

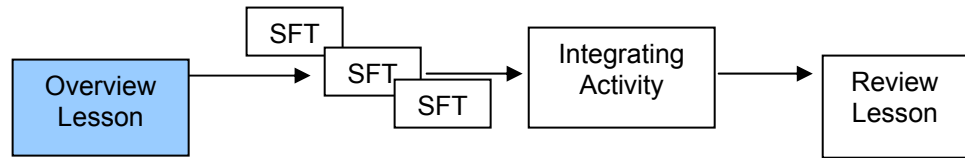
Learning objective: I can.....

Lesson 1 of 8

PoS 3b

Identify different elements of text in a newspaper

QCA Unit: 4a



Resources

Newspaper, Flipchart paper and pens

Software you could use:

Support files:

Setting the scene (5 mins)

Share the learning objective with the class.

The children need to identify differences in text in a printed newspaper. For example, emphasised, enlarged, sequences, captions etc.

Main Input (5 Mins)

Away from the computer

As a class look at a page from a newspaper. Place the page in the centre of the flip chart paper and annotate as appropriate. For example where enlarged text has been used for a heading, emphasised text for a quotation, bulleted or sequenced text. Explain to the class that they are going to work in groups and identify the different uses of text in their newspaper page.

Activity – short focused task (15 mins)

In small groups children annotate their newspaper page using the class example for reference where necessary.

Encourage children to identify as many different forms as they can.

Each group then reports back to the rest of the class. This is important as each newspaper page will include elements that the other pages do not have.

Review and recall (10 mins)

Bring the class together and review the learning objective.

As a plenary compile a summary list of the different forms of text used in a newspaper. Discuss whether using different text forms within one piece of writing is specific to newspapers? Are there any other examples they can think of when they might need to enlarge, emphasise, reorder text?

Key questions to ask and to display:

Why do we need to enlarge some text?

What's in the news?, (continued)

Exchanging and
Sharing Information

Year 4

Vocabulary:

text, enlarged, emphasised, caption, sequence, re-order.

Teaching Points:

Ensure the groups are mixed ability as there is some reliance on being able to access the text to complete this.

Assessment Opportunities:

What comes next:

Altering font size – 'Size it up'

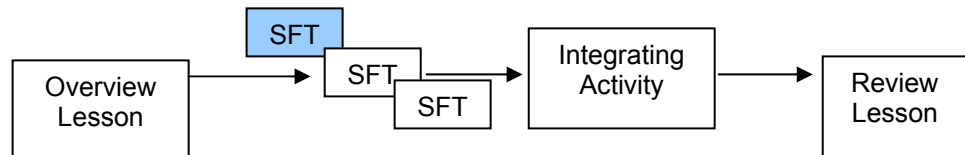
Learning objective: I can.....

Lesson 2 of 8

PoS 3b

Alter the size of my writing

QCA Unit: 4a



Resources

Print out of 'size.doc' or 'size for write away'

Software you could use:

Talking first word (TFW) or Write Away (WA)

Support files:

Size.doc (for TFW) or Size.waw (for WA)

Setting the scene (5 mins)

Share the learning objective with the class.

The children will learn and practice how to alter the size of fonts using a Word Processing package.

Main Input (5 Mins)

Away from the computer

Look at the print out of the size. Discuss with the children that they are going to identify which of the suggestions would be the most important for improving the playground. Once the most important area has been identified cross out the word and re-write in large letters. Repeat the process for the other areas with the words gradually decreasing in size depending on their importance.

At the computer

Demonstrate how to open the word processing package and the appropriate file. Explain to the children that on a computer we do not need to cross out the words instead we can just make them larger. Demonstrate how to alter the size of the word they want to change.

Move the mouse so the 'I' bar is at the beginning of the sentence

Hold the left hand button down on the mouse and drag it across the word/sentence. (This is called click and drag)

Move the mouse to the menu at the top and find the box with the numbers inside. Notice how when you mouse over this box it tell you it is the font size.

