



## UNIT 9: USING EMAIL

### LESSON 8: APPROPRIATE SHARING

#### LESSON OVERVIEW

When you send an email, you are sharing information. You must share appropriately. Make sure that the emails you send have :1 respectful language and 2 an appropriate topic. Be sure to follow these rules. Remember, sharing on the internet, can make your information public.

**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 8 - Appropriate Sharing**

#### 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 *"What makes a comment appropriate?"*

**Answer:** On topic, Respectful.



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



3. Distribute **9.8.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** [9.8.IMAGE] to point to potential vocabulary word or icon representing "on topic and respectful"



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:** Appropriate Sharing



**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 word Appropriate Sharing."*

4. Ask students to give a thumbs up every time they hear and/or see the words Appropriate Sharing 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



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!"*

### -\$ 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, what two things must you do when sharing on the Internet?"*

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

**Answer:** When sharing on the Internet you must be responsible and careful.

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

2. Ask, *"For a participation dollar, who can tell me what appropriate emails are?"*

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

**Possible Answers:** Appropriate emails are on topic and respectful.

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

3. Ask, *"For a participation dollar, who can tell me what you should do with private information?"*

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

**Possible Answers:** Do not share it on the Internet.

4. Ask, *"For a participation dollar, who can tell me what sending an email does to your information?"*

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

**Possible Answers:** Sending an email can make your information public.

*"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 **9.8.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** [9.8.IMAGE] to point to potential vocabulary word or icon representing “once a day and responsible”



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.”*



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 Appropriate Sharing 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 9.8.5. Students that unlocked the badge will place the **Appropriate Sharing** 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 **9.8.6 Appropriate Sharing Exit Ticket** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

T1

Using Tier 1 **Appropriate Sharing Exit Ticket** [9.8.7.1], students will answer multiple choice questions about email accounts.

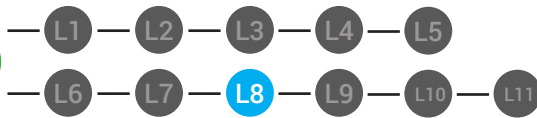
T2

Using Tier 2 **Appropriate Sharing Exit Ticket** [9.8.7.2], students complete Vocab block about using email, or Trace 'n' Learn card [9.8.7

T3

Using Tier 3 **Appropriate Sharing Exit Ticket** [9.8.7.3], 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."*

### -\$ 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

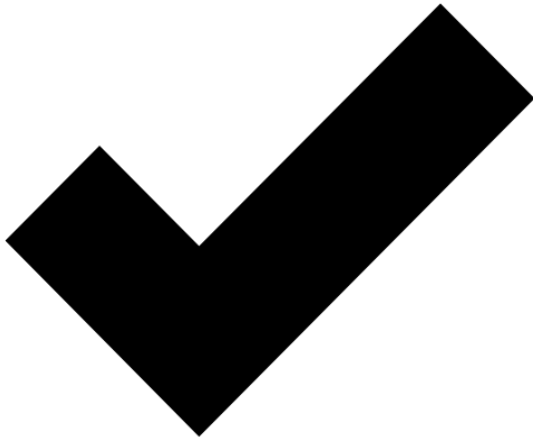
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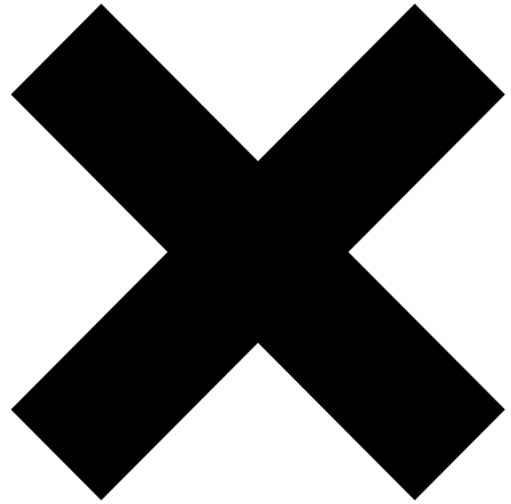


