UNIT 9: USING EMAIL
LESSON 4: SENDING AN EMAIL

LESSON OVERVIEW

When you send an email to someone else's email address, the email will go to their personal account.

Time: ~30 minutes

OBJECTIVE

Student is able to manage gmail contacts.

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 4 - Editing Contact Information**

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.

Sending an email

LESSON PLAN

WARM UP

1. *"For a participation dollar, can someone give me one example of personal information."*

Possible Answers: name, number, email, birthday, home address

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 at least 2-4 answers and award participation dollars.

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

2. *"For a participation dollar, can someone give me a time when your personal information might change?"*

Possible Answers: getting a new cell phone, moving to a new home, getting married, getting a new email address at a new job

3. Distribute **9.4.IMAGE** Image Exchange Cards to students. See **+$ DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 On-topic verbal response shared response

T2 Writes response down in notebook or on post-it OR rephrase prompt to a **yes or no** question

T3 Points to **Personal Information Image Exchange cards** [9.4.IMAGE] or use **Yes or No Image Exchange Card** [9.IEC.Y/N] for rephrased question.

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.

U9 — L1 — L2 — L3 — L4 — L5
L6 — L7 — L8 — L9 — L10 — L11

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]

+$ ON TASK

"Nice job, staying on task Lamar. You earned a dollar. Great work following directions, Vincent. You earned a dollar."

-$ 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 RULE #5-1: The ratio for how we narrate behavior in a learning environment is 5:1. Meaning that you should be giving out $5 to every $1 that you take. It is important when implementing behavior modification systems that we utilize positive reinforcement more frequently than pointing out negative 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. *"For a participation dollar, who can tell me the name of our next badge?"*

Answer: Sending an Email

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.

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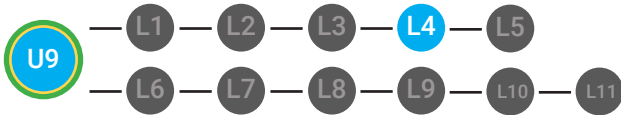
DIFFERENTIATION

T1 Correct Verbal Response.

T2 Writes down badge name or walks up to point to badge.

T3 Uses **Badge Board** [9.BADGE] for this Unit.

Sending an email

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 'sending an email.'"*

4. Ask students to give a thumbs up every time they hear and/or see the words Sending an 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 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 a 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, can you for contacts be edited in Gmail Contact Manager?"* [Yes]

2. Ask, *"For a participation dollar tell me, can you edit the personal information of your contacts?"* [Yes]

3. Ask, *"For a participation dollar, what happens when you click on a contact in the Contact Manager?"*

Possible Answers: When you click on a contact in the Contact Manager, you open the contact profile of personal information. Then, you can edit the contact's personal information.

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!"

Prompt students to use complete sentences to develop verbal ability and expressive communication.

3. Distribute **9.4.IMAGE** Image Exchange Cards to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 On-topic verbal response shared response

T2 Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question.

T3 Uses **Yes or No Image Exchange Card** [9.IEC.Y/N] for rephrased question.

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	**-$ OFF TASK**
"Nice job participating! You earned a participation dollar!"	*"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 Editing Contact Information Badge for $1?"*

Click Activity Button to Play Activity Video

2. Student discusses with class to choose the correct answer.
   a. If student chooses the correct answer, have student or whole class dance.

   b. If student chooses an incorrect answer, repeat Step 2 until student unlocks the badge.

3. Distribute lesson badge cut out **9.4.5**. Students that unlocked the badge will place the **Sending an Email** print out on the classroom's **word wall**. See ⬛ DIFFERENTIATION for this activity to identify supplements needed for your students.

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

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	-$ 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 **9.4.6** Sending an Email Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Using Tier 1 **Sending an Email Exit Ticket** [9.6.5.1], students will answer multiple choice questions about email accounts.

