**Email: Day 10**

First thing learners should do when they get to class is open up an email.

|  |  |
| --- | --- |
| **Objectives** *Learners will be able to…* | **Materials** |
| ***Computer skill:*** *attach pictures to email*  ***Literacy skill: TABE Test*** | **Make Student Copies**   * **Literacy Practice-** only for students who do not have to take TABE (Tab 22)   **Props, Technology or Other Resources**   * Projector * Computer for every student |
|  | |
| **Lesson Plan** | Vocabulary |
| **Warm-up:**  Description: ask learners what the purpose of email folders is? How many folders can you have? (No known limit)  Materials/Prep:  **Activity 1: Attaching Pictures**  Description: learners will create an email that could be sent to a potential employer with a resume attached  Materials/Prep:  **Activity 2: TABE Test- Make sure you leave 60 minutes for this activity**  Description: learners will take a timed 50 minute Literacy assessment. This is required of all Open Door students  Materials/Prep: get the tests for each student from the coordinator, if any students do not need to be tested, make them a copy of the **Literacy Practice** |  |

**Teacher Directions: Activity 1: Attaching Pictures**

Step 1 : Demonstrate Opening a Tab-explain each step as you go

Learners should have their **EYES FORWARD AND HANDS OFF OF THEIR COMPUTER for steps 1-3**

All Students should be logged onto on their Email

Demonstrate opening a new tab

Step 2: Demonstrate Attaching a Picture

Typing Google.com into the address bar then click on Images in the navigation bar

Search for pictures of Meteora (or something else you pick)

Right-click on a picture>Click on Save As>Go to My Pictures>Name File>Save

Return to email tab**>explain** that students need to be careful NOT TO CLICK on the “X” on the tab space

Step 3: Demonstrate Attach the Picture

**Ask** learners how to create a new email: click on compose

**Ask** learners what I need to do if I want to send an email to many recipients: *include a comma between addresses*

**Ask** learners how I attach a file:*click on attach a file*

**Click** on Attach a File>Go to My Pictures>Locate Picture>Click On Open

**Ask** learners what is missing from this email/what needs to be added before it is sent: *a body*

Step 4: Go through steps with learners

Learners can now use their computers as you work through the above listed steps together

**Teacher Directions: Activity 2: TABE -Literacy Practice**

Step 1: TABE Test

Students will take the TABE test; they have 50 minutes to complete it

You can explain the assessment to learners like so:

Learners will now complete the TABE test. This will assess literacy skills and is important to Open Door because it is how the organization gets funding. The assessment is not computer related, but as the class name explains, we do have to include English Literacy in the classroom. Learners will have 50 minutes to complete the test, do your best. If you do not know the answer to a question, it is Open Door’s recommendation that you guess. Please remain quiet during the test, including when you finish the test. Teachers cannot help you with questions regarding the content of the test, but if you are confused about something we can try our best to help you out.

*If some students do not have to take the assessment, make the necessary copies of* ***Literacy Practice*** *and instruct them to complete it. Once they finish, you can use the answer key to check their answers.*

**Ask** if there are any questions

If you have any further questions, the coordinator should be around to assist you

Step 2: Upon completion

As learners complete the test (or Literacy Practice), they are allowed to leave for the day.

**Literacy Practice**

Directions: Using the list below, match the tone to each sentence.

* Friendly and Polite
* Humorous
* Positive and encouraging
* Angry
* Stern and professional
* Informal
* Worried and angry
* Firm and demanding

1. Dear Mrs. Jones,

Thank you for bringing the cake to the party. I really appreciate it.

1. My goal in life is to become an underwater airplane pilot.
2. Don’t worry about it. You’ll get better. It also took me a long time to learn how to use a computer.
3. How dare you talk to me like that!
4. I expect you to be here on time tomorrow. If not, you may lose your job.
5. What’s up?
6. Where are you? I’ve been awake all night. I’ve been wondering when you are!
7. This is unacceptable. I want to speak to your manager right now.

**Part 2**

**Directions:** Read the email and circle the letter that best answers the question.

To: scott.hampton.08@corporateoffice.org

From: hannahsales@gmail.com

Subject: Expenses for State Sales Conference

Last fall, I attended the State Sales Conference held in Sacramento. As you may recall, I was able to make use of the skills learned at this conference to set up our new advertising campaign, resulting in a 20 percent increase in total sales for the 2001 season. I am scheduled to attend this year’s conference. At the conference, I will participate in several training sessions designed to help increase our sales, and will meet with sales representatives from our branch offices in San Jose and Fresno.

As requested, I have made airline and hotel reservations. The expenses for this trip will be $715.00. I have already submitted a reimbursement request for these expenses. I would like to request the use of a company credit card to purchase training manuals for other members of our sales staff while in Los Angeles. Please let me know if this will be possible.

Thank you.

1. What is the overall main idea of the email?
2. Sacramento is really cool.
3. Hannah learned a lot at sales conferences.
4. Requesting use of the company credit card for a conference that has had positive outcomes for the company in the past.
5. Sales increased in 2001
6. What is the tone of the email?
   1. Humorous
   2. Angry
   3. Professional
   4. Upset
7. Where does the company have another branch?
   1. San Jose
   2. New York
   3. Sacramento
   4. Los Angeles
8. What is the recipient’s email address?
9. The information included in the memo indicates that Mr. Frost’s main focus at work is
10. Sales
11. Travel
12. Training
13. Teaching
14. What did Mr. Frost do after attending the State Sales Conference in Sacramento?
    1. Arranged for hotel reservations
    2. Set up a new advertising campaign
    3. Attended a conference in Los Angeles
    4. Participated in a training session
15. Which of these provides the best summary of the last paragraph?
    1. Mr. Frost would like to use the company credit card.
    2. Mr. Frost has made travel arrangements and has already requested reimbursement.
    3. Mr. Frost has made reservations totaling $715.00, and would like to buy training materials.
    4. In addition to being reimbursed for travel expenses, Mr. Frost would like to use the company credit card to purchase training materials.

