

'Ireland in Schools'

Barnaby Bear Goes to Dublin

Weekly planning sheets 1 - literacy

Reception to Year 2

Reception (Cooper Perry Primary School)

| | Objectives | Main Activity | Group Activities | Plenary |
|-------|---|--|---|---|
| MON | <p><i>The children will be able to:</i></p> <ul style="list-style-type: none"> understand and use correctly terms about books and print: book, cover, beginning, end, page, line, word, letter, title; write sentences to match pictures or sequences. | <p>Before beginning to read the book, look carefully at the front and back covers and discuss what the children think the story could be about.</p> <p>Read pp 2-3 to the children and ask the children to think how they feel when they are going away on holiday. Write words on the board that describe how they feel.</p> | <p>Group 1: Help children to write how they feel when they go on holiday.</p> <p>Group 2: Children cut and stick pictures from holiday brochures of Ireland and write words under to describe the pictures.</p> <p>Group 3: Free play in travel agents corner.</p> <p>Group 4: Write a sentence about Barnaby Bear going on holiday.</p> | <p>Read pp 4-5 to the children and consider if the children were correct in their prediction of what the book was about.</p> |
| TUES | <p><i>The children will be able to :</i></p> <ul style="list-style-type: none"> track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words. | <p>Read pp 6-7 to the children. With flashcards ask the children to find and match the following key words: the, to, in, his, he, go, on, looked, was, gave.</p> <p>Discuss with the children the boarding card and the different currency shown.</p> | <p>Group 1: Guided reading.</p> <p>Group 2: Write a list of everything you would take on holiday to Dublin.</p> <p>Group 3: Children cut and stick pictures from holiday brochures of Ireland and write words under to describe the pictures.</p> <p>Group 4: Free play in travel agents corner.</p> | <p>Read pp 10-11 and discuss the aerial photograph.</p> <p>After reading the guide to Dublin ask the children where they would like to visit and why.</p> |
| WED | <p><i>The children will be able to :</i></p> <ul style="list-style-type: none"> use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life. | <p>Read pp 14-15 & p22-23. Consider how Barnaby is going to get around Dublin. Look carefully at the postcard and discuss the layout.</p> <p>Show the children a variety of postcards and look that the layout and messages.</p> | <p>Group 1: Pretend that you are in Dublin and write a postcard to your Mum/friend. Draw a picture of part of Dublin on the front.</p> <p>Group 2: Free play in the travel agents corner.</p> <p>Group 3: Guided reading.</p> <p>Group 4: Children cut and stick pictures from holiday brochures of Ireland and write words under to describe the pictures.</p> | <p>Read pp 16 – 17 and focus on Barnaby’s visit to the zoo.</p> |
| THURS | <p><i>The children will be able to :</i></p> <ul style="list-style-type: none"> express their ideas through role play. | <p>Read pp 18-19 to the children.</p> <p>Ask the children to help you list all the things Barnaby has done on his visit to Dublin.</p> <p>Ask one child to take Barnaby Bear to the ‘Hot Seat’.</p> <p>The child has to answer questions for Barnaby. The children may ask the following questions :</p> <ul style="list-style-type: none"> What was your favourite part of Dublin? How did you feel when you were flying? What would you like to do next? Etc. | <p>Group 1: Free play in the travel agents corner.</p> <p>Group 2: Guided reading.</p> <p>Group 3: The children write a sentence about their favourite part of the book.</p> <p>Group 4: Children write in speech bubbles what Barnaby is thinking in Dublin.</p> | <p>Read pp 24 – 25 and reflect on what Barnaby must think of his trip to Dublin.</p> |
| FRI | <p><i>The children will be able to :</i></p> <ul style="list-style-type: none"> understand that words can be written down to be read again for a wide range of purposes. | <p>Take children on a visit in the locality. Take plenty of photographs so that when they are developed the class can create their very own ‘Barnaby Bear goes to . . .’</p> | <p>The children could decide as a class what the captions should be and use ICT (with adult help) to print them.</p> <p>Take care to point out to the children you need a title and author.</p> | <p>Put the book together and after reading leave in book corner to be enjoyed along with <i>Barnaby Bear Goes to Dublin</i></p> |

