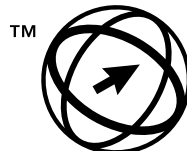
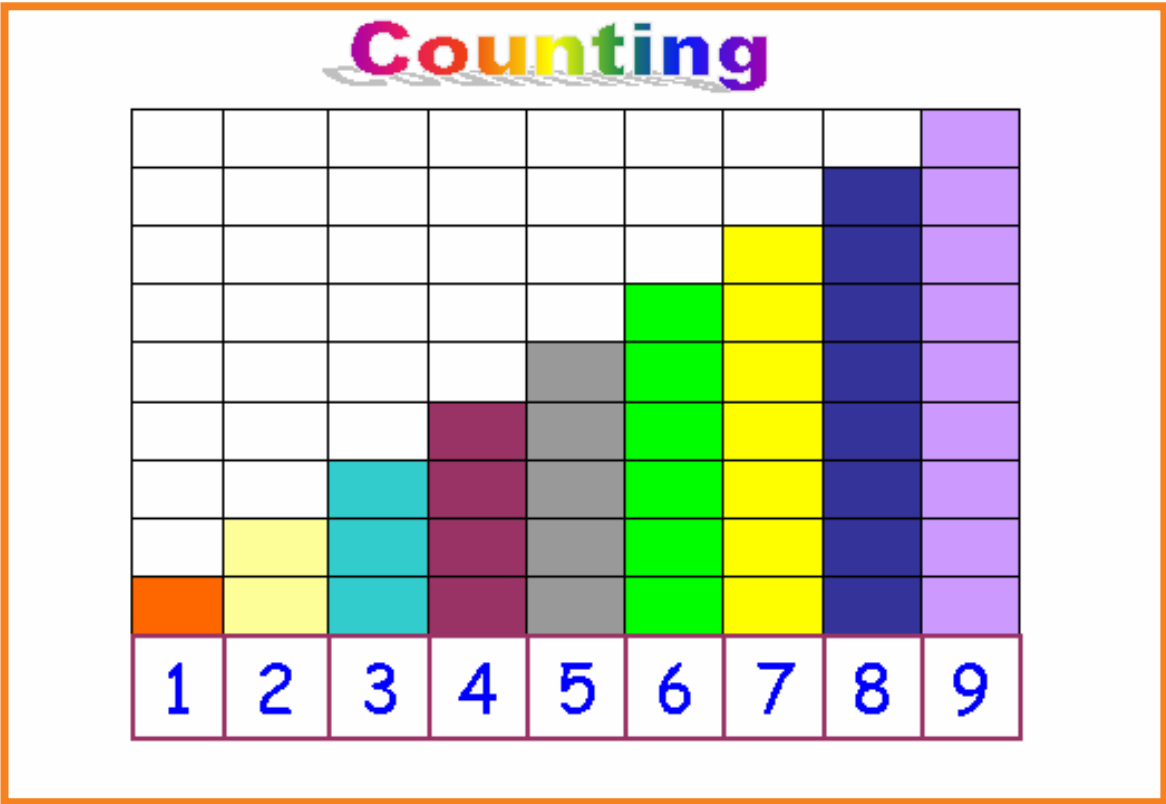




**Integrated ICT Learning Unit**  
Volume R  
R.14 Counting



Endorsed by the  
ECDF Foundation

## Overview

This integrated ICT learning unit consists of one activity which explores the concept of **counting**.

### Lesson format:

- 10 minutes Educational game (optional; at the discretion of the teacher)
- 5 minutes "Tech Talk" which introduces ICT terminology
- 5 minutes Mouse skills which develop essential mouse and keyboard/touch typing techniques
- 20 minutes+ Integrated activity involving tasks, which relate to relevant content being covered in the classroom

### ICT applications used in this Learning Unit:

Word Processing	Graphics	Spreadsheets	Databases	Internet	E-mail	Presentations	Drawing	Web design	Information Organiser	Simulations & design	Desktop Publishing	Operating Systems	Programming & logic
√												√	

### Structure of the Learning Unit:

#### **Integrated Activity**

This lesson is aimed at integrating ICT into current, relevant class curriculum. Using this approach enables learners to use the computer not only as a working tool but also as a relevant learning tool to learn new concepts and skills or consolidate previously learnt work. This activity will take between 20 – 60 minutes (or 1-3 lessons) to complete depending on the ability of the learners and the time available.

