**Email: Day 6**

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| **Objectives** *Learners will be able to…* | **Materials** |
| ***Computer skill:*** *save a new document* *Computer Skill: minimize, expand****Computer skill:*** *attach a document*  | **Make Student Copies*** **Story Starters**- do not need copies, simply cut each sentence apart from the others **(Tab 14)**
* **Exercise 8: Attach and Email (Tab 15)**
* **How to Save a File(Tab 16)**

**Props, Technology or Other Resources*** Projector
* Computer for every student
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| **Lesson Plan** | Vocabulary |
| **Warm-up:** Description: Ask learners if they should forward an email to their coworker that is about a dog who rides a skateboard? Ask learners if they should forward an email to coworkers that is about a funding change the effects the organization you work with?Ask learners if they should forward an disrespectful joke to their coworkers? **Activity 1: Story Starters** Description: learners will begin typing a story with a specific tone in mind. They will get about 4 minutes to type, and then students will move to the computer next to them, read the story and continue it with their own words. At the end, you will demonstrate how to save the document Materials/Prep: **Story Starters** printed and cut into separate strips (might already be done and in the binder), copies of **How to Save a File****Activity 2: Attach Emails** Description: teach learners how to attach a document to an email, if you have extra time, go through the steps again. This is a topic that is often quite difficult for students to comprehendMaterials/Prep: copies of **Exercise 8: Attach and Email**  | * Attachment
* Tone
* Save
 |

**Teacher Directions: Activity 1: Story Starters and Saving -Story Starters**

Step 1: Hand out Activity

 **Hand out** one Story Starter to each student

 Keep one for yourself

 **Demonstrate** how to open Microsoft Word and **instruct** learners to do the same

Step 2: Model Activity

 Learners should have their **EYES FORWARD AND HANDS OFF OF THEIR COMPUTERS**

 Read your story starter aloud to the class

**Explain** that you now need to type in the story starter and think of how you could expand the story

 **Explain** that you only have 4 minutes to type as much as you can

 Pretend the 4 minutes are up, and switch over to another computer

Step 3: Ask students what they are supposed to do

 **Ask** students what the steps are to complete this activity?

 **Ask** them how many minutes they get to type?

 **Ask** them if it is a problem if they do not finish what they set out to type? *NO*

**Ask** them if they should keep in mind the tone that previous writers have used in the passage: *YES*

Step 4: Complete the activity

 **Instruct** students to begin the activity

 Keep time and remind learners when they have one minute left

 Do four rotations

 Once the rotations are complete, instruct learners to sit back in their chairs

 Ask for volunteers to read their stories.

Ask what the tone is for each story and discuss why.

Step 5: Work through Saving the Document

Explain that now everyone needs to save their document

 Go through the steps slowly; making sure everyone is on the same page

NOTE: This skill is not directly relevant to email, so it should not be discussed at length. You can hand out “Saving a Document” to students who desire a reference outside of the class.

**File>Save As>My Documents>Name File “Story Starter” (just like giving an email a subject)>Save**

**Step 6: Minimize Pages**

 **Point out** how to minimize the page

Hover your cursor over the buttons on the top right of the page, have students tell you what the buttons do

Click on the buttons and practice using them

**Minimize**- shrinks the program down to the **taskbar**

**Restore down-** shrinks the page within the **desktop screen**

**Maximize-** fills the page again

**Instruct** learners to minimize their document for now

**Teacher Directions: Activity 2: Attaching a File**

Step 1: Context

 **Ask** if anyone has been asked to email someone else their resume?

 **Ask** if anyone has ever had someone email them pictures?

 Explain that oftentimes, these files are sent as attachments

Step 2: What is an attachment

**Explain** that an attachment is just what it sounds like

**Example: Y**ou were to send a letter to someone and include another piece of paper, like an application. The first letter is probably something like the body of the email, it explains what the other document is. The other document is an **attachment**

**An attachment** is something connected to an email and typically must be **downloaded**

Step 3: Demonstrate Attaching

Learners should have their **EYES FORWARD AND HANDS OFF OF THEIR COMPUTERS**

 **Slowly** go through the steps to attach a document

Click on Compose new email>type in an email address (can be fake for now)>Locate Attach a Document>My documents>Story Starters>Open

Point out the bar which shows the document **loading**

**Point out** when the document is done loading

**Ask** if the email is ready to send: *NO, you still need a subject and text in the body to explain what the attachment is. If there is no explanation, it could be assumed that this document is dangerous, which is something to be discussed the next day of class.*

Step 4: Controlled Practice

 **Ask** students how to return to the **inbox**: *click on Inbox*

**Ask** students how to create a new email: *click on Compose*

**Ask** students where you go to attach a file:*attach a file*

**Ask** and assist student through the steps of opening and attaching their Story Starter

 **My documents>Story Starters>Open**

**Instruct** learners to send the attachment to the teacher email address- comp.lit.opendoor@gmail.com

**Ask** them what text they might include in the body, take suggestions, write an example on the board for them to use

Step 5: Individual Practice- Students send attachment to a partner

**** Hand out **Exercise 8: Attach and Email**

**Instruct** students to read through the directions, step by step, to send an email attachment to a partner

Step 6: Open Email with attachment

Once students have sent an email with an attachment, go over how to open the attachment

**Explain** the word **download**

**Ask** how one would know if an email had an attachment: *look for the* ***paperclip***

**Story Starters**

**Directions:** Cut each starter apart so that each student only sees one.

It was a dark and stormy night…

The man boarded the plane for Brazil…

The woman walked quickly to her mailbox…

The baby started crying in the middle of the night…

The phone rang just as Bob was headed out of the office…

No one knew who the package was from…

He knew he had seen her before…

The car made a strange sputtering noise…

He jumped into the cold water…

The party began at midnight…

The filing cabinet suddenly tipped over…

**Email Exercise 8: Attach an Email**

1. Ask a partner for their email address, write it below:

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| --- |
|  |

1. **Compose** a new email
2. Type recipient email address into appropriate space
3. Click on **Attach a File**
4. Click on **My Documents**
5. Locate Story Starters and **click** on the file
6. Click on **Open**
7. **Type** the body example the class came up with (or type your own version if you wish)
8. Come up with an appropriate **subject**
9. **Double check** spelling of the email address and make sure everything is included in the email
10. Click on **Send**

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**How to Save a File**



1. **Click** on File
2. **Click** on Save As
3. A box opens, **click** on the little arrow next to File In
4. **Click** on My Documents
5. **Type** a name for the document into the “File name” line at the bottom of the window, same as determining a Subject for an email



1. Once the document has a name, **click** on Save