

Core Program 2: 2Create A Story

Program

2Create A Story

[A powerful tool for learners to master multimedia work or projects]

ICT Skills

- ❑ Multi-media knowledge and application skills are learnt as text, sound, movements or animation schemes and graphics are used
- ❑ Using tools on the computer
- ❑ Introduction to understanding of what icons are; how they represent actions or tools
- ❑ Creative development:
- ❑ Fine mouse manipulation
- ❑ Transferable skills of Saving and opening files
- ❑ Transferable skills of introducing understanding of file locations and storing information on the computer
- ❑ Transferable skill of printing documents
- ❑ Transferable skill of using 'right click menus'
- ❑ Transferable skills of copying and pasting
- ❑ Transferable skills of importing files into a document
- ❑ Transferable skill of font manipulation

Learning areas

- ❑ Primarily Arts and Culture, Language and Technology
- ❑ Using a simple framework; 2Create a story allows learners to develop their creativity, communication, language and literacy during the foundation phase and upper primary.
- ❑ The objectives and outcomes of all eight learning areas can be met through the content of the learners 2Create a Story presentation.

Curriculum Links: How Program meets NRC and International QCA ICT Scheme of work. (Outcomes and assessment standards)

- Communicating information or ideas appropriately using text. Skills of sequencing narrative and composition skills.
- Combining graphics, actions, sounds and text to communicate information.
- The Language learning area outcomes 4 and 5.
- The Arts and Culture learning area outcomes 1, 2 and 3
- The Technological learning outcomes
- However all eight learning area outcomes can be addressed through the content of the framework. Please refer to lesson examples

Learning Level

- Foundation and Primary level Grades R – 7
- Foundation phase learners who may not be able to type their story to support their drawn or imported graphics are able to instead record their voices narrating their story.
- Level of skill can be pre-set with teacher options feature according to ability of the learner

LESSON EXAMPLES:

Literacy: LO 4: Write different kinds of factual and imaginative text. Eg. Recount writing or writing about a magical world.

LO 6: Know and be able to use sounds, words and grammar of the language to create and interpret text. Simple stories or books to illustrate characters or feelings.

History: LO 2 Historical knowledge and understanding: Eg. Cause and effect story or chronology and time story.

LO 1: Historical enquiry Eg. Retell stories about the past.

Science: What plants need to grow.

Scientific investigation

Geography: Safe and unsafe places: LO 2 Geographical knowledge and understanding. Make a book about what will happen when you forget to switch off your gas stove.

Life orientation: health promotion



how to bee sayf at my hous

1 ▶

2create a story



dont drinc frum bottles you dont no

◀ 2 ▶

2create a story

A screenshot of a digital story creation software window. The window has a blue title bar with icons for file operations, text, a fish, a speaker, and a play button. On the left is a vertical toolbar with icons for text, shapes, and a color palette. The main canvas is black and features a grey lightning bolt striking a grey cloud. Below the image, the text "Dont play while thers litning" is written in yellow. At the bottom of the canvas are two pink arrow buttons pointing left and right, a trash can icon, and the number "4" with a play button. The "2simple" logo is in the bottom left, and "2create a story" is in the bottom right.

Dont play while thers litning

2simple 2create a story

A screenshot of a digital story creation software window. The window has a blue title bar with icons for file operations, text, a fish, a speaker, and a play button. On the left is a vertical toolbar with icons for text, shapes, and a color palette. The main canvas shows a photograph of a school building with a parking lot. The text "this is my school it is where we are sayf" is written in black below the image. At the bottom of the canvas are two green arrow buttons pointing left and right, a trash can icon, and the number "5" with a play button. The "2simple" logo is in the bottom left, and "2create a story" is in the bottom right.

this is my school it is where we are sayf

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LESSON PLAN: LITERACY – HOME LANGUAGE Grade 2

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|---|--|--|
| <p>LEARNING OUTCOMES & ASSESSMENT STANDARDS LO 1 AS 2.1.1, 2.1.2, 2.1.4 LO 2 AS 2.2.1, 2.2.4, 2.2.11 LO 3 AS 2.3.1, 2.3.3, 2.35 LO 4 AS 2.4.3, 2.4.7, 2.4.8 LO 5 AS 2.5.1 LO 6 AS 2.6.1</p> | | <p>INTEGRATION LO 1 NS LO 1 MATHS LO 4 A & C LO 1, 2 Technology (Simple City, 2Type, 2Create a story, 2Investigate)</p> |
| <p>LINKING WITH PREVIOUS LESSON Learners personal experiences of being ill or having a sick relative.</p> <p>LINKING WITH NEXT LESSON People needing operations.</p> | <p>CONTEXT / CORE KNOWLEDGE / CONCEPTS ALL ABOUT MYSELF: HEALTHY LIVING ORAL DISCUSSION: LISTENING TO STORIES, POEMS, RHYMES, SONGS AND OTHER ORAL TEXTS WORD BUILDING WITH VOWEL DIAGRAPHS, WRITING WORDS AND SENTENCES: READING DIFFERENT TEXTS: READING PRESCRIBED READERS AND STORYBOOKS</p> | |
| <p>LEARNING AND ASSESSMENT ACTIVITIES:</p> <p>1. Listening and speaking: Shared reading with whole class. Picture walk before reading the text. (Prediction).</p> <ul style="list-style-type: none"> ● Teacher shows learners the cover of the storybook. Learners predict what the story is about. ● The story, Little Red Riding Hood, is read to the class. Learners are asked to identify key details and main characters of the story. [Grandmother was ill and Red Riding Hood went to visit her.] ● They retell the story in the proper sequence. Ask questions | | |
| <p>Group 1 (Support)</p> <ul style="list-style-type: none"> ● Ask easier direct questions. ● Guide learners with leading questions ● E.g. Who went to visit her grandmother?, Who's name appear most in the story? | <p>Group 2 (Developmental)</p> <ul style="list-style-type: none"> ● <i>Teacher asks prepared questions between the lines.</i> ● <i>Ask other learners for support when learner does not know.</i> ● <i>E.g. Why did Red Riding Hood take a basket of food to her grandmother?, Which characters did she meet on her way to her granny?</i> | <p>Group 3 (Enrichment/ independent)</p> <ul style="list-style-type: none"> ● Ask prepared question beyond the line. ● Teacher asks learners if they have questions. ● Learners generate new questions. ● E.g. Will your mother allow you to walk to your granny on your own?, Why are some people called wolves? |
| <p>2. Speaking: Learners share personal experiences in sequence.</p> <ul style="list-style-type: none"> ● <i>Oral: Learners are asked to share their personal experiences. [E.g. of family members who are ill. What do they do, eat and drink?]</i> | | |
| <p>Group 1 (Support)</p> <ul style="list-style-type: none"> ● Learners tell about a time when they were ill. (In sequence) They can draw it before talking about it. | <p>Group 2 (Developmental)</p> <ul style="list-style-type: none"> ● Learners talk about: "My experience going to the doctor." | <p>Group 3 (Enrichment/ independent)</p> <ul style="list-style-type: none"> ● Learners talk about: "How do you care for a sick person?" |
| <p>Reading and viewing, writing: Thinking and reasoning. Learners look for pictures and make charts of healthy things to do and healthy food. Make a list of activities and healthy food. Use 2 Create a story to re-tell the story of Little Red Riding Hood. Make a booklet of healthy food using 2 Create a story. Another group can make a story of their experience of going to the doctor. Sequence story book about a time when they were ill. Lower ability learners or English additional language learners can use Simple City and visit the Doctors' surgery. .</p> | | |