Click on the drop down arrow next to the box to show all the different choices.

Select a number which is larger than the existing one.

Click anywhere white to get rid of the black selection box.

Finally remind the children that they need to make the word which they think is the most important the largest, the second most important the second biggest and so on.

Repeat the process with the next word and ask 2 children to come up and demonstrate the process for the last 2 words.

Activity – short focused task (5 mins)

Each child is given 5 minutes to practice selecting a word and changing the size of the font, depending on its importance to them.
Leave the print out was used for the class discussion on display so that children can refer to this if necessary.

Review and recall (10 mins)

Bring the class together and review the learning objective.

Key questions to ask and to display:

How do we select some text? Is it the same process for either a word or a sentence?
Where can you find the font size box?

Vocabulary:

text, enlarged, click and drag, 'I' bar, selection

Teaching Points:

Watch out for children selecting too much of the text/document. Remind them they can click somewhere white to get rid of the selection and then try again.
Remind the children of the 'undo' icon that they can use if they make a mistake.

Assessment Opportunities:

Assessment of this task is possible with a quick glance at the computer screen. It is worth printing out a couple of documents as samples of evidence.
Children can also complete their self-assessment cards upon completion of the activity.

What comes next:

Using cut and paste – 'What's in a Fairytale?'

What's in a Fairytale?

Exchanging and
Sharing Information

Year 4

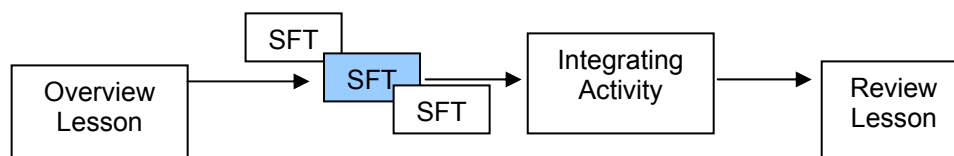
Learning objective: I can.....

Lesson 3 of 8

PoS 3b

Move words around my work

QCA Unit: 4a



Resources

Print out of 'Adjectives.doc' or 'Adjectives for Write Away' in colour if possible. If there is no colour printer available then underline the words written in blue – this will help children who have difficulty accessing the text)

Software you could use: Talking first word (TFW) or Write Away (WA)

Support files: Adjectives.doc (for TFW) or Adj.waw (for WA)

Setting the scene (5 mins)

Share the learning objective with the class.

The children will learn and practice how to cut and paste using a Word Processing package.

Main Input (5 Mins)

Away from the computer

Show the class the print out of the adjectives file. Explain to the children that they are going to choose a word (adjective) from the list at the bottom and place it in the sentence. For children who experience difficulty accessing the text the words have been colour coded so that the red word has to go before the blue word.) Once a word has been chosen cut it out. Give it to a child to hold until you are ready to paste it. When the class has decided where the word is to be put retrieve the word from the child and then blue tac or glue (paste) it in the correct place in the sentence. Repeat this for all the words on the list. There will be times when it is not possible to stick the word in exactly the right place as it will cover up other words in the sentence. Decide with the children how this can be overcome (you may want to use the appropriate symbol for inserting words from the schools Drafting/Editing code) Point out to the children that this difficulty with adding words at a later date often means they have to re-do their written work, especially if it going on display. Finally explain to the class that it is possible to follow the same procedure on a computer and that the work does not have to be written out again.

At the computer

Demonstrate how to open the word processing package and the appropriate file. Explain to the children that cutting and pasting on a computer works in exactly the same way as they have just seen with the paper, scissors and glue. Demonstrate how to cut and paste the first word:

Move the mouse so the 'I' bar is at the beginning of the sentence

Hold the left hand button down on the mouse and drag it across the word. (The children should remember this from the previous lesson. If necessary remind them this is called click and drag).

