

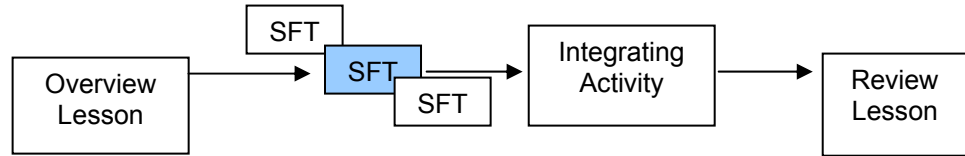
Learning objective: I can.....

Lesson 3 of 6

PoS

Send, reply and annotate emails

QCA Unit: 3e



Resources

Some examples of traditional correspondence, a transcript of a telephone conversation and some exchanges via email.

Software you could use:

Powerpoint or Whiteboard to aid presentation, digitalbrain email

Support files:

Setting the scene (5 mins)

Share the learning objective with the class.

Look at the examples of correspondence. What is different about the styles and content?

Generally, emails tend to be more informal than letters but not as verbose as telephone conversations. Point out how the original email has been annotated rather than re-quoted.

Main Input (5 Mins)

Demonstrate how to create a new email, type a short message and address it. Send it to a school that is waiting for it at a pre-arranged time so they can confirm it has arrived. (or an adjacent class) Demonstrate the "bounce back" message that occurs if your address is incorrect. Check your inbox for a response and show how you might reply by adding extra comments.

Activity – short focused task (5 mins) integrated task (30 mins)

Try telling a "knock-knock" joke to a friend via email. Although this is good for practice, is email the right medium for this?

Review and recall (10 mins)

Bring the class together and review the learning objective.

Discuss the advantages of having a reply quote the original text.

Key questions to ask and to display:

Did they get a bounce back on the address?

Why is email better than overland post?

Name an instance when you wouldn't use email.

Vocabulary:

send, receive, reply, bounce back

Teaching Points:

Assessment Opportunities:

What comes next:

Attaching files to emails.