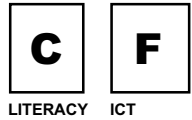


ICT ACTIVITY 4

Interactive On-Line learning to support Literacy – Alphabet and Dictionary Skills.

Year Group: Year 1



Resources

Bookmarked web sites, word processor, prepared templates, letter cards, quiz sheets, 'Big Book'
<http://www.funschool.com/games.php?section=gl>
<http://www.enchantedlearning.com/Dictionary.html>

Context (Pupils' prior experience)

The pupils have had the opportunity to use the computer to access a selection of programs, such as talking books. They are aware of ways to interact with the computer, using the mouse and keyboard, including using simple painting programs. Some pupils are able to access their own workspace and files.

Task Description

Pupils will use two bookmarked web sites, one with games to aid letter recognition and the other an online dictionary. They will use this knowledge to first order the alphabet and then as a reference to create their own entries for a class dictionary with some hand drawn and some computer generated pictures. The dictionary can have adult written definitions added and be used in the Literacy hour as a reference.

Learning Intentions

Literacy: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
With support pupils identify letters of the alphabet and can order some of them.	Pupils access web sites and templates, using the keyboard and mouse. They interact with the computer with adult or peer guidance.	w/1	2/3	4/5
Identify and order letters of the alphabet. Spell simple words and attempt to read simple definitions.	Pupils use ICT with some help to organise their work. They make choices and talk about how they use ICT.	1/2	3/4	5/6
Order alphabet and are aware of where in the alphabet to find letters. Able to read and write own word definitions.	Use ICT to organise their work independently, finding their resources, saving and printing independently.	2/3	4/5	6/7
POS related to task: En1:1b, 2a, 7b NLS Objectives: Year 1: T2, Text 20, 21	ICT POS related to task: 1a, 2d, 3a, 3b			

Teaching Approach

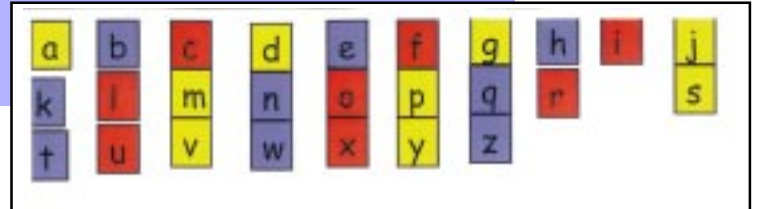
Whole class teaching to introduce each session, showing new skills and how to access web sites and templates. Paired work on the computers and final whole class plenary sessions to consolidate learning intentions. A full description can be found in the on-line lesson plans on: <http://ecs.lewisham.gov.uk/intict>

Links with other curriculum areas

Literacy – Speaking and Listening, discussion and communication of ideas.

Subject Learning Gains (Literacy)

ICT allows for interactive activities, which reinforce alphabetical order and recognition of upper and lower case. In making their own entries and compiling a dictionary pupils discover how a dictionary is organised and can be used for reference.



This pupil is an able user of ICT. He quickly understood the activities and was able to assist his less able partner. He independently opened the templates, worked on them, printing and saving them.

This pupil is working at ICT Level 2.

Teachers' Assessment

Key Stage 1

Computer Diary

Name _____ Date 12-03-03

What was my task?
 we were all given a letter [B]

Who did I work with? Who helped me?
 I worked with my teacher

What did I do?
 We click on the web. we look at the dictionary. we click on our letter. and we print. and saved the alphabet sheet.

How do I feel about my computer work?
 😊 ✓ 😐 😞 😡

Pupils' Evaluation

Teachers' Evaluation

Teachers' Evaluation of the e-learning Project

What were the aims of the project?
 To introduce the children to the activities available on-line.
 To use ICT to support Literacy work.
 To develop the teacher's skill in making and using templates.

Why did you embark on the project?
 To give the children a wider experience outside those available within the school expertise.
 To explore the use of the Internet with young children.

What were the issues?
 The time taken to set up the necessary web pages into pupils' favourites. In future this could possibly be done by a trained Classroom Assistant to save teacher time.
 Staff illness meant that the final week's work was taught a long while after the previous week and the pupils did not use the painting tools to draw pictures as planned.
 The class was also involved in ongoing Reading Support Project and these pupils were removed part way through each lesson.
 One pupil was wheelchair bound and was unable to access the ICT suite as it was at the top of a flight of stairs. He has had the opportunity to access the work using the networked classroom computer after giving his learning support assistant relevant training.

Where do you plan to take the project next?
 The pupils were able to make further entries for the dictionary with the class teacher to complete it, ready for use as a class resource in Literacy.
 The templates, plans etc. will be used with future Year 1 pupils.
 The details of the project will be fed back to other members of the teaching staff.

What have you learned through your involvement in the project?
 Making and using the templates and shared documents was a new experience, but I would need to spend some time practising creating and saving them before using them in a future lesson. I was surprised with the ease that pupils used Internet Explorer and accessed items in their favourites.
 Some pupils did get impatient waiting for games to load and there were occasional delays. It would have been even worse with a slower than 2 mb Internet connection.
 I would encourage parents or other adults to come and assist, possibly planning to book the class ICT suite time at the start of the school day when adult help can be maximised.
 I would make name cards for future groups of pupils as this eased logging on.
 Making an initial save of pupils' work as they started work when there tends to be a lull in demand on adult time prevents having to lose work later when time is short at the end of a session.