Move the mouse to the menu at the top and find the icon that represents 'cut'. Can the class guess which icon this is? (The enlarged icons may be useful at this point – again if you hover the mouse it will tell you which icon is cut)

Click on the appropriate icon. Explain to the class that the cut piece of text is stored in the computer memory until it is needed. (This is like when we gave the word to a member of the class to hold until we were ready to paste it.)

Move the mouse so the 'I' bar is where you want to place the word and click on the mouse so you get a flashing cursor.

Move the mouse to the menu at the top and find the icon that represents 'paste'. Can the class guess which icon this is? (Again the enlarged icons may be useful at this point – don't forget hovering if you need it.) It is useful to write a precisised version of these steps down on a flip chart for children to refer to when completing the Short Focussed Task.

Repeat the process with the next few words and ask 2 or 3 children to come up and demonstrate the process for the remaining words. (It is not necessary to demonstrate the process with all the words in the document if you feel the children understand the task they have to do.)

Activity – short focused task (5 mins)

Each child is given 5 minutes to practice cut and pasting the words into the sentences. Emphasise to the children that the sentences do not have to make sense. This ensures all children feel they can complete the task, without having to be able to access all of the text. Leave the print out that was used for the class discussion on display so that children can refer to this if necessary.

Review and recall (10 mins)

Bring the class together and review the learning objective.

Key questions to ask and to display:

Which icon will cut a selected piece of text?
Where is the cut piece of text stored until needed?

Vocabulary:

cursor, cut and paste, memory

Teaching Points:

Watch out for children selecting too much of the text/document. Remind them they can click somewhere white to get rid of the selection and then try again.

Remind the children of the 'undo' icon that they can use if they make a mistake especially if they have pasted the word in the middle of another word.

Extension:

The file Monday.doc or Monday for Write Away has been provided as an extension activity where children have to cut and paste sentences instead of single words.

Assessment Opportunities:

Assessment of this task is possible with a quick glance at the computer screen. It is worth printing out a couple of documents as samples of evidence.

Children can also complete their self-assessment cards upon completion of the activity.

What comes next:

Amending text – 'Change that'

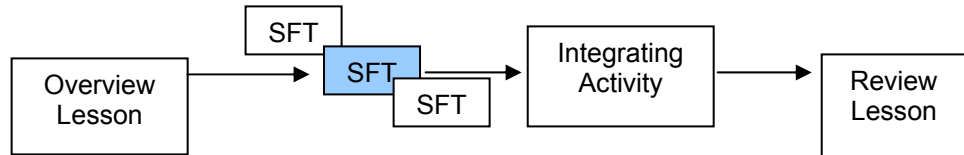
Learning objective: I can.....

Lesson 4 of 8

PoS 3b

Choose appropriate ways of amending text

QCA Unit: 4a



Resources

Print out of 'jo2joe.doc' or 'jo2joe for Write Away

Software you could use:

Talking first word (TFW) or Write Away (WA)

Support files:

Jo2joe.doc (for TFW) or Jo.waw (for WA)

Setting the scene (5 mins)

Share the learning objective with the class.

The children will learn and practice how to delete, insert and replace text using a Word Processing package.

Main Input (5 Mins)

Away from the computer

Show the class the print out of the Jo2joe file. Explain that a mistake has been made and that in fact the 'Jo' in question is a boy ('Joe') and so some of the information is incorrect. Read the paragraphs to the children and identify the changes that need to be made. (You may wish to underline these to aide those children who experience difficulty in accessing the text.)

The change which need to be made are as follows:

<i>Jo to Joe</i>	<i>Parints to Parents</i> (Wrong spelling)
<i>Girl to boy</i>	<i>Her to his or him</i>
<i>Daughter to son</i>	<i>She to he</i>
<i>Swimming to Football</i>	<i>Pool to park</i>

Whilst making all the necessary changes to the text using the paper and pen discuss with the children how much of the word is being amended. The possibilities are:

A letter is deleted

A letter is deleted and another is inserted

A letter is inserted

Whole words are changed.

Finally explain to the children that it is possible to make all these amendments on the computer and you would not need to write it out again afterwards to obtain a final neat copy.