#### **e-Learner Assessment**

The required assessment for each unit is completed by the ICT teacher by means of evaluating each skill on the skills matrix. The ICT teacher can indicate on the skills matrix whether the skill is being practised or developed by inserting a tick in the appropriate column next to the appropriate skills. Should the teacher wish to formally assess the skills, a symbol of 1, 2, 3 or 4 is inserted into the matrix in the assess column next to each skill assessed. The corresponding skills should also be marked off on the e-Learner Administration System and forwarded to Head Office when completed. As a pre-requisite for accreditation, all the required skills for each e-Learner unit need to be mastered. In this way, the level of ICT competency as well as the progress of each learner can be monitored. This matrix may be printed or photocopied for each learner.

LEARNING OUTCOMES ADDRESSED IN THIS INTEGRATED ICT LEARNING UNIT						
Learning Areas	LO1	LO2	LO3	LO4	LO5	LO6
<b>Languages</b>	Listening	Speaking	Reading & viewing	Writing	Thinking & reasoning	Language Structure and use
<b>Mathematics</b>	Numbers, operations & relationships	Patterns, functions & algebra	Space & shape (Geometry)	Measurement	Data Handling	
<b>Natural Sciences</b>	Investigate relationships & solve problems in scientific, technological & environmental contexts	Interpret & apply scientific, technological and environmental knowledge	Relationship between science, technology, society & environment			
<b>Social Sciences - History</b>	Historical Enquiry	Historical Knowledge and Understanding	Historical interpretation			
<b>Social Sciences - Geography</b>	Geographical Enquiry	Geographical Knowledge and Understanding	Exploring Issues			
<b>Arts and Culture</b>	Creating, Interpreting and Presenting	Reflection	Participation and Collaboration	Expression and Communication		
<b>Life Orientation</b>	Health Promotion	Social Development	Personal Development	Physical Development and Movement	Orientation to World of Work	
<b>Economics and Management Sciences</b>	Economic Cycle	Sustainable Growth and Development	Managerial, Consumer & Financial Knowledge & Skills	Entrepreneurial Knowledge & skills		
<b>Technology</b>	Technological Processes & Skills	Technological Knowledge & Understanding	Technology, Society & the Environment			

## STRUCTURE OF LESSON R.14 COUNTING

INTEGRATED LESSON	
<b>Prior Learning Requirements</b>	
<b>Concept / Topic:</b> Counting skills and number names up to 9	
<b>ICT Skills:</b> Working with tables; Effective control and use of the mouse	
Educational Game	<b>10 Min</b>
A suitable educational game, as per Appendix A, may be used as an optional activity at any point during the course of the lesson at the discretion of the ICT or class teacher	
Keyboard / Mouse Skills	<b>5 Min</b>
Ensure continuity and progression as per Appendix B	
Tech Talk	<b>5 Min</b>
<b>CELL</b> This is the name given to one block within a table.	
Integrated Activity	<b>20 Min</b>
Learners use the shading tool to shade cells in a table counting 1-9	
<b>Resources Used</b>	
<b>Software:</b> MS Word	
<b>Prerequisite:</b> None	
<b>Template:</b> Counting.doc	
<b>WWW:</b> None	
<b>Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Language LO 1</li> <li>• Arts and Culture LO 1</li> <li>• Mathematics LO 1</li> </ul>	
<b>Additional Learning Opportunities</b>	
<b>Concept / Topic:</b> R.10 Numbers R.19 Clock Count	
<b>ICT Skills:</b> R.17 People who help us	
<b>Beyond the ICT Centre</b>	
<ul style="list-style-type: none"> <li>• Play counting games using different things which learners collect- sort and classify them</li> </ul>	

