Sending Email

Essential Question: How do you connect with others through email?

Learning Overview and Objectives

Overview: Students explore how they can use email to communicate with real people within their schools, families, and communities.

After discussing the different ways they can send messages to other people, students observe an email exchange between teachers on paper. Students then participate in an imaginative role-play that helps them envision how messages are transmitted between people over the Internet.

objectives

Students will:

- Understand that the Internet provides a means of communicating with *real* people

- Describe how email messages are sent and received

- Demonstrate an appreciation of how real people send messages to one another on the Internet through a role-playing activity

Materials and Preparation

Estimated time: 45 minutes

Materials

- Access to school email network

- **Emails in Print Student Handout** or sample emails

- Paper, blank labels or nametags, and markers *or* crayons

Preparation

- Copy the **Emails in Print Student Handout**, one for every two students, *or* conduct a brief email exchange with another teacher at school and print out a string of at least three messages to show to students

Parent Resources

- Send home the **Digital Life Parent Tip Sheet**

Key Vocabulary

- **Message:** Something you want to tell or ask another person

- **Email:** A kind of message you write and send on a computer

- **Internet:** A network that links everyone's computers together

teaching plans

Introduce

TEACH the Key Vocabulary word **message**.

ASK *To whom do you send messages? Who sends messages to you?* (Encourage students to think about relatives who may live far away, as well as friends from school that they sometimes talk to when they are at home.)

Sending Email

ASK *What kinds of messages do you need to send other people?* (Students may mention making plans, sharing news, talking about homework, or wishing someone a happy birthday.)

ASK *What are some ways that you send and receive messages?* (You may wish to reinforce students' understanding of the terms "send" and "receive" by writing a short message on a piece of paper and having them pass it around the classroom. They can practice saying the words "send" and "receive" as they hand off the message.)

Sample responses:
- *Written notes passed by hand*
- *Written letters sent through the mail*
- *Telephone calls*
- *Cell phone calls*
- *Text messages*

Write down and save students' responses to revisit at the end of the lesson.

ASK
- *Have you heard of email?*
- *Do you have an email account?*
- *Do other members of your family have an email account?*
- *Have you ever sent or received an email?*
- *How do you think email works?*

REVIEW the Key Vocabulary word **email**, and encourage students to discuss the idea that **email** is one way to send and receive messages.

Teach 1: Sending a Message

DISCUSS the idea that an email is a message that travels through the **Internet**. It travels from the computer of the person who sends it to the computer of the person who receives it. Have students describe how they might like to use email to connect with other people they know.

TEACH the Key Vocabulary word **Internet**.

CREATE an area of your classroom that is distinct from other areas – a rug area, or an area you set off using floor tape or other barriers.

ARRANGE students in small groups and distribute paper, blank nametags, and markers or crayons. Have one group make a sign that says **Internet** and place it in the rug area. Have other groups make sets of nametags with each of the following words: **send**, **receive**, and **email**. There should be enough sets for each student in your classroom to wear one nametag. (For example, if there are 24 students in your class, you should have eight nametags with each word.)

CHOOSE three volunteers and complete the following steps.

1. Present two of the students with the send and receive nametags and have them stand just outside the Internet area, on opposite sides. Tell them to imagine they are in different classrooms.

2. Instruct the "send" student to write a brief message (which can be as simple as "Hello") for the "receive" student.

3. Present the third student with the email nametag. Have that student pick up the message from "send" and deliver it to "receive."

4. Ask the "receive" student to read the message aloud.

5. Repeat the activity with new volunteers. Invent new scenarios for the role-play, such as the following (or invite students to come up with their own):
   - *Sending a message to a family member at home*
   - *Sending a message to a friend about an after-school plan*
   - *Sending a message to a relative in another town or country*

PRESENT students with the following scenario: *I'd like to tell [name a teacher in another classroom] some important news. I can't go and tell him/her now, because I am teaching in this room. Ask: How will I get the message to her/him?* (Students may suggest using a cell phone to call or text, or sending a student with a written note. They may also suggest the computer or email.)

ENCOURAGE students to discuss how through email you can use a computer to send the news to your colleague when he or she is somewhere else. Using email, you can send messages to people without being in the same place, and without seeing them or talking to them on the phone.

Teach 2: Traveling the Internet

DISTRIBUTE the **Emails in Print Student Handout**, which shows an email exchange between two teachers. Read aloud the exchange between the two teachers.

