

East Renfrewshire Council: Education Department Practitioner Moderation Template

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	G
Practitioner Code	G3
Curriculum Area(s)	Literacy and ICT
Level	First
Stage(s)	P2
Specific subject (if applicable)	

Experiences and Outcomes:

I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. TCH 1-04b

Learning Intentions:

- To identify and use the words that express how a character is feeling.
- To describe a character.
- To share my thoughts about a character.
- We are learning to manipulate images.

Success Criteria:

Will be able to:

- I can identify the words that describe feelings in the story.
- I can use words that describe how a character is feeling in my writing.
- I can use words to describe how a character is feeling when I am acting out the story.
- I can describe what Tiresome Ted looks like.
- I can describe how I think Tiresome Ted is feeling.
- I can select the words that show Tiresome Ted's feelings.
- I can describe Katie Morag's facial expressions.
- I can select the words that show how Katie Morag is feeling.
- I can insert shapes on to a word document
- I can use the format tool to change the colour
- I can use the format tool to add one effect.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Lesson 1

Teacher will read the story to the class of Katie Morag and Tiresome Ted. The children will then be given the story cards and be asked in 2 groups to sequence the story in the correct order using the illustrations and written story to help them.

They will then decide together in their groups the beginning, middle and end of the story.

The children will then use the story masks to act out the story of Katie Morag and Tiresome Ted. They should focus on using expression and descriptive language to express how each character is feeling at the different stages of the story.

The children will then complete a story map of Katie Morag and the Tiresome Ted using illustrations and text children will focus on the writers choice of words to convey Katie Morag's feelings at the beginning middle and end of the story.

Plenary: Share their story map and give a star and wish to each other.

Lesson 2

1. Review as a class the elements important when describing a character: use talking partners to describe Tiresome Ted.
2. As a class review the story and what we know so far. Summary: main points use talking partners?

Explain to the children that we will be working in groups to understand more about the character of Tiresome Ted at different points in the story.

1. In 6 groups of 3 each will be given an A3 poster of Tiresome Ted at either beginning middle or end of the story.
 - Each person in a group will be given a different colour of post it note relating to an element of the teddy character:

Yellow: Characters looks and pictures in the story

Pink: personality

Green: speech and words in the story

2. Children will apply post it notes to the picture to describe how they think Ted is feeling at their part of the story: can take the picture cards to help them with their description. Will use wow words and post on their picture of Tiresome Ted
3. Will then move around to the other 2 posters to add or tick the words on the post it if they agree with the words written by each team as a form of peer assessment. Can add their own words also for different stages of the story.
4. Will then go back to their own groups to write a sentence for each characteristic (3 sentences minimum) stating how they think that ted was feeling. (Model on the board before starting)

For groups who finish early they can colour and decorate their Tiresome Ted.

Will use the word walls previously created to describe the different characteristics

Plenary:

Discuss as a class the success criteria and if they think they have achieved them. In their groups talk about what they have written and if they think it has met the SC. Then choose the correct marking tray to put it in for their assessment: red yellow green

Extension

Hot seating: come together as a class and choose one from each group to be in the hot seat and answer questions about how ted was feeling; they will answer as if they were tiresome ted.

Lesson 3

Describe Katie Morag

At the start of the story, Katie is very unhappy about the new baby arriving on the island. Look for words and phrases in the text which tell you this. Think of your own words to describe how she is feeling (jealous, cross, upset, and sad, for example). Think of a time that you have felt one of these emotions. Share with the class or a group what had happened and how it made you feel.

Each group will be given an A3 picture of Katie Morag at each stage of the story; beginning middle and end. They will then have to add post it notes onto their poster to identify how Katie was feeling throughout the story.

Plenary:

Use hot seating

Ask children to form groups of four. Within each group, ask one child to pretend to be Katie Morag and explain that s/he is in the Hot Seat. This means that they are going to pretend to be the Katie and answer the questions as if they are Katie from the story. Explain to the children that the other three group members are going to ask Katie about what she feels about what happens to her in different parts the story. For example;

"How do you feel about everyone bringing presents for the new baby and not you?"

"How did you feel when you kicked Tiresome Ted in to the waves?"

Lesson 4

Ask children to look at a soft teddy like Katie Morag's and discuss with their group what 2D shapes they could use to draw it.

On white boards children can use their 2D shapes to make a teddy.

Children will share their 2D shape teddy bears and teacher will model drawing a teddy on the IWB using the children's ideas.

Discuss with the children that Mairi Hedderwick was an illustrator before she started to write books.

What does an illustrator do?

Share with the children that today we are going to be illustrators using ICT to create our own teddy bears.

Revise the word manipulation with children.

Using play doh allow children to change the shape and texture of the playdoh.

Ask a tiny teacher to demonstrate at the IWB how to find the documents folder and personal folder.
Next tiny teacher will demonstrate how to insert shapes.
Teacher demonstrates clicking and dragging the sides of shape to change the size and moving it.
Tiny teacher to demonstrate how to use the format tool to add an infill colour.
Second tiny teacher will demonstrate how to use the format tool to add texture.
Teacher will demonstrate how to use the format tool and select effect.
Select four evaluators for lesson.

Take teddy bears to ICT as a model.
Children will collect a learning board
Begin task.
Swap computers and peer assess partner's teddy against the success criteria on learning board. 1 star something you liked and 1 wish something to try for next time.

