





UNIT 9: USING EMAIL LESSON 7: RESPONSE TIME

LESSON OVERVIEW

When you send an email to another person's email account, they may not be at their computer or looking at their email account. People check their email accounts at different times. They may not respond to your email right away. You must be patient and wait for their response. Do NOT continue to send more emails.

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 7 Response Time

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	'To connect	using email,	you must be	
and follow the				

Answer. Responsible, rules.



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



3. Distribute **9.7.IMAGE** Image Exchange Cards to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



- Writes response on board
- Writes response on board with assistance from a **Tier 1** partner
- Uses Image Exchange cards [9.7.IMAGE] to point to potential vocabulary word or icon representing "responsible and rules"







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

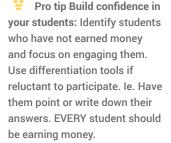


Call out earnings to the class, "[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."



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

Answer: Response Time





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 word Response Time."

- 4. Ask students to give a thumbs up every time they hear and/or see the words Response Time in the video
- **(**)
- 5. Play video.



6. Distribute **9.IEC.THUMB** to students. See The DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

- Puts thumbs up
- Uses Thumbs Image Exchange Card [9.IEC.THUMB]
- 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!"



"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 how often you should check your email?"

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

Answer: Once a day.

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

2. Ask, "For a participation dollar, who can tell me where an email goes when you send it to someone else's email address?"

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

Possible Answers: To their personal account.

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

3. Ask, "For a participation dollar, who can tell me why people may not respond to your email right away?"

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

Possible Answers: People may not be looking at their email, they may not be near their computer, they check their email at different times.

4. Ask, "For a participation dollar, who can tell me what you should do if someone does not respond to your email right away?"

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

Possible Answers: You must wait patiently.

"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."







5. Distribute **9.7.IMAGE** Image Exchange Cards to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



DIFFERENTIATION

- Verbal response
- T2 Writing it down
- Uses **Image Exchange cards** [9.7.IMAGE] to point to potential vocabulary word or icon representing "once a day and responsible"



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]

+5

PARTICIPATION

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



"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 Response Time 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 **9.7.5** Students that unlocked the badge will place the **Response Time** 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]

+S 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 **9.7.6** Response Time Exit Ticket to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



- Using Tier 1 Response Time Exit Ticket [9.7.6.1], students will answer multiple choice questions about email accounts.
- Using Tier 2 **Response Time Exit Ticket** [9.7.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [9.7.6.3].
- Using Tier 3 **Response Time Exit Ticket** [9.7.6.3], 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."

-S 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?



- 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.







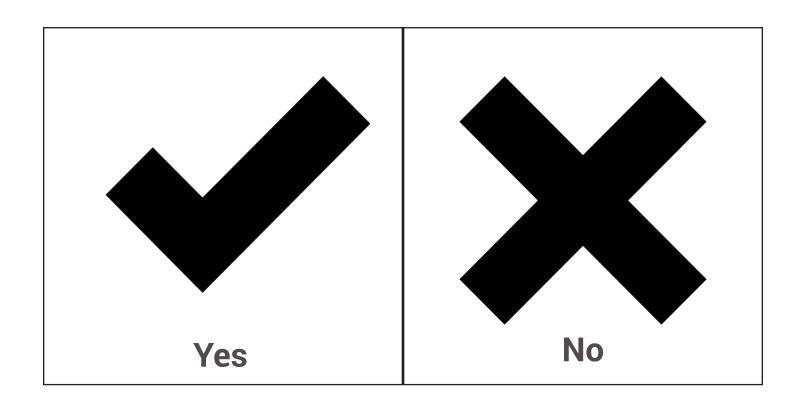
Behaviors	Name	/	/	/	/	/	
Successful +\$	EX: Ex						
Participation/ Contributing	M						
Sharing/Helping/ Collaborating	Ш						
Greeting a Guest	I						
Following Directions/ Staying on Task	Ш						
Encouraging/ Complementing	II						
Problematic -\$							
Off Task	ı						
Off-Topic/ Inappropriate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









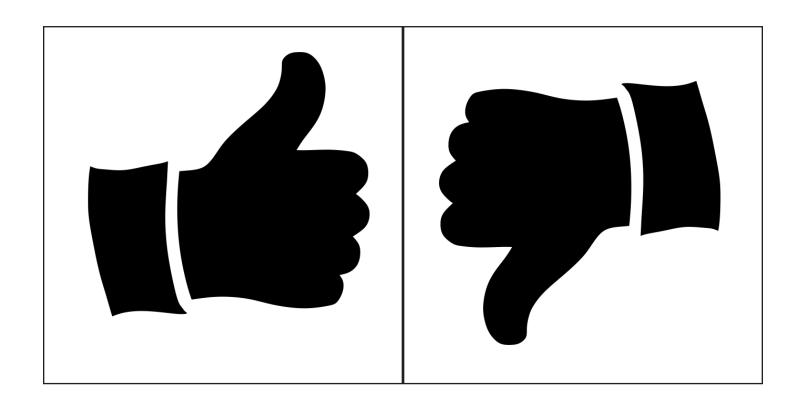




















Directions: Cut out

Rules Responsible



































園) WORD WALL PRINTOUT

9.7.5



If a person does not respond to an email right away, you must be patient.



DIFFERENTIATION

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









1. If you send an email to someone else's email address where does it go?

- a. Their Facebook wall
- b. The Trash Folder
- c. Their personal Email Account

2. When you send an email to someone they may:

- a. Not respond right away
- b. Always respond right away.
- c. Never see the email.

3. When someone doesn't respond to your email right away you must:

- a. Be patient and wait
- b. Send more emails
- c. Call them right away

4. People may not respond to their email right away because

- a. They may not be looking at their email at that time
- b. They may not be near their computer
- c. All of the above









	Sentence
Response Ti	me Draw
	Response Ti







T3) RESPONSE TIME EXIT TICKET TRACE 'N' LEARN CARDS

9.7.6.3

Response Time

If a person does not respond to an email right away, you must be patient.









Directions: You sent your boss an email an hour ago about a project. You naven't heard back from him yet. Write what you should do below.	









Directions: You sent your boss an email an hour ago about a project. You haven't heard back from him yet. Circle what you should do.

- 1. Write him back.
- 2. Keep sending emails until he responds.
- 3. Wait patiently.
- 4. Go to his office.
- 5. Call him on the phone.









Directions: You sent your boss an email an hour ago about a project. You haven't heard back from him yet. Point to what you should do.

Write him back	Keep sending emails until he responds
Wait patiently	Go to his office
Call him on the phone	









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

When using email, you must
(follow, break)
the rules. If you send an email to someone else's email address it will go to their
(personal, public)
account. When you send a person an email, people may not be looking at their
(email, television)
or they may not be at their computer. People check their email at
(different, the same)
times. Therefore, people may not
(respond, call)
to your email right away. When waiting for a response you must be
(patient, impatient)
You continue to send more emails in order to make them respond faster.
(must_must_not)