

Using Email, Lesson 3: Email Etiquette

Northstar Digital Literacy Standards <i>This lesson aligns with the following standard/s.</i>	Vocabulary <i>This lesson focuses on the following digital literacy terms.</i>								
5. Create and send an email, including recipient address, subject, and message. 11. Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.).	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;">body</td> <td style="width: 50%; padding: 5px;">greeting</td> </tr> <tr> <td style="padding: 5px;">closing</td> <td style="padding: 5px;">message</td> </tr> <tr> <td style="padding: 5px;">email address</td> <td style="padding: 5px;">subject</td> </tr> <tr> <td style="padding: 5px;">etiquette</td> <td></td> </tr> </table>	body	greeting	closing	message	email address	subject	etiquette	
body	greeting								
closing	message								
email address	subject								
etiquette									

Technology Concepts

Important lesson background and teaching tips for instructors

In this lesson, learners will begin to understand the basics of professional email **etiquette**. They will practice writing emails that include a clear **subject**, a polite **greeting**, a concise **body**, and a proper **closing**. Then, learners will type and send emails using prompts based on common situations, such as emailing a teacher about an absence.

Teaching Tips:

- Many of the elements of email **etiquette** discussed in this lesson are necessary in a professional setting. Consider discussing other situations where rules of **etiquette** change.

Teacher Prep Guide <i>Follow these steps to prepare for teaching this lesson</i>	
General Prep	<ul style="list-style-type: none"> <input type="checkbox"/> Open and log in to an email account to project for the class. <input type="checkbox"/> Prepare to project Reference A for Model & Explain 1. <input type="checkbox"/> Prepare to project Reference B and Reference C for Model & Explain 2 .
Do It Together 1	<input type="checkbox"/> Copy Handout A for each learner.
Do It Together 2	<input type="checkbox"/> Copy Handout B for each learner.
Pair Explore	<input type="checkbox"/> Copy Handout C for each learner.
Task	<input type="checkbox"/> Copy Handout D for each learner.
Vocabulary Work	<input type="checkbox"/> Copy Handout E for each learner.

Warm Up

Find out what learners know and prime them for the work ahead.

Pair/Small Group Work (Think-Pair-Share):

- Give two minutes to think about questions projected on screen, then discuss in pairs for two minutes, and finally share together as a class.
 - ◆ How do you **greet** (say hello) to your friends and family at home?
 - ◆ How do you **greet** your boss or teacher?
 - ◆ How are the **greetings** different for different people?

We will Learn...

Sharing learner friendly objectives helps set goals for today's learning.

List objectives on board or project. Read through them together to set goals for today's learning.

We will learn to:

type short and clear **subjects** for emails, so the other person understands the topic of your email.

type polite emails that include a **greeting**, a short **body**, and a **closing**.

MODEL & EXPLAIN 1

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, they should not work on their own computers at this time.

Email Etiquette

- Say to learners:
 - ◆ “In professional settings, you will frequently type emails to people like your co-workers, your teacher, other students, or your boss. When you type professional emails, you should use polite language. This is called **etiquette**. **Etiquette** is a polite, or nice, way of doing something in a professional setting. It is important to be clear and polite in professional emails.”
- Project [Reference A](#).
- Say to learners:
 - ◆ “A professional email should have four parts. A professional email should have a short **subject**, a **greeting**, a short **body**, and a **closing**.”
- Show learners each of the components at the top of [Reference A](#).

Subjects

- Say to learners:
 - ◆ “Every email needs a **subject**. The **subject** is like the title of the email. The **subject** tells the reader what the email is about. A **subject** is short, just a couple of words. It usually is not a complete sentence.”
- Project and show learners the picture of the inbox on the bottom half of [Reference A](#).
 - ◆ Point out the email with the **subject** ‘Plans for tomorrow’.
 - ◆ Show learners the name of the sender - ‘Beth Rider’.
- Say to learners:
 - ◆ “A sender is the person who is sending the email.”
- Say to learners:
 - ◆ “For example, in this email, I know this person is probably asking about my plans for tomorrow.”
- On the projected computer, open your email inbox. Show learners how to:
 - ◆ Start a new email by clicking ‘Compose’.
 - ◆ Type a **subject** in the **subject** line. (Do not send this email.)