Three evaluators will look at everyone's teddy on computers reviewing the success criteria for the lesson.
Evaluators will select a pupil who has demonstrated the success criteria to celebrate with the class.
Complete traffic light assessment on learning boards.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

- **Say** – Learners will articulate the feelings of the characters Katie Morag and Tiresome Ted (peer, teacher)
- **Write** – Learners will write the words that describe feelings and emotions of Katie Morag and will describe the appearance of Tiresome Ted. (self, peer, teacher)
- **Make** – Create a picture of Tiresome Ted using ICT skills.
- **Do** – Children will act out the story of Katie Morag and the Tiresome Ted

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Write: E was able to write the key words in her description of Tiresome Ted and Katie Morag that described both their appearance and how they might be feeling. She was able to do this for the beginning, middle and end of the story. She was able to build on the skills she developed in writing about a character from lesson 1 and lesson 2 to create a more detailed description on katie Morag in lesson 3.

Do: E was confident using the props to act out the story and taking on the role of Katie Morag. She was able to express how Katie was feeling using her voice and by stamping her feet and 'nipping' her brother, as described in the story.
She has also developed her skimming and scanning skills from the story cards to find interesting words to describe the characters.

Say: E took on the role of tiny teacher in her group to read out the suggestions of other groups when peer assessing their character descriptions in lesson 2 and 3 giving reasons for her opinions of if they met the success criteria or not. She articulated where these did and didn't meet the character in that section of the story.

Make: E produced a detailed picture of Tiresome Ted by inserting shapes onto a word document. She also chose to extend her picture by adding glow to add texture to the teddy, implying he was wet.

Oral feedback was given throughout the lessons to E, please see evidence for details of this. The following next steps will be implemented. Discussion was had about chosen vocabulary during lesson 2 and 3 for their character description.

Next Steps:

- To further challenge E in writing a character description we will next read Katie Morag and the 2 grandmothers. She will then write a character description of both grandmas and compare the differences in her descriptions.
- E will continue to skim and scan a text to identify words that develop the impression of a characters personality and appearance.
- The next steps of developing E's ICT skills the class will create Power Points relating to their new learning context of Now and Then and will be asked to insert and manipulate shapes and pictures for their presentation.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

- I can format shapes on the computer.
- I can use wow words to describe a character.
- I liked being the tiny teacher and helping other people in my group to write the description of Katie Morag.
- I learnt to change my voice to sound angry when I was being Katie Morag
- I liked learning how to change shapes using the computer.
- I can add glow to a shape and a shadow.
- I have learnt how to describe how Tiresome Ted is feeling.
- I have learnt how to describe what Tiresome Ted looks like.
- I can describe what Katie Morag looks like.
- I can describe what Tiresome Ted looks like.

Did the learner successfully attain the outcomes? YES

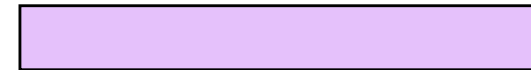
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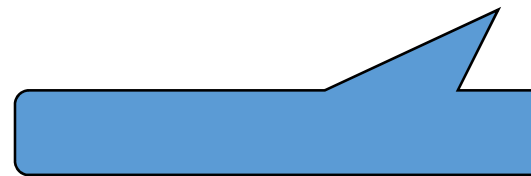
Lesson Order and Learning Intentions



Learner Tasks



Success Criteria



Pupil Voice and teacher voice



Range of Assessment Methods

Lesson 1:

LI: identify and use the words that express how a character is feeling.

Task

- Using story cards sequence the story in the correct order using the illustrations and written story to help.
- Use the character masks to act out the story, using expression and emotive language to describe the characters.

Assessment:

Do: use the story cards and organise into correct order.
Act out the story.

Success Criteria:

I can identify the words that describe feelings in the story.

I can use words to describe how a character is feeling when I am acting out the story.



Pupil Voice:

'This is the beginning of the story because Katie Morag is cross and throws the teddy in the sea.'



Teacher Voice: What can you do to check you have organised the story cards in the correct order?

Pupil Voice: you have to scan the text to find the key words. They tell you where that is in the story. You can also look at the pictures. I know that this is the end of the story because Katie has a big smile on her face, she was happy at the end when she found teddy.





Pupil Voice:

1. I am Katie Morag. I have to be cross at the start. I will use a loud voice and it will be angry because Katie Morag is mad about her brother'.
2. 'I'm going to stamp like this...'



Teacher Voice:

1. Can you tell me about your character and how you are going to act out their part in the story?
2. That's really great expression you have in your voice to show how Katie was feeling at the beginning of the story. What do you think you could do to act angry like Katie Morag?

LI: To sequence events in a story. Name _____

Katie Morag and the Tiresome Ted.

Beginning Katie Morag went to the beach with her babygrow.

Katie Morag threw a bottle at Ted.

Middle Katie Morag went to her granny's.

angry	tiresome	Katie Morag	Granny	babygrow
storm	beach	found	bottle	

Ending Katie Morag went home. She was tired.

They picked Ted up.

Katie Morag found Ted.

Success criteria: I have remembered all the important parts of the story. Yes No
 I have thought of an interesting word to use when I write a sentence for each picture. Yes No

Task
 Complete a story map using illustrations and text. Children will focus on the writer's choice of words to convey Katie Morag's feelings at the beginning, middle, and end of the story.

Assessment:
Write: create a story map using descriptive language to describe the characters.

Lesson 1:
 LI: identify and use the words that express how a character is feeling.

