



Sample Lesson Plan
The Big Bus Module: Match Me 1



Match Me 1

Title

Using *The Big Bus Match Me 1* to encourage the development of expertise in a topic and as a starting point for further research and report writing.

Introduction

This group of activities is designed to encourage the child to develop an expertise in a chosen topic (football, dinosaurs, flags, butterflies) which can then be developed into a report through research in other texts/the internet. For example, research into butterflies might include habitats and research into football could include club colours.

In this lesson

The children are shown how to use the program to match football teams with their home ground. They then use the program to complete a chart of twenty British clubs.

Age Range: 6 – 11 years

Lesson Plan

Learning objectives

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

- Make a simple record of information
- Develop their expertise in a given subject.

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 **Match Me 1**.

Introducing the module

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

Explain that they are going to be using a program which will involve matching football teams to their home ground. Can any children name a few to start things off?

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

Point out to the children the names of football teams on the six shirts on the left of the screen, and the six grounds shown on the right. Ask them to match a team with its home ground, and then show them how to drag the shirt to the correct place. With the assistance of the children, find the solution to all six teams presented. Point out the results box which shows how many teams they have matched and how accurate their efforts have been. Take the opportunity to discuss the way in which their accuracy has been presented in terms of percentage. What difference does one mistake make to this record? Indicate the **More?** Button and demonstrate how to call up a further set of teams to match.

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. Give each group a copy of the **Football Ground Chart** supplied and instruct them to work their way through the module, recording the home ground for each team until they have them all. Remind them to record their accuracy in the final column when they have matched all twenty teams.

Allow the children about 15 minutes to complete the module, and then gather them back together to discuss how they got on. Have they learned more about the teams and their home grounds? Did they have to guess a few, or did they find a way of eliminating those they knew to help them find those they did not?

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 10 minutes and 10 minutes respectively.

- Set different targets for groups of different ability. Match ten or fifteen teams rather than all twenty
- Use the % accuracy feature to vary the targets set.

Extending the module

- Challenge the children to use other sources of information, such as books or the internet to find further matching sets to complete the empty spaces in their table.
- Allow the children to use the other sets of Match Me topics to widen their knowledge.
- Ask the children to create their own Match Me sets, undertaking research using various sources of information.

Curriculum Information

National Literacy Strategy

Year 3: to make a simple record of information from texts read, e.g. by completing a chart of information ... drawing together notes from more than one source.

The Scotland 5-14 Guidelines for English Language

Reading for Information: Level C.

The Scotland 5-14 Guidelines for ICT

Using the Technology: Level A.

The Northern Ireland Curriculum for English (KS2)

Writing – Range: Reports.

The National Curriculum in Wales for English (KS2)

En3: 2.1, 2.2, 2.3, 2.4.

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