DO IT TOGETHER 1

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- Give learners [Handout A](#).
- As a class, read the first **message** and decide which **subject** works best for it. Learners draw a line to connect the **message** and the **subject**.
- Then, learners work in pairs/small groups to draw lines to connect **messages** with their appropriate **subjects**.
- Review answers together as a class.

MODEL & EXPLAIN 2

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, they should not work on their own computers at this time.

The Body of the Email

- Project [Reference B](#).
- Say to learners the following while referring to the sample **message** at the top of [Reference B](#):
 - ◆ “Under the **subject** line, you type your email **message**.”
 - ◆ “The first part of your email is your **greeting**. In the **greeting**, you can greet the other person by saying Hi _____, Hello _____, or Dear _____. Dear is the most formal.”
 - ◆ “The second part is the **body** of your email. This is the **message** you want to send.”
 - ◆ “The last part is your **closing**. This is the ending of your **message**.”
- Project and open the **message** draft you started writing in Model & Explain 1.
 - ◆ Show learners the box where you type a **message**.
- Show learners the common **greetings** and **closings** at the bottom of [Reference B](#).
- Say to learners:

- ◆ “To keep your email professional, you should use correct punctuation and complete sentences. Do not use all capital letters. This could make your email look unprofessional.”

→ Show learners examples of unprofessional emails on [Reference C](#).

DO IT TOGETHER 2

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- Give learners [Handout B](#).
- Ask learners:
 - ◆ “What are some common **greetings**?”
 - ◆ “What are some common **closings**?”
- As learners share answers, encourage them to write down their answers in the chart at the bottom of [Handout B](#).
- Consider discussing other **greetings** and **closings** you think are important.

PAIR EXPLORE

*Teacher has modeled the skills, and skills have been practiced together. Now, allow learners time to explore these skills with a partner without step-by-step guidance from the teacher. *Refer to the “How to Facilitate Pair Explore” for teacher support.*

- Pass out [Handout C](#) to pairs.
- In pairs, learners read the situation. Then, pairs write a sample email together on the paper first based on the situation.
- The email should include a **subject**, a **greeting**, a **body**, and a **closing**.
- When they finish, check-in with them on their drafts.
- Partners choose one email account to work from. Support learners in logging into the email account.
- On a projected Word document, type your **email address**.
- In pairs, on one computer, learners type and send you the email they prepared on [Handout C](#).

Task

Learners practice skills by completing an authentic task/s.

- Give learners [Handout D](#).
- Individually, learners read the two situations.
- For each situation, they should hand write an email that includes a **subject**, a **greeting**, a **body**, and a **closing**.
- When learners finish, they should type their email and send it to the teacher.
- Check your inbox to make sure you successfully received **messages** from each learner.

Vocabulary Work

Learners practice vocabulary presented within the lesson.

- Give learners [Handout E](#).
- Learners label the picture with the words in the table.
- Check answers together as a class.

