Email
Day 2
Email Etiquette and Replying to Emails

Daily Objectives *(Students will be able to)*	**Tasks** *(Students will have completed)*	**Vocabulary**	**Materials & Activities** *(at the end of this lesson)*
Computer Skills: **Review** ▪ Set up laptop computer ▪ Open and close an internet browser ▪ Send an email message **New** ▪ Log in to their email account ▪ Open, read, and reply to an email ▪ Identify email sender and date of message. ▪ Distinguish between new and old emails. **Literacy Skills:** ▪ Writing, identifying and summarizing sentences ▪ Crafting a professional email	▪ "Computer and Email Basics Review" ▪ Summary questions related to the TABE test. ▪ Check for, open and reply to new emails ▪ Send emails ▪ Summarize the main points of the "Email Etiquette" article ▪ Identify and correct errors in a poorly formatted email ▪ Compose and respond to a partner pen-pal email	Inbox Reply Sender Summary Spell check Etiquette	*Handout: "Computer and Email Basics Review"* *Handouts: **TABE Fundamentals: Reading Level D**, pp. 40 & 41* *Handout: "Checking and Replying to email."* *Demonstration Email* *Email Etiquette* (Please email to Ss as directed in the lesson.) *Handout: "Email Etiquette questions* *Handout: "Email Etiquette: What's wrong with this email?"* *"What's wrong with this email?" text to send to students as directed in the lesson* *http://tinyurl.com/emailetiquettearticle*

Activity / Time	Description	Resources	Notes
Warm-up/ Review 15 min.	T should review terms/concepts from yesterday's introduction to the computer and have a student volunteer demonstrate opening, saving and closing a word document. One student should demonstrate the process while another one narrates. Students complete the matching activity "Computer and Email Basics Review." Correct as a class.	*"Computer and Email Basics Review"*	*Students who didn't attend day one should be paired with a returning student.*
Lesson on Reading Strategy: Summary 20 min.	T should use page 40 as a reference for explaining summaries. Ask the students what a summary is. T and students should complete the "Test Example" on pg. 40 together; have a student volunteer read the passage. Discuss which answer is correct as a class. T passes out pg 41 to the students. Students should read and complete page 41 individually and then compare answers with a partner. T calls on partners to give their answer for each question.	*Handout:* ***TABE Fundamentals: Reading Level D,*** *pg 40 & 41*	*Pg 40 can be projected on an ELMO if desired.* *Give students 3-4 minutes to complete the sheet to simulate the TABE test.*

Lesson on Email Strategy: Opening/ replying to E-mail 20 min.	T has a student come up and demonstrate how to log into their email (review). Ask the students to find the inbox. Ask the students what an inbox is and what it holds. Ask students how to tell if they have an unread email (it's bold). T logs into email and shows how to open and reply to an email. Emphasize the difference between reply and creating a new email. Show the date of the email and the sender. T has student volunteer come up and demonstrate replying to an email. T asks students to define "etiquette" in the context of email. T asks students why etiquette is important. T introduces the concept of email etiquette. Ask why email etiquette is important. Ask if they have to write emails for their jobs or other formal settings. T shows the "Demonstration Email." Correct the email together on the LCD, eliciting the problems from students. Student volunteer should come up to fix the problems. T emails the text of "Email Etiquette" to the students in the body of an email, demonstrating how to send to multiple recipients.	*"Checking and Replying to email." (handout)* *"Demonstration Email"*	*Point out the spell check.*

Practice: Summaries and Email Etiquette 45 min	Students open and read the "Email Etiquette" article. Ss complete the summary questions and write their own short summary of the article. Discuss the ten tips as a class. Discuss situations where writing a more informal email (such as one with smiley faces) might be appropriate. Have volunteers share their article summaries. Teachers should email the "What's wrong with this email" text to students. Students should complete the paper handout in pairs.	*"Email Etiquette" article (emailed to students in the body of an email)* *"Email Etiquette" questions (paper handout)* *"What's wrong with this email?" text to email to students.* *"What's wrong with this email" (paper handout)*	*Fast finishers can email their rewritten email to the teachers or to another student to correct.*
Email Pen-Pals 15 minutes	Students should be paired up and write a short email to their partner on the topic of their choice. Remind students to compose their emails with using the tips in "Email Etiquette." Students should also send the email to the T (students may need help remembering how to add two emails). Students should take 7 minutes to compose and send their emails and then 7 minutes to reply to their partner, answering any questions posed in the email.	*"Email Etiquette" for reference.*	*Pairs should ideally not be sitting next to each other. If there's an odd number, a T could be a partner, or a group of three can be formed.* *T should monitor the content of the emails and can respond to some students if time permits.*