Success Criteria:
 I can use words that describe how a character is feeling in my writing.

Pupil and Teacher Voice:

T: On your story map you have written that Katie Morag was excited when she went home. How do you know she was excited?

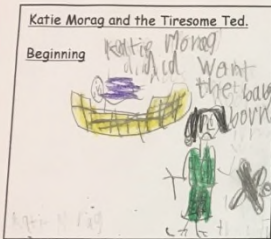
P: she had a happy face in the picture, she was really smiling. She wasn't grumpy with her brother anymore so she wanted to see him to give him the present from the beach.

Teacher Voice:


E could sequence the story correctly and during discussion she used the illustrations to confidently describe how the characters were feeling and their changing emotions throughout the story.

LI: To sequence events in a story. Name: _____

Beginning Katie Morag and the Tiresome Ted.




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Middle Katie Morag went to Granny's.

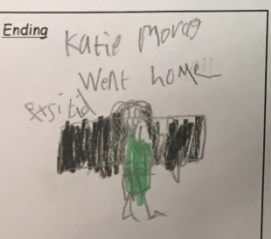


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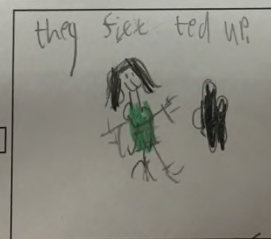
angry	tiresome	Katie Morag	Granny	babygrow
storm	beach	found	bottle	

↓


Ending Katie Morag went home.



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Success criteria: I have remembered all the important parts of the story. Yes No
I have thought of an interesting word to use when I write a sentence for each picture. Yes No

Lesson 2:

LI: To describe a character.

To share my thoughts about a character.

To identify and use the words that express how a character is feeling.

Task

In groups describe Tiresome Ted. Add post-it notes to the character picture focusing on the characters appearance, feelings and written text. Finally write in sentences your description of Tiresome Ted at the beginning, middle and end of the story.

Assessment:

Write: adjectives to describe Tiresome Ted at the beginning middle and end of the story.

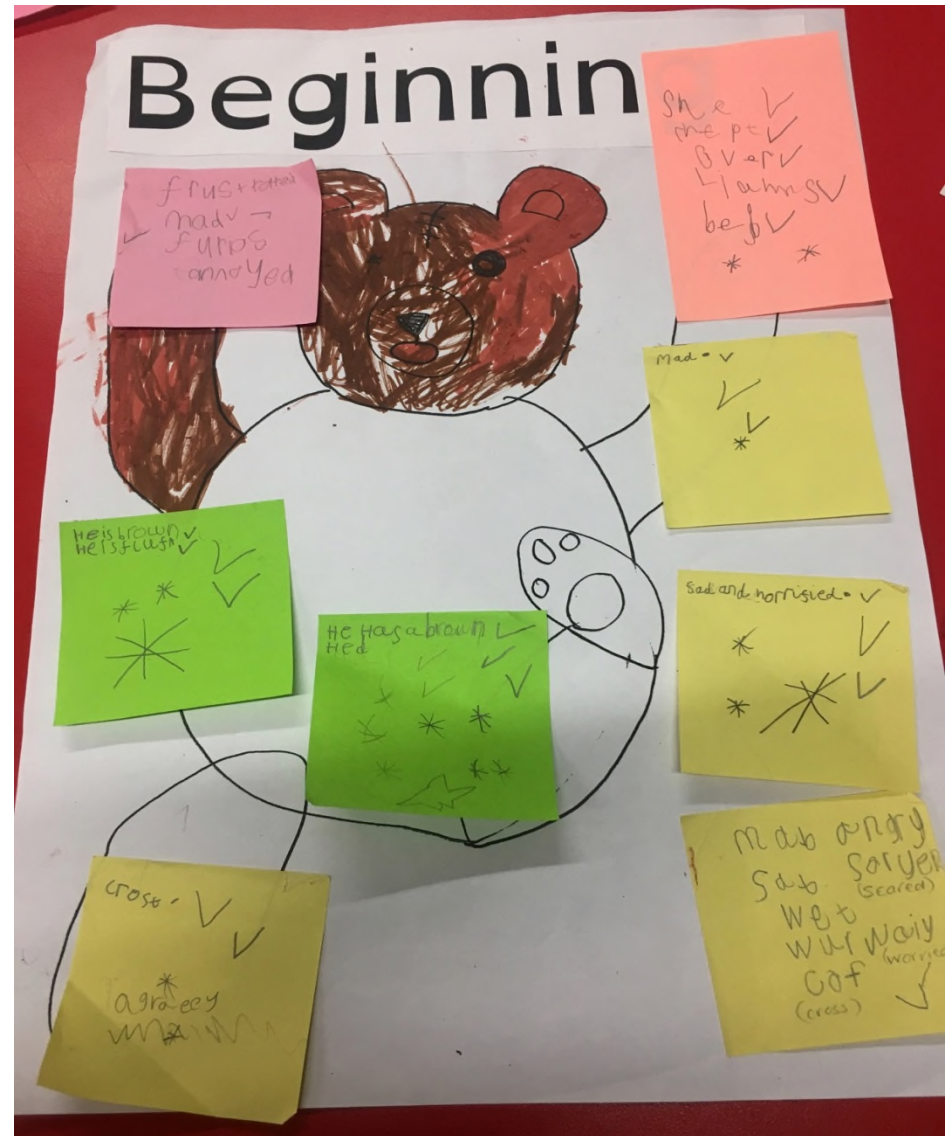
Peer assessment of each others description, ticking agreed adjectives.

