



UNIT 9: USING EMAIL

LESSON 5: RECEIVING AN EMAIL

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 **Lesson 5 - Receiving an 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 *"List three types of personal information."*


Possible Answers: Name, birthday, location



2. Ask, *"For a participation dollar, who can come up to the board to write a type of personal information"*

Take answers from at least 3 students. Award at least three participation dollars.



3. Distribute **9.5.IMAGE** Image Exchange Cards to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

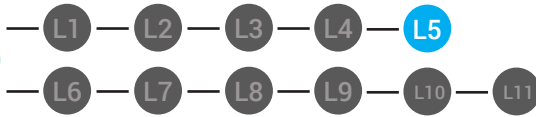
Writes response on board

T2

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

T3

Uses **Image Exchange cards** [9.5.IMAGE] to hold up or point to potential vocabulary word or icon representing "Name, Birthday, location"



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: Receiving 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. 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

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.




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 receiving an email."*

4. Ask students to give a thumbs up every time they hear and/or see the words Receiving 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, who can tell me what a person needs to know 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 if your email address is personal or public?"*

Possible Answers: Your email address is personal information.

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

3. Ask, *"For a participation dollar, who can tell me who you shouldn't should share your email address with?"*


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

Possible Answers: Strangers.

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

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



3. Distribute **9.5.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

T3

Uses **Image Exchange cards** [9.5.IMAGE] to hold up or point to potential vocabulary word or icon representing email address, strangers



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

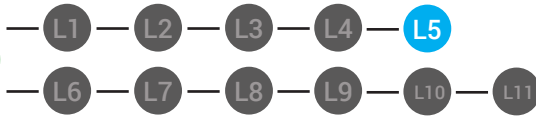
"Nice job following directions and giving a thumbs up! You're earning a dollars! Nice job!"

-\$ 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."



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 Receiving An Email 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 9.5.5. Students that unlocked the badge will place the **Receiving an Email** 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 **9.5.6 Receiving an Email Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Receiving an Email Exit Ticket** [9.5.6.1], students will circle the people you should not share your email with.

T2

Using Tier 2 **Receiving an Email Exit Ticket** [9.5.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [9.5.6.3].

T3

Using Tier 3 **Receiving an Email Exit Ticket** [9.5.6.3], 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**.



L1

L2

L3

L4

L5

L6

L7

L8

L9

L10

L11



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

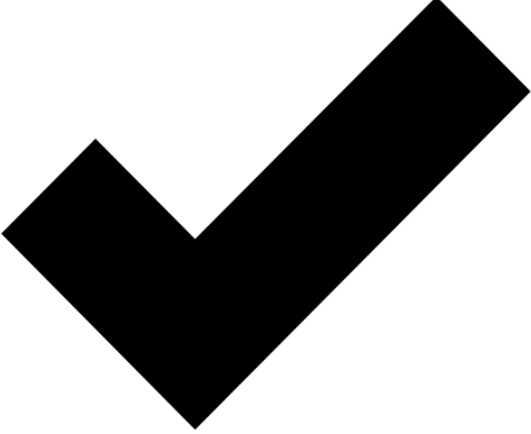
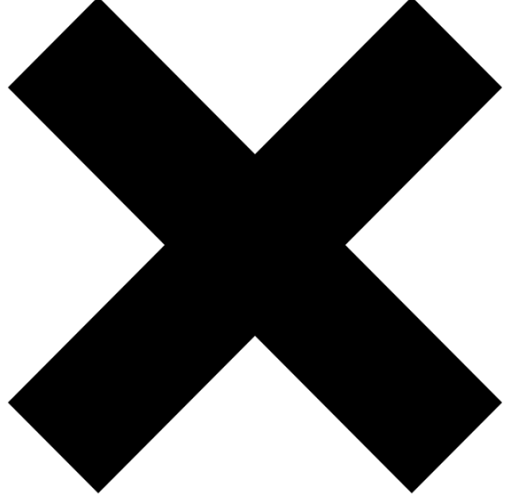
||