ASK *Which message was sent first?* (Point out to students that when they view a series of email messages, the most recent email message appears first, while the first message is at the bottom.)

ASK *Who sent the third message? Who received it?* (Direct students' attention to the different elements of the message headings, which show who sent the message, who received it, when it was sent, and the subject. Help them see that Mr. Gray sent the third email and Ms. Brown received it.)

INVITE students to watch you type a brief email message to another teacher, fill in the recipient and subject information, and click the button to send it.

ASK *How could I send a message to a different teacher in our school? To our principal? To the nurse?* (Guide students to recognize that email messages can be sent to all of these people as long as they have access to a computer.)

ASK *Can you send a message to a family member at home or at work? Can you send a message to a friend who lives in another town, or even another country?* (Help students understand that email messages can be sent all over the world, to anyone who has a computer. Remind them that they should always ask a parent, teacher, or other trusted adult when using email. Adults can help them create and send messages.)

Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

ASK *What is an email?* (A kind of message that you send using a computer.)

ASK *What happens when you send an email?* (It travels through the Internet to the computer of another person, who receives it.)

REVISIT the list that students created in the introduction, describing different ways to send messages. Encourage students to compare and contrast the different methods. What are the advantages and disadvantages of each one? When might they use one method instead of another?

Extension Activity

Explain to students that they can send the same email message to more than one person at a time. When they send it, the message travels through the Internet in two or more directions.

Have students draw pictures of themselves sending a message to two other people (a friend or teacher at school) and someone outside of school. The drawing should visualize the email traveling through the Internet. Have them label the drawing with their own name as the sender and the names of the two recipients. You may also want to have them label the drawing with the words **send**, **receive**, **email**, and **Internet**. Invite volunteers to share their drawings with the class and explain how people communicate through the Internet.

Homework

Remind students that the Internet connects people all over the country and all around the world. Have students think of a friend or relative who lives in another town or another country. Ask them to compose an email message to that person on a sheet of paper, and write the person's email address at the top of the message. Students who have computers at home can go online with a parent or other adult family member and send their email message from home. If students do not have computers at home, you may want to assist them in sending their messages from the classroom or school library.

Alignment with Standards – National Educational Technology Standards for Students © 2007

(Source: International Society for Technology in Education, 2007)

6. Technology Operations and Concepts
   a. understand and use technology systems

Emails in Print

Name	Class	Date

Directions

Two teachers, Ms.Brown and Mr.Gray, are using email.
Read from the bottom up!

Message 3

from: Mr Gray <bjgray@schoolnetwork.edu>
to: Ms Brown <nbrown@schoolnetwork.edu>
date: Tue, Nov 23, 2011, 3:45 PM
subject: Field trip

Thanks, Ms. Brown! We will go soon.

Mr. Gray

Message 2

from: Ms Brown <nbrown@schoolnetwork.edu>
to: Mr Gray <bjgray@schoolnetwork.edu>
date: Tue, Nov 23, 2011, 3:40 PM
subject: Field trip

Hi Mr. Gray.

Go to Bell Park. It is fun.

Ms. Brown

Message 1

from: Mr Gray <bjgray@schoolnetwork.edu>
to: Ms Brown <nbrown@schoolnetwork.edu>
date: Tue, Nov 23, 2011, 1:24 PM
subject: Field trip

Dear Ms. Brown:

**I want to take my class to the park. Which park is best?
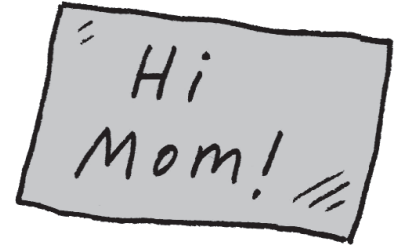Thank you for your help.**