**YES OR NO IMAGE  
EXCHANGE CARD**

9.IEC.Y/N



**Yes**

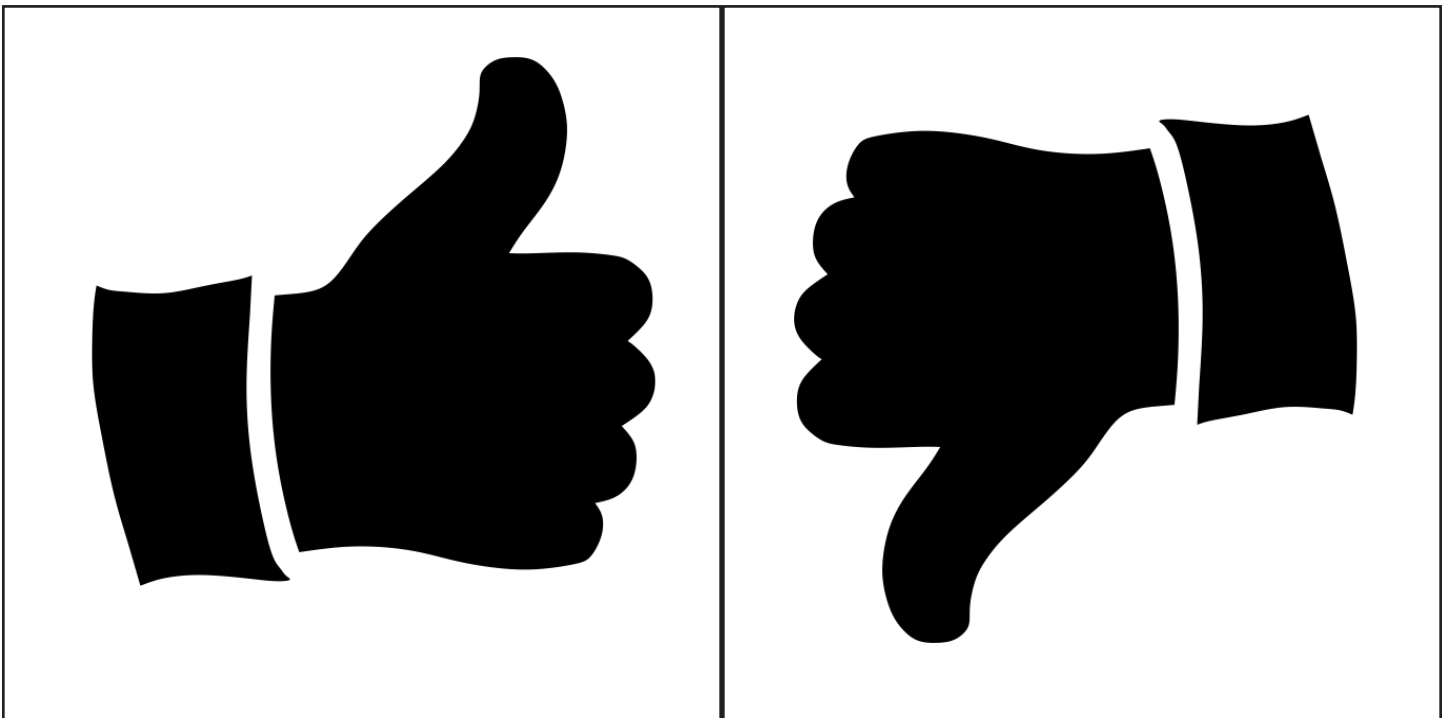


**No**



## THUMBS IMAGE EXCHANGE CARD

9.IEC.THUMB





## IMAGE EXCHANGE CARDS

### 9.8.IMAGE

**Directions:** Cut out

**On Topic**



**Respectful**



**Once a Day**



**Responsible**

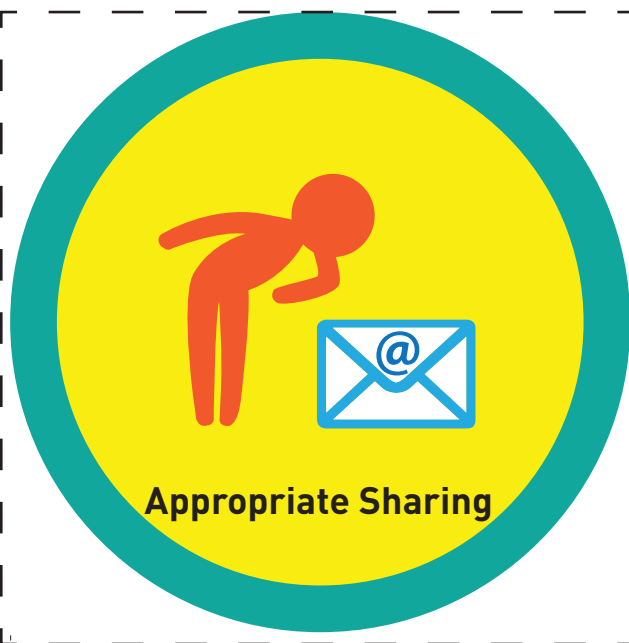






## WORD WALL PRINTOUT

9.8.5



Appropriate sharing means  
you use respectful language  
and an appropriate topic in  
an email.



### DIFFERENTIATION

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



T1

## APPROPRIATE SHARING EXIT TICKET MULTIPLE CHOICE

9.8.6.1

### 1. Appropriate comments are:

- a. On topic and respectful
- b. Off topic and rude
- c. About random topics and nice

### 2. Private means:

- a. You post it on social media
- b. You don't share it or post it on the internet.
- c. You share it with everyone

### 3. Public information can spread:

- a. Fast
- b. Slow
- c. It cannot spread

### 4. Emails should:

- a. Be respectful and have an appropriate topic
- b. Be rude and short
- c. Be short and off topic





T2

APPROPRIATE SHARING  
EXIT TICKET VOCAB BLOCKS

9.8.6.2

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

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

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

**Appropriate Sharing**



T3

APPROPRIATE SHARING EXIT TICKET  
TRACE 'N' LEARN CARDS

9.8.6.3

Appropriate Sharing

Appropriate  
sharing means  
you use respectful  
language and an  
appropriate topics  
in an email.



## WORKPLACE CONNECTIONS

### 9.8.WC.1

**Directions:** You received an email from a co-worker that has their personal information in it. Should you send that email to other people? Why or why not?

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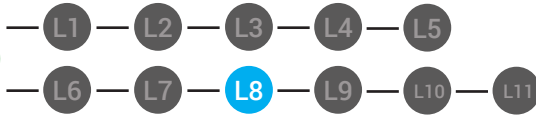
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## WORKPLACE CONNECTIONS

### 9.8.WC.2

**Directions:** Circle the emails that are NOT appropriate to share in the workplace.

1. An email with employee ID numbers
2. An email with family photos
3. An email about important meetings
4. An email about company changes
5. An email with people's home addresses on it.



## WORKPLACE CONNECTIONS

9.8.WC.3

**Directions:** Point to the emails that are NOT appropriate to share in the workplace.

An email with employee ID numbers	An email with family photos
An email about important meetings	An email about company changes
An email with people's home addresses on it.	



## READING MAZE

9.8

**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)