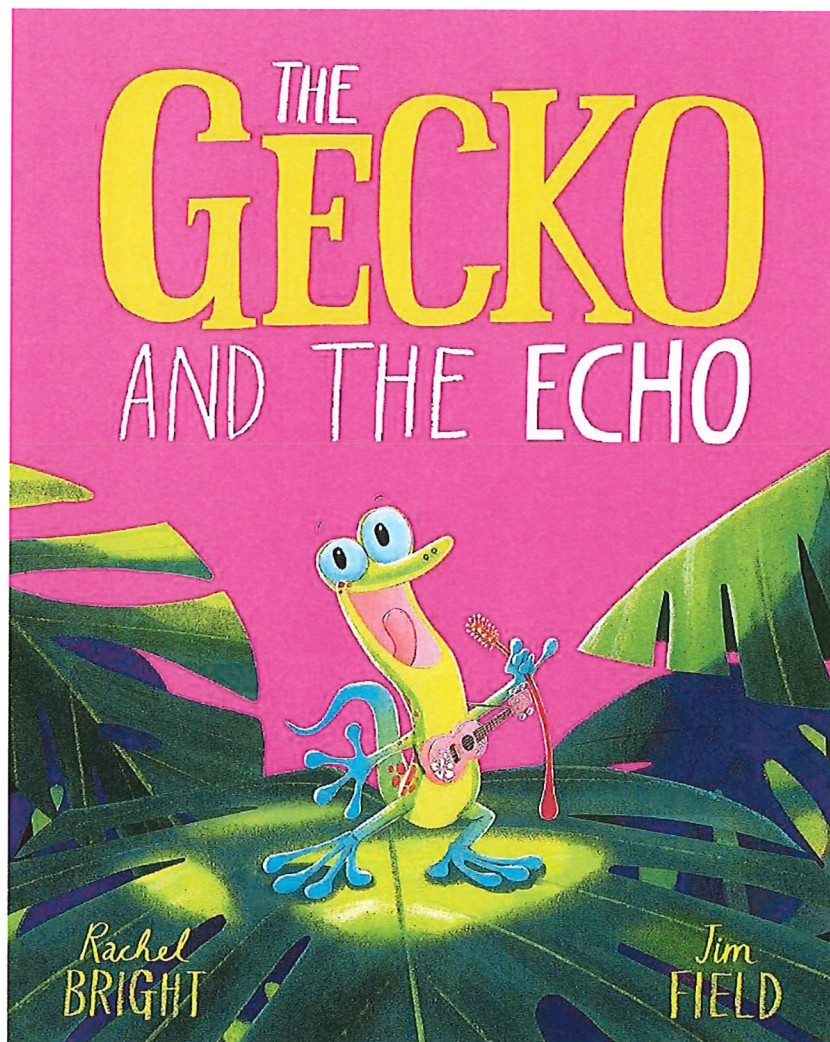


The Gecko and The Echo.

by Rachel Bright and Jim Field



Guided reading planning

Day 1



Cosy read



Predict

Introduce the story.

- Cover and blurb

Refer to teacher book for example questions.

Cosy Read

- Teacher to read the story whilst children get comfy. They can use blankets and cushions.
- Stop at key parts indicated in the teachers copy of the book asking questions as you go.
- Teacher to model story teller voice and allowing time for children to think about questions and look at the pictures.

Characters and Setting

Who and where?

On whiteboards give children a minute to draw...

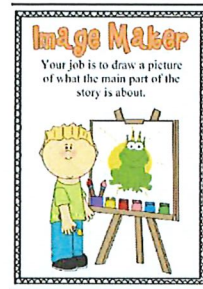
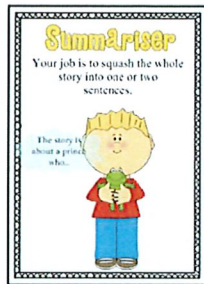
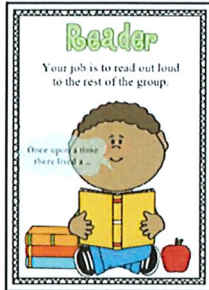
Who are the main characters in this story?

Is there a goodie or a baddie in this story? What makes you think this?

Where is the story set? How do you know?

Day 2

Reading Roles



Paired Read: 10 minutes.

Child to read page at a time whilst other partner is listening and supporting if their partner comes across any words they do not recognise. Teacher to go around listening and praising those using storyteller voices and showing good listening.

Reading roles: 10 minutes.

Teacher to model what each job is based on familiar story such as Goldilocks.

Children should already be in pairs from paired read. Children to read the text together whilst performing their role.

Reader- To read the text in a storyteller voice.

