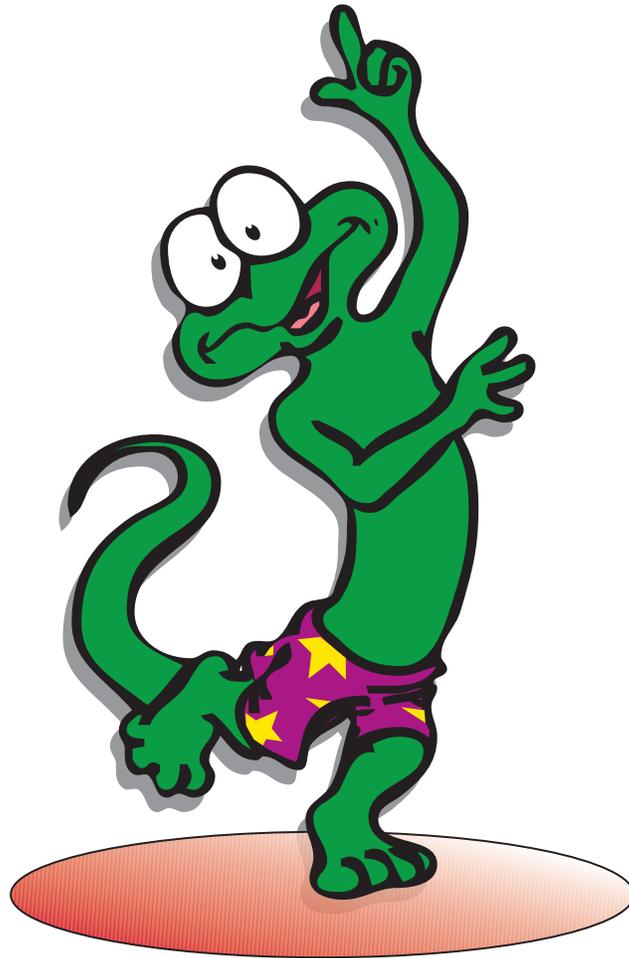


ENVIRONMENTAL EDUCATION STUDY GUIDE

FOR



SURF GECKO TO THE RESCUE!

BY BRUCE HALE

Book Information

Title: Surf Gecko to the Rescue!

Author and illustrator: Bruce Hale

Book summary: Humans pollute a favorite beach of Moki the Gecko and his friends, almost killing Oldturtle. To make the humans realize the plight of pollution, Moki must win a surf contest against world-champion surfers. He wins the contest and gains the attention of the humans, convincing them to take care of their environment.

Other works by the author: Legend of the Laughing Gecko
 How the Gecko Lost His Tail
 Moki and the Magic Surfboard
 Moki the Gecko's Best Christmas Ever

About the author: Born and raised in Los Angeles, Bruce Hale began his writing career while living and working in Tokyo, Japan. In 1983, he moved to Honolulu, where he continued writing, eventually launching his own business in 1990. Besides his five picture books about Moki the Gecko, Hale also produced a musical play for children, *The Laughing Gecko*, and has written over 20 books for young readers. He has visited schools across the U.S.

He is currently working on two series: The Chet Gecko Mysteries, and Underwhere. Hale lives in Santa Barbara with his wife, Janette. When he's not at the drawing board, you'll find him hiking the hills or riding the waves.

Ordering books: All five titles, plus the video, are available from book distributor, Booklines Hawaii (808-676-0116). If you'd like to receive a 20% educational discount, contact the publisher directly: Words + Pictures Publishing, Inc., P.O. Box 91835, Santa Barbara, CA 93190 (805-563-7337).

Related reading materials:

50 Simple Things Kids Can Do To Save The Earth

A is for Aloha, Stephanie Feeney

Alphabestiary: Animal Poems from A to Z, Wordsong

The Berenstain Bears Don't Pollute (Anymore), Stan Berenstain

The Earth-Based Magazine for Kids (Magazine)

Gus and the Green Thing, Janet Reich

Just A Dream, Chris Van Allsburg

The Lorax, Dr. Seuss

Tanya's Big Green Dream, Linda Glaser

The Wump World, Bill Peet

Zoe, Zack 'n ZZZork: Saving Our World, John Zorack



Media:

My First Green Video: A Kid's Guide to Ecology and Environmental Activities (video)

Survival of Spaceship Earth (video)
The Broccoli Tapes (video)
Every Living Thing: Children of Christmas (audio)
All About Animals: Mr. Know It Owl's Video School
The Lorax (audio to accompany the book)

Individual Project/Learning Center

Establish writing center for students to write letters to local, national and world political figures and leaders, telling them how important our Earth is, and how we must take care of it. Encourage students to share their feelings with these leaders. (Hawaii students might start with the state's Congressional delegation, then add the mayor of their county, Hawaii state governor and U.S. President.)

