

# Words and Pictures

## Desirable Features: **Researching** **Working with Text**

### Task Description

This is a generic task on Researching and Working with Text. In this task pupils are required to find and use images and information related to a class topic. The images can be created by the teacher or taken from image resources in word processing software such as Textease or Writer 2 software.

In Part 1 (Level 1) pupils are required to search in a given bank of images and words to help them create an information page related to a topic.

In Part 2 (Level 2) pupils are first required to select and save images from a given bank to begin to create a fact file related to a topic. They should then use one or more

other sources, such as a suitable search engine, books or CD-ROM, to research information about their chosen topic. They should use this information to complete their fact file.

Teachers can set this task in a curricular context of their choice.

Teachers can decide if it is appropriate to give the Pupil Notes to their pupils or whether to explain verbally what they need to do.

This task also provides teachers with the opportunity to develop pupils' skills in literacy (Communication) and numeracy (Using Mathematics).

### Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

#### Explore

- **access, select, interpret and research information from safe and reliable sources;**
- investigate, make predictions and solve problems through interaction with digital tools.

#### Express

- **create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.**

#### Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

#### Evaluate

- **talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.**

#### Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

### Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

<b>The Arts</b>	✓
<b>Language and Literacy</b>	✓
Mathematics and Numeracy	
<b>Personal Development and Mutual Understanding</b>	✓
Physical Education	
<b>The World Around Us</b>	✓

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

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## Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information

Thinking, Problem-Solving and Decision-Making

Being Creative

Working with Others

Self-Management.

## Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have experience in some of the following:

- finding information from a given source;
- selecting and inserting images;
- matching words to images; and
- creating and editing text.

## Resources

Textease or Writer 2.

Other suitable software which has an image bank.

## Managing the Task

Pupils should be given opportunities to:

### Plan

As a class, discuss what types of images the pupils may like to find that are linked to the class topic. They should have an understanding of what a fact is.

### Do

Pupils should work individually to create a fact file based on a class topic. They should select appropriate images from an image bank and write facts about the images. Pupils working at Level 2 should also use research sources such as internet, CD-ROM or books.

### Review

With teacher's help, pupils can talk about how they created their fact file.

## Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Researching and Working with Text at Levels 1 and 2. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the pupil's level of

UICT competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

**This task may provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.**

Assessment Criteria Grid		
UICT Requirements	Level 1	Level 2
<b>Explore</b> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>find information from a given digital source (explore);</b></li> <li>• explore and interact with a digital device or environment (explore);</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>find, select and use information from a given digital source (explore);</b></li> <li>• carry out a series of instructions using a digital device or environment (explore);</li> </ul>
<b>Express</b> <ul style="list-style-type: none"> <li>• <b>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>express ideas by creating pictures and composing text or adding own voiceover (express); and</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>create and edit text onscreen, combining images and/or sound (express);</b></li> </ul>
<b>Exchange</b> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>		
<b>Evaluate</b> <ul style="list-style-type: none"> <li>• <b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>talk about how to improve their work (evaluate); and</b></li> </ul>
<b>Exhibit</b> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>print their work (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>save their work (exhibit).</b></li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 1 (Researching)	Desirable Features - Level 2 (Researching)
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• select a familiar picture or word from a given bank for a specific topic, for example, Ourselves, Homes (explore);</li> <li>• match picture to word (explore); and</li> <li>• print their work (exhibit).</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• select an appropriate picture or sound from a wider range and use it purposefully, for example, farm animals/zoo animals (explore);</li> <li>• take part in a whole class discussion about their choices (evaluate); and</li> <li>• save their work (exhibit).</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li>• <b>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>	<p>Desirable Features - Level 1 (Working with Text)</p>	<p>Desirable Features - Level 2 (Working with Text)</p>
<p><b>Exchange</b></p> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• use a simple word bank (explore);</li> <li>• create a simple phrase or sentence (express); and</li> <li>• print their work (exhibit).</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• control the mouse to navigate on screen (explore);</li> <li>• create/combine text and available pictures (express);</li> <li>• spell common and familiar words (express);</li> <li>• use spaces in text (show evidence of word spacing) (express);</li> <li>• use full stops and some capital letters (express);</li> <li>• talk about how to improve their work (evaluate); and</li> <li>• save work using icon (exhibit).</li> </ul>
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• <b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</b></li> </ul>		
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>		

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

# Words and Pictures

## Part 1

Look at the image bank.

Select one or more images related to your topic.

Write a fact to match each image.

Give your work a title.

Print your work.



## Part 2

Look at the image bank.

Select one or more images related to your topic.

Give your work a title and save it.

Use a search engine, CD-ROM or books to find out some facts related to the images you have selected.

Open your saved images and use the information you have found to write some interesting facts.

Save your work.

Talk to your teacher about what you did, what you like about your work and about anything you would change to make it better

