

Lesson	Title of lesson and key theme	ICT NC links	Learning objectives Children should learn:	Core vocabulary	Gross-curricular links	Learning outcomes Children:
	Words and pictures Combining text and graphics for effect	1c, 5a	• that text and graphics can be combined to communicate	font graphics poem	layout align caption	literacy • recognise key features of layout
2	More than just a word Changing the font for effect	2a, 5a	• to alter the look of text to create an effect	font format highlight	select bold italic	literacy • alter font type, size and colour for emphasis and effect
3	Isn't that nice? Using a wordprocessor to edit text	2a, 5a	• to make changes to text and save computer files	insert overtyp	delete	literacy • insert and delete words and characters • use the overtype key
4	Worth a thousand words? Working with graphics	2a, 5a	• to combine graphics and text	re-size scale browse	search copy paste	numeracy, music • locate, insert, copy and paste, and re-size graphics
5	What is *? Capital letters and punctuation	2a, 5a	• to amend text using correct key combinations	shift		literacy • use the shift key to type characters
6	Class magazine	2a, 3a, 4b 5a	• to combine text and graphics to communicate information			literacy • combine graphs and text in a magazine page

Overview expectations for end of 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

Lesson plan

The task described in this sheet is closely related to others in the unit and could be undertaken with or at the same time as one or more of the others.

Learning objectives

Children should learn how to change the way text looks.

Learning outcomes

Children alter font type, size and colour for emphasis and effect.

Vocabulary

font	format	highlight
select	bold	italic

Introducing the ICT

- Tell the children that today you are going to be using wordprocessors. Ask them what they know about wordprocessors. What are they used for? What can you do with wordprocessors?
- Talk about the meaning of the word 'font' and show the children some examples of words written in different fonts.
- Discuss two other features of text you can change using a wordprocessor (colour and size) and show the children some examples.

Introducing the context

- Ask children why you would want to use different fonts, sizes or colours for text.
- Show them some examples of text where one or two words have been changed to provide emphasis. Provide an example of some text with adjectives specially formatted to convey meaning but in a nonsense language. Ask the children to guess the meaning of the words.

The **hlj** man saw a **kjmbe** girl
walking along with her *klymn* mother.

Demonstrating the skills

Call children to the board to follow your instructions.

- Select the word to change.
- Format the word, selecting the font style, size and colour required.

Pupil activity

The children open **3A-2dogl.doc** and:

- choose a number of words to format for emphasis or effect;
- make the changes;
- save the amended file;
- print their work (if required).

The little boy saw a **big** dog.
The dog came **closer** and **closer** and
closer.
Then the dog **barked**.
The little boy was **frightened** and he ran away.

Make sure the children know how and where to save their work, and have put their names on their printed work.

Finishing off

Ask the children to choose a particularly effective example of text formatting, and to explain why they think it is effective.

Ask the children to think of other ways wordprocessors can be used to change the look of text, and to think about in which circumstances this might be appropriate.

Discuss any advantages or disadvantages of using ICT for this exercise.

Differentiation

Encourage more confident children to use different methods to achieve the same results. For example, ask them to use different techniques for selecting text.

Notes

Resources and preparation

You will need:

- computers with wordprocessing software;
- one or more printers if you are going to print the work;
- vocabulary flashcards;
- examples of text which has been formatted for effect (**3A-2words2.doc**);
- a file to use to demonstrate the technique of changing the font of a word or a letter to create a special effect (**3A-2words1.doc**);
- a second wordprocessed file for the children to open and work on themselves (**3A-2dog1.doc**);
- a prompt sheet for the children to use (perhaps with an adult helper).

The list of words below can be found in **3A-2words1.doc** and could be used in the classroom demonstration.

rainbow grow lean high
low stairs ghost

The formatted list of words below can be found in **3A-2words2.doc**.