Start a letter writing campaign to politicians to encourage them to adopt laws that protect the environment. Start a campaign in local neighborhoods enlightening neighbors of environmental threats. Write letters to the editor of local and national newspapers. Introduce writing center with a unit on letter writing and the proper way to address leaders.

Activities

* Into

- 1) Have students tell** about or draw a picture describing their favorite park or beach, explaining why it is their favorite. Encourage them to share a special event that they may have attended at that place, how they came to find it, or events they hope to attend there.
- 2) Have students share a story** about a time they saw a wild or tropical animal or fish. Ask them to tell where they were, what they felt, and what other animals they've seen and/or know about.
- 3) Have students map out the beaches** and surfing spots that they've visited on their island. Also map out where students live and discuss spatial relationships.
- 4) If the students aren't familiar** with [Surf Gecko to the Rescue!](#) have them predict what the story might be about, given the title and cover illustration. Who do they think will be rescued? How will the rescue take place?
- 5) Ask students to share** their experiences participating in a contest. Have samples of trophies to show the students and arouse their interest.

6) Let several students choose characters in the book and act out the parts in a dramatic reading. Repeat it to let others take their turn as actors.

* Through

1) Students make an entry in their literature response log describing how they feel about what has happened to Secret Beach. In class discussion, pull out the “strong” words and have students write a poem using these strong words.

2) Students create an alternative solution to the pollution problem, other than Moki winning the surf contest to get the humans’ attention. Have students break into groups to discuss how they feel about recycling and why it is important.

3) Chart and diagram the different animals, birds and fish that live in and around the ocean. Describe each, and discuss the living and eating habits and life-spans of different living beings.

4) Have students make a collage, drawing or painting their idea of what Secret Beach looks like, from any viewpoint. Encourage them to accompany their drawing with a poem.

5) Break the students into groups to discuss the importance of competitions and their pros and cons. Have students brainstorm and come up with a positive class contest that they can all compete in, and develop awards and prizes — enough so that everyone wins something. Discuss “places” (first-place, etc.) and introduce numbers through number of entrants vs. number of prizes.

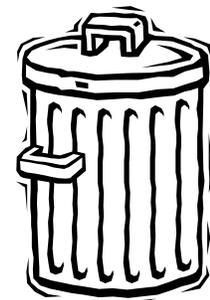
* Beyond

1) Adopt a local park or area that needs to be cleaned up. As a class, spend an afternoon each month or so cleaning up the area. Send letters to local residents announcing your project, and ask their support in keeping the area clean and beautiful.

2) Establish a recycling center in the classroom and discuss which objects go into which containers. Discuss the differences in materials, and brainstorm some alternatives to polluting objects we use every day — i.e., water-based paints and beeswax crayons instead of oil-based ones; cloth towels instead of paper.

3) Have students bring in junk or “clean” garbage from home and have them make recycled artwork or other functional items from the junk.

4) Discuss the term “organic” and its meaning, “derived from living organisms.” Brainstorm and create a list of organic materials.



5) **Establish a compost** at your school and maintain it by encouraging students to bring in “organic” items from home. Coordinate with other classes to do the same. With the soil derived from the compost, plant a garden at the school. The class can discuss what kinds of plants they’d like to grow.

Ideas for mainstreaming and/or linguistically different students

- 1) Encourage students to act out the story without words in a charades-style situation.
- 2) Encourage linguistically different students to write their stories and journal entries in their native language.
- 3) Ask a native speaker of a linguistically different student’s language to visit the class and discuss environmental concerns in their native country.
- 4) Read the story in a choral reading fashion, encouraging all students to read along. Be sure to point to the words as they are read. Linguistically different students can participate with body movements if that’s easier for them — i.e., when Rudi Mynah bird talks, the students can physically imitate a bird.

Evaluation Checklist

- 1) **Open Mind** — Have students do an “open mind” process for Moki, Rudi or Oldturtle, and just jot down what they believe that character is thinking or feeling.
- 2) **Venn Diagram** — Have them plot characteristics of themselves and of the characters, and notice the similarities.
- 3) **Character Web** — Have students pick a character and draw a web describing that creature’s main characteristics/personality.
- 4) **Journal Summary** — Have students write a summary in their journal, following a beginning-middle-end format to show their understanding of the story.
- 5) **Letter Review** — Review letters written in Writing Center, checking for comprehension and understanding of the story through what students write.