Mr. Gray

Lesson Assessment

Name _____ **Class** _____ **Date** _____

1. What is an email?

a) A letter you get in your mailbox
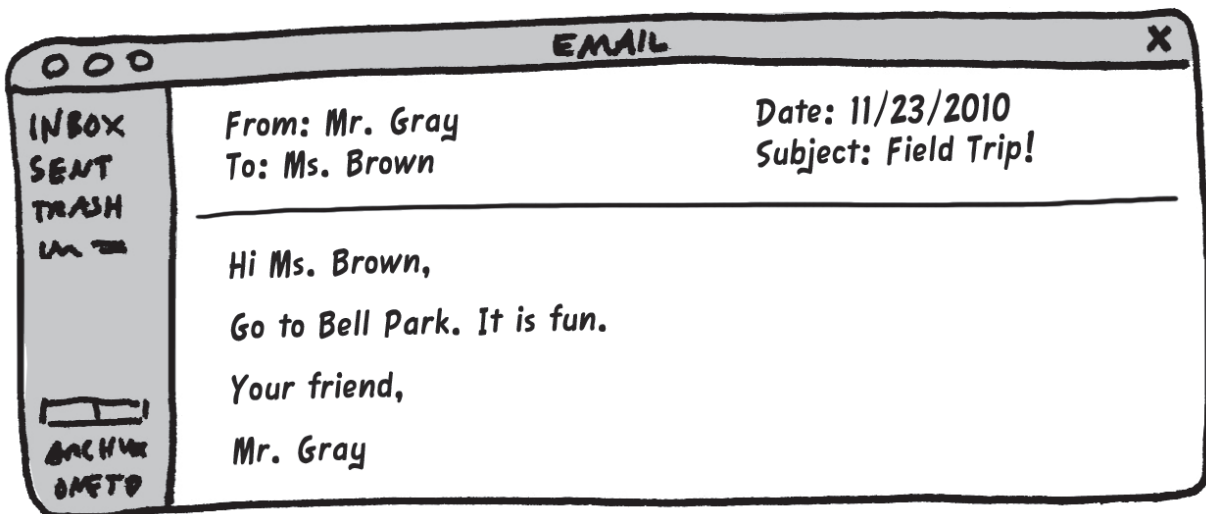
b) A male bird

c) A message you send on the computer

2. Most people write emails to one another because:

a) They are in the same room

b) They are not in the same room, but they want to talk

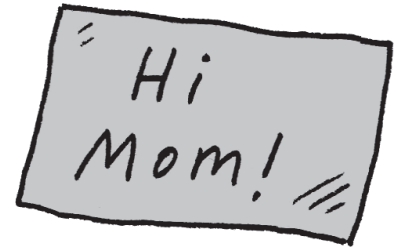c) They do not like each other

3. Who wrote this email?

From: Mr. Gray
To: Ms. Brown

Date: 11/23/2010
Subject: Field Trip!

Hi Ms. Brown,

Go to Bell Park. It is fun.

Your friend,

Mr. Gray

a) Ms. Brown

b) Mr. Gray

c) Bell Park

Lesson Assessment

1. What is an email?

a) A letter you get in your mailbox

b) A male bird

c) A message you send on the computer

Answer feedback
The correct answer is **c**. Email is a computer message.
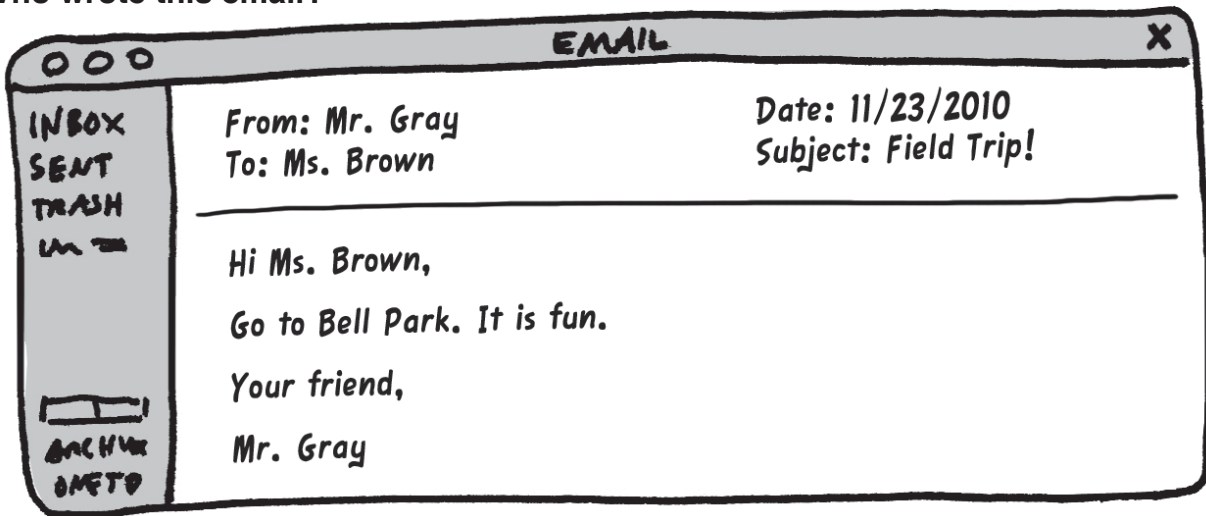
2. Most people write emails to one another because:

a) They are in the same room

b) They are not in the same room, but they want to talk

c) They do not like each other

Answer feedback
The correct answer is **b**. People often write emails to one another when they are in different places but they want to talk.

