

Travel, Transportation, and Culture related to *Where in the World is Barnaby Bear?*

Curriculum Correlation Chart

Curriculum Area	Lessons in the theme of Geography: Travel and Transportation
Comprehension	Lesson 1: Definitions (1, 3, 11) Lesson 2: Fishbowls (2, 3, 11) Lesson 3: Comprehension: Making Connection (3) Lesson 4: Questioning (3) Lesson 5: Sequence Chart (3, 9, 11) Lesson 6: Response to Literature: Exploration of Theme (2, 3, 5, 9) Lesson 7: Language Conventions: Book Clubs (2, 3, 6, 11) Lesson 10: Writing: Journal Entry (3, 5)
Writing	Lesson 6: Response to Literature: Exploration of Theme (2, 3, 5, 9) Lesson 10: Writing: Journal Entry (3, 5) Lesson 12: Response to Literature: Final Project (3, 4, 5)
Language Conventions	Lesson 2: Fishbowls (2, 3, 11) Lesson 12: Response to Literature: Final Project (3, 4, 5)
Literary Aspects	Lesson 2: Fishbowls (2, 3, 11) Lesson 3: Comprehension: Making Connection (3) Lesson 6: Response to Literature: Exploration of Theme (2, 3, 5, 9) Lesson 8: Literary Elements: Parts of a Story (2, 3) Lesson 9: Literary Elements: Character Mapping (1, 3, 8, 9) Lesson 11: Response to Literature: Theme Thoughts (2, 3, 6, 12) Lesson 12: Response to Literature: Final Project (3, 4, 5)

= NCTE/IRA Standards for the English Language

Three-Week Unit Overview

Week 1: Beginning the Unit Units 1-4	Week 2: Book Club Lessons Continue—Units 5-8	Week 3: Closing the Unit Units 9-12
Teacher introduces the theme of the unit and reviews/explains the Book Club concept	Teacher introduces the class to theme of culture, continues with travel and transportation. (6)	Teacher continues to present varied literature selections to the class. (1, 2)
The class defines central terms related to the unit theme (3)	Teacher continues to read aloud portions of a story during each lesson. (1, 2, 9)	The class works together on a character map and a Venn diagram. (3)
Students explore the theme through listening to several texts and analyzing the characters and plots (1, 2, 6)	The class reviews the elements of fiction in order to analyze various texts with particular emphasis on the themes of each work. (6)	Students write journal entries from the perspective of a main character. (3, 5)
Students write different types of reading log responses (4)	Students complete a sequence chart and practice the comprehension strategies of predicting, making connections, questioning, and visualizing. (3)	Students continue to make connections. (3)
Students participate in fishbowl each day and examine the qualities of good discussions (11)	Students move from the fishbowls into book clubs and continue to work on strengthening their discussion skills (11)	The class completes the cause-and-effect chart, the definitions chart from the first lesson, the connections chart, and theme think sheets. (3)
Students employ various comprehension strategies such as predicting, making connections, identifying cause-and-effect relationships, questioning, using prior knowledge, and comparing and contrasting to help them understand the texts (3)	Students explore issues related to culture, transportation and travel.	Students respond to unit theme questions and discuss their insights. (3, 11)
		Students do a final Artifact project and present their work. (4, 5, 12)

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Correlation to Social Studies Thematic Strands

Unit 5 Where in the world is Barnaby Bear?

Geography Y1/Y2

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

ABOUT THE UNIT

This is a 'continuous' unit, designed to be developed at various points throughout the key stage. It uses a first-hand object – Barnaby the teddy bear – to enable children to learn about other countries and places. Barnaby travels with different people connected to the school as well as on school visits, creating a sense of personal involvement for the children.

The unit offers links to mathematics, design and technology and history.

PLACES

- Broader context

SKILLS

- Use geographical terms
- Use maps and plans
- Identify major geographical features
- Use secondary sources

THEMES

- Effects of weather

VOCABULARY

In this unit, children are likely to use:

- travel, passport, country, weather, sunshine, holiday, visit, transport, boat, aeroplane, train, coach, coins, clothes, sun-hat, sun cream, suitcase

They may also use:

- words linked to the areas that the bear visited
- words to describe the artefacts collected by the bear on his travels

RESOURCES

- Barnaby Bear artefacts *eg passport*
- postcards and pictures of places Barnaby visits
- wall maps
- materials for constructing a bear house
- a booking-out book

PRIOR LEARNING

It is helpful if the children have:

- an understanding of the concept of travel

EXPECTATIONS

at the end of this unit

most children will:

recognise a reasonable number of places on a map or big atlas and understand some of the human and physical features connected to these places; realise that a variety of types of transport can be used to visit places and that some types are more suitable than others

some children will not have made so much progress and will:

develop a more limited understanding of the concept of travel to other places, but will pick up ideas about the bear visiting other places and returning to their school

some children will have progressed further and will also:

plan visits for the bear to make; research in the library and find out about another place, possibly overseas

FUTURE LEARNING

The unit provides a base for children's studies of contrasting localities in key stage 2, *eg 'India' in Unit 10.*

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
Where has Barnaby Bear travelled to this week or month?			
<ul style="list-style-type: none"> to locate a variety of places at home and abroad 	<ul style="list-style-type: none"> Arrange for Barnaby Bear to be taken with parents, children, staff or governors when they visit places away from school, and for him to send postcards back to school or be photographed in these places. 	<ul style="list-style-type: none"> identify a variety of places around the world begin to understand the concept of visiting other places understand that other places may be different from their own locality 	
Can we find these places on a map?			
<ul style="list-style-type: none"> to find places on a map 	<ul style="list-style-type: none"> With the children's help, create a wall display of the postcards and photographs and a series of maps that identify Barnaby's destinations. Lower attaining children may be asked to sort the cards or photographs into labelled piles, <i>eg local/not local, like/don't like, sunny/cloudy.</i> Arrange for each class to take on the role of looking after Barnaby's corner or 'home' for a time. He needs a suitable home to be constructed in a prominent place. 		<p>Design and technology: if the children are involved in designing and building a home for Barnaby, there are links with design and technology.</p>

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
What will it be like when Barnaby is there?			
<ul style="list-style-type: none"> to recognise features of places identify types of weather experienced in places and seasonal change and their effects on people 	<ul style="list-style-type: none"> Ask the children to describe what the places Barnaby visits are like and what sort of weather he might have experienced, using the postcards and photographs received. With the children's help, set up a holiday table near the display. Ask children to choose, for example, the type of weather gear he may need for each place he visits and decide whether he needs his passport. Ask the traveller who took Barnaby to either write a short diary or provide a weather report. Ask the children to compare this with what they thought the weather would be like. Create a display of simple artefacts to show the life of the country visited, <i>eg a newspaper, coins, food packaging and other everyday things.</i> 	<ul style="list-style-type: none"> show an interest in the world around them develop a deeper understanding of the notion of travel to other places understand that weather conditions in other countries may be different from those they are experiencing at the same time are aware of similarities and differences between other countries and their own 	History: using artefacts from different countries.
How did Barnaby travel to these places?			
<ul style="list-style-type: none"> about the location of other places about the types of transport used to get to other places 	<ul style="list-style-type: none"> Ask the children to look at pictures of Barnaby using different types of transport and the places he visited and, for each, say whether it is a long way away, whether he would have to cross sea, mountains or rivers, or drive along a motorway, and then decide what would be the best way for him to travel to the place. Ask the children to draw a graph to show the number of times Barnaby used different types of transport in a given time and find out which type of transport he used most. Ask the children to think about how long the journeys took him. 	<ul style="list-style-type: none"> develop a sense of distance associated with travel know about different ways of travelling to places know that different types of transport will give different travel times 	Mathematics: these activities could link with work on classifying, representing and interpreting data, and understanding and using measures.

Curriculum Goals (National Curriculum for England)

1. Speaking

- Interpret a text by reading aloud with some variety in pace and emphasis

2. Listening and responding

- Listen with sustained concentration, building new stores of words in different contexts

3. Group discussion and interaction

- Take turns to speak, listen to others' suggestions and talk about what they are going to do
- Explain their views to others in a small group, decide how to report the group's views to the class

5. Word recognition: decoding (reading) and encoding (spelling)

- Recognize and use alternative ways of pronouncing the graphemes already taught
- Recognize and use alternative ways of spelling the graphemes already taught
- Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
- Recognize automatically an increasing number of familiar high frequency words
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
- Read and spell phonically decodable two-syllable and three-syllable words

6. Word structure and spelling

- Spell new words using phonics as the prime approach
- Segment sounds into their constituent phonemes in order to spell them correctly
- Recognize and use alternative ways of spelling the graphemes already taught
- Use knowledge of common inflections in spelling, such as plurals, -ly, -er
- Read and spell phonically decodable two-syllable and three-syllable words

7. Understanding and interpreting texts

- Identify the main events and characters in stories, and find specific information in simple texts
- Use syntax and context when reading for meaning
- Explore the effect of patterns of language and repeated words and phrases

