



## Student ICT Activity

### Activity 1: Response to Visual Text: Using the Callout shapes tool

Curriculum connection: Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692).

Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697).

#### Lesson Description

Look at an image from a book and compose open questions about it either directed towards the author or the characters.

Requirement: Teacher to create a template on a word processing document (MS Word or other) with a scanned image from the book with the reference and instructions for students.

#### Possible ICT terminology:

- Text document;
- Template;
- Word processing;
- File location;
- Document size.

It will be important that you will have discussed these terms with the students beforehand.

#### *Problem Statement:*

Look at an image from the book \_\_\_\_\_ and write open questions addressed to either the author or the characters in the book. The name of the file is 'Into the forest.doc'.

Select the appropriate software to open the template in a text document and use the Shapes tool to insert Callouts for your questions. You may choose any you wish to use. The document size is \_\_\_\_\_.

#### What's Next?

The problem statement should be displayed on the screen for everyone or on an activity sheet for students to use. Go through the problem statement as a whole class and discuss the ICT terminologies that may indicate the appropriate selection of the ICT tools and resources available in the classroom.

#### Achievement Standards (English)

- Students understand how content can be organised using different text structures depending on the purpose of the text;
- Understand how image choices are used for different effects;
- Identify literal and implied meaning connecting ideas to different parts of a text;
- Select information, ideas and events in texts that relate to their own lives;
- Demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the pur-

- pose and context of their writing and;
- Use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning.

## Assessment

Higher Order Skills	ICT Techniques	Curriculum Context
Analysis: Students edit the text.	Insert text	English (ACELY1685)  ICT Capability LC: Managing and Operating; Creating with ICT.
Application: Students type their questions.	Saving file as a .doc in the correct location	
Synthesis: Students rewrite their paper-based work.	Opening a word processor.	
Evaluation: Students compare and conclude their work.	Opening a template document.	
	Use of spell and grammar checker.	
	Use of Shift key or Caps lock.	
	Use of Font style – bold, italics, underline	
	Insert the Callout shape.	

## MS Word Activity

- Students are to open the word document template which has been created for them and located in the student access shared folder.
- Students to Save As their name and the name of the book. The word document must saved in the appropriate English folder.
- Students to read the instructions to write questions directed to the author or characters by inserting the Callout shape and typing their question in the callout. They may choose anyone they wish to use, but it indicate the link to picture appropriately by directing tail of the callout towards the image.
- Work is to be Saved at the end of the lesson.

DATE :

SUBJECT: ENGLISH

### AUSTRALIAN CURRICULUM LINK

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692).

Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697).

#### Managing and operating ICT *Select and use hardware and software*

##### By the end of Year 2

##### By the end of Year 4

The student can use page layout software for posters, a mouse, USB flash drive, printer, digital printer or robot when supervised by a teacher. They take initial steps in coping with the unexpected and then seek help.

The student can use a camera, microphone and slideshow software to create a presentation. They can adjust the placement and orientation of the mouse, keyboard and screen to ensure ease and comfort when using. They attempt to solve a technical problem.

#### Creating with ICT

##### *Generate solutions to challenges and learning area tasks*

The student can use basic functions of selected software to manipulate text, images, audio and numbers. They can represent data numerically or graphically and edit their own work and that of others.

The student can edit text, images, audio and video for presentations and story-telling. They can transform data between numerical and graphical digital representation as well as apply editing strategies.

##### *Generate ideas, plans and processes*

The student can draw simple mind maps using conceptual mapping software. They can draw using software to show steps in a sequence.

The student can use tables, photos and sketches in planning documents.

### PREVIOUS LESSON

### LESSON OVERVIEW

In this lesson, students will explore illustrations in a book and compose open questions about it which could be directed at the author or the characters in the book. I will create a word document template for the students which will contain an image from the book. By teaching students how to insert the 'Callout' shape, they can attach these questions to the template. Students will need to Save As they own name and the name of the book e.g. Fred Into the Forest. They can choose the shape they wish to use in addition to using editing features such as the Backspace key, Delete key and the mouse.

### LEARNING NEEDS OF THE STUDENTS

For ICT: Most students will already know their passwords and usernames in order to log into the computer. They will need experience in opening a word processor, saving files and accessing their files, practice using a keyboard (touch typing skills) and using Shift keys and spell checkers. They will need to know about where to obtain file sizes. They may need to know where to find the Callout shapes and inserting text into them.

