



Sample Lesson Plan
The Big Bus Module: Counting Characters



Counting
Characters

Title

Using The Big Bus Counting Characters to practise counting and recognising figures one to ten.

Introduction

This module encourages counting of sets and the recognition of figures. Delightful animations are used to reward success. The module can also be used as an introduction to alliteration.

In this lesson

The children are introduced to the characters as they look and count on screen. They continue to count independently and identify the correct figure to represent their answer.

Age Range: 3 – 6 years

Lesson Plan

Learning objectives

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

- Count and use numbers to 10 in familiar contexts
- Recognise the numerals 1 to 9
- Recognise 0 as a numeral forming the number 10.

Technical preparation

Install The Big Bus CD-ROM on to the computer. After a short opening sequence select the button to take you to Bo Bear's World. Open the notebook index and scroll through the available activities. Select Counting Characters.

Previous experience

If the children already have some practical experience of counting groups of objects and recognising the appropriate numerals, this lesson is a motivating method of reinforcing their knowledge.

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. Practise a few simple counting games and rhymes, then use number flash cards asking the children to identify the figures they are shown.

Direct the children's attention to the computer monitor or white board then select "Start the activity".

The title screen shows the colourful characters the children will meet in the program, also the numerals 1 to 10. Ask the children to take turns in identifying the characters, as this familiarity will help them later on. They are, in clockwise order, the witch who will feature with her wand, an aeroplane, a train, a sunflower, a rocket, a thief, a seal, a knight and fairies.

Click on the Just Watching module.

The numbers 1 to 10 are introduced in ascending order. The program asks the children to count how many of each object is shown on the screen. Ask the children to tell you the answer, or, if they are familiar with using number fans, to select then display the answer on their fan. When an answer has been decided upon, click on the Next arrow to start the animation that will reveal the correct answer.

Work through all ten numbers. After the number ten has been completed, the program takes you back to the menu. Select the second Module: Find the number (1). The familiar graphic of the witch's wand will be presented. This time however, a row of numbered buttons is shown across the bottom of the screen. Show the children how to click on their chosen number to move on and activate the animation.

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. Depending on their ability, they could use the Just watching module, proceed with Find the number (1) or, Find the number (2) which presents the numbers in random order.

Allow the children about 15 minutes to complete the module, and then gather them back together to discuss how they got on. Talk about the module and the characters. Can the children remember how many trains there were? What characters were throwing around a number 6?

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

- With three activities available, the children can be started at a level appropriate to their ability.

Extending the module

- As the children's knowledge increases, they can move up through the module levels
- Point out the alliteration present in each module. Can the children make up their own alliterative phrases?
- In the classroom extend the range of numbers dealt with by challenging the children to create sets of objects between 11 and 20. Can they make up their own phrases to describe them?

Curriculum Information

Foundation Stage
Mathematical Development
The National Curriculum in England for Mathematics (KS1)
Ma2: 1.a, 2a.
The Curriculum Framework for Children 3-5 (Scotland)
Communication and Language.
Knowledge and Understanding of the world.
Physical Development and Movement.
The Scotland 5-14 Guidelines for English Language
Reading: Level A, B, C.
The Northern Ireland Curriculum for Mathematics (KS1)
Number –
Understanding Number and Number Notation: a, b, c.

The National Curriculum in Wales for Mathematics
Ma2: 1.1,1.2.