

Learning objectives

- Development matters (Language for Thinking): Use talk to connect ideas.
- ELG: Use talk to organise, sequence and clarify thinking.
- ELG: Know that print carries meaning.

Resources

'Print around us' Notebook file; photocopyable page 41
'Classroom labels (1)'; digital cameras.

Links to other ELGs
KUW

Use information and communication technology to support their learning.

- Help the children to take several photographs of others doing things in the identified areas of the classroom. Scan these digital photographs onto the whiteboard and match the photographs to the classroom labels (or add some new labels).

Whiteboard tools

Use the Lines tool to draw arrows to match signs to pictures. If a microphone is available, use Windows® Sound Recorder (accessed through Start>Programs>Accessories>Entertainment) to record the instructions for some labels. Then open your Notebook file and attach the sound files by selecting Insert, then Sound, and browsing to where you have saved the sound files.



Pen tray



Highlighter pen



Lines tool



Select tool

Print around the classroom


Introduction

Discuss with the children what they do in different areas of the classroom.

Ask: *What do we do in this area? Where do we hang up our coats? Where can we get a drink?*

Highlight the labels on page 2 of the Notebook file and link them to those that already exist around the classroom. Ask: *What are these? What do you think this label says? What else could it say? Who or what are the labels for?*

Adult-focused whole-class activity

- Display page 3 of the Notebook file. Read the label aloud and then demonstrate that you can press on the label to listen to the words being read.
- Ask: *Which picture do you think the label belongs to? Why have you chosen that picture? Could the label work with any other pictures?*
- Allow the children plenty of time to talk to their friends and think about their answers. Encourage them to explain their answers. Ask: *Why? Why not?*
- Use the Lines tool  to draw an arrow on page 3 to identify which picture the children think matches best with the label. They can check if their answer is right by pressing on the relevant picture to hear the label read aloud.
- Leave the remaining pictures on the page and discuss why the label might not match them.
- Repeat the activity using pages 4 to 6.

Adult-focused group activity

- Write your own labels or use the labels on photocopyable page 41 'Classroom labels (1)'.
● Cut out the labels and give one to each pair of children. Invite them to take a digital photograph to go with each label. Alternatively, ask the children to choose an area in the classroom where the label might be displayed.

Planned independent activity

- Show the children how to press on the label to listen to the words being read on pages 7 and 8 of the Notebook file.
- Direct the children to talk about which picture works best with the label. Reduce the size of the picture and let a volunteer move the picture up to the label to indicate the children's choice.
- If time is available, show the children how to use Windows® Sound Recorder to record labels for the other pictures on pages 7 and 8.

Plenary

- Refer back to the labels around the room that the children looked at earlier. Can they think of any places in the room that need a label?
- Ask: *What labels can we think of to put around the room?* If time is available, make some labels on the whiteboard, print them and attach them in the places suggested by the children.