

Geckos

GOALS

Comprehension

Connect to prior knowledge: Ask students what they know about geckos.

Vocabulary

High-frequency Words: a, an, and, are, at, big, call, can, come, eat, from, have, how, if, in, is, it, live, make, new, of, on, one, the, their, them, they, to, up, walk, with

Content Words: baby, catch, clean, day, does, during, eggs, eyes, feel, feet, five, gecko, grow, hairs, hatch, house, insects, island, lizards, loses, lots, many, name, night, rain, sleep, small, sounds, sun, tail, these, tiny, toes, tongue, use, wall

Phonemic Awareness

Recognise and produce words that begin with the same sound: /sm/

Phonics

Letters and Sounds: sm

Words to Blend and Segment: small, smile, smack, smash, smell

Fluency

Choral reading with students pointing to the words as they are read – sharing information



Geckos live on the island of Bali. They are interesting little creatures.

Before Reading

- Ask students what they know about geckos. Look at the cover. Discuss what they see. Read the title to them and then read it together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. Remind students about the text *Chee and Chuck*. Was that fiction or nonfiction?
- Read the title page together. Talk about what is happening in the picture.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *Bali*, *Tokay*, *Chichak*, *tongues* and *insects* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2 discuss what students see in the picture. Discuss where Bali is and what the weather is like. Look on a map to find Indonesia and Bali.
- Read the text together, pointing to the words as they are read. On page 3 discuss what creature Bali has a lot of. Read the words together.
- On pages 4–5 there are two kinds of geckos. Read the sentences and connect with the pictures to understand their sizes and names. Ask: What is another name for geckos? (*lizards*)
- Follow this pattern for each page, discussing the pictures and what you can learn from them about geckos before reading each page. Predict the end of the text before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Ask students what they think the main idea of the text is.
- Retell the text using the pictures as a guide. Discuss what students learnt about geckos.
- Discuss the ending. Ask students to answer the question: *How would it feel to walk up a wall?* Do they know of any other creatures that can do this? What do they think the author's purpose was for writing the book? What have they learned from this book?
- If this book had headings, what would the headings be? List them with page numbers,
- e.g. page 2, Bali; page 4, Lizards.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /sm/ Students listen carefully to words you read to identify the /sm/ sound, e.g. small, smile, smack, smash, smell. They repeat these words and think of more words that start with the same letter blend, e.g. smart, smooth, smoke, smog.

Phonics

- Recognise words that start with the same sound /sm/. Write the words small, smile, smack, smash, smell on the board to practise blending and segmenting the sounds together as a group, e.g. /sm/ /aw/ /ll/ small.

Word Study

- Talk about the words *come, walk, call, big, an, their, live, them*. Read the flash cards from the inside front cover and ask students to locate and read these words in the book and then read the sentences that contain them.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text, e.g. *Tokay is a big gecko*.
- Students make a gecko fact web with facts branching out from the centre of the web where they write *Geckos*. They label and illustrate and share their web with the class.
- Talk about the words ending in s. List these plurals and say what the singular word is. Make a chart matching these, e.g. *insect/s; lizard/s; toe/s; egg/s; sound/s, gecko/s*.

Fluency

- Choral reading with students pointing to the words as they are read - sharing information.

Writing

- Have students write a new text using the pattern of the book, e.g. *Geckos can walk on ceilings with their feet*. They write the text and illustrate it.
- Have students draw a picture of a gecko and label the body parts. They share with a partner.
- Students search to find a map of Indonesia. They draw it and label the island of Bali.

Home/School Link

Take the book home and any related activity done in class to share with family.