Year 1 (Cooper Perry Primary School)

| | Objectives | Introduction | Group activities relating to book | Plenary |
|-------|---|--|---|---|
| MON | <p><i>The children will be able to:</i></p> <ul style="list-style-type: none"> • predict what a given book might be about from a brief look at both the front and back covers, including the blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does; • reinforce and apply word-level skills through shared and guided reading. | <p>Before reading the book, ask the children to look briefly at the title, blurb, illustrations etc. and try to predict what the book is about. As a class read the story, focusing on the flow of the story.</p> | <p>Group A: Use key words to create sentences relating to the story. Group B: Write a list for everything that you need to remember if you were going to Dublin. Group C: Sequencing activity of story – see ‘hard copy’ worksheets. Group D: Guided reading.</p> | <p>After reading the book, relate back to original ideas of what the book could be about. Were you correct?</p> |
| TUES | <p><i>The children will be able to:</i></p> <ul style="list-style-type: none"> • write simple questions; • write labels for drawings and diagrams; • reinforce and apply word-level skills through shared and guided reading. | <p>What would you like to know about Dublin? – list questions children would like to find answers to. After reading the book, consider if you have found all the answers. If there are any questions unanswered, ask the children how they can go about finding these answers i.e looking at more information books, tourist guides, maps, photographs, postcards, using the Internet?</p> | <p>Group A: Write a list for everything that you need to remember if you were going to Dublin. Group B: Use key words to create sentences relating to the story. Group C: Guided reading. Group D: Sequencing activity of story – see ‘hard copy’ worksheets. Quick finishers : Look carefully at the address labels and their use, the children should create their own</p> | <p>Share examples of good work. Recap on learning objectives. Have we made it?</p> |
| WED | <p><i>The children will be able to:</i></p> <ul style="list-style-type: none"> • read on sight familiar words. • recognise the critical features of words eg length, common spelling patterns, words within words. • reinforce and apply word-level skills through shared and guided reading. | <p>As a class read the story, focusing on key words – use word bank to focus on terms or match words.</p> | <p>Group A: Sequencing activity of story – see ‘hard copy’ worksheets. Group B: Guided reading. Group C: Write a list for everything that you need to remember if you were going to Dublin. Group D: Use key words to create sentences relating to the story.</p> | <p>Share examples of good work. Recap on learning objectives. Have we made it?</p> |
| THURS | <p><i>The children will be able to:</i></p> <ul style="list-style-type: none"> • use terms ‘fiction’ and ‘non-fiction’, noting some of their differing features, e.g. layout, titles, contents page, use of pictures, labeled diagrams; • read non-fiction books and understand that the reader doesn’t need to go from start finish but selects according to what is needed; • understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter. | <p>Look at the contents and index page – what do these mean? Relate to page numbers. Locate information by page numbers and words by initial letter.</p> | <p>Group A: Guided reading Group B: Sequencing activity of story – see ‘hard copy’ worksheets. Group C: Use key words to create sentences relating to the story. Group D: Write a list for everything that you need to remember if you were going to Dublin.</p> | <p>Return to the terms ‘Fiction’ and ‘Non-Fiction’ and check understanding. Share good examples of work.</p> |
| FRI | <p><i>The children will be able to:</i></p> <ul style="list-style-type: none"> • identify and describe characters e.g. appearance, behaviour, qualities, to speculate about how they might behave; to discuss how they are described in the text; • become aware of character and dialogue e.g. by role playing parts with others. | <p>Consider how Barnaby felt throughout the story, happy, fun, tired, crowded, hungry.</p> | <p>In small groups, children may want to act out parts of the story from Barnaby Bear Goes to Dublin. Support needed! More time may be needed during this lesson for the children to perform their efforts, if they wish.</p> | <p>Reflect on the book and what we have learned about Dublin. What were the children’s favourite parts of the story?</p> |

