

Whizz! Click!

by Diana Noonan

illustrated by Philip Webb



Book Summary

The toys in Rose's bedroom are truly amazing! But when they run out of turn, wind, and winch, they must visit Uncle Max, who's a whizz at keeping things clicking.

Features of the Book

- The background detail in the illustrations, inviting further response.
- Creative use of type – italics and bold italics.
- Alliteration – “winch that wound” and “cogs that click.”
- Technical vocabulary in a humorous setting – “pulleys,” “winches,” and “cogs.”
- Irregular, past-tense verbs – “wind,” “wound” and “spin,” “spun.”
- The blends – “wh,” “sp,” “cl,” “cr,” “br,” and “ch.”

Purpose

Whizz! Click! can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** discussing new vocabulary and extending understanding;
- S** recognizing and reading a range of different word patterns, including word endings;
- S** using exclamation points for emphasis.

Introducing the text

The cover shows Rose in her bedroom, using her bicycle to tow one of her amazing toys. Spend time talking about the various bits and pieces that make up this toy. Talk about the kind of noise these parts would make.

Discuss the title and the use of exclamation points.

– *What do you think the story might be about?*

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

Reading the text

- S** Discussing new vocabulary and extending understanding.
- S** Recognizing and reading a range of different word patterns, including word endings.

Pages 2 to 5 – These two spreads introduce the reader to the inside of Rose's bedroom.

– *What kinds of sounds would you hear in Rose's bedroom?*

Pages 6 to 9 – Rose explains what the different parts of the toys should be doing.

– *What will Uncle Max use to fix the toys?*

Pages 10 and 11 – As Uncle Max rummages for spare parts in his workshop, the text reinforces the function of each part of the toy.

– *Does that look like one of the toys that Rose used to have?*

Pages 13 to 16 – Uncle Max's creation does work!

– *What is Uncle Max's solution to the problem on page 16? Why do you think Mom is looking worried?*

Children now read the book independently.

Revisiting the text


Discuss the present and past tense forms of the verbs – “wind,” “wound” and “spin,” “spun.”

Make a list of other verbs that do not have a regular past tense.

Draw attention to the different meanings and pronunciations of the word “wind.”

Following Up

- S** Using exclamation points for emphasis.

 Ask the children to sketch an amazing imaginary toy. Show the working parts and write a caption that explains how the toy works. Incorporate some alliterative language, for example, “chimney that chuffs” and “wicked wheels” and include exclamation points.

- B** Complete the blackline master opposite.