



UNIT 9: USING EMAIL

LESSON 6: EMAIL RULES

LESSON OVERVIEW

If you want to have an email account, you **MUST** be responsible and follow the email rules. These rules will keep you safe. These rules will help you use email appropriately.

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 6 - Email Rules**

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 things that you should be careful of sharing on the internet."*



Possible Answers: Videos, Pictures, Comments, Personal Information

2. Ask, *"For a participation dollar, who can come up to the board to write something you should be careful of sharing on the Internet?"*



3. Distribute **9.6.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** [9.6.IMAGE] to point to potential vocabulary word or icon representing "Videos, Pictures, comments, personal 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."*



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.

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



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 word email rules."*

4. Ask students to give a thumbs up every time they hear and/or see the words Email Rules 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 tell me two things you must do when using email?"*

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

Answer: You must be responsible and follow the rules.

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



2. Ask, *"For a participation dollar, who can tell me why it is important to be responsible and follow rules when using email?"*

Possible Answers: It helps to keep you safe and use email appropriately.

"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."

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



3. Distribute **9.6.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** [9.5.IMAGE] to hold up or point to potential vocabulary word or icon representing safe and responsible



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 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 **9.6.5** Students that unlocked the badge will place the **Emailing Rules** 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 **9.6.6 Email Rules Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

Using Tier 1 **Email Rules Exit Ticket** [9.6.6.1], students will answer multiple choice questions about email rules.

T2

Using Tier 2 **Email Rules Exit Ticket** [9.6.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [9.6.5.3].

T3

Using Tier 3 **Email Rules Exit Ticket** [9.6.6.3], 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



