

MAPE



► Issue No. 5

► Spring 2002



NEWMAN COLLEGE with MAPE

Contents

Editorial	<i>Rhona Dick</i>	1
But is it Art?	<i>Reg Eyre</i>	2
The Planets pack	<i>Jackie Palmer</i>	5
The Planets Mission spreadsheet		8
The Literacy Strategy and Eyewitness Encyclopedia of Space and the Universe		8
Warrington Literacy Files	<i>Warrington Literacy Team</i>	11

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© Newman College/MAPE 2002
ISSN 0264-3847

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Birmingham B17 8RG.

MAPE (Micros And Primary Education) is open to individuals and institutions. The current subscription of £20.00 p.a. UK, £12.00 p.a. students, £20.00 p.a. overseas, includes direct mailing of publications.

Application forms from: Val Siviter, Cilgeraint Farm, St. Anns, Nr. Bethesda,
Gwynedd LL57 4AX

Published by Castlefield (Publishers) Ltd.

MAPE reference for Income and Corporation Tax relief on membership fee: T1644/23/1968/MT
Charity Commission reference: OSP-292898-R Reg No 292898

VAT Number: 544 8661 18

Produced by The Castlefield Press, Northamptonshire

MAPE

Magazine Issue 5

It seems hardly possible that this is the fifth issue of the MAPE Magazine. MAPE 5 differs from its predecessors in two major ways. You will notice that it is accompanied by a CD-ROM and is considerably shorter in length.

Sometimes I get sent an article or classroom activity that is very worthy of inclusion, but with the current format of MAPE publications it is not always possible to find a suitable 'home', one that will reflect its value to teachers. It so happens that, within the last few months, I have received three such contributions, and it seemed right, to me, to hijack the MAPE Magazine. As all of these contributions are essentially electronic, the inclusion of a CD-ROM was necessary, but at the same time less paper-based material was needed. It is to be hoped that reducing the number of pages will offset, at least to some extent, the additional cost of including the CD-ROM, otherwise I may get my knuckles severely rapped. I hope you will agree that the trade-off has been worth it and that the quality of this MAPE 'publication' is not diminished. For those who are unable to access the CD-ROM we shall make the material available as soon as possible on the MAPE website.

On the CD-ROM you will find three sections, and each has an accompanying article within the magazine.

Reg Eyre has made available an extensive collection of photographs of natural materials that can be opened and manipulated in various ways within an art package. These are offered in either jpeg or bmp format. His accompanying illustrated article suggests some ways in which these images may be manipulated and refers to the National

Curriculum Programmes of Study for Art and Design.

Jackie Palmer is a student who prepared a series of lessons based around Dorling Kindersley's *Encyclopaedia of Space and the Universe*. The differentiated information handling tasks require children to search for information from the CD-ROM and then enter this in a ready prepared spreadsheet and sort the resulting data in different ways. There is plenty of scope for extension activities. Jackie's article includes information about how she would use this project in school and refinements she has made to it. To accompany this there are a series of Literacy Hour activities, for Years 4, 5, and 6, that draw upon the information contained upon the CD-ROM itself.

MAPE is extremely fortunate in being able to bring you a complete set of literacy activities devised by Warrington LEA Literacy Team. Distributed to their schools, these include activities that use ICT for each year group from Reception to Year 6. These materials are written for *Textease*, but if you do not have a copy of that program you can freely download a browser from <http://www.textease.com/downlox1.htm>. This will enable you to work with most of the files.

The browser does not seem to support all of them, however, so some have been rewritten and saved in rich text format; this should be accessible using any word processing package, although of course some of the finer features of the activities will have been lost.

I do hope you will enjoy this publication and find much in its contents that you will be able to make use of.

But is it Art?

Reg Eyre

I would like to share some thoughts with you on using digital cameras. The simplest and most obvious use of these images is to illustrate 'write-ups' of visits or class work. These can use software such as *Publisher*, *Word*, *Textease*, *PowerPoint*, or a web-authoring package.

A less obvious use, perhaps, is for developing artwork. On the CD-ROM I have made available several images of patterns of natural materials, including tree bark, leaves, and moss.

