

Finding Things Out

QCA Unit: 3C

Lesson 2 of 6 - What makes a record?

Learning objective: I can.....Sort record cards by using field names and I can add information to a record card.

Resources: Sets of printed Clown Records.pdf – one set per group needed

Sets of Clown Questions.pdf – one per group needed

Copies of Black Records.pdf – enough for one per child.

Support files: Clown records.pdf , Blank Clown Records.pdf, Clown questions.pdf, Clown answers.pdf, Fieldnames of Clown.pdf and Clown images.pdf,

Setting the scene: (5 mins)

Share the learning objective with the class.

Explain that today they are going to look at how information can be recorded on 'record' and will also have the opportunity to add some information to some record cards.

Main Input (10 mins)

Away from the computer: Remind the class of the information on the Clown images. Refer back to the different types of information recorded in the last lesson eg: Name, Height, Nose Colour, Hair Colour, Sequins on hat, Eye type, Emotion.

Show the class a blank record card. Explain to them that this is called a 'record' and the words on the left hand side that identify the different types of information are called 'field names'. The information that needs to be added is called the 'field'.

Using the information recorded last week about Nippo, look at his record card and see how this information has now been presented in a more organised and structured way.

Next show the class the print out from the 'Clown records.pdf' support file. Explain to the class that there are 6 record cards here and they make up a 'file' Now that this record card contains more text re-cap with the class which part is the 'fieldname' and which is the 'field'. Also highlight that the information recorded can be in numbers, text or from a given choice. Go through the record card and identify which fieldname asks you to choose from a given choice, which requires numbers (i.e is numeric) and which requires text.

Activity – short focused task (5-10 mins)

In groups the children are given a copy of the file containing the 6 record cards (clown records.pdf). In addition they are given questions which relate to these record cards. An example of the types of questions that could be asked is given in the support file – ‘Clown questions.pdf’ The groups are then given a strict time limit (e.g 5 mins) in which they attempt to answer as many questions as possible. At the end of the time limit collect in the answers and explain to the class that they will have an opportunity to share their answers and mark the sheets in the Review and Recall session at the end of the lesson. (Answers are given in the ‘Clown answers.pdf’ support file)

Main Input (10 mins)

Away from the computer: Using one of the Clown images demonstrate to the class how to transfer the information onto a blank record card. During the process recap with the children which field requires numeric information, which requires text and which give you a choice to select your answer from.

As a class fill in one more of the Blank record cards using one of the other clown images.

Activity – short focused task (5-10 mins)

Each child is now given a set time to transfer the information from the Clown image they are given on to their own Blank record Card.

Plenary (10 mins)

Bring the class together and review the learning objective. Refer back to the Clown Question sheets, go through each question with the class and provide an opportunity for them to mark the questions. Whilst discussing the answer to each question reiterate the key vocabulary listed below. Finally ask questions similar to those given below.

Key questions to ask and to display: What do we call a card that records information? (record card) A group of record cards is called a? (file) We place our information into? (fields). Information can be recorded as.....? (Numbers/Numeric, text or from a choice)

Vocabulary: Record card, File, Field, Fieldname, Numeric, Text, Choice.

Teaching Points:

Differentiation: The support file ‘Fieldnames of Clown.pdf’ has been provided to aide children who may experience difficulties accessing some of the text on the record card when filling in their record card.

EMAG/EAL/SEN or children who experience difficulties recording text information could use and image to represent their answer on the record card. Eg a red circle to represent a red nose, triangles to represent triangular eyes etc. This in itself provides an excellent discussion with the class as it is yet another way to record information on a record card.

Extension Activity: Children can create their own questions from a given set of clown images.

Assessment Opportunities: Can the children sort information by field names?

Can they add information to a record card?

What comes next: Adding information to a database – Lesson 3 'Bring in the Clowns'