<u>Computer and Email Basics Review</u>

Match the term to the definition.

1. Inbox
2. Compose
3. Password
4. Mouse
5. USB Drive
6. Username
7. Address
8. Keyboard

A. Used to move the cursor.
B. Place where mail is delivered.
C. An identifying name you create.
D. Area of the computer with letters you type.
E. Device for storage
F. To write, as in write a new email.
G. What you put in the To: field of an email.
H. Secret word or characters for authentication.

TABE Fundamentals: Reading Level D, pp. 40 & 41

1 C This summary includes the subject: King; the action: leading rescuers; and the outcome: finding the missing hiker. Options A and D are facts from the paragraph, but they don't sum up the event. The statement in option B is not accurate. The paragraph says that King located a hiker, not that King likes to hike.

Practice

Read the passage. Answer the questions by circling the letter of the best answer.

The list of responsibilities of an animal control worker is long. Animal control workers drive trucks to look for stray animals. When stray animals are captured, workers take them to an animal shelter. At the shelter, workers check animals for tags. They fill out reports about where they found the animals and write descriptions of them. They use the reports to help find a pet's owners.

The invention of the pet microchip has helped to make the job of an animal control worker much easier. This special computer chip carries the pet's personal identification number. Using a microchip reader, the worker can access a database that has the owner's name, address, and telephone number. The chip can't be lost or damaged, and it lasts for an animal's lifetime.

Pets that have microchips get reunited with their owners much faster than pets that do not. Pets that have chips spend less time in animal shelters. Because of pet microchips, animal control workers can spend more time catching stray animals and less time filling out paperwork.

1 Which of these best summarizes the passage?

A Animal control workers are hard to find because of all their responsibilities.

B Pet microchips help animal control workers find a pet's owners without having to write long reports.

C Pet microchips help owners keep their pets safe.

D Pet microchips are small, but they contain important information.

2 Which of these best describes how the pet microchip makes it easier to reunite lost pets with their owners?

F Animal control workers don't need to write long reports.

G The chip can't be lost or damaged and it lasts for an animal's lifetime.

H The microchips have an identification number that allows access to information about pet owners.

J Animal control workers have more time to do their jobs.

3 Which of these best describes the duties and responsibilities of an animal control worker?

A Animal control workers enter information about a pet's owners into a computer database.

B Animal control workers feed and take care of animals.

C Animal control workers monitor the health of the shelter's animals.

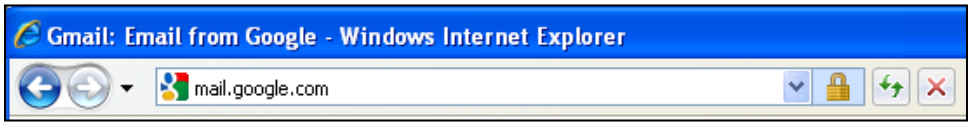
D Animal control workers capture stray animals, bring them to a shelter, and try to locate pet owners.

Check your answers on page 90.