T2 Using Tier 2 **Sending an Email Exit Ticket** [9.6.5.2], students complete Vocab block about using email, or Trace 'n' Learn card [9.6.5.3].

T3 Using Tier 3 **Sending an Email Exit Ticket** [9.6.5.3], 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]

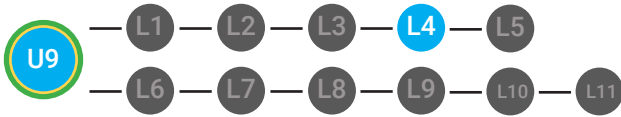| +$ PARTICIPATION	-$ OFF TASK
"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."	*"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're 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?
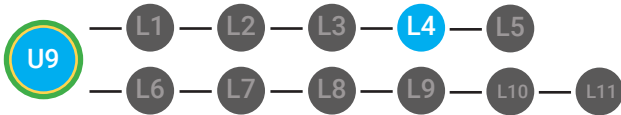
DIFFERENTIATION

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.**
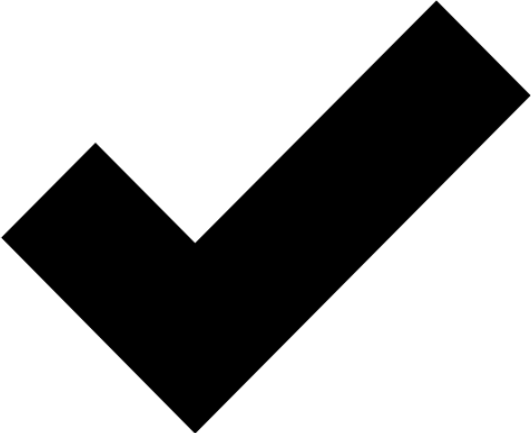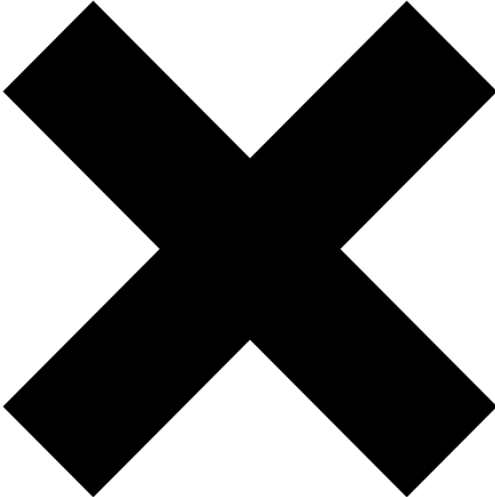
Behaviors

Name

Behaviors	EX: Sam					
Successful +$						
Participation/ Contributing	ЖI					
Sharing/Helping/ Collaborating	III					
Greeting a Guest	I					
Following Directions/ Staying on Task	III					
Encouraging/ Complementing	II					
Problematic -$						
Off Task	I					
Off-Topic/ Inappropriate Comment						
Disrespect/Teasing	II					
Complaining/Whining						
Arguing						
Interrupting	II					
UMAPA						

