

### Unit 6.7 – Quizzing



Year Group: 6  
Number of  
Lessons: 6



From **2**simple



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# Introduction

For these sessions, the children will need to have their own individual logins to Purple Mash.

If you are currently using a single login per class or group and would like to set up individual logins yourself, then please see our guide to doing so at [Create and Manage Users](#). Alternatively, please contact support at [support@2simple.com](mailto:support@2simple.com) or 0208 203 1781.

Children will be using a variety of Purple Mash tools to create quizzes on different topics and for different audiences and will have the opportunity to share them with others.

## Year 6 – Medium-term Plan

Lesson	Aims	Success Criteria
<a href="#">1</a>	To create a picture-based quiz for young children.	<ul style="list-style-type: none"> <li>Children have used the 2DIY activities to create a picture-based quiz.</li> <li>Children have considered the audience's ability level and interests when setting the quiz.</li> <li>Children have shared their quiz and responded to feedback.</li> </ul>
<a href="#">2 &amp; 3</a>	To learn how to use the question types within 2Quiz.	<ul style="list-style-type: none"> <li>Children understand the different question types within 2Quiz.</li> <li>Children have ideas about what sort of questions are best suited to the different question types.</li> <li>Children have used 2Quiz to make and share a science quiz.</li> <li>Children have considered the audience's ability level and interests when setting the quiz.</li> <li>Children have shared their quiz with peers.</li> <li>Children have given and responded to feedback.</li> <li>As a class, children have collaborated on a quiz.</li> </ul>
<a href="#">4</a>	To explore the grammar quizzes.	<ul style="list-style-type: none"> <li>Children have tried out the different types of Text Toolkit grammar games.</li> <li>Children have chosen an appropriate Text Toolkit tool to make their own grammar game.</li> </ul>
<a href="#">5</a>	To make a quiz that requires the player to search a database.	<ul style="list-style-type: none"> <li>Children have used a 2Investigate quiz to answer quiz questions.</li> <li>Children have designed their own quiz based on one of the 2Investigate example databases.</li> </ul>
<a href="#">6</a>	Are you smarter than a 10- (or 11-)year-old? To make a quiz to test your teachers or parents.	<ul style="list-style-type: none"> <li>Children have used their knowledge of quiz types to create a quiz show quiz based on a curriculum area.</li> </ul>



# Lesson 1 – Picture Quiz

## Aims

- To create a picture-based quiz for young children.

## Success criteria

- Children have used the 2DIY activities to create a picture-based quiz.
- Children have considered the audience's ability level and interests when setting the quiz.
- Children have shared their quiz and responded to feedback.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 6.7 page](#). From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- 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 Teacher section](#) of Purple Mash.

## Activities

1. 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.
2. If time allows, make a 2Connect concept map of children's ideas about quizzing, types of quizzes and audiences to get children thinking broadly about quizzes.
3. Explain that the audience today are the children in Reception/Year 1/Year 2.
4. Children are going to be making quizzes for these children based upon popular children's stories.
5. Discuss the type of stories that these children will be familiar with.
6. Open 2DIY on the whiteboard and draw the children's attention to the Activities section.
7. Discuss how the following features are suited to creating activities for young children:
  - Mostly picture-based
  - Large buttons
  - They look like toys that children might have in class or at home (puzzles, pairing games)



8. 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:






## Placing



Examples



9. There are also some examples of such quizzes in use within Purple Mash. Have a look at:
- Searching for 'puzzle' in the search bar brings up a variety of puzzles that are part of Simple City for young children.
  - Search for 'pairs'
  - Looking at the Julia Donaldson category (in Literacy, Authors) shows how the pairing and placing games have been used with a story theme.
10. Children should plan and create an activity using their chosen tool. They should save their activity in their work folder.
11. Show children how to add an instruction window to their quiz by clicking on the  button. They can experiment with the different options here.
12. They can also set a time limit by clicking on . Discuss whether this is needed for the selected audience.
13. In some of the activities, e.g. pairs, they can add sounds for a correct and incorrect answer by clicking on the  button.
14. Children should finalise, save and then share their activity to the display board.
15. You will need to go into the display board and approve the posts. (See the display board guide for further details.)
16. During the session with the younger children, the activities can be accessed from the display board. Younger children should be encouraged to try the activities and provide feedback about what is good and what could be improved. Perhaps the class teacher will request some further resources that your class could make.
17. If possible, give the older children time to improve their activities. We would love to see them as well, so please send them to us at [sow@purplemash.com](mailto:sow@purplemash.com)!