<b>Learner name:</b>	<b>Class:</b>	
<b>Integrated Activity: Learners use the shading tool to shade cells in a table</b>		
<b>Theme/Topic: Counting</b>	<b>Integrated Activity</b>	
<b>Learning Outcomes &amp; Assessment Standards</b>	<b>Practice</b>	<b>Assess</b>
<b>Mathematics</b>		
<b>R.1.4</b> Knows the number names and symbols for 1–10		
<i>Comment:</i>		
<b>Language</b>		
<b>R.1.1</b> Listens attentively to instructions and responds appropriately		
<i>Comment:</i>		
<b>Arts and Culture (Visual Arts)</b>		
<b>R.1.4.2</b> Use and co-ordinate motor skills		
<i>Comment:</i>		
<b>Concepts and Skills</b>		
Counting		
Listening to and following instructions		
<b>4 = Exceeded Requirements   3 = Satisfied Requirements</b> <b>2 = Partially Satisfied Requirements   1 = Has Not Satisfied Requirements</b>		

<b>Learner name:</b>	<b>Class:</b>	
<b>Integrated Activity: Learners use the shading tool to shade cells in a table</b>		
<b>Theme/Topic: Counting</b>	<b>Integrated Activity</b>	
<b>e-Learner Skills</b>	<b>Practice</b>	<b>Assess</b>
2.2.1 Right / Left click mouse		
2.2.2 Single / Double click mouse		
2.5.1 Open / Exit programmes Using Shortcuts		
2.7.1 Navigating through folders / Folder structure		
2.7.4 Opening Files		
2.7.5 Saving Files		
2.7.6 Closing Files		
<b>Unit 4 - Word Processing</b>		
4.1 Open programme		
4.2.2 Opening document		
4.8 Save		
4.10 Print		
4.11 Exit		
<b>4 = Exceeded Requirements    3 = Satisfied Requirements</b> <b>2 = Partially Satisfied Requirements    1 = Has Not Satisfied Requirements</b>		

## Integrated Lesson Counting (MS Word)



### **EDUCATIONAL GAME: (10 minutes)**

A suitable educational game, as per Appendix A, may be used as an optional activity at any point during the course of the lesson at the discretion of the ICT or class teacher

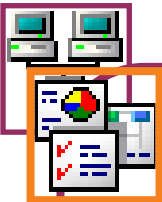


### **KEYBOARD/ MOUSE SKILLS: (5 minutes)**

#### **Click, drag and draw**

Demonstrate exactly how to:

1. Hold the mouse properly
2. Which finger is used to click
3. How to drag and draw by holding the right mouse button down and dragging it



### **TECH TALK: (5 minutes)**

#### **CELL**

This is the name given to one block within a table.

## INTEGRATED ACTIVITY (20 - 60 MINUTES)

In order to promote relevant discussion, the following questions are posed by the educator to the learners:

- **Who can count up to nine?**
- **Who knows how to write the numbers 1 - 9?**
- **Which is a greater / bigger number: 1 or 9?**

A short discussion takes place about the numerals 1 – 9, how these numerals convey amount and quantity and how the entire number system makes use of just these 9 different numerals.

Explain to the learners that today we are going to practise counting from one to nine using different colours.

**Task:** Today we will learn how to use the Background Colour function on the Tables Format option to fill in selected **cells** in a table. The number of **cells** to be filled with colour is indicated by the number in the last **cell** (at the bottom) of each column. Starting from the second last row, the learners must fill the required number of **cells** with colours of their choice.

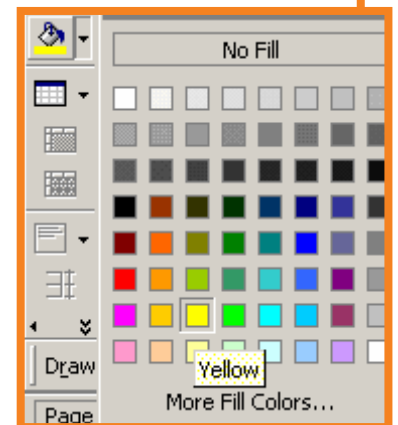
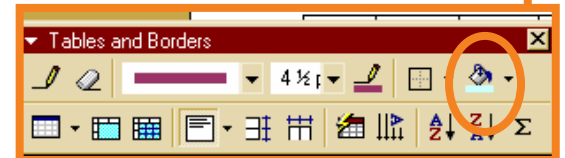
*Note to the educator:* This task requires the template: **Counting.doc** which can be found by double clicking on the **Computers 4 Kids** shortcut on the desktop. You may also need to explain the concept of a table including cells, columns and rows.