UMAPA



 **YES OR NO IMAGE
EXCHANGE CARD**

9.IEC.Y/N

 <p>Yes</p>	 <p>No</p>
--	--



L1

L2

L3

L4

L5

L6

L7

L8

L9

L10

L11



THUMBS IMAGE EXCHANGE CARD

9.IEC.THUMB

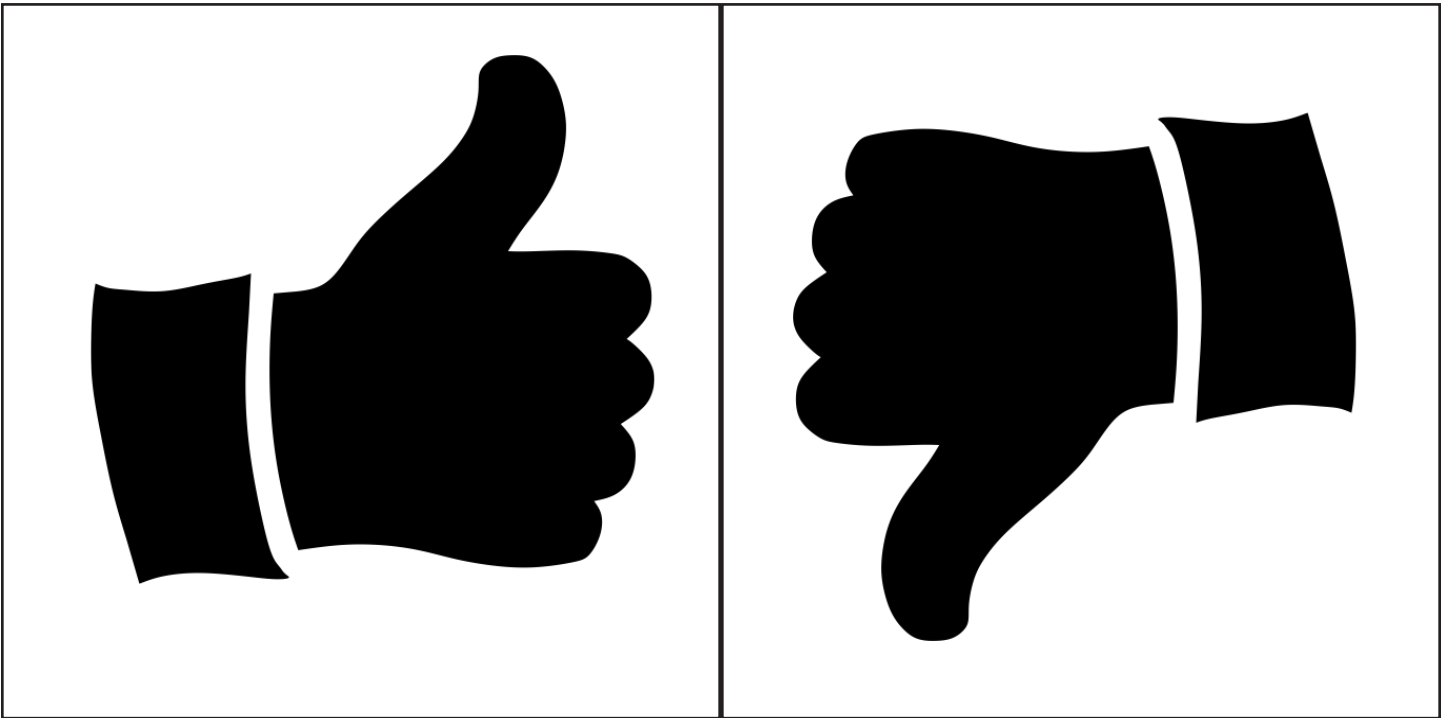




IMAGE EXCHANGE CARDS

9.5.IMAGE

Directions: Cut out

Name _____

Birthday



Location



Email Address



Stranger







WORD WALL PRINTOUT

9.5.5



When people send you an email, they will need to know your email address. Your email Address is private.



DIFFERENTIATION

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



RECEIVING AN EMAIL EXIT TICKET CIRCLE WORKSHEET

9.5.6.1

☐ Circle the people that you should share your email address with. Put on X on the people you should not share your email address with.

Your parents

A stranger

Post it on Facebook

Your friends

Your sister

A comment thread on Instagram

Your teacher

Your boss

Your co-worker

A stranger on Google



T2 RECEIVING AN EMAIL EXIT TICKET
VOCAB BLOCKS
9.5.6.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

Receiving an Email



T3

RECEIVING AN EMAIL EXIT TICKET
TRACE 'N' LEARN CARDS

9.5.6.3

Receiving an Email

When people send
you an email, they
will need to know
your email address.
Your email Address
is private.



WORKPLACE CONNECTIONS

9.5.WC.1

Directions: Make a list of five people that you know it is safe to open an email from.

1. _____

2. _____

3. _____

4. _____

5. _____



WORKPLACE CONNECTIONS

9.5.WC.2

Directions: Check the people that you should share your email address with. Put on X on the people you should not share your email address with.

1. Your parents

☐

2. A stranger

☐

3. Post it on Facebook

☐

4. Your friends

☐

5. Your sister

☐

6. A comment thread on Instagram

☐

7. Your teacher

☐

8. Your boss

☐

9. Your co-worker

☐

10. A stranger on Google

☐

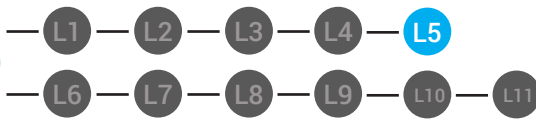


WORKPLACE CONNECTIONS

9.5.WC.3

Directions: Point to the people that you should share your email address with.

1. Your parents
2. A stranger
3. Post it on Facebook
4. Your friends
5. Your sister
6. A comment thread on Instagram
7. Your teacher
8. Your boss
9. Your co-worker
10. A stranger on Google



READING MAZE

9.5

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

To send and receive an email, you must create an _____.

(account, Facebook Page)

When people want to send you an email, they will need to know your

_____.

(email address, home address)

When you give someone your email address, it is _____

(personal, public)

information. Do not post your email on a _____,

(public, private)

website. Do not share your email address with people you _____ know

(do, do not)