



Sample Lesson Plan
The Big Bus Module: Newspaper Office - Homophones



Newspaper
Office

Title

Using *The Big Bus Newspaper Office* to develop an understanding of homophones and practise using the context of a piece of writing to choose the appropriate spelling from the words provided.

Introduction

The Newspaper Office is a mystery adventure. It contains three separate challenges for the children, each addressing different language skills. As an adventure, the successful completion of each exercise results in a clue being provided to help find the disruptive person at the office.

In this lesson

Within the context of the adventure, the children take on just one of the challenges. Helping George the editor to identify the correct homophone to use as they fill in the missing words in a competition-winning story.

Age Range: 6 - 11 years

Lesson Plan

Learning objectives

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

- Use appropriate terminology, including the word homophone
- Choose the correct word to fit the context of a sentence
- Review and correct their own work
- Use a dropdown menu to make their selections
- Use a dictionary to establish the meaning of a word.

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 **Newspaper Office**.

Additional resources

A few sets of homophones to use as examples when introducing the term to the children.
Dictionaries.

Previous experience

A knowledge of a range of terminology such as vowel, consonant and syllable will help the children place this new term homophone into context.

Introducing the module

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

Introduce the children to the term **homophone** by giving them examples of sets of words that sound the same, but have different spellings and different meanings. For example: great and grate, hire and higher. Challenge the children to come up with other suggestions and write them on the board or whiteboard to show the different spellings. Discuss the different meanings, ensuring the children attach the correct spelling with its definition.

Explain to the children that they are going to complete an exercise within a mystery story.

Direct the children's attention to the computer monitor or whiteboard then select **start the module**.

Work through the introduction to the story with the children by clicking on the pencil icon, then click on the **Story writing competition** on George's desk. Read the instructions on the right of the screen. Read the first sentence with the children without revealing the dropdown menu. Ask them for suggestions of words that might fit in the space. Ensure that they read through the complete sentence and then show the children how to click on the question marks in each box to bring up a drop down menu. Ask for suggestions about which of the presented words they should insert, showing them how to select it by clicking on it.

If the correct word is chosen, it will be inserted in the box, and a small red tick will appear next to it. If the incorrect word is chosen, it will be inserted, but no tick will be present. It is possible to work through the whole exercise without making any corrections and then go back over it to find and correct any mistakes, or you could encourage the children to review their work as they progress.

After the initial demonstration of a few sentences, and if more than one computer is available, the children could now break into working groups and undertake the module for themselves. Some may find it helpful to have dictionaries available to check on the meanings of words.

Allow the children about 15 minutes to complete the module, and then gather them back together to discuss how they got on. On screen, consider each of the homophones used and, if there is time discuss the meanings of the suggested alternative words.

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 each.

Differentiation

This module can be differentiated to suit a range of pupils by setting different challenges as to how much of the text they should complete in the time available.

Extending the module

Provide the children with the homophone word list provided and a dictionary. Ask them to find as many homophones as they can for each of the words provided.

Curriculum Information

The National Curriculum in England for English (KS2):

En3: 1b, 4c, 4f, 4j.

The Scotland 5-14 Guidelines for English Language:

Writing: Level D, E.

The Northern Ireland Curriculum for English (KS2):

Range: a, d.

Expected Outcomes: e, f, h.

The National Curriculum in Wales for English:

En3: 2.6, 3.3.

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