Word finder: Whilst the reader is reading, word finder to write down any words on a piece of paper they find interesting or are unsure of their meaning.

At the end of this activity word finder to stick words on the word finder display.

Image maker- Whilst listening to the summariser, image maker to draw a picture of the most important parts of the story on a whiteboard.

Summariser- To summarise the story in three sentences on whiteboards.

At end of this activity, image maker show picture and summariser to say their three sentences. - do the class agree?

Word finder: 10 minutes.

Go through all the words collected by the word finders and put them onto the word collector poster.

Ask the class if there are any other words they are not sure about

Words to ensure collected: tropical, rose, flamboyant, expressive, unique, impressive, prance, 24/7, frankly, fandangling, sashay, croon, tread, fateful, implored, dumbfounded, stunned, shunned, audience, indignant, flounced, crevasse, buffoon, hollered, inspiration, spluttered, wailing, ruckus, stumped, urgent, dawning, waltz, manoeuvres, uniting- use 'immersion slide' for images, videos etc to help children understand these words

Go through the meaning of the words collected including those above

These will be used at the beginning of the next session

Day 3

Why this word? (10 mins)

Strategies: Scan for the word.

Read around the word.

Discuss the effect.

Teacher to add in alternative word choices eg said, screamed instead of whispered so children can see how word choice improves the text. For children to have a go at choosing alternative words- how would this change the tone of the text. Practice re-reading with tone reflecting tone of word choice.

Go back to the book.

Prance- "So Goldy would prance and play to the crowd"

Fandangling- "At breakfast, guess who would be first to the mango, fandangling them all with a pushing-in tango?!"

Implored- "Enough! They implored"

Dumbfounded- "Goldy was shocked! Dumbfounded and stunned!"

All About the Characters (20 mins)

(The purpose of this activity is to widen children's vocabulary by discussing the meaning of words and for children to justify their answers by referring to the text)

- Children to sit in circle (next to their reading partner) the picture cards for each character placed in the middle of the circle.
- Words below to be printed, cut out and shared out amongst the group - 1 per pair.
- Give children time to talk with their reading partner about the meaning of their word.
- Children to then place their word on the character they think it best describes.
- Teacher to then support class discussion about if we agree/don't agree about where each word has been placed and children to justify their decision based on the text.

E.g., *I think Goldilocks was selfish because she ate all the bear's porridge.*

- As you go through each word ensure that children understand what the word means - this can be done in a variety of ways to deepen their understanding (acting, facial expression, tone of voice, using other examples of the word being used)

Have blank paper too as within the discussion the group may decide that it could be used to describe more than one character.

Have the 'laminated bin' picture on display board as the group may decide that this word does not describe any character.

The Koa (Hawaiian butterfly)



Playful dull energetic

creative lazy spirited

rigid boring imaginative

timid tenacious rude

Day 4 Drama



How am I feeling? How will I say it? -5 mins

Read up to the fateful night (page 7)

- Freeze frame how your character is feeling at this moment.
- How would you say "I am Goldy the Great! Check me out! Drink it in! Hear me sing! Watch me dance! I can do anything!"
- Model expression and tone to show relevant feeling.
- Freeze frame how your character is feeling at this moment. *What about how the other gecko's are feeling?*
- How would you say it? *What might you say to Goldy at this point in the story?*
- Model expression and tone to show relevant feeling.

Continue reading up to 14 where Goldy first heard the echo.

- Freeze frame how your character is feeling at this moment.
- How would you say it? *If you were Goldy what might you say?*
- Model expression and tone to show relevant feeling.

Jump into the book (5 mins)

Read pages (14-22)

Before you do so give the children a quick summary of this part of the story - *Goldy meets the Koa who tells him the truth about his awful singing. Goldy realises he needs to change how he treats his friends and family.*

So think about which character you are going to be - Goldy

Now we will JUMP IN THE BOOK

Children to act out the character they chose (showing actions and emotions) whilst you read this section of the book.

Teacher in role (8 mins) Teachers will need to think of their responses prior to the lesson.

Teacher to sit at front of class and tell the children which character they are.

On whiteboard display the relevant page of the book - with questions for the children to ask the characters (Teacher)

Explain to children that this is helping us to find out more about the story , what the characters are thinking, feeling or why they do something.

If they ask their own have discussion - does this question help us understand more about the story?

Interview the characters (5 mins) Pages 22-End

Teacher continues to read the next part of the book, children continue to act out being one of the characters, but teacher stops to interview the characters about feelings, motivations etc.