Year 2 (Cooper Perry Primary School)

| | Objectives | Main Activity | Group Activities | Plenary |
|-------|--|---|--|---|
| MON | <p><i>The children will be able to:</i></p> <ul style="list-style-type: none"> understand the distinction between fact and fiction; use the terms ‘fact’, ‘fiction’, and non-fiction’ appropriately; skim-read title, contents page, illustrations, chapter headings and subheadings, to speculate what a book might be about. | <p>Before beginning to read the book, look carefully at the front and back covers and discuss what the children think the story could be about.</p> <p>Read pp 2-3 to the children and ask the children to think how they feel when they are going away on holiday. Write words on the board that describe how they feel.</p> | <p>Group 1: Help children to write how they feel when they go on holiday.</p> <p>Group 2: Children cut and stick pictures from holiday brochures of Ireland and write words under to describe the pictures.</p> <p>Group 3: Free play in travel agents corner.</p> <p>Group 4: Write a sentence about Barnaby Bear going on holiday.</p> | <p>Read pp 4-5 to the children and consider if the children were correct in their prediction of what the book was about.</p> |
| TUE | <p><i>The children will be able to:</i></p> <ul style="list-style-type: none"> pose questions and record these in writing, prior to reading non-fiction to find answers; scan a text to find specific sections e.g. key words or phrases, subheadings. | <p>Read pp 10-11 and show children actual travelling documents/materials such as passports, boarding passes, currency, holiday guides, Irish holiday brochures - discuss</p> <p>Ask the children to help you list all the things they would like to know about Dublin/Ireland, e.g where is Dublin in Ireland? How many people live there? Are there interesting places to visit?</p> | <p>Group 1: Passport worksheet children fill out passport form, details of self.</p> <p>Group 2: Using text resources, the children find the answers to the questions set.</p> <p>Group 3: Guided reading.</p> <p>Group 4: Fiction and Non-fiction worksheet, using a variety of books write and classify each book under the correct title.</p> | <p>Ask the children to feedback on the answers they found out about Dublin and share their thoughts on the task.</p> |
| WED | <p><i>The children will be able to:</i></p> <ul style="list-style-type: none"> use a contents page and index to find way about text. | <p>Start at the contents page and ask the children on what page they would find out about Dublin.</p> <p>Ask the children what information can be found on pp 6-9 and 2-3.</p> <p>Read pp 12-13 and use flashcards to match words in the text, looking at patterns in endings - arrived, collected, travelled, checked, wandered, decided and could, around, bought.</p> | <p>Group 1: Guided reading.</p> <p>Group 2: Fiction and Non-fiction worksheet, using a variety of books write and classify each book under the correct title.</p> <p>Group 3: List for what you would need if visiting Dublin.</p> <p>Group 4: Investigations on vocabulary, children use resources to find the meaning of the words used in the text – shuttle, terminus, city centre, luggage, Tourist Information Centre.</p> | <p>Reflect on the modes of travel Barnaby has used and how far he has come, set the scene for finding out tomorrow exactly what Barnaby’s adventure’s are going to be tomorrow. . .</p> |
| THURS | <p><i>The children will be able to :</i></p> <ul style="list-style-type: none"> scan a text to find specific sections e.g. key words or phrases, subheadings. | <p>Read pp 14 –19 and discuss all the places in turn that Barnaby is visiting</p> <p>Look carefully at advertising leaflets of Dublin - are any of these places featured in those?</p> <p>Ask children to think about their own area and what would encourage people to visit where they live.</p> <p>Show the children the format of the leaflets and how the communicate meaning to the reader – attractive, key phrases, careful language.</p> | <p>Group 1: Create own advertising leaflet for own area.</p> <p>Group 2: Using history resource books find out more about who Dr Barnardo was and what he did for children, how long ago did he live? Find out about Dr Barnardo’s now.</p> <p>Group 3: Create own advertising leaflet for own area.</p> <p>Group 4: Guided reading.</p> | <p>Ask the children to feed back on work relating to Dr Barnardo. Display advertising leaflets.</p> |
| FRI | <p><i>The children will be able to :</i></p> <ul style="list-style-type: none"> write non-fiction texts, using texts read as models for own writing. | <p>Take Barnaby out on an adventure within the immediate school location around local landmarks.</p> <p>Take photo’s with children and once developed, ask for their contributions to the text.</p> <p>Consider a contents page?</p> | <p>Children write the captions for the text out neatly.</p> <p>Consider the acknowledgements they wish to make in the making of their book.</p> | <p>Compare the class book about Barnaby Bear and Barnaby Bear Goes to Dublin. Discuss similarities and differences.</p> |