For English: The aim of the lesson is to back up literacy lessons by learning about writing open questions on visual text. The students need experience in typing in text into a Callout shape directed at either the author or characters. They will also use key editing features of word processing such as Deleting, Backspace, punctuation such as question marks (use of Shift key) as well as capital letters.

GROUPING OF STUDENTS	
Decide if this lesson is for the whole class, a group, a pair or an individual. Will the group work on the activity all week? Or will different groups of children work on it throughout the week?	
RESOURCES	
The computer suite or use of classroom laptops.	
THEORETICAL CONTEXT	
The benefits of using ICT to support the processes of improving writing extends across the curriculum. The major benefit of word-processing is the possibility of redrafting. While text is on the screen it is fluid and malleable and it can be changed in any way without leaving a trace. This presents a zone of possibility to the writer, and has already had enormous impact on the way a writer operates in creating texts. The most obvious implication for teaching and learning is that children can benefit most from this 'creative space' of the word-processor in the initial stages of writing – when they are collecting and shaping ideas.	
YOUR OWN LEARNING NEEDS	
Preparing text in a word processor for the children to work on. Making sure that I know how to save the work in the children's user areas as a template to work on. Understanding the context of the work on grammar and punctuation in the English scheme of work.	
ORGANISATIONAL MEMORY JOGGER	
Can I get into the network room during the lunch hour to make sure that the pre-prepared file is in the right area on the network? Do I have the appropriate access rights to the network in order to do this? Do all children know how to log on? Are there spare USER IDs in case of emergency?	
INFORMATION FOR TEACHER AIDES/ADULT HELPERS	
<ul style="list-style-type: none"> <li>• Listen to what students to say and encourage them to share their ideas;</li> <li>• Help the children to understand that it is acceptable to try out their ideas and make mistakes;</li> <li>• Give the students time to work out their answers;</li> <li>• Take every opportunity to praise students' success when completing the activity or developing a computer skill.</li> </ul>	
LEARNING OBJECTIVES	
<p>ICT Capability:</p> <ul style="list-style-type: none"> <li>• Access a template file on MS Word;</li> <li>• Save a file using appropriate filenames;</li> <li>• Edit text using a mouse;</li> <li>• Delete or Backspace keys;</li> <li>• Alter font, font size and colour.</li> </ul> <p><i>What do you expect different members of the class to achieve in terms of their different ability levels?</i></p>	<p>English:</p>

## DIFFERENTIATION

How will I help children who are experiencing difficulties with ICT?

How will I develop further the skills, knowledge and understanding of the most able in the class?

How will I ensure an appropriate level of challenge for all ability groups? How will you support specific needs?

## LEARNING NEEDS – ENGLISH AS AN ADDITIONAL LANGUAGE

The strategies that I will use include:

- Partnering the children appropriately according to the language needed to access the activity;
- Allow some pairs to work at the same computer if they are experiencing difficulties;
- Check and re-check understanding of task.

## LEARNING NEEDS – SEN STUDENTS

How will you support any children in the class with SEN?

Possible strategies include:

- Peer tutoring;
- Use printouts to help with the sequence of events;
- Make step-by-step cards;
- Enlist the help from other students;
- Consider any minor adjustments to the existing activity;
- Use the never-ending activity e.g. beebots.
- Set challenges.

## ASSESSMENT OPPORTUNITIES

ICT Capability:

- Backspace and Delete key;
- Using Shift key or Caps Lock to create capital letters;
- Opening a template document; Insert Callout shape and inserting text into shape;
- Understanding of file sizes for word documents;
- Understanding of ICT terminology;
- Inserting the Callout shape and inserting text into it.

English:

## KEY QUESTIONS

Questions will be asked when it comes time to intervene and they will be in the form of focusing questions to assist students in the formation of generalisations. Possible structured questions that focus on the process used:

- Why is there a squiggly line under the word?
- What key do you press to leave a space between the words?
- What have you discovered? Tell me about it.
- Why do you think you have got those results?
- What would happen if.....?

