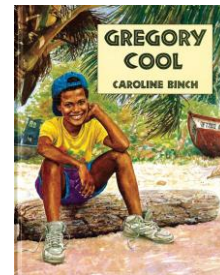


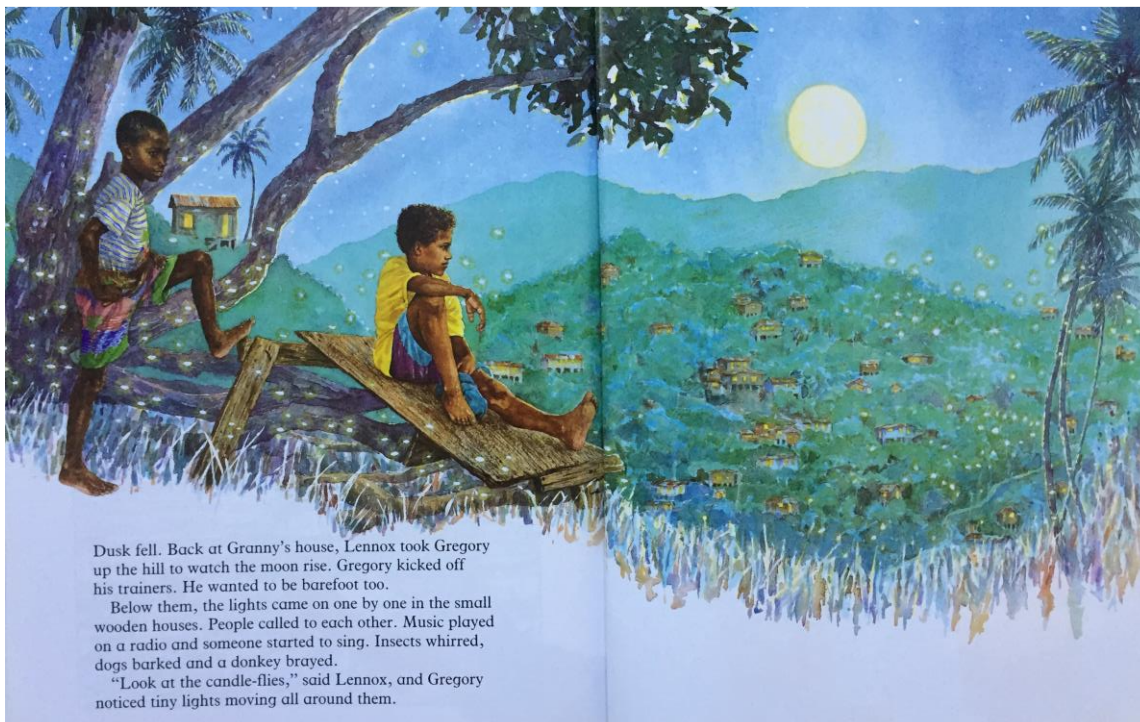
## Take 5: Ideas for Independent/Home Learning

### Gregory Cool by Caroline Binch (Frances Lincoln)



#### 1. Explore it

Read the following spread from the book and look carefully at the illustration that you see:



What is happening here? Think about the two characters you meet, Lennox and Gregory. Which boy do you think is Lennox in the illustration? Which is Gregory? What makes you think this? What do you think their relationship is? What makes you think this? What kind of relationship do you think Gregory and Lennox have? What details in the text and illustration give us an idea about this relationship?

Now think about the setting. Where in the world do you think this might be? What makes you think this? What is it like there? What features can you see in the landscape? What time of day is it? How do you know? How do you think it feels to be there? What words and phrases make you feel this way?

Think about how the words and illustration work together to bring this scene to life. What words give you information about the setting? What extra information do you see in the illustration? How does the illustration make you feel? How does the illustrator create these feelings? How do the details in the illustration bring the words on the page to life?

#### 2. Illustrate it

Re-read the description of the scene. From our perspective we are focussed on Lennox and Gregory, but what do you think it is like down where the houses are? Circle, underline or note the words and phrases

used that help you to picture the scene down in the valley below. What are people doing? How do you think they feel? What are the houses like down there? What creatures were mentioned? What are they doing?

Picture the scene in your imagination, then, when you have a clear image that you can hold in your mind, take a pencil and a piece of paper and sketch the scene you pictured. If you don't have paper to hand, use the back of an old letter, envelope of cereal box. If you have any colouring pencils, felt tips or watercolour paints, think about how you might use colour to bring the scene to life, as Caroline Binch has done here.

### 3. Talk about it

- Think about the words **Lennox took Gregory up the hill to watch the moon rise**. What does the verb **took** suggest about the situation here? Do you think both the boys are familiar with this place?
- What might Gregory and Lennox be thinking in this moment? Add your ideas to the illustration.
- Why do you think Gregory **wanted to be barefoot now too**? Why might he not wanted to have been barefoot before? What might make him want to be barefoot in this moment?
- Do you know what a candle-fly is? Where are they in the illustration? How could you find out more about these creatures? Outside of the Caribbean, where the story takes place, they are known as fireflies. You can find out more about them here:

<https://www.nationalgeographic.com/animals/invertebrates/group/fireflies/>

### 4. Imagine it

Imagine that you are one of the boys sitting on this hill top. How does the cool breeze of the early evening air feel on your skin? What other sounds might you hear on the hill top? What details around you are vividly clear and what details blend into the distance? How does the light from the moon and the candle-flies around you make you feel?

Try sitting peacefully like the boys are by your own window for a while. Take some time to look at the sights you see outside. What time of day is it? What can you see? How does it make you feel? How often do you stop to take in the world this way? Do you think we should stop and take time to take in the world around us more often?

### 5. Create it

Think of a place you have been before that made you feel the way Lennox and Gregory feel here. It might be somewhere you have been on holiday or for a trip or school visit, or, it might be somewhere that is special to you in your local area or home, you might take a scene you could see from your window, for example.

Imagine you are writing a postcard to a friend about this place. What will you share about this experience? How will you describe your surroundings to help them really picture this place? What sensory details will you share to make your friend feel, smell, and hear some of the things you have experienced and help bring the place to life?

Take a piece of paper or a blank piece of card and begin to write the postcard to your friend or family member. When you have finished writing, turn it over and draw a picture of the place you were writing about. Share it with someone else. Can they sense what it is like to be there? What do they find most effective?

