

Finding Things Out

QCA Unit: 3C

Lesson 6 of 6 - Is it a bird? Is it a fish? Or is it.....

Please note: You will need to have cloned the '**Animals**' database in preparation for this session. Please see separate instructions on '**How to clone a database**'. You will need to clone ALL the records into the new database table.

Please also note: As administrator, you will have had to make the **user can add a record** and **user can edit a record** options available to pupils in the cloned database.

Learning objective: I can.....Use a database to sort and classify, and can present my findings.

Resources: Print out of animal images.pdf, and animal questions.pdf

Support files: Animals database, animal images.pdf (one image per group), animal questions.pdf and animal answers.pdf

Setting the scene: (5 mins)

Share the learning objective with the class.

Explain that today they are going to use all the skills they have learnt in the last few weeks. They will be using a database called 'Animals', which already has some information about animals stored on it. Their task will be to use the images you give them to add records and enter the relevant information into the database for those animals. After this they will then be given some questions that they need to try and answer using the database, which will also include creating some bar charts.

Main Input (10 mins)

Away from the computer: Distribute the animal images (one image per group) and briefly explain each card holds information in both textual and pictorial form. Do not help the class identify what information this may be as this is part of the activity described below.

At the computer: The class will be working in small groups for this activity and begin by asking them to discuss what information the Animal database is asking for, by focusing on the fieldnames. Ask them to look at the images and as a group try and identify some of the information they will need to enter into the fields on the database.

Activity – integrated task (30-40 mins)

In mixed ability groups the children will access the database, add records and enter the information for the images you have given them. Once this is completed the group is then given the questions from the support file 'animal questions.pdf'. They must answer these questions by

using the 'Search' and 'Chart' options of the program. The charts can be printed out and if time allows simply annotated by the group to describe what they did.

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 final lesson they are going to be reviewing all they have learnt about databases this half term.

Key questions to ask and to display: How did you know what information had to be added to the database? What option did you have to use to find the answers to the questions given?

Vocabulary: Graph, Bar chart, Database, Fieldname, Field

Teaching Points:

It may be necessary to extend this activity over 2 lessons, to give children the opportunity to enter the information and answer the questions.

It is important to ensure children are given the questions from the support file 'animal questions.pdf' to answer as these require children to have entered the information from the images accurately.

Children may require some assistance in identifying the exact information required.

This integrating activity will link it well with several Science and History units.

Assessment Opportunities:

Can the children add a record to the database?

Can they identify and enter the appropriate information?

Can children search a database to find answers to questions?

Can they create a bar chart in a database?