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# Introduction



## ICT and the Primary Curriculum

Today children will arrive at school with an extensive knowledge of ICT and its capabilities. They have a knowledge and understanding that can sometimes be beyond some adults. The aim in school today is to harness their experiences and use them to enhance their learning in school.

ICT today is one of the best and fastest growing tools available for learning. It helps to:

- Make difficult and abstract concepts easier to explore
- Make learners partners in their formal learning
- Motivate learners and keep them engaged in learning
- Open up dialogue with parents and extend learning
- Personalise learning and give learners a voice
- Raise standards
- Reach the hard-to-reach.
- Save you time and be more efficient.

In order for children to use and apply their ICT knowledge and understanding confidently and competently in their learning and everyday contexts, exciting and stimulating lessons must be provided.

ICT is no longer viewed as a separate curriculum subject but permeates all the other subjects. The children should be provided with stimulating activities that allow them to explore and become familiar with the technology resources available in the school, across a wide range of different subject areas.

## About the series

The 'Using Stories to teach ICT' series of books demonstrates how ICT skills can be taught and extended whilst linking to a wide variety of other subject areas. There are four books in the series – two at Key Stage 1 and two at Key Stage 2.

They offer a structured approach with the non-specialist in mind and provide detailed lesson plans to teach specific ICT skills whilst linking to other areas of the curriculum. Each book contains ideas for communication, modelling, presentation, databases and control.

The aim is for ICT to be presented in a format that shows how information technology is used in our

everyday lives. The imaginary situations portrayed in the stories act as a stimulus for the children's own investigations and creative work. The ideas in this series can be adapted to teach all areas of the curriculum.

## Format of the books

Each book contains six stories that require the children to use and extend different ICT skills. Each story is accompanied by teachers' notes containing four separate lessons that can be used in conjunction with the story. Every lesson plan has a corresponding activity sheet.

The teachers' notes are broken down into the learning objective and the curriculum links with some suggestions for the type of hardware and software that will need to be made available. The activities have been sub-divided into:

- Resources – this is a list of what you will need to do the lesson
- Introduction – ideas to introduce the activities, with key questions and discussion points to reinforce the concepts and vocabulary required for the lesson
- Main activity – ideas for grouping and using the activity sheets
- Plenary – an opportunity to review and discuss the learning outcomes so children reflect on what they have learnt
- Extension – further ideas to extend their skills and technological knowledge.

The activity sheets can be found at the end of each chapter.

## About the stories

The stories are designed to be a springboard to develop ICT within the classroom throughout a wide range of subjects due to the broad selection of cross-curricular links.

If possible enlarge copies of the story or project it on to a whiteboard so the children are able to see the illustrations and may be able to follow along as you read it aloud to the class. As the children get older and their vocabulary improves, encourage the children to read the stories aloud to each other.

There is a lot of scope for initiating a discussion about the wide range of technology used in our everyday

lives and for extending from the given lesson ideas to your own ICT based projects.

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## Using the lesson plans

Within the planning we have added reference statements headed WALT, WILF and TIB as these or similar systems are often used to ensure lessons are focused, objective led and in context for the learner. They help summarise the purpose of the lesson, what is required of the children in order for them to successfully learn that lesson and why what they are learning is important.



WALT stands for "We Are Learning Today"



WILF stands for "What I'm Looking For"



TIB stands for "This Is Because"

# Curriculum Overview

This chart gives an overview of the ICT covered by each story and the cross-curricular links covered by the activities over all four books in the *Using Story to Teach ICT* series. The relevant information for this book, aged 7-9, is shaded.

