Unit 1B Using a word bank

ABOUT THE 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 using ICT.

This unit could be taught in reception.

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

WHERE THE UNIT FITS IN

This is an introductory unit.
The unit assumes that children:

- understand that the mouse controls the pointer
- can use a mouse with a degree of eye and hand coordination
- 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

RESOURCES

- word processor with talking word bank facility
- mouse
- word bank
- collection of written text, *eg posters, signs, labels*

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
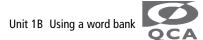
some children will not have made so much progress and will: enter single words from a keyboard; use a word bank to combine words, with help

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

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE

SETTING THE SCENE

CHILDREN SHOULD LEARN		CHILDREN	
• **key idea:** that words convey information	◆ Talk to the children about the text/words that they see around them, *eg labels, signs, posters*. Ask them why the text is there and what it tells them. Explain to the children that they are going to produce a piece of text using the computer.	• identify text/words and know that they communicate information • understand that text/words come in different sizes, colours and styles	This activity is not necessary if children have covered it in reception. After class discussion, small groups will need time to discuss examples of written text.

SHORT FOCUSED TASKS

• **key idea:** that text can be entered into a computer and printed out • **technique:** keyboard familiarity	◆ 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. 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.	• enter single letters to type their names	Allow children to practise entering letters and numbers that they know.
• **key idea:** that text can be selected from a word bank • **technique:** to select, and listen to, text using the mouse	◆ 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, *eg 'Here is a cat/dog/mouse. . .'.*	• use a word bank to create simple sentences	Children should listen to <u>all</u> words before making a selection. Some children may find it helpful if the mouse buttons are labelled. Explain that the word processor may not be able to say all words correctly.

INTEGRATED TASK

• to communicate ideas by selecting and adding text	◆ Explain to the children that they are going to use the skills they have learnt to produce a piece of text about themselves. Ask them to select the initial sentence and then to add their choice of words. The words could be chosen from a word bank. ◆ Print the work.	• produce text, on screen, that is clear and error-free	Encourage children to listen to the words to check that their sentences make sense. This activity could be integrated into activities in other subjects, using an appropriate word bank.