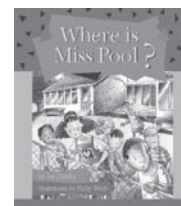


Where Is Miss Pool?

by Joy Cowley

illustrated by Philip Webb



Book Summary

Some children search their school, hoping to find their teacher. When they discover she's sick in bed, they go into action to cheer her up.

Features of the Book

- The use of the question mark in the title.
- A familiar setting.
- The use of quotation marks for direct speech.
- The high-frequency words – “She,” “with,” “not,” “her,” “the,” and “Where.”
- The expressions on the characters’ faces.
- The rhymes – “Pool,” “school” and “bed,” “head.”
- The possessive apostrophe – “teachers’ room.”
- The change from “she is” to “she’s.”
- The text in the illustrations on the letter and cards.

Purpose

Where Is Miss Pool? can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** using visual cues to monitor that reading is making sense;
- S** reading an increasing range of high-frequency words in context;
- S** comparing and contrasting two books by the same author;
- S** incorporating diagrams and tables into pieces of writing to support ideas.

Introducing the text

Talk about times that the children have been absent from school, or how they feel when their friends are absent.

- *Where do you look for your friends when you arrive at school?*
- *Who do you think these children are looking for?*
- *What kinds of looks are on their faces?*

Discuss the title.

- *What does this mark tell us?*
- *What question are the children asking?*

Read the names of the author and illustrator to the group.

Reading the text

- S** Using visual cues to monitor that reading is making sense.
- S** Reading an increasing range of high-frequency words in context.
- S** Comparing and contrasting two books by the same author.

Title page

- *Where are the children?*
- *What do you think they are doing?*

Pages 2 to 5 – Ask who the children are looking for and identify the question mark.

- *What do you think the children are asking?*

Page 6

- *What is the teacher doing?*
- *Why does everyone look worried?*

Note the use of the contraction and how this has changed from the previous pages.

Page 7

- *Can you read the words on the letter?*
- *Why is Miss Pool not at school?*

Page 8

- *What have the children done for Miss Pool?*
- *Can you read what they have written?*

Children now read the book independently.

Revisiting the text

Discuss the use of the apostrophe in “she’s.”


- *What letter does the apostrophe replace?*

Discuss other examples.

Use some examples of direct speech to predict what the children might be saying to one another.

Following Up

- S** Incorporating diagrams and tables into pieces of writing to support ideas.

 Make a simple map of the school and trace the route that the children might follow to get to the places mentioned in the story. Use arrows to show direction and name the locations.

- B** Complete the blackline master opposite.