

Gerry's World

The Teacher's Book

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Illustrated by
Fran Evans



Key

-  Teacher guidelines
-  Activity sheet
-  Cut out activity sheet
-  Reading book 1
Nia's First Day
-  Reading book 2
Gerry's Story
-  Reading book 3
Kabo's Diary

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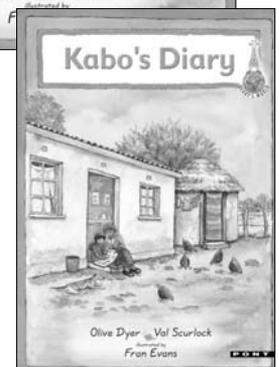
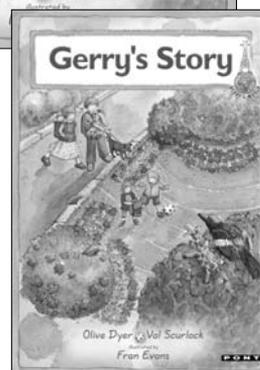
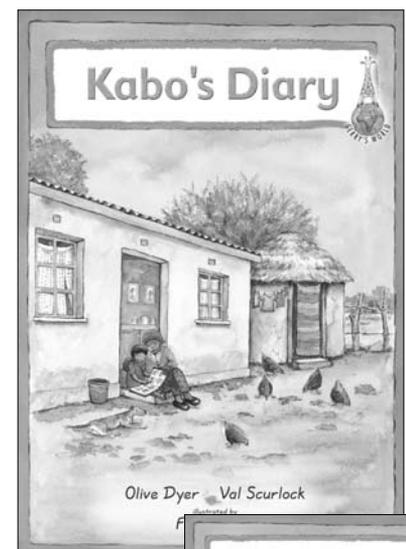
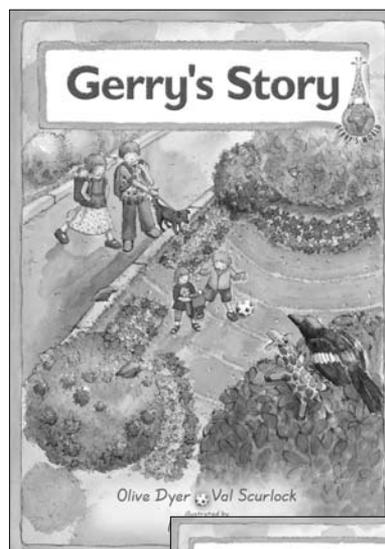
INTRODUCTION



Picture storybooks provide an ideal context for developing pupils' geographical knowledge, skills and understanding at KS1. Geographical vocabulary can be introduced and developed, and geographical concepts and ideas explored in a meaningful way.

Gerry's World has been specifically written with this in mind and consists of a series of three original storybooks :

- *Nia's First Day* (Year 1)
- *Gerry's Story* (Year 1)
- *Kabo's Diary* (Year 2)



AIMS

Each storybook is presented in small and big book format.

The storybooks will provide an opportunity for pupils to:

- develop observational skills and gather information;
- use geographical vocabulary, ask and answer geographical questions;
- develop an awareness of the local area and the wider world;
- acquire and apply geographical enquiry and skills, and broaden their knowledge and understanding of similar and contrasting geographical features of places;
- observe and describe these features and express their opinions about them;
- use plans and maps, and follow directions and estimate distances.

USING THE STORY BOOKS



Teachers can use the storybooks creatively in the way that is appropriate to their style of teaching and for the needs of pupils in their classes. They are suitable to be used in individual, paired, group and whole class teaching and learning situations. It is envisaged that the small and big books/plans and/or maps can be used together to introduce or to develop a concept e.g. orientating a map before using it to locate a feature. Pupils could also use the small book format to gather information when investigating a theme e.g. weather change in *Nia's First Day*.

Each book can be used as a context for developing place study:

- *Nia's First Day* : the school and school grounds;
- *Gerry's Story* : a nearby park;
- *Kabo's Diary* : developing an awareness of the wider world

Other areas of geographical investigation are possible e.g. weather, journeys, jobs, and the quality of the environment.

Pupils should be given opportunities to respond and participate in a variety of ways, e.g. orally, pictorially, and/or by using ICT.

USING THE TEACHER'S BOOK

Gerry's World: The Teacher's Book has been prepared to support the teaching and learning of geography and it should be used in a flexible way.