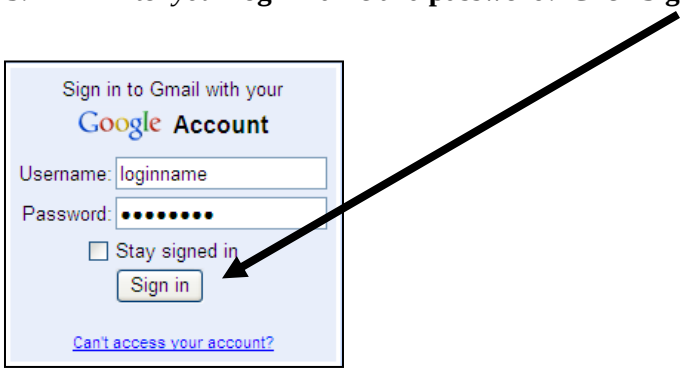
Checking and Replying to Email

1. Open Internet Explorer.

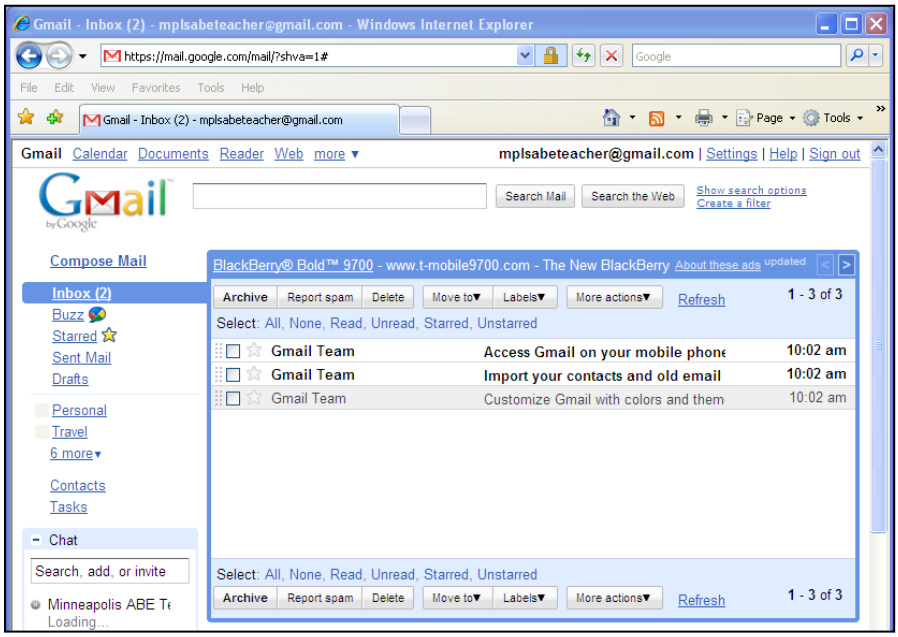
2. **Click** on the **address bar** to highlight the Internet address. Press **delete** or **backspace** to clear the address. Type: **mail.google.com** and press **Enter**.



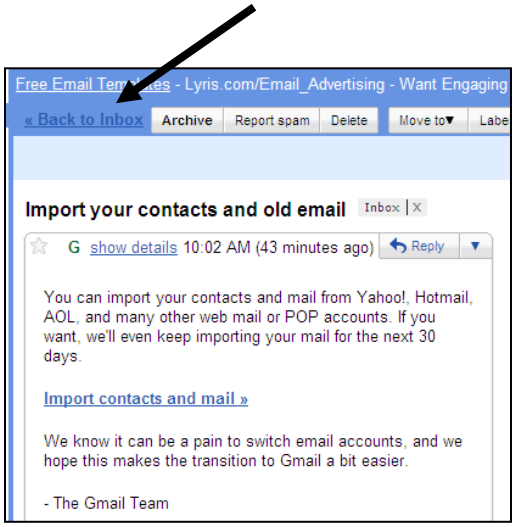
3. Enter *your* **login name** and **password**. Click **Sign in**.



