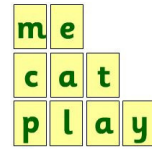




**Sample Lesson Plan**  
**The Big Bus Activity: My First Forty Five Words**



**My First Forty  
Five Words**

**Title**

Using *The Big Bus My First Forty Five* to encourage children to spell words they recognise.

**Introduction**

This activity is designed for children who know their letters and are just beginning to recognise words. 'Letter Pools' lets them spell the words they recognise drawn from the 45 'high frequency' words specified in the National Literacy Strategy. Having successfully spelt their words, these are then read out to the children.

**In this lesson**

The children are introduced to the activity and shown how to click on letters to copy the spelling of sets of familiar words.

**Age Range:** 3 – 6 years

**Lesson Plan**

**Learning objectives**

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

- Recognise the letters of the alphabet
- Read on sight high frequency words
- Spell common words.

**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 **My First Forty Five**.

**Previous experience**

If the children are already familiar with some or all of the forty-five high frequency words, this will help them gain the maximum benefit from undertaking this activity.

**Introducing the activity**

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

Using the flash cards appropriate to the children's current experience, practise word recognition exercises. Emphasise the spelling of the words and tell the children that they are going to be using the computer to spell word for themselves.

Direct the children's attention to the computer monitor or white board then select "**Start the activity**". Select the "**Letter Pools**" activity. Click on exercise 1 of the two letter word set and then show the children how to click on the letters in the pool to spell the words on the mountain. Ask them to identify each word before they try it and then to listen as it is read out to them after they have spelt it correctly.

After completing the first set of words, return to the menu screen which will now show a tick next to the completed exercise. Show the children how to select a new set of words and explain how they progress in difficulty from 2 to 5 letter words.

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. According to their ability, tell the children which exercises they need to complete. Ensure each child has the opportunity to spell the words for themselves

Allow the children about 15 minutes to complete the activity, and then gather them back together to discuss how they got on. If available, use individual letter cards for further reinforcement, asking the children what words can be made from different groups of letters. Can the same letters be used to make different words? (For example was and saw).

**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**

- Set different targets according to ability of the children.

**Extending the activity**

- Ask the children not to move on to each new set until they have completed the previous one with no errors
- Provide the children with their own letter pools and, without words to copy, ask them to make as many words as they can from each set.

**Curriculum Information****National Literacy Strategy**

High Frequency Words List 1 (First 45 Words) for Reception Years 1 & 2.

**The National Curriculum in England for English (KS1)**

EN2:1b, 1f, 1g, 1k, 1l.

**The Scotland 5-14 Guidelines for English Language**

Writing: Level A.

**The Northern Ireland Curriculum for English (KS1)**

Writing: Expected Outcomes: c, g, h, i.

**The National Curriculum in Wales for English (KS1)**

En2: 2.1, 2.2.

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