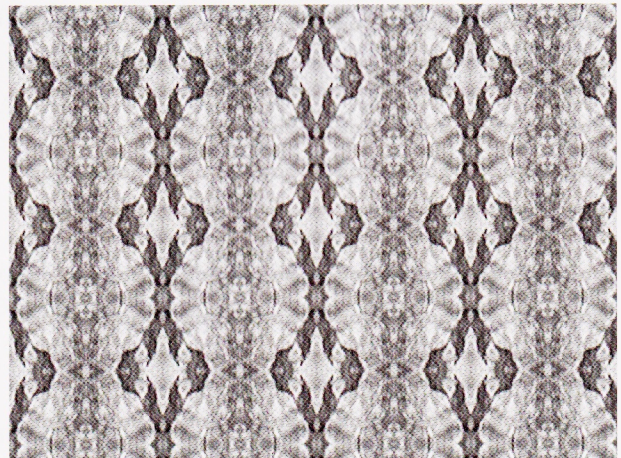
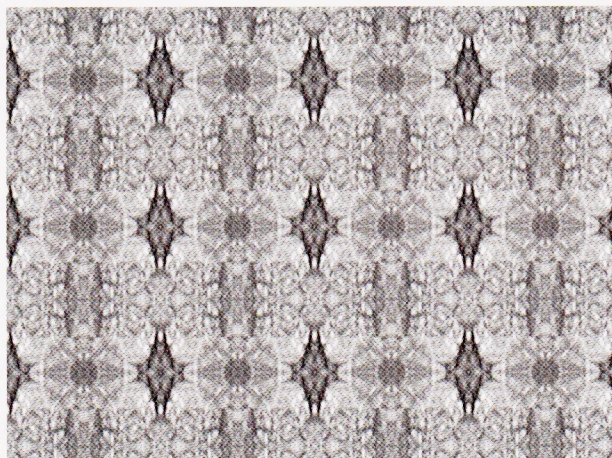
Select an image and open it in art package, such as *Dazzle* or *Colour Magic* and experiment with different effects.

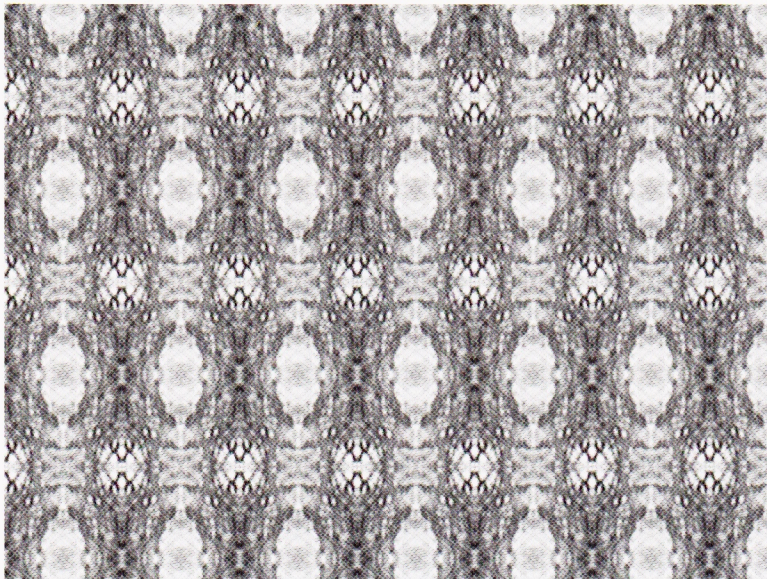
Image manipulation within an art package is usually straightforward and the effects can be stunning and immediate, but, is it art?

Using the images



Using some tree bark and taking selected sections of this image, we can easily produce the following images using the 'tile and flip' tool.





Each of these images is arrived at by selecting different areas from the original. These could have been achieved by guesswork or random placing of the select box. I actually worked out what I wanted to appear and adjusted the selection accordingly. But, is it art?

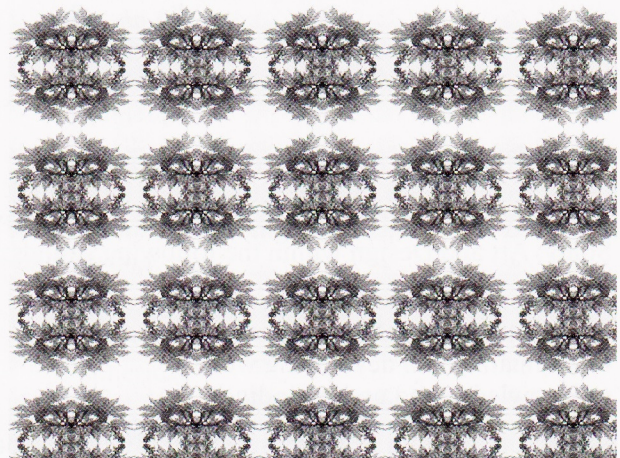
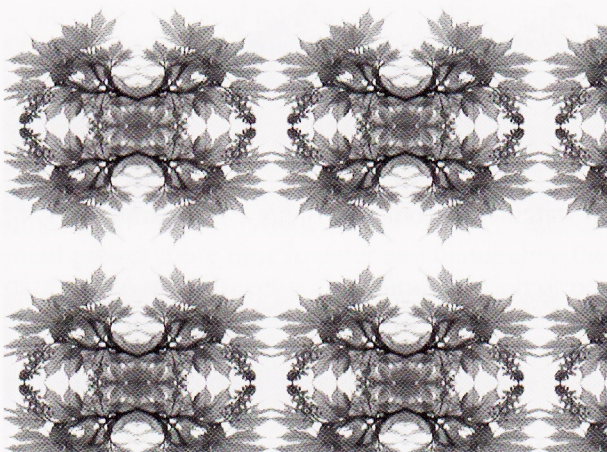
A justification for producing these patterns is that we want the children 'to work in the style of William Morris' or we wanted to produce interesting wallpaper designs for working with printed materials.