It identifies key geographical vocabulary to be developed and offers a detailed programme of activities for each of the storybooks. Detailed suggestions are also provided on how to explore each spread of pages. Activities should be selected carefully from these. It is not suggested that pupils should undertake all these activities or that they should be carried out as a class page by page. After listening to and looking at the big book, pupils could use the small book to carry out one of the activities suggested, e.g. recording the activities Nia was involved in at different times of the day.

TEACHER PREPARATION

It is envisaged that the resources should be adapted to meet the individual requirements of teachers e.g.

- Recording sheets could be enlarged to A3;
- complete sentences / labelling before photocopying : pages 11, 12, 13, 14, 46;
- cut pages 9, 10, 26, 27, 35, 36, 42, 44, 45;
- page 14 can be used for any sequencing activity e.g. storyline, time of day, days of week etc. Number / complete as required;
- page 16 : enlarge /reduce, cut out, laminate;
- page 20 : make into acetate to fit the map which is used;

The resources can also be adapted to provide access for all pupils according to their age, ability and previous experiences.

LEARNING OBJECTIVES LINKED TO GEOGRAPHY PROGRAMME OF STUDY



These exemplar learning objectives for the activities are designed for use with the three storybooks. They could be used for short term planning and are linked closely to the National Curriculum programme of study.

Pupils will be able to:

GEOGRAPHICAL ENQUIRY AND SKILLS

- respond to geographical questions about features and places
- make observations about features and places using a storybook
- express simple views about features and places
- use geographical terms and vocabulary
- match an oblique picture to a simple plan
- identify objects and features on a simple plan
- use simple symbols
- follow directions on a plan
- follow a route and estimate distances
- undertake simple mapping tasks
- use a storybook to gain understanding about places and features
- observe and record weather using a storybook
- identify land, sea and Wales/UK on a map of the British Isles/ the world

PLACES

- use their senses to develop knowledge and understanding about places:
 - a. where places/features are in relation to other places/ features
 - b. what makes places special
- gain a sense of place in relation to home and school
- recognise some of the geographical features of a place
- describe some features of a place
- understand some of the ways in which the features are used
- express views on geographical features and places
- understand some of the work people do and the activities they undertake
- identify simple similarities and differences between places or between features and places
- show an awareness of the wider world
- understand that the world extends beyond their locality

GENERAL ACTIVITIES



The following list of activities offers advice on a more general geographic approach to using the storybooks:

- Read the storybook. Identify the main characters. Encourage pupils to retell the story in the correct sequence.
- Explore the text and illustrations in greater detail : identify features; what are characters doing, saying; what is happening now, before, after; what is Gerry thinking; what do you think?
- Focus on a set of geographical vocabulary e.g. key features of a school/park/a country far away. Develop pupils' understanding and usage of these. Use different groups of words e.g. nouns, adjectives, verbs, adverbs, prepositions etc;
- Compare and contrast Nia's experiences to pupils' own experiences. Encourage pupils to talk about similarities and differences;
- Make a model, frieze, collage, depicting an aspect or aspects of the storybook;
- Make a large pictorial map to illustrate the storybook. Talk about it and use it to develop pupils' knowledge, skills, and understanding of map work;
- Explore the passage of time and investigate weather and/or seasonal patterns;
- Arrange a hot-seating activity. Give pupils opportunities to empathise with Gerry and other characters in the storybooks and to experience different viewpoints. Encourage pupils to ask geographical questions.
- Tell pupils that Gerry is visiting their school. Talk about what he would see, do, feel about being there.
- Offer opportunities for pupils to use ICT to communicate and assist in their work in geography;

The storybooks will also provide an opportunity for teachers to develop and apply the Common Requirements relating to communication, mathematical skills, ICT, problem-solving, and creative skills, the Curriculum Cymreig, and elements of PSE.

Generic recording sheets have been included which can be used with any or all of the titles in the series. Specific recording sheets are included to support individual books.

KEY VOCABULARY



GENERAL

Characters: Nia, Huw, Ben, Mam, Dad, Gerry Giraffe, Lowri, Mrs Thomas, Miss Jones, Kabo, Grandma, Thabo, Bonolo

Places: village, city, country, continent, the world, Cardiff, Wales, Botswana, Africa

Positional words: under, over, above, below, behind, in front of, beside, next to, high, low

Directional words: up, down, in, out, past, along, through, around, forward, right, left, north, south, east, west, plan, map, view, globe, route, journey

Weather/seasons/time: sunny, cloudy, showery, rainy, cold, hot, spring, summer, autumn, winter, morning, afternoon, playtime, day, night