At the computer

Demonstrate how to open the word processing package and the appropriate file. With the children identify the first correction that needs to be made. Demonstrate how to make this amendment, making sure you emphasise the appropriate method depending on the amendment.

To insert a letter

You would need to use this when amending *Jo* to *Joe*.
Move the mouse so the 'I' bar is at the end of the word.
Click on the mouse so you get a flashing cursor.
Insert the appropriate letter.

To delete a letter

You would need to use this when amending *she* to *he*.
Move the mouse so the 'I' bar is at the appropriate place in the word, i.e after the 's'.
Click on the mouse so you get a flashing cursor.
Press the 'backspace' key

To delete a letter and insert another

You would need to use this when amending *parints* to *parents*.
Move the mouse so the 'I' bar is at the appropriate place in the word, i.e after the 'i'.
Click on the mouse so you get a flashing cursor.
Press the 'backspace' key
Type in the correct letter.

To delete whole words and replace with another

You would need to use this when changing whole words, e.g *him* to *her*.
Move the mouse so the 'I' bar is at the beginning of the word.
Click and drag across the word, so the word is selected.
Tap the 'delete' key
Now type in the correct word.

It is useful to write a precised version of these steps down on a flip chart for children to refer to when completing the Short Focussed Task.

Repeat the process with the next few words and ask 2 or 3 children to come up and demonstrate the process for the remaining words. (It is not necessary to demonstrate the process with all the words in the document if you feel the children understand the task they have to do.)

Activity – short focused task (5 mins)

Each child is given 10 minutes to practice using the different techniques to amend the text. Leave the print out was used for the class discussion on display so that children can refer to this if necessary.

Review and recall (10 mins)

Bring the class together and review the learning objective.

Key questions to ask and to display:

Why is it always important to proof read a piece of text that has been spell checked by the computer?
When might you choose the 'ignore' option on the spell check facility?

Vocabulary:

cursor, backspace, delete, insert

Teaching Points:

Watch out for children selecting too much of the text/document. Remind them they can click somewhere white to get rid of the selection and then try again.

Remind the children of the 'undo' icon that they can use if they make a mistake especially if they have amended the wrong part of a word.

Extension:

Draft a poem using only the Word processor. Encourage rewrites and amendments, saving and proof reading their work away from the computer if necessary. Encourage use of redrafting for quality in addition to spelling.

Assessment Opportunities:

Assessment of this task is possible with a quick glance at the computer screen. It is worth printing out a couple of documents as samples of evidence.

Children can also complete their self-assessment cards upon completion of the activity.

What comes next:

Spell checking – 'Check it out!'

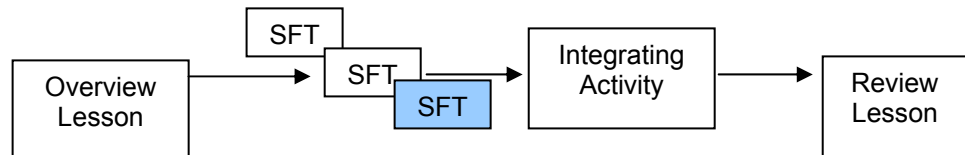
Learning objective: I can.....

Lesson 5 of 8

PoS 3b

Proof read and use a spell checker

QCA Unit: 4a



Resources

Print out of 'stoan.doc' or 'stoan for Write Away' plus 'stone.doc'

Software you could use:

Talking first word (TFW) or Write Away (WA)

Support files:

stoan.doc (for TFW) or stoan.waw (for WA)

Setting the scene (5 mins)

Share the learning objective with the class.

The children will learn and practice how to proof read text and use the spell check facility on a Word Processing package.

Main Input (5 Mins)

Away from the computer

Show the class the print out of the stoan file. Explain that a several mistakes have been made and that several words have been spelt incorrectly. A correct version of the text has been provided to help the class identify the words which need to be changed. (Note that this activity is not designed to assess children's spelling ability but to develop their skills in proof reading and using a spell check facility). This activity could be completed in pairs or small groups instead of as a whole class if preferred.

