

Finding Things Out

QCA Unit: 3C

Lesson 1 of 6 - Who Stole Dumbo?

Learning objective: To Identify and develop a means of collection, and collect appropriate data.

Resources: Clown images 1.pdf and Clown Images 2.pdf (These need to be printed out in colour)

Setting the scene: (5 mins)

Share the learning objective with the class.

Explain that this unit of work is going to help them learn about collecting and storing information, and that they will find out how a computer database can help us answer simple questions quickly and easily. Tell the class they are ultimately going to add to a database of information on animals, and use this to answer simple questions and create graphs.

Main Input (20 mins)

Away from the computer: Show the class the set of Clown images explaining that although the cards look similar, none of them are exactly the same. Some of them have some things in common such as the colour of their nose or the number of sequins on their hat but none of them are identical just as there are no two children in the class who are exactly the same. Therefore, each of the cards contains different information.

Write down a list of the different types of information on the card:

Name, Height, Nose Colour, Hair Colour, Sequins on hat, Eye type, Emotion.

Using one of the images ask the class to identify the information on the card. For example Nippo's information is the following: Male, 187 cm tall, 2 sequins, sad, blue nose, blue hair and crosses for eyes. Record this information so it can be referred to next lesson.

To allow the class to familiarise themselves with the information on each card, ask a series of questions with children holding up their card if it answers the questions.

Question examples:

- Who has a red nose?
- Who is male?
- Who has Yellow hair?
- Who is 177 cm tall?
- Who has star eyes?
- Who is taller than 180 cm? etc.

Activity – short focussed task (5-10 mins)

Dumbo the world famous flying elephant has disappeared! The police think that a crook pretending to be a clown has kidnapped him. They have some clues and the class needs to use the information on the cards to try and work out who the villain is.

When each clue is announced get the children to keep only those clowns who satisfy the criteria and put the rest in a pile in the middle of the table.

- **Clue 1:** After they discovered that the elephant was missing, one of the circus hands found a green nose on the ground near Dumbo's tent.
- **Clue 2:** On the night that Dumbo went missing one of the acrobats thought she saw a clown with blue hair creeping around the elephant's enclosure.
- **Clue 3:** When the clowns got together this morning to practice for tonight's show there was one missing. In his caravan they found a hat with four sequins.

Eventually there should be one card left, the villain! (Coco)

When you have located the correct card revise, with the children, the characteristics of that clown referring to the findings from the previous lesson.

Plenary (10 mins)

Bring the class together and review the learning objective. Ask similar questions to those below. Reiterate the key vocabulary listed below. Explain that in the next lesson they are going to think about how the clown information can be recorded in a more structured way that makes find answers to questions even easier.

Key questions to ask and to display: What information did each card tell us? How easy was it to find answers to questions using these cards?

Could the information be presented in another way – that may be more organised and structured?

Vocabulary: Information, organised, structured.

Teaching Points: At this point you do not need to refer to the clown cards as records, or the information type as fields as this will be introduced next lesson with the record cards.

Assessment Opportunities: Can the children recognise different pieces of information within one clown image? Can they children answer simple questions using the clown cards?

What comes next: Organising and Structuring information – Lesson 2 'What's makes a record?'