Subject: Purple Mash unit 6.7 Quizzing

Key Concept/ Theme: create a picture-based quiz, how to use question types within a quiz, explore grammar quizzes, make a quiz that requires a player to search a database, make a quiz to test teachers or parents.

Prior Learning links:

	Cycle A	Cycle B
Year 1/2	Unit 1.2 Grouping and sorting • Sorting data according to criteria on 2Quiz Unit 1.9 Coding Sequencing programs, logical thinking, debugging Unit 2.1 Coding Sequencing programs, logical thinking, debugging	Unit 1.3 Pictograms • Asking questions to collect data in picture format Unit 2.4 Questioning • Enquiry into different data handling tools • Use of questioning to separate and group data Unit 2.8 Presenting ideas • Recognising that digital content can be represented in many forms • Presenting ideas in 2Quiz
Year 3/4	Coding unit Sequencing programs, logical thinking, debugging Unit 3.6 Branching databases • Understanding structure of YES/NO questions in a branching database	Coding unit Sequencing programs, logical thinking, debugging Unit 4.4 Writing for different audiences • Considering understanding and abilities of an audience
Year 5/6	Coding unit Sequencing programs, logical thinking, debugging Unit 5.4 Databases • Creating and searching a database for information • Wording of questions to be effectively answered by searching a database Unit 5.5 Game creator • Creating game environment • Writing instructions • Considering playability and challenge for audience	

Key Vocabulary

Audience
People who watch a performance or use a resource.

Audio
Sound (especially when recorded).

Case-Sensitive
Differentiating between capital and lower-case letters.

Clone
To make a complete copy of something.

Cloze
A test in which words are removed from a text and replaced with spaces. The learner has to fill each space with the correct word(s).
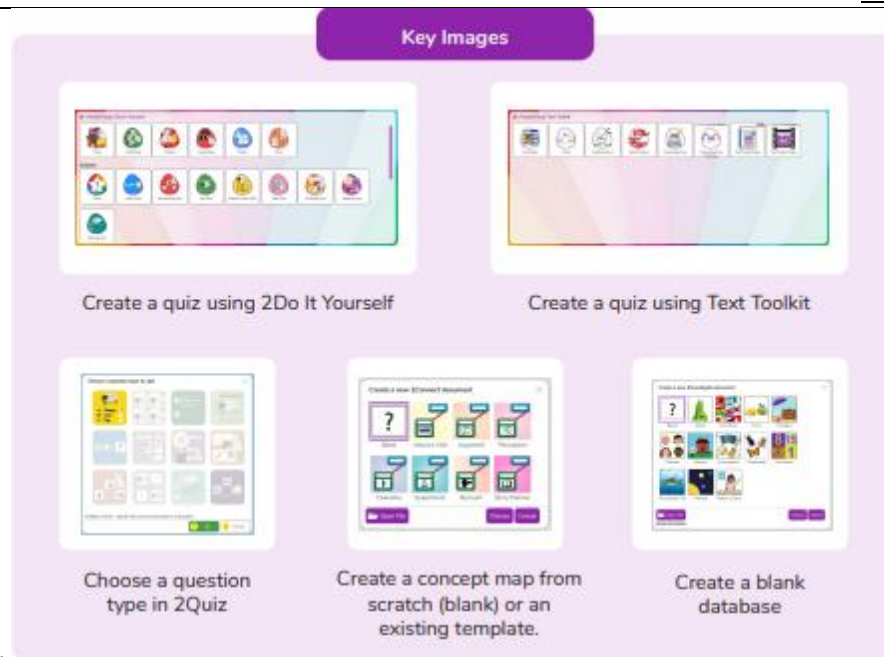
Preview
To see what something (or part of something) looks like before committing to it being the final version.

Quiz
An activity in which participants answer questions and receive a score dependent upon correct answers.

Vocabulary:

Key Images:

Resources needed for each lesson – 2dos to set.

Lesson 1:

- The children will be sharing their quizzes with younger children in the school. Schedule a session where your children can spend some time with a class of younger children (Reception to Year 2) to share their quizzes. Discuss with the class teacher some picture books that their class will be familiar with.
- Set up a display board for children to share their quizzes. All classes should be able to see it (tick the 'all classes' tick box on setup); this will enable them to share their work with the younger children. For more information about display boards, see the guide in the Teachers section of Purple Mash.
- Headphones
- 2Connect tool: This is found in the Tools area of Purple Mash.
- 2Do It Yourself tool: This is found in the Tools area of Purple Mash.