Using the 2 print outs making all the necessary changes on the paper to the Stoan copy. Highlight of the children that to make the corrections we have to cross out the incorrect spelling and write the correct one above. Discuss with the class what they would need to do if this piece of work was to be displayed in the school.

At the computer

Demonstrate how to open the word processing package and the appropriate file. Next demonstrate where the spell check icon is on the toolbar. Use the enlarged icons as visual aids if necessary.

Explain to the class that the computer finds the first word which is spelt incorrectly and then suggests possible words that could replace it. Ask the children to suggest what the 'Change Once', 'Change all', 'Ignore' and 'Ignore all' options could be. (You may wish to record these suggestions to use in the ICT area as prompts for the class).

Decide which would be the most appropriate operation to choose for the spelling identified. Demonstrate to the children how to close the Spell Check dialogue box if they no longer want to make the corrections. ('Cancel')

Now run spell check again. Which word did it identify this time? This should be the 'hallo' error. Ask the class what they would do if the options are not suitable. Demonstrate how to edit the replacement in the spell check directly and replace. (Click in the box where the flashing cursor is and make the appropriate correction.)

Then click 'change') Can they see why the computer failed? Do they know what strategy the computer is using to guess the word? (*They need to understand the computer is quick, but not as clever as them!*) Repeat the spell check technique several times and ask 2 or 3 children to demonstrate the process too. After all alterations have been made emphasise to the children the importance of now proof reading the text. As a class read through the text. You should identify that the error 'hear for here' has not been identified by the computer? Can they give a reason for why this might be? Finally reload the file and now show them what happens if the cursor is not at the start when you run the spell checker. Finish by asking them how long they think it would take to correct the whole text.

Activity – short focused task (5 mins)

Each child is given 5 minutes to practice using the spell check facility. Leave the print out was used for the class discussion on display so that children can refer to this if necessary.

Review and recall (10 mins)

Bring the class together and review the learning objective. For a plenary discuss with the children the different ways of amending text and the most appropriate time to use them. Record these to display in the ICT area of the classroom.

Key questions to ask and to display:

When would use the backspace key to amend a piece of text?
When you move the 'I' bar to a piece of text and click what does it change into?

Vocabulary:

spell check, ignore, change, proof read.

Teaching Points:

Remind the children of the 'undo' icon that they can use if they make a mistake especially if they chosen the wrong word as the correction.

Assessment Opportunities:

Assessment of this task is possible with a quick glance at the computer screen. It is worth printing out a couple of documents as samples of evidence. Children can also complete their self-assessment cards upon completion of the activity.

What comes next:

Find and Replace– 'Searching here, Searching there'

Searching Here, Searching There

Exchanging and Sharing Information

Year 4

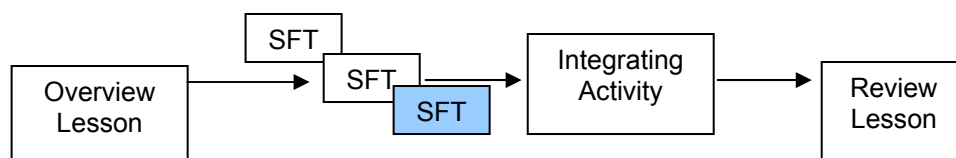
Learning objective: I can.....

Lesson 6 of 8

PoS 3b

Search for and replace words and phrases

QCA Unit: 4a



Resources

Print out of 'dick.doc' or 'dick for Write Away' enlarged for whole class access.

Software you could use:

Talking first word (TFW) or Write Away (WA)

Support files:

dick.doc (for TFW) or dick.waw (for WA)

Setting the scene (5 mins)

Share the learning objective with the class.

The children will learn and practice how to search for and replace words in a text using a Word Processing package.