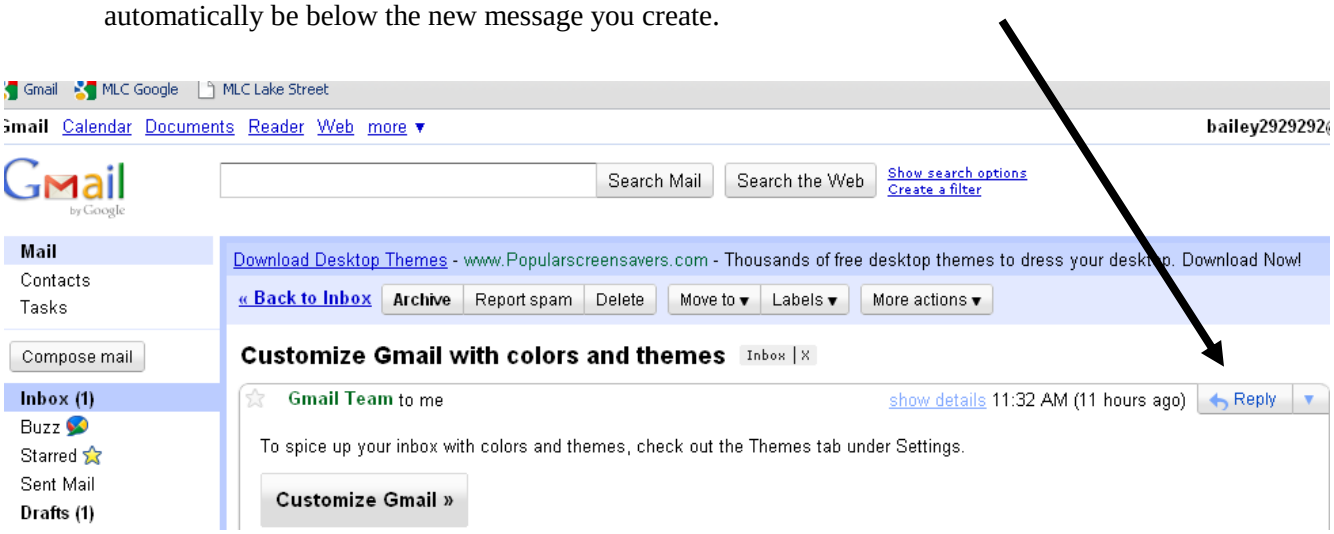
4. What comes up is your email inbox. It shows all of the email messages you have received. New messages are listed in **bold**. Click a message to read it.



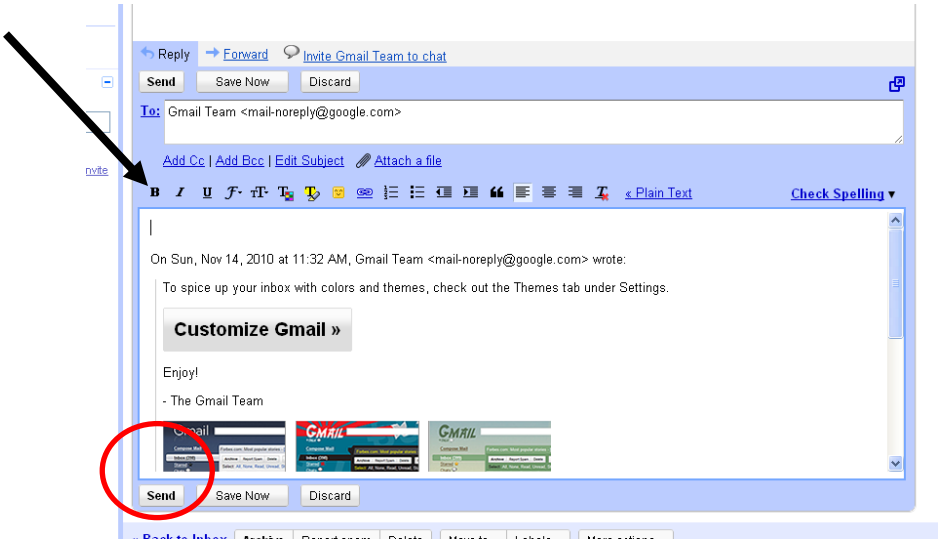
5. After you read a message, click **Back to Inbox** to see your other messages.



6. If you wish to respond to a message that someone has sent you, you do not need to create a new message. Click the **Reply** button to respond to the sender. Their message will automatically be below the new message you create.