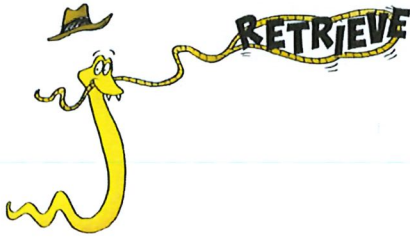
Teacher to be in the moment and addressing misconceptions.

Freeze Frame

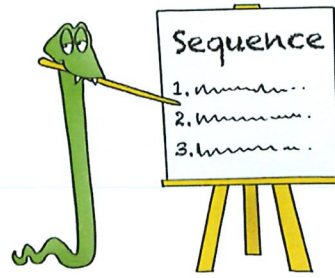
With their reading partners - children to create a freeze frame of part of the story .

Can the rest of the group work out which part of the story it is

Day 5



Retrieve



Sequence

Paired reading (Pages 1- 10) 5 mins

Children to read in partners one partner pointing one partner reading. Teacher to go round and listen to readers to check fluency and expression.

Retrieve- what is a retrieval question?

Understand the question.

- Teacher to model thinking process by re- reading the question and rephrasing "so the question is asking me"

Key words

- Identify key words in question. Model thinking process "what is the key word in this question...?" children to find it.

Scan

- Scan for key words in text. Teacher to model scanning tracing along the text on the board children to shout when they see that word.

Read around the word.

- Teacher to model reading around the word.
- Now get the answer "I think the answer is..."
- Children to write answers on their whiteboards, model copying the relevant words/text using the correct spelling.

Independent application (5 mins)

Provide children with the Retrieve pack. Children to independently read around the words to answer the questions.

Sequence

Teacher script

- Now we are going to sequence a story. A story always comes in five parts. Show box up grid have a3 copy for modelling remind children of the words we use to put in each bit "Opening, build up, problem, resolution, ending".
- Teacher model thought process. Let us think what happens at the beginning of the story?
- Allow children time to answer.
- That is a lot of words! We need to summarise that. Summarise means to squish it into one or two sentences.
- Teacher model saying it in one or two sentences. When children more familiar they will be able to do this themselves.
- Continue to summarise the story this way and then scribing

For this story this will be:

Beginning- We are introduced to Goldy and get to understand his character- we can see his friends and family do not think Goldy is great.

Build up- His friends told Goldy that they did not want to listen to Goldy anymore.

Problem- Goldy hears an echo and he cannot work out who is making that dreadful noise.

Resolution- The Koa tells Goldy that the echo is in fact himself and that he needs to think about how he does things not what he does.

Ending- Goldy changes his ways and gets his friends and family to join in singing and dancing together.

Remove modelled version.

Provide children with box up grids and children to write their own summarised version of events.

Partners to discuss choices do we agree/disagree?

On a tropical island that rose from the seas, where the welcome was warm on the coconut breeze, one little gecko: flamboyant, expressive... Felt quite unique and extremely impressive! "I am Goldy the Great! Check me out! Drink it in! Hear me sing! Watch me dance! I can do anything! Some day very soon I will be a great star. I know if I practise that I will go far! So Goldy would prance and play to the crowd, singing songs out of tune and incredibly loud! It was 24/7! That mouth never shut! Yes, Goldy was frankly... A PAIN IN THE BUTT! At breakfast, guess who would be first to the mango, FANDANGLING them all with a pushing-in tango?! At nap time, young Goldy would sashay and croon, waking the tiniest geckos too soon? And under the moon, when the whole bay would dance, there'd be hops to the front at every chance, Day in and night out, Goldy just wouldn't stop, with no care where to tread on the way to the top. Then, one fateful night when the crickets were chirping, Goldy tried making a tune...out of burping! BUUURRRPPPI! The others decided this was the last straw- They just couldn't take Goldy's gifts any more!

1. Where does the story take place?

2. Why do the other geckos get tired of Goldy's behaviour?

3. Name one thing that Goldy does that bothers the other gecko's?

4. What happens when Goldy tried to make a tune out of burping?

"Enough!" they implored. "You're all ME! ME! ME! We don't want to listen! It's too much, don't you see?!" Goldy was shocked! Dumbfounded and stunned! Greariness like this should never be shunned! They were just the wrong audience- that was a fact. It was time to go elsewhere to practise this act! So with an indignant SWISH-WHIP of a tail, Goldy flounced off on the Red Canyon Trail. In the empty crevasse, a voice could ring out, belt out a tune...free a burp...have a shout! With a smile and a jump, Goldy let out a "Woooo!" but before the next "hoooo..." came another voice too! "Woooooooooo!" But no one was there! So, who'd woo'd on the hoo?! There just wasn't room on this rock-stage for two. Goldy tried singing a "Tra-la-la-la..." But got drowned out by singing that bounced...twice as far! "TRALALALALALALA!" And the song was not good! It was all out of tune! Who? Goldy thought, is this other BUFFOON?! "Be quiet!" Goldy hollered. "Be quietttttt!" came the shout. This other gecko would have to get out!