Environmental quality: quiet/noisy/ busy, sad/ happy/ kind, dark/ light/colourful, safe/lost/found

Action words: walking, playing, watching, sitting, doing, looking, travelling

FEATURES

Nia's First Day

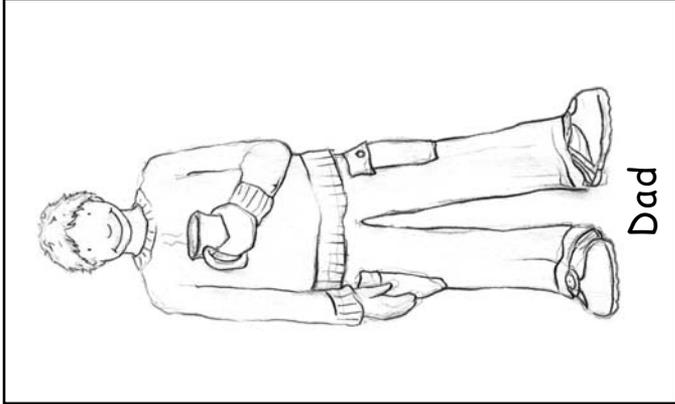
- **inside:** kitchen, classroom, cloakroom, hall, dining hall, office, toilets, corridor, stairs, window, wall, floor, ceiling, corner, door, table, desk, chair, cupboard, shelf, sink, sand tray, clock, television, computer
- **outside:** street, road, house, roof, building, garden, school, playground, flowers, trees, gate, railings, lamp post, litter bin

Gerry's Story

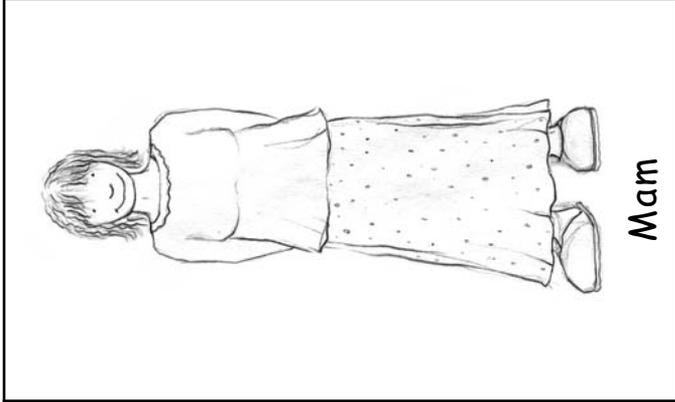
- **inside park:** river, bridge, castle, building, standing stones, wall, steps, path, flower bed, lawns, rubbish bin
- **outside park:** buildings, house, shop, street, bus stop,
- **others:** detectives, birthday, party, present, card, cake, bus, mower, jogger, ice-cream van, Millennium Stadium, magpie

Kabo's Diary

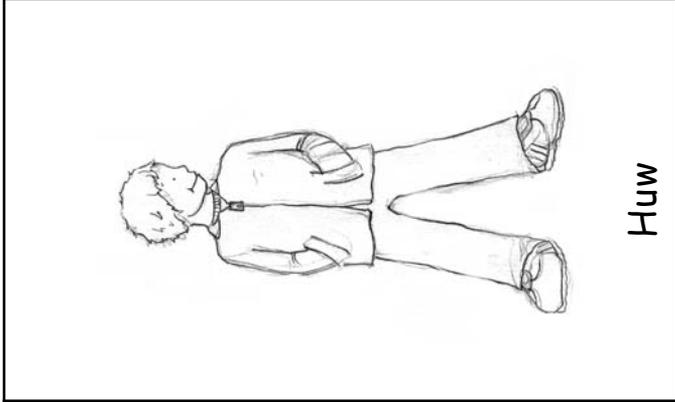
- **holiday:** journey, aeroplane, airport, journey, transport, passport, diary, postcard, photograph, road, jeep, National Park
- **village:** house, bungalow, hut, school, church, shop, weaving workshop,
- **city:** street, shops, bank, craft shop
- **animals:** elephant, lion, giraffe, hippopotamus, rhinoceros, buffalo
- **trees:** sausage, baobab, camelthorn, candlepod
- **others:** water, sun, fire, surprise, ostrich, bushes