8. Engaging with and responding to texts

- Select books for personal reading and give reasons for choices

9. Creating and shaping texts

- Independently choose what to write about, plan and follow it through
- Use key features of narrative in their own writing
- Find and use new and interesting words and phrases, including story language
- Create short simple texts on paper and on screen that combine words with images (and sounds)

10. Text structure and organization

- Write chronological and non-chronological texts using simple structures

11. Sentence structure and punctuation

- Compose and write simple sentences independently to communicate meaning
- Use capital letters and full stops when punctuating simple sentences

12. Presentation

- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words accurately

"I Can" Statements Writing:

- I Can begin to form lower case letters correctly
- I Can begin to write simple sentences independently
- I Can begin to use capital letters and full stops (periods) when writing sentences
- I Can begin to write a recount based on information I gathered
- I Can respond to a prompt

"I Can" Statements Reading:

- I Can understand differences between fiction and non-fiction, and make predictions based on title, cover, blurb and illustrations
- I Can identify and discuss the main events or key points in text
- I Can relate story setting and incidents to own experiences
- I Can compare stories, identifying common themes, characters and contribute to discussions
- I Can locate specific information in texts to find answers to simple questions

"I Can" Statements Speaking and Listening:

- I Can listen with sustained concentration
- I Can take turns to speak, listen to others' suggestions and talk about what they are going to do
- I Can explain my views to others in a small group

"I Can" Statements Book Club:

- I can agree without arguing
- I can take turns speaking and listening
- I can discuss the content of the book
- I can discuss how the content (book) made me feel
- I can talk about how the book relates to my life
- I can discuss why I think the author wrote the book
- I can discuss if the content of the book made me aware of any issues or concerns

Synopses of the Featured Books: Book Club Literature

Flat Stanley by Jeff Brown

Stanley is flattened by a bulletin board that falls on him in the middle of the night. He discovers that there are advantages to being flat.

Stanley in Space by Jeff Brown

"A Far-out adventure! The President of the United States has chosen Stanley Lambchop and his family to become the first humans to fly in the Star Scout, a new top-secret spaceship. Stanley's most exciting adventure is about to begin. He'll meet the Queen of England; have a birthday party in outer space, and save a whole planet of aliens from danger. "

Invisible Stanley by Jeff Brown

One morning after a terrible storm, the Lambchop family can't find Stanley. Then they hear his voice. They see a lump under his covers. But he just doesn't seem to be there. And then they realize the truth — Stanley has become invisible!

Stanley, Flat Again! by Jeff Brown

Stanley Lambchop has had his share of unusual adventures. But being flat was one thing he thought he was through with forever. Then one morning, he discovers he was wrong. Still, there is so much that a boy who is only one inch thick can do that a round person can't. Maybe this time, all it will take is one amazing event for everything to finally make sense. After Stanley Lambchop goes flat once again, he uses his flatness to help win a sailboat race and to rescue a classmate from a collapsed building.

A Penny for Barnaby by Wendy W. Rouillard

Barnaby and his friends set off on a sailing adventure. Barnaby tosses his lucky penny overboard as they round Brant Point Lighthouse to insure a safe return. Barnaby and his friends soon discover the magical power of this Nantucket tradition, the meaning of true friendship, and how working together can be a lot of fun.

Special Classroom Library

Barnaby Bear goes to Dublin by Eileen Jackson

Barnaby, Seasons in the Park by Wendy W. Rouillard

Barnaby's Faraway Land by Wendy W. Rouillard

Terrific Trains by Tony Mitton

I Wonder Why Planes Have Wings by Christopher Maynard

Amazing Airplanes by Tony Mitton, Ant Parker

Busy Boats by Tony Mitton, Ant Parker

The Best Book of Trains by Richard Balkwill

Cars and Trucks and Things That Go by Richard Scarry

Airport by Byron Barton

Messages in the Mailbox How to Write a Letter by Loreen Leedy

Stringbean's Trip to the Shining Sea by Vera B. Williams and Jennifer Williams

Postcards from the Planets by David Drew

How will you get there, Maisy? by Lucy Cousins

This Car by Paul Collicutt

Miss Spider's New Car by David Kirk

The Mitten A Ukrainian Folktale by Jan Brett

How to Make an Apple Pie and See the World by Marjorie Priceman

Listen to the Wind by Greg Mortenson

Interactive Websites:

<http://www.bbc.co.uk/schools/barnabybear/stories> (Barnaby Bear Goes Down Under)

