



Sample Lesson Plan
The Big Bus Module: Dress Bo Bear



Bo Bear

Title

Using *The Big Bus Dress Bo Bear* to develop children's knowledge and understanding of the world. As an introduction to modelling, the children are helped in their understanding that a computer can be used to represent real or fantasy situations and characters.

Introduction

Four activities encourage children to help Bo dress herself by identifying and choosing appropriate clothes. Matching, sequencing and choosing clothing appropriate for different activities allow the user to make choices and realise that different decisions produce different outcomes

Music and narration all help to develop early reading and logic skills.

In this lesson

The children are introduced to the four simple activities. They are shown the click and click again technique used in the program, introduced to the labels and the facility to have them narrated. From a simple menu, three further activities challenge the children to dress Bo in the correct order, choose appropriate clothes for specific weather and match up her odd socks.

Age Range: 3 - 6 years

Lesson Plan

Learning objectives

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

- Understand that the computer can be used to represent real situations
- Use a mouse to move and place items accurately on a screen
- Match items by colour or decoration
- Make choices, understanding that different decisions produce different outcomes
- Choose items in an appropriate sequence
- Choose clothing appropriate for different weather conditions.

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 **Dress Bo Bear**.

Introducing the module

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

Click on **start the module**. This will run an introductory sequence presenting the character of Bo Bear. Explain to the children that they are going to help Bo Bear get dressed for all sorts of adventures.

Click on the **Dress Bo Bear** menu in the bottom right hand corner of the screen. Explain that here are four ways they can help Bo Bear.

Click on **Bo likes to wear**.

Discuss the range of clothing available for Bo Bear to wear. Point out the labels below each item, and show the children how to click on the text to have it narrated to them. Now show the children how to click on an item of clothing and carry it to Bo Bear.

Allow individual children to come to the front and try the skills. There are three sets of clothing available. Move between them by using the brown navigation arrows at the bottom of the screen. Use the menu button when it becomes available to return to the **Dress Bo Bear** menu.

Click on **Bo gets dressed**.

Discuss with the children the term "in the right order". This could be in relation to getting dressed, or other areas of their experience, such as getting up in the morning, or getting ready for bed.

Ask the children to suggest the items of clothing Bo Bear should put on and in what order.

Some items, particularly underwear can be taken in any order, however, other items have a specific order and if they are moved incorrectly, they will float back to their starting position with a gentle verbal reminder about the order in which they should be put on.

There are two sets of clothing available. Move between them by using the brown navigation arrows at the bottom of the screen.

Use the menu button to return to the **Dress Bo Bear** menu.

Click on **Bo dresses to go out**.

Discuss with the children the importance of choosing appropriate clothing for different activities or weather conditions. Ask the children to suggest the items of clothing Bo Bear should put on for the conditions set by the program. There are four sets of clothing, and the children need to find every correct item from a set to succeed. If inappropriate items are chosen, they will float back to their starting position with a gentle verbal reminder about the conditions for which they are dressing Bo Bear. Move between the sets of clothing using the brown navigation buttons at the bottom of the screen.

Use the menu button when it becomes available to return to the **Dress Bo Bear** menu. Click on **Bo's lost socks**.

Bo Bear will appear on screen wearing just one sock. Indicate this to the children and ask them to identify the matching sock from those surrounding Bo Bear.

Ask them whether they need to match by colour or by the decoration on the sock, or both? Can they describe verbally the criteria they are using in their search?

Show the children how to select their sock. If the correct sock is chosen, use the brown arrow to present another challenge. If the wrong sock is chosen, it is gently pointed out that the socks do not match and the selection floats back to its start position. The program will continue to present fresh socks until the menu button in the corner is selected.

Use the menu button when it becomes available to return to the **Dress Bo Bear** menu.

The children could now break into working groups and undertake the module for themselves. Any one, or all of the activities could be set, depending on how the program is supporting other curriculum areas.

Bo's lost socks and **Bo likes to wear** are shorter activities which will take the children about ten minutes each. **Bo gets dressed** and **Bo dresses to go out** will each take ten to fifteen minutes to complete. Depending upon the module, or activities, the children are undertaking, gather back them together after the

appropriate time to discuss how they got on. Discuss the terms they came across during the module.

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.

Duration

The teacher introduction and follow-up time will take approximately 15 minutes and 10 minutes respectively. The time needed for each group of children to complete the module or activities, will depend upon the activities set. **Bo's lost socks** and **Bo likes to wear** are shorter activities which will take the children about ten minutes each. **Bo gets dressed** and **Bo dresses to go out** will each take ten to fifteen minutes to complete.

Differentiation

This module can be differentiated to suit **all** pupils, irrespective of reading ability, as all text is fully narrated. The four different activities also offer the scope to challenge different children individually.

Extending the module

Many of these activities can be replicated in the classroom, using real teddies and clothing. Other matching activities will reinforce the skill involved in identifying the criteria required to find the appropriate partner or member of a group of objects. Talking with the children about the concepts involved and asking them to find more examples in their everyday life will help develop their thinking skills and reinforce the relationship with the representation on screen.

Curriculum Information

Foundation Stage: Personal, Social and Emotional Development, Mathematical Development.

The Curriculum Framework for Children 3 – 5 (Scotland): Knowledge and understanding of the World.

Desirable Outcomes for Children's Learning before Compulsory School

Age (Wales): Mathematical development, Knowledge and Understanding of the World.