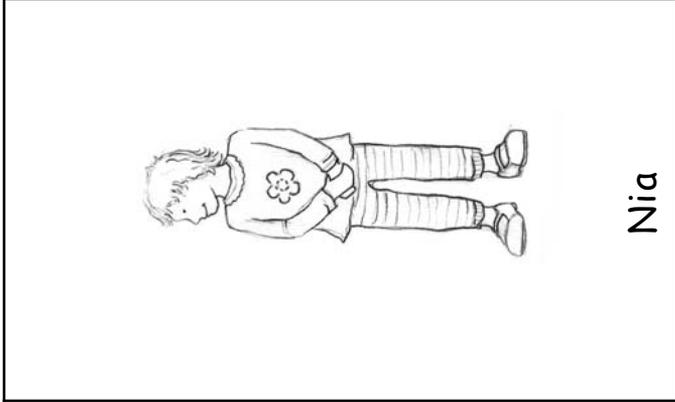
Dad



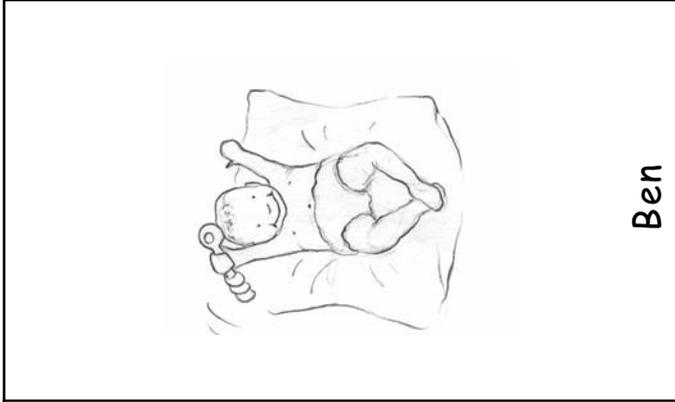
Mam



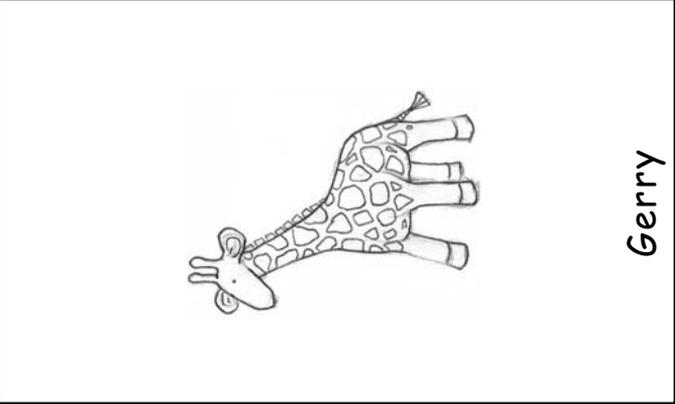
Huw



Nia



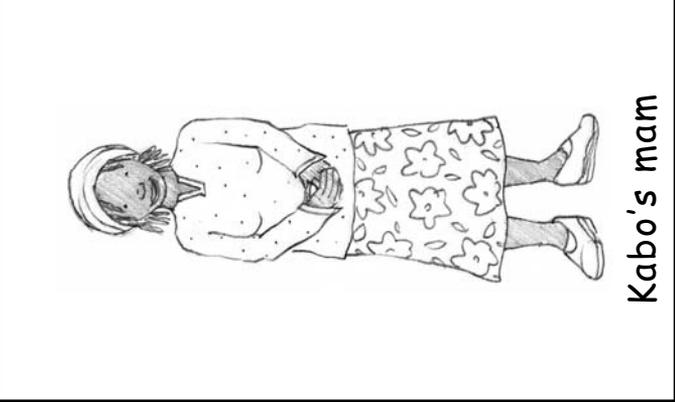
Ben



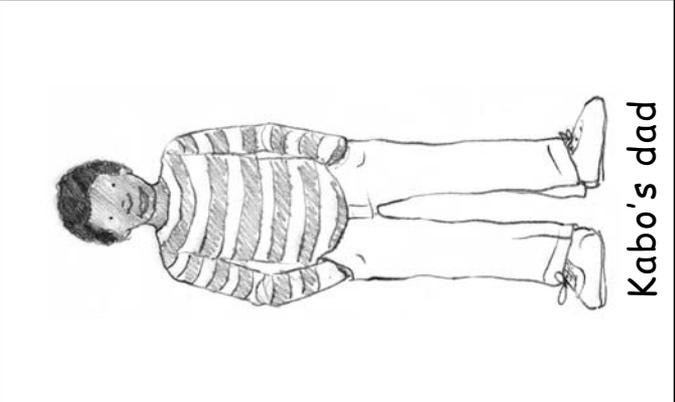
Gerry



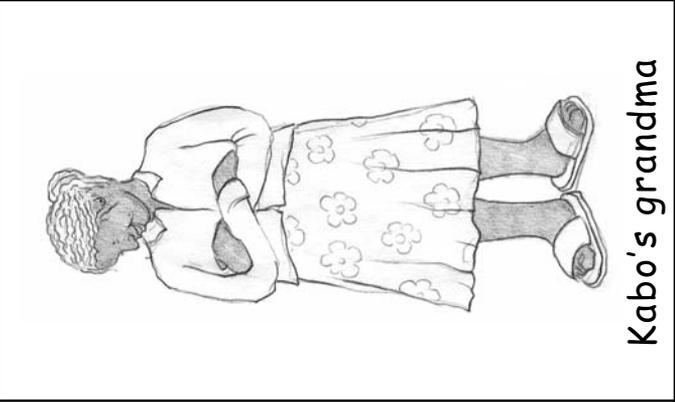
Kabo



Kabo's mam



Kabo's dad



Kabo's grandma





I am Nia's dad. I drive a bus in Cardiff but I am not working today. I am going to take Nia and Huw to school. It is Nia's first day at school. She is four. I think she will like it. I play rugby on Saturdays and sometimes Huw, Nia and Ben come to watch with their mam.

I am Nia's mam. I stay at home in the daytime to look after Ben. He keeps me very busy. On some days I go to work in the gift shop. Ben's gran looks after him then. Nia is starting school today. She used to go to the nursery school and she liked it. I think she will be happy in school. She likes to paint and sing and listen to stories.

Hello! My name is Huw. Nia is my sister and she is starting school today. I am six and Nia is four. Dad is going to take us to school. We go to Park Street Primary School in Cardiff. I like going to school. Cardiff is the capital city of Wales. It is a very big place with lots of roads, traffic, houses, shops and factories.

Hello! My name is Nia. I live with my mam, dad and brothers in Cardiff. I used to go to nursery school. I liked it there. Today I am going to school for the first time. I wonder if I will like it and if I will have anyone to play with?

This is Ben. He is Nia's baby brother. He is eight months old. He stays at home with Mam or Gran in the daytime. He likes to play with Meg the dog and Dylan the cat. Sometimes he pulls their tails.