<http://www.kented.org.uk/ngfl/subjects/geography/BarnabyBear/index.htm>

<http://www.lgfl.net/lgfl/leas/redbridge/web/learning/Eng/>

<http://www.durhamlea.org.uk/barnaby/index.htm>

Lesson 1 Comprehension: Definitions

- **Opening Community Share:** Over the next 3 weeks, we will be reading (listening to) books about transportation and travel. Introduce some of the vocabulary connected to *Flat Stanley* and *Where in the World is Barnaby Bear*. Have students define the words they know.
- **Objectives:** Define terms related to the unit theme:

Vocabulary connected to Flat Stanley:

airmail	apartment	apologize	brave	bulletin
cheerful	enormous	examined	expensive	gloomy
gusts	museum	parcel	politeness	vacation

Vocabulary connected to Where in the World is Barnaby Bear:

aeroplane	boat	clothes	coins	country
holiday	passport	suitcase	sun cream	sunshine
train	transportation	travel	visit	weather

- Introduce/review Book Club. Students will be listening to 1 *Flat Stanley* book per week as well as stories related to Barnaby Bear. They will respond to what they've heard by writing or drawing in their logs and then will discuss their responses in small groups.
- Give students the opportunity to practice the strategy of predicting
- Show the cover page of *Flat Stanley* by Jeff Brown and ask the students to predict how they think Stanley got so thin.
- **Reading** Read aloud *Flat Stanley*. Stop reading before Arthur makes him round again. Give students their writing prompt: What do you think happens at the end of the story? Does Stanley stay flat forever? Does he become round again? How? Write or draw your own ending.

Have students pair up and share their predictions. Then have pairs exchange ideas with another pair.

- **Closing Community Share** Read the rest of the story. Ask students how their predictions compare to what really happens. What clues within the story point to that particular ending? Ask students what they learned from sharing their ideas with a partner and then a group. Were they surprised by anyone's idea? Did they see the story differently because of something someone else said?

Lesson 2 Language Conventions: Fishbowls

- **Opening Community Share** Ask students what they learned from what happens to Stanley in *Flat Stanley*. Talk about friendship.
- **Objectives:** Guide students toward an understanding of the literary element theme. Model text-to-self connections. Introduce students to the fishbowl model of book club discussion.
- **Reading** Re-read *Flat Stanley* and make text-to-self connections throughout the reading.
- **Writing** Have students respond to the prompt: Why do you think people began to make fun of Stanley? How did it make him feel? What would you say to him if he were your friend? Write or draw your response.
- **Book Club/Fishbowl** After students have responded to the prompt, begin fishbowl. Go over Fishbowl Rules (Think Sheet 11) Provide scaffolding since this will be the first fishbowl. Have students share what they liked about the story, their favorite parts, what they like to do that is similar to the characters in the story, what they would do if they were Stanley, etc.
- **Closing Community Share** Talk about the fishbowl discussion. What did the group do well? What would be some other strategies to use in a group discussion? What should the other member be doing when one person speaks? Explain that everyone will be participating in future fishbowls, so it is important to know how to make a discussion successful. As a group fill out Evaluation Sheet 3: Learning from the Fishbowl. Talk about the theme of *Flat Stanley*. Have students share answers to their writing prompt.

THINK SHEET

11

Name _____ Date _____

Welcome to the Fishbowl Rules!

**If you are
a fish:**

- Talk
- Listen
- Connect

**If you are
watching the fish:**

- Think
- Listen
- Connect
- Make positive comments about what the fish did right.
- Tell what you think they could do to have a better discussion.



Name _____ Date _____

Book _____

Learning from the Fishbowl

Please circle the best answer to each question.

1. What type of conversation did the group have?



Good



Could improve



Not good

2. Did everyone have a chance to talk?

Yes

No

3. Did the students talk about the book?

Yes

No

4. *Can you suggest ways to make their fishbowl better?*
Write them on the lines.

Writing prompts:

- Write about Me & the Book from Think Sheet 5—sometimes what you read makes you think about your own life. Draw or write about an event or a character in a book. Tell why it reminds you of your life. (***Barnaby Bear goes Down Under Lesson 6***)
- Complete Story Picture from Think Sheet 5: When you read, pictures can form in your mind. Draw these pictures or characters, settings, and events in your log. Write some words or a sentence under each picture. Tell what it is and why you drew it. (***A Penny for Barnaby Lesson 11***)
- Complete Feelings from Think Sheet 5: Sometimes a book makes you feel a certain way. Write about that feeling. Tell why the book makes you feel that way. You can also write about what the characters in the book might be feeling. (***Stanley, Flat Again Lessons 3***)
- Complete In the Character's Shoes from Think Sheet 5: You can pretend that you are the character. You can write or draw about what you would do or think in the same situation. (***A Penny for Barnaby Lesson 12***)
- Complete Sequence from Think Sheet 5: Sometimes it is important to remember story events in the order they happened. Make a sequence chart, map, or list of these events. Tell why you think the sequence is important. (***Barnaby Bear goes Down Under –Interactive whiteboard— Lessons 5***)
- Complete Favorite Part or Character from Think Sheet 5: In each book you can usually find a favorite (and least favorite) part and character. Write about these things. Tell why you like or dislike them. (***Invisible Stanley, Lesson 8***)
- Complete a Character Map using Think Sheet 6 (***Stanley in Space Lesson 9***)
- If you could choose one place to be visit, where would it be? Why would you want to go to this place and what you would do there? (***Stanley in Space Lesson 10***)
- How does Stanley get around when he is flat, imagine that you could change in a strange way. What would you change or how would you change, and what things might happen? (***Invisible Stanley Lesson 7***)
- Imagine that Flat Stanley was sent to visit you. What would you show him in your town or city? Write and draw a picture describing something you would show Stanley in your town or city. (***Stanley, Flat Again Lesson 4***)

Activities:

- Introduce stories related to Barnaby Bear before the students go on holiday (found on interactive websites). Discuss reoccurring themes in the stories; Barnaby tells how he traveled to his destination, Barnaby discusses the weather, Barnaby tells us things he did through pictures.
- Discuss different modes of transportation in more detail. Students will have the opportunity to listen to and look at books related to different forms of transportation. Guided reading books will also involve themes such as transportation, holiday, weather, cultures and family.
- Have students make passports for their bear to take on holiday with them. Include pages for stamps and also pages where they could draw the transportation they used; car (taxi), bus, train, airplane, etc.
- Upon returning from holiday, have each student bring in their bear, the bears passport, one artifact from where they visited and/or pictures and postcards. During Literacy we will do circle time for half the Literacy block for the whole first week to listen to different students. They will orally recount their holiday discussing the place(s) they went, the transportation used, the weather they encountered and things they saw. I would take down notes or record this so that their stories could be written down with them during guided writing allowing the student the opportunity to see how their stories are written and giving them the chance to illustrate their recount. **(Lesson 12)**
- During the second half of Literacy students will have the opportunity to experiment with Book Club and Literacy Block including theme related guided reading opportunities for students.
- Use key words to create sentences relating to the story. **(Lesson 11)**
- Consider the questions Barnaby asks, is there anything else you would want to know? **(Lesson 4)**
- Look carefully at the think bubbles in Barnaby stories and use for later writing **(Barnaby Bear goes Down Under Lesson 5)**
- Write a list for everything that you need to remember if you were going to Australia, France, Ireland, England, etc. **(Lesson 3)**
- Students create a final project (recount, poster) using Barnaby's passport, photographs, recounts, writings, pictures and their artifact to present to the class. **(Lesson 12)**
- Have students share their work from writing prompts in small groups and participate in fishbowls **(Lessons 1-12)**
- Have students mail their own Flat Stanley to one of their relatives **(Lesson 6)**

Assessment:

- Evaluation Sheet 2 regarding Artifact Activity
- Evaluation Sheet 9 for book Club (Observation Sheet)
- Teacher Observation & Checklist for Language Arts Skills (below)
- Portfolio Assessments- contain writing samples, any self-evaluations done, photographs, any recordings during book club.

Name of Student:	Outstanding	Good	Satisfactory	Requires Assistance	Comments
Speaking					
I can listen with sustained concentration					
I can take turns to speak					
I can listen to other's suggestions					
I can talk about what I am going to do					
I can explain my views to others in a small group					
Writing					
I can begin to form lower case letters correctly					
I can begin to write simple sentences independently					
I can begin to use capital letters and full stops (periods) when writing sentences					
I can begin to write a recount based on information I gathered					
I can respond to a prompt					
Reading					
I can understand differences between fiction and non-fiction, and make predictions based on title, cover, blurb & illustrations					

Name of Student:	Outstanding	Good	Satisfactory	Requires Assistance	Comments
I can relate story setting and incidents to own experiences					
I can compare stories, identifying common themes, characters and contribute to discussions					
I can locate specific information in texts to find answers to simple questions					
Book Club Discussions					
I can agree without arguing					
I can take turns speaking and listening					
I can discuss the content of the book					
I can discuss how the content(book) made me feel					
I can talk about how the book relates to my life					
I can discuss why I think the author wrote the book					
I can discuss if the content of the book made me aware of any issues or concerns					

