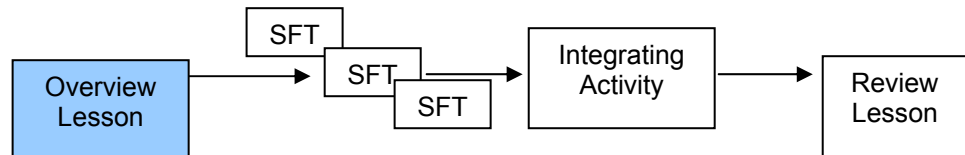


recognise the variety of ways text can be created

QCA Unit: 1B



Resources

A variety of magazines, a typewriter, stencils, letter shapes, transfers, brushes, jumbo pens, Other examples e.g A toy printing set with rubber stamps, Dymo,

Software you could use:

None needed

Support files:

lesson1.pdf, lesson1.ppt

Setting the Scene: (5 mins)

Share the learning objective with the class.

Explain that this unit of work is going to help them to learn about how to enter text using some of the special keys on the keyboard.

Tell the class they are ultimately going to produce some perfectly formed text on the computer.

Main Input: (20 mins)

Away from the computer

As a whole class, look around the classroom. Does all text look the same? How do they think it was all created? Show some examples of text, e.g. typed, handwritten, stencil and computer created text, etc. (see lesson1.ppt) Ask the children which method of creating display text is the most popular nowadays? Computer generated text is everywhere however this was not always true. What about the actual text in books and magazines? Demonstrate how an old typewriter works. Explain about the ribbon and the paper. Note the carriage return, space bar and backspace. What if you made a mistake?

Activity – short focussed task (5 mins per group 30 mins in total)

Divide the class into a variety of groups looking at various ways of producing perfect text. The challenges should reflect the advantages of using a computer.

Some experiment with the typewriter, can they scroll the paper up? Can they push the keys to make a mark?

Can they add a space, and backspace? What happens if you type over the letters?

Some use the stencils or letter shapes, can they keep the letters on a straight line?

Some use transfers or stickers, can they do three letters in 60 secs?

Some make a label with a paintbrush or jumbo marker

Rotate the groups around so they all have experience - notably of the typewriter.

Review and recall (10 mins)

Bring the class together and review the learning objective. Record on a Smartboard, whiteboard or flip chart for each activity the advantages and disadvantages. Ask similar questions to those below. Reiterate the key vocabulary listed below.

Key questions to ask and to display:

For each activity:
What was easy? What was hard? How could it be easier?

Vocabulary:

Carriage Return, backspace, spacebar, scrolling, text

Teaching Points:

Understanding the history of the keyboard through the typewriter helps develop a deeper appreciation of what a computer keyboard was designed for. Why the Return key is called the Return key for example (it was based on the carriage return lever) and scroll bars originate from the turning of the paper feed. Giving this physical experience of typing on paper provides them with a model they can hang their subsequent concepts of a word processor on.

Assessment Opportunities:

Can the children identify different methods of producing text?

What comes next:

Printing text. Lesson 2 "Easy as 1, 2, 3"

Easy as 1, 2, 3...

Learning objective: *I can.....*

Exchanging and
Sharing Information

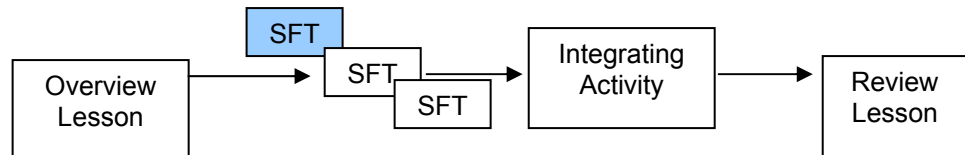
Year 1

Lesson 2 of 6

PoS 3a

Print my work

QCA Unit: 1B



Resources:

A printer, examples of printed text, large print icon for display, a thick piece of wool or spare printer lead, two pictures of a computer and a printer, both on string to hang around someone's neck.