Success Criteria:

I can describe what Tiresome Ted looks like.

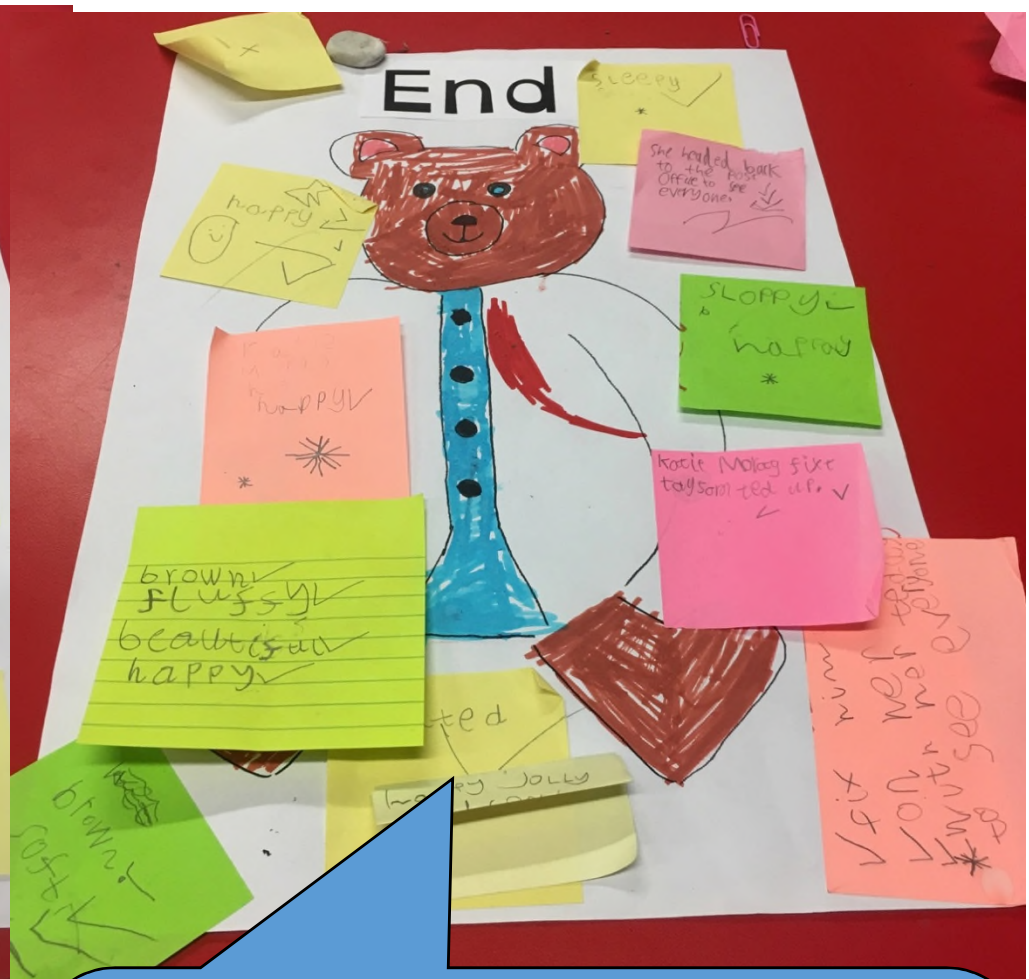
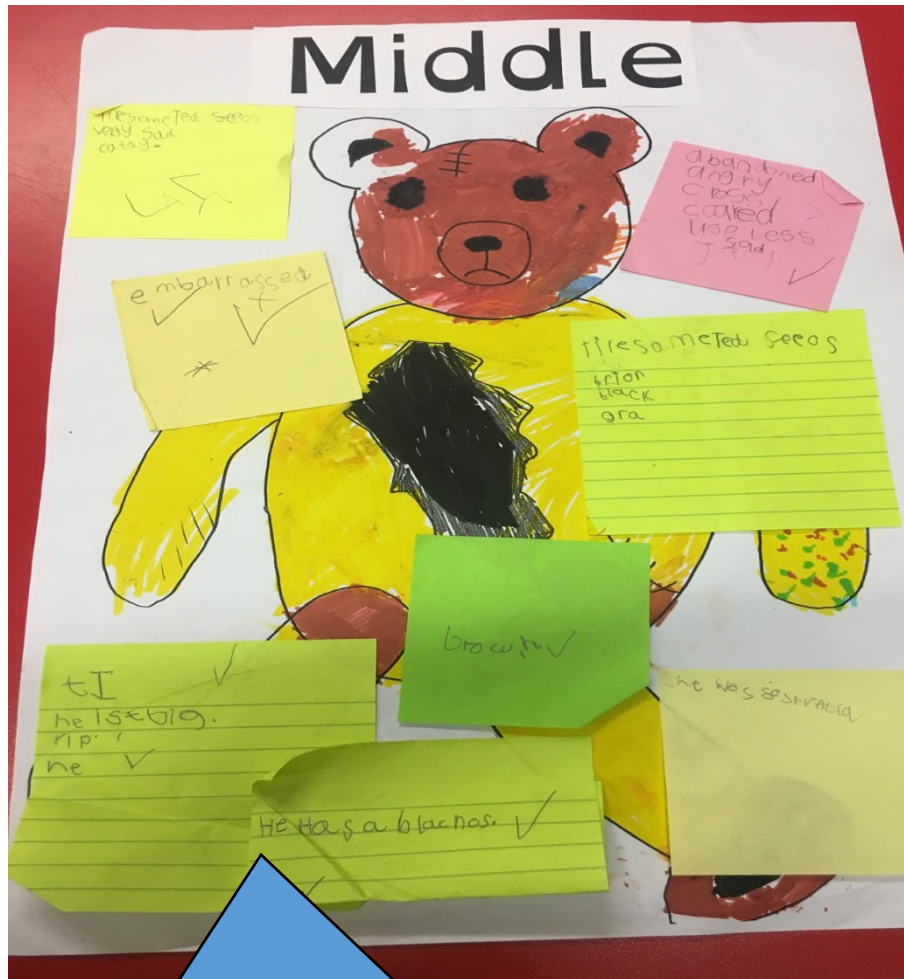
I can describe how I think Tiresome Ted is feeling.