Remember to focus on the language being developed for ICT, i.e. shift, space bar, return/enter, insert, backspace, delete. For English, refer questioning to texts and units currently under study.

Some questions for ICT development, differentiated according to ability, might include: Which keys do you use to delete or rub out words? (Lower) How do you change letters from lower case to upper case? (Lower/Middle) How do you move around in the text and/or how do you place the cursor where you want it to go? (Middle) Do you know a quick way to locate the word 'and' in the text? (Higher)

## LESSON FORMAT

10 minutes: Opening with demonstration at the IWB. Invite some participation from the children. Ask questions. Check and re-check understanding of the task. Share the learning objectives with the children.

*Complete the desired format below allowing time for whole class reflection on their ICT learning which may be conducted through discussion or as a reflective writing task.*

## TEACHER REFLECTION


Refer to the section on *Reflecting on ICT Teaching and Learning* for the appropriate questions to complete this section.

Year 4	ICT Capability LC Elements
Subject: English/ICT/literacy	Creating with ICT
Topic: Response to visual text	Managing and Operating ICT
<p>Activity: Students will use a MS Word template which I have set up that includes a scanned image from the book. They are to use the Callout shape to attach questions directed towards either the author or characters. They will Save As their name and the name of the book. If not completed by the end of the lesson, then they are to Save As a different version of the work every time. Questions will be inserted into the Callouts and appropriate use of punctuation, spelling and grammar will be checked.</p> <p>Grouping: For students who are EAL or SEN that may work better as a pairs otherwise students can work individually.</p> <p>Assessment: Independent management of work. Appropriate use of Shift keys. Appropriate use of font/style/colour of text. Use of Delete and Backspace key. Ability to insert Shapes/Callouts and insert text. In addition, use of Spell and Grammar checker. Able to open a word document template and Save As the appropriate name in the correct file location.</p>	



# Connecting This to Your Professional Growth

This lesson is your first step—not your final destination. To strengthen your practice and transform how you teach literacy with ICT, connect this activity to the structured tools and professional learning opportunities inside the ICT in Education Teacher Academy.

 If you downloaded this from the Members' Library:

You're ready to implement a meaningful ICT-integrated literacy activity. Now use your membership to enhance its impact.

## Deepen your practice with the Year 4 Literacy with ICT Instructional Course

This 10-hour PD course helps you:

- Integrate ICT with Year 4 literacy in practical, classroom-ready ways
- Build your confidence and capability in applying ICT across curriculum goals
- Reflect and plan new strategies to assess and embed digital literacy

Link to APST 2.5.2, 2.6.2, 3.4.2

Log this in your Workbook's Workshop Reflection pages and use the course to explore how this lesson supports student outcomes aligned with ACELY1692 and ACELY1697.

## Explore the Year 4 Literacy with ICT eBook

- Review digital strategies for visual texts, open questioning, and multimodal writing
- Access annotated curriculum maps and planning examples for ICT integration in English
- Use it as a guide to extend or differentiate the activity across literacy units

## Use your Membership Workbook to support implementation

- Plot this lesson on your Success Path (Adoption → Adaptation → Infusion)
- Use the TPACK radar chart to reflect on your growth in Technological Pedagogical Knowledge
- Access ICT differentiation tools and lesson adaptation templates to extend the learning further

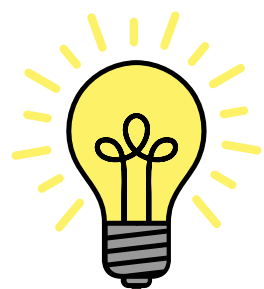
## Use Membership Tools to Support and Extend the Lesson

 Search the Wisdom Tool

- Use prompts like “digital comprehension strategies” or “open-ended questions with ICT”
- Discover adaptations and extensions other members have tried using Word templates, visuals, or other literacy software tools

## Join the Community Forum

- Ask: “How have you used MS Word templates to teach questioning or response to visual texts?”
- Share your version of the activity and invite feedback or ideas for extension



No matter how you began—downloading a lesson or completing the workshop—this activity becomes most powerful when embedded in your professional growth journey. Use your membership to:

- ✓ Reflect and log progress
- ✓ Extend the lesson through new strategies
- ✓ Connect with peers
- ✓ Strengthen your confidence in ICT capability and literacy integration