

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	N
Practitioner Code	N17
Curriculum Area(s)	Literacy (Reading) <i>Science</i>
Level	First Level
Stage(s)	Primary 3
Specific subject (if applicable)	Reading for Information

Experiences and Outcomes:

To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.

ENG 1-17a

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.

SCN 1-02a

Learning Intentions:

We are learning:

1. To explore food chains.
2. To respond to different types of questions.
3. To create my own question(s).

Success Criteria:

- I can read and understand information about Food Chains.
- I can answer different types of questions about Food Chains.
- I can create my own question(s) using the text provided.

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

Activity 1

Using a post it activity children identified the similarities and differences between animals and plants.

Activity 2

Pupils were given a variety of completed food chains and asked to discuss them with peers in order to find a common link.

Activity 3

Pupils were given a variety of laminated pictures of plants and animals from different habitats and asked to create a food chain. The children were introduced to the vocabulary associated with food chains – carnivore, herbivore, producer, consumer, predator and prey

Children took part in group ppt quiz to check their understanding of the above terms.

Activity 4

In groups children were given a mixture of animal and plant cards and were asked to come up with as many different food chains as they could. One person from each group reported back to the class about the food chains they created. From this the children were given differentiated food chain pictures and asked to place them in the correct order.

Activity 5

The children were given a reading passage to check their understanding of what they have read. (Differentiated questions as appropriate for pupil ability).

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: Describe what the food chains have in common
Explain the food chain to the class
Discussion about completed food chains in groups

Do: Correctly order a food chain using cards
Match the words - carnivore, herbivore, producer and consumer to their correct meaning.
Participation in PPT quiz

Write: Answer different types of questions from reading passage.

Challenge & Enjoyment:

- Pupils re-enact food chains by becoming each link in the chain
- Pupils participate in a quiz

Progression:

- Pupils previously observed differences between living and non-living things

Relevance:

- Our environment
- Children motivated by current TV Series – Blue Planet

Depth:

- More complex food chains are explored and discussed.
- Children are being given the opportunity to create their own questions.

Coherence:

- Developing talking and listening skills in group situations

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

- You have found information to answer questions correctly.
- You have created a question successfully.
- Next time try to create more than one question using different words e.g How? Why? etc. at the beginning of your question.

Pupil Voice:

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

What skills have you been learning?

Looking for clues in the text; thinking about the question - look for clues e.g. the word food chain.

What new information have you learned?

I have learned what different animals eat for their survival.

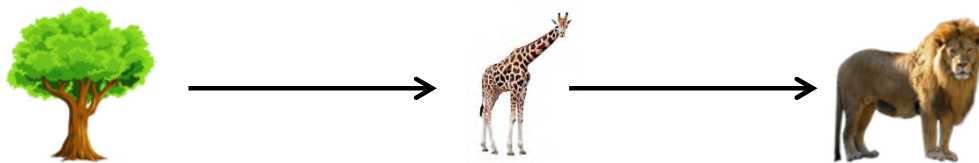
Why is it important to learn about food chains?

To know what different animals eat for their survival or else they will die.

Did the learner successfully attain the outcomes? YES

Reading Comprehension - Food Chains

A food chain shows how each living thing gets its food. Some animals eat plants and some animals eat other animals.



In the above illustration, a simple food chain links the plants (trees and shrubs), the giraffes (that eat trees and shrubs) and the lions (that eat the giraffes). Each link in this chain is food for the next link. A food chain always starts with plant life and ends with an animal.

Plants are called **producers** because they are able to use light energy from the Sun to produce food. Animals cannot make their own food so they must eat plants and/or other animals. They are called **consumers**.

There are three groups of **consumers**:

Animals that eat **ONLY PLANTS** are called **herbivores** (or primary consumers).

Animals that eat **OTHER ANIMALS** are called **carnivores**. Carnivores that eat herbivores are called secondary consumers. Carnivores that eat other carnivores are called tertiary consumers.

Animals and people who eat **BOTH** animals and plants are called **omnivores**.

A change in the size of one population in a food chain will affect other populations. For example, when there are too many zebras; there won't be enough shrubs and grass for all of them to eat. As a result, many zebras will starve and die. Fewer zebras means more time for the shrubs and grass to grow. Fewer zebras also mean less food is available for the lions to eat and some lions will starve to death. When there are fewer lions, the zebra population will increase.

Name _____

Date _____

Answer the following questions, which are based on the text you have just read:

1. What does a food chain show?

2. What is the name given to animals and people that eat both plants and animals?

3. What should a food chain start with and end with?

4. Based on how these words are used in the passage, what do they mean?

a) produce _____

b) population _____

5. Can you think of any changes in the environment which could have an effect on the population within a food chain?

6. Based on what you have read in the passage can you create **at least** one question to ask your partner about food chains?

Experiences and Outcomes:

To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. ENG 1-17a

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a

Context for Learning

As part of Science pupils have been learning about Food Chains and took part in a variety of activities to develop their knowledge and understanding.

What skills have you been learning?

Looking for clues in the text; thinking about the question - look for clues e.g. the word food chain.

What new information have you learned?

I have learned what different animals eat for their survival.

Why is it important to learn about food chains?

To know what different animals eat for their survival or else they will die.

Name _____ Date 15/12/17
Answer the following questions, which are based on the text you have just read:

1. What does a food chain show?
A food chain shows how each living thing gets its food
2. What is the name given to animals and people that eat both plants and animals?
Animals and people who eat both animals and plants are called omnivores
3. What should a food chain start with and end with?
A food chain starts with plants and ends with an animal
4. Based on how these words are used in the passage, what do they mean?
a) produce Make
b) population How many organisms there are in a particular area
5. Can you think of any changes in the environment which could have an effect on the population within a food chain?
If trees were chopped down then primary consumers like giraffes and apes would die of hunger
6. Based on what you have read in the passage can you create at least one question to ask your partner about food chains?
What are animals called that eat only plants?

I can answer different types of questions about food chains

Well done! You have found the information to answer questions clearly.

You have created a question successfully.

Next time try to create more than 1 question.

Level: First Level

Stage: Primary 3

Evidence of Learning:

Write:

- Answers to different types of questions about Food Chains.
- Create own question from a text

- You have found information to answer questions correctly.
- You have created a question successfully.
- Next time try to create more than one question.

Learning Intentions:

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Success Criteria:

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