I can select the words that show Tiresome Ted's feelings.



Teacher Voice: What have you be learning to do today?

Pupil Voice: We are learning to describe Tiresome Ted. You have to use adjectives and look at the pictures in the book to help you. At the beginning of the story I said Tiresome Ted was cross with Katie Morag because she threw him in the sea. He would be really scared.



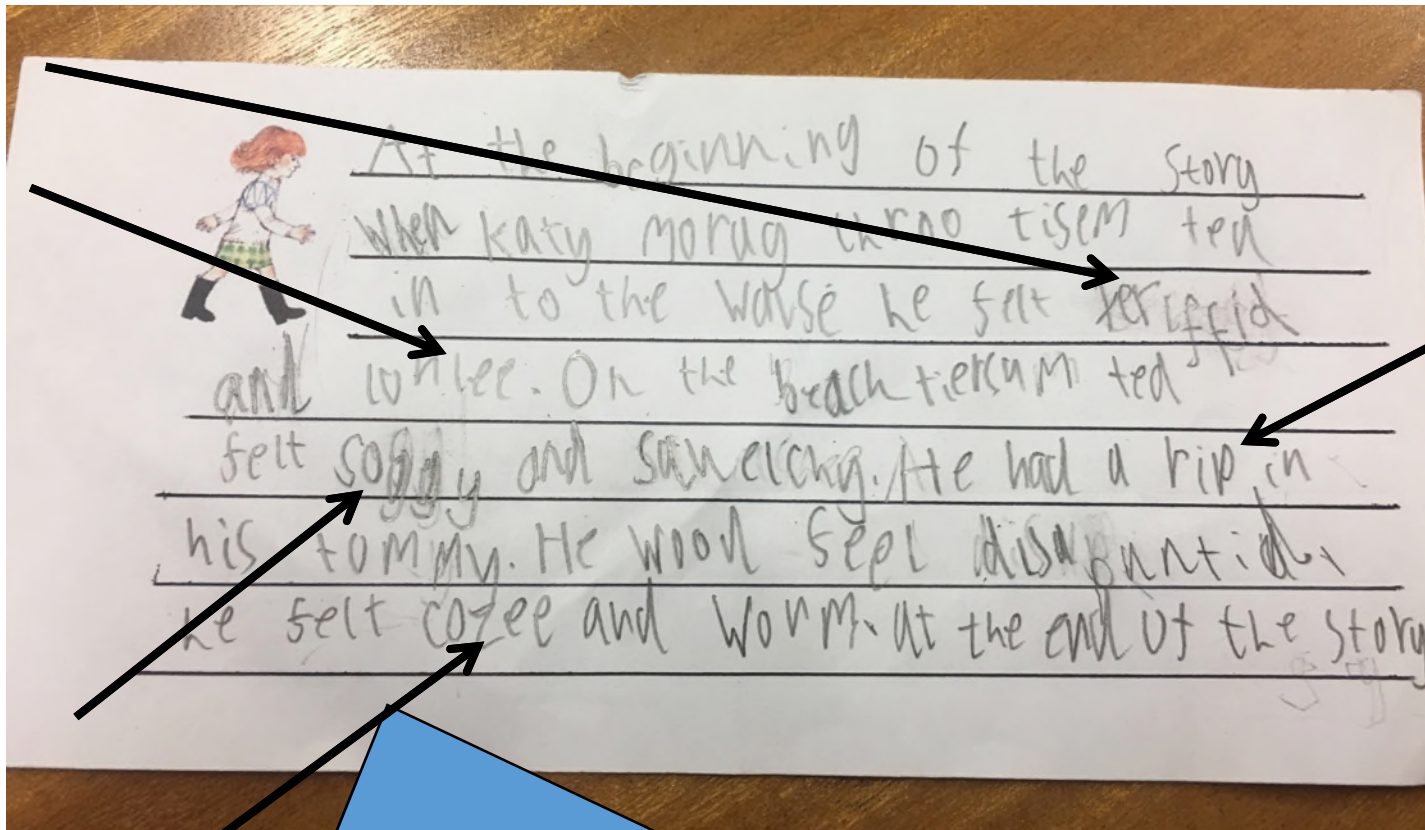
Teacher Voice: you have used excellent adjective to describe Tiresome Ted as abandoned and angry. Can you tell me why you have described him like this?

Pupil: Because he is all alone and Katie Morag didn't look after him. He would be angry because he has a big rip in his tummy from the stormy sea and the shells.

