

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

|                                  |   |
|----------------------------------|---|
| School Code                      | N   |
| Practitioner Code                | N1  |
| Curriculum Area(s)               | Literacy and English/Numeracy and Mathematics |
| Level                            | Early   |
| Stage(s)                         | P1  |
| Specific subject (if applicable) |   |

**Experiences and Outcomes:**

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.

*Understanding, Analysing & Evaluating ENG 0-17a*

I can collect objects and ask questions to gather information, organising and displaying my findings in different ways

MNU 0-20a

**Learning Intentions:**

I am learning to ask questions to help us understand a story.

I am learning to use our knowledge and personal experiences to help us understand a story.

I am learning to use a pictogram to sort information.

I am learning to find and display information in different ways.

**Success Criteria:**

I can use at least three question starters ('what' 'where' 'why' 'when' and 'how') to ask questions about a story.

I can take part in a group discussion about healthy eating and relate it to my own life.

I can organise information into a pictogram (with a partner).

I can display information in a bar chart (with my teacher).

I can find out information from a pictogram and bar graph.

**Briefly outline the range of quality learning experiences that have been provided:  
(Remember – Breadth, Challenge and Application)**

Lesson 1 – Teacher read pupils 'The Very Hungry Caterpillar' story. Question cubes were used to stimulate a class discussion about the story. Pupils talked about which foods the caterpillar ate that were healthy and which foods were not. We discussed the fact that he ate a lot of different foods and how it was difficult to remember how many of each thing he ate. We used props from a story sack and sorted the foods to make it easier to answer questions about the food the

caterpillar ate. This led on to the creation of a pictogram of the foods to make it easier to see this information.

**Lesson 2** – Teacher reminded pupils of the Hungry Caterpillar story and their discussion about healthy food. Pupils discussed the importance of healthy eating. They agreed that fruit is a favourite healthy snack in the class. Pupils grouped themselves according to their favourite fruit. They then lined up to create a human bar graph of their favourite fruits. We discussed the importance of showing our information to others. As a class we agreed to make a bar chart to display the class' favourite fruit. Using Education City template, the information was collated on the interactive board. Pupils then coloured the key and bars to match.

**Record the range of assessment evidence that was gathered (Say, Write, Make, Do)**

**Say:** Class discussion about which foods the caterpillar ate. Pupil asked and answered questions about which foods were healthy and which were foods were not. They also asked other pupils in the group about their favourite foods and which healthy snacks they liked.

Answer questions related to the bar graph and pictogram (most popular/least popular food).

**Make/Do:**      create a pictogram to show what the hungry caterpillar ate.  
                      make a human bar graph of favourite fruits.  
                      make a bar chart to show the class' favourite fruit.

**Did the learner successfully attain the outcomes?      YES**

**If not, what else would be needed to attain the outcomes?**

**Briefly outline the feedback and next steps provided to the learners:**

**Lesson 1:**

Verbal feedback given to pupils as they asked questions about the hungry caterpillar story. Pupils were introduced to the concept of pictograms as a means of organising the food that the caterpillar ate and making it easier to answer questions about it.

**Lesson 2:**

Photograph taken of human bar chart displayed on whiteboard and checked against criteria with teacher. The pupil accurately coloured the bar chart and was given verbal praise when he was able to answer questions about the most popular and least popular fruit correctly. It was agreed that next time the pupil would create the bar chart independently by counting squares and drawing the bars himself. I introduced other questions that may be asked related to the information (e.g. How many more strawberries than bananas?) and explained that in further lessons we would answer more difficult questions like this.

These lessons would be followed on with a lesson on how often we should eat certain foods and creating a healthy lunch box.

Evidence: Transcript

After reading the story of 'The Hungry Caterpillar' a question cube was used to help pupils start each question. I modelled the first turn. Then child 1 took the cube and used the words to start his question for the other pupils. Please see transcript below, question cube starters are in bold.

Teacher : **Where** do you think caterpillar came from?

Child 1: It came out of an egg.

Child 1: **Why** was the caterpillar so hungry?

Teacher: Great question!

Child 2: Because he was just born. My baby sister is always hungry.

Child 1: **What** did the caterpillar eat first?

Child 2: A plum, I think.

Child 4: I don't like them.

Child 1: **What** else did he eat?

Child 3: He ate lots of sweets.

Pupil struggled to think of a question for 'do' so the following prompt was given.

Teacher: Can you ask the children something about what they like to eat?

Child 1: **Do** you like sweets?

Child 2: I love sweets.

Child 3: I eat them at parties.

Child 4: Sweets are bad for your teeth.

Child 1: Only if you have too many.

Child 2: You need to eat healthy.

Child 1: **What** is your favourite food?

Child 4: Pizza

Child 3: Strawberries

Child 2: Pizza

Child 1: Pizzas are not healthy.

Teacher: Why do you say that?

Child 1: My mum says that you need to eat fruit everyday but not pizza.

Child 3: I have fruit for my snack every day.

Child 1: Do you like healthy or unhealthy foods?

Child 3: I like lots of sweets.

Child 2: Me too!

Child 4: My mum gives me healthy snacks instead of sweets.

Teacher: What happened to the caterpillar when he ate all of the sweets?

Child 1: He felt sick. I was sick once when I ate lots of sweets at the cinema.

