icte solutions AUSTRALIA

Australian Curriculum Connect

Lesson plans with ICT teaching strategies and resources.

English

YEAR 5

Aligned with the Australian Professional Standards for Teachers

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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 thing 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 A***ustralian 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 5 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).

STRANDS	SUB-STRANDS	DESCRIPTION
Language	Text structure and organisation Expressing and developing ideas.	ACELA1504 - Understand how texts vary in purpose, structure and topic as well as the degree of formality. ACELA1797 - Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation. ACELA1511 - Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations.
Literature	Responding to literature Creating literature.	ACELT1795 - Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences. ACELT1612 - Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced.
Literacy	Interacting with others Creating text.	ACELY1700 - Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements. ACELY1704 - Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience. ACELY1707 - Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place 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*.

In the Victorian Curriculum, ICT capability is also embedded in the English learning area and is not a discrete against which teachers should report student progress about.

Teacher competence in ICT plays a large role in the effectiveness and efficiency of ICT to support the development of Literacy and Numeracy in the classroom. Knowledge of your ICT resources and tools which will achieve this in addition to developing student ICT capability is essential. Integrating ICT into teaching and learning is not straightforward and it involves imagining the potential of these particular technologies for learning within the literacy context in which it will take place. It is recommended that before implementing these lesson plans that you have a sound grasp on these technologies. You will instructional methods on how these ICT tools and resources can support and extend instruction.

To support the use of ICT in literacy lessons we have included successful **Literacy-ICT teaching strategies**

derived from some of the most ICT capable classrooms today. These are important as it will ensure that you will optimise the use of ICT in the lesson and further enhance your teaching and learning. You will learn how students can be supported in the acquisition of these strategies.

If you have ever experienced anxiety as a result of technology failure in the classroom then you will also need to learn about **Overcoming Technical Difficulties**. There are ways where you can still teach and develop student ICT capability even when they don't use a computer. The understanding of concepts and higher order skills can be enhanced by whole-class questioning by the teacher and group discussions on the various processes which may be carried can be conducted.

The way in which a classroom is organised makes a considerable difference to the potential of ICT capability development. In addition, schools resources differ and so we have provided you with information on **Organising your Room!**

The use of ICT in the classroom enables the inclusion of all learners which is a significant factor in the development of ICT capability. **Providing an Inclusive Learning environment** is essential if this is to occur and covers details on SEN, ESL as well as developing ICT activities for the gifted student learner.

Of course, effective **Classroom Management** is the key to the successful integration of ICT in the classroom, especially when it comes to ICT use! Don't go past reading this.

You will find that all this comes as ***practical and immediately actionable advice*** so that you can begin your own journey towards ICT capability as a teacher.

Once you are confident in the above information then you can take your pick at the many **Literacy-Technology Lesson Plans** enclosed ranging from important curriculum focused to developing literacy through the use of web design and creation.

You will find many **more resources to use** in the Appendices at the end.

We encourage you to take your time to **improve your own confidence and competence in ICT** by developing an understanding and judgement about how to use these strategies appropriately and become an ICT capable teacher. Seek support from more experienced colleagues so that an ICT capable classroom prevails and ultimately, **help your students become ICT capable** themselves.

An ICT capable student is someone who not only knows about a range of ICT tools and resources, but also knows that they know and thus are able to decide if it is appropriate to the solution to the problem. They have the disposition to construction ICT solutions to problems that are appropriate to the literacy context and are based on the knowledge of the opportunities of the limitations and opportunities offered by the systems available.

It is possible to develop student ICT capability alongside literacy learning in the classroom today. Use the information in this resource wisely and transform your school into a an ICT capable school today.

Student ICT Activity

LITERACY

Activity 10: Interpreting, analsying, evaluating - Using research skills

Curriculum link: (ACELY1703) Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

Lesson Description
Students will use search engines such as Google to search and compile a 'persuasive writing'

report about the topic of _____.

They are pointed to a number of different websites which presented arguments and statistics on both sides of the issue. They were asked to create a smooth, integrated account which drew on the documents but did not merely print them out or stitch them together.

They will conduct research and learn how to find resources that are relevant and valid. Begin the lesson as a whole-class discussion to determine what students already know about searching the Internet and how search engines work. It will be important to point out that the Web is a self-publishing medium, which is not always reliable, and that there are different ways to find information on the Internet.

Problem Statement
Write your own problem statement to present to students remembering to use key ICT terminology and features.

_____

_____

_____

_____

Searching Guidelines

- Keywords: Think carefully about the type of keywords you are going to use before you type them in. Spelling is crucial and it is important to think about the precise words you are looking for;
- Singular: Use singular words as much as possible;
- Combining words: Think how to combine words using Boolean operators such as AND, OR, NOT and truncation symbols such as *, "", #, +, &.
- Quotation marks: When you are searching for an exact phrase or sentence, always surround it with quotation or speech marks. This will return results where the two words are found

- together. These features can all be combined to build up complex searches, for example, several phrases in speech marks added to a number of key words.

Achievement Standards (English)

- Explain how text structures assist in understanding the text.

Assessment

Higher Order Skills	ICT Techniques	Curriculum link
Synthesis: Students identify what they already know about Internet searching; they explore new ideas and synthesise information about new ways of doing research. Evaluation: Students evaluate, summarise and explain new information. Application: Students apply the new techniques that have learnt. Analysis: To answer the given questions, students analyse information and compare the value of Internet research and research conducted in a library.	Keywords Singular Combining words Quotation marks	English (ACELY1703) ICT Capability LC: Investigating with ICT

Information Literacy Activity
Complete the required steps for the activity here.