Book	Story	ICT	Cross-curricular link
Ages 5-6	Playground Proposal	Modelling	Design & Technology
	Football Crazy	Word Banks	Geography
	Song Quest	Presenting Information	Music
	The Cycle of Life	Labelling and Classifying	Science
	In the Garden	Pictograms	Mathematics
	How Does this Work?	Instructions	Literacy
Ages 6-7	The Pen Friend Diaries	Communicating Information	Literacy
	Celebrations	Communicate Ideas	RE
	Why do we Remember?	Finding Information	History
	Robot Postman	Routes	Geography
	Magic Carpet	Creating Pictures	Art
	Ice-Cream Parlour Break-in	Questions and Answers	Mathematics/Science
Ages 7-9	School Play	Combining Text and Graphics	Literacy
	Jack and the Beanstalk	Manipulating Sound	Music
	Tiger Adventure	Databases	Geography/Mathematics
	It's Not Right!	Email	PSHE/Citizenship
	Mosaic	Repeating Patterns	Art/History
	Labyrinth	Simulations	Mathematics
Ages 9-11	Interior Designer	Graphical Modelling	Art
	Victorian Childhood	Complex Searches	Mathematics /History
	Surprise Party	Spreadsheets	Mathematics
	The Fairground	Control and Monitoring	Design & Technology
	Save the Polar Bear	Monitoring Environment	Literacy
	Security Alert	Multimedia Presentation	Design & Technology

# Jack and the Beanstalk – teachers' notes

## Learning Objective

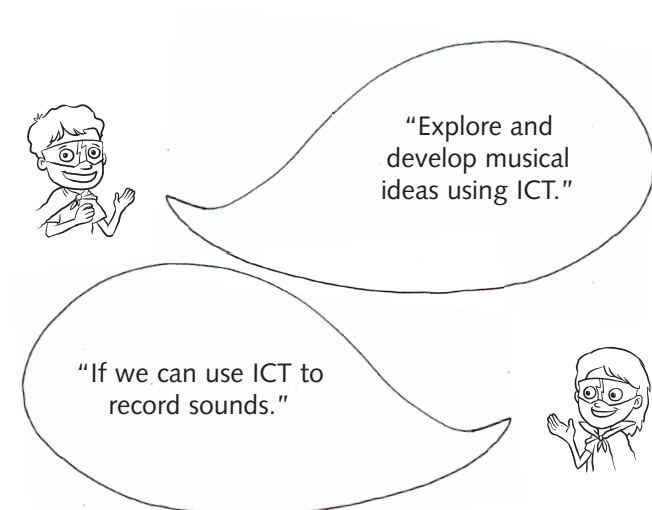
To manipulate sound and music

## Curriculum Links

Music

- Compose and choreograph a collective audio performance and record it
- Improvise, rehearse, refine and use ICT to improve their performances
- Listen carefully, recognise and use sound effects.

## Activity One – Performance



clues like a stage play can. They can not see people on the radio everything must be done through sound to let the audience know who everyone is. Explain this could be done by using different music and sound effects to show who is on the stage, their mood and actions. This means they need to think very carefully about the sound effects they will need and how they might produce the desired effect.

Discuss some of the different techniques they could use such as:

- CD musical accompaniment
- Use of musical instruments
- Build from soft and slow to quick and frantic
- Changing their voices
- Clapping
- Door slamming
- Stamping /running feet
- Tapping
- Whispering
- Silence.

Explain electronic keyboards can be used to select and control sounds. They can also experiment with music software to create simple melodies that could represent the different characters.

## Resources

- 'Jack and the Beanstalk' radio play
- 'Jack and the Beanstalk' activity sheet
- Computers
- Digital projector
- Whiteboard
- Laptop
- Audio recorders
- Windows sound recorder
- Electronic keyboards with a range of sounds and the ability to store and play sequences
- Other percussion, string and wind instruments
- Digital microphone.

## Main Activity

Tell the children they are going to record the 'Jack and the Beanstalk' radio play in small groups. Split the class into groups of six children.

Explain before they start that they need to plan what they are going to do. Tell them to write down on the 'Jack and the Beanstalk' activity sheet, the name of the child who will read each character. Then they should read through their parts together and list the sound effects needed and how they might make these sound effects.

Allow time for the children to experiment with different sound effects and note their choices on the 'Jack and the Beanstalk' activity sheet. When they are ready they should record their versions of Jack and the Beanstalk. This can be done with audio recorders, or using the windows sound recorder on the computer and digital microphones. Explain they must follow the scripts carefully so they know when each particular sound effect is to be used and to ensure they do not miss their cue.