Software you could use:

Black Cat Write Away or Talking First Word (TFW)

Support files:

Setting the Scene: (5 mins)

Remind the class of the other methods they tried of creating text. Explain that today they will make their own labels using a word processor and a printer.

Main Input: (20mins)

Away from the computer

Show some of their examples they explored last lesson.. Discuss what was hard about each one. Did it take too long, was it too fiddly, difficult to keep straight, slow to colour in, only one size...? Ask a child to draw a number 2 on the board or demonstrate yourself. Make it thick. Is it perfect? Was it quick to do? Show them the printer, explain it can print out a copy of anything on the computer because it is connected by a lead. Show them the lead and explain it is like a telephone line, it lets the computer talk to the printer and the printer talk back. However both of them have to be awake and connected to work.

Role playing the concept with some children can establish many principles. One can be the computer, the other the printer. Hang the appropriate signs on them to help the class see. One child has some paper and a clipboard to draw on. Connect them with the cable or thick wool. The third child is the user and types on the computer saying, "print a 2". The computer then says something like "draw me a number 2!" the wool shakes and the printer says "OK!" and draws a number 2 and shows it to the class.

Then whisper in the printer's ear and tell them not to respond but to fall asleep. The user and the computer try again but the printer isn't awake. Saying it louder doesn't help. Check the connection. The wool is wiggling fine. Ask the children what is wrong. Wake the printer up and now repeat the command. All works fine.

This can help the children understand not to keep clicking on the print icon if nothing seems to happen. Role play what happens in such a scenario. Have the user keep repeating commands. Different ones even. The computer will keep repeating them all. "print a 2, print a 2, print a 2, print a 3, print a 4... print a 2, print a 2, print a 2, print a 3, print a 4..." Finally "wake" the printer by turning it on... "you want a 2? No problem. You

want another 2? No problem... 2 again eh? OK, you want a 3? Sure thing..." they produce the printouts, all the ones asked for and they will keep going until turned off again or finished.

The moral of the story is patience and understanding.

At the computer

Now turn on the monitor to reveal a wordprocessor set to a very large font. Show them the keyboard and press the number 2. Demonstrate how to click on the print icon to tell the computer to produce a print out. Hold up the print icon to help them see. Show the children the finished result.

Activity - Short Focused Task: (5 mins per child)

Each child uses the word processor to print a number from one to ten. These can then be used for a maths display if so desired

Review and recall (10 mins)

Discuss how the printout from a computer compares to producing text in other ways.

Key questions to ask and to display:

Name a benefit of using a computer to produce text.
If the printer doesn't work, what could be wrong?

Vocabulary/functions:

keyboard, printer, word processor, cable.

Teaching Points:

The text is unimportant in this lesson. So are typing skills. The concept of how the computer communicates with the printer and how this method of producing text compares to the others is the focus of the lesson

What comes next:

Using special keys and the keyboard.

Who am I?

Learning objective: *I can.....*

Exchanging and
Sharing Information

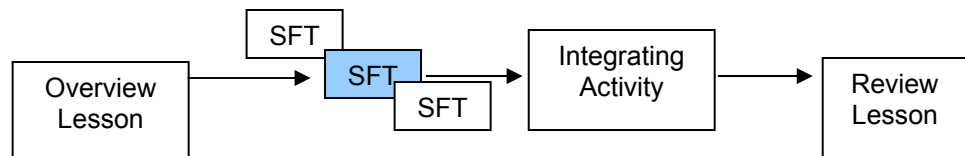
Year 1

Lesson 3 of 6

PoS 3a

Enter text in a word processor

QCA Unit: 1B



Resources

Visual aids for Shift, Space, Backspace and Return. (These could be photocopied and enlarged from a keyboard, or drawn on to card)

After the teacher input display them near the computer for the children to refer to if necessary.

Software you could use:

Black Cat Write Away or Talking First Word (TFW)

Support files:

URL:

Setting the Scene: (5 mins)

As a whole class look around the room and point out any labels with names on. Explain that today they will type up their own names using a word processor on the computer.