Rainbow

gROW

lean

igh
h

l
ow

rs
ai
St

Ghost

Management issues

- Limit the number of fonts available (see Lesson 6) because children can spend too much time unnecessarily exploring a full range of fonts.
- Do you need to book the computer room?
- Have a 'Plan B' up your sleeve in case something goes wrong!

Further ideas

- Use text from a different curriculum area, for example geography or history.
- Find suitable text on the Internet.
- Use discussion about font size to revise the concepts of 'bigger than' and 'smaller than'. For example, compare letters of a word written in the same font and different sizes, and ask questions about which letters are bigger than others.

Your Notes

Prompt sheet

Type in the text below or open the computer file 3A-2dog1.doc.

The small boy saw a huge dog.

The dog came closer and closer and closer.

Then the dog barked.

The boy was frightened and he ran away.

Change the style, size or colour of five or more words to make them more effective.

1 Select the word

Do one of the following:

- Drag the mouse over the word.
- Double-click on the word.
- Hold down the **Shift** key and press the forward arrow.

2 Make the changes

Either:

- Look for icons on your screen and try them out.

or:

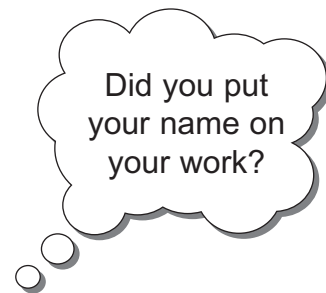
- Use the **F**ormat menu, then choose **F**ont.
- Decide on a style, size and colour for the word.

- Click on OK.
- Click off the word to see how it looks.

3 Save your work

Use the **F**ile menu, then choose **S**ave **A**s.

Give the file a sensible name.



Make sure that you save it in the right place.

4 Print your work

Either:

- Use the **F**ile menu, then choose **P**rint.

or:

- Click on the Print icon.

Resource sheet 1

The text below can be found in 3A-4instruments.doc.

Musical instruments

There are different kinds of musical instruments. Some have strings like guitars and violins. Some need to be blown and are called wind instruments. Recorders, clarinets and flutes are woodwind instruments. There are also brass instruments, including trumpets and trombones, and percussion instruments like drums and xylophones.

My favourite instrument is a clarinet. It has silver keys that cover or surround holes to make different sounds, but my hands are not big enough to play one yet.

The pictures below are called:

- 3A-4clarinet1.jpg
- 3A-4instruments2.jpg

Two pictures are included to provide an element of choice in the demonstration.



Prompt sheet

1 Find the writing

Open one of the computer files
3A-4shapes.doc or 3A-4traffic.doc.

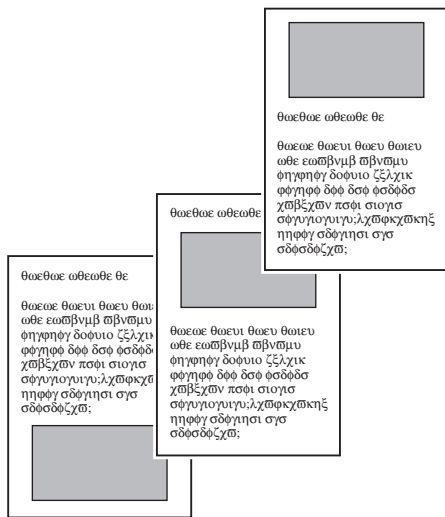
Read through what it says and make
sure you understand it.

2 Decide where you want a picture

You could have a picture:

- at the top of the document;
- under the heading but above
the writing;
- under the writing.

Click in the place you have chosen.



3 Find the picture

Click on **I**nsert.

Click on **P**icture.

Click on **F**rom File.

Browse through the pictures and
choose one you think will help
explain the writing.

4 Save your document

Use the **F**ile menu, then choose
Save **A**s.

Give the file a sensible name.

Make sure that you save it in the
right place.

5 Print your work

Either:

- Use the **F**ile menu, then choose
Print.

or:

- Click on the Print icon.

Flashcards

font

layout

graphics

caption

align

poem

format

highlight

select

insert