In as much as we have used a natural image to start with, have we really produced something similar to that of Morris? I believe Morris's work was a blend of natural images with the surrounding space so that observers could appreciate the beauty of the naturalistic approach.

Let me illustrate this approach with an example. This image is of a branch, taken in late Spring but against a cloudy sky. I would have preferred to take this on a sunny, cloudless day but I kept missing them!

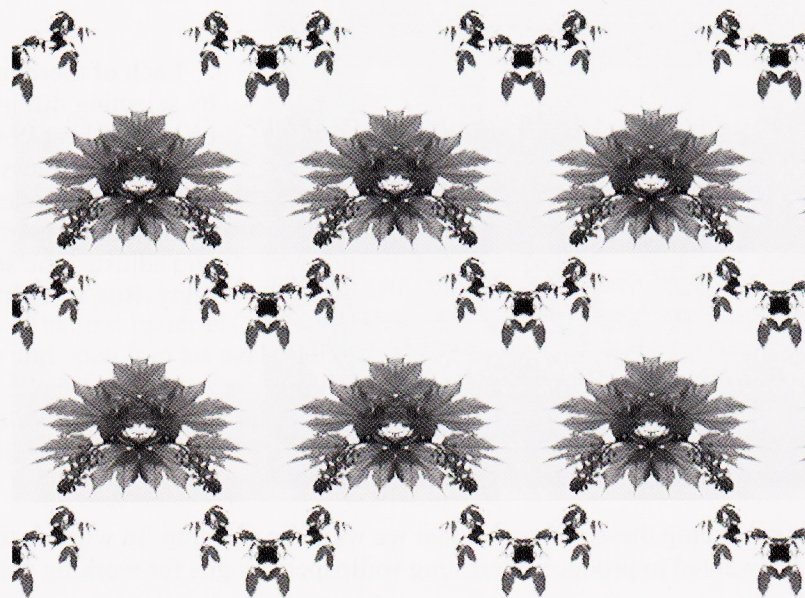


The 'tile and flippers' would produce something like the following:

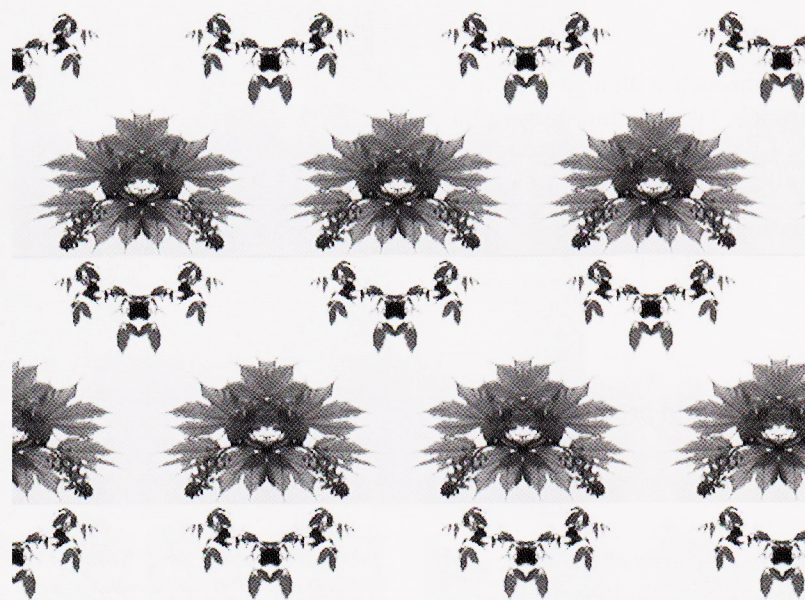


Do these look like a Morris design?

