

Using Email, Lesson 4: Reply, Reply All, Forward

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>						
6. Open and reply to an email. 7. Understand why and how to reply, reply all, and forward an email.	<table style="margin: auto; border: none;"> <tr> <td style="padding: 5px;">forward</td> <td style="padding: 5px;">reply all</td> </tr> <tr> <td style="padding: 5px;">recipient</td> <td style="padding: 5px;">sender</td> </tr> <tr> <td style="padding: 5px;">reply</td> <td></td> </tr> </table>	forward	reply all	recipient	sender	reply	
forward	reply all						
recipient	sender						
reply							

Technology Concepts

Important lesson background and teaching tips for instructors

In this lesson, learners will use **reply** to send responses to an email and **reply all** to send responses to everyone in a group email. They will also learn how to use **forward** to send a copy of an email to another **recipient**. Learners will identify common situations in which to use each of these email functions. In the task, they will use **reply all** to practice arranging a time and a place for a study group meeting.

Teaching Tips:

- The **forward**, **reply**, and **reply all** buttons are often found in different places depending on what email provider you are using. Show learners where these buttons are on different email providers if you have access to multiple accounts.

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"/> Send an email to yourself or ask a colleague to send you an email with the subject "Job Opportunity!" In the email message, write "The local school board is looking for bus drivers! Apply here." <input type="checkbox"/> Collect learner's email addresses. Send all learners an email with the subject "Lost bag". In the email, write "Did you leave your bag in class yesterday?" <input type="checkbox"/> Prepare to project Reference A for Model & Explain 1, Reference B for Model & Explain 2 and Reference C for Pair Explore.
Task	<ul style="list-style-type: none"> <input type="checkbox"/> Copy Handout A and cut into three parts (one part per learner).
Vocabulary Work	<ul style="list-style-type: none"> <input type="checkbox"/> Copy Handout B for each learner.

Warm Up

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

- Write the words “**reply**”, “**reply all**”, and “**forward**” on the board.
- Ask learners the following questions aloud. Learners discuss in pairs before sharing answers as a class:
 - ◆ “What do you think these words mean? Try and guess.”
 - ◆ “What do you think these words might mean when using email?”

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:

reply to the **sender** of an email.

reply to the **sender** of an email, and a group (everyone else the email was sent to).

forward a copy of an email to another person.

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.

Senders and Recipients

- Say to learners:
 - ◆ “In an email conversation, there are two people. The first person is the **sender**. The **sender** sends the first email.”
 - ◆ “The second person is the **recipient**. The **recipient** receives the email. There can be multiple **recipients**.”
- Show learners the **sender** and **recipients** in [Reference A](#).
- Ask learners:
 - ◆ “How many **recipients** received this email?”

Reply

- Project and open the email you sent to yourself with the subject “Job Opportunity”.
- Say to learners:
 - ◆ “I just got this email. The subject is ‘Job Opportunity.’ I want to apply for this job, but I don’t know when the application is due.”
 - ◆ “If I click **reply**, I can send a response to the person who wrote this email and ask them.”

- Model how to click **reply**, type ‘When is the job application due?’ and press send.
- Say to learners:
 - ◆ “The **reply** button usually has a left-pointing arrow.”
 - ◆ “The **reply** button allows you to send a **reply**, question, or response to the **sender** of the email.”

Reply all

- Say to learners:
 - ◆ “Sometimes, we have email conversations with multiple people. For example, a manager may send out an updated job schedule to a team, or a group of people may want to make plans to meet together.”
- Project and show students how to send an email to multiple people by:
 - ◆ Opening a new email.
 - ◆ Writing multiple email addresses.
- Say to learners:
 - ◆ “When I receive an email that was sent to multiple people, I can use the **reply all** button to respond to everyone in the group. The **reply all** button usually has two left-pointing arrows.”
 - ◆ “**Reply all** sends a response to everyone in the group. **Reply** only sends a response email to the **sender**.”

