



Sample Lesson Plan
The Big Bus Module: Bo Bear's Spelling



Bo Bear's
Spelling

Title

Using *The Big Bus* **Bo Bear's Spelling** to practise and reinforce spellings using the Look, Cover, Write, Check technique.

Introduction

Pre-set word lists can be presented, selected from the high frequency "sight recognition" words for Key Stage One. Other lists are topic based, or you can create your own list to suit the needs of an individual child.

In this lesson

The children are shown how to use the program to practise their spellings. Then work independently practising the spellings in a chosen word list.

Age Range: 4 - 7 years

Lesson Plan

Learning objectives

Having completed this module most children will have developed their ability to:

- Utilise the Look, Cover, Write, Check technique to improve spellings.

Technical preparation

Install the CD-ROM on to the computer. If you are presented with a choice of Worlds to visit select Bo Bear's World, Adventurers' World or Explorers' World as appropriate.

If you are in Adventurers' World or Explorers' World, open the Information Booklet index and scroll through the available modules to find the module. Select **Bo Bear's Spelling**.

Previous experience

If the children have previous experience of the Look, Cover, Write, Check technique, this will help them gain the maximum benefit from the module.

Introducing the module

Gather the children around a large computer monitor or interactive whiteboard.

Direct the children's attention to the computer monitor or whiteboard. Select **start the module** then one of the word lists provided. (Use a list of short words for the demonstration, to enable the children to move on to their own lists more rapidly).

Show the children the introduction to the module, demonstrating how to progress using the brown arrows. Then show them how to use the keyboard to enter their spelling then click on the icon to check how they did.

Work to the end of the list allowing individual children to come up and attempt spellings for themselves.

After the initial demonstration, and if more than one computer is available, the children could now break into working groups and undertake the module for themselves.

Identify for the children which word list they are to use, and instruct them to work through the list twice. Allow the children about 15 minutes to complete the module, and then gather them back together to discuss how they got on. Did any one manage to work right through their word list without any mistakes? Did they get more spellings correct on their second time through?

Classroom management

A single classroom computer running *The Big Bus*, using a large monitor or interactive whiteboard, is an effective whole class teaching resource. Introduce the module to the whole class before pupils break into their groups.

If you have access to a computer suite this module can be completed as a whole class lesson. If you have access to only one or two computers, pupils will need to complete the module on a rotational basis.

Duration

Each group of children will require approximately 15 minutes of computer time. The teacher introduction and follow-up time will take approximately 15 minutes and 10 minutes respectively.

Differentiation

This module can be differentiated to suit **all** pupils, irrespective of reading ability, as all text is fully narrated.

The word lists are drawn from the high frequency “sight recognition” words for Key Stage One. Other lists provided are topic based. To differentiate further, it is simple to create lists to support a particular topic the children are working on, or to meet the needs of an individual child.

Extending the module

Create and use individually tailored word lists to suit the current needs of the children or to support topic work being undertaken by the whole class.

Allow the children to use the sets of flash cards provided to practise the technique away from the computer.

Curriculum Information**Foundation Stage**

Communication, Language and Literacy.

The National Curriculum in England for English (KS1)

En3: 4c, 4e, 4f, 4i.

The Scotland 5-14 Guidelines for English Language

Writing: Level A, B, C.

The Northern Ireland Curriculum for English (KS1)

Writing (Expected Outcomes): g, h, i.

The National Curriculum in Wales for English

En3: 2.3, 2.8.