If we now take the overhanging branch that was used in the above and flip it horizontally then select the symmetrical image and tile the paper, we get:



This final manipulation, I believe, demonstrates a use of space and 'natural' image and is true to the style of Morris. Perhaps a staggered pattern would be better for a wallpaper design?



NC References

Activities such as those suggested above address several statements from Key Stage 2 Programme of Study: Art and Design within the following strands:

- Exploring and developing ideas
- Investigating and making art, craft and design
- Evaluating and developing work
- Knowledge and understanding.

Within the Breadth of Study specific reference is made to the use of ICT:

- ‘During the key stage, pupils should be taught the Knowledge, skills and understanding through:
- using a range of materials and processes, including ICT (for example . . . digital media . . .)’.

The Planets pack

The following article is adapted from an assignment submitted by Jackie Palmer as part of her 1st year BA (Hons) QTS course at Kingston University

The Planets Mission pack provides a coherent ICT system and resources for use with a Year 6 Class learning about **The Earth and Beyond** (*National Curriculum – Science Key Stage 2 – Physical Processes: 4*). Using a spreadsheet, this project will address and go beyond the requirements of the National Curriculum Programmes of Study for Science, and pupils will be provided with a wealth of purposeful opportunities to address the ICT Programme of Study. By working through the tasks the pupils will also encounter clear examples of the emancipatory elements of the speed and automatic functions, the capacity and range and the interactivity of ICT in the classroom through a 'Mission' based space role-play activity.

To maximise the potential of the pack children should have had experience of using *Microsoft Word* or a similar word-processing package and be familiar with the terminology and vocabulary associated with word processing. Pupils will encounter a logical progression to spreadsheet applications and will enhance their browsing and searching skills by collecting data from a CD-ROM Encyclopaedia.

I would split the class into ability groups – Missions – of three or four children working on the differentiated *Data Entry Forms*. These forms address the need to implement the statutory inclusion statements, e.g.:

- To overcome any potential barriers to learning in ICT, some pupils may require help to compensate for difficulties in processing at speed large amounts of visual information by providing access to selected materials or more time to find things out. (The National Curriculum for ICT, QCA, 1999)

The smaller quantity of data to be collected for just two Planets on the Mercury Mission, compared to nine on the Pluto Mission, allows the lower attainment groups more time to enter and manipulate the data on the spreadsheet with additional adult or peer support if needed. Different follow up tasks are also suggested to allow for further differentiation and to provide extension activities for the more able.

There is scope for work beyond the Science curriculum. Children could make *PowerPoint* presentations of their missions using their spreadsheets to produce graphs and bar charts. This

would enable them to produce work for different audiences, perhaps to another class or year group within the school, or through an assembly presentation to their peers, or to parents.

I hope that the Space theme of this pack will appeal equally to both boys and girls. Through exposure to Science Fiction genre books and films such as *Star Wars*, *Star Trek*, etc. pupils readily accept both genders are likely to be team members on a Mission into space.

The Planets Mission pack will support the learning required to meet the following Objectives through '*Developing a spirit of enquiry which lies at the heart of learning, making connections and building knowledge.*' (Loveless, 1999, p. 54).

- Pupils will be able to access the relevant information in a CD ROM Encyclopaedia, locate, and collect specific data.
- Pupils will be able to enter the data on the Data Entry Form provided in collaboration and discussion with their peers.
- Pupils will understand that a spreadsheet is used for working with numerical data and gain experience of the vocabulary associated with a spreadsheet package such as *Microsoft Excel*.
- With teacher support some pupils will be able to enter formulae, using cell numbers, for addition, subtraction and multiplication.
- Pupils will be able to insert a border around the cells and print out their group's spreadsheet.
- Pupils will be able to sort a list by chosen criteria and investigate any relationship or links between the data.
- Pupil will be able to present their information through a *PowerPoint* presentation or a piece of written work.

The Planets Mission pack will address the following Learning Objectives for *National Curriculum – Key Stage 2 Science – The Earth and beyond*:

Pupils should be taught that:

- the Sun, Earth and Moon are approximately spherical
- how day and night are related to the spin of the earth on its own axis.

