address)

tells the internet where to send an email. In order to send someone an email you must know their email \_\_\_\_\_\_.

(username, address)

An email address has \_\_\_\_\_\_.

(three, one)

parts. It must include a username the \_\_\_\_\_\_.

(#,@)

symbol and the website where you created the email.