You can select the following ticked objective when setting the 2Do to make future assessment easier:

Year:	Y6	v
Subject:	Computing	v
Strand:	IT	v

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	☐
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	☑
Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	☑

Lesson 2&3

- Sample science quiz – this will be used on the whiteboard.
- 2Blog: The lesson plan advises children to share their quizzes to a class blog (2Blog). For guidance about setting up a class blog, see the 2Blog user guide in the Teacher section. The blog will allow children to comment on each other's quizzes, enabling them to respond to feedback.
- 2Quiz tool: This is found in the Tools area of Purple Mash.

To aid assessment set the tool as a 2Do for the class. You can select the following objectives when setting the 2Dos to make future assessment easier:

Year:	Y6	v
Subject:	Computing	v
Strand:	IT	v

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	☐
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	☑

Lesson 4

- It would be useful to decide what sort of games you wish your class to make before the start of the lesson. You might want them to use the different tools to test specific areas of grammar that the class have found more challenging. Children could make games aimed at their age group or for younger children. The focus will determine the balance of thinking time devoted to the computing skills vs grammar skills.

- It would be useful to set up a class blog or display board for children to share their grammar games to.
- Grammar Games (Word Spot, Cloze, Sentence Pairs, Word Combos and Developing Tray) are found in the Tools area of Purple Mash within the English section

Lesson 5

- Using the 2Investigate tool is part of Unit 5.4. If children have not completed this unit, they will require more time to familiarise themselves with the 2Investigate tool. If they have recently completed this unit, the introductory steps in this lesson can be briefly overviewed.
- Set the example Holiday quiz as a 2Do for the class. You can select the following objectives when setting the 2Dos to make future assessment easier:

Year:	Y6	∨
Subject:	Computing	∨
Strand:	IT	∨

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. ☐

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ☑

- 2Investigate tool: This is found in the Tools area of Purple Mash.

Lesson 6

- In this lesson, children will have the opportunity to consolidate their skills in a fun way to make a game show. The time outside the lesson could be used to stage the game show. The intention is to pit a team of Year 6 children against a team of teachers (or even parents). The contestants should be different children from those who designed the questions,
- Game show example. This will be demonstrated on the whiteboard.

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Unit 6.7

Lesson 1 | **Deeper learning questions:** What makes a good quiz? What makes a bad quiz? What different types of quizzes are there? What type of stories will these children will be familiar with?

Reconnection: Remind children of online safety rules. Go over previous words encountered in previous units.

LO: To create a picture-based quiz for young children. |

Activity:

Introduce new vocabulary

Explain that the children are beginning a unit of work in which they will make a variety of quizzes for different audiences and on different topics. They will be using several different Purple Mash tools to do this.

Make a class 2Connect concept map of your ideas about quizzing, types of quizzes and audiences.

What makes a good quiz?

What makes a bad quiz?

What different types of quizzes are there?

The audience today are the children in Reception/Year 1/Year 2.

You are going to be making quizzes for these children based upon popular children's stories..

What type of stories will these children will be familiar with?

Open 2Do It Yourself on the whiteboard and draw the children' attention to the Activities section.

Discuss how the features are suited to creating activities for young children.

Each of these activities has a video and an example which is accessed by launching the app. You could go through these as a class on the whiteboard or children could view them on their own devices

For now, ignore 2Quiz as the children will be looking at this in later lessons.

Send the children to their devices and give them time to look at the types of resources in 2Do It Yourself. As they look at the different quiz types ask them to consider which ones are suitable for younger children to complete.

As well as designing the quiz, the children need to set up a front screen telling the user what to do on the quiz. Show the children the features of the front screen.

Demonstrate to children that they can then use Purple Mash clipart, draw pictures or import pictures they have downloaded to their devices for their quizzes.

Send the children to their devices where they design a suitable quiz for their given audience.

Tell the children to save their work and then share it to the class display board you set up before the lesson.

