

GORDON THE GECKO FROM GIZO



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Pictures by **Charles Manata**

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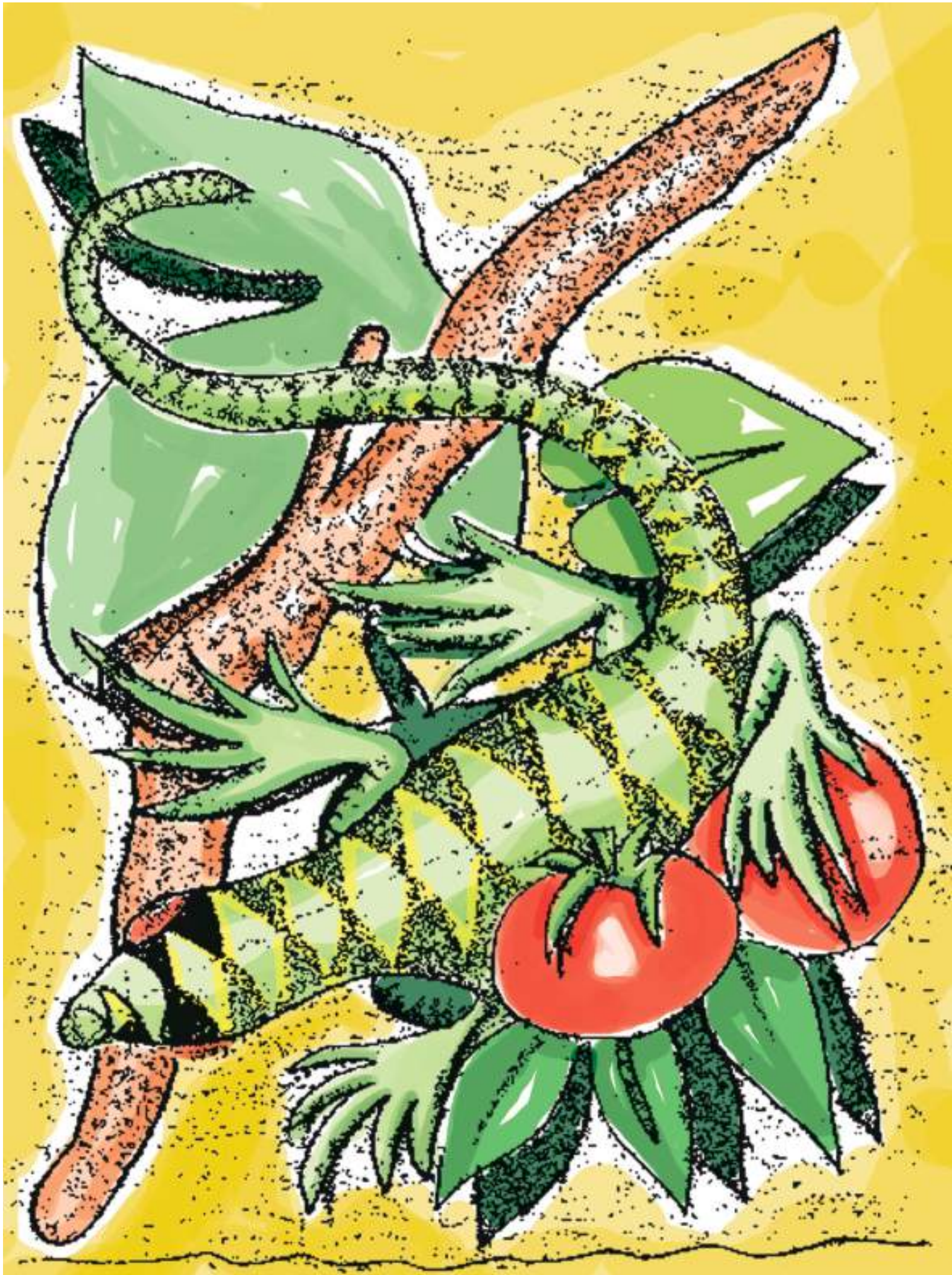
“I don’t like banana or mango,” said Gordon the gecko from Gizo.



