

LESSON 1

Bossy Words

30 minutes

Solving Problems

WHAT THIS LESSON DOES

In this lesson, you'll explore the concept of sequencing through 'first/then' statements, a fundamental skill in coding. You'll learn about 'Bossy Words', play 'Simon Says', discuss instructions, and complete a 'First/Then' worksheet. You'll also engage in activities involving slideshows and a 'First/Then Cut and Stick Activity' to reinforce your understanding.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Develop understanding of 'Bossy Words' as instructions or commands.
- Enhance ability to identify and use 'Bossy Words' in context.
- Understand the importance of following instructions in daily life.
- Grasp the concept of sequencing through 'first/then' statements.
- Apply 'first/then' sequencing in practical activities.

BEFORE THE LESSON

- This lesson is unplugged. No pupil devices are needed, but you will want the slideshow and the Bossy Word Sorter interactive on the board, so check the projector and screen work.
- Clear a floor space where the class can sit in a circle and move safely for Simon Says.
- Print one Bossy Words worksheet per pupil and have pencils or crayons out for the ticking and colouring at the end.

Bossy Words

HOW THE LESSON RUNS

Introduction

What is a Bossy Word?

Bossy Word Slideshow

Bossy Word Sorter

Simon Says

Bossy Words Activity

TEACHING MOVES

- 2. What is a Bossy Word? Do the actions yourself first. Say 'Sit!' and sit down dramatically, then have them copy. The word is easier to grasp from your body than your definition.
- 3. Bossy Word Slideshow. For each slide ask what the word is before you read it, then ask for a real example of using it, like 'Sit down on your chair.' Keep it quick and spoken.
- 4. Bossy Word Sorter. Sort a couple together on the board first, thinking aloud: does this word tell us to do something? Then invite pupils up to place the rest.
- 5. Simon Says. Start with easy commands and go slowly. The learning is in the pause: only obey when you say 'Simon says' first. Getting caught out is the point, not the failure.
- 6. Bossy Words Activity. Talk through a few words as a group before they start, deciding together which are bossy. Then let them tick the command words and colour independently.

WHAT TO WATCH FOR

- Pupils treat any word they know as a bossy word, so they tick 'ball' or 'banana' as commands. Ask the test question every time: does this word tell us to do something? A ball does not tell you to do anything; 'jump' does. Have them mime the word to check.
- In Simon Says pupils act on the action word alone and forget to listen for 'Simon says' at the start. Slow right down and stress the opening words. When someone moves on a command without 'Simon says', name it gently as a listening slip and replay it, not a mistake.

DIFFERENTIATION

- Emerging: Sit this pupil beside you in the circle and let them mime the bossy word with you before the group joins in. On the worksheet, point to each picture and ask the 'does it tell us to do something?' question aloud with them.
- Developing: During the sorter, ask them to say why a word is bossy before they place it, not just where it goes. Pair them to check each other's worksheet ticks and explain one choice.
- Proficient: Once finished, ask them to invent two new bossy words of their own and give a command using each. Let them take a turn as the caller in Simon Says, which forces them to separate the command from the 'Simon says' rule.