Hello! I'm Gerry. Huw's aunty gave me to Huw on his second birthday. I like living with Huw's family. They are very kind to me and they love Meg the cat and Dylan the dog. Today is Nia's first day at school and I am going with her. I went to school on Huw's first day. The children can only take toys into school on special days.

I am Kabo and I am four. My name comes from Africa and means 'to give'. I used to live in Africa but now I live in Cardiff with my mam and dad. My dad works in Cardiff University. Mam and Dad say there are giraffes and elephants in Africa. Giraffes are my favourite animals.

I am Kabo's grandma and I live in a village in Africa. I am pleased when Kabo and his family come to visit. We miss them now that they are living such a long way away. Kabo's cousins like to see him too. I live in a bungalow and Kabo likes to fetch the water from the village tap when he is here.

We are Kabo's mam and dad. We used to live in Botswana in Africa. Then Dad got a job in the university at Cardiff so we moved to Wales. We live in Cardiff not far from Nia and her family. We like Cardiff, especially the shopping centre, the Millennium stadium and the river Taff, but sometimes we miss home. We don't like the cold wet weather in the winter time.

What can _____ ?



see



hear



smell



feel





What kind of place is _____ ? What do you think about it?
Colour the faces which show what you feel.

pretty



ugly



quiet



noisy



light



dark



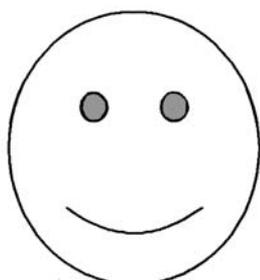
tidy



untidy



happy



sad





How is the same as ?

How is different from ?



