

Go to Sleep, Gecko!

Retold by Margaret Read MacDonald
Illustrated by Geraldo Valério

Outcome:

Students will learn about ecology, how organisms are dependent on one another, and how animals are interconnected.

Materials:

- Map or globe
- Paper, pencil
- Cup, spoon, plastic lids from margarine tubs, white glue, blue food coloring, paper clips, scissors, brown permanent marker
- Computer with Internet
- (Optional): *How and Why Stories: World Tales Kid Can Read and Tell* (Martha Hamilton, Mitch Weiss), *Wisdom Tales from Around the World* (Heather Forest)

About the Book:

Guided Reading:

K

Lexile Level:

430L

Character Traits:

Citizenship

Respect

Sharing

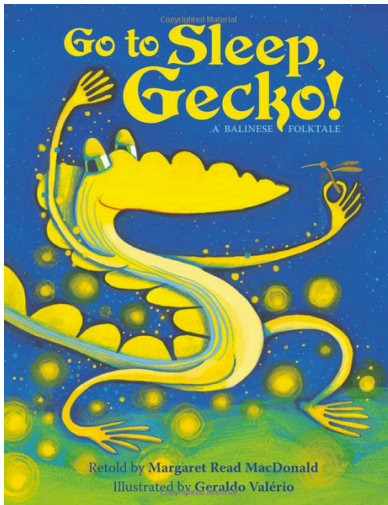
Region:

Asia, Bali

ISBN:

978-0-8748-3780-3

978-1-9391-6092-8



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Second Grade

Instructional Plan

Introduction

- Ask students the definition of a food chain. Explain and illustrate on blackboard:
 - All living creatures need to get energy to live.
 - A food chain is a sequence of who eats whom/what to obtain nutrition in an ecosystem.
 - The chain starts with a primary energy source, the sun.
 - The next link in the food chain is an organism that can make its own food from the energy source, plants.
 - The next link is an organism that eats the previous link, such as a rabbit eating grass (herbivores).
 - The next link in the food chain is animals that eat herbivores (carnivores).
 - The chain ends with an animal with no natural predators such as a hawk, alligator or bear.
 - Some animals have different positions in the food chain as they have a varied diet.
 - A bear may eat berries on a plant or he may eat salmon.
 - How do humans fit into the food chain?
 - There are many food chains within an ecosystem; this forms a food web.
 - The animals in an ecosystem are dependent on each other. Although there is competition between animals for food, there is also interdependence. If one species becomes extinct, it can affect the entire food chain.

Teacher Reads the Story

- Inform students that they will be reading a story from Bali (show on map or globe) which shows an ecosystem being interconnected in a different way.
- Teacher asks students to make a timeline of story events while the story is being read.

Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.10

Read and comprehend literature

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations



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Questions for Assessing Students' Comprehension:

- What is the setting for this story?
- Who are the main characters?
- What is the conflict or problem?
- Why did Gecko think Elephant should help him?
- Name the sequence of events and conversations that Elephant had with Gecko and the other characters.
- What did Elephant tell the fireflies, Buffalo, and Rain?
- How was the conflict resolved?

Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer questions to demonstrate understanding

CCSS.ELA-LITERACY.RL.2.2

Recount stories and determine their lesson or moral

CCSS.ELA-LITERACY.RL.2.3

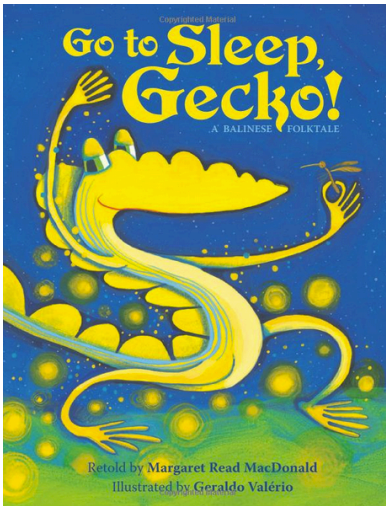
Describe how characters respond to events and challenges

CCSS.ELA-LITERACY.RL.2.10

Read and comprehend literature

Questions for Interpretation:

- How did Gecko feel when he couldn't go to sleep?
- How did Elephant feel about being awakened in the middle of the night?
- How did Elephant's feelings about being awaked change as the story progressed?
- How are all of the story events interconnected?
- Did Elephant give a good answer to Gecko by Saying, "Some things you just have to put up with"?
- What would you have told Gecko if you were the village boss?
- Why was Gecko finally able to sleep?
- What lesson does this story teach?
- Give examples of other ways the world is connected.



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Follow Up Activities:

Food Chain Follow Up

Directions:

- Place these animals in order to create a food chain:
 - Raccoon, algae, dragonfly, mosquito larva
 - Seal, white shark, plankton, fish
- Use the Internet or library to research and create other food chains. Which food chains have humans as the final consumer?

Character Education

Directions:

- This folktale highlights the character values of caring, citizenship, fairness, respect and responsibility.
- Students choose one of these words to look up in the dictionary and illustrate.
- Students show the illustrations to classmates and have them guess which value is illustrated.

Drama Skit

Directions:

- Divide students into small groups.
- Each group creates a new ending for the story and a skit to present to the class. Group shares why they chose their particular ending.

