



PROGRESS OUTCOME 1

Collecting pollen

Annotation

Cheryl-Ann responds to the task of getting the bee to the hive by breaking the problem down into a set of precise instructions. She tests these instructions with a peer to make sure they work.

Background

The class is studying bees as part of a school-wide science inquiry about insects. They have been investigating the way in which bees collect pollen from different plants and take it back to their hive.






Task

The students each get a grid showing a bee, flowers and a hive. Their task is to create a set of instructions for the bee to follow in order to collect pollen from each flower and take it to the hive. As a class, they compile a list of “direction” words that they can refer to. They decide to use “up”, “down”, “left” and “right”.

The students then test their instructions by giving them to a peer to follow.

This task is linked to the work the class is doing in science. It further develops their literacy skills in giving and following instructions, plus their understanding of the positional language used in the geometry strand of mathematics.

Get the honey bee to its hive. Collect pollen from the flowers as you go.

Student response

right up up up
right right down down
right right up
up right right right up

Mr Cusack: *What did you notice when Hemi tested your instructions, Cheryl-Ann?*

Cheryl-Ann: *They worked. He went to each plant and got to the beehive.*