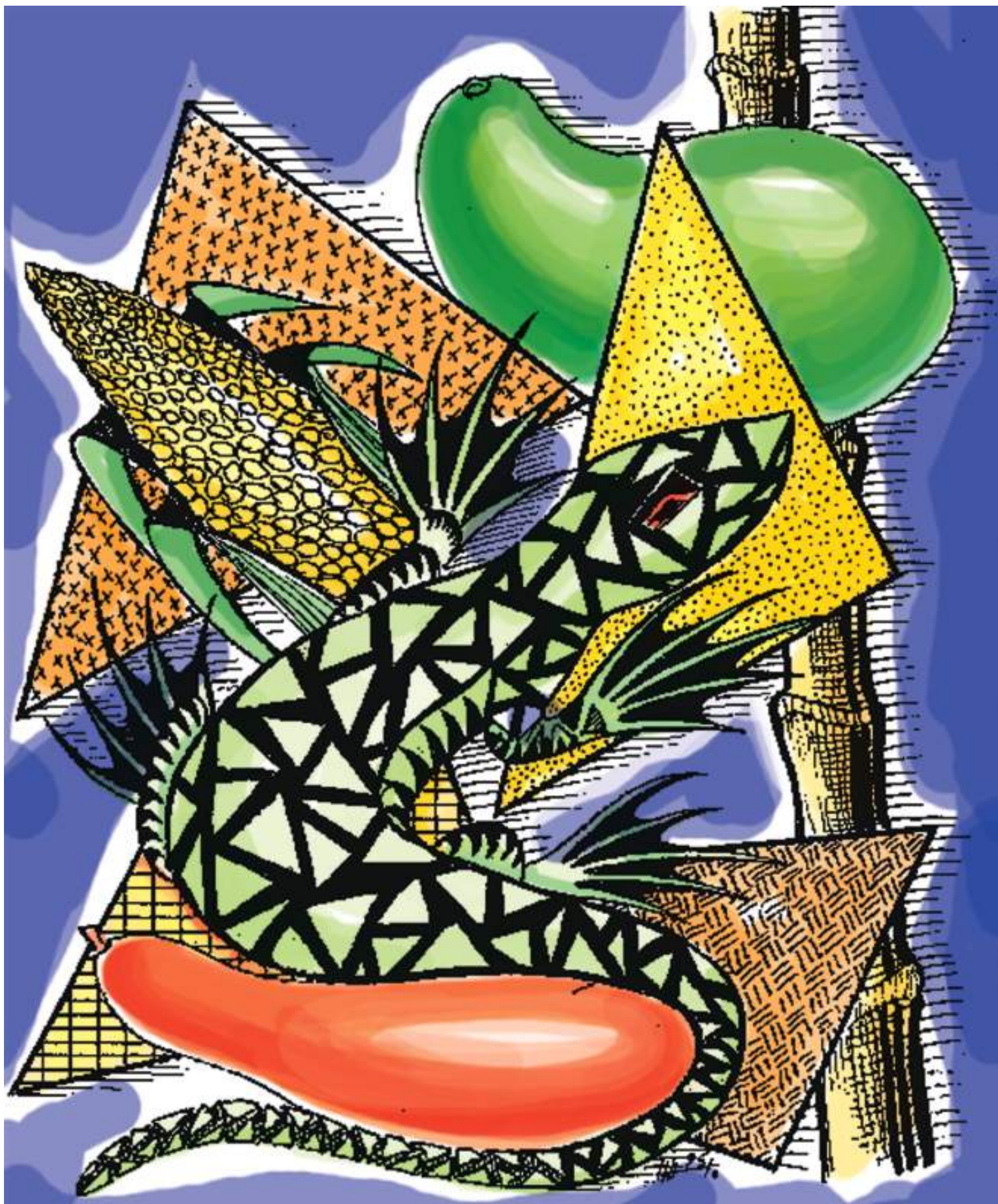
“I don’t like kumara or sago,” said Gordon the gecko from Gizo.