## Introduction

Read the radio play, 'Jack and the Beanstalk' to the class. Discuss the differences between a radio and a stage play. Explain how the radio can not use visual

## Plenary

When the groups have recorded their radio play ask the children to listen to each others and analyse the different sound effect techniques and methods they have used. Discuss the differences between the live and the electronically-controlled sound effects they used.

## Extension

Experiment with use of voice. Ask the children to record a sentence in monotone. Then record the sentence again using a different intonation, such as a question or exclamation. Listen back to the impact of the change.

Explain meaning can change depending on which words are emphasised, such as:

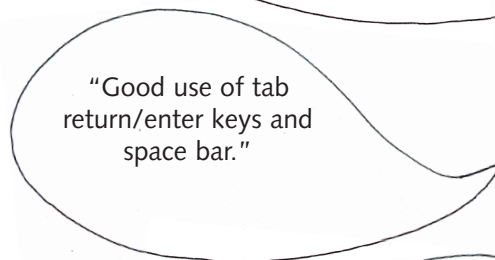
- I want to see the play
- I **want** to see the play
- I want **to** see the play
- I want to **see** the play
- I want to see **the** play

Record the different versions and discuss how the meaning changes.

## Activity Two – Structure



"How to use ICT to refine and edit text."



"Good use of tab return/enter keys and space bar."



"Presentation is important for understanding meaning."

## Resources

- 'Jack and the Beanstalk' radio play
- 'Play Structure' activity sheet
- Computers
- Printer
- Digital projector
- Whiteboard
- Laptop.

## Introduction

Scan the play into the computer and display using the digital projector. Discuss the way it is laid out and the presentation of the play. Explain to the class plays have a specific format when they are written. Point out how each character is easily identified because the name of who is speaking is written on the left hand side and what they say is on the right hand side. Point out the sound directions are written in brackets.

Allocate the parts to six children and have them read the 'Jack and the Beanstalk' radio play to the class. Tell them to pay particular attention to how the playwright has indicated the play should be read. Point out the

emotional reactions, such as: pleased, puzzled, scared, angry, etc.) Explain these words indicate to the actors how the character should sound.

Tell the children they are going to investigate the structure of the play. Ask the children how many acts are there? Are the acts divided into scenes? What is the length of the play? How many characters are there? What are the ages and gender of the characters? Did the playwright provide any indication of the characters' personality?

Split the class into small groups and ask them to complete the 'Play Structure' activity sheet. Explain that analysing plays will help them to write their own.

### Main Activity

Tell the children that they are going to write their own radio plays based well known fairy tales such as Cinderella, Snow White, Three Little Pigs, etc. Split the class into groups of six children.

Tell them they should use the observations they wrote down on the 'Play Structure' activity sheet to write their own play based on a well known fairy tale. They should remember to use the correct layout and to provide the cast with instructions on how the characters should be acted. Tell them there should be a beginning (Act 1), middle (Act 2) and an end (Act 3). They should decide what part of the story should be included in each act. Tell them not to worry about the sound effects at this point, but they should keep in mind that it is a play that will be listened to rather than acted on a stage.

Encourage them to write their plays straight onto the computer taking turns to have a go at the keyboard. Reinforce that all the children should contribute with ideas for the dialogue. Demonstrate how to use the tab key to leave a space between the characters' name and what they are saying. Show them how to use the backspace key to take the cursor back to the margin. Point out they should hold the shift key down at the same time as they press the bracket keys, in just the same way as they would make a capital letter.

Show them how words in a sentence can be changed without deleting the whole sentence. Remind them to save their work at regular intervals.

When they have written the play on the computer they can go through it as a group and decide where to put the sound effects. These can be added to their plays. Remind them they should read the play through as a

group to make sure it flows well and they have not missed anything out.

### Plenary

Discuss the advantages and disadvantages of using ICT to draft and redraft the script as opposed to writing ideas out by hand. Make two columns on the whiteboard. Are there more advantages, or more disadvantages?