	(OPTIONAL IN THIS SESSION) If arranged, the younger children could play the activities in this session by accessing from the display board your children saved the activities to. Younger children could critique the activities. Review Vocab & children review success criteria **Extension:** Evaluate your quiz. Did the children enjoy it? What was the best part? How could you improve it? What would you do differently next time?
2. Unit 6.7 Lesson 2&3	**Deeper learning question**: Which of the questions are most suitable for quizzers of their age? **Reconnection:** Remind children of online safety rules. Go over previous words encountered last lesson. What quiz type will be most suitable for your quiz? Why? **LO**: To learn how to use the question types within 2Quiz **Activity**: Introduce new vocabulary for the lesson. Before making a quiz, have a brief go at the science quiz as a class on the whiteboard. This will open in play mode, pressing stop will switch it to edit mode and allow for exploration of how the questions were made. Look at the different types of questions used in the quiz. Explain to the children that 2Quiz can be found in the tools section of Purple Mash. Draw the children' attention to the features of 2Quiz. Send the children to their devices and investigate the different types of questions in 2Quiz. Encourage them to watch the help videos in the top right of the screen. Which of the questions are most suitable for quizzers of their age? Set the children the challenge that will **last for this lesson and the next one**. They need to create a quiz of at least 10 questions based around a class science topic or a topic of their choice. Remind the children to save their quizzes. Once children have completed several questions and saved their work, they should decide upon the Quiz mode. There are three modes Children should add a title screen with instructions.

	Children should share their quizzes to the class blog by clicking on the globe button. You may need to approve these posts (contingent on blog settings) before children can try out each other's quizzes and comment upon them, so you will need to be logged onto a computer yourself to approve posts and comments promptly.
	Review Vocab & children review success criteria
	Extension: Ask the children to open their quizzes and explore the 'Text' type question. Focus on the 'Case-Sensitive' button.
	Why is this a useful feature with a quiz where you are typing your answer to the question?
	If you were setting this quiz for a younger player, have you considered how they might spell the word they want to give as their answer? Would you consider "owke" instead of "oak" to be correct?
3. Unit 6.7 Lesson 4	**Deeper learning question:** Why do we have games? What is the purpose of these games? **Reconnection:** Remind children of online safety rules. Go over previous words encountered last lesson. **LO:** To explore the grammar quizzes. **Activity:** Go over new vocab for the lesson. Show children where the grammar games are; they are in the Games section of Purple Mash Explain that the games increase in difficulty and were created using Purple Mash tools from the English section. You could also show children how to locate this in the Tools area of Purple Mash. There are five different tools for making grammar games. The ones that they will be using for this lesson are called Word Spot and Cloze. Look at some examples of games using the pre-made grammar games. Discuss with the children the aims of the games and which tool they were made with. Look at the list of Word Spot and Cloze activities and allow the children time to investigate them.

	Open Text Toolkit in the Quiz and Game creation section of the tools area and select Word Spot. Children should suggest a sentence to enter, then click on the GUESS button and the computer will try to sort the words for you as best as it can. Words might need to be dragged to different boxes as this system is not fool proof. To add a word to a box, highlight it in the sentence by double-clicking on it and click on the plus symbol of the box you want to add it to.

Explain and show the children that to make a Cloze game, open the Cloze tool and enter the text into the main box.

The children will need to go to their devices and create Cloze and Word Spot quizzes.

Remind the children to save their work. Maybe this could be shared to the blog created last week.

Evaluate your own and others' quizzes:

Was the quiz correct?

What worked well?

How could it be improved?

(Comment on the blog).

Review Vocab & children review success criteria

Extension: Ask the children to investigate and then create other grammar quizzes using the remaining tools in the text toolkit – Sentence Pairs, Word Combos and Developing Tray. |
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Unit 6.7

Lesson 5 | **Deeper learning question:** What is a database? Can you remember what the word is for the different types of information collected in a database? When would the sort, group and arrange tools be useful?

Reconnection: Remind children of online safety rules. Go over previous words encountered last lesson.

LO: To make a quiz that requires the player to search a database

Activity: |

Explore new vocan for the lesson

Ask the children what a database is and whether they have used one before, then reveal the slide by clicking for more information. If they completed Unit 5.4, they will have used the 2Investigate database and will be familiar with searching it.