7. Type your new message and send.



Demonstration Email

yo!!

how are you??? i'd like to check out that House you have for rent. i seen you're ad on craigslist and I'd like to come by for a vissit next wk. lemme know if this will work for u. what time

is the best for you, TUESDAY or WEDNESDAY? i can move in by dec. 1st 2010.

call or email me ASAP

sarah.
sjohnson@gmail.com

Email Etiquette: 10 Tips

As with all types of communication, particularly in the business realm, it is important to consider the proper etiquette given the audience of your email. The point you are trying to express can easily be lost of the reader is focused on errors or the format of the email. Following these guidelines will help you to ensure your emails will convey the appropriate sense of professionalism.

1. Be concise and to the point. Do not make an e-mail longer than it needs to be. People are less likely to read long emails.

2. Use proper spelling, grammar & punctuation. In writing, punctuation carries much of this suggested interpretation of the mere words. If you omit it completely, alter it or place punctuation marks sloppily, the reader can be puzzled or misinterpret what you write all too easily. Use spell check and omit multiple uses of exclamation and question marks.

3. Do not write in CAPITALS. Use standard spelling, punctuation, and capitalization. THERE'S NOTHING WORSE THAN AN EMAIL SCREAMING A MESSAGE IN ALL CAPS.

4. Answer swiftly. People send an e-mail because they wish to receive a quick response. If they did not want a quick response they would send a letter or a fax.

5. Do not attach unnecessary files. Large attachments fill up inboxes. Try to compress attachments and only send attachments when they are productive.

6. Use proper structure & layout. Since reading from a screen is more difficult than reading from paper, the structure and lay out is very important for e-mail messages. Use short paragraphs and blank lines between each paragraph. When making points, number them or mark each point as separate to keep the overview. Use an easy to read font and use colors sparingly.

7. Read the email before you send it. A lot of people don't bother to read an email before they send it out, as can be seen from the many spelling and grammar mistakes contained in emails. Apart from this, reading your email through the eyes of the recipient will help you send a more effective message.

8. Take care with abbreviations and emoticons. In business emails, try not to use abbreviations such as BTW (by the way) and LOL (laugh out loud) as well as other slang words. The recipient might not be aware of the meanings of the abbreviations and in business emails these are generally not appropriate. The same goes for emoticons, such as the smiley face :-).

9. Do not use email to discuss confidential information. Email is easily forwarded to other people, and once it's out there, it's nearly impossible to retrieve. Most people do not realize that email is not as private as it may seem. Without additional setup, email is not encrypted; meaning that your email is "open" and could possibly be read by an unintended person as it is transmitted to your reader. With that in mind, never send usernames and passwords or credit card or other account information.

9. Use a meaningful subject line. Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email

10. Use proper greetings and closings. Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Ms. Smith: and end your letter with a signoff such as Sincerely, etc.

Bibliography: http://owl.english.purdue.edu/owl/resource/636/01/ and http://www.emailreplies.com/.

Email Etiquette Questions

1. Which of these best summarizes the main idea of the passage?

   a. It's important to use correct spelling and punctuation in email messages.

   b. Email is the most widely used communication method on the planet.

   c. Proper formatting and being aware of the content of your email will help you communicate in a professional manner.

   d. Professional emails are beneficial to companies.

2. What of these best describes the qualities of a professional email?

a. Excessive capitalization and punctuation should be avoided in an email.

b. Never share confidential information in an email, such as credit card numbers or passwords since your message could be intercepted.

c. The formality of the email should depend on the audience.

d. Emails should follow the same standards of a professional business letter; attention should be paid to grammar, spelling, formatting and proper greetings and closings.

3. Which of these best describes how a professionally formatted email can be beneficial to the recipient?

a. When the recipient receives a well formatted, grammatically correct email, the message of the text more easily conveyed and interpreted.

b. People enjoy receiving messages that are as short as possible; that's why it is good to use acronyms.

c. The recipient will respond in a shorter amount of time if the message is clear.

d. People are likely to read an email if the subject line is catchy.

Write a 2-3 sentence summary of the article in your own words.

Email Etiquette: What's wrong with this email?

1. **Circle ten things that are wrong with this email.**
2. **Who is the audience of this email?**
3. **What are the problems? List some here:**
4. **Rewrite the email making the necessary corrections. Email it to your teacher.**