

READING AND WRITING OF EMAILS AND TEXT MESSAGES.

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Subject

English

Prepared By

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Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Reading and writing emails and text messages.
 - Clarity in messages
 - Identification of the essential and non-essential messages.

Objectives

Students should be able to;

1. Read e-mail and text messages.
2. Send e-mail and text messages.
3. Identify what the essential and non-essential messages are.

Assessment Activity

1. Compose an email to your friend about the topic.
2. Write a reply to the mails you got from your friend.

Summary

1. Whether students are writing by hand or on the computer, many assignments and exams require students to write short answers or longer essays as a way of assessing what they have learned.
2. As students get older, they

Activity Starter/Instruction

1. The best way to start your email unit is by giving your students an overview of what email is and why it's used.
2. This may seem basic, but some of your students may not know as much about email applications as you think!
3. You can start the class with a teacher-led discussion to get your students thinking. First, ask students to raise their hand if they have an email account.
4. Then call on a handful of students and ask them why they have an email account.
5. Answers could range from "my mom told me to make it" to "my grandpa won't text, but he likes to email."
6. Once you've gotten a variety of answers, pose this question to the class: "What do all of your answers have in common?" Encourage answers until someone mentions "communication."
7. Next, ask your students why someone would send an email instead of calling, texting, or sending a social message. If no one seems to have an answer, here are a few examples you can share:

Teacher Guide

Day 1/ Lesson 1: 50Mins

1. Have your students break into small groups and ask them to brainstorm a list of email applications for five minutes.
2. Once time is up, ask each group to read their list aloud. Write their answers on the board.
3. Then, you can explain that even though there are many different options out there, all email applications have common capabilities. These include functions like:
 - New email
 - Reply
 - Forward
 - Delete
4. It's a great idea to show an example of an email application and highlight each command. You can even show how the commands look across multiple applications!
5. You could do this by either passing out handouts or showing them on a screen at the front of the class.
6. Either way, giving your students the visual to go along with your explanations is crucial to their understanding of the commands.

Materials Required

- Computer
- Mobile Phone
- Pictures of the features of an email.

Additional Resources

- <https://www.scholastic.com/parents/school-guides/guide-to-4th-grade.html>
- <https://www.kpbsd.k12.ak.us/Workarea/Do>
- <https://www.brookings.edu/opinions/five-w-technology-to-help-students/>
- <https://www.aeseducation.com/career-read-literacy-in-the-classroom>
- <https://www.aeseducation.com/blog/7-best-email-in-middle-school>

Additional Notes

will be expected to show more sophisticated writing skills, and to complete more sophisticated tasks through their writing.

3. In addition, many colleges and universities require students to write essays and communicate through mails as part of their admissions application.

4. It is therefore important to make them familiar to the features of writing through emails and text messages as this will help them get better over time.

- Sending someone a class essay to look over.
- Sending a group notification to the members of a club.
- Sorting and tracking communication, which is important for professional uses.

Guided Practice

Day 2/ Lesson 2: 40Mins

1. Begin the class by getting into the details of creating and sending a great email.
2. Start out by discussing the standard structure of an email, which is made up of the salutation, body, and signature.
3. It's also important to talk about the subject line — something that's unique to emails compared to other forms of communication.
4. Along with basic email structure, it's crucial to spend time discussing email etiquette, including key points like:
 - Establishing a polite tone
 - Not typing in all uppercase letters
 - Refraining from unusual abbreviations
5. In addition to etiquette, now is a great time to talk about the differences of a formal and informal email.

Teacher Guide

Day 3/ Lesson 3: 60Mins

1. Have your students give you examples of informal and formal types of emails.
2. To get your students thinking, include an activity in which they need to decide if an email is formal or informal.
3. Write five examples of both formal and informal email and distribute them to some of your students. Pick students to read each email aloud, and then ask the class if they think it is formal or informal and why they believe so.
4. Depending how the activity goes, you may want to review the differences or move on with the lesson.
5. To give your students hands-on practice creating and sending emails, you have two options.
6. If your students have school email accounts have them log in and use their school accounts to practice.
7. Either way, it's important that students get hands-on practice to help reinforce what you've taught in the lesson!

Teacher Guide

Day 4/ Lesson 4: 60Mins

1. Help your students understand the process of Receiving, Replying, & Forwarding Emails.
 2. Now that your students know how to create and send emails, it's time to teach them learn what to do when receiving and responding to emails which will focus on three important actions;
 - Reply to an email
 - Reply to all
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- Forward a message
3. Give your students an overview of what each of these actions means and when they should be used. It's a good idea to include example scenarios for each option to help students understand better.
 4. You can start by emphasizing the difference between replying to one contact and replying to all contacts on an email thread.
 5. Come up with a list of scenarios that end with someone deciding to reply, reply all, or forward the message.
 6. Some scenarios you could use include:
 - You receive a group email from your teacher and have a question to ask her
 - You got an email with a coupon code and want to share it with a friend
 - Your best friend sent you and your other friend a funny video and you have a perfectly hilarious response
 7. Include a variety of scenarios that are relevant to your students. Having good context can make or break their comprehension!
 8. Once you've got your list ready, print enough copies for each student to have one. In class, pass them out and instruct students to list what the best action would be for each scenario.
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