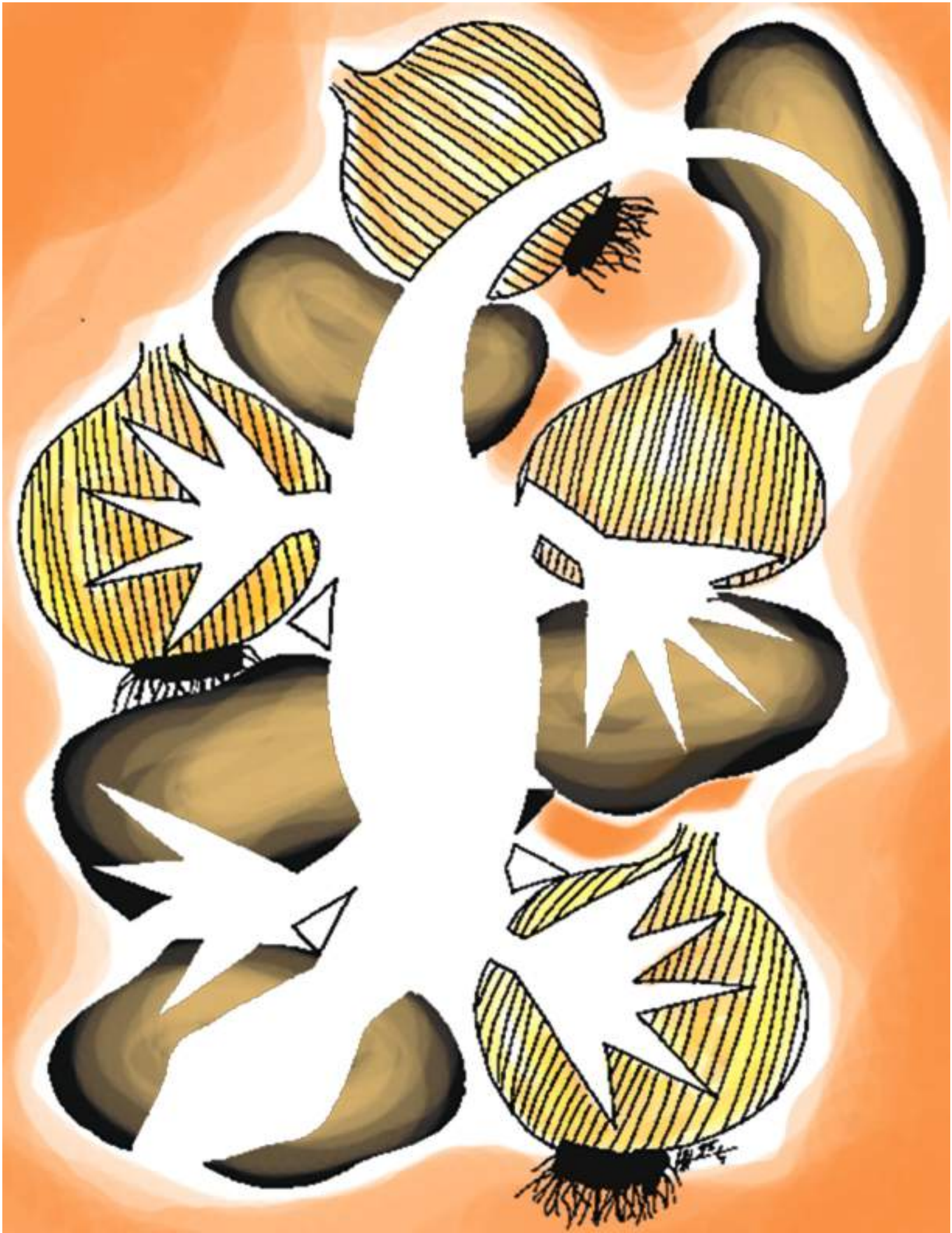
“I don’t like cassava or taro,” said Gordon the gecko from Gizo.



“I don’t like beans or tomato,” said Gordon the gecko from Gizo.



**“I don’t like corn or
avocado,” said Gordon
the gecko from Gizo.**



“I don’t like onion or potato,” said Gordon the gecko from Gizo.



“I do like a tasty mosquito,” said Gordon the gecko from Gizo.

Text:	<i>Gordon the Gecko from Gizo</i>
Level:	Year 1
Message	We all have different likes and dislikes
Discussion focus:	Our different tastes in food
Vocabulary focus:	Expressing likes and dislikes (<i>I like/I don't like</i>)
Letters and sounds:	Medial g, medial s
Print focus:	Capital letters for names
Writing opportunity:	New story with insertion of a new animal/food