Year 1 (St Cleopas CE Primary School)

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| 1 July 2002 | Resources/ Text/ ICT: Big Book - <i>Barnaby Bear Goes to Dublin</i> . Other information on Dublin. ICT suite (Wednesday). | | Objectives: <i>Class objective:</i> to write a simple recount based on an area of interest. • To write an imaginative piece of writing. • To write an informative account using descriptive vocabulary. • To recognise 30 Year one high frequency words. | | |
| | Shared read/write | Word/sentence | Guided tasks | Independent Tasks | Plenary |
| Mon | Introduce text. Look at context page, what can they find out from it. Focus on pp 2-3. How is Barnaby feeling? | Look at other words to describe their feelings, remind them of words adjective. | Group to do same activity as rest of class. E HD | All children to do same task. Children will do a piece of imaginative writing, imagining that they are going on holiday. How do they feel? Use of vocab discussed in word level. A - independent. B - independent. C - independent. D - Ms Ratcliffe. | Ask one child from each group to read out their work. Focus on adjectives used. |
| Tues | Guided write. Look at p. 15 - Dublin sightseeing tour. Talk about sights in Liverpool write similar description using that as a model. | Take to fluency 30 Year 1 h/f words (for assessment). Ch say the word and ask individuals to spell on the board. | Group to do same activity as rest of class. D HD | The children will write a description of Liverpool for a sightseeing guide - using the sights discussed in the shared write. A - independent. B - independent. C - Ms Ratcliffe. E - Mrs Dean. | Go over high frequency words from word level work. Ensure each group has a turn. |
| Wed | Read Barnaby at the airport. After reading look at the order in which Barnaby did things at the airport. | Recognition of punctuation marks using the fans. | Group to do same activity as rest of class. C HD | Children will all write a description of what they would take in their suitcases if they were going to Ireland, ensure that they consider the weather. A - independent. B - Mrs Dean (in ICT suite on the computers). D - Mrs McGrath. E - Ms Ratcliffe. | Role play. Ask 2 ch to act out the meeting between Barnaby and Kate. |
| Thur | Shared write. Focus on pg 23 in big book. Look at the lay out and vocab used in postcard. Write a postcard. | Words and pictures on final blend 'ng'. After prog make a list of the words they heard and saw. | Group to do same activity as rest of class. B HD | Children write a postcard to their Mums and Dads, pretending that they have been to Dublin on holiday, what would they have seen and done? A - independent. C - independent. D - Mrs Dean. E - Ms Ratcliffe. | Ask one child from each group to show their work. Look in particular at the vocab used. |
| Fri | Recap on features of the text. Chose a part to read as a whole class with pace and understanding. | Look at use of speech and thought bubbles throughout the book. Why? | Group to do same activity as rest of class A HD | Children think about whether they would like to go to Dublin for a holiday. They will each do a piece of writing explaining their answers. B - independent. C - independent. D - Ms Ratcliffe. E - Mrs Dean. | Review of the week. Look at good examples from each day. |

