



Travel, Transportation, and Culture related to

Where in the World is Barnaby Bear?

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Links to Curriculum

This unit is designed for a K5 classroom linked to the geography unit *Where in the World is Barnaby Bear?*

The standards and curriculum goals for this unit can be found on <http://www.standards.dfes.gov.uk/schemes2/geography/geo5/?view=get>

Sample Lesson

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.

"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

Vocabulary

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

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 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.

During the second half of Literacy students will have the opportunity to experiment with Book Club and Literacy Block.

Students create a final project (recount, poster) using Barnaby's passport, photographs, recounts, writings, pictures and their artifact to present to the class.

Have students share their work from writing prompts in small groups and participate in fishbowls

Assessment

Evaluation Sheet 2: Artifact Activity

Evaluation Sheet 9: Observation Sheet for Book Club

Teacher Observation & Checklist for Language Arts Skills based off "I Can" Statements

Portfolio Assessment: contains writing samples, self-evaluations, photographs, any recordings done during book club, and artifact.