Sending an email

YES OR NO IMAGE EXCHANGE CARD

9.IEC.Y/N

Yes

No

Sending an email

THUMBS IMAGE EXCHANGE CARD

9.IEC.THUMB

Sending an email

IMAGE EXCHANGE CARDS

9.4.IMAGE

Directions: Cut out

Email

Birthday

Name _____

Home Address

New Phone

New

New Home

Getting Married
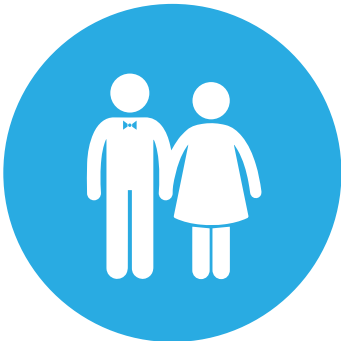
New Email Address

New Job

U9 — L1 — L2 — L3 — L4 — L5
— L6 — L7 — L8 — L9 — L10 — L11

LVL 2 UNIT 9: LESSON 4 SENDING AN EMAIL

BADGE BOARD
9.BADGE

Sending an email

Using Email

Email Account

Email Address

Sending an email

Receiving an email

Email Rules

Response Time

Appropriate Sharing

Email Attachements

Sharing Email Addresses of Others

Using Email
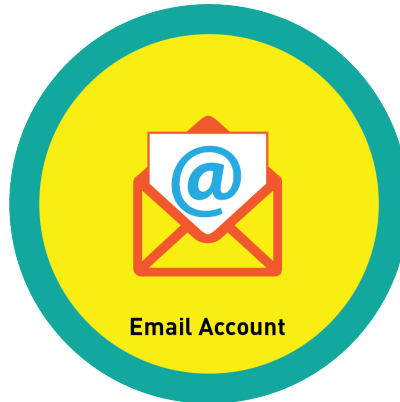
WORD WALL PRINTOUT
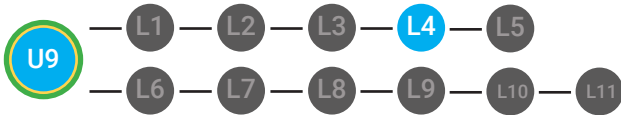
9.4.5

Sending an email

When you send an email to someone else's email address, the email will go to their personal account.

DIFFERENTIATION

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

T1 SENDING AN EMAIL EXIT TICKET MULTIPLE CHOICE
9.4.6.1

1. To send someone an email, you must know their:

a. Username and password

b. Email address

c. Home address

2. When you send someone else an email, the email will go to:

a. Public account

b. On their Facebook wall

c. Private Account

3. An email address has _____ parts.

a. One

b. Two

c. Three

4. The following is carefully and correctly written email address:

a. Jane.gmail.com

b. jane@gmail.com

c. jane@com

T2 **SENDING AN EMAIL EXIT TICKET VOCAB BLOCKS**

9.4.6.2

Sending an email

Name: _____

Date: _____

Define	Sentence
Sending an Email	
Examples	Draw

Sending an email

T3 SENDING AN EMAIL EXIT TICKET TRACE 'N' LEARN CARDS
9.4.6.3

Sending An Email

When you send an email to someone else's email address, the email will go to their personal account.

Sending an email

WORKPLACE CONNECTIONS
9.4.WC.1

Directions: Write three email addresses of people that you know. If you don't know any email addresses, ask your friends or teachers.
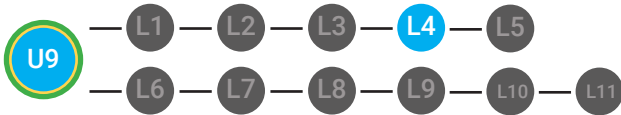
1. _____

2. _____

3. _____

WORKPLACE CONNECTIONS

9.4.WC.2

Directions: Circle the email addresses that are correct and appropriate for the workplace.

1. SUPERBest123@work

2. johnsmith@gmail.com

3. johnsmith#gmail.com

4. JohnnySmith@gmailcom

5. Johnsmith@googlemail

U9 — L1 — L2 — L3 — L4 — L5 — L6 — L7 — L8 — L9 — L10 — L11

Sending an email

WORKPLACE CONNECTIONS

9.4.WC.3

Directions: Point to the email addresses that are correct and appropriate for the workplace.

SUPERBest123@work	**johnsmith@gmail.com**
johnsmith#gmail.com	**JohnnySmith@gmailcom**

Sending an email

READING MAZE
9.4

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

In order to send a person an email, you will first need to know their email _____.

(address, phone number)

When you send an email to someone else's email address, it will go to their _____ account.

(username, nickname)

When typing in an email address you must type it _____

(carefully, sloppily)

Their email address should have (five, three) parts. It should have their _____,

(username, password)

the @ symbol and the website they used to create their email account.