Pupil: at the end of the story Tiresome Ted would be fluffy and beautiful because Katie Morag fixed him up.

Teacher Voice: That is a great description of Tiresome Teds appearance at the end of the story. Are there any clues that can tell you how he might be feeling at the end.

Pupil: you can look at the pictures and see he has a smile on his face, he would feel loved again and excited to go home.



Teacher Voice:

When creating her character description of Tiresome Ted E used wow words like terrified and lonely, she was able to use the passage on the story cards to identify why the character would be feeling this way. She was able to support her group when peer assessing the other groups by reading out the suggested character traits and directing them to the story before the collectively decided if they were going to agree with their adjective or not. E could then put her character description into sentences independently.

Lesson 3:

LI: To describe a character.

To share my thoughts about a character.

To identify and use the words that express how a character is feeling.

Task

In groups describe Katie Morag. Add post-it notes to the character picture focusing on the characters appearance, feelings and written text.

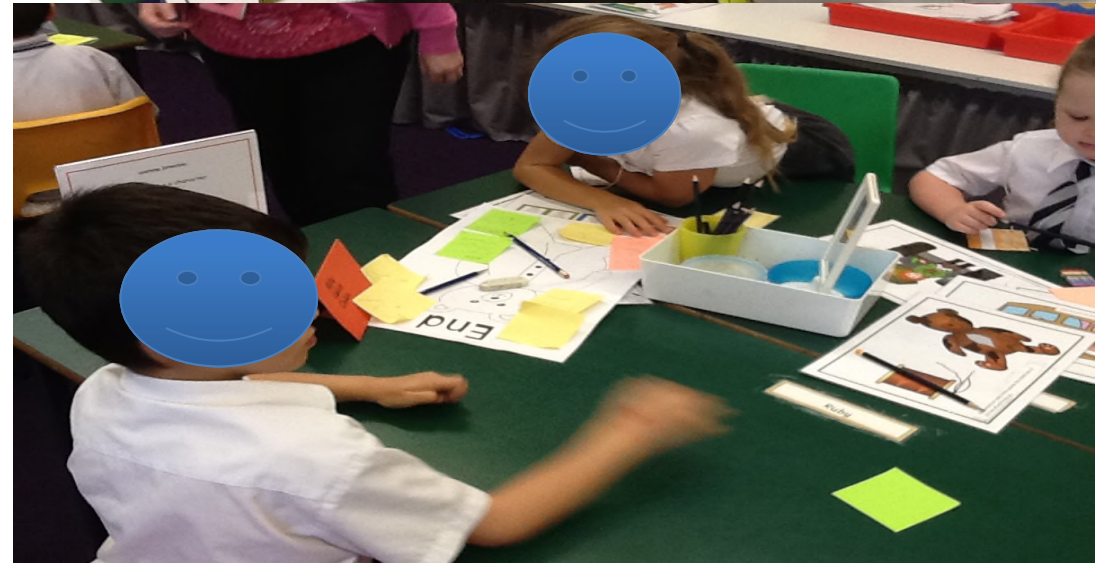
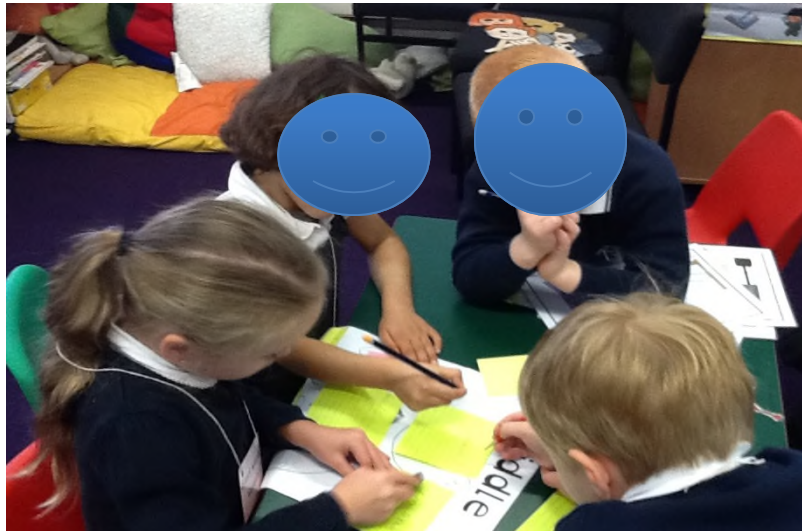
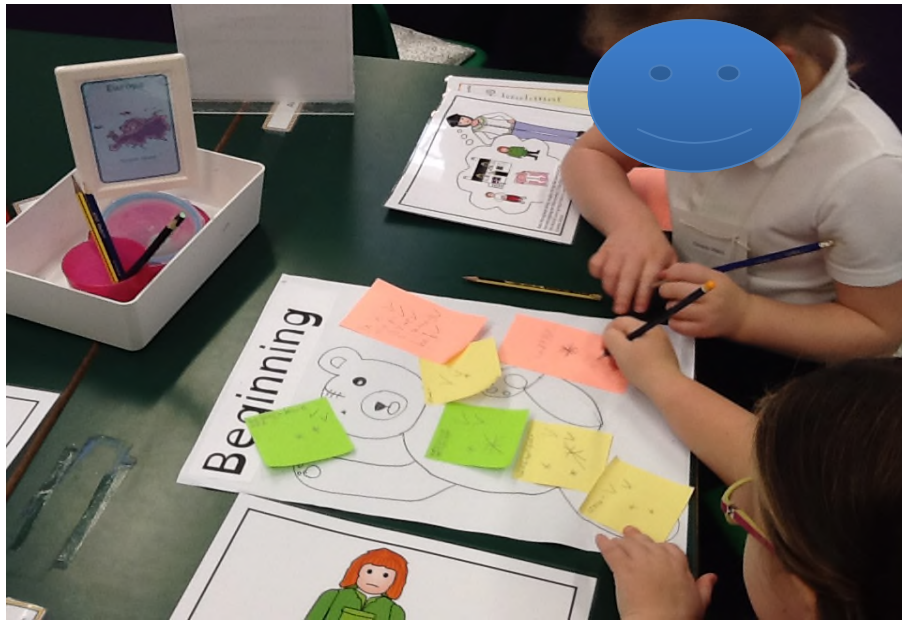
Success Criteria:

