

ICT: Unit 1b Using a word bank

ABOUT THIS UNIT

In this unit children learn to use a word processor to assemble text held in a word bank and start to develop familiarity with the computer keyboard. Children will discuss the words they see around them and will understand that words convey information. They will use this knowledge to communicate ideas about railway crime and safety using ICT.

Children will be able to apply what they have learnt in this unit when writing short reports,

WHERE THIS UNIT FITS IN

This is an introductory unit.

This unit assumes that children:

- understand that the mouse controls the pointer
- can use a mouse with a degree of eye and hand co-ordination
- can select text using the correct mouse button
- can recognise the letters in their names on a computer keyboard.

TECHNICAL VOCABULARY

- key
- keyboard
- select
- space bar
- enter
- delete
- print
- printer

Learning objectives	Possible teaching activities	Learning outcomes	Resources
Setting the scene			
Key idea: that words convey information.	<p>Talk to the children about the text/words that they see around them e.g. labels, signs, posters. Ask them why the text is there and what it tells them.</p> <p>Explain to the children that they are going to produce a piece of text using the computer.</p>	<p>Identify text/words and know that they communicate information.</p> <p>Understand that text/words come in different sizes, colours and styles.</p>	Use some of the posters from the poster bank.

Learning objectives	Possible teaching activities	Learning outcomes	Resources
Short Focussed Tasks			
<p>Key idea: that text can be entered into a computer and printed out.</p> <p>Technique: keyboard familiarity.</p>	<p>Explain to the children that they are going to type their name into the computer using the keyboard. Show the children how to press a key, with a light but firm press and not hold down their finger.</p> <p>Demonstrate how to use the delete/backspace key if they have mistyped or repeated a letter. Print their names and ask them to add a picture of themselves.</p>	<p>Enter single letters to type their names.</p>	
<p>Key idea: that text can be selected from a word bank.</p> <p>Technique: to select, and listen to, text using the mouse.</p>	<p>Show the class how to select words from a word bank, using the mouse, and demonstrate how to make the computer say a word. Ask the children to select words from the word bank to complete sentences, e.g. 'Here is a cat/dog/mouse. . . '.</p>	<p>Use a word bank to create simple sentences.</p>	<p>Create a word bank with appropriate words associated with not playing near a railway.</p>
<p>To communicate ideas by selecting and adding text.</p>	<p>Explain to the children that they are going to use the skills they have learnt to produce a piece of text about not playing near a railway track. Ask them to select the initial sentence and then to add their choice of words. The words could be chosen from a word bank.</p> <p>Print the work.</p>	<p>Produce text on screen that is clear and error-free.</p>	<p>When the children have printed out their sentence they could then design a picture in a drawing package to go with it.</p> <p>They can also print their names underneath the sentence.</p>

EXPECTATIONS

At the end of this unit most children will:

Enter single words from a keyboard; use a word bank to assemble sentences that communicate meaning.

Some children will not have made so much progress and will:

Enter single words from a keyboard; use a word bank to combine words, with help.

Some children will have progressed further and will:

Use ICT to create sentences that communicate meaning, using the keyboard for the majority of the text.