

Keeping Cool

by Pauline Cartwright

illustrated by Caroline Campbell



Book Summary

Keeping Cool shows a family at home on a hot and sunny day. The text and illustrations combine to show a problem-solving approach when the children become too hot and go indoors to make iceblocks.

Features of the Book

- The high-frequency word “We.”
- The way the third word relates to the illustration.
- The blends – “pl” and “sq”.
- The “ing” word ending – “playing”, “pouring”, and “waiting”.
- The double vowels – “ee” and “oo”.
- Large text with consistent placement.
- The additional information in the illustrations.

Purpose

Keeping Cool can be used in a guided reading setting to introduce the following skills and strategies:

- S** sharing own experiences related to the content of the story;
- S** pointing one-to-one at each word to ensure an appropriate match;
- S** writing a story that incorporates a similar model to that of the book.

Introducing the text

The characters on the cover are obviously enjoying themselves.

- What do you think this book could be about?
- Have you had an iceblock lately?
- What is your favourite flavour?

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

Reading the text

- S** Sharing own experiences related to the content of the story.
- S** Pointing one-to-one at each word to ensure an appropriate match.

Pages 2 and 3 – Discuss the characters. Predict what they will do and how they are feeling?

- How do you feel when you are too hot?
- What things do you do to get cool?

Pages 4 and 5 – Look at the action.

- Are the children making the same thing?
- What ingredients are they using?
- Where is the juice coming from?

Pages 6 and 7 – Discuss the illustration on page 6, which has no text.

- What are the children doing?
- Will that make a difference?
- What are they waiting for?
- How long will they need to wait?
- What will happen on the next page?

The children now read the book independently.

Revisiting the text

- Which word on each page tells us what the children are doing?

Point to these words.

Write “ing” on the board and ask the children what sound this makes.

- What words in the story end with this sound?
- What other words do you know that end with “ing”?
- How would we change “look” to “looking”?

Following Up

- S** Writing a story that incorporates a similar model to that of the book.

 Explore and list other ways of keeping cool. Make a big book of the children’s ideas – “How Room 2 Keeps Cool”.

- Help the children to construct a flow chart called “How to Make an Iceblock” and write labels for each part.

B Complete the blackline master opposite.