Main Input: (20 mins)

Away from the computer

Reinforce the concepts of using a typewriter. Point out the shift, space, backspace and Carriage return. Explain why the keyboard is not in alphabetical order. Explain that a word processor is a program that replaced the typewriter.

At the computer

Point out the similar functions in the word processor:

Demonstrate how to type a name three times on the computer using the special keys of:

Shift - to type a capital letter – note that many children use caps lock incorrectly to achieve this. Point out the difference.

What happens if we make a mistake? Use the Backspace - to delete a letter

Use Enter/Return - to make a new line.

Make sure each name is on a new line.

Activity - short focussed task: (5 mins per child)

Each child is to type their name three times, making sure each one is on a different line and the first letter of each name is a capital letter.

Review and Recall (10 mins)

Bring the class together and review the learning objective. Ask similar questions to those below. Reiterate the key vocabulary listed below.

Key questions to ask and to display:

Which key do we use to type a capital letter?
Which key do we use to make a new line?
Which key do we use to delete a mistake?

Vocabulary/functions:

Shift, Enter/return, backspace, word processor

Teaching Points:

The labels can be printed and used within the classroom.

Make sure that the font size on the computer is preset to be suitably large. Being able to change size and style of the text easily is a major advantage of a word processor but this comes up next year.

The keyboard was actually grouped into the most frequently used letters separated into left and right clusters so that peoples fingers would not have to move very far to find the next letter as they typed.

Note that a difference of the shift key is that it allows you to type all the symbols above the numbers – (it's not appropriate to go through them all now) whereas Caps Lock does not.

Some Keyboards have "Enter" incorrectly printed on the Return key – although they actually do the same thing, "enter" is related to the numeric keyboard on the right of the keyboard. This was for calculator use and has it's roots in accountancy.

Assessment Opportunities:

How well did the children recognize the different special keys on the keyboard.

What comes next:

Using a word bank. Lesson 4 "A is for Apple"

A is for Apple

Learning objective: I can.....

Exchanging and
Sharing Information

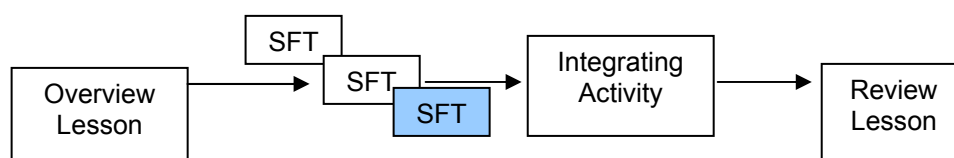
Year 1

Lesson 4 of 6

PoS 3a

Use a wordbank

QCA Unit: 1B



Resources:

Printed labels from 'alphabet' file (enlarged if necessary).
Visual aid of the spacebar (This could be photocopied and enlarged from a keyboard, or drawn on to card)
Visual aids of the arrow cursor keys (These can be drawn onto card)
After the teacher input, display them near the computer for the children to refer to if necessary.

Software you could use:

Black Cat Write Away or Talking First Word (TFW)

Support files

Alphabet.pdf, Guide to Word Lists in Write Away.pdf

Setting the Scene: (5 mins)

Talk to the children about what they do if they can't spell a word? Have any of them ever used a word bank or a spelling book?

Main Input: (20 mins)

Away from the computer

Display the printed letters and words from the alphabet file, with the letters one under the other and the words in a bank along the bottom. Explain how the words along the bottom are known as a word bank – a place where certain words are stored. Tell them that they are going to help you put words next to the letters, with the help of the word bank. Have a child match some correct words to the alphabet examples.

At the computer

Now turn on the monitor to reveal a similar set up on the screen (The wordbank and layout required on the screen must be prepared prior to the lesson). Point out where the word bank is. If your software will speak the words demonstrate how, if you leave the mouse over a word, you will be able to hear it.