## Lessons 2 and 3 – Science Quiz

### Aims

- To learn how to use the question types within 2Quiz.

### Success criteria


- Children understand the different question types within 2Quiz.
- Children have ideas about what sort of questions are best suited to the different question types.
- Children have used 2Quiz to make and share a science quiz.
- Children have considered the audience's ability level and interests when setting the quiz.
- Children have shared their quiz with peers.
- Children have given and responded to feedback.
- As a class, children have collaborated on a quiz.

### Resources


Unless otherwise stated, all resources can be found on the [main unit 6.7 page](#). From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

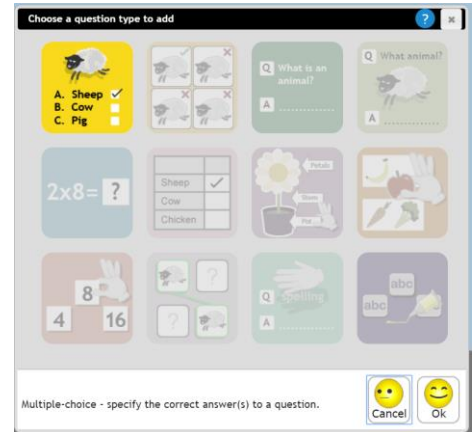
- Science has been chosen as a topic for this quiz as it is a good area in which to showcase the different types of question. You might wish to focus your class on a specific area of science or on a different topic entirely. Children could use their own workbooks to look back over what they have been learning and phrase questions to ask others or use resources such as sample SATs papers or websites.
- [Sample science quiz](#) – this will be used on the whiteboard.
- 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.


### Activities

1. Explain that the children are going to be using a different tool to make a science quiz (or a quiz on whatever other topic you have chosen).
2. Open 2Quiz. There is a brief introduction, presented by the monkey, that you can read through with the class by clicking on the  button. (If you wish to restart this, click on the New File button at the top.)
3. Before making a quiz, have a brief go at the science quiz as a class on the whiteboard. This will open in Edit mode so that you can explore how the questions were made but initially click on the Play button to try the quiz. Draw the children's attention to the following features:
  - a. Title screen with instructions about the type of quiz structure: you can jump forwards and backwards to different questions.
  - b. The different question types: we will be looking at these in more detail in a moment.




4. When you have finished looking at the science quiz, open a new file in 2Quiz and click on the  button at the bottom left to add a question. The question type selector will open. Clicking on the pictures gives you a summary of what the question type is.



5. Each question type has a corresponding help video. Children can work at their own pace (or you could watch as a class), exploring the help videos by clicking on the  button in the top right and selecting the question type.

The question types used in the example quiz are:

- Question 1 (life stages) – Sequencing
  - Question 2 (herbivores and carnivores) – Grouping/Venn diagram layout
  - Question 3 – Text question
  - Question 4 (graph) – Multiple choice
  - Question 5 (flower parts) – Labelling
6. Once the children have done this, they should try to develop a few questions of their own. They could watch a video and then make a question of this type before moving onto the next video. It is likely to take the rest of the session for children to make questions. Remind children to save their work.
7. Once children have completed several questions and saved their work, they should decide upon the Quiz mode. There are four modes, each with corresponding videos. The chosen mode determines whether the quiz is presented like a conventional test, like a learning aid or even like a game show. Children can try playing their own quiz in each of the modes to decide which one to use.
8. Children should then add a title screen with instructions.
9. Children should share their quizzes to the class blog by clicking on the  button. You will need to approve these posts 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.
10. Children should be given the opportunity to respond to feedback and refine their quizzes by looking at the quizzes shared on the blog. They should make a note of the questions that they think were particularly well constructed.
11. The final aim of these two sessions is to collaboratively come up with a class quiz. The maximum number of questions in a quiz is 20. Children could vote upon questions that should be included in the class quiz. It would be great for those questions to be recreated as one quiz by the original authors and then used to challenge other classes, or even to test the teachers! As always, we are really keen to see your work here at 2Simple, so please send us an email at [sow@2simple.com](mailto:sow@2simple.com)!



