

- Focus on the three smiley faces. Do the children know what this type of image is called? (Emoticon.) Why might the message posters have added them? (To show how they are feeling.) Ask: *Do you know any other emoticons?* Explain that when computer users first started using emoticons, they used punctuation marks to create them, and that more recent software turns the punctuation marks into pictures, like the smiley faces. You may wish to demonstrate this by typing a colon and a bracket :). Explain that the word emoticon is a 'portmanteau' – a word blending the sounds and combining the meanings of two other words. In this case, the words are 'emotion' and 'icon'.



- Read message three and ask the children what their understanding of a blog is. Explain that this is also formed from two words (web and log). Click on the link to Pol7's blog. Read the entry and discuss its style and tone with the children (fairly chatty and informal).
- Ask the children to identify some of the technical vocabulary that is connected with gymnastics (for example, *vault*, *discipline* and *floor routine*) and to work out what the words mean.
- Return to the message board and read message six. Ask the children what they think the word *fiasco* means. Challenge them, in pairs, to come up with alternative words that have a similar meaning.
- Click on the link to judohead's blog. Ask the children to read it and discuss whether or not they feel that judohead's first judo competition really was a fiasco. Compare the style and tone with Pol7's entry. Is it also informal?

Writing activities

- Explain to the children that they are going to write a response to judohead's message. Ask them, in pairs, to discuss what they might say in their reply. They can orally rehearse their replies, focusing particularly on the style and tone, before writing their responses.
- Ask the children to write a blog about their favourite sport. Encourage them to explore why they like the sport, whether they take part in it and/or watch it.

Assessment

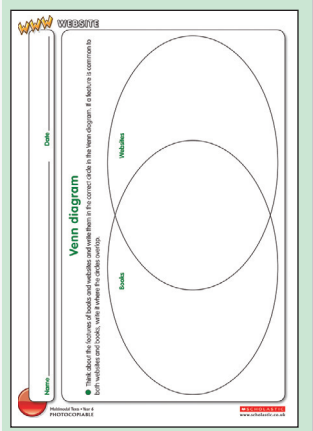
- As a class, review the blog entries. Do the children find the subject matter interesting and entertaining? Are the blog entries written in an appropriate style? Encourage the children to make constructive comments as to how entries could be improved.

Reference to 100 Literacy Framework Lessons

- Non-fiction Unit 4 Formal/impersonal writing pages 119-134

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- See page 34 or CD-ROM.



Screen 4