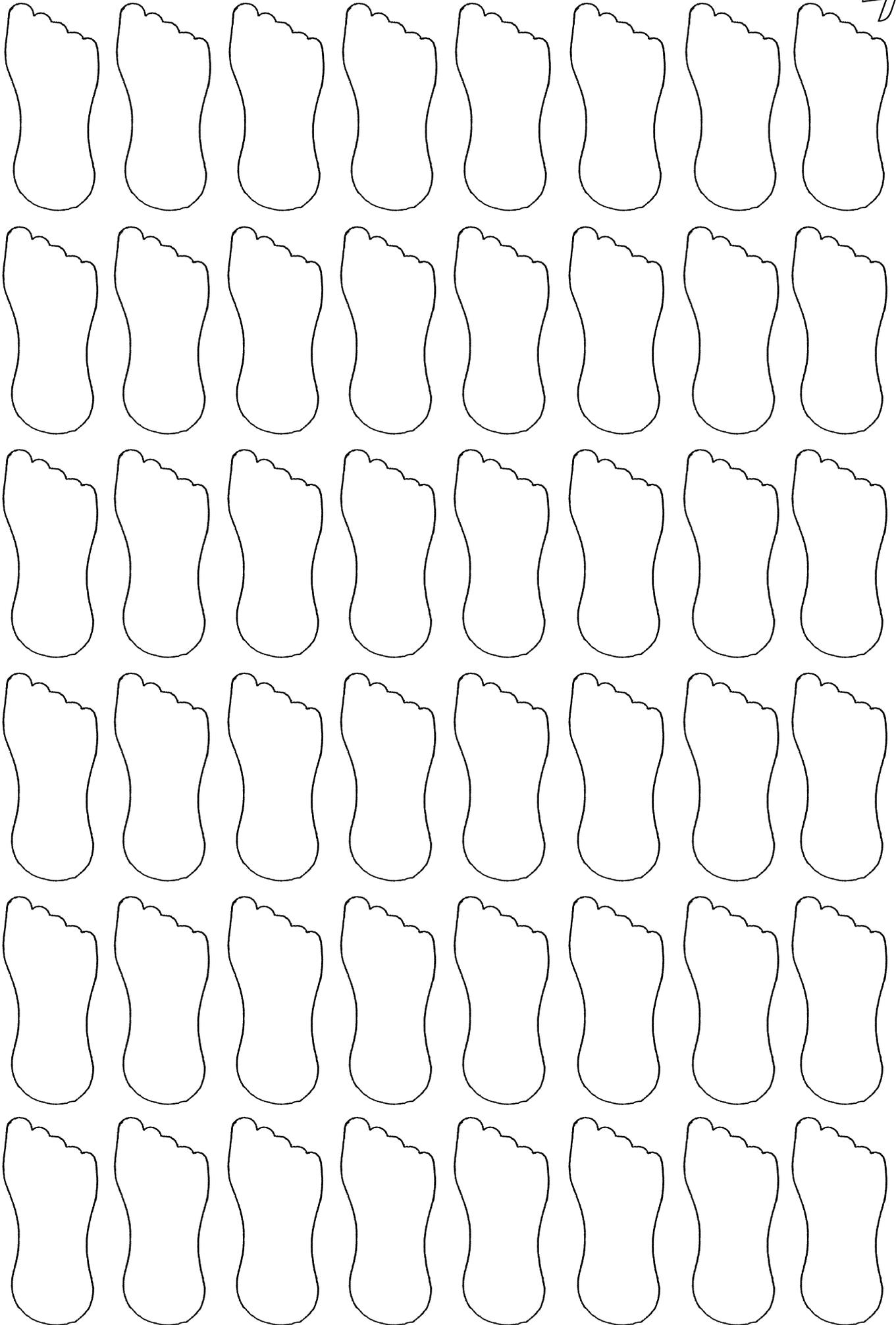
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1	2
3	4

