



## Unit 3E: E-mail

### About this Unit:

In this unit children learn to use e-mail (electronic mail) to send and receive messages. They learn about communicating over distances and will need to consider and compare different methods of communication.

Using e-mail can help children develop their reading and writing skills and develop their knowledge of the wider community. The unit requires collaboration with other schools.

Children will apply what they have learnt in this unit when using e-mail, gathering information, developing collaborative projects, and writing for other audiences.

### Where this Unit fits in:

This unit assumes that children:

- are familiar with writing for different audiences and with reading others' writing
- are familiar with the conventions used to control computer applications, *e.g. pointers and icons*.

### Vocabulary:

E-mail | Create | Open | Address | Inbox | Outbox | Sent | Delete | Reply | Subject |

### Resources:

E-mail program | Internet connection | Good examples of story starts/endings |

### Expectations: at the end of this unit,

*Most pupils will be able to:* send, receive and reply to e-mails; develop and refine text messages

*Some pupils will only be able to:* receive and reply to e-mails

*Some pupils will also be able to:* send, receive and reply to e-mails; develop and refine text messages; save and print messages

*These units have been adapted from material available on the QCA Schemes of Work website*



Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
<b>Setting the Scene</b> <ul style="list-style-type: none"><li>• <b>key idea:</b> that e-mail can be used to send messages over distances.</li><li>• Discuss ways of sending messages over distances, <i>e.g. letter, radio, telephone</i>. Describe some earlier methods of communication, <i>e.g. signalling flags, bonfires, Morse code</i>. Ask the class to think about the advantages and disadvantages of these methods, <i>e.g. speed, confidentiality, permanence</i>. Tell the class they are going to use e-mail to send messages to another school.</li><li>• Stress the importance of being accurate when entering an e-mail address.</li><li>• Understand that messages can be sent over distances.</li><li>• That e-mail addresses must be entered correctly.</li><li>• Children could simulate sending messages over distances, inventing their own codes and conventions and using them to send signals. This could lead to a discussion about how to show that a message is starting or ending.</li></ul>			
<b>Short Focused Tasks</b> <ul style="list-style-type: none"><li>• <b>technique:</b> to read e-mail and reply.</li><li>• Ask teachers at another school to get their class to send you a number of e-mails containing simple messages. Show the class how to open the mail box and read the messages. Ask each child to open a message, read it and reply to it. Discuss writing conventions, such as opening and closing remarks.</li><li>• Read and respond to e-mails.</li><li>• If there is enough time, encourage children to say something about themselves in their replies.</li><li>• Encourage children to be as careful over spelling, punctuation and clarity as they would if they were writing a letter.</li></ul>			

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Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
<b>Short Focused Tasks (Cont.)</b>			
<ul style="list-style-type: none"> <li>• <b>technique:</b> to read, annotate and reply to e-mail</li> </ul>	<ul style="list-style-type: none"> <li>• Ask teachers at another school to get their class to send e-mails containing first drafts of short pieces of writing, <i>eg poems</i>. Remind the class how to open and read messages. Show children how to print a message and discuss the advantages of printing messages, <i>eg allowing others to use the machine, providing a permanent record</i>.</li> <li>• Ask the children to print out the e-mails. Tell them that they are first drafts and that they are going to improve them. After the children have annotated the drafts by hand, show them how to send replies which include annotations that explain why they are suggesting changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Open and read e-mails</li> <li>• send annotated replies to e-mails</li> </ul>	<ul style="list-style-type: none"> <li>• Children will benefit from seeing other groups sending their replies.</li> </ul>
<ul style="list-style-type: none"> <li>• to create and send a new e-mail</li> </ul>	<ul style="list-style-type: none"> <li>• The children could be asked to e-mail a simple question in Welsh such as; <i>Beth ydy dy enw di?</i> Or a written description in welsh of a pop star or soap actor for the pupils in another school to guess the identity.</li> <li>• The children will have to enter the e-mail address and subject to the e-mail and click on Send. They can check that it has gone by looking in the Sent Folder.</li> </ul>	<ul style="list-style-type: none"> <li>• create a new mail message</li> <li>• enter an e-mail address</li> <li>• enter a subject</li> <li>• send the e-mail</li> </ul>	<ul style="list-style-type: none"> <li>• Stress the importance of entering an accurate e-mail address. Give the children printed cards of the e-mail addresses to be entered, so that they can copy and check that they are correct.</li> </ul>

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<b>Integrated Task</b> <ul style="list-style-type: none"><li data-bbox="226 475 517 533">• to use the Internet to simulate e-mail.</li><li data-bbox="607 475 1285 596">• There are a number of good Christmas websites that simulate e-mail by giving the children opportunities to send Christmas e-greetings and e-mail Santa e.g. <a href="http://www.northpole.com">www.northpole.com</a></li><li data-bbox="607 635 1319 852">• This could be used as a fun way of simulating sending and receiving e-mail and it also involves entering an e-mail address. The children are expected to read a series of questions and make selections to create a letter to Santa. They will receive a reply the next day. It also allows the children to create and send animated e-greetings.</li></ul>			
<b>Assessment Task</b> <ul style="list-style-type: none"><li data-bbox="226 979 562 1069">• to gather, exchange and develop information using e-mail.</li><li data-bbox="607 979 1323 1069">• The techniques learnt in this unit can be used to enhance work in all later units. Some suggestions are given in the 'Consider' of other units.</li><li data-bbox="607 1107 1330 1362">• After a class discussion on good openings for a story, ask the children in pairs, to write a story start and e-mail it to pupils in another school to continue the story. The other school pupils should reply with their story development and e-mail it back. Then the children who wrote the story start should complete the story by writing the ending and the final collaborative stories should be sent back to the partner school for discussion.</li></ul>			

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