



Sample Lesson Plan
The Big Bus Module: Bo Bear Visits Friends



Title

Using *The Big Bus Bo Bear Visits Friends* to practise and consolidate the use of comparative and superlative adjectives.

Introduction

Join Bo Bear as she visits friends and helps Goldilocks bake a cake. Working with a full range of superlative adjectives, find the biggest, longest, thickest tools and materials for the job; also use their judgement in the use of comparatives. This problem-solving lesson introduces the children to the correct mathematical vocabulary for considering measures.

In this lesson

The children are reminded of the key terminology concerned then introduced to the story. Having been shown how to use the program, they then work in small groups to mix and bake a cake of their own. Extra resources are provided for work away from the computer.

Age Range: 3 - 7 years

Lesson Plan

Learning objectives

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

- Understand the language of comparatives
- Transform words by changing their endings

Technical preparation

Install *The Big Bus* CD-ROM on to the computer. After a short opening sequence select the button to visit **Bo Bear's World**. Open the Information Booklet index and scroll through the available activities. Select **Bo Bear Visits Friends**.

Additional resources

Sets of three or more items such as those used for baking to use for practical demonstration and reinforcement of language Comparative tables found included with this lesson plan.

Previous experience

If possible, during the time before this lesson, read the story of Goldilocks and the Three Bears with the children. Introduce them to the characters, and draw their attention to the comparative sizes of the bears and objects such as the chairs and beds in the story.

Introducing the module

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

Recap the **key terminology** the children will encounter in the module. Use a range of items that can be compared using comparative or superlative terms. These might be: longer and shorter, tallest and shortest, thicker and thinner. Ensure the children are familiar with these terms, and then, if it appropriate for the age group, extend their experience by asking them to formulate their own questions appropriate for each set of objects.

Direct the children's attention to the computer monitor or whiteboard then select **Start the activity**. Introduce the children to the story, reminding them about the story of Goldilocks and the Three Bears. Work through the module once, show the children how to use the ear icon to repeat the narration should they need to. Demonstrate how to click on the item they wish to select to help Goldilocks. Involve the children in identifying the correct objects according to the task set.

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.

Allow the children about 15 minutes to complete the module, and then gather them back together to discuss how they got on. Discuss the terms they came across during the module.

It will help to know the styles of question and terms they may have encountered:

Styles

Choose the thinnest bowl for Bo
Choose the thickest bowl for Bo
Choose a bowl for Bo which is thinner than this one. (middle-sized bowl picture shown)
Choose a bowl for Bo which is thicker than this one. (middle-sized bowl picture shown)

Terms

thinnest, thickest, thinner, thicker – bowl (ie above) and later a block of butter
shortest, longest, shorter, longer – spoon
shortest, tallest, shorter, taller – block of butter and later packet of flour
narrowest, widest, narrower, wider – jar of sugar
smallest, largest, smaller, larger – eggs
smallest, biggest, smaller, bigger – bowl

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 use of the Comparative Tables provided ensures children throughout the age range can be challenged.

Extending the module

With older children, use the Comparatives Tables provided below to reinforce the terms used. The sheet contains four sections, the simplest reinforcing the terms used in this program, and the others providing groups of words that require more complex changes to create their comparative or superlative form.

Curriculum Information

Foundation Stage

Mathematical development.

The National Curriculum in England for Mathematics (KS1)

Ma3: 1a, 1d, 1f, 4a.

The Scotland 5-14 Guidelines for Mathematics

Number, money and measurement: Level A, B.

The Northern Ireland Curriculum for Mathematics (KS1)

Processes in Mathematics –

Using Mathematics: c.

Communicating Mathematically: a.

Number –

Measures: a.

The National Curriculum in Wales for Mathematics

Ma1: 2.1, 2.3.

Ma2: 4.1.

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