

Australian CURRICULUM CONNECT

Lesson plans with ICT teaching strategies and resources.



English

YEAR 3

What's Inside

| | |
|--|-----------|
| How to use this book? | 1 |
| Curriculum Connection | 3 |
| How to interpret the curriculum maps | 3 |
| Determining student progression..... | 3 |
| What you need to know | 4 |
| Sharing information with other Teachers | 4 |
| ICT Capability in LANGUAGE..... | 5 |
| LITERATURE..... | 6 |
| LITERACY..... | 7 |
| What you should know - Teacher competence | 9 |
| Exploiting the available technology in the Australian Curriculum | 9 |
| The Application of ICT Capability | 9 |
| TPACK Needs and Challenges for English/Literacy Teachers..... | 9 |
| Teacher Knowledge of ICT Resources and Tools | 10 |
| Literacy and ICT capability | 10 |
| How to develop an integrated approach to teaching ICT capability in the English curriculum? | 11 |
| Key ICT Terminology highlighted in Year 3 English..... | 11 |
| Word Processing in the English/Literacy Curriculum..... | 11 |
| What is the expected level of development for Year 3 students? | 12 |
| How will Word Processing impact in the classroom? | 13 |
| Thinking outside the Word Processing box – Exploring options..... | 13 |
| Collaborative Tools: Using Blogs and Wikis to create Multimodal text in the Literacy Curriculum | 13 |
| Using Email in a Literacy Context..... | 16 |
| What are the concepts involved? | 16 |
| ICT Techniques learnt..... | 16 |
| Class Integration..... | 17 |
| Web Design..... | 17 |
| Concepts involved | 18 |
| Information Literacy skills and the WWW | 18 |
| Using Coding programs for Literacy learning..... | 19 |
| Presentation Software | 20 |
| Guidelines for presentation software | 21 |
| Publishing Programs (DTP) | 22 |
| What is the expected level of development for students in Year 3? | 22 |
| Concepts Involved | 23 |
| How to develop Digital Fluency..... | 23 |
| Summary of Key Teaching Points | 24 |
| Teacher Reflection Activity | 25 |
| ICT in Subject Areas..... | 25 |
| Implications for ICT functions in Curriculum Areas..... | 25 |
| Developing ICT Capability..... | 26 |
| Planning For ICT | 26 |
| Potential for ICT | 26 |
| Using ICT to Support Teaching and Learning..... | 26 |
| National Curriculum..... | 27 |
| Research..... | 27 |

| | |
|--|-----------|
| ICT Teaching Strategies | 28 |
| Determining a Starting Point – How to assess existing capabilities?..... | 28 |
| Planning Technology-Literacy Integration..... | 29 |
| Introducing new software and techniques to students..... | 30 |
| Student Planning and Evaluating (Higher Order Skills)..... | 30 |
| Building on experiences from home..... | 31 |
| Stimulating and Structuring Activities..... | 31 |
| Monitoring Student Progress..... | 31 |
| What should you monitor? | 32 |
| Teacher Intervention..... | 32 |
| Scaffolding and Affordances..... | 33 |
| Assessing ICT capability..... | 33 |
| Overcoming Difficulties in the Classroom..... | 34 |
| Organising the Classroom | 34 |
| Low Resource Settings..... | 34 |
| High Resource Settings..... | 35 |
| Teacher Reflection Activity..... | 36 |
| Reflecting on ICT Teaching and Learning..... | 37 |
| Providing an Inclusive Learning Environment..... | 39 |
| Managing the inclusive classroom | 39 |
| Matching ICT activities and Tasks to Student Abilities, aptitudes and interests..... | 39 |
| Features of a good lesson..... | 39 |
| Developing ICT activities..... | 40 |
| Classroom Management | 41 |
| Developing self-supporting ICT activities..... | 42 |
| Planning appropriate Literacy activities for ICT..... | 42 |
| Classroom management strategies for laptops..... | 42 |
| Tips for managing the iPad Classroom..... | 43 |
| Teacher Reflection Activity..... | 44 |
| Curriculum Activities | 45 |
| Literacy Development..... | 45 |
| Literacy Development with ICT..... | 45 |
| How to use the Activity Planning Sheets..... | 46 |
| Delivering the Lesson..... | 46 |
| Structuring the Literacy-Technology Learning..... | 46 |
| Summary of Key Teaching Points | 50 |
| Talking Tech in Literacy Lessons..... | 51 |
| Activity 1: Response to Visual Text: Using the Callout shapes tool..... | 51 |
| Activity Planning Sheet..... | 59 |
| Activity 2: Informative Text: Redrafting written work..... | 60 |
| Activity Planning Sheet..... | 67 |
| Activity 3: Narrative text: Creating a Sequential Narrative from Pictures..... | 68 |
| Activity Planning Sheet..... | 74 |
| Activity 4: Narrative text: Describing Emotions and Body Language..... | 75 |
| Activity Planning Sheet..... | 81 |
| Activity 5: Narrative Story Writing with PowerPoint..... | 82 |
| Activity Planning Sheet..... | 89 |
| Activity 6: Persuasive text with PowerPoint..... | 90 |

| | |
|---|------------|
| Activity Planning Sheet..... | 96 |
| Cross-Curricular Literacy activities | 97 |
| Media Arts: Creating news images | 97 |
| Science & HASS: Class excursion | 99 |
| LOTE: The Fluent use of Language | 101 |
| Information Literacy activities | 103 |
| Effective Searching..... | 103 |
| Collecting and downloading information | 105 |
| Website Authenticity..... | 107 |
| Cross-Curricular Activities | 109 |
| HASS | 109 |
| HASS 2..... | 111 |
| Emails activities..... | 112 |
| Example: Using Video Technology and Email to enhance writing skills..... | 114 |
| Web-page creating activities | 116 |
| Creating an Information Website..... | 117 |
| Ideas for using Web Design in the Classroom..... | 119 |
| Conclusion | 120 |
| The teacher as change agents in the Literacy-technology learning environment..... | 120 |
| Works Cited..... | 121 |
| appendices..... | 124 |
| Appendix A - Year 3 Internet skills..... | 125 |
| Appendix B - Technology integration strategies for English | 125 |
| Appendix C - ICT Activities to support the teaching of Literacy..... | 127 |
| Appendix D - Student ICT Capability Record sheet | 129 |
| Appendix E- Activity Planning Sheet Template..... | 130 |

