

## Riddle This (Email)

ICT.3

### **TIME**

240 minutes

### **OVERVIEW**

Using anonymous email accounts, students are introduced to the email software application or web-based email used by the school, while participating in a riddle activity to learn about each other. Students practise creating and sending email messages, checking email, and reading and replying to messages.

### **LEARNING OUTCOMES**

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

### **English Language Arts**

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.2.5 *Make Sense of Information*—Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues.
- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.

### **ICT LITERACY SKILLS AND COMPETENCIES**

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- communicating electronically
- ethical use of technologies

### **SUGGESTED LEARNING RESOURCES**

#### **Software**

- email

#### **Print**

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

**Internet**

- IMYM Links Database. <[www.edu.gov.mb.ca/k12/tech/imym/resources/links.html](http://www.edu.gov.mb.ca/k12/tech/imym/resources/links.html)>.
- Searching the Internet using the terms “free email for students” will return useful hits.
  - Gaggle.Net (a safe environment for students and schools to use). <[www.gaggle.net](http://www.gaggle.net)>.
- Subscribe to or search to find key pals around the world.
  - ePals (classroom exchange). <<http://www.epals.com>>.
  - Intercultural Email Classroom Connections (IECC). <<http://www.iecc.org>>.

**BLMs**

- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.3#1: Planning Identity Clues
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

**TBLM**

- TBLM ICT.2#1: Skill Know-How Checklist

**Materials**

- Read-Me files or online help available for the software application

**SUGGESTIONS FOR INSTRUCTION****Preparation and Set-up**

- Become familiar with the email software installed on the class computers, or with a web-based email provider such as Gaggle.Net (designed for student use), MSN Hotmail, or Yahoo! Mail.
- Ask a technical support person to set up anonymous email accounts.
 

**Suggestion:** Set up a student username that includes the following: school initials, room number, and teacher-assigned student number. For example, Sir John A. Macdonald Middle School, Room 13, Student 21 could be set up as “SJM13-21.” Keep a master list of student usernames.
- If no email software is available, free email accounts can be set up for students using web-based providers. To protect their privacy, students should use a code name, their student number, or an alias such as “SJM13-21.”
- Review the database of students’ ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.3: Riddle This.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students’ skills.

**Activating Strategies**

- Students discuss their previous experiences with electronic mail. Students may not have had a personal experience but may have knowledge of email through parents or friends, or through the media.
- Students view a demonstration of how the email program works. They identify similarities with word processing and other programs they are already using.
- Students receive anonymous email usernames.
- Students brainstorm examples of effective clues for riddle messages.
- Students each make up a hard clue, a medium-hard clue, and an easy clue about themselves. They fill out BLM ICT.3#1: Planning Identity Clues and give a copy to the

teacher for safekeeping. (If a student is away at the time set for email exchange, the teacher could assume that student's identity based on BLM ICT.3#1: Planning Identity Clues.)

### **Acquiring Strategies**

- Students receive the email address of an anonymous classmate, and record it on their copy of BLM ICT.3#1: Planning Identity Clues.
- Each student emails a hard clue to the anonymous classmate whose email is on the paper he or she was given. The students receiving the hard clue email must guess the identity of the sender.
- Receivers reply to their respective senders, specifying their guess as to who sent the clue.
- Senders reply in the affirmative if their identity was guessed correctly, or forward the medium-hard clue if the guess was incorrect. This exchange continues, with senders forwarding the easy clue if needed.
- When senders confirm their identity by responding with an email, they send a copy to the teacher. The teacher keeps a list as all students' identities are found.
- Senders use a signature with their last message confirming their identity. Teach students what a student-appropriate signature should contain. As a safety issue, students should use first name and initial of last name only, room number, and school name and address. (No information identifying an individual should be included.)

### **Applying Strategies**

- Students participate in email exchanges with each other, their teacher, and students in other classes in their own school or elsewhere in the world.
- Students email an "expert" to obtain feedback about their work or to get specific information needed to complete an assignment on a topic they are currently studying in class.

### **Variations/Extensions**

- Students write the biography of a classmate, collecting information by email.
- Using the email attachment feature, students send a personal text to a classmate for comments.
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

### **SUGGESTIONS FOR ASSESSMENT**

- Check whether each student was able to guess the identity of his or her unknown classmate.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- Use TBLM ICT.2#1: Skill Know-How Checklist for this ICT to record ongoing observations of students' skills.

### **CONNECTION TO COMMUNITY AND DIVERSITY**

- Students use email in the *Community and Diversity* interdisciplinary unit to research, share, and request information and feedback.

### BLM ICT.3#1: Planning Identity Clues

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the chart below to plan clues for the email exchange. List a clue in each box to help others identify you.

Person	Hard Clue	Medium-Hard Clue	Easy Clue
<p><i>Example:</i></p> <ul style="list-style-type: none"> <li>Jack and the Beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>I am a thief.</li> </ul>	<ul style="list-style-type: none"> <li>I am not afraid of heights or giants.</li> </ul>	<ul style="list-style-type: none"> <li>I like to climb beanstalks.</li> </ul>
<ul style="list-style-type: none"> <li>Tim Smith</li> </ul>	<ul style="list-style-type: none"> <li>My mom calls me "Honey" at home.</li> </ul>	<ul style="list-style-type: none"> <li>I don't like hot dogs.</li> </ul>	<ul style="list-style-type: none"> <li>I have red hair.</li> </ul>
<ul style="list-style-type: none"> <li>young bull moose</li> </ul> <p>"How the People Hunted the Moose." —Métis-Cree story</p>	<ul style="list-style-type: none"> <li>I think I can outrun the hunters.</li> </ul>	<ul style="list-style-type: none"> <li>I got tired running away from the hunters.</li> </ul>	<ul style="list-style-type: none"> <li>I was the first to reach for the pipe.</li> </ul>