1. Double click on the **Computers 4 Kids** icon on your desktop and click on the relevant **volume number** and **lesson number**.
2. Click on the template hyperlink under the Template Linx heading.
3. The opened template will look like this:
4. **Save** your **document** into your **digital portfolio** → **file** → **save as** → **locate your portfolio** → **double click** → **type a suitable name in the file name box** → **save**



Counting								
1	2	3	4	5	6	7	8	9

5. To select a **cell**, click the left edge of the **cell**. Select the second **cell** block in the first **column** by holding the **mouse button** down and **dragging** the mouse across the **cells**
6. **Click** on the **drop down arrow** alongside the **shading colour** button on the **tables and borders toolbar**. (**NOTE: Not the fill colour button on the drawing toolbar**) If the **tables and borders toolbar** is not visible → click on **view** → **toolbars** → **tables and borders**
7. **Click** on a colour of your choice. The selected **cell** will now be filled with that particular colour
8. Continue filling the required number of **cells** in each **column** with a different colour until each **column** shows a visual progression from 1 to 9
9. **Save** your work by **clicking** on **file** → **save**
10. To print your table → **file** → **print** → **OK**
11. Close **MS Word** by clicking on **file** → **exit**





## Teacher Feedback Form

This Teacher Feedback Form serves as a

- ❖ Personal record of work covered with your class
- ❖ Feedback form about this lesson to your management
- ❖ Feedback form about this lesson to your colleagues

Place a relevant comment in each of the boxes.

<b>Volume Number</b>			
<b>Learning Unit</b>			
<b>Integrated Lesson</b>			
<b>Educational Game</b>			
<b>Touch typing / Keyboard Skills</b>			
<b>Tech Talk</b>			
I found this Learning Unit to be...			
<b>Engaging?</b>			
<b>Relevant?</b>			
<b>Significant?</b>			
<b>Challenging?</b>			
<b>General Comment</b>			
<b>Name</b>		<b>Date</b>	








This **Teacher Feedback Form** may be photocopied or found in digital format with the Educator Resources and at [www.computers4kids.co.za](http://www.computers4kids.co.za)

## Self Assessment Form

This Self Assessment Form is a

- ❖ Record of my work covered during class
- ❖ Record of my progress

Place a tick (✓) in the correct boxes.

<b>Volume Number</b>				
<b>Learning Unit</b>				
<b>About this Learning Unit ...</b>				
	<b>Before I did this task I knew...</b>			
	<b>I finished my task well...</b>			
<b>Q → A</b>	<b>I answered the questions...</b>			
	<b>I took pride and care in my work ...</b>			
	<b>After I did this task I knew...</b>			
<b>I have learnt to be...</b>				
Caring		Principled		
Communicative		A Risk Taker		
Reflective		A Thinker		
Inquiring		Well-balanced		
Knowledgeable		Open-minded		
<b>I have also learnt...</b>				
<b>Name</b>			<b>Date</b>	








This **Self Assessment Form** may be photocopied or found in digital format with the Educator Resources and at [www.computers4kids.co.za](http://www.computers4kids.co.za)

## Peer Assessment Form

This Peer Assessment Form is a

- ❖ Report to your peer about their work
- ❖ Record of your thoughts about your peers work

Place a tick (✓) in the correct boxes.

<b>Peer's Name</b>				
<b>Volume Number</b>				
<b>Learning Unit</b>				
<b>About this Learning Unit ...</b>				
	<b>Did he/she finish the task?</b>			
	<b>Did he/she do the task well?</b>			
<b>Q → A</b>	<b>Did he/she answer the questions?</b>			
	<b>Did he/she take pride in their work?</b>			
	<b>Have you learnt anything new from your friends work?</b>			
<b>I think my friend has learnt to be...</b>				
Caring		Principled		
Communicative		A Risk Taker		
Reflective		A Thinker		
Inquiring		Well-balanced		
Knowledgeable		Open-minded		
<b>I feel my friend has also learnt...</b>				
<b>Name</b>		<b>Date</b>		

This **Peer Assessment Form** may be photocopied or found in digital format with the Educator Resources and at [www.computers4kids.co.za](http://www.computers4kids.co.za)





