



Sample Lesson Plan
The Big Bus Module: First Reference Book - Animals



**First Reference
Book**

Title

Using *The Big Bus First Reference Book* to develop early information gathering skills.

Introduction

Developing early information gathering skills. Pets, Wild and Farm animals are presented through contents, alphabetical index and a search facility. Facts pages support the children's research in the classroom.

In this lesson

The children are reminded of the structure of a book including the menu and index pages. They are introduced to the key word search facility available through the medium of ICT, then challenged to find information about given topics.

Age Range: 3 - 8 years

Lesson Plan

Learning objectives

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

- Use organisational features and systems to find texts and information
- Use search and find facilities
- Use key words
- Research a topic and present their findings in a manner suitable for their audience

Previous experience

The children should already have been introduced to the organisational features of Information Books.

Additional Resources

Spiral bound booklet structured to include a contents page and index

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 **First Reference Book**.

Introducing the module

Gather the children around a large computer monitor or interactive whiteboard. Show them the demonstration booklet, pointing out that this is not a storybook, but a book in which they can search for information. Remind them of the conventions and functions of a contents page and index, including the alphabetical nature of the latter if it is appropriate to the age group.

Show the children how to start **First Reference Book** by clicking on the Start the activity button.

Point out to the children that the picture on the screen looks like the front of a book. Show them a spiral bound booklet and then indicate how the left hand side of the First Reference book has a similar binding. If the children are not yet familiar with the ear icon that reads out any text for them, show them how to click on this, as it is available to help them throughout the book.

Open the book by clicking on the arrow, to display the **Main Menu/Contents** page. Demonstrate how to use the contents list to move through to the Pets index and on again for information about Dogs. Discuss the information on the screen, posing the children questions about the contents, or inviting older ones to make up questions that can be answered from the text. Indicate the picture on the page and discuss how pictures can make information books more appealing, as well as providing information themselves.

Below the picture, move on to the **Facts page** and show them how to access a range of facts about dogs. (Each topic has a facts page with the same structure, which will enable older children to collect and collate information.)

Show the children how to navigate back to the contents page by clicking through the Pets menu then to the Main menu/Contents page.

Ask the children if they can think of another way of finding out if a book has the kind of information they want. If necessary remind them about the **Index** page, then show them how to use this to reach the same Dogs page via another route. Navigate back to the Main Menu/Contents page, allowing individuals to indicate or click on the appropriate buttons.

Finally, introduce the children to the Search facility on the Main Menu. Explain how this is a feature that the “computer “ book has, that does not appear in ordinary books. Show them how this way of searching for information can be very quick compared to using Contents or an Index. Type in the word Dog, then click on the arrow to go straight to the Dogs page.

Now spend some time with the children allowing them to practise and demonstrate their grasp of the structure of the book. Pose them questions such as “ What does a cow eat?” Allow one child to find this information, then challenge another to find it using a different route and then yet another.

If more than one computer is available, the children could now break into working groups and explore the book for themselves. Challenge each group to find out the same key facts about different creatures - “What do they eat? and “How long do they live?”. Create a chart on the whiteboard for the children to fill in the answers they have found.

This is a period of experimenting with the structure of the book and developing their research skills. When the children have found the answers to your questions, allow them some time to continue exploring and enjoying the book, so when they return to it in their next lesson, they are confident in their navigation.

Allow the children about 15 minutes to find their answers and explore, and then gather them back together to discuss how they got on.

If different approaches have been used, discuss the merits of one over another. Which way did they prefer to use when looking for information? Did it change the answer if they found the page via a different route? Were there any problems with using the search facility (For example if they were not sure how to spell a word)?

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.

It is desirable for the children to work in small groups as discussion of how to navigate through the book will help those who may take a little longer to pick up the structure.

It is important to bring the children all together at the end of the session to discuss their experiences and share the answers they have found.

This is a good time to ask them whether they think having information stored on computers in this way is a useful thing. What are the advantages and disadvantages over a conventional book?

Duration

Each group of children will require approximately 15 minutes of computer time. The teacher introduction and follow-up time will take approximately 20 minutes and 10 minutes respectively.

Extending the module

- Differentiate between groups of children by setting more, or harder tasks.
Ask the children to challenge each other by making up their own questions for their group members to answer.
- Further lessons can be built upon this introduction - producing question sheets for the children to complete, or building topic work around the animals covered in the book.

Curriculum Information

The National Curriculum in England for English (KS1)

En2 Reading.

The National Curriculum in England for Science (KS1)

Sc1 Knowledge Skills and Understanding Sc2 Life Processes and Living Things.

The Curriculum Framework for Children 3-5 (Scotland)

Communication and Language

The Scotland 5-14 Guidelines for ICT

Searching and Researching: Level A.

The Scotland 5-14 Guidelines for

Environmental Studies

Social Subjects – Enquiry: Level A.

Science – Living Things and the Processes of Life: Level A.

The Northern Ireland Curriculum for English (KS1)

Reading – Reading Activities: a, b, f. Expected Outcomes: h, i, k.

The Northern Ireland Curriculum for Science and Technology (KS1)

Living Things – Animals and Plants; a, d, e, f, g.

The National Curriculum in Wales for English

EN2: 1.1, 1.3, 1.4, 2.2, 2.3, 2.4.

The National Curriculum in Wales for Science

Sc2: 1.3, 2.3, 2.6, 4.2.