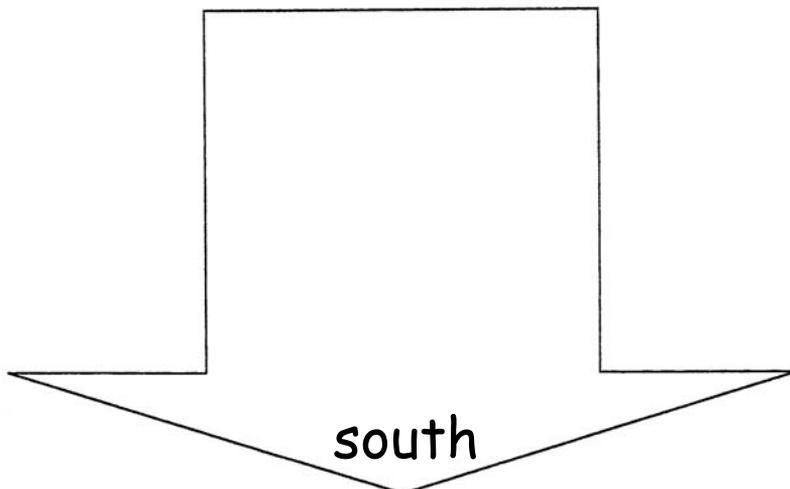
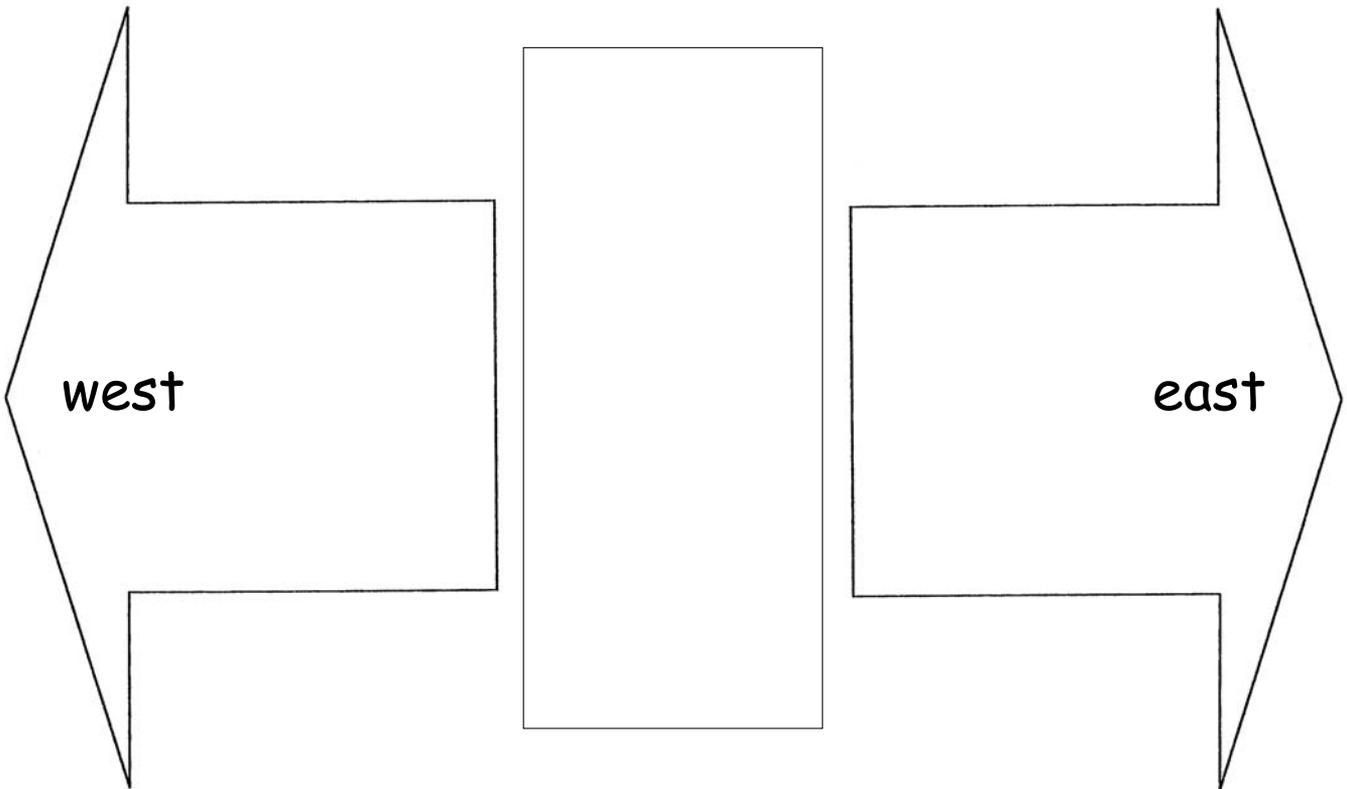
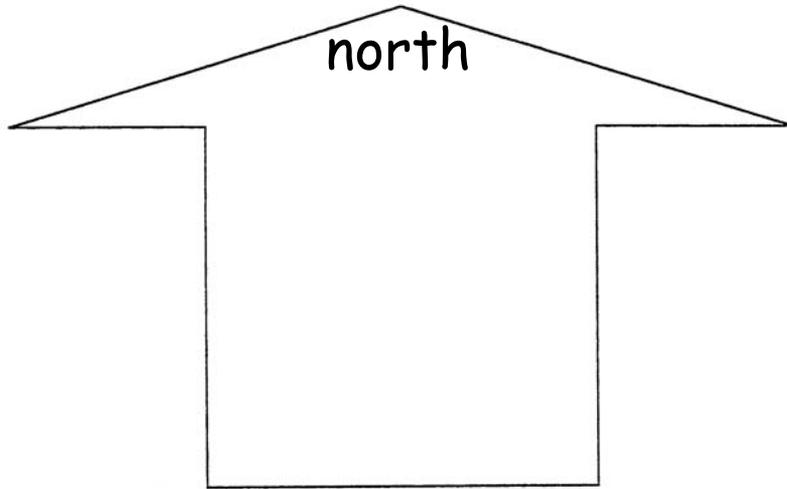