# Lesson 4 – Exploring Grammar Quizzes

## Aims

- To explore the grammar quizzes.

## Success criteria

- Children have tried out the different types of Text Toolkit grammar games.
- Children have chosen an appropriate Text Toolkit tool to make their own grammar game.

## Resources

- 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 struggled with. 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.

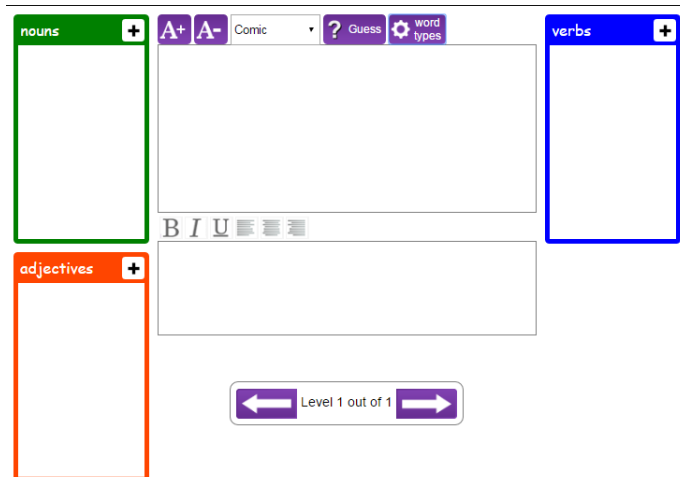
## Activities



1. Show children where the Text Toolkit grammar games are; they are in the Games section of Purple Mash.
2. Explain that the games increase in difficulty and were created using a tool in Purple Mash called Text Toolkit. You could also show children how to locate this in the Tools area of Purple Mash.
3. Text Toolkit contains five different tools for making grammar games. The ones that they will be using for this lesson are called Word Spot and Cloze.
4. To understand what you can make with these tools, it is useful to look at the existing games.
5. In the Early Birds level, open the Fox and the Hen game. This was made using the Word Spot tool. The game has a paragraph and players need to sort the words into the correct boxes before the time runs out. Once all the words have been sorted, ticks and crosses indicate whether the answers were correct, and they can amend incorrect answers if they have time. Once Level 1 has been completed successfully, there is another level that continues the story.
6. Play this game with the class to see how tricky it is.
7. Word Spot is not just for sorting words into nouns, verbs, adjectives and adverbs; it can be used in other ways.
8. Look at the game Word Families, which was also made using the Word Spot tool, this time to work out root words and explore their prefixes and suffixes.
9. Next open the game Superhero Shopping Trip, which uses the Cloze tool.
10. In this case, the aim is to add prefixes to make the sentences make sense. You can also use it for whole words like in Alien Time or for punctuation like in Mark Wants Chicken.
11. Look at the Hatching Out games Sam and Pat Play Ball and Ned and the Wolf for some more simple examples.
12. There is a list of games that were made using each of these tools in [Appendix 1](#) for reference. Once children have had some time to explore some of the games, move on to how to make a game.