3. Who wrote this email?

EMAIL

INBOX
SENT
TRASH

From: Mr. Gray
To: Ms. Brown

Date: 11/23/2010
Subject: Field Trip!

Hi Ms. Brown,

Go to Bell Park. It is fun.

Your friend,

Mr. Gray

a) Ms. Brown

b) Mr. Gray

c) Bell Park

Answer feedback
The correct answer is **b**. You can tell that Mr. Gray wrote the email because it says, "From: Mr. Gray" at the top.

common sense media

Common Sense on Digital Life

Some Facts

- 70 percent of children ages 4 to 6 have used a computer ("Zero to Six: Electronic Media in the Lives of Infants, Toddlers, and Preschoolers," Kaiser Family Foundation, 2003)

- 27 percent of children under age 3 have used a computer alone, without a parent's guidance ("Zero to Six: Electronic Media in the Lives of Infants, Toddlers, and Preschoolers," Kaiser Family Foundation, 2003)

- 81 percent of children ages 6 to 11 who went online in the past month did so to play games (American Kids Study conducted by Mediamark Research & Intelligence, 2008)

- 40 percent of children ages 6 to 14 want to see more parental involvement in their use of technology (Learning in the Family Report, 2009)

What's the Issue?

We may think of our kids' online, mobile, and technological activities as "digital life," but to them it's just life. In their world, being able to connect and communicate 24/7 from just about any location is normal – and expected! Between kindergarten and fifth grade, kids go through rapid growth in learning about many topics, including digital media technologies. From playing games on their mom or dad's cell phone, to learning how to point and click a mouse, to navigating online by themselves, kids this age are participating in a connected culture.

Why It Matters

Young children need to learn early how to make good choices so they can take advantage of the powerful technologies available to them. And to make these good choices, kids need parental guidance.

The stakes are high because our kids' technological abilities can be greater than their maturity and judgment. Having unrestricted access to information and people can result in gaining a wealth of information and experiences. But it can also mean accessing inappropriate content and making inappropriate contact with others. The difference between a great experience and an iffy one lies in the decisions kids make. Just as kids learn to eat properly, swim safely, or drive a car carefully, they need to know how to live in the digital world responsibly and respectfully. Their ultimate success depends on their abilities to use digital media to create, collaborate, and communicate well with others. Those who master these skills in using digital tools will benefit from the digital world's awesome power.

common sense says

- **Use bookmarks and safe search.** Teach your child to bookmark his or her favorite sites. This way, your child is less likely to go somewhere online you don't want. Use safe search options on Web browsers, such as Google or Bing, to make sure your child can search safely.

- **Consider using filtering and blocking software.** Some parents find these tools to be useful to help protect younger children from accessing inappropriate content.

Common Sense on Digital Life

- **Have older siblings help.** Have your older children help teach your younger children how to be responsible and safe online. Let the older ones know that you want them to help you protect their little brothers or sisters online.

- **Share wisdom.** Kids often don't understand the implications of their actions. But we do. So we have to remember to extend our basic parenting wisdom to the digital world. We teach kids to choose their words carefully, play nicely with others, and respect their teachers. Now we have to extend those lessons to a vast, invisible world.

- **Pass along your values.** As a parent, you can translate your values into the digital world and help kids understand the implications of their actions. Oftentimes the same rules that apply in the real word apply online, such as "be nice to others," "don't say mean things," and "think critically about information."

- **Seek balance.** It's hard to know how much freedom to give kids. We want them to explore, enjoy, communicate, and create. We also want to be sure they are protected. If our kids are going to thrive with digital media, we must balance the negative with the positive, privacy with protection. As our children grow, they need more independence and privacy. But parents have to be sure their kids know how to be safe and responsible before letting them loose.

- **Keep an open mind.** We don't see the world the way our kids do. And we don't help our kids when we judge their lives through the lens of a non-digital world. It's important for us to understand that our kids will spend much of their lives in a connected world, where everyone creates and communicates. We need to help them to enjoy it and learn from it.