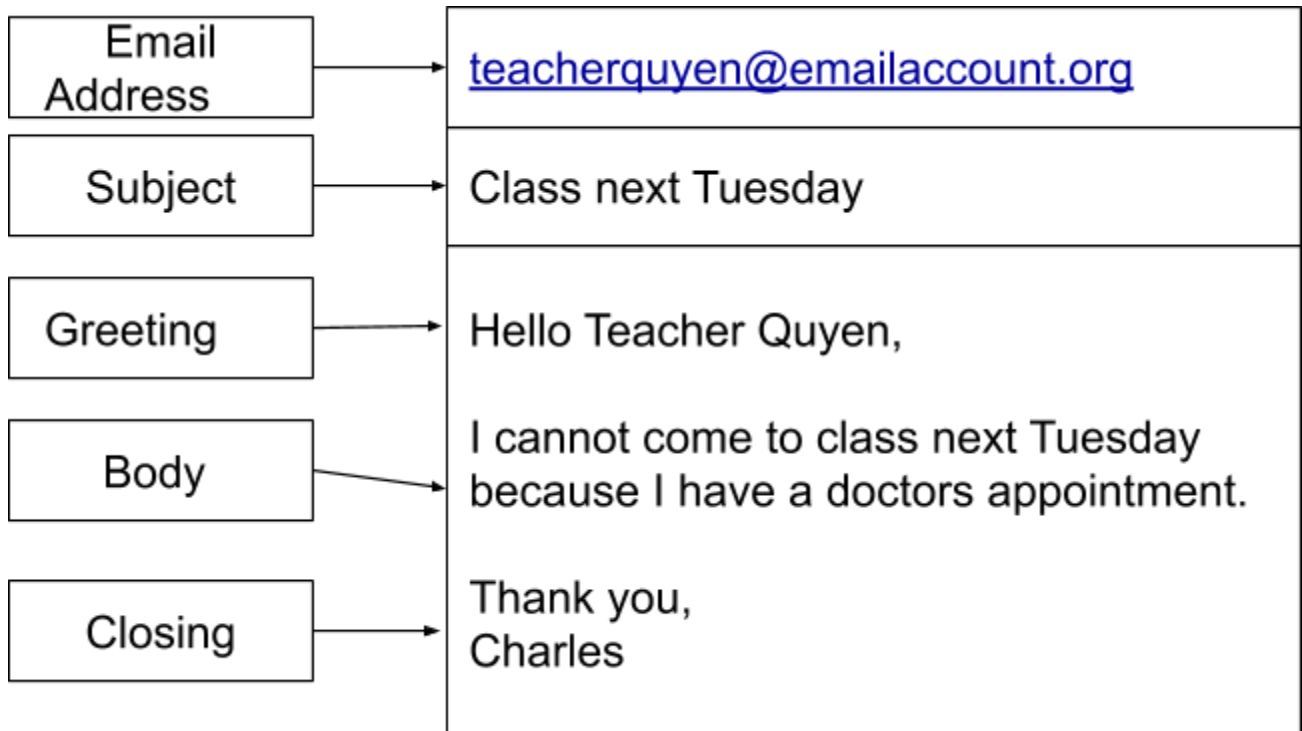
Wrap-Up

A final check in with learners. An opportunity to review, reflect, or check for understanding.

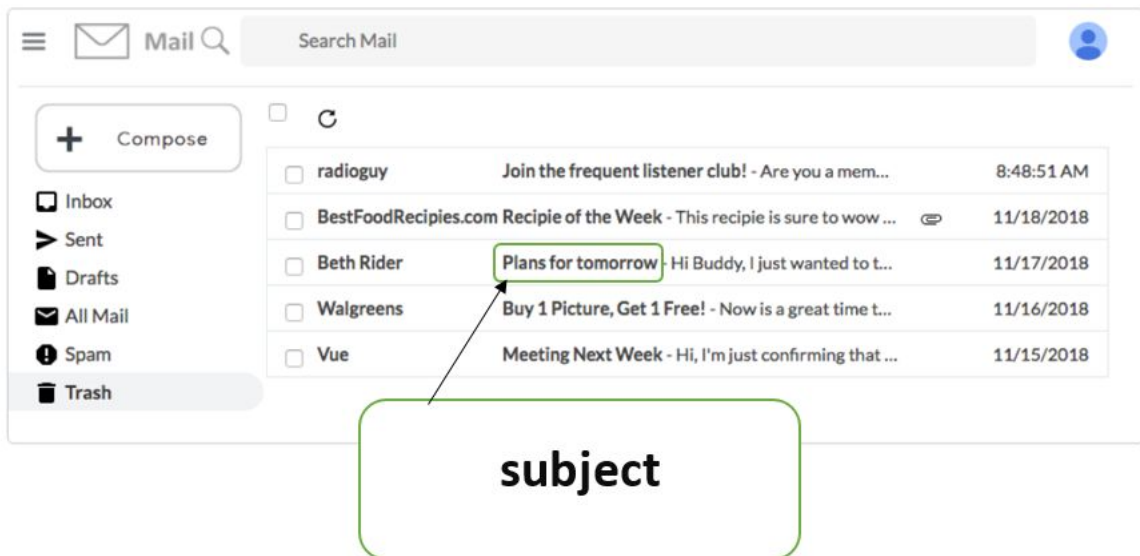
- Ask learners:
 - ◆ “To write an email using professional **etiquette**, you should have four parts. What four parts should an email have? (**subject, greeting, body, closing**)

