



Sample Lesson Plan
The Big Bus Module: Sea Stealers



Sea Stealers

Title

Using *The Big Bus Sea Stealers* to investigate the wider use of adverbs to qualify verbs in written dialogue.

Introduction

Sea Stealers is an illustrated seaside story presented at three levels providing a perfect starting point to consider the factors involved in writing for different audiences. Increasingly complex language is used for each level that provide an ideal starting point for consideration of language appropriate to different readers.

In this lesson

The children consider the story written at two levels of complexity. They note the range of verbs used and are asked how this affects the impact of the images formed.

Age Range: 5 – 10 years

Lesson Plan

Learning objectives

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

- Enrich their writing by using a range of verbs to qualify speech
- Adapt writing for different readers and purposes by changing vocabulary
- Make a simple record of information in table form.

Technical preparation

Install *The Big Bus* CD-ROM on to the computer. After a short opening sequence, select the button to take you to **Explorers' World**. Open the notebook index and scroll through the available activities. Select **Sea Stealers**.

Previous experience

Knowledge of the use of speech marks to indicate dialogue in writing will enable the children to gain the maximum benefit from this module.

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. Discuss the use of speech marks in writing to indicate dialogue. Discuss the differences between a story written for a young child and another for someone of their own age or older. Explain that they are going to read a story aimed at one level, but then re read it in a more complex form as written for older children. They will need to look carefully at how the language used varies. They will particularly be looking at how adverbs are used to qualify the way in which speech is delivered.

Direct the children's attention to the computer monitor or whiteboard then select "**Start the activity**". Select the **Short story**.

Explain to the children that this is the simplest form of the story written for children of about six. Read the version together, familiarising the children with the navigation buttons to the right of the screen. Do not divert into the **Things to do** activities. Take the opportunity to reinforce their knowledge of the use of speech marks to indicate dialogue. Draw the children's attention to the range of words used to describe the manner in which the speech is delivered. The range used at this level is quite limited with "says" "asks" and "shouts" repeated frequently.

Having completed the story at this level, click on the **Quit** button to return to the menu screen. Show the children the **Word Frequency** charts supplied and explain how to complete them. Each time they come across a word describing how somebody spoke, they should write it down and continue to mark off each time it is used thereafter in the story. They are to read two versions of the story and complete the chart accordingly for each version.

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 20 minutes to complete the module, and then gather them back together to discuss how they got on. Compare the results shown on their Frequency charts. How does the language vary from one version to the other? Ask the children to list all the words they have found. Does it make any difference to their interpretation of the story when a wider range of words is used?

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

Differentiation

- Children can be asked to compare the Short story with the Medium one, or the Medium one with the Long one, according to their ability. (The greatest range of language is found in the Long story).

Extending the module

- Ask the children to write their own story for children of their age and then a new version for infants, taking into account the language differences they have seen in *Sea Stealers*
- Ask the children take a piece of their own written dialogue and revise it, using the words they have identified in *Sea Stealers* to enrich their own work.

Curriculum Information

The National Curriculum in England for English

En2 Reading: Knowledge, Skills and Understanding.

En3 Writing: Knowledge, Skills and Understanding.

The National Curriculum in England for Science

Sc2 Life Processes and Living Things.

Sc3 Materials and Their Properties.

The National Curriculum in England for Geography

Knowledge Skills and Understanding.

The Scotland 5-14 Guidelines for English Language

Reading: Level B, C.

Writing: Level C, D.

The Northern Ireland Curriculum for English

Reading Activities: a, b, c, h.

Expected Outcomes: a, b, i.

The Northern Ireland Curriculum for Science and Technology

Animals and Plants, Change.

The National Curriculum in Wales for English

En2: 1.2, 3.2.

En3: 1.2, 3.6.