Main Input (5 Mins)

Away from the computer

Explain to the children that they are going to change this text from the third person into the first. Read the story through. What words do they think will need to be changed? Read through the story a second time editing with a pen as you go. They will begin to notice that many of the changes are repeated throughout the story. What if we had to do this for a whole book? It would take a long time and we may miss some of the changes we need to make.

It would look much neater if we used a word processor but would it be much quicker? Explain to the class that computers are good at doing repetitive things fast and a word processor has a special command, which can do just this. This is called Search and Replace.

At the computer:

Remind the class how to open the word processing package and the appropriate file.

First demonstrate how to change all the instances of *Dick* to *I*

For Talking First Word:

Click on *Find* (the binoculars icon on the toolbar.)

In the dialogue box type in the word *Dick* (Next to *Find what*)

Click on the tab which says *Replace*. The dialogue box should enlarge and now include a section for replacement words.

Type in *I* in the bottom section (Next to *Replace with*)

Finally click on *Replace all*.

Another dialogue box will appear telling you how many replacements the computer has made. Click on OK.

For Write Away

Click on *Edit*

Click on *Replace*

Type in the word *Dick* by *Find*

Type in the word *I* by *replace*

Click on *Find Next*

If this is one of the words which needs replacing click on *Replace*. If not click on *Find next* again.

(This procedure is the only way of preventing Write Away from replacing all of the words even if they are inside of a word. Emphasise to the class how important it is to follow this. Demonstrate what happens if you do not click on *Find next* first. The only way to undo this is by closing down the document and starting again. The undo option will only undo the last correction made. It is therefore not necessary to discuss the second part of this lesson when using Write Away as it is integrated into the whole procedure in the first instance)

Use the enlarged icons as visual aids if necessary.

Next demonstrate how to change all the *he's* to *I's*.

Repeat the procedure as before. What happens this time. How many replacements were made? Why were there so many. Look at the text to identify the problem. Explain that some of the *he's* were inside of words and the computers has changed these also. Again another example that computers may be quicker than us but they are not as intelligent.

Use undo to revert back to the document prior to the *he's* to *I's* change.

This time we need to add an extra step to the process to tell the computer to look just for whole words.

Click on *Find* (the binoculars icon on the toolbar.)

In the dialogue box type in the word *Dick* (Next to *Find what*)

Click on the tab which says *Replace*. The dialogue box should enlarge and now include a section for replacement words.

Type in *I* in the bottom section (Next to *Replace with*)

Click on the *more* button. This will show some options one of which is to *Find whole words only*.

Click on *Find whole words only* so that a tick appears in the box.

Finally click on *Replace all*.

Another dialogue box will appear telling you how many replacements the computer has made. Click on OK.

How many replacements were found this time? Was it less? Has the computer just replaced the whole words?

Ask 2 or 3 children to demonstrate find and replace with other words which need to be changed.

It would also be useful to create a quick précis of the procedures that the children need to go through to display in the ICT area.

Activity – short focused task (5 mins)

Each child is given 5-10 minutes to practice using find and replace. Leave the print out used for the class discussion on display so that children can refer to this if necessary.

Review and recall (10 mins)

Bring the class together and review the learning objective.

Key questions to ask and to display:

When is find and replace the most useful?

How do you make sure the computer does not change words inside of words?

Vocabulary:

find, replace.

Teaching Points:

Remind the children of the 'undo' icon that they can use if they make a mistake especially if they forget to click on the whole word option.

Assessment Opportunities:

Assessment of this task is possible with a quick glance at the computer screen. It is worth printing out a couple of documents as samples of evidence.

Children can also complete their self-assessment cards upon completion of the activity.

What comes next:

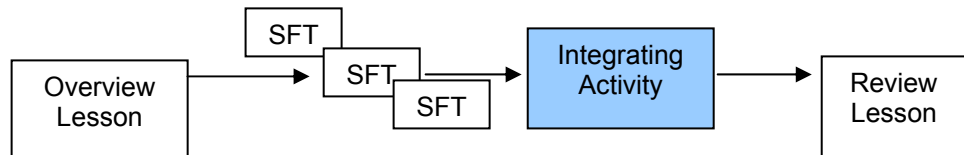
Integrating activity– 'Read all about it'

Learning objective: I can.....