Point out how the cursor (flashing line) is before the letter A. Show the children how they can move this to the other side by using the arrow cursor keys on the keyboard. Explain that it is then important to press the spacebar once, so we leave a gap between our words.

Demonstrate how to move the mouse to the correct word in the word bank and then click on it. The word should then appear next to the letter A. Finally show them how to move the cursor down next to the next letter by using the arrow cursor keys.

Call 1 or 2 children up to the computer to repeat the process.

Activity - short focussed task: (5 mins per child)

Each child uses the word bank to place one word next to each letter of the alphabet that is showing on the screen.

Review and Recall (10 mins)

Bring the class together and review the learning objective. Ask similar questions to those below. Reiterate the key vocabulary listed below.

Key Question to ask and to displays:

How do we make sure that all the words and letters do not become one big long line?
What do we call the place where certain words are stored?

Vocabulary/functions:

Spacebar, arrow cursor keys, word bank

Teaching Points:

This task should be well within the children's reading age, once they know how to use a word bank, similar exercises could be made for Literacy more appropriate to their objectives in that subject.
Watch out for the children holding the spacebar down for too long or inserting too many of the same word from the word bank.
Make sure the children are putting a space between the letter, before inserting the word from the word bank.
When creating the word bank you may not want to add them in alphabetical order. This way the children will have to look select more carefully and not just click on the next word.

Assessment Opportunitites:

Can the children use a wordbank to add words to the main page?

What comes next:

Using a word bank and the keyboard to write about themselves. Lesson 5 "All About Me"

All about me

Learning objective: *I can.....*

Exchanging and
Sharing Information

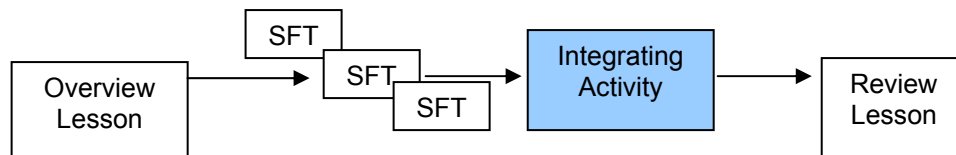
Year 1

Lesson 5 of 6

PoS 3a

Use a keyboard and wordbank to enter text

QCA Unit: 1B



Resources:

Enlarged print out of 'Me.doc' file.
Printed labels from 'Label me.pdf' file.
Visual aids of an 'I' bar and a cursor (These can be drawn onto card)

Software you could use:

Black Cat Write Away or Talking First Word (TFW)

Support files:

Me.doc, Label Me.pdf

Setting the Scene: (5 mins)

Explain that today you want them to enter some text with both the keyboard and a word bank.

Main Input: (10 mins)

Away from the computer

Using enlarged print out, read the incomplete sentences. Show and read the words available using the printed labels. Ask a child to think about themselves and to choose an appropriate word. They must then point out where they would place it on the enlarged sheet. Repeat this until all the blanks have been filled in. It would be useful to refer to your printed labels as a wordbank.

At the computer

Explain to the children that they are going to produce a piece of text using the computer. Show them the screen with the unfinished sentences. Point out and read aloud the words in the word bank. (which will need to be prepared prior to the lesson)
Demonstrate how to type in their name using the keyboard. Remind them of the shift key (draw it on the board to help) and how they need to hold this down while typing the first letter of their name. Remind the children to press a key with a short, light but firm press.
Tell the children for the rest of the gaps they will be using the word bank. Demonstrate how to insert the word from the word bank into the sentence. It is important to teach the children to position the cursor in the right place before they click on the word bank words.
It would be useful to display the printed labels near the computer as the pictures will help them read the words in the word bank.
Remind them how to delete the word if they put it in the wrong place. (Black cat – Dustbin button) (TFW – Backspace on the keyboard) and to use backspace to "rub out" errors.

Ask a couple of children to try this out in front of the whole class.

Activity - Integrated Task (20 mins)

Each child completes the task as you have demonstrated, they may work in pairs.