Reference A

Example Email



Example Inbox



The Message Body

Example Message:

Greeting → Hello Abdi,

Body → What time do you want to meet at the library to study?
Is 2 PM ok?

Closing → Thanks,
Laura

Common Greetings	Common Closings
Hello _____,	Thanks, _____
Hi _____,	Thank you, _____
Dear _____,	Sincerely, _____

Reference C

Unprofessional Emails

No Punctuation

Hi teacher
my name is fred i dont think ican come to class next week because i have to take
care of my kids thanks
thanks fred

All Capital Letters

HELLO GROUP,
THE MEETING IS TOMORROW AT 4PM AT THE LIBRARY. DON'T FORGET
SAMUEL

No Greeting

So excited to apply for this job!!!!!!!!!!!!
-Linda

No Closing

Hello GreenCorp,
I want to apply for the job. Here is my application.

Handout A

Email Subjects

Directions: Read each situation. Draw a line to connect the situation to an appropriate subject.

Email Message

I had a car problem this morning and could not come to class.

I have a doctor's appointment and cannot come to work Monday.

Do you want to get together and study next Thursday?

I am interested in applying for the job. Here is my application.

I lost my jacket in school last week. Did anyone find my jacket?

Email Subject

Doctor's appointment

Car problem

Lost jacket

Study on Thursday

Job application

Handout B

Greetings and Closings

Directions: Write down common greetings and closings for email.

Common Greetings	Common Closings



Greetings and Closings

Directions: Write down common greetings and closings for email.

Common Greetings	Common Closings

Handout C

Writing an Email Message

Directions: With a partner, read the situation below. Then, write an email message that has a **subject**, a **greeting**, a **body**, and a **closing**.

Situation: You missed class last week and want to get your missed homework.

<u>Subject:</u>
<u>Message:</u>

Directions: Finally, choose 1 email account. Log in. Type your message above and send it to your teacher.

Check: Did your teacher get your email?

Handout D

Email Writing Practice

*Directions: Read the two situations. For each situation, write an email message that has a **subject**, a **greeting**, a **body**, and a **closing**.*

Situation One: You want to sign up for a computer class at the library.

<u>Subject:</u>
<u>Message:</u>

Situation Two: You want to go to lunch next Friday with a friend.

<u>Subject:</u>
<u>Message:</u>

Handout E

Email Message Vocabulary

Directions: Label the picture with the vocabulary words in the table. Then, answer the question at the bottom of the page.

body	subject	closing	greeting	email address
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teacherquyen@emailaccount.org

Class next Tuesday

Hello Teacher Quyen,

I cannot come to class next Tuesday because I have a doctors appointment.

Thank you,
Charles

What is **etiquette**?

- a. A way to protect your email from thieves.
- b. The correct way to spell something.
- c. The nice or polite way to do something.
- d. A special type of email account.