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners <i>This story is about a gecko. His name is Gordon and he lives in Gizo. Here's the title: Gordon the Gecko from Gizo. Gordon doesn't like eating fruit and vegetables. In the story, Gordon tells us about all the fruit and vegetables he doesn't like.</i> Ask the learners to think of some types of fruit and vegetables that Gordon might not like. Do NOT tell the learners what is in the book, just let them think of some ideas.</p> <p>Explain that at the end of the story, we find out what food he really does like to eat. See if the learners can guess what food this is.</p> <p>Now open the book and show the learners the pictures. Look at the picture on each page, pointing to the fruit/vegetables in the picture, telling the learners the English word used for these foods then pointing to the word on the page. Teach the expression <i>I don't like</i>.</p> <p>On p. 8, explain that this page tells us what food Gordon likes to eat. Look at the picture to find out what food he likes (<i>mosquitoes</i>).</p>	V/P	1.3.3.1 1.4.1.3
<p><u>Read the story: Listening and watching</u></p> <p>Now read the story to the learners. Make sure you read the speaking parts with expression, showing that Gordon is talking about something he doesn't like. On p. 8, read the word <i>do</i> strongly (<i>I do like a tasty mosquito</i>), so the learners can hear that this sentence is a little bit different.</p>	E	1.4.1.2 1.4.1.3 1.3.1.2
<p><u>Review the story: Understanding the story</u></p> <p>Now look at the pictures again. On each page, ask the learners to tell you what food Gordon is telling us about and whether he likes to eat this food. Before you turn to p. 8, see if the learners can remember what food Gordon does like to eat.</p>	V/P + E	1.4.1.2 1.1.1.1
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to remember some of the fruits and vegetables that Gordon doesn't like. For each answer, ask the learners <i>Do you like this food?</i> Now ask the learners to remember the food that Gordon really likes to eat. Ask the learners <i>Do you like to eat mosquitoes?</i> Talk about how we all like different food to Gordon, maybe because he is a gecko and we are people! Talk about how even people like different foods from each other. Choose one fruit or vegetable from the story and ask the learners to tell you whether they like this food or not (maybe by putting their hands up). Talk about how everyone in the class likes different food.</p>	V/P + E	1.5.1.4 1.6.1.2

<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Tell the learners <i>Today you will help me read the story. I will read the first part of every sentence, and you will finish the sentence for me. You will read the part of the sentence that tells us who is speaking.</i> See if the learners can remember who is speaking in the story.</p> <p>Now turn to p. 2 and read the first part of the sentence (<i>I don't like banana or mango</i>) then encourage the learners to join in for the last part of the sentence (<i>said Gordon the Gecko from Gizo</i>). Continue reading like this, letting the learners join in at the end of every sentence.</p>	E	1.6.1.1
<p><u>Focus on vocabulary: likes and dislikes</u></p> <p><u>Preparation:</u> Make flashcards for these words: <u>mangoes</u>, <u>bananas</u>, <u>cassava</u>, <u>beans</u>, <u>tomatoes</u>. Explain that these words are some of the fruit and vegetables that Gordon talks about in the story. Show the learners each card, see if the learners can tell you the word, by looking at the first sound in the word. Tell the learners: <i>In English, when we talk about things we like we say I like_____.</i> Write <i>I like_____</i> on the board and hold the card <i>mangoes</i> in the space to show the sentence. Now write <i>I don't like_____</i> on the board, explaining that this sentence is for things we don't like. Hold up the flashcard <i>mangoes</i> in the space and read the sentence to the learners.</p> <p>Use the sentences to ask the learners to talk about themselves. Hold up each card next to each sentence and ask the learners which sentence is true for them eg. <i>Simon, this says bananas. What sentence will you say: I like bananas or I don't like bananas? Mary, this says tomatoes. Which sentence will you say: I like tomatoes or I don't like tomatoes?</i></p> <p>Extension: Use the structure <i>You like _____, You don't like _____</i></p> <p>Extension: Use activities rather than food (eg. <i>I like swimming, I don't like dancing</i>)</p>	E + V/P	1.6.2.6 1.4.2.4 1.7.2.5

ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Remind the learners of what we say in English when we don't like something (<i>I don't like</i>___). Turn to p. 8 and point to the words <i>I do like</i> and explain that this is the same as <i>I like</i>. Read the story, letting the learners read the words <i>I don't like</i> on every page. Pause before you turn to the last page, and remind the learners that on this page the words change to tell us about something Gordon does like. Let the learners read the first part of the sentence on this page (<i>I do like</i>...).</p>	E	ENG 1.6.1.1 1.4.1.2
<p><u>Focus on print: Capital letters for names</u></p> <p>Ask the learners to tell you the name of the gecko in the story. Now turn to p. 2 and point to the word Gordon in the sentence. Tell the learners <i>I want you to look at the first letter in his name</i>. Ask the learners to tell you if it is a big letter or a small letter. Explain to the learners that when we write the name of a person (or animal), we always write the first letter as a big letter. Turn the pages of the book and find the word <i>Gordon</i> on each page, pointing to the big letter G. Now show the learners some more books they have read (<i>Kima the giant</i>, <i>Turi the Fly</i>, <i>Tina's Seed</i>). Show each book to the learners, ask them to remember the name of the person/animal in the story. Find the name on the book cover (or inside the book) and show the learners how this name is written with a big letter. Make a list of all the names you see. You might choose a learner to come up and write the first letter in the name, reminding them to use a big letter</p>	E + V/P	1.4.2.5 1.7.2.3
<p><u>Focus on Letters and Sounds: medial hard g</u></p> <p>Turn to p. 2 and point to the word <i>mango</i>. Ask learners to find the word in the small books and look closely at the word. <i>It starts with a mmm sound. It ends with an o sound. It has the sound g inside.</i> Which letter makes the g sound? Ask the learners to look at the word and find the letter g. Say the word again, drawing out the g sound so that learners can hear it. Now look at p. 3, ask the learners to look at the sentence and find a word that has the letter g. Point to the word <i>sago</i> and ask: <i>Where is the letter g in this word? Is it at the beginning, the middle or the end?</i> Now read the word to the learners, drawing out the letter g in the middle. Now tell the learners: <i>I am going to say some words that have the g sound in them. Listen to the word. Put your hands up in the air if the word starts with the g sound and fold your arms if this word has the g sound in the middle.</i> Say these words, looking to see if the learners can correctly hear where the g sound is in each word: <i>go, Tiggie, gecko, mango, give, forget, begin, gift, wriggle</i></p>	E + V/P	1.4.1.3 1.4.2.3 1.4.2.4
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask learners who would like to try to read a page in the book. Choose some volunteers. The teacher reads the first page, a learner reads the next. The teacher continues to read one page and a different learner reads every second page until finished.</p>	E	1.6.1.1
<p><u>Focus on Letters and Sounds: medial s</u></p> <p>Open to p. 4 and point to the word <i>cassava</i>. Ask the learners to find the word in the small books and identify the word. Focus on the sounds: <i>It starts with a c sound. It ends with an a sound. It has the sound sss in the middle. Which letter makes the sss sound?</i> Ask the learners to look at the word and find the letter s. Say the word again, drawing out the sss sound so that learners can hear it. Now look at p. 8, read the sentence (<i>I do like a tasty mosquito, said Gordon the Gecko from Gizo</i>) and ask the learners to tell you which words have the sss sound inside. Look at the words <i>tasty/mosquito</i>, find the s in each word and practice saying them. Say these words and ask learners if they have a first or middle s sound: <i>sing, sat, last, first, fast, sat, sister</i> (careful!)</p>	E + V/P	1.7.2.9 1.4.2.3
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Hand out copies of the book for learners to read by themselves or with a partner. Remind learners to point to each word as they read.</p>	E	1.4.3.1
<p><u>Shared Writing</u></p> <p>Tell the learners <i>We are going to write a story about another animal who tells us all about the food it doesn't like. Then at the end, our new animal will say what food it does like to eat.</i> As a class, choose a new animal, a name for this animal and the place where this animal comes from, making sure that each word starts with the same sound (eg. <i>Billy the Bull from Buala, Teresa the Turtle from Taro, Salome the Snake from Savo</i>). Write the name of your story on the board. Now ask the learners to think of all the fruits and vegetables that they think this animal doesn't like. Choose one learner's answer and write the sentence "<i>I don't like (food)</i>", <i>said (name) the (animal) from (place)</i> eg. "<i>I don't like potatoes,</i>" <i>said Salome the snake from Savo.</i> Write 4 more sentences using this structure. Now ask the learners to think of a food that this animal does like to eat. Write the last sentence using this structure: "<i>I do like a tasty (food)</i>", <i>said (name) the (animal) from (place).</i> Now write the story on paper. Write one sentence per piece of paper. Divide the learners into groups and give each group one piece of paper. Make sure each group understands the sentence that is written on their piece of paper, then ask the learners to draw a picture, showing what is happening in their sentence. Collect the pages when finished to make into a book.</p>	E + V/P	1.9.1.2 1.9.1.4 1.9.2.3 1.9.2.2

