Unit 3E E-mail

ABOUT THE 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 THE 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, *eg pointers and icons.*

TECHNICAL VOCABULARY

- e-mail
- attachment
- address
- address book

RESOURCES

- e-mail with address book

EXPECTATIONS

at the end of this unit

most children will: send, receive and reply to e-mails; develop and refine text messages

some children will not have made so much progress and will: receive and reply to e-mails

some children will have progressed further and will: send, receive and reply to e-mails; develop and refine text messages; send text and images as attachments

QCA

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE

SETTING THE SCENE

CHILDREN SHOULD LEARN		CHILDREN	
• **key idea:** that e-mail can be used to send messages over distances	◆ Discuss ways of sending messages over distances, *eg letter, radio, telephone*. Describe some earlier methods of communication, *eg signalling flags, bonfires, Morse code*. Ask the class to think about the advantages and disadvantages of these methods, *eg speed, confidentiality, permanence*. Tell the class they are going to use e-mail to send messages to another school.	• understand that messages can be sent over distances	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.

SHORT FOCUSED TASKS

• **technique:** to read e-mail	◆ 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.	• read and respond to e-mails	If there is enough time, encourage children to say something about themselves in their replies. Encourage children to be as careful over spelling, punctuation and clarity as they would if they were writing a letter.
• **technique:** to read, annotate and reply to e-mail	◆ Ask teachers at another school to get their class to send e-mails containing first drafts of short pieces of writing, *eg poems*. Remind the class how to open and read messages. Show children how to print a message and discuss the advantages of printing messages, *eg allowing others to use the machine, providing a permanent record*. ◆ 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.	• send annotated replies to e-mails	Children will benefit from seeing other groups sending their replies.
• **key idea:** that e-mails are sent to addresses • **technique:** to send an e-mail using an address book	◆ Prepare an address book with a number of e-mail addresses. Explain that addresses make sure that e-mails are received by the correct person. Demonstrate how to send a message by selecting an e-mail address from the address book. ◆ Tell the class that they are going to organise an event, *eg a party for visitors from another school*. Ask them to find out something about the children who will be coming by drafting questionnaires to e-mail to them (as body text). Suitable questions might include: *how many are coming; what are their names; what do they like to eat?* When replies are received, ask the children to print them out and to think of any further questions that they need to ask.	• send e-mails	Some children will find sending e-mails difficult. In later years 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.
• **technique:** to add an attachment to an e-mail	◆ Remind the class how to send e-mails. Show them how to attach a picture or text file to an e-mail. 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.	• attach files to e-mails	This activity could be left until the children have had sufficient experience with sending simple e-mails. Attachments may not be read by machines with incompatible software.

INTEGRATED TASK

• to gather, exchange and develop information using e-mail	◆ The techniques learnt in this unit can be used to enhance work in all later units. Some suggestions are given in the 'Points to Note' of other units.	• create and respond to e-mails to gather information and communicate with others	