

Approach: Team

Focus: To inform, descriptive writing

Resources: A4 shell chart, teacher recording sheet, 4 labelled envelopes with pictures of shells, 4 individual answer sheets

**Questions / instructions:****Show chart.**

In this activity I'm going to give each of you a picture in an envelope of one of the shells on this chart.

Remove chart so it is not visible to students.

You are going to work on your own to write a really good description of the shell in your envelope. Use as much detail as you can to describe the shell because others have to guess which shell you are describing.

Don't show your picture to the others.

When everyone has finished writing, I'll get you to read your description to the rest of the group. They will see if they can find your shell on the chart by listening to your description.

I will give you just a few minutes to write your description.

Give out answer sheets and pens. Make sure each student is sitting away from the others. Allow about five minutes.

After about four minutes say:

You have one more minute to finish off.

Allow for last minute.

Now put your pictures back in your envelopes. Then sit with your team.

Put chart on table.

Now I'll ask one person at a time to read out your description to the others in the team. They will try to match the shell on the chart to what you have written. Listen to the whole description before you decide.

Group members guessed the shell described?

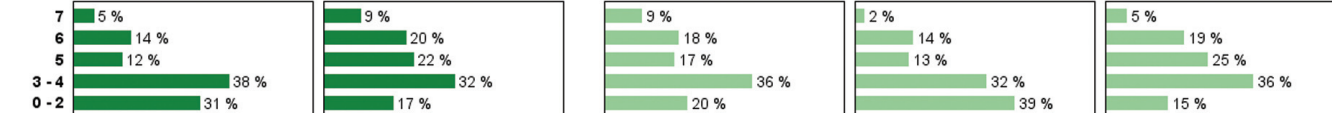
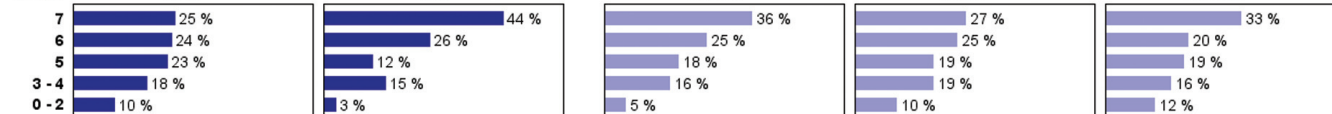
	% response 2006 ('02)	
	year 4	year 8
all other students guessed the right shell	34 (18)	53 (51)
yes, but no consensus		
(at least one other student guessed right shell)	50 (57)	39 (37)
no	16 (25)	8 (12)

Number of accurate clues/ descriptions given:

	5-12	4	3	2	0-1
year 4	34 (40)	24 (28)	22 (19)	13 (7)	7 (6)
year 8	60 (61)	23 (20)	11 (12)	5 (4)	1 (3)

	% response 2006 ('02)	
	year 4	year 8
Overall, shell was described: very well	8 (5)	38 (35)
well	29 (39)	37 (39)
moderately well	44 (33)	18 (17)
poorly	19 (23)	7 (9)

	% response 2006 ('02)	
	year 4	year 8
Total score: 7	7 (5)	34 (34)
6	17 (26)	24 (24)
5	18 (18)	18 (16)
3-4	35 (32)	17 (16)
0-2	23 (19)	7 (10)

Subgroup Analyses:**Year 4****Score****Range****Year 8****Score****Range****Commentary:**

About three quarters of the year 8 students described their shell well or very well (compared to half that proportion of year 4 students). There was no meaningful change in performance between 2002 and 2006. In general, girls performed better than boys at both year levels.