NOTE TO THE READER

Integrating ICT into teaching and learning is not straightforward.

Today, it is not sufficient enough for teachers to simply expose students to ICT in the classroom in order to develop their ICT capability or ICT literacy. To [effectively integrate ICT into classroom practices](#) is not to wait for the next big technological development to come around. In fact it has nothing to do with technology itself. Teaching strategies are the key behind every successful integration of ICT.

ICT capability comprises of five crucial components and research has indicated that in successful schools teachers pay careful attention to these elements in a variety of contexts. *Curriculum Connect* will help you to prompt students to think for themselves about how to apply ICT to a task, rather than dictating the ideas they are expected to employ.

As ICT integration is predominantly featured in the Primary levels of progression of the Australian Curriculum, the teaching strategies embodied within this resource will help Primary teachers ensure that their students progress confidently and competently to the level expected.

Literacy teaching in primary education plays a key role in the [development of ICT capability](#). Through the use of generic ICT tools such word processing literacy can be enhanced if the teacher makes effective use of the provisionality inherent in ICT. There are close links between the ICT capability of a teacher to that of a student in literacy and numeracy teaching.

We have included these strategies in our NESA (formerly BOSTE) accredited online PD course “[Primary Classroom Strategies: Develop Student ICT Capability Today](#)”. This is our most popular course with enrolments being taken every month. It is aligned with the *Australian Professional Standards for Teachers* 2.6.2 and 3.4.2 towards maintaining Proficient Level teacher accreditation and will contribute to 4 hours of PD. ***This teaching resource comes FREE with any [enrolment](#)!***

Your professional learning will not end here though. By [subscribing to our monthly newsletter](#) and visiting our [website](#), you will be able to keep up-to-date with the latest news, ideas and strategies all to do with integrating ICT in the classroom. As a subscriber, you will enjoy loyalty rewards such as discounts to our online PDs.

This teaching resource is unique because it was written for YOU:

- YOU want to enhance student literacy with ICT;
- YOU are someone who sees the potential of students in your classroom;
- YOU want practical and immediately actionable advice on strategies;
- YOU want to meet the requirements of your National curriculum;
- YOU want to ensure progression in student capabilities in ICT;
- YOU integrate ICT a lot in your classroom practice;
- YOU would like to create opportunities for learning in lessons and;
- YOU are committed to following through with what you are about to learn.

This is why YOU are here!

We hope you enjoy this teaching resource and we look forward to helping you continue your professional learning in the future.

HOW TO USE THIS BOOK?

The contents and strategies encompassed in this book support the *Australian Curriculum Year 3 English* context where ICT capability as a general capability or 21st century skill is encouraged to be taught alongside Literacy learning in the classroom (see table below).

| Sub strands | Description |
|-------------|---|
| Language | ACELA1790 - Identify the features of online texts that enhance navigation. |
| Literature | ACELT1791 - Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue. |
| Literacy | ACELY1677 - Plan and deliver short presentations, providing some key details in logical sequence. ACELY1682 - Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose. ACELY1685 - Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements. |

The Australian Curriculum general capability – ICT – lies within key Learning Areas and teachers are encouraged to *teach* this 21st century skill to the extent that is incorporated. This book was developed in order to help Primary teachers exploit the full potential of ICT in literacy teaching by effectively using key ICT teaching strategies to *teach ICT capability*.

Research (Kennewell et al., 2000) indicates that the extent that to which ICT has been used effectively to support the development of literacy and numeracy, depends to a large extent on the teacher’s own capabilities in ICT and in literacy and numeracy teaching. The ICT teaching strategies included in this teaching resource have been derived from the most ICT capable classrooms today and are there to boost the ICT capability of the teacher.

Therefore, this book begins by highlighting what the **teacher competencies** in ICT are for the particular lessons provided for the year level and ICT activities. Teacher knowledge of ICT resources plays a crucial role and it is imperative that before embarking on implementing the included lesson plans, to read through this section first in order to ensure that you are fully prepared and capable to integrate ICT in the lesson.

As the title of this teaching resource suggests, the lesson plans are based on the context of the Australian Curriculum that connects to ICT capability development. For your convenience, **curriculum maps** are provided so to enable you ease in linking the activities appropriately to the national requirements for student learning.

The background information on the ICT teaching strategies should provide you with practical and immediately actionable advice on the best teaching practices for your classroom and are incorporated into the **lesson plans** and the **procedures** provided on **delivering the lesson**.

Suggestions for student ICT activities covering the above requirements have been made. However, they may be adapted to suit the learning needs of the students in the class.

As stated by Kennewell et al. (2000, p14) “the issue of ICT capability development is best seen as part of a holistic, continuous approach to improvements in teaching and learning.” The ideas set out in the context of this book in relation to ICT capability development may be adapted and extended for the curriculum as a whole.