13. Open Text Toolkit in the tools area and select Word Spot.

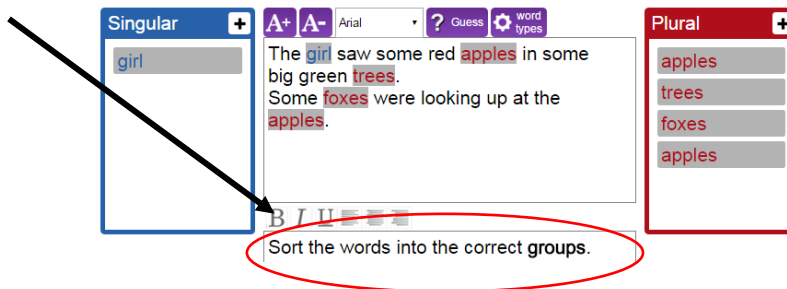


14. The default sorting boxes are nouns, verbs and adjectives. To change this, click on the  button and you can choose different grammar terms or add your own boxes using the  button.

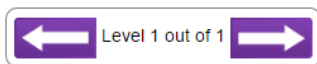
15. Children should suggest a sentence to enter, then click on the  button and the computer will try to sort the words for you as best as it can. Words might need to be dragged to different boxes as this system is not foolproof. To add a word to a box, highlight it in the sentence by double-clicking on it and click on the plus symbol of the box you want to add it to.

16. The font type and size can be altered as required.


17. Instructions can be typed in the box at the bottom.





18. To add a new level, click on the right-hand level arrow



19. Other game options are selected using the buttons in the toolbar at the top:

20. To add background images and colours: 

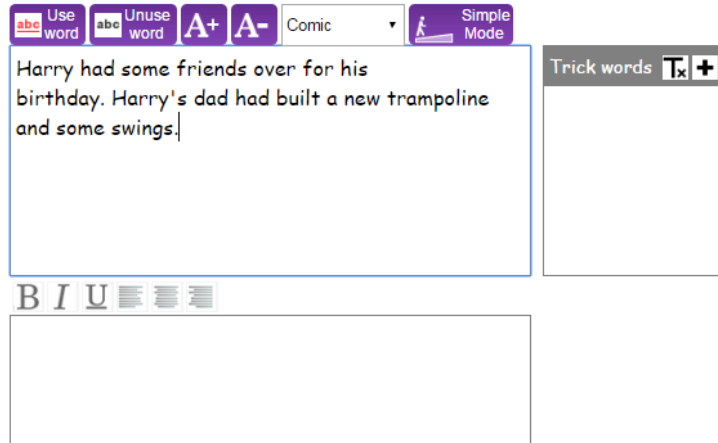
21. To add a title screen and sounds for correct answers and the end of the game: 



22. To set the time limit: 


23. Remind children that they must save their games and then they can share them to a class blog or display board. They can test their own games by clicking the Play button at the top of the screen.



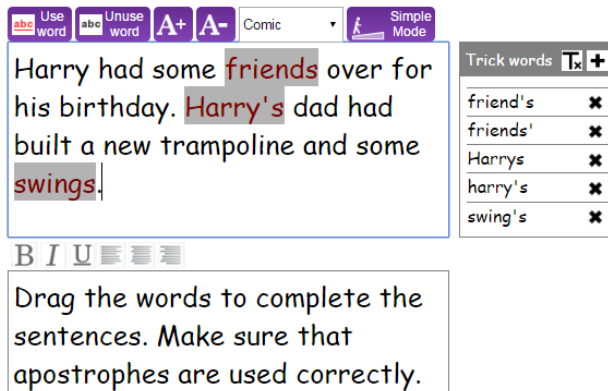
24. To make a Cloze game, open the Cloze tool and enter the text into the main box:



25. Decide upon  or . In Simple mode, there is a gap left for the player to insert the words; in Hard mode, they must work out where the words should go.

26. To use a word (or letters or punctuation) as one of the gaps to fill in, highlight it and click on the  button.

27. You can also add trick words in the box on the right to make things harder for the player:



28. Adding levels, instructions and changing the look of the game with backgrounds etc. is done in the same way as for Word Spot games.

29. Children should spend the rest of the lesson creating and sharing a game of their own.



# Lesson 5 – A Database Quiz

## Aims

- To make a quiz that requires the player to search a database.

