



Unit 4F: E-mail - Using Address Book, Attachments and Digital Cameras

About this Unit:

In this unit children reinforce their knowledge and use of e-mail (electronic mail) to send and receive messages. They learn the importance of creating and using address books and learn how to attach files to send with their e-mails as attachments. They learn to use a digital camera to take images and save them appropriately to use as attachments.

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 and even the exciting possibilities of schools in other countries.

Children will apply what they have learnt in this unit when using e-mail, gathering information, developing collaborative projects, and writing for other audiences. It can support work in many curriculum areas.

Where this Unit fits in:

Builds on Unit 3E: Email

This unit assumes that children:

- can send, receive and reply to e-mails
- are familiar with writing for different audiences and with reading others' writing

Vocabulary:

E-mail | Create | Open | Address | Inbox | Outbox | Sent | Delete | Reply | Attachment | File | Subject | .jpg |

Resources:

E-mail with address book | word processed files | digital photographs or pictures created in a graphics package |

Expectations: at the end of this unit,

Most pupils will be able to: develop and refine text messages, send, receive and reply to e-mails with attachments and use an address book.

Some pupils will only be able to: receive and reply to e-mails and use an address book to locate an address.

Some pupils will also be able to: develop and refine text messages, send, receive and reply to e-mails with attachments and be able to create and use an address book. They will be able to use a digital camera to photograph images, save them appropriately and use them as attachments.

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
<p>Setting the Scene</p> <ul style="list-style-type: none"> • key idea: that e-mail can be used to send attachments with messages over distances. • that e-mails are sent to addresses. 	<ul style="list-style-type: none"> • Discuss the experiences that the children have had using e-mail. Show the children that an e-mail can contain an attachment. Demonstrate by opening some attachments to show the class. Make certain you have a variety of file types eg. a digital photograph, a picture created in a graphics package, and some examples of word processed documents that may or may not contain images. Tell the children they are going to use e-mail to send messages to another school, only now their e-mails will have files attached. 	<ul style="list-style-type: none"> • Understand that messages can be sent over distances and can contain additional information in the form of an attachment. • Understand that there are different file types that can be sent as attachments. • Identify the address from the sender and understand that emails are sent to addresses. 	<ul style="list-style-type: none"> • Inform children that attachments may not be read by machines with incompatible software. • Identify photographic images as jpeg files.
<p>Short Focused Tasks</p> <ul style="list-style-type: none"> • key idea: that e-mails are sent to addresses. • technique: to send an e-mail using an address book. 	<ul style="list-style-type: none"> • Prepare an address book with a number of e-mail addresses. Remind the children that addresses make sure that e-mails are received by the correct person. Stress the importance of the need for accuracy in entering an address. This could be demonstrated by sending an e-mail to the class computer with a keying error in the address. The children would see that they would get a returned mail message telling them the email address was incorrect. Remind them that they can check their Sent box to view the record of mail sent. • Demonstrate how to send a message by selecting an e-mail address from the address book. • Tell the class that they are going to communicate with another school, <i>eg to find out about their school or contrasting locality</i>. Ask them to find out something about the school or locality by drafting questionnaires to e-mail to them (as body text). Suitable questions might include: <i>is your school in an urban or rural area; what local features can be described; how big is their school? etc</i>. When replies are received, ask the children to print them out and to think of any further questions that they need to ask. 	<ul style="list-style-type: none"> • Send e-mails using address book. • Use the Inbox, Sent, Outbox and Delete folders. 	<ul style="list-style-type: none"> • Children who are confident using e-mail can be shown how to add addresses to the address book. • This activity could be linked to any data-gathering activity.

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Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Short Focused Tasks (Cont.)			
<ul style="list-style-type: none"> • key idea: that a digital camera can be used to take images that can be sent as attachments to communicate information. • technique: to be able to use a digital camera to take images and save the images as files on a computer. 	<ul style="list-style-type: none"> • Show the children how to use a digital camera. Ask them to take pictures of the school and grounds to send to children in another school. This could be part of an exchange of information project with a school in a contrasting locality. The children could work in small groups and plan the areas of the school they would report on. • Once the children have taken the photographic images they can be shown how to transfer them onto a computer. They should then be shown how to give the images sensible file names, so they can be located at a later date to use as attachments. 	<ul style="list-style-type: none"> • Use a digital camera to take images for a planned task. • Transfer the images onto a computer. • Rename the files if necessary, in order to be able to locate them to use as attachments. 	<ul style="list-style-type: none"> • Some children may find difficulty transferring the images from a camera to a computer and renaming files and may require assistance once they have taken their images. • More able children should be encouraged to create folders into which their images are saved.
Short Focused Tasks (Cont.)			
<ul style="list-style-type: none"> • technique: to add an attachment to an e-mail. 	<ul style="list-style-type: none"> • Remind the class how to send e-mails. Show them how to attach a picture file to an e-mail. Ask the children to attach one of their photographic images to an e-mail they are sending to another school giving information about the image and devising some questions for the partner school to respond to. • Ask the children to attach work that they have done in another unit to an e-mail and to send it to someone for comment such as a picture created in a graphics package or a written account of some work undertaken linked to a theme or topic. 	<ul style="list-style-type: none"> • Attach files to e-mails. 	<ul style="list-style-type: none"> • Reinforce the fact that attachments may not be read by machines with incompatible software.

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Learning Objectives Pupils should learn...	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Assessment Task			
<ul style="list-style-type: none">• to gather, exchange and develop information using e-mail.• to use digital camera images and files created in other units as attachments in e-mails.• to use an address book to accurately enter an address.	<ul style="list-style-type: none">• 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.• Children could e-mail pupils in another school and ask them to reply with written descriptions of imaginary creatures or monsters. (Welsh descriptions could be used as well as English.) These e-mails could be printed out and the descriptions analysed and discussed.• The children would then create pictures from the descriptions and e-mail back their images as attachments. Graphics packages, digital photos of collages and paintings or scanned images could be used. Discussion on how accurate the pictures are to the original descriptive writing could then take place, between schools and amongst the class. This activity provides an opportunity for focused work on adjectives and descriptive writing - link with English. It also links with art and welsh.	<ul style="list-style-type: none">• Create and respond to e-mails to gather information and communicate with others using attachments.• Use an address book.	

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