- I can describe Katie Morag's facial expressions.
- I can select the words that show how Katie Morag is feeling.

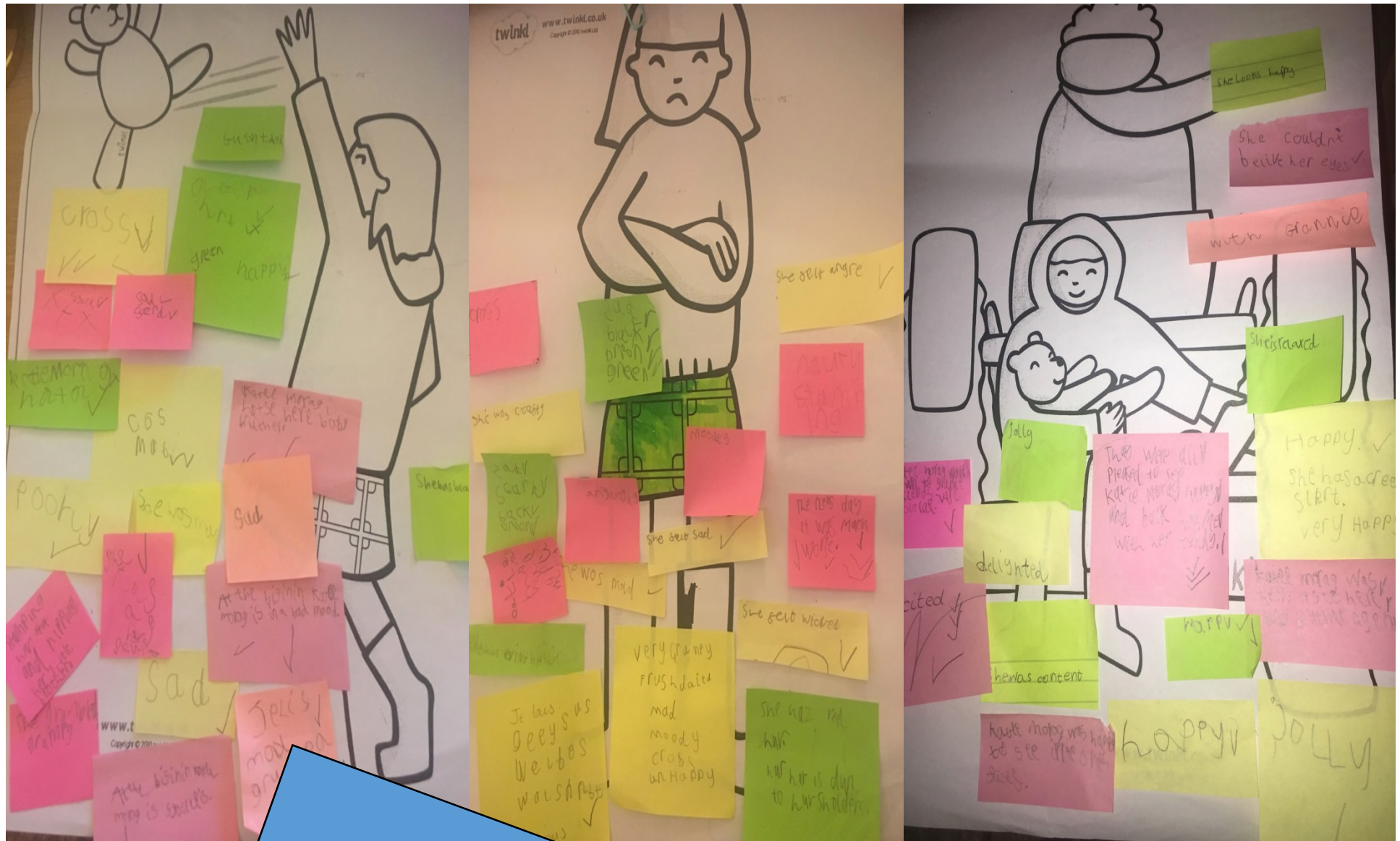
Assessment:

Write: adjectives to describe Tiresome Ted at the beginning middle and end of the story.

Peer assessment of each others description, ticking agreed adjectives.



E used the story cards to scan the text for key words describing Tiresome Ted. She then worked with her group to peer assess the descriptions of the other groups by ticking their post-it notes



Pupil: We were learning to describe Katie Morag, we had to say work with a group to write what she looked like, and how she was feeling. We did it for the beginning middle and end of the story. We each had a job in our groups and had to help each other if we were stuck.