## Success criteria

- Children have used a 2Investigate quiz to answer quiz questions.
- Children have designed their own quiz based on one of the 2Investigate example databases.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 6.7 page](#). From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- 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.

## Activities


1. Ask the children what a database is and whether they have used one before. If they completed Unit 5.4, they will have used the 2Investigate database and will be familiar with searching it.
2. Give the children a brief overview as follows:
3. Open 2Investigate from the Tools area and remind children of the example databases.
4. 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? (The answer is database fields.) Have a look at the different field titles and types.
5. Can children remember how to see all the information in a table?



Use the  button.


6. Remind children how to sort the data by any field by clicking on the field heading.
7. Can they remember how to search for information?



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

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



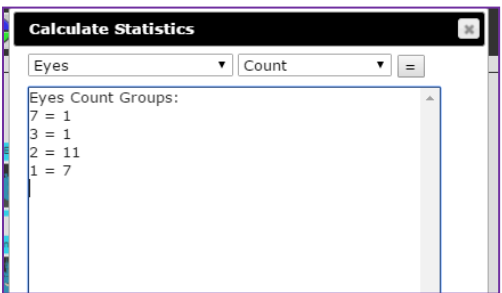
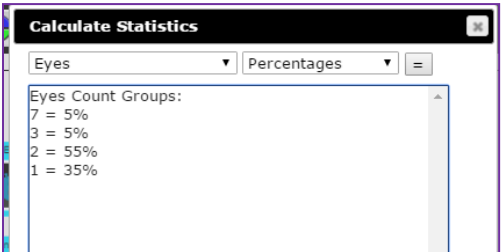
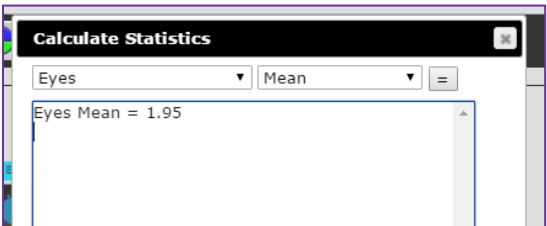
9. Another useful function is Sort, Group, Arrange .
10. Sort allows the user to sort by different fields. The information can be displayed in ascending or descending order. Try sorting by number of eyes.



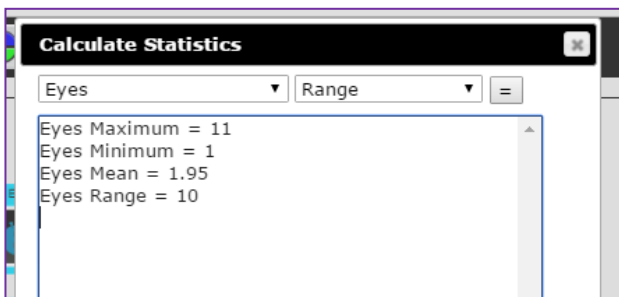
11. Group allows the user to group records together according to shared information. Try grouping the planet aliens come from.



12. 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. Ensure that children have an understanding of what the following statistics show by creating the repost on the whiteboard.

<p>Count of the eye numbers, e.g. seven aliens have one eye</p>	<p>13. </p>
<p>Percentage of aliens with different numbers of eyes</p>	<p>14. </p>
<p>Mean number of eyes of all the aliens</p>	<p>15. </p>

16. The user can display multiple pieces of statistical information at the same time. Here all the information about maximum, minimum, mean and range of alien eyes is displayed.



17. Can children use these tools to work out the answers to the following questions? Ensure that pupils can do this before continuing.

- Group by hobby and then by earth habitat.
- What is the mean strength? What is the range of strengths?



- What percentage of aliens have a strength of 55?
18. Once children feel comfortable with the 2Investigate tool, it is time to try the 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.
  19. 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 can use the example quiz to help them to formulate the questions for their quiz.
  20. 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.



# Lesson 6 – Are You Smarter Than a 10- (or 11) - Year-Old?

## Aims

- To make a quiz to test your teachers or parents.