L1

L2

L3

L4

L5

L6

L7

L8

L9

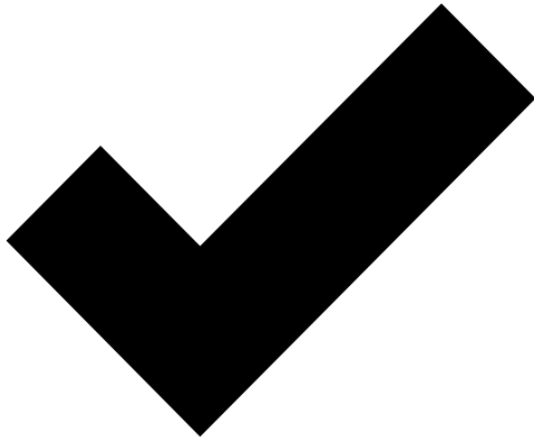
L10

L11

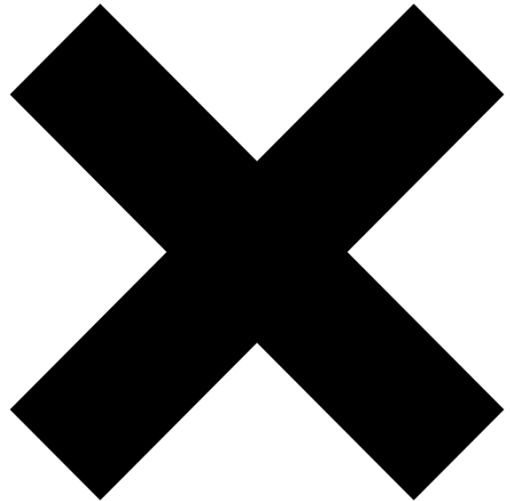


YES OR NO IMAGE EXCHANGE CARD

9.IEC.Y/N



Yes



No



THUMBS IMAGE EXCHANGE CARD

9.IEC.THUMB

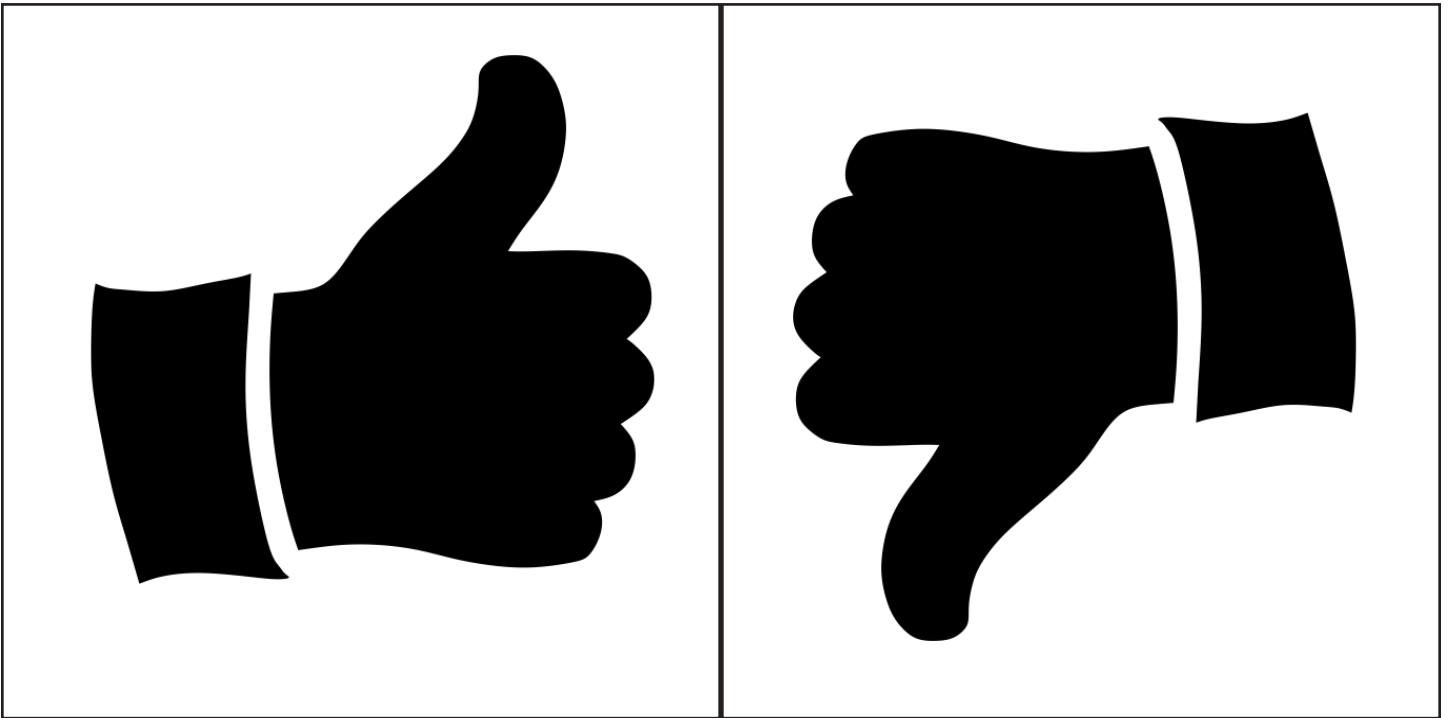




IMAGE EXCHANGE CARDS

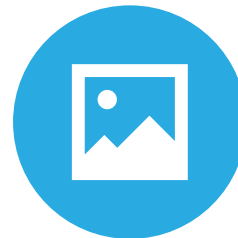
9.6.IMAGE

Directions: Cut out

Video



Photos



Comments



Personal Information



Safe



Responsible







WORD WALL PRINTOUT

9.6.5



Following the email rules will keep you safe and help you use email appropriately.



DIFFERENTIATION

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



T1

EMAILING RULES EXIT TICKET MULTIPLE CHOICE

9.6.6.1

1. When you post a photo or video online, people can _____ on it.

- a. Delete
- b. Comment
- c. Edit

2. You can _____ with people using email.

- a. Connect
- b. Yell
- c. Write

3. To connect using email you must be:

- a. Responsible
- b. Irresponsible
- c. Rude

4. Following rules will keep you:

- a. Informed
- b. Safe
- c. Unsafe



T2

EMAILING RULES EXIT TICKET VOCAB BLOCKS

9.6.6.2

Name: _____

Date: _____

<p>Define</p>	<p>Sentence</p>
<p>Examples</p>	<p>Draw</p>

Receiving an Email



T3

EMAILING RULES EXIT TICKET
TRACE 'N' LEARN CARDS

9.6.6.3

Email Rules

Following the email
rules will keep
you safe and help
you use email
appropriately.



WORKPLACE CONNECTIONS

9.6.WC.1

Directions: Your boss wants you to create company rules for using email. Write five rules that you think people should follow at work.

1. _____

2. _____

3. _____

4. _____

5. _____



WORKPLACE CONNECTIONS

9.6.WC.2

Directions: Circle the email rules you SHOULD follow at work.

1. Send everyone SPAM messages.
2. You should be responsible.
3. You should write their email address carefully.
4. You should break the rules.
5. You should follow the rules.



WORKPLACE CONNECTIONS

9.6.WC.3

Directions: Point to the email rules you SHOULD follow at work.

Send everyone SPAM messages	You should be responsible
You should write their email address carefully	You should break the rules
You should follow the rules	



READING MAZE

9.6

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)

email address, it is _____ information. Do not post your

(personal, public)

email on a _____, website. Do not share your email

(public, private)

address with people you _____ know

(do, do not)