### Extension

Some groups could print out their play and swap with another group. Each group could try a preliminary reading of the play and note down any parts they did not understand or ideas that could improve the plays. The groups can then make amendments accordingly.

## Activity Three – Performance



"That ICT can be used to organise and reorganise sounds."

"A mix of electronic and live sounds combined in a performance."



"We need to recognise differences between live and computer controlled sounds."

### Resources

- 'Jack and the Beanstalk' radio play
- 'Performance' activity sheet
- Own scripts of well known fairy tales from previous lesson
- Computers
- Printer



- Digital projector
- Whiteboard
- Laptop
- Audio recorders
- Windows sound recorder
- Electronic keyboards with a range of sounds and the ability to store and play sequences
- Other percussion, string and wind instruments.

### Introduction

Play a few of the previously recorded Jack and the Beanstalk plays to the class. Ask the children to remind you how they produced the sound effects to help tell the story. What did they find difficult? What did they find easy?

Tell the children they are going to record their own radio plays using the scripts they wrote previously. Give each group a copy of the Performance activity sheet. Tell them to write down a list of their characters and who will play each character. Explain they should go through their play carefully and list the sound effects they need. How are they going to source the sound effects?

Remind them they can use their voices to produce sound effects and they can add different intonation to what the characters say to add meaning. They can also use the electronic keyboards and music software to create their own appropriate compositions.

### Main Activity

Allow time for the children to experiment with different sound effects and note their choices on the Performance activity sheet.

When they are ready they should record their versions of their fairy tale. This can be done with audio recorders, or using the Windows sound recorder on the computer. It is a good idea to provide somewhere quiet where the children are able to do this. This may mean staggering the use of the computer room and music facilities.

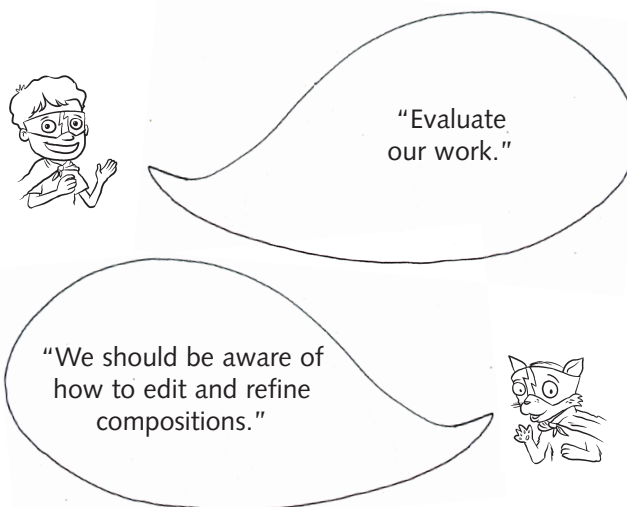
### Plenary

The children should listen to their recordings to make sure that their voices are clear and the story makes sense.

### Extension

Discuss what changes they would need to make to their plays if they were going to perform them on stage.

## Activity Four – Evaluating Radio Plays



### Resources

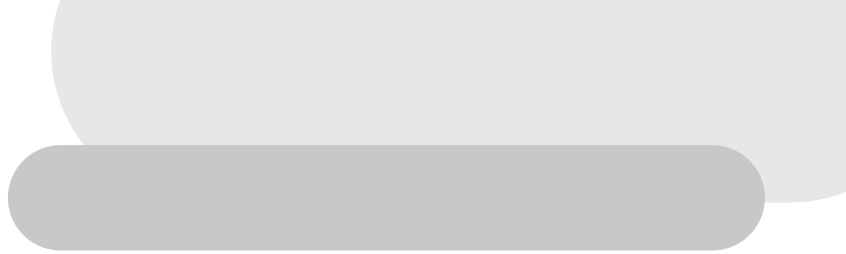
- 'Jack and the Beanstalk' radio play
- 'Evaluating Radio Plays' activity sheet
- Computers
- Printer
- Digital projector
- Whiteboard
- Laptop.