To meet the above criteria children will need to have access to a CD-ROM Encyclopaedia with

sufficient information at a suitable level to allow all pupils to succeed. The *DK Eyewitness Encyclopaedia of Space and the Universe* was chosen in preference to the *Oxford Interactive Encyclopaedia* and the *Hutchinson Multimedia Encyclopaedia* because of its quality animation and the ease with which the required data could be accessed. Differentiated data entry forms, a suitable spreadsheet package and a ready-programmed spreadsheet format together with some laminated prompt/help sheets are also needed. It will be helpful to the teacher to have a hard copy of the data he/she should expect to find.

As the nature of the data to be collected on The Planets is numerical, a spreadsheet application was chosen. '*Spreadsheets are appropriate where numerical data is being manipulated.*' (Lodge, 1992, p. 9). I chose *Microsoft Excel*; however, the ideas could easily be adapted to suit whatever spreadsheet software is available, but care should be taken to work with programmes that allow progression to higher levels of use and include all the functions required. A flat file database program is not suitable for these tasks because of the need to manipulate numerical data.

The Planets Mission pack contains

Eight data collection forms with Mission instructions, these include differentiated tasks for different abilities:

Mission	Level of differentiation
The Mercury Mission	2 Planets
The Venus Mission	3 Planets
The Mars Mission	4 Planets
The Jupiter Mission	5 Planets
The Saturn Mission	6 Planets
The Uranus Mission	7 Planets
The Neptune Mission	8 Planets
The Pluto Mission	9 Planets

Laminated prompt/help sheets should be available to all pupils near the computer:

The Yellow Sheet:

INSTRUCTIONS FROM MISSION CONTROL

The Blue Sheet:

FURTHER AREAS OF INVESTIGATION

The Orange Sheet:

SOME USEFUL TIPS AND HINTS

Pupil booklets should contain self-assessment sheets, evaluation sheets for use with CD-ROM and eventually the photocopyable 'Completed Mission' certificate.

Refinements

The Planets Mission pack was thoroughly tested by my 12-year old daughter and her suggestions noted. The changes made after design testing are as follows:

- Include in the instructions a reminder '**To save your work**'.
- Include the notes on **Rotation Data** as on The Venus Mission on all the other sheets, as it will apply to them as well. Similarly, **Distance from the Sun** for some planets is given in billions of kilometres.
- The **Useful Tips and Hints** Orange Help Sheet would be needed by all groups to be sure they understand how to work out the distance from Earth to their group's planet.
- It is more efficient to minimise the CD-ROM and open *Excel* than to close it down, or to use the ALT/TAB option to toggle between programs.
- It would be a good exercise for the more able groups to '**check the accuracy**' of the data entries, but essential that they refer to the teacher (Mission Controller) before amending them.
- The Blue '**Further Areas of Investigation**' Sheet was developed to provide extension activities, and to take this beyond a mere data collection exercise.
- Instructions on how to **Sort a List** will be needed for some of the tasks and these instructions were added to the **Useful Tips and Hints** sheet together with the Mathematical Symbols used in spreadsheet formulae.
- The Missions' Team Members names recorded on the sheet and the date of completion would be a good way to record pupils' achievements.
- If possible, allow time for each group to explore other aspects of the CD-ROM before embarking on their Mission.
- A self-assessment sheet should also be included for pupils to record their achievements.
- The children could also be encouraged to produce a CD-ROM review, just as they would do a book review in Literacy.

User documentation

Data entry forms

I would like to include screen shots from the program on the children's *Data entry forms*; these will capture the children's interest as well as help them to navigate through the program.

Laminated Help sheets

Make the laminated Help sheets available at the computer workstation for each group. This will give the pupils a sense of independence and achievement at having completed the tasks without the intervention of their teacher, whilst learning a valuable lesson in teamwork and co-operation.

CD-ROM Review sheet

A CD-ROM Review sheet is included to address Curriculum 2000 Programme of Study Key Stage 2 5a: *working with a range of information to consider its characteristics and purposes*.

A self-assessment sheet

The self-assessment sheet was designed with the original learning objectives in mind.

Glossary

A glossary is included to enable the correct use of data-handling terms by both teachers and pupils.

Teachers' notes

A whole class session to explain the use of a spreadsheet, and how to work out distances before the pupils embark on their missions should be used. An interactive whiteboard would be particularly valuable.

The Teacher's Notes are intended to give outline guidance for a class teacher using this package but assume considerable experience of working with *Microsoft Word*, *Excel* and also with CD-ROMs.

Evaluation

I think the pack has met my initial intentions, although some changes were made along the way.

I would like to experiment with using laminated data entry forms and dry-wipe pens as this would mean that this pack could be used over and over again, year on year, thus minimising the use of resources.

It ought be quite possible to use the format devised for this pack with CD-ROMs covering

other National Curriculum subject areas; Geography and History would be prime candidates for this type of manipulation of numeric data.

