



Sample Lesson Plan
The Big Bus Activity: Dragon's Lair



Dragon's Lair

Title

Using *The Big Bus* **Dragon's Lair** to stimulate descriptive writing.

Introduction

This activity encourages the use of adverbs to add interest and impact to creative writing.

In this lesson

The children are introduced to the use of descriptions to bring their work to life. They undertake two exercises relating to the use of adverbs.

Age Range: 7 – 11 years

Lesson Plan

Learning objectives

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

- Broaden their vocabulary and use it in inventive ways
- Use language and style that are appropriate to the reader
- Use and adapt features of a form of writing, drawing on their reading
- Use descriptions, and particularly adverbs to bring their written work to life.

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 **Dragon's Lair**.

Previous experience

If the children have a piece of their own written work that they could revise after undertaking this activity, it would give them an opportunity to immediately put their new skills into practise.

Introducing the activity

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

Recap the **key terminology** the children will encounter in the activity. Ask them to describe an individual in the class, encouraging them to look at detail such as the texture and length as well as colour of their hair. Consider how they move, or smile. Encourage the use of adjectives and adverbs, reminding them of these correct grammatical terms. How can these words bring their description to life? Explain that they are going to undertake two exercises on the computer that will help them to describe the characters or situations in their written work to create a vivid picture for their readers.

Direct the children's attention to the computer monitor or white board then select "**Start the activity**". On the first screen, click the **arrow button** to move through to the menu page, and then on **Exercise Yard**. Select **Descriptions**. Scroll down through the exercise, pointing out that there are many different exercises here to help with different aspects of their writing. Today, however, they are going to be looking particularly at adverbs. Stop at **Section 3**.

Show the children how to use the drop down menu to create sentences about "**The little rabbit**." Select various verbs and ask the children to suggest suitable adverbs to describe the rabbit's behaviour. Which sentences make sense? Which do not?

Leave the exercise and move on to **Matching Actions**. Here the children have a range of verbs to choose from. They need to choose one to match the context and then match each with an appropriate resultant action. Demonstrate just the first sentence, asking the children for their suggestions.

After the initial demonstration, and if more than one computer is available, the children could now break into working groups and undertake the activity for themselves. Ask the children to really think about each sentence and how a strong combination of words can create a vivid picture for the reader.

Allow the children about 15 minutes to complete the activity, and then gather them back together to discuss how they got on. Work through the Matching Actions activity with the class, asking them about their choices. Were there correct or incorrect combinations?

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 activity to the whole class before pupils break into their groups.

If you have access to a computer suite this activity can be completed as a whole class lesson.

If you have access to only one or two computers, pupils will need to complete the activity 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

- More able children can be challenged to find more than one possible “correct” sentence for each of the Matching Actions exercise.

Extending the activity

- If the children have a piece of work awaiting revision, ask them do this applying the techniques they have just been practising
- Using the extension sheets provided, ask the children to revisit the exercises, identifying a list of adverbs appropriate for each verb listed. This can be further extended from the children’s own experience and kept as a useful source of inspiration for future work.

Curriculum Information

The National Curriculum in England for English (KS2)

En2 Reading
Knowledge, Skills and Understanding
En3 Writing
Knowledge, Skills and Understanding

The Scotland 5-14 Guidelines for English Language

Writing: Level B, C, D
Reading: Level B, C, D

The Northern Ireland Curriculum for English (KS2)

Reading –1.7, 2.7, 3.3, 3.4.

Reading Activities: j.

Writing (Expected Outcomes): a, c, e, f, g, k.

The National Curriculum in Wales for English (KS2)

En3: 1.4, 2.1, 2.3, 2.5, 3.5, 3.6.