### Introduction

Split the class into different small groups. Allocate each group one of the fairy tale recordings. It does not matter if it is their own play or not. Ask the children to listen to the play in their group. Explain to the class they are going to evaluate the plays. They should think about what worked well and how could they make them better.

If possible, provide each child with headphones to listen to the play so that they concentrate on the recording and do not talk through it.





### **Main Activity**

Give each group a copy of the 'Evaluating Radio Plays' activity sheet. Tell them they are going to analyse the different sound effect techniques and methods that were used in the recording they are listening to. Is there any part of the play where it is not clear what is happening? How could they make it clearer?

Each group should allocate a scribe to write down their ideas. If desired they could write on A1 paper rather than on the activity sheet itself and use the sheet to refer to the questions. Encourage the children to note down good and bad examples from the radio plays they are listening to.



### **Plenary**

When they have finished each group should play the recording and present their opinions to the rest of the class. Do the others agree? Why or why not?



### **Extension**

The children could give the recordings of their plays to other classes in the school to listen to and enjoy. Discuss which classes their plays would be more suited to. Encourage them to consider the age and abilities of their audience.

# Jack and the Beanstalk



Name: \_\_\_\_\_

- Who will play each character?

Mum \_\_\_\_\_

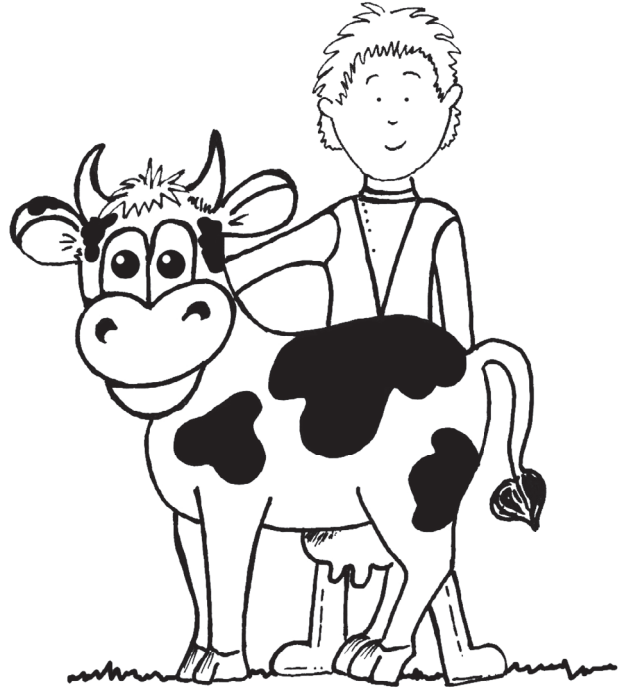
Jack \_\_\_\_\_

Cow/Hen \_\_\_\_\_

Old man \_\_\_\_\_

Mrs Giant \_\_\_\_\_

Giant \_\_\_\_\_



- Read the play together and note down what sound effects are needed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- How will you make these sound effects?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Play Structure

Name: \_\_\_\_\_

- Look at the Jack and the Beanstalk play and answer the following questions:

1. How many acts are there? \_\_\_\_\_

2. Are the acts divided into scenes? \_\_\_\_\_

3. How many scenes are there? \_\_\_\_\_

4. How long is the play? \_\_\_\_\_

5. How many characters are there? \_\_\_\_\_

6. How old are the characters? \_\_\_\_\_

7. Are they male, or female? \_\_\_\_\_

8. How did the playwright provide an indication of personality?

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9. List some of the characters' emotional reactions:

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# Performance



Name: \_\_\_\_\_

- List your characters and who will play them.

Character	Who will play them

- What sound effects are needed and how will you make them?

Sound effect needed	How to make the sound effect

# Evaluating Radio Plays

Name: \_\_\_\_\_

- Listen to the radio play and answer the following questions.

1. Could you identify when all the characters were coming on or leaving the stage? Give an example.

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2. How did the sound effects show the characters' personalities?

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3. Were there any parts where you could not understand what was happening? Why were they difficult to understand?

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4. Are there any sound effects you would have added or taken out?

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