



How to be cool

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Focus phonics

oo as in too, cool, cooling, pool, kangaroo, roofs, food, coop, cooler, kangaroos, cools

oo as in good, look, looks

sh as in shedding, dash, sheds, lungfish, short, fish, shed

ear as in ears, years, near

ai as in tail, wait

Tricky words

all, are, as, be, by, do, go, has, have, he, her, his, into, is, no, of, one, out, so, the, there, they, to, we, you, your

Book summary

We all need the sun. But when it is too hot, animals need to find ways to cool down. This text explains some of the methods animals use to cool down. The book ends with some brief suggestions for how children might cool down.

Learning intention

Phonics: To notice/hear and practise the difference between the sound of the phoneme /oo/ in *pool* and /oo/ in *good*. Apply this learning to other words with the same sounds in the text. Also discuss words in the text containing the /sh/ consonant digraph, the /ear/ vowel trigraph and the long /ai/ vowel sound.

Comprehension:

- Explain the meaning of words in context
- Make predictions that fit with information given in the text
- Ask questions

Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate

Before reading

Story discussion: Look at the cover and read the title together. Ask: What could the title mean? What does the word *cool* mean in the title? Is this a cool dog? Or is this a dog keeping cool? How is this dog keeping cool? Read the back cover blurb together. Flip through the book to get a sense of the contents. Invite students to share any prior knowledge of the topic of the book, and make predictions about what kind of information might be given in the text. Ask: Have you seen any animals trying to keep cool on a hot day? What were they doing? What animals do you think you will learn about in this text? Keep a note of predictions and return to them later.

Quick phonics warm-up: Discuss the two /oo/ sounds. Sort the list of words from the inside front cover together into the two sounds, /oo/ as in *cool* and /oo/ as in *wood*. The list above could be written on the board or found in the book as they flip through the pages looking for words with oo, e.g. p 2 *food* has /oo/ as in *cool*. Continue on through the text. Then think of other words not in the text that rhyme with *cool* or *wood*, e.g. *tool*, *hood*.

Vocabulary check:

parasol p 17 a sun umbrella. There's a clue in the illustration on p 17.

shedding p 4 getting rid of hair or fur. The meaning is given in the text. Which animals shed fur or hair? Why do they do it? We shed hair, too. Do you know another meaning for shed? (a building for storing things in)

Morphology: Suffix -er: look at the word *cooler* on p 8. The suffix -er makes adjectives into comparatives when comparing one thing with another. The comparison of the adjective *cool* is used on p 8: This bark is cooler than the air.

Etymology: *parasol* on p 17 comes from the Latin word for sun (*sol*), the Italian word for protecting against (*para*) and sun (*sole*), and the French word *parasol* in the 17th century. *Parasol* means to protect from the sun using an umbrella.

Tricky word practice: Say the word *by* on p 2. The tricky part is the y which sounds like /igh/. Say the word *be* on p 3. The tricky part is the e which sounds like /ee/. Say the word *all* on p 14. The tricky part is the a which sounds like /or/. Practise saying and spelling these three tricky words. (*by*, *be*, *all*)

During reading

Read the story: Start by reading the text to students, then invite them to take over the reading. Divide the book up between students; they read a section each and then report back.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. Discuss syllables and clap the beat of words displayed as they read them, e.g. picnic, button, kangaroo, lungfish, dash, happen. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially in words with more than one syllable, e.g. pa-ra-sol (p-a-r-a-s-o-l, parasol).

Comprehension support: Pause occasionally and encourage students to talk about the text and identify facts about cooling down, e.g. p 13 ask: What animals use fanning to keep cool? (bees, moths, birds - humans do too sometimes). Do you know any animal that has a nap to keep cool? On p 11 there are animals that sit in mud to keep cool. Can you name them and any others you know of? (cow, rhino, hippo, elephant, pig)

After reading

Apply learning: Revisit the book, checking on the predictions made earlier. Were students correct with their predictions? What surprises did they have?

Comprehension: Discuss the questions on the inside back cover of the text. Ask: Which animals like to nap to keep cool? (long naps - snail, tortoise, frog, worm, alligator, lungfish; shorter naps - kangaroo) Which animals lick themselves to keep cool? (kangaroo and bat)

Why would it be good to be a giraffe if you lived in a hot country? (long legs keep them high off the hot ground)

Fluency: Read the line about the fox on p 6. Notice the words *dim den*. The author has used alliteration here (both words start with the same letter). This makes reading interesting. Ask: What can you say about the fox's den? Another example of alliteration follows in the next line. Can students find it? (coop – cooling). Choose a passage from the book and model how to read it fluently at a natural speaking pace paying attention to punctuation, pausing and tone. Have students read the same passage, copying your reading. Students then choose another brief passage and read it fluently with expression to their partner.