Open 2Investigate from the Tools area and remind children of the example databases.

Open the Aliens database and click on one of the records. Can children remember the word for the different types of information that are collected in the database? REVEAL THE SLIDE (The answer is database fields.) Have a look at the different field titles and types.

Can children remember how to see all the information in a table?

Use the table button found on the top menu bar.

Remind children how to sort the data by any field by clicking on the field heading.

In either Table View or Record View, click on the 'SEARCH' button. Demonstrate (or ask the children to demonstrate) how to perform the searches:

- ❷ Aliens with three or more eyes.
- ❷ Aliens from Saturn.
- ❷ Aliens whose strength is greater than 33 and less than 55.
- ❷ Aliens who do not like human spotting and do have bad breath.

Explain to the children that sort allows the user to sort by different fields. The information can be displayed in ascending or descending order. Try sorting by number of eyes.

Group allows the user to group records together according to shared information. Try grouping the planet aliens come from.

Explain to the children that the Statistics and Report button allows the user to find statistical information in a database. The information the user can display will depend on the type of field. In this instance, the user is finding statistical information about eyes. The information can be displayed in several ways using the second drop-down box.

Once the children feel comfortable with the 2Investigate tool, it is time to try an example quiz. This quiz requires the player to open the Holiday example database in 2Investigate to complete the quiz. Children will need to open two tabs in their browser. Open the quiz in one tab from their 2Dos and the 2Investigate database in the other tab. They can then try the quiz. There is a time limit, so they might need to play the quiz more than once to get all the correct answers.

The aim for the rest of the lesson is for children to make a similar quiz using a different example database. You could tell children which database to use, or they could have a free choice. They need to use 2Quiz for the quiz questions.

	Children should share the completed quizzes using a quiz display board so that others can try them out. Perhaps they could share them with Year 5 as a test of their database abilities once the Year 5 children have completed Unit 5.4. Review Vocab & children review success criteria **Extension:** Can you create a different type of 2investigate quiz that enables one of the other skills?
5. Unit 6.7 Lesson 6	**Deeper learning question** Which one is the best and suitable for challenging the teachers? **Reconnection:** Remind children of online safety rules. Go over previous words encountered last lesson. **LO:** To make a quiz to test your teachers or parents. **Activity**: The example quiz 'Quiz Show' has been set up to play in Game Show mode. It has nine questions. Play this game as a game show by splitting your class into two teams. Team A selects a question to try. If they can answer it correctly, it is coloured in in their team colour; they will be offered the chance to select a colour. If they can't, the other team can 'claim the points. The teams then take turns to select a question until all questions have been completed. Explain to the class that the task is to create a quiz on a curriculum area that can be used to challenge the teachers and see if they are smarter than a 10 or 11 year old. Remind the children to save their quizzes and then save to a display board. Allow the children time to play each other's quizzes. Which one is the best and suitable for challenging the teachers? Arrange a time for the children to challenge the teachers and see who wins Recap vocab and review LO **Extension:** Introduce the extension: Think about how else a 9 question Game Show quiz could be played by two teams. Instead of earning the most points, how else could a 3x3 quiz grid be used to find a winner? (Think Noughts and Crosses). How could they explain their concept? (modify the information screen at the start of their Game Show quiz.

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	End of unit quiz & reflect on gaps from the unit:
	Unit 6.7 Quiz – found on unit page on PM
	Questions:
	Match the following words to the definitions:
	Audience, Database, Concept map, Collaboration, Quiz
	Match tests to the best type of quiz.
	Looking at a pictures of a quiz design can you label the parts of the screen.
	Sort aspects of a quiz into the most suitable audiences.
	Match the questions to the most suitable question type.
	Which types of quizzes can you create in 2Quiz
	What do these quiz types have in common?
	Why are quizzes a useful tool?

End Points:

What factors do you need to consider when creating a quiz? The intended audience; age and reading ability and interests. The aim of the quiz; is it for fun like a game, or to make sure that the user has learnt something?

Name three question types in 2Quiz. • Sequencing • Grouping and Sorting • Text based • Multiple-choice • Labelling

Apart from the questions, what else does a quiz need to contain? A title screen and instructions for the user. Feedback for the user (some quizzes). Time limits (some quizzes). Images for interest as well as part of the questions

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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