Review and Recall (10 mins)

Children to read out and show their work. Point out when children have placed the words without too big a gap and remind children how to achieve this.

Key Questions to ask and to display:

What do we call the flashing line on the screen? (cursor)

How do we make sure we do not type too much of the same letter? (short, light but firm tap)

How do we make a letter become a capital letter? (use the shift key)

Vocabulary/functions:

Key, keyboard, word bank, backspace/dustbin, cursor

Teaching Points:

Watch out for the children holding the keys down for too long, and inserting too many of the same word from the wordbank.

For those that can, why not type in the whole sentence and just use the word bank for the special words? If they wish to choose words other than those in the word bank that is OK.

It is worth pointing out the different mouse states. The state of the mouse when it is over text entry is called an "i-bar" as opposed to just "the mouse". The flashing black line is the cursor and shows the point of input. Thus you can position the cursor with the i-bar.

Sometimes it is worth putting a sticker on the left mouse button, or some nail polish to identify it from the right button. Clicking with both buttons at a time is a common early problem with mouse control.

Provide the children opportunities to use a word bank in other subjects, or to create short pieces of writing on the computer throughout the year. Whenever a label or list needs to be typed... could a child do it for you?

Assessment Opportunities:

Can the children use the word bank and the keyboard to add the required information to the text.

What comes next:

A review lesson of the unit. Lesson 6 "The Key to Success"

The key to success

Learning objective: I can.....

Exchanging and
Sharing Information

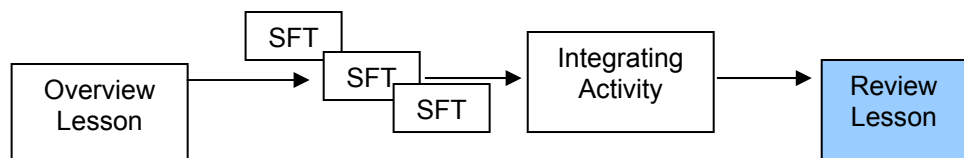
Year 1

Lesson 6 of 6

PoS 4b

recognise the value of using a word processor

QCA Unit: 1B



Resources

Print out/photocopies of 'Keys on Keyboard.pdf'

Software you could use:

Support files:

'Keys on Keyboard.pdf'

Setting the Scene: (10 mins)

So what do children feel about using a word processor? Could they see where it might be useful?

Recap on the advantages of using one. What are the disadvantages?

Do they have any problems using the computer for writing? Usually it is one of not knowing where the letters are on the keyboard and the writing taking too long. Suggest that some way to practice would be good.

Activity – review task: (5-10 mins)

Away from the computer

Get out the laminated photocopies of keyboards. Have each child type a 3 or 4 given words on them. (this could be from their spellings for the week or their name, or a short sentence.) Now repeat it and try to get faster. Stop and put them away.

Review and Recall (10 mins)

Bring the class together and review the learning objective. Ask similar questions to those below. Reiterate the key vocabulary listed below.

Key Questions to ask and to display:

Name an advantage of a word processor over that of handwriting.

Name a disadvantage of handwriting over that of a word processor.

Vocabulary/functions:

Typing, Keyboard

Teaching Points:

There is no real need to teach children complete formal typing skills but as they go through the school progression should always be encouraged as follows:

- Encourage the children to use short but firm taps on the keys, to make sure they do not type too many of the same letter.
- two hands (single fingers) are better than one, (keep them either side of the keyboard, one hand does left side letters, the other does the right)
- don't forget that thumbs are useful for pressing the space bar.
- more than one finger per hand helps as well.

Little but often is the key to developing the children's typing skills. Access is a problem with enabling them all to practice enough. Try using the laminated photocopies of a keyboard by bringing them out once a day to type 3 words. Maybe between two lessons or before break. Lots of time on a keyboard at one go is just frustrating and counter productive for young children.

Assessment Opportunities: (5 mins)

Are the children growing in confidence with the keyboard? Can they choose appropriately when not to use it?

What comes next:

Writing longer pieces of text