**Part 3**

Directions: Read through the passage and determine the main idea.

Passage #3

Americans have always been interested in their Presidents' wives. Many First Ladies have been remembered because of the ways they have influenced their husbands. Other First Ladies have made the history books on their own.

At least two First Ladies, Bess Truman and Lady Bird Johnson, made it their business to send signals during their husbands' speeches. When Lady Bird Johnson thought her husband was talking too long, she wrote a note and sent it up to the platform. It read, "It's time to stop!" And he did. Once Bess Truman didn't like what her husband was saying on television, so she phoned him and said, "If you can't talk more politely than that in public, you come right home."

Abigail Fillmore and Eliza Johnson actually taught their husbands, Millard Fillmore and Andrew Johnson, the thirteenth and seventeenth Presidents. A schoolteacher, Abigail eventually married her pupil, Millard. When Eliza Johnson married Andrew, he could not read or write, so she taught him herself.

It was First Lady Helen Taft's idea to plant the famous cherry trees in Washington, D. C. Each spring these blossoming trees attract thousands of visitors to the nation's capital. Mrs. Taft also influenced the male members of her family and the White House staff in a strange way: she convinced them to shave off their beards!

Shortly after President Woodrow Wilson suffered a stroke, Edith Wilson unofficially took over most of the duties of the Presidency until the end of her husband's term. Earlier, during World War I, Mrs. Wilson had sheep brought onto the White House lawn to eat the grass. The sheep not only kept the lawn mowed, but provided wool for an auction sponsored by the First Lady. Almost $100,000 was raised for the Red Cross.

Dolly Madison saw to it that a magnificent painting of George Washington was not destroyed during the War of 1812. As the British marched toward Washington, D. C., she remained behind to rescue the painting, even after the guards had left. The painting is the only object from the original White House that was not burned.

One of the most famous First Ladies was Eleanor Roosevelt, the wife of President Franklin D. Roosevelt. She was active in political and social causes throughout her husband's tenure in office. After his death, she became famous for her humanitarian work in the United Nations. She made life better for thousands of needy people around the world.

**1. What is the main idea of this passage?**

A. The Humanitarian work of the First Ladies is critical in American government.   
B. Dolly Madison was the most influential president's wife.   
C. Eleanor Roosevelt transformed the First Lady image.   
D. The First Ladies are important figures in American culture.   
E. The First Ladies are key supporters of the Presidents.

**Passage #2**

Of the many kinds of vegetables grown all over the world, which remains the favorite of young and old alike? The potato, of course.

Perhaps you know them as "taters," "spuds," or "Kennebees," or as "chips," "Idahoes," or even "shoestrings." No matter, a potato by any other name is still a potato- the world's most widely grown vegetable. As a matter of fact, if you are an average potato eater, you will put away at least 100 pounds of them each year.

That's only a tiny portion of the amount grown every year, however. Worldwide, the annual potato harvest is over 6 billion bags. Each bag contains 100 pounds of potatoes, some of them as large as four pounds each. Here in the United States, farmers fill about 400 million bags a year. That may seem like a lot of "taters," but it leaves the United States a distant third among world potato growers. Polish farmers dig up just over 800 million bags a year, while the Russians lead the world with nearly 1.5 billion bags.

The first potatoes were grown by the Incas of South America, more than 400 years ago. Their descendants in Ecuador and Chile continue to grow the vegetable as high as 14,000 feet up in the Andes Mountains. (That's higher than any other food will grow.) Early Spanish and English explorers shipped potatoes to Europe, and they found their way to North America in the early 1600s.

People eat potatoes in many ways-baked, mashed, and roasted, to name just three. However, in the United States most potatoes are devoured in the form of French fries. One fast-food chain alone sells more than $1 billion worth of fries each year. No wonder, then, that the company pays particular attention to the way its fries are prepared.

Before any fry makes it to the people who eat at these popular restaurants, it must pass many separate tests. Fail any one of these tests and the potato is rejected. To start with, only Russet Burbank potatoes are used. These Idaho potatoes have less water content than other kinds, which can have as much as 80 percent water. Once cut into "shoestrings" shapes, the potatoes are partly fried in a secret blend of oils, sprayed with liquid sugar to brown them, steam dried at high heat, then flash frozen for shipment to individual restaurants.

Before shipping, every shoestring is measured. Forty percent of a batch must be between two and three inches long. Another 40 percent has to be over three inches. What about the 20 percent that are left in the batch? Well, a few short fries in a bag are okay, it seems.

So, now that you realize the enormous size and value of the potato crop, you can understand why most people agree that this part of the food industry is no "small potatoes."

**2. What is the main idea of this passage?**

A. Potatoes from Ireland started the Potato Revolution.   
B. The average American eats 50 pounds of potatoes a year.   
C. French fries are made from potatoes.   
D. Potatoes are a key vegetable in America.   
E. The various terms for potatoes have a long history.

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**Literacy Practice Answer Key**

**Part 1:**

1. Friendly and polite
2. Humorous
3. Positive and encouraging
4. Firm and demanding
5. Stern and professional
6. Informal
7. Worried and angry
8. Angry

**Part 2:**

1. C
2. C
3. A
4. [Scott.hampton.08@corporateoffice.org](mailto:Scott.hampton.08@corporateoffice.org)
5. A
6. B
7. D

**Part 3:**

1. D
2. D