I hope that this pack will develop pupils' knowledge and understanding of the subject area, in this case Science, The Earth and Beyond, as well as developing their ICT skills and understanding of the liberating aspects of using a spreadsheet program such as *Excel*. I feel sure that it will have a positive effect on reading and the use of non-fiction texts in Literacy.

The major problem, however, with producing a really valuable classroom useable resource pack is the time it takes. As a Student Teacher I can already see how useful it will be in the future, when I have a class of my own, to be able to share ideas and resources with colleagues through organisations such as MAPE.

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The Planets Mission Spreadsheet

The Planets Mission spreadsheet has already been set up to include the necessary formulae that children require. Before asking pupils to enter their data, it is important that you explain how a spreadsheet works and discuss with them how the formulae have been derived. The children should be able to tell you verbally how to create most of the formulae.

The distance from the Earth to each planet is found by subtracting Earth’s distance from the sun from the planet’s distance from the sun. (In the case of the two planets closer to the sun than the Earth this has to be reversed and is achieved by

multiplying by –1 to produce a positive answer.)

The return journey is obviously double the distance.

The distance from Earth to the sun is hidden in cell K3, and the cells in column I all reference this cell. This was done because sorting the planets on column B would invalidate the formulae in column H. The data can now be sorted in any way without affecting the accuracy of the calculations.

A blank version of the spreadsheet without the formulae is also included should you wish to set it up with the children.

Formulae

Cell	Formula	Notes
I3	C3-\$K\$3	\$K\$3 means that cell K3 is referenced each time. Enter the formula =C3-K3 and then press the F4 key.
J3	I3*2	Return distance is double the single journey.
K3	149.6	This is the distance of the Earth from the sun in millions of km. To hide the contents of the cell highlight it, click on Format, Cells, Number . In the list of categories click Custom , scroll down to the bottom of the Type list and highlight (or type in) ;;; - three semi-colons. Click OK . The contents of the cell are now hidden although they do appear in the formula bar. Should you find that the contents of other cells ‘disappear’ make sure that General is selected in the Number categories.

The Literacy Strategy and Eyewitness Encyclopedia of Space and the Universe

Activities for Year 4

Y4 T1

Sentence level	2. to revise work on verbs from Year 1 term 3 and to investigate verb tenses: (past, present and future): <ul style="list-style-type: none">• compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. ‘when the circuit is...’); forecasts/directions etc. in future. Develop awareness of how tense relates to purpose and structure of text;• to understand the term ‘tense’ (i.e. that it refers to time) in relation to verbs and use it appropriately;• understand that one test of whether a word is a verb is whether or not its tense can be changed.
Activity	Compare the verb tenses used in ‘The Sun’, in <i>The Solar System Explained</i> , (present tense) with ‘Sputnik 1’, in <i>The Race for Space</i> (past tense). Underline all verbs then write ‘Sputnik 1’ in the present tense.

Y4 T2

Text level	18. to mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these.
Activity	Copy the text from 'The Ancient Greeks' in <i>History</i> and paste into a word processor. Highlight key words.
Text level	22. to fill out brief notes into connected prose.
Activity	Select someone from 'Who's Who'. Click on 'Life Story' Copy text and paste into a word processor. Fill out the notes (changing tenses where necessary) into connected prose to form a short biography or obituary.

Y4 T3

Sentence level	3. to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question.
Activity	Read the questions in <i>Quiz Master</i> and rewrite them as statements. Copy the text of 'Ancient Observations' in <i>History</i> and paste into a word processor. Change the statements into questions.
Text level	20. to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words.
Activity	In 'Who's Who' find the entry for <i>Helen Sharman</i> . (Click on S on the image of the keyboard.) Scan the text. In a word processor enter key words and phrases then summarise the text. You could set this in the context of a newspaper that requires an article of a specific length.

Activities for Year 5

Y5 T1

Sentence level	4. to adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers.
Activity	Copy the text <i>Comets</i> , including <i>Halley's Comet</i> and paste these into a word processor. Highlight vocabulary and sentence structures that are too difficult for younger children to read. By simplifying the vocabulary and sentence structure adapt the passages to make them suitable for Year 3 pupils.
Text level	24. to write recounts based on subject, topic or personal experiences for (a) a close friend and (b) an unknown reader, e.g. an account of a field trip, a match, a historical event.
Activity	Read about, listen to and watch the video clip of the Apollo 11 Moon landing. Divide the group into 2. Ask one half to recount the event for a close friend and the other half to write a recount for an unknown reader. In the plenary session discuss the differences in use of language (structure and vocabulary) presented in the two texts.