5. Why did Goldy decided to leave the other geckos on the rock?

6. What did Goldy say when singing on the Red Canyon Trail?

7. How did Goldy feel when the other gecko started singing on the rock?

8. What did the other gecko should when Goldy told them to be quiet?

Opening

Build up

Problem

Resolution

Ending

Day 6



Infer

Inference Picture (3 mins)

Show picture on the slide and ask children to look for clues as to what might be happening in the picture. Discuss with reading partner and share to the group.

Modelled Strategies (5 mins)

As a group look at the question and section of the text on the teaching slides.

- Read the question.
- Get information from the question- what is it asking us to do?
- Let's look for clues- read around the word in the text.
- I notice...teacher to give clues to support.

E.g. "I notice that Goldilocks says..."

"I notice that the author uses this word to describe..."

"I notice these words...I can infer that..."

"I noticed just before..."

- Model thought process to getting an answer.

E.G "I noticed that Goldilocks woke up and screamed. I think she felt scared"

"When Goldilocks crept into the house. I think she was being mischievous because when you creep you want to be quiet."

Inference Independent application (10 mins)

Children to use the inference application sheet to have a go at answering questions. Children can discuss answers with their reading partner after they have had a go on their own.

Paired reading (5min)

In pairs children to read the story using their story-teller voices and expression to show character emotions that we have explored throughout the unit. Teacher to go round and check are reading fluently and using a range of expressions to really tell the story.

But then ever so quietly, across the blue sky some surprise inspiration came fluttering by... "Hello there," it tinkled. "I have an idea..." Whispering gently in young Goldy's ear... "The voice that you hear... it isn't a gecko. That shouting and singing... it's simply an echo."

"What?!" spluttered Goldy. "That can't possibly be! That terrible wailing? That ruckus was...ME?!"

Well... Goldy was stumped. Could this really be true? If it was, then this knowing was urgent and new. The Koa said, "Greatness - it's not what you do, but how you are doing it... that matters too!" Goldy felt changed, "A new day is dawning! I must hurry back to my family this morning. I want to return to my sparkling bay and perform in a new very different way!"

1. What surprised Goldy across the blue sky?

2. How did Goldy react when told the noise was just an echo?

3. What did Goldy decide to do after realizing the truth about the singing and shouting?

So at breakfast time now Goldy says, "After you..." With a slow-waltz-reverse to the back of the queue! When babies get tired and are closing their eyes, Goldy hums soft, snoozy hushed lullabies. And under the moon when they gather at night, Goldy just can't help but groove in the limelight... BUT... now those manoeuvres are mindful and kind. For all those in front and all those behind. Uniting all geckos to dance and to sing. Making them feel they could do anything. This was real stardom! Who would've thought?! With fan club and fame of a much better sort... Yes, Goldy found out what true greatness can be, not just for one, but for you and for me. Whatever our journey, whichever our track, what we send out will come echoing back. And so if we know that we get what we give...then giving out love is a great way to live.

4. What does Goldy do when babies are tired and closing their eyes?

5. How are Goldy's manoeuvres different now compared to before?

6. What did Goldy find out about true greatness?

Day 7



Book Review




Explain

Group discussion

- Explain we are going to create a book review to go in the library to tell children about this book and our thoughts on this book.
- Summarise the story
"The Gecko and the Echo" by Rachel Bright and Jim Field is a story about a gecko named Goldy who loves to shout and sing, thinking it makes them great. However, other geckos on the rock find it too much and ask Goldy to stop. Feeling shocked and hurt, Goldy decides to leave and goes to the Red Canyon Trail to practice. There, a mysterious voice reveals that the noise was just an echo. Goldy learns a valuable lesson about true greatness and returns to the geckos, changing their behavior to be mindful and kind. Goldy becomes a true star by uniting the geckos through dance and song, realizing that spreading love is the key to a great life"
- Ask who their favourite characters are and why. Teacher to model appropriate response. "My favourite character is Goldy because I can just visualise how he moves around and it makes me laugh"
- Favourite part of the story and why?
- What you didn't like about the story.
- Generate ideas and get children to explain why.
- Ask children if they would recommend this book to their friends. Express that it is ok to not like the book as long as you can justify it. Eg I would recommend this book as the words used to describe are brilliant and the book really comes to life!

Explain independent application(15 mins)

Children to work with their reading partner use the iPad app Clips  to record their opinions on the book. They can film themselves talking, film favourite character in book, talking over the top. Add stickers etc. When complete save on iPad.