Reply vs. Reply all

- Say to learners:
 - ◆ “Remember, there are two ways to **reply** to an email message from a **sender**. **Reply all** and **reply**.”
 - ◆ “Be careful with **reply all**. **Reply all** sends an email to everyone who received the email, the entire group. Only use **reply all** if everyone needs to see your response message. **Reply all** is useful when you make plans with a small group, or if everyone needs to see your response.”
 - ◆ “When you want to respond *only* to the **sender**, **reply** is useful. For example, let’s say I have extra unneeded calculators. I email the whole class and ask ‘Do you want a calculator?’ If you want a calculator, you should **reply** to this message. You don’t need **reply all** because everyone in the class does not need to know that you want a calculator, you only need to tell the **sender**.”

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.

- Project [Reference B](#).
- Read the emails as a class. After reading each email, ask learners:
 - ◆ “Do you think you should **reply** or **reply all**?”
- Learners discuss in pairs before sharing answers and rationale 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.

Forward

- Project and open the email you sent to yourself with the subject 'Job Opportunity.'
- Say to learners:
 - ◆ "I have a friend who is looking for a job. I want to send this email to him."
 - ◆ "To send this email to him, I can click **forward**. **Forward** sends a copy of an email to another person."
 - ◆ "The **forward** button usually is a right-pointing arrow."
- On the projected computer, show learners how to **forward** an email:
 - ◆ Click **forward**.
 - ◆ Type the email address of a learner in your class, or **forward** to all learners.
- Say to learners:
 - ◆ "Before I **forward** the message, I can type my own message above the original email."
- Above the first message, type "I think you should apply for this job!"
- Then, show learners how to click 'send' to **forward** the email.

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.

- Ask learners the following. Learners discuss in pairs before sharing answers as a class:
 - ◆ "I received an email from a friend. They asked if I wanted to study together for the test. I want to send them an email to say 'yes.' What should I click?" (**reply**).
 - ◆ "I just got an email recommending a great math class. I want to send it to a friend who wants to study math. What should I click?" (**forward**)

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.

- Say to learners:
 - ◆ "I sent everyone in the class an email. The subject of the email is 'Lost bag'.
 - ◆ "With a partner, you will **reply** to the email and **forward** it."
- Project [Reference C](#). Then, with a partner learners try to:
 - ◆ On one computer, choose one email account to log in to.
 - ◆ Find the email from your teacher with the subject 'Lost bag'.
 - ◆ **Reply** to the teacher's email.
 - ◆ **Forward** the email to your partner's account.
 - ◆ Close your email account.
 - ◆ Help your partner to open their email account.
 - ◆ Check: Was the email **forwarded**?

Task

Learners practice skills by completing an authentic task/s.

- Say to learners:
 - ◆ “If you want to study with your classmates, email can be a good way to organize a time and place to study together. We are going to practice scheduling a study time with our classmates. This is only for email practice. We are not really scheduling study time now.”
- Divide learners into groups of three.
- Say to learners:
 - ◆ “Your study group needs to choose a day and a place to study.”
 - ◆ “Some people can only study on one specific day or in one specific place.”
- Assign the learners in each group numbers 1-3, and give them the respective part of [Handout A](#).
- Say to learners:
 - ◆ “Your piece of paper says which days and in which places you can meet.”
- Persons 2 and 3 write their email addresses on Person 1’s handout.
- Guide learners with the following instructions:
 - ◆ “Open and log in to your email accounts.” Support learners to log in, as needed.
 - ◆ “Now, Person 1 will send the first email to Persons 2 and 3.”
 - ◆ “Next, Person 2 will **reply all**.”
 - ◆ “After Person 2, Person 3 will **reply all**.”
 - ◆ “Now, as a group, find the one time and place everyone can meet.”
- Answer: Wednesday at the library.

Vocabulary Work

Learners practice vocabulary presented within the lesson.