Pour quoi

Directions:

- Many Balinese folktales were created at a time when the Island's people did not know all of the scientific information we know today. They made up stories in an attempt to explain things they did not understand. These are called ***pour quoi*** stories. *Pour quoi* means *why* in French. What natural phenomenon does *Go to Sleep, Gecko!* explain? More *pour quoi* tales can be found in *How and Why Tales* (Mitch Weiss and Martha Hamilton).
- Read "Little Lizard's Sorrow," a folktale from Vietnam that explains why the gecko makes the sounds it makes. Found on page 106 of *Wisdom Tales from Around the World* (Heather Forest).

Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.2

Recount stories and determine their lesson or moral

CCSS.ELA-LITERACY.SL.2.4

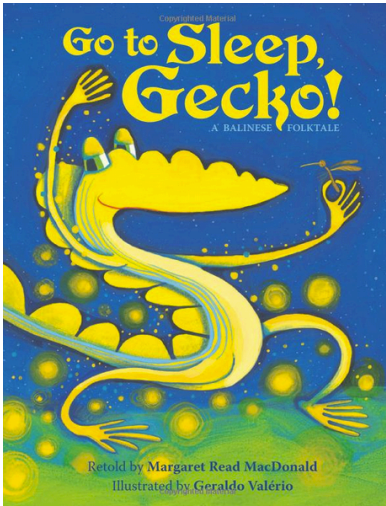
Tell a story or recount an experience with appropriate facts

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation

CCSS.ELA-LITERACY.RL.2.7

Use information via illustrations and text



Common Core

Standards:

**CCSS.ELA-
LITERACY.W.2.7**

Participate in shared
research and writing
projects

**CCSS.ELA-
LITERACY.SL.2.1**

Participate in
collaborative
conversations

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Follow Up Activities:

Math

Directions:

- Balinese people consider the Tokay species of gecko to be good luck. These geckos live in many homes, crawling up the walls and ceilings, and lurking under the rafters in the roof. There are hundreds of species of geckos that make a large variety of sounds, but the Tokay species makes clicking noises that sound like the word, "gecko." Balinese people count the number of sounds this gecko makes. They think that the higher the number, the greater luck a household processes. It is even luckier to have an odd number of sounds.
- Students number their paper from 1 to 10.
- Make a series of gecko sounds; students count them.
- Students record the number and determine odd or even.
- Students re-number their papers, and they are given a chance to the "gecko." Each student makes the gecko sounds while classmates record the number and determine if the number of sounds is odd or even.

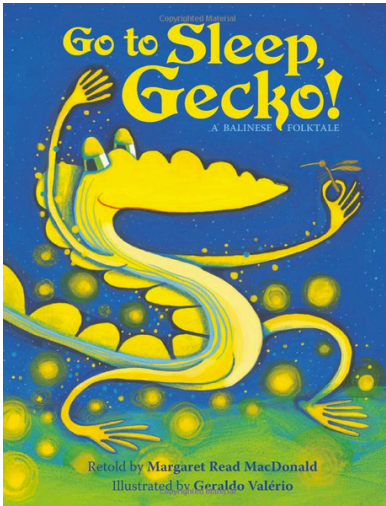
Science

Directions:

- Compare and contrast the weather in Bali with your state.
- Make a graph to display the weather information from Bali.
- Research the same information about your state.
- Based on this information, does the story take place during the wet or dry season?
- Are the monthly temperature differences more varied where you live?
- How does the rainfall pattern compare?
- What month would you most/least like to visit Bali?
- Bali is located 8 degrees south of the equator and has a tropical climate (show on map or globe). Bali does not have 4 seasons. It has only a wet season (from September to February) and a dry season the other half of the year.

Ecology

- The weather and natural events in the world are interconnected. Research how a volcano, earthquake, or other natural phenomena in one country can affect other areas.



Common Core

Standards:

CCSS.ELA- LITERACY.W.2.7

Participate in shared research and writing projects

CCSS.ELA- LITERACY.SL.2.1

Participate in collaborative conversations

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Follow Up Activities:

Make an Earth Light Catcher

Directions:

- Pour about 1/3 cup of glue into a cup and add 4-5 drops of blue food color.
- Fill the plastic lid from a margarine tub with the colored glue. Place a paper clip in the glue (to be used as a hanger) with ½ of it extending past the circle. This will define the top of the light catcher. Allow glue to dry completely.
- Peel the glue circle out of the lid.
- Use a globe or map to find continents to draw in the circle. Students should vary which continents they draw so that there is a variety represented in the class.
- Students should practice on a paper and then use the brown marker to draw their continents or landforms on the blue circle.
- Tie a piece of string or yarn through the paper clip and hang in a sunny window.

Internet Search

Directions:

- Go to www.omniglot.com to learn about Balinese alphabet.
- Explore writing words using the alphabet.

Batik Fabrics

Directions:

- Batik fabrics are very popular in Bali.
- To make batik, place wax on a cloth in a particular pattern.
- Dye this cloth. The areas with wax resist the dye.
- After cloth dries, remove wax.
- Research the process of making batik fabrics and create a batik cloth.