Y5 T2

Text level	15. to read a range of explanatory texts, investigating and noting features of impersonal style, e.g. ... use of passive voice; technical vocabulary ...
Activity	Copy <i>Astronaut training</i> and <i>Space Suits</i> from the <i>Living in Space</i> section of the <i>Technical Manual</i> the text and paste it into a word processor. Select the highlight tool (or font colour) and highlight: all examples of passive voice in blue Repeat highlighting technical vocabulary in red

Y5 T3

Word level	13. To compile own class/group dictionary using personally written definitions, e.g. of ... technical terms.
Activity	Select words from <i>Technical Manual</i> ; type or copy and paste them into the word processor. Use the tab key (to give a clearly defined space) and type your definition opposite. Sort alphabetically and save.
Text level	19. to construct an argument in note form or full text to persuade others of a point of view and: <ul style="list-style-type: none"> • present the case to the class or a group; • evaluate its effectiveness.
Activity	Read the section on <i>Sending animals into space</i> in <i>Race for Space</i> . Research other sources to find more information about sending animals into space. Here are some URLs giving more information: http://lsda.jsc.nasa.gov/kids/what_animals_flown.stm http://tqjunior.thinkquest.org/5653/pa_anim.htm http://ham.spa.umn.edu/kris/animals.html http://lonestar.texas.net/~efdietz/animals.htm Construct an argument for or against this policy. Discuss, listening to both points of view.

Activities for Year 6

Y6 T1

Word level	10. To understand the function of the etymological dictionary, and use it to study words of interest and significance.
Activity	Read sections of interest from <i>Encyclopaedia of Space and the Universe</i> noting words with common roots or prefixes. Use an etymological dictionary to develop an understanding of the meanings of these words; use this knowledge to work out meanings of words with identical roots or prefixes. Check using a dictionary. Create a poster to explain how to make use of known roots and prefixes to help others to understand the meanings of new words.
Text level	16. to use the styles and conventions of journalism to report on e.g. real or imagined events.
Activity	Consider the styles of writing and presentation used in different newspapers (tabloids and broadsheets). Report the first landing on the moon in the style of one of these types of newspapers. Use a DTP to make your report front-page news. Think what background information you will include in your article, and how you will present it.

Y6 T2

Sentence level	4. to revise work on contracting sentences: <ul style="list-style-type: none"> • summary • note making • editing.
Activity	Using suitable headings summarise the present and possible future advantages of 50 years of space exploration as described in <i>Encyclopaedia of Space and the Universe</i> . Make use of the index to help you find suitable sections for research.

Text level	18 to construct effective arguments: <ul style="list-style-type: none"> • developing a point logically and effectively • supporting and illustrating points persuasively • anticipating possible objections.
Activity	Make use of the notes taken during the previous activity as well as further information from ' <i>Encyclopedia of Space and the Universe</i> ' to construct an argument justifying previous expenditure on, and a proposed expansion of, the space programme at the expense of the social welfare budget.

Y6 T3

Word level	5. to invent words using known roots, prefixes and suffixes.
Activity	In a word processor create a table of prefixes, roots, and suffixes in common use and those found in writings about space. Create new words by combining two or more of these. Challenge your friends to explain the meanings of your new words.
Text level	11. to write a brief helpful review tailored for real audiences.
Activity	Write a review of <i>Encyclopaedia of Space and the Universe</i> for: <ul style="list-style-type: none"> • other pupils in your school. • teachers in other schools who might be considering its purchase.

Warrington Literacy Files

Warrington Literacy Team

These activities have been written to support the children's independent work during the Literacy Hour. They have two main aims. The first is to use features of ICT to enhance the children's literacy activities, in particular the use of word banks, the spell checker and the speech facility as well as providing opportunities for developing word processing skills. They are not intended to be 'paper and pen' activities on a screen. The second aim is to encourage teachers to adapt, add to and create new activities based on the ideas demonstrated, so that they can be customised for the needs of differing pupils within a class or school. They are all written in *Textease* as this is the word processing/desk top publishing programme available in the majority of schools in Warrington. A text, sentence and word level objective for each year group has been selected and an example of an appropriate activity has been written to accompany it.



Technical considerations

Although these files were constructed using an older version of *Textease* they will run on the latest multi-media version. They may also be imported into the program *Pages* although this may affect some of the page layouts and slow down the 'click and drag' functions. Although we have tried to remedy the problems experienced with the activities fitting the screens on different machines, some adjustment may still be necessary.

