

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).

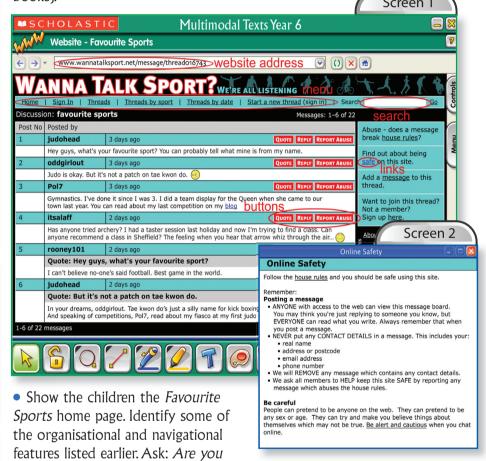
Whiteboard tools

- Whiteboard tools used on the screen shots include:
- Q 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?



- 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?*