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The unit that I've chosen is 'Where in the World is Barnaby Bear?' I teach Year 1 (equivalent to K5) at Yew Chung International School of Shanghai. The curriculum is based off the National Curriculum for England, so I am always finding new challenges and ways to incorporate the internet into my teaching. The unit 'Where in the World is Barnaby Bear?' is usually the 2<sup>nd</sup> or 3<sup>rd</sup> unit of the year and is done around October when we receive a week off of school for China's National Holiday.

My instructional dream is to help create a love of learning for students and show them that their learning can relate to life outside of the classroom. I have included resources to use on the SMARTboard with this unit, and if I could have any technology that I don't already have, it would be to have SMARTtables in the classroom. My other instructional dream is to help students build their knowledge on the different uses of technology.

**Some of the objectives for this unit are:** to locate a variety of places at home and abroad; to find places on a globe and map; to recognize features of places; identify types of weather experienced in places and seasonal change and their effects on people; identify the location of other places; identify the types of transport used to get to other places. This unit can be found in full on:

<http://www.standards.dfes.gov.uk/schemes2/geography/geo5/?view=get>

Before the unit starts, each child will receive a bear that the lesson will revolve around. They will name their bear and have a week to play with their bear at school. Ask the children to take their bear on their October holiday and to take photographs with the bear and even send back postcards. Talk about traveling to different places/countries and what important document we need to use, i.e. passport. Show children an example of a passport and discuss important information it contains. Read a Barnaby Bear story to the class and track his trip on a map. As a whole group activity, explore this website on an interactive whiteboard (IWB). <http://www.bbc.co.uk/schools/barnabybear/> (**stories, photo album, scrapbook**). Have each student create a passport for their Barnaby Bear which they will take on their holiday.

This activity will help the students to begin to identify a variety of places around the world, begin to understand the concept of visiting other places, and to understand that other places may be different from their own neighborhood.

Week 1: Talk about and identify different places we come from on the map. Identify and discuss the places the children and Barnaby Bear have visited. With the children's help, create a wall display of the postcards and photographs that identify Barnaby's destinations. As a whole group activity, explore this website on the IWB. Also provide a world map and globe in the classroom for the students to investigate.

<http://www.kbears.com/geography.html> (**world map, individual countries, world climates**)

This should be revisited throughout the lesson so students gain an understanding of the qualities of a world map. They should learn to locate where China is on the map, the country where they visited, as well as the country where they are from.

This activity will help the students to develop a deeper understanding of the world around them and the notion of travel to other places. They will also become more familiar with the uses of the IWB.

Week 2: Discuss with the students different types of transportation. Have each student recount which types of transportation they used on their holiday. Record the information of the different types used and create a tally graph. Divide the class into small groups and have each group rotate to create a picture graph representing the transportation used by the class (on paper) and also to create a bar graph on the IWB. (These graphs can be printed out as well).

<http://www.amblesideprimary.com/ableweb/mentalmaths/grapher.html>

Through this activity, students will gain more extensive knowledge on transportation used around the world. They will learn how to create a bar graph on the computer (or through the use of the IWB) which will show them how to visually represent data. This will help the students relate their own experience to learning in the classroom. They will learn how to manipulate a computer to create a graph and understand a use of technology.

Week 3: As a class discuss different types of weather. As a whole class, review this weather lesson using the SMARTboard:

[GB/Ed+Resource/Lesson+activities/Notebook+Activities/Browse+Notebook/Primary/KS1/Science/Weather.htm](http://www.amblesideprimary.com/amblesideprimary/Primary/Science/Weather.htm)

Using the pictures taken, or by recount, discuss the different types of weather that Barnaby Bear encountered. Students' should also discuss what types of clothes they wore in each different type of weather. Students will complete a worksheet in which they draw similar weather to what they experienced on holiday and 'dress' Barnaby Bear in suitable clothes. As a whole group, keep a tally of the types of weather experienced, and have each child, individually or in a small group, create a picture graph representing the different types of weather met. In the computer lab, have each child create a bar graph representing the same information, individually or in small groups depending on ability.

<http://www.amblesideprimary.com/amblesideprimary/Primary/Science/Weather.htm>

Through this activity students will understand that weather is different around the world. They will become aware of similarities and differences in weather, which may branch into discussion about seasons. Students will become aware of types of clothing that are only worn for specific weather conditions. Students will become more independent with their abilities on the computer.

Week 4: The class will have a picnic with their Barnaby Bear. Discuss what items are needed for the picnic. After the picnic, have the students recount their experiences. Have the students discuss Barnaby Bear's favorite drink and favorite food. As a whole group record the information and have each student try to individually create their own picture

graph on paper and bar graph on the computer.

<http://www.amblesideprimary.com/ableweb/mentalmaths/grapher.html>

This activity will help the students to become more independent with their use of technology. This activity will also help relate learning in the classroom to activities held outside of the classroom.