Lesson 7 of 8

PoS 3b

QCA Unit: 4a



Resources

Selection of newspaper articles.

Software you could use:

Talking first word (TFW) or Write Away (WA)

Support files:

Setting the scene (5 mins)

Share the learning objective with the class.

By the end of the activity the children will have created a newspaper article using many, if not all of the techniques they have learnt in this unit. This activity is at its most purposeful when integrated into another curriculum area, for example History or Literacy

Main Input (5 Mins)

Away from the computer

As a class recap on the different techniques they have learnt in this unit and when it is most appropriate to use them.

Explain to the children that they are going to create their own newspaper articles on a given theme. Remind them that it is important they write all of the text first and then edit, spell check, proof read etc. The final stage would be to format the text including the size of the fonts. (All other formatting techniques of which are covered in earlier units of the QCA e.g 2a)

By the computer

Display all the technique processes and visual aids that have been created during the short focussed tasks of this unit.

Activity –integrated task (30 mins)

Children work in groups to produce a newspaper. Print out the final version.

Note: that some children may complete this integrating activity at a later date in the school year when a different form of report is being written in another curriculum area.

Review and recall (10 mins)

Bring the class together and review the learning objective.

Key questions to ask and to display:

What technique did they find the most helpful when creating their newspaper report?
Which technique was easier/quicker to do on the computer?

Vocabulary:

delete, backspace, font size, cut, paste, spell check, proof read, find, replace.

Teaching Points:

Remind the children of the 'undo' icon, and what to happen if they select too much text.

Assessment Opportunities:

During the completion of this task discuss with the children what they are doing, how they did it, what they plan to do next etc.

Assessment is also possible using the finished product. Children can also complete their self-assessment cards upon completion of the activity.

What comes next:

Review lesson– 'How do they do it?'

How do they do it?

Exchanging and
Sharing Information

Year4

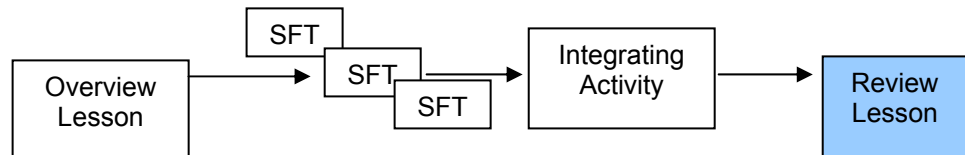
Learning objective: I can.....

Lesson 8 of 8

PoS 4a, 4b

Recognise the different ways of amending and altering text.

QCA Unit: 4a



Resources

Print outs of newspaper articles created in the integrating activity.
Sugar paper and pens.

Software you could use:

Talking first word (TFW) or Write Away (WA)

Support files:

Setting the scene (5 mins)

Share the learning objective with the class.

In this review lesson the children will annotate their newspaper article to identify the different techniques they used when creating it.

Main Input (5 Mins)

Place the newspaper the group has created in the middle of a large piece of sugar paper.

Activity –(20 mins)

The group should annotate the article they produced explaining why they used that particular technique.

Review and recall (10 mins)

Bring the class together and review the learning objective.

As a plenary ask each group to report back on their annotations and discuss if the most appropriate methods were used. These annotations would be an excellent addition to an ICT display for this unit and a good way to remind children of the different techniques they can use when producing any piece of written work on the computer.

Key questions to ask and to display:

Vocabulary:

Delete, backspace, font size, cut, paste, spell check, proof read, find, replace.

How do they do it?, (continued)

Exchanging and
Sharing Information

Year 4

Teaching Points:

Assessment Opportunities:

Assessment is also possible using the finished product. It is worth printing out a couple of documents as samples of evidence.

Children can also complete their self-assessment cards upon completion of the activity.

What comes next?