

Gemini



Vocabulary:

comics, disappear, disturb, Gemini, genie, grant, lamp, magic, puff, second-hand, shop keeper, sign, smoke, thumping, twins, wish

Before Reading

Text Type

Draw students' attention to the:

- author and illustrator
- illustrations
- chapter titles.
- Ask, "What type of text is this?" (Narrative)
Date.....

Visual Literacy

- Discuss the front cover. When do you think the story is set, in the past or present day? What clues lead you to this conclusion? What sort of lamp is the boy holding? What do you think is special about the lamp? Why do you think the boy looks surprised?
Date.....

Background Knowledge

- What stories have you heard or read about magic lamps? What do you know about magic lamps and genies? If a genie granted you a magic wish, what would it be? Read the title - Gemini. In what context have you heard that word before? Inform the students that Gemini is an astrological sign and is represented by the sign of the twins. Date.....

Phonological Awareness

- Make sure the students know these phonological patterns:
 - ay: anyway (p.6), day (p.9), stay (p.10), way (p.15), today (p.16)
 - ou-: around (p.9), out (p.8), without
 - ck: back (p.13), Jack (p.4)
 - g: Gemini (p.8), genie (p.8), magic (p.6)
- Say 'lamp'. Ask students to stretch the sounds silently in their minds, l-a-m-p. How many sounds do you hear? What is the last sound? Ask them to stretch the sounds again silently, tapping each sound they hear, and verbalising only the last sound. Repeat with a selection of other words ending in consonants, such as back, about, gold, sign, yes.
- Write an alphabet strip of the consonants on the board. Write sho_ and lam_. Ask students to select one consonant from the list to fill the gaps to complete each word; in this case, it is 'p'. Repeat with other words from the text, such as Jae_ and bac_(k); ha_ and gold (d); o_ and puf_ (f).

High Frequency Words

- almost, around, buy, forever, haven't, I'd, I'll, sort, tomorrow, won't Date.....
- Play 'Guess in 10' with known and new high frequency words. Select a word. Write spaces for each letter in the word on the board. Ask students to guess the letters in the word in less than 10 guesses to win the game. Record the number of guesses and the letters used. Alter the number of guesses depending on the length of the word and students' ability.

Motivation / Purpose

- The purpose of the text is to entertain with a story about Jack who finds a magic lamp. He meets a grumpy genie who grants his wishes. Date.....

During Reading

Vocabulary in Context

- Discuss the meaning of each vocabulary word. Write Jack can tell the genie is grumpy: Identify the verbs (can, is) and their tense (present). Have students rewrite the sentence in the past tense (Jack *could* tell the genie *was* grumpy). Repeat with other sentences based on the text (e.g. The lamp moves around in Jack's hand and he almost *loses* his grip; When he *gets* home, Jack *rubs* the lamp again and the genie comes out.).
- Write 'second-hand shop' on the board. Explain the use of the hyphen to link the adjective 'second' and the noun 'hand' to create an adjective describing the shop.

Checking for Meaning

Literal:

- Where is Jack and what does he find?
- What happens when he rubs the lamp?
- What does Jack wish for?
- What happens when he gets home?
- Why is the genie called Gemini?
Date.....

Inferential:

- What other adjectives could you use to describe Gemini? Does the genie grant Jack's wish to be cool?
- What connection is there between the title and Gemini's comment that his mum always wanted twins? (p.8) Date.....

Response:

- Who is your favourite character - Jack or the genie? How does the genie compare with your earlier ideas about genies?
- Is Jack being greedy or cunning with his first wish?
Date.....

Grammatical Patterns

Ensure students understand the following components of a narrative:

- Orientation - introduces the main characters and tells where and when the story takes place: *Jack was looking for comics in a second-hand shop and finds a magic lamp. He rubs it and a genie comes out.* (pp.4-8)
- Complication - Jack asks the genie to grant him any wish he wants. But the genie is very grumpy. (pp.9-19)
- Resolution - Jack asks to be really cool and the genie fills his room with snow and ice.
- Use of nouns to refer to the characters and things the story is about: *Gemini, genie, Jack, lamp, wish, snow*
- Adjectives and noun groups describing things in the story: *the second-hand shop (p.4), a big box (p.4), gold (p.4), old (p.4), magic lamp (p.6), grumpy (p.8)*
- Action verbs and verb groups to describe action: *peered (p.4), grabbed (p.6), looked (p.6), rubbed (p.6), grant (p.11), thumping (p.15)*
- Speaking verbs and phrases: *...he said (p.6), ...he asked (p.8), ...said the genie, turning to go back inside (p.16)*
- Adverbial words and phrases of manner (how), reason (why), time (when) and place (where) to build story information: *in a puff of smoke ... (p.8), ...forever (p.10), back inside (p.12), All the way home (p.15)*

Fluency / Punctuation Patterns Date.....

- Direct speech between characters creates an ongoing dialogue. Identify the speakers, their voice and actions while speaking, as described by the speaking verbs and adverbial phrases. Question marks and exclamation marks *are* used to indicate intonation and voice. 'What now?' (p.16) 'So, what do you want now?' (p.22)
- Ellipses are used to indicate a hesitation in speech "Um ... um ..." (p.9) and a trailing off of speech "Don't bother me again until tomorrow ..." (p.19)
- Using the text on pages 8-19, have the students take turns as Jack, while a narrator reads the main text and the voice of the genie. Swap roles. Remind students to

use punctuation, and the speaking verbs and phrases as an indication of voice. Reverse roles. Repeat with other sections of dialogue throughout the book.

- This pattern occurs at various intervals throughout the text:
- Questions marks and exclamation marks at the end of speech. Date.....

Critical Literacy

- What interesting verbs does the author use to describe actions in the story - grabbed, peered, bother, thumping, disappeared, disturb? What less interesting verbs have the same meaning; for example, got, looked, annoy, moving, wasn't there, wake up? Date.....

Linking Visual and Written

- What did the little sign hanging from the lamp on page 20 say? Why didn't this need to be mentioned in the main text?
- What comment by Gemini on page 22 explains why he is wearing a dressing gown? Date.....

After Reading

Have the students create their own genie character. Have them draw, name, and describe the 'personality' of the character. Will it be a grumpy genie or a friendly genie?

Activities

After reading the text, students will:

- sequence story events in order to retell the story
- select from a list of final sounds to complete a series of words
- complete sentences using regular and irregular verbs in the past tense
- identify and punctuate direct speech in sentences and use quotation marks.

Comprehension (meaning) Phonics (visual) Vocabulary (structure) Writing (structure)