Students practice speed-reading the focus words on the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 9-10, 14, 20)

A dip is good if it is hot. A pet cat will not do it, but a big cat might.

Mud can be cooling. Cows will sit in mud to cool down. The mud gets rid of bugs on them, as well.

It is good to have a nap if it gets too hot.

Dogs puff if they get too hot.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Create new words.

Worksheet 2: Comprehension

Complete the sentences.

Worksheet 3: Maths

Understand temperatures.

Worksheet 4: Design and technology

Design a cool house.

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Worksheet 1: Phonics

Name: _____ Date: _____

- Words with: /oo/, /sh/, /ear/, /ai/.
 - Read the words.
 - Swap or add a sound.
 - Write the new word.
 - Read the new word.

The first one has been done for you as an example.

cool	Swap c for p	pool
pool	Swap p for f	
coop	Swap c for l	
fish	Swap f for d	
wish	Add -ing at the end	
year	Swap y for n	
ear	Add -s at the end	
tail	Swap t for h	
rail	Swap r for t	
sail	Add -ing at the end	

- Most of the new words have just one syllable (one beat). Which words have two syllables (two beats)? Write them here.

- Write two rhyming sentences for one of these pairs of words:

pool, cool
year, near

fish, wish
tail, hail

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Worksheet 2: Comprehension

Name: _____ Date: _____

1. Finish each sentence to explain one way the animals keep cool.

A fox keeps cool by _____

A hippo keeps cool by _____

An elephant keeps cool by _____

A dog keeps cool by _____

A fish keeps cool by _____

2. This book is called *How to be cool*. The title is a play on words. We may think of the other meaning of 'cool', which refers to the way we act and not body temperature.

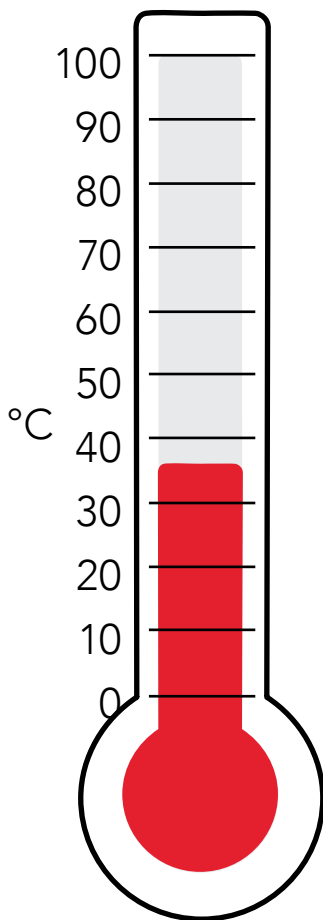
Name a person who you think is cool. List three things that make them cool.

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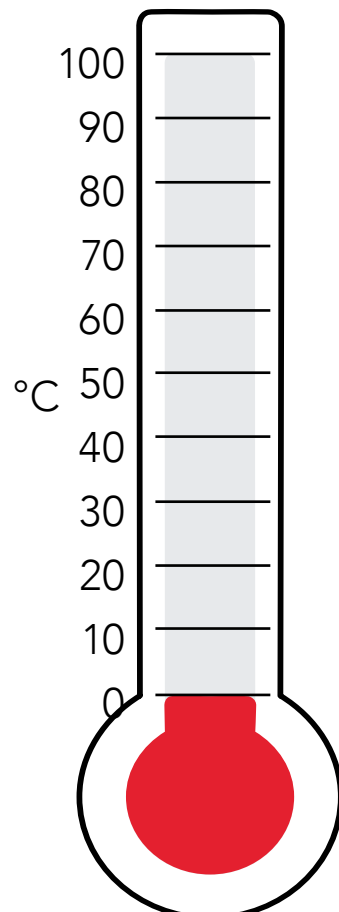
Worksheet 3: Maths

Name: _____ Date: _____

1. The body temperature of a healthy person is about 37 degrees Celsius. We write that like this: 37°C . This is what that looks like on a thermometer.