Teacher: Why do you think he felt sick?

Child 3: Sweets are bad for you.

Child 4: He ate too many

Child 1: How many strawberries did the caterpillar eat?

Child 4: I can't remember

Child 2: Can we check the book?

Child 3: I think it was 3

Teacher: Is it easy to remember how many of each food the caterpillar ate?

Child 1: Yes, I have this book at home so I always remember.

Child 2: No, not really.

Teacher: How can we find out what food he ate the most of?

Child 1: We could count them.

We looked at the book again and counted all of the foods. Child 2 commented that oranges were the fruit the caterpillar ate the most of.

Teacher: If we had all of the foods would it be easier than counting them in the book?

All children: yes!

Pupils were given food props from story sack to sort

Teacher: Is it easier now to see how many there are of each food?

Children: yes!

Pupils then worked in pairs to create a pictogram using given pictures.

**Early Level**

**Literacy and English/Numeracy and Mathematics**

**Experiences and Outcomes**

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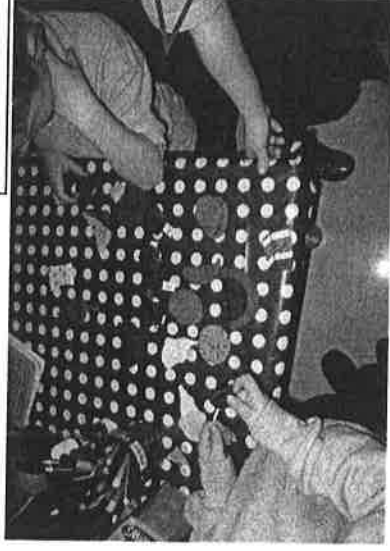
See transcript

Say ✓

Write

Make ✓

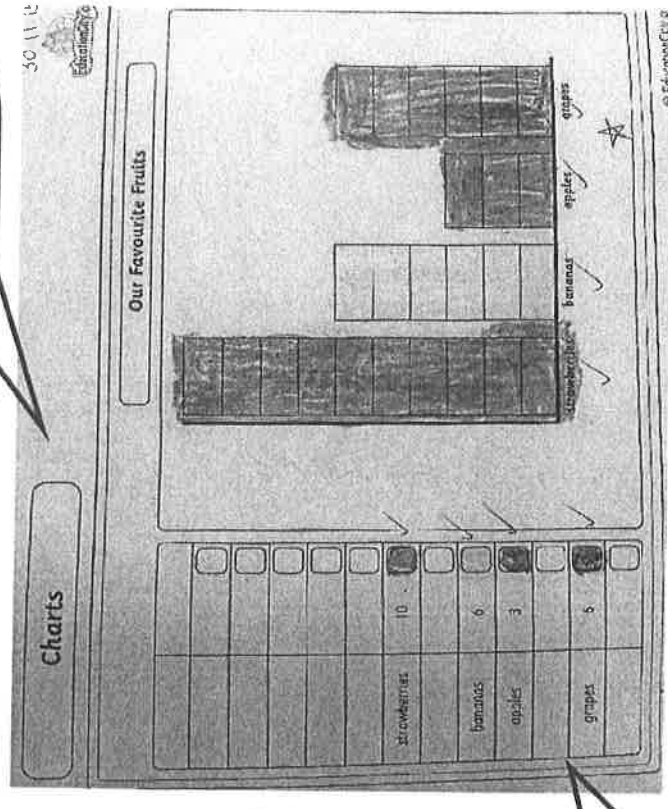
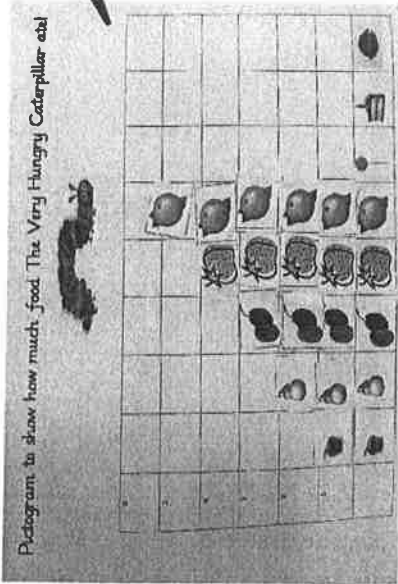
Do ✓



**Pupil:**  
We are putting all of the same things together.

**Pupil:**  
The oranges are the biggest. It is easy to see now.

**Pupil:**  
Apples are the smallest.



**Teacher:**  
Well done! You can make and read a bar graph

**Pupil:**  
The strawberries line is the longest. Strawberries are the favourite.



**Teacher Voice**

The pupil was confident when using the question cube to ask questions. He required very little support to ask and answer questions and could relate the story to his personal experience. The pupil grasped all concepts readily and confidently answered simple questions about the information on the graph and pictogram. The next steps for the child are to complete his own bar graph and ask/answer more complex questions.

**Learner Voice**

I liked using the question cube. I think I made up good questions. Next time I will ask harder ones. I am good at sorting out the food. The hungry caterpillar ate more oranges than anything else. When we lined up behind our favourite fruit, the longest line was strawberries. This was the class' favourite fruit. The bar chart is a good way of showing which fruits we liked the best.