## Success criteria

- Children have used their knowledge of quiz types to create a quiz show quiz based on a curriculum area.

## Resources

Unless otherwise stated, all resources can be found on the [main unit 6.7 page](#). From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- 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, so you will need to organise your class to work in groups and not share information with one another.
- [Game show example](#). This will be demonstrated on the whiteboard.

## Activities

1. Explain the aim of the lesson.
2. The example quiz 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.
3. Discuss with the class the way that you will organise them. Split the class into groups and give each group a curriculum area to create questions for. They should use the knowledge of quizzing that they have acquired to create some questions that they think children will be able to answer but teachers will struggle with.
4. Groups should organise themselves to author questions and put them into one quiz set up as a game show.
5. Once individual quiz rounds have been created, the class will need to decide on scoring and the management of the game show. They could use 2Calculate to make a scoreboard that adds up the scores. They will need to decide on other aspects of staging the show.
6. The game show itself might have to take place outside of lesson time. Please do let us know whether your teachers/parents are smarter than a 10- (or 11-) year-old; we'd love to see some photos!



# Appendix 1 – Text Toolkit Grammar Games List

This list includes the games made using either the Word Spot (WS) or Cloze (C) tools.

## Hatching Out

Game	Tool
Sam and Pat Play Ball	C
Ned and the Wolf	C
Fruit Tree Word Spot	WS
Prefix Magic	C
Suffixes with the Wolf	C
Jim Takes Out the Rubbish	C
Anna and the Wolf	C

## Chicklets

Game	Tool
Lily's Dog	C
The Dancer and the Baker	C
About a Wolf	C
In the Woods	C
Compounding with Grandad	C

## Early Birds

Game	Tool
The Fox and the Hen	WS
Word Families	WS
Bella and the Farm	C
Frank's Clever Window	C
Superhero Shopping Trip	C
Mark Wants Chicken	C
Alien Time	C

## First Flight

Game	Tool
Jane's Monster	C
Harry's Party	C
Campsite Jim	C
Story Gaps	WS
Word Hop	C
Frank's Clever Window Again!	C

## Flying High

Game	Tool
The Zoo Tiger	C
Dan's Screen	C
Anna and the Trampoline	C
Word Splits	WS
Story Snaps	C
Box the Word	WS



## Soaring Eagles

Game	Tool
Circus Tricks	C
Flora's Trouble	C
Box the Verb	WS





## Assessment Guidance

The unit overview for year 6 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	With support throughout, children can plan, design and create simple quizzes using given software- 2DIY, 2Quiz and 2Investigate. Throughout the unit, children begin to consider their audience, their ability and interests and make decisions based upon this. Children sometimes choose appropriate software for the questions that they want to ask (Unit 6.7 Lesson 2 and 3). Children give and respond to feedback, although this may be at a basic level, and they can make simple edits to their quizzes (Unit 6.7 Lesson 1).
Expected	<p>Children can plan, design and create various quizzes using a variety of software- 2DIY, 2Quiz and 2Investigate. Throughout the unit, children consider their audience, their ability and interests and make decisions based upon this. Children choose appropriate software for the questions that they want to ask (Unit 6.7 Lesson 2 and 3). Children give and respond to feedback; they edit and redesign their quizzes accordingly (Unit 6.7 Lesson 1).</p> <p>Most children can create purposeful online quizzes for an intended audience using the 2DIY suite of applications. With ease, they combine text with images and audio to enhance their quizzes. The question types used are fit for audience and serve to add additional enhancements for the intended user. Extra features such as using the instruction window and time limit are applied aptly (Unit 6.7. Lessons 1 to 3).</p>
Exceeding	Children demonstrating greater depth see the links between the variety of software- 2DIY, 2Quiz and 2Investigate. They select the software based on whether it is appropriate for the task and can give reasons to justify their choice (Unit 6.7 Lesson 2 and 3). Children give and respond to feedback; they edit and redesign their quizzes accordingly (Unit 6.7 Lesson 1).