Water freezes to ice at zero degrees Celsius. We write that like this: 0°C . This is what that looks like on a thermometer:

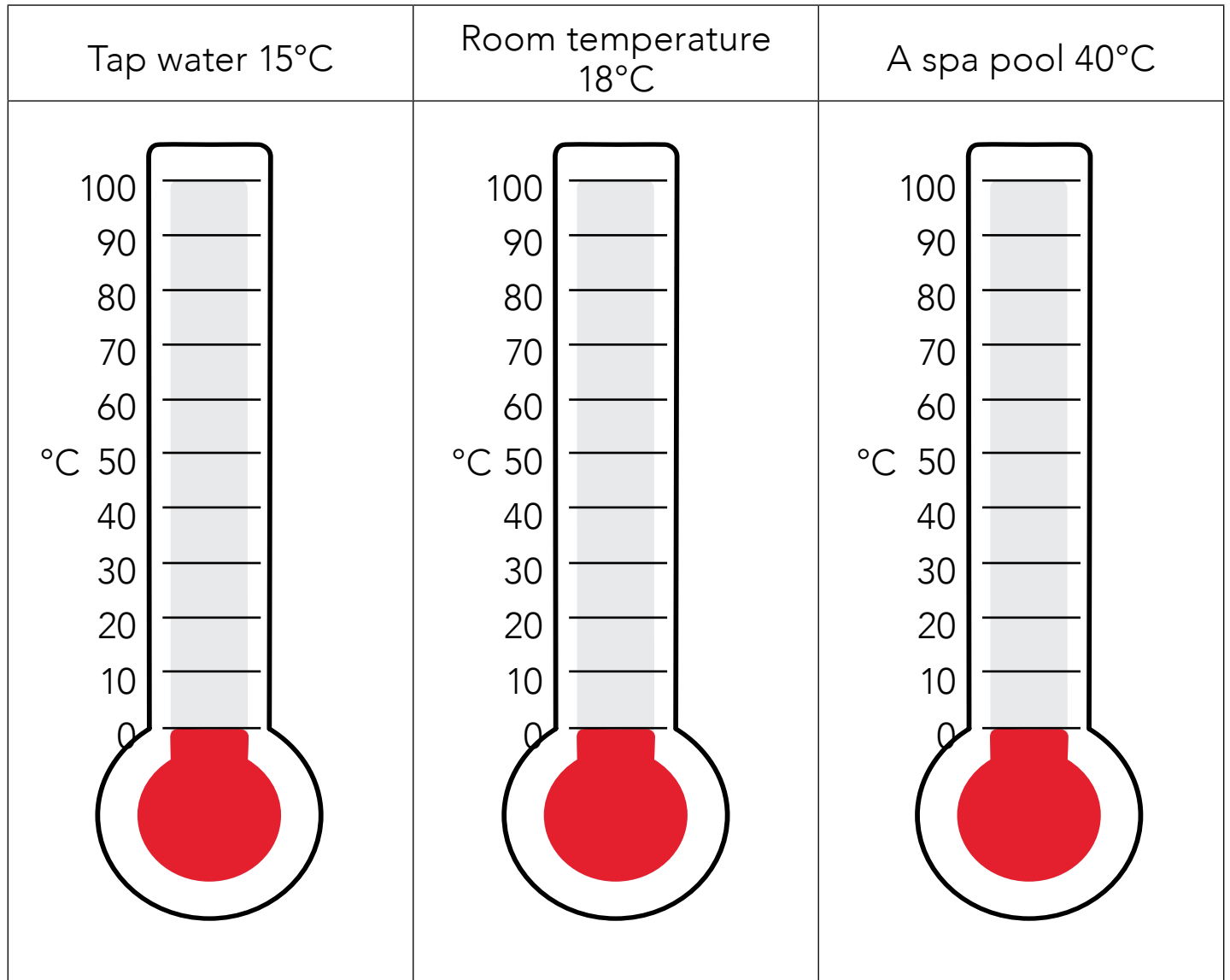


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Worksheet 3: Maths - continued

