

Unit 3A Combining text and graphics

ABOUT THE UNIT

In this unit children learn how to communicate messages by using a combination of graphics and text. They also learn the importance of saving their work.

Children will apply what they have learnt in this unit when writing reports; producing multimedia presentations.

WHERE THE UNIT FITS IN

This unit builds on Unit 2A 'Writing stories: communicating information using text' and Unit 2B 'Creating pictures'.

TECHNICAL VOCABULARY

- font size/type/colour
- highlight
- select all
- frame
- copy
- paste
- insert
- align left
- align right
- centre
- re-size/scale
- graphics

RESOURCES

- graphics package
- word processor
- a range of greeting cards
- a CD-ROM with pictures or a clip art file

EXPECTATIONS

at the end of this unit

most children will:

combine graphics with text; use appropriate effects and re-size graphics

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

combine graphics with text

some children will have progressed further and will:

combine graphics with text; choose effects that match their purposes so that the graphics and text complement each other

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
SETTING THE SCENE			
<p>CHILDREN SHOULD LEARN</p> <ul style="list-style-type: none"> • key idea: that text and graphics can be combined to communicate information 	<ul style="list-style-type: none"> ◆ Show the class a range of greeting cards. Discuss the designs and point out elements, such as pictures, fonts, captions and messages. Divide the class into groups and ask each group to examine one card. Ask them to produce an annotated poster identifying the card's key features. ◆ Look at messages and how they are written. Ask children to think about cards that they could design and produce. 	<p>CHILDREN</p> <ul style="list-style-type: none"> • recognise key features of layout 	<p>Include greeting cards with a range of pictures and typefaces and with different punctuation.</p>
SHORT FOCUSED TASKS			
<ul style="list-style-type: none"> • technique: to alter font type, size and colour for emphasis and effect 	<ul style="list-style-type: none"> ◆ Type in a number of words, eg 'rainbow', 'grow', 'lean', 'high', 'low', 'stairs' and 'ghost'. ◆ Show the class font editing features, such as how to change font type, size and colour. Ask the children to change the look of each word so that it reflects its meaning, eg placing each letter of 'rainbow' in a different colour, increasing the font size of each letter in 'grow'. 	<ul style="list-style-type: none"> • alter the look of text to create an effect 	<p>Use software that allows text to be manipulated in other ways, if available eg into wavy lines, alternative shapes.</p>
<ul style="list-style-type: none"> • key idea: that ICT can be used to improve text 	<ul style="list-style-type: none"> ◆ Type in a piece of text using 'nice' as the only adjective. 	<ul style="list-style-type: none"> • amend text and save their work 	
<ul style="list-style-type: none"> • technique: to amend text and save changes 	<ul style="list-style-type: none"> ◆ Remind the class how to edit text by highlighting words and over-typing them. Demonstrate how to save work and give it a sensible name. Ask the children to edit the text using more varied adjectives and to save their work. 		
<ul style="list-style-type: none"> • technique: to combine graphics and text 	<ul style="list-style-type: none"> ◆ Prepare examples of text which would benefit from illustrations eg a description of a pyramid. Demonstrate to the class how to locate, retrieve, insert and add a graphic into a piece of text. Show the class how to re-size a graphic so that it fits on the page. Ask the children to search a clip art file or a CD-ROM to locate graphics and copy them into a piece of text. 	<ul style="list-style-type: none"> • combine graphics and text 	<p>Children could also incorporate images captured by a scanner or digital camera.</p>
<ul style="list-style-type: none"> • technique: to use the shift key to type characters, such as question marks 	<ul style="list-style-type: none"> ◆ Enter a piece of text and replace all the punctuation marks with 'x'. ◆ Discuss how authors use punctuation marks for effect and remind the class how to use the shift key to type upper case letters. Show them how the key can be used to type other characters. ◆ Ask the children to replace each 'x' with the correct punctuation. Ask them to print out their work. 	<ul style="list-style-type: none"> • amend text using the correct key combinations 	<p>Time could be allowed in other units for children to develop their familiarity with the computer keyboard.</p>
INTEGRATED TASK			
<ul style="list-style-type: none"> • to combine graphics and text to communicate information 	<ul style="list-style-type: none"> ◆ Tell the class that they are going to produce a class magazine, which will include pictures and captions, and explain that they will use punctuation and font effects. ◆ Divide the children into pairs and ask them to choose a theme for a page in the magazine. Get them to create, or capture, a picture for their page and ask them to caption the picture. Tell the children to print their work and bring the work together to form the magazine. Finally, discuss with the class the advantages of using ICT. 	<ul style="list-style-type: none"> • combine graphics and text 	<p>Children could extend this activity by creating pages for a multimedia presentation eg on the locality or themselves containing graphics and text.</p>



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