
	<p style="text-align: center;">Snail Mail Or E-mail? Using Email with 1st Graders</p>	
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Daily for Two Weeks
Fifteen to Thirty Minutes Each Day

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Lesson-Planning Approach

Some learners perceive their "world" as a whole, where all things are interconnected and dependent upon each other. These "integrated" students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in ways that do not match their experience. Among large populations of at risk students are many from Native American and similar cultures that do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklist, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work

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- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson is designed to acquaint first grade students with email. Communications will be sent and received by the class both by traditional mail and by email. The story “The Letter” in the book “Frog and Toad are Friends” by Arnold Lobel will be used as the anticipatory set for the group of lessons. In this story Toad is sad because he never receives any mail. Frog goes home and writes his friend a letter. The letter is successfully delivered days later by a snail. The story lists all the things Frog and Toad do while waiting for the letter. The first grade class will keep a class journal of all the class activities while waiting for a reply. The calendar will be marked with the dates the letters were sent and received at both ends.

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Lesson Objectives

Project Objectives: When students complete this session, they will be able to...

- ❖ Create and send an email.
- ❖ Find the e-mail icon on the computer screen and launch the program.
- ❖ Locate the address bar in the email screen.
- ❖ Place the cursor for writing on the email screen typing with necessary help from teacher to record their message.

Integration of Other Functional/Academic Skills:

Math: Find and mark the date email and letters are sent and answers are received.

Reading: Apply decoding skills to read the messages written and received by the class.

Writing: class writing project using the writing process consisting of prewriting, drafting, revising, proofreading, and publishing/sharing.

Critical Thinking: Compare and contrast the two forms of communications with their advantages and disadvantages.

Colorado State Standards

Colorado Model Content Standards for Language Arts

Standard 1: Students will read and understand a variety of material.

Standard 2: Students will write and speak for a variety of purposes and audiences.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Websites

None

Pre-requisites:

Students-none. This maybe used with students who cannot read or write yet if the teacher assists with composing the letters and reading.

Required Equipment/Technology

- ❖ Computer with email capacity.
- ❖ Printer
- ❖

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The Lesson

Preparation

Activity	Instructor Notes
Read story. Ask if students like to get mail. Generate a list of other ways we can communicate with people who are not in the same building. If email is not mentioned, ask if messages can be send and received on the computer.	Have book “Frog and Toad Are Friends” by Arnold Lobel. First grade readers can often read this series independently in the second half of the first grade year.
Use a calendar and mark it with the days it took for Frog’s letter to arrive at Toad’s house.	Will the regular classroom calendar be used or will a separate one be started?

Presentation

Activity	Instructor
<p>Tell the class to whom they will be writing a group letter. Generate a list of questions they would like to ask. Explain that the questions would be divided into two groups and sent by either e-mail or traditional mail.</p>	<p>The teacher needs to have arranged with an individual to promptly answer an e-mail and a letter mailed through the Post Office. (I use my mother. She retired after 28 years of teaching first grade. Of course, one 1st grader blurted out, "She's still alive?" when I announced we would be writing my mother)</p>
<p>Demonstrate during group writing how to compose a traditional letter with its components of date, greeting, body, closing, and signature. Compose the email.</p>	
<p>Address the envelope and stamp. Have students observe as the email is sent. Mark both activities on the classroom calendar. Start a daily class log of classroom activities accomplished each day while waiting for a reply to each.</p>	<p>Have calendar on which students can record the date and times letters are sent.</p> <p>Have chart paper ready to record activities done each day by students waiting for reply to letter.</p>

Practice

Activity	Instructor
<p>Tell students they will be emailing someone in the school. Generate a list of questions for students to select from to ask the employee about their job.</p> <p>Have students compose their emails on copies of Appendix A, a print out of a blank email screen.</p> <p>Allow those who have the skills to type their emails on to the computer screen. Help with email addresses and let students send the item.</p>	<p>Arrange for school employees who would answer an email from a first grade student.</p> <p>Run copies of Appendix A</p>
<p>Help students read the replies they have received.</p>	<p>Set up specific times to check the classroom email.</p> <p>Print replies for the students.</p>

Practice II

<p>Keep up with the calendar and journal of activities each day while waiting for the traditionally mailed letter to be returned.</p> <p>Record date traditionally mailed letter is received. Reread journal of class activities the students have done since letter was sent.</p>	<p>Explain to students that adults often call traditional mail sent through the Post Office “snail mail.”</p>
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<p>Compare and contrast the two forms of communications. Use a Venn diagram. What are the advantages of each? (Grandma can't put money in an email.)</p>	
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Presentation

Activity	Instruction
<p>Have students pick a person to whom they would like to write. Using the writing process of prewriting, drafting, revising, proofreading, and publishing/sharing, write a short letter.</p> <p>Students will explain why they have selected email or traditional mail to send their message.</p>	<p>A letter needs to be composed to the parents explaining the letter writing process at school and that their child has a message ready to be sent. The letters may be taken home by the child to be addressed and sent or addresses can be brought to the school.</p> <p>Students should be familiar with the rubrics for letter writing. See Appendix B.</p>

Lesson Assessment Strategy (Formative-as the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

- ❖ Did I have email and traditional mail sites set up to send to before beginning the lesson?
- ❖ Did I have a copy or multiple copies of "Frog and Toad Are Friends."?