Name: _____ Date: _____

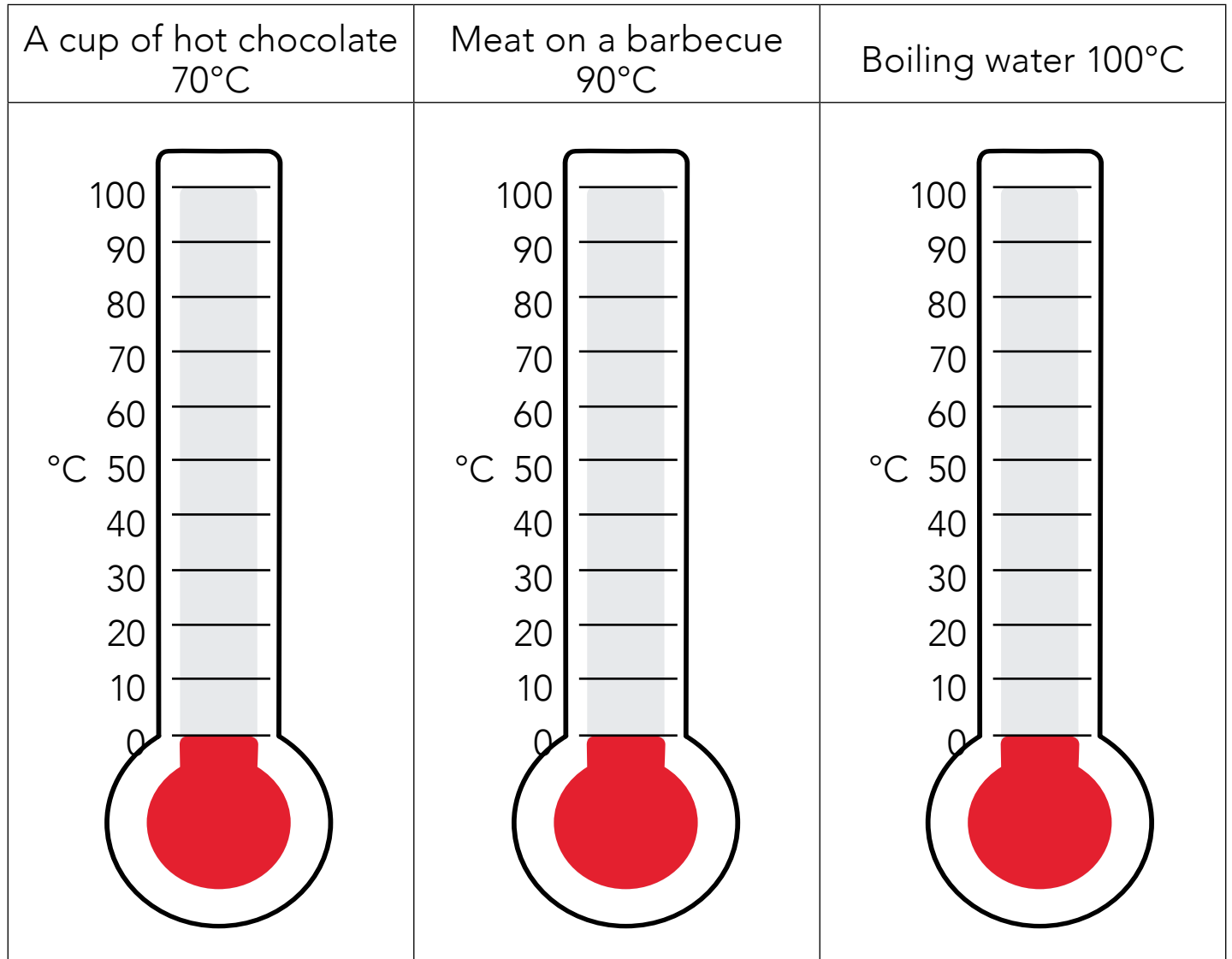
Colour in the thermometers to show the temperatures of some other things:



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Worksheet 3: Maths - continued

Name: _____ Date: _____



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Worksheet 3: Maths - continued

Name: _____ Date: _____

2. Compare the average and highest air temperatures for three different places on earth: Sahara Desert, Antarctic continent, Hawaii. Note that some temperatures are lower than 0 degrees. These have a minus sign in front of them, so minus 10 degrees Celcius would look like this: -10°C .

	Sahara Desert	Antarctic continent	Hawaii
Highest daytime temperature	58°C	-10°C	28°C
Lowest daytime temperature	-4°C	-60°C	26°C

Answer the following questions by looking at the table.

a) Which place gets the hottest?

b) Which place gets the coldest?

c) Which place has the biggest difference between its highest and lowest temperatures?

d) Which place would you like to visit, and why?

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Worksheet 4: Design and technology

Name: _____ Date: _____

Architects can design houses that are good for hot places. They include features to keep the house cool. These are things like:

- Using dense materials like concrete, stone and earth, so the inside of the house does not heat up quickly.
- Having windows where the breeze can flow through.
- Shading windows with awnings or trees.
- Positioning the house so that it faces away from the sun.
- Using a reflective roof so that the sun's rays bounce off it.
- Using ceiling fans.

1. Design a 'cool house', which is a home for a hot place. Label the important features.