General information about the files

The files have been saved as 'read only' to avoid children overwriting them. They will need to change the file name in order to save their work.

Many of the activities can be enhanced by use of the **speech function**. Children can left click on the 'Lips' button (on the icon bar at the top of the screen) for speech. To change the speech options, including volume, right click on the 'Lips'. 'Speak on click' is generally the most useful choice. When a word bank (A–Z icon) is used children can click on a word to highlight it, and then click on the 'lips' within the sub-menu that appears, to hear it spoken. However instructions that are 'locked to page' cannot be heard.

As the **word bank** cannot be edited, files that include a word bank have a list of the included words at the end of the activity to enable you to add more words if desired. Add your word to the whole list, select the list by double clicking on it, click on the Menu button, go to 'Other' and then click on the 'Add to word bank' option.

Activities written for Reception and Year One were designed to fill the screen rather than a *Textease* page, but children will need to scroll down to the next page to continue to the next part of the activity.

If a letter or block of text is dragged too close to the top or bottom of the screen the work may scroll up or down. Children may easily lose their place if this happens and some adult intervention is necessary while they are learning to use the program.

Files for specific year groups

Most of the files have titles beginning with a 'Y'; the next digit or letter indicates the year group (Reception or 1–6). This is followed by 's' for sentence, 't' for text or 'w' for word plus an

abbreviated name for the activity. However children of different age groups may enjoy the various activities so you may wish to rename them.

Changing the files

Many of the files have sections which are 'locked to page' to prevent accidental changes being made. If you want to access one of these areas click on the 'Menu' button (on the top icon bar), go to 'Other' for the sub-menu, then click on 'Access locked items'. Save your work after you've made your alterations and the sections will automatically be locked to page again.

If the files do not fit readily on your screen either alter the size displayed by choosing 80% from the 'Looks' button on the icon bar, or you can move items to fit, but this is much more time consuming.

Acknowledgements

We would like to thank the teachers from the following schools for their help in trialing the materials:

Appleton Thorn Primary
Park Road Community Primary
St Barnabas CE Primary
St Philip (Westbrook) CE Aided Primary

We would also like to thank the following people for their input into the production of these materials:

Angela Molyneux and Brian Sharples – Advisers,
Warrington LEA
Raewyn Hickey and Yvette Blake – Literacy
Consultants, Warrington LEA
Christine Beedham and Cathy Hughes – ICT
Consultants, Warrington LEA,
Michael Grendon – Independent ICT Consultant
and member of MAPE.

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Site Seeing

There are very many sites on the Internet devoted to the study of the Solar system; some of them are too technical to be of much use to children. The following is just a sample of those available.

Most of the sites are based in the USA so you may find that some of the education sections are not applicable to British curricula.

Amazing Space

<http://amazing-space.stsci.edu/>
Lessons from the Hubble Space Telescope. This has some attractive interactive activities for children, including build the Milky Way, also includes teaching tips, though not necessarily suitable for the NC.

Ambleside

<http://www.ambleside.schoolzone.co.uk/ambleside/planetweight/planet.htm>
Calculate your weight on other planets. Apart from the fun element there is scope for quite a lot of maths. Can pupils work out how the weights have been calculated?

MAPE

<http://www.mape.org.uk>
In the Sorting Game section of KidsMAPE there is a Planets game. This is designed for upper juniors and requires pupils to have done some research beforehand.

NASA

<http://pds.jpl.nasa.gov/planets/welcome.htm>
An image rich section of the main NASA site.
http://spaceplace.jpl.nasa.gov/site_index.htm

This site has done its best to cater for all age groups. 'The Space place' is aimed at young children and has some fun activities, including a mission to Mars where you have to decide what equipment to take with you.

http://observe.ivv.nasa.gov/nasa/space/space_index.shtml.html

Another rich site that even explains why the Endeavour space craft left Earth in 1993 carrying a payload of toys!

SEDS

<http://www.seds.org/nineplanets/nineplanets/nineplanets.html>

This is a very informative site, mirrored in several other locations. The text is not particularly simple, but older children should be able to make good use of it.

Windows to the Universe University Corporation for Atmospheric Research

<http://www.windows.ucar.edu>

This site provides access at three levels. By default entry is at intermediate level, but buttons at the top of the page allow you to change this to Beginner or Advanced. Notes are provided for teachers.



Published by Castlefield (Publishers) Ltd, Castlefield House,
Main Road, Hackleton, Northamptonshire, NN7 2AD

NEWMAN COLLEGE with MAPE