



Objectives

- Strand 7: Explore how word meanings change when used in different contexts.
- Strand 9: Use different narrative techniques to engage and entertain the reader.

Differentiation

Support

- The children can look up the word 'icon' in an etymological dictionary and decide which definition is relevant to the meaning of the word emoticon.

Extend

- The children can create a dictionary of emoticons using the typical layout and format of a dictionary (for example, emoticon followed by the definition).

Cross-curricular activities

ICT Unit 4A


Writing for different audiences

- Develop a class blog about a specific subject (for example, hobbies or pets).

Whiteboard tools

- Whiteboard tools used on the screen shots include:

 Outline circle

 Text tool

 Colours used ●

Favourite Sports

How the text works and responding to the text

- Discuss the children's experience of websites. Ask: *When do you use them? Why do you use them?* Invite the children, in pairs, to discuss what they know about websites. They should focus particularly on the organisational and navigational features.

- Take feedback from the discussion and list the children's responses. Explore the similarities and differences between websites and books. Hand out photocopiable page 34 'Venn diagram' for the children to complete. Which would the children prefer to use to find information (websites or books)?

The screenshot shows a web browser window titled 'SCHOLASTIC Multimodal Texts Year 6'. The page is 'Wanna Talk Sport?' with a URL 'www.wannatalksport.net/message/thread016743'. The page features a navigation menu with links like 'Home', 'Sign In', 'Threads', and 'Start a new thread'. A search bar is present. The main content is a message board for 'favourite sports' with 22 messages. The first message is from 'judohead' (3 days ago) asking for favorite sports. The second is from 'oddgirlout' (3 days ago) mentioning judo. The third is from 'Pol7' (3 days ago) about gymnastics. The fourth is from 'itsalaff' (2 days ago) about archery. The fifth is from 'rooney101' (2 days ago) quoting 'Hey guys, what's your favourite sport?'. The sixth is from 'judohead' (2 days ago) quoting 'But it's not a patch on tae kwon do.'. An 'Online Safety' pop-up window is open on the right, listing rules for posting messages and warning about contact details.

- Show the children the *Favourite Sports* home page. Identify some of the organisational and navigational features listed earlier. Ask: *Are you able to add any further features to the list from this page?*
- Establish that this particular website is a message board for discussing different sports. Ask the children to identify the ways in which the messages can be accessed (for example, by date or by sport).
- Focus the children's attention on the menu on the right-hand side of the screen. Discuss why a user of the site might need to know about being safe. Click on the link *safe*, and ensure that the children understand why the advice is being given.
- Return to the message board and identify how the messages are organised (in the order they were posted, shown by the number of days). Read message one and ask the children to respond to the question. Take feedback, encouraging the children to express whether they have a favourite sport. List the sports that the children mention. Display the complete message board. Ask: *Is your favourite sport mentioned?*