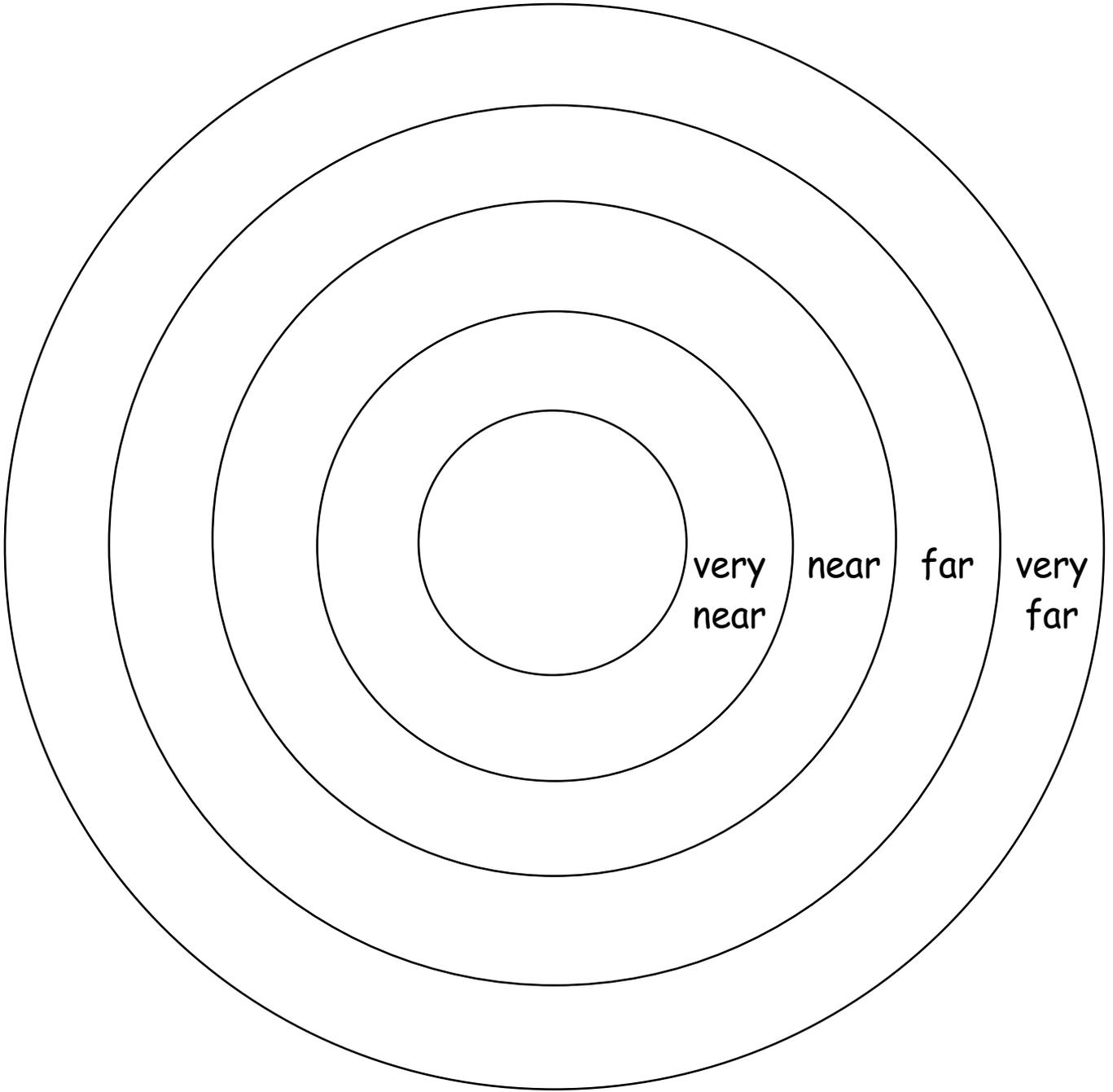
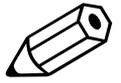
Map of the British Isles





What can you see in different parts of the picture?







I like

I don't like



I like

because

I don't like

because



D

C

B

A

3

2

1