Teacher: How did you find out how Katie Morag was feeling?

Pupil: we had to scan the text to find the adjectives and the clues that said what she was doing like stamping her feet. We can look at her face to see her emotions.

Teacher: Can you tell me what your task is?

Pupil: yes, we have to now write in sentences about Katie Morag at the beginning of the story then the middle and the end of the story. You have to say what she looks like and how she is feeling.

Teacher: How do you know what she looks like and how she is feeling?

Pupil: if you scan the text in the story you can see the words that tell you how she is feeling, but you can look at the pictures to see what she looks like and what her emotion is on her face.



Katie Morag was in a very bad mood. She had a green skirt on and a black velvet bag and orange hair. But then the baby came and she was in a bad mood. Moody Katie Morag was very jealous of the zoo baby.



At the beginning of the story Katie Morag felt jealous because all the attention was going to the new baby. She was furious in the middle of the story. She had an angry face. By the end of the story she was happy.

Lesson 4:

LI: To manipulate images.

Task

Manipulate shapes in a word document to create a picture of Tiresome Ted

Success Criteria:

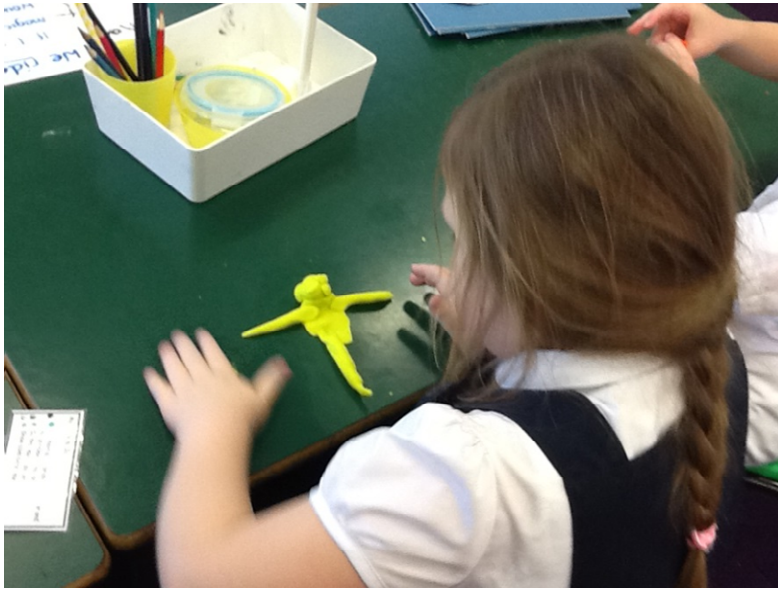
I can insert shapes on to a word document

I can use the format tool to change the colour

I can use the format tool to add one effect.

Assessment:

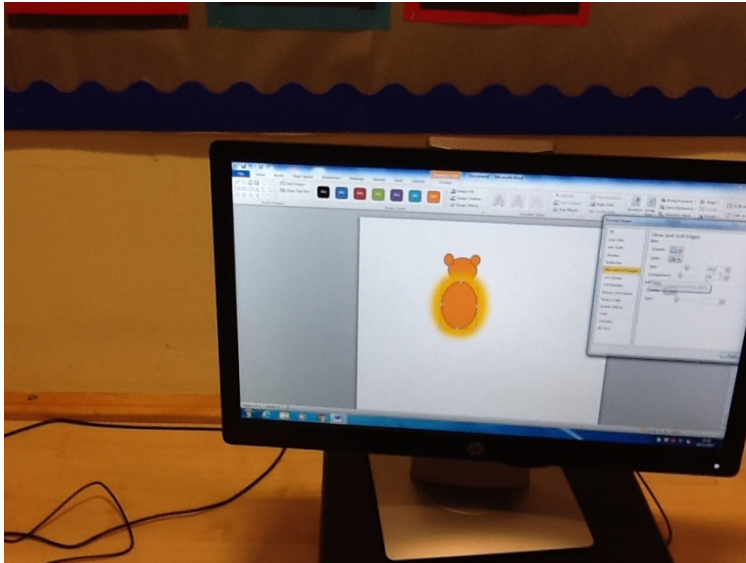
Do: Create a picture of Tiresome Ted using ICT skills.



Pupils manipulated the playdoh to make a teddy shape before going to ICT to create their pictures on the computers. They were able to use this to investigate the shapes they would need to find on the computers.

Pupil Voice: I used the playdoh to make a circle of the body then 2 small circles for ears. I want to find a shape to show the rip in his tummy.





Pupil Voice:

I wanted to add the glow so that the teddy looked wet. I added a smiley face but couldn't change it to a sad face so I took it out.

T: how did you add the glow to your teddy?

P: you have to click on the format on the right click mouse then choose the glow. You can pick the colour you want it to be too.

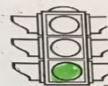


TCH 1-04b

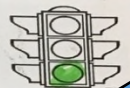
We are learning to manipulate images.

Success Criteria

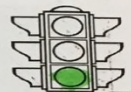
I can insert shapes on to a word document.



I can use the format tool to change the colour.

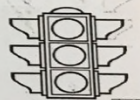


I can use the format tool to add one effect.



Challenge

I can use the format tool to add a shape effect.



★ You can use the format tool



Teacher Voice: E self assessed her picture of Tiresome Ted using a traffic light approach. She confidently added the glow effect to her picture as challenge.