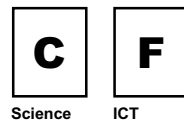


ICT ACTIVITY 5

Use key words to label and classify objects.

Year Group: Year 1



Resources

Bag of daytime and night-time objects.
Prepared word bank. Poem. Selection of different biscuits.
On-line Thesaurus -
1. http://humanities.uchicago.edu/forms_unrest/ROGET.html
2. <http://thesaurus.reference.com>

Context (Pupils' prior experience)

The pupils have discussed night and day and have experience of using the word processor. We will have a preliminary discussion as a class using objects that can be used in the daytime and night time. This will lead onto different work based on using and selecting appropriate words from a word bank. Teachers will find an on-line thesaurus helpful in developing word banks (see above URL's).

Task Description

Opening a large bag as a class we will discuss and sort the objects into two distinct groups. These are things that we use during the day and things that we use at night. We will then look at and read a word bank of all the words and learn how to move text to sort the words.

Learning Intentions

Science: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
Make simple comparisons and identify simple patterns or associations.	With help use ICT to select and move key words to label and classify objects in a pre-prepared template.	w/1	2/3	4/5
Identify different light sources including the sun	Independently use ICT to select and move key words to label and classify objects	1/2	3/4	5/6
Science POS related to task: Sc1, 2h	ICT POS related to task: 2b.			

Teaching Approach

The teacher will establish the sorting and discussion aspect of the first part of the lesson. The second element will be a demonstration by the teacher to learn the skill of clicking and dragging the required words from a word bank. As a follow up activity the children will be able to have a go for themselves manipulating a prepared word bank. 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 - The children develop speaking and listening skills when taking part in whole class discussions, group activities and working in pairs. They increased their vocabulary and developed word recognition skills.

Subject Learning Gains (Science)


This activity provided a context to motivate pupils to engage in the vocabulary associated with day/night.

Can you click and drag the right words to fill in the missing spaces in this poem ?


Silver by Walter De la Mare

Slowly silently now the
 Walks the night in her silvery.....
 This way and, she peers and.....
 Silver fruit upon silver.....
 One by the casements catch
 Her beams beneath the silvery.....
 Crouched in his kennel like a
 With paws of sleeps the
 From their shadowy cote the white breasts pe
 Of doves in a silver- feathered.....
 A harvest mouse goesby,
 With claws and silver
 And moveless fish in the gleam
 By silver reeds in a stream.

that trees sleep shoon thatch
 moon water dog silver eye
 silver scampering silver sees



Day time
 packed lunch box
 coca cola
 scarf
 bike
 coat
 toothbrush
 skipping rope
 hair brush
 hot water bottle
 woollen hat



Night time
 hot milk
 nightie pyjamas
 bath
 sweat shirt
 teddy bear

This pupil completed the activity independently, discussed his ideas, reviewed his final piece and changed one of his ideas.

This pupil is working at ICT Level 1.

Teachers' Assessment

Pupils' Work

Computer Diary

Name _____ Date 7th March

What was my task?

I had to find some Night words and some day words. I used the computer





Who did I work with? Who helped me?

my friend and my teacher

What did I do?

I moved the words into boxes

How do I feel about my computer work?

Pupils' Evaluation

Teachers' Evaluation

ICT TEACHER EVALUATION

Teacher _____ Date of Activity _____

Class Year One

Teacher Confidence and Competence

What was your own level of ICT confidence before the activity?
I have never really used word banks on the computer - used them in literacy

Do you feel you have gained in confidence and why?
I am now much more confident in clicking and dragging words

Do you feel able to teach the lesson yourself?
Yes, the lessons were broken down into such stages I could attempt to teach them.

Is there anything you wished to have learnt but did not?
No, but I feel that I would like a little more help in setting up my own word bank activities.

What would you do differently next time you carry out the task with a class?
Nothing really as there was a good balance between practical and computer based work.

Pupil Confidence and Competence

Did the pupils learn what you expected?
Yes, they quickly grasped how to click and drag.

Were there any unexpected learning outcomes?
Yes they began to be able to correct their own mistakes which was fabulous.

Did the pupils complete the task?
Yes, some pupils even wanted to take work unfinished home on paper to complete.

Was it a suitable task for the pupils age/abilities?
Yes, because of the balance of practical visual activities and concentration.

Hardware and Software Issues

What hardware or software problems did you experience?
Not really because all resources can be shared via the shared folder.

Were there any resources issues?
No.

Comments

Very keen to see differentiated pair of children working together and discussing.