- Give learners [Handout B](#).
- Learners draw lines to connect the definitions with the vocabulary words.
- Then, learners label the pictures with the correct words.
- 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 the following. Learners discuss in pairs before sharing answers as a class:
 - ◆ “What button should you click if you want to respond to only one person?” (**reply**)
 - ◆ “What should you click if you want to send a copy of an email to another person?” (**forward**)
 - ◆ “What should you click if you want to respond to the person who sent an email and everyone else who received it?” (**reply all**)

Reference A

Sample Email

The image shows a screenshot of an email client interface. At the top, there is a search bar labeled "Mail" and "Search Mail". Below the search bar, there are navigation icons and a "Compose" button. The main content area displays an email titled "Job Opening at City Hall" sent on "Sat, Nov 17, 8:47:44 AM (1 day ago)". The sender is identified as "Dakota Padilla" and the recipient as "to me, Susan". The email body contains the text: "Hey Hsar, Here's the job we were telling you about. Let me know if you need a reference. www.governmentjobs.com/careers/mncities/jobs/2178459/ Good luck!, Dakota". At the bottom, there are buttons for "Reply", "Reply All", and "Forward".

sender

recipients

Reply or Reply All?

Directions: Read the following emails as class. Decide if you should click reply or reply all. Why?

Email One

Dear Class,
Someone left a large red coat in the
lunchroom. If the coat is yours, please
respond to this email so we can give it
back to you.

Thank you,
Principal



REPLY or REPLY ALL?

Email Two

Hello Javier, Mai, and Tom,
We need to meet to work on our project.
Can you meet this weekend? What time
can you meet?

Thanks,
Hsar



REPLY or REPLY ALL?

Email Three

Hi Hsar, Javier, and Mai,
Our project is done. Can someone print it
before class? I don't have a printer.

Thanks,
Tom



REPLY or REPLY ALL?

Email Four

Hello Class,
We will have a test next week. Please
email me if you need help studying.
Sincerely,
Teacher



REPLY or REPLY ALL?

Pair Explore

Directions: Complete the following with a partner on one computer.

1. On one computer, choose one email account to log into.
2. Find the email from your teacher with the subject 'Lost bag'.
3. **Reply** to the teacher's email.
4. **Forward** the email to your partner's account.
5. Close your email account.
6. Help your partner to open their email account.
7. Check: Was the email **forwarded**?

Handout A

Person 1

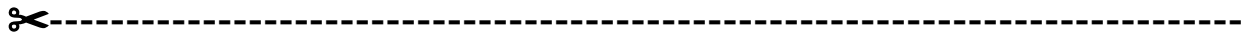
Directions: Send an email to all of your group partners. Below are the days and places you can meet.

Day: You can study Tuesday or Wednesday.

Place: You can study at the library or the cafeteria.

Person 2 email address: _____

Person 3 email address: _____

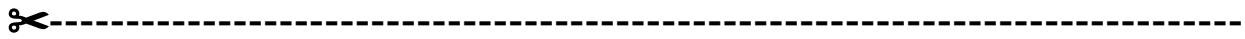


Person 2

Directions: Reply all to your group partners. Below are the days and places you can meet.

Day: You can study Tuesday, Wednesday, or Thursday.

Place: You can study at school or at the library.



Person 3

Directions: Reply all to your group partners. Below are the days and places you can meet.

Day: You can study Wednesday or Thursday.

Place: You can study at the cafeteria or the library.

Handout B

Reply, Reply All, Forward

Directions: Draw a line to connect the word with the definition.

Words	Definitions
Reply	The person who sent an email.
Reply All	Sends a response only to the sender (person who wrote the email).
Forward	The person who received an email.
Sender	Sends a response to the sender (person who wrote the email) and everyone else who received it.
Recipient	Sends a copy of the message to another person.

Directions: Label the pictures below. What does each arrow mean?