- ❖ Is there enough variety in the lessons to appeal to most learning preferences?
- ❖ Are the students informed of the safety concerns when using the Internet to communicate?
- ❖ Are the requirements for the written components made clear to the students?
- ❖ Do the students understand what part technology plays in the lesson?

Performance and Practice (Student)

- ❖ Do all students have the skills to follow the instructions?
- ❖ Are all students able to contribute to the project in some manner?
- ❖ Is there a plan to help any student who does not score satisfactorily on the rubrics?

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Activity Checklist

Read book "Frog and Toad Are Friends.	
Keep a calendar of dates messages are sent and received.	
Write a group e-mail and a traditional letter.	
Students compose and send e-mail to school employees.	
Students chose a person to communicate to by either email or traditional post office.	
Pros and Cons of e-mail and traditional mail are compared using a Venn diagram.	

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Appendix B

Date

Greeting,

Body of the letter.

Closing,

Signature

Appendix C

Date

_____,

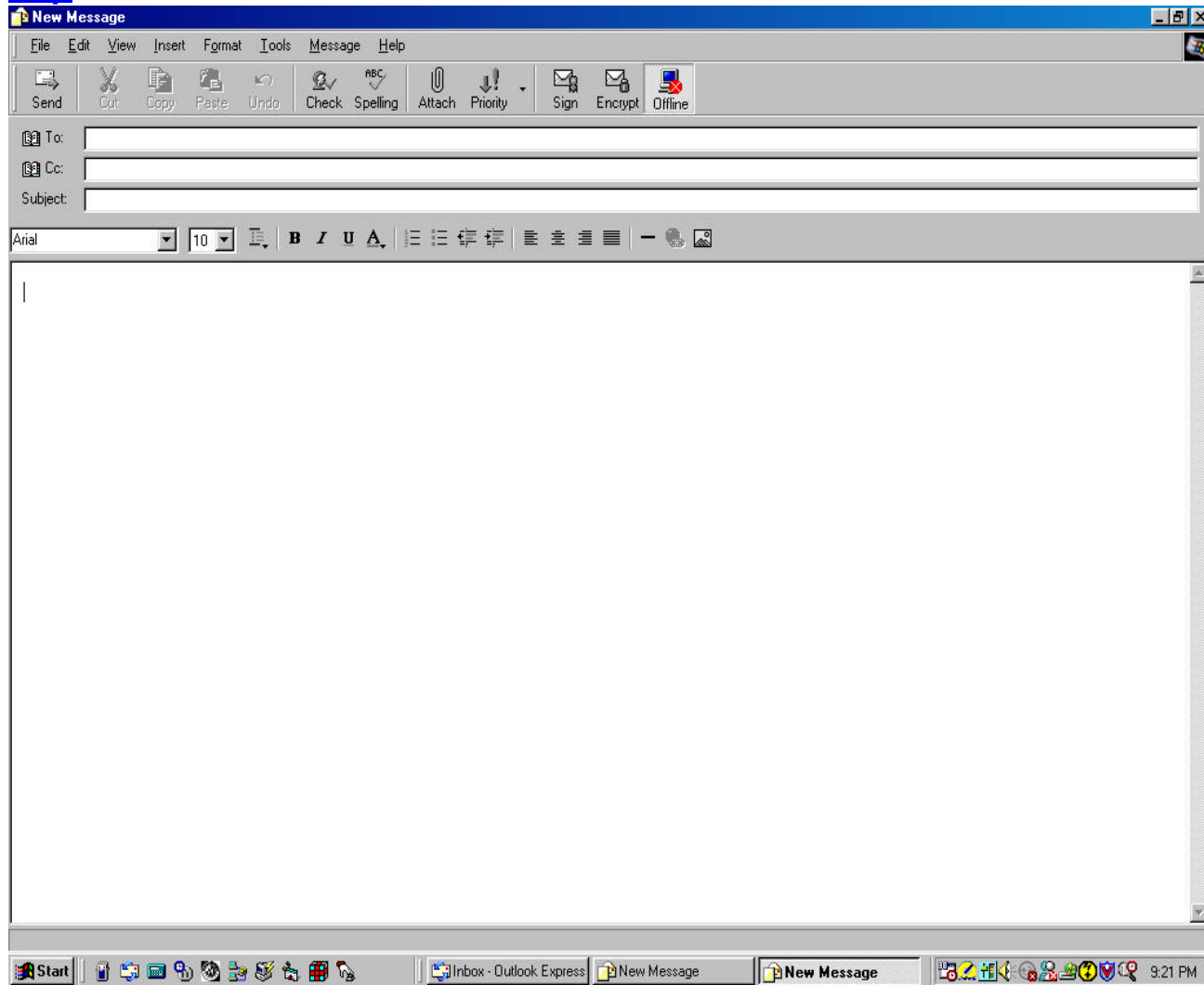
_____,

Appendix D

Rubric for E-mail

	Not Evident 0	Emergent 1	Satisfactory 2	Proficient 3
Organization of a friendly letter.	No organization is evident	One of the five parts is present	Two to four parts of the letter are present	All five parts are present.
Using the computer for e-mail	None of the items listed under Proficient are present	One to two items listed under Proficient are present.	Three to four items listed under Proficient are present.	<ol style="list-style-type: none"> 1. Can open the e-mail icon. 2. Locate the address window. 3. Locate the sender window 4. Type a simple message 5. Find the send button.

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