Year 2 (St Cleopas CE Primary School)

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|-------------------|---|--|---------------------|---|--|
| 1 July 2002 | Resources/ Text/ ICT: <i>Barnaby Bear Goes to Dublin</i> big book. Barnaby Bear. Souvenirs from Dublin, e.g., bus guide and maps. Large scale map, leaflets. ICT - Oxford Atlas CD (to be worked through in mixed ability pairs). | | | Objectives: <ul style="list-style-type: none"> To use clues to work out unfamiliar words. To pose questions and record these in writing. To use the terms 'fiction' and 'non-fiction' appropriately & understand difference between. To write non-fiction texts using models for their own writing. To scan a text to find specific sections or information. | |
| Mon | Shared read/write | Word/sentence | Guided tasks | Independent Tasks | Plenary |
| | List questions about what we would like to find out about Dublin. Use map to locate Ireland & Dublin. Use contents to choose sections and read parts. | Begin to make a class dictionary of geographical terms - bridge, river, streets, city, aeroplane etc. | | All children to work in literacy groups and after discussion, compare and contrast Dublin with our locality. Children to address the questions: What is the same as our locality? What is different from our locality? Children to make two lists and explain further using illustrations. A - I E - I I - I Q - HG U - VG. | List geographical features in both localities and classify as either physical or human. |
| Tues | Re- read sections of the book and discuss types of transport Barnaby has used. Refer to the role of a key on a map and captions underneath photographs. | Hunt for proper nouns within text and explain their meaning. Compare to common nouns and children think of any more. | | Using prepared sheet of pictures of events, all children to sequence the journey that Barnaby undertook to reach his destination. A, E, & I groups to write a diary underneath the pictures to explain the journey in more detail. O & U - H G I-VG. | Using an OHT version of a diary, children to assist in correcting the errors. E.g., missing capital letters for Proper nouns. |
| Wed | Shared writing. Model using A3 writing frame how to make a leaflet to advertise a place. Show commercial versions and then model making one for Liverpool. Explain headings and sub- headings. | As modelling shared writing take some high frequency words to fluency. Use the talking animal to allow all children to speak in turn while others listen. | | All children to independently produce a piece of non-fiction text. They are to devise a leaflet to advertise Dublin, drawing upon the knowledge of the city they have gained so far. All children to use the same writing frame with O & U groups being given the headings to work under and the other teams are to devise their own. A - I E - I - I O - VG U - H G. | Children to swap leaflets with a partner and read someone else's work. Bring whole class back together & show work to the class. |
| Thurs | Shared writing. Using an actual postcard model how to write the school address and then complete it as though on holiday in a place given by the children. | Use the big book to identify time connectives and how these can also be used when writing a postcard - first, then, when, after... | | All children to imagine they have been on holiday to Dublin and write a postcard to send to their parents. Children must recall their home address and write on an actual postcard using knowledge of Dublin they have acquired this week. A - I E - I I - I O - I U - H G | Using karaoke machine, children to read their postcards out to the rest of the class. Does it sound like they are having a good holiday? |
| Fri | Use the index and contents pages to read sections of the text. Examine the role of think bubbles and verbalise if some speech bubbles were added to the text. What would Barnaby be saying? | Identify all the different punctuation used in the text. Highlight the verbs and identify what tense they are written in - list. | | Discuss all the reasons why we fill forms in and ask the children what important information they think they should know about themselves - e.g., telephone number. Explain how information on forms is true and important. Show some commercial forms - e.g., holiday booking forms, passport form. All children to make their own passport and boarding card using information about themselves. A - I E - I I - I O - VG U - H G | Refer back to the list of questions made on Monday about what we wanted to find out about Dublin. Which questions can we answer? What have we learned? |