

Where Is Miss Pool?

by Joy Cowley

illustrated by Trevor Pye

Overview

Miss Pool does not arrive at school one day. The children search for her in various places around the school until the relieving teacher tells the class that Miss Pool is at home unwell. The children make get-well cards for her. This revised and re-illustrated book is a companion to the revised Magenta-level text *Our Teacher, Miss Pool* and to *Miss Pool Is Cool* (Yellow). There is an audio version of this text on the Ready to Read CD *Readalong 2003*.

Curriculum links: social studies, health and physical education

Text features

(Focus on only one or two per session.)

- the high-frequency vocabulary “in”, “is”, “not”, “she”, “the”
- the initial consonant blends “cl”, “pl”, “sch”, “st”
- the upper-case “I” for “Is” in the title
- the compound words “playground”, “classroom”, “staffroom”
- the rhyming words “Pool” and “school”, “bed” and “head”
- the honorific “Miss” and upper-case “P” for “Pool”
- the use of speech marks on pages 6–8
- the use of a question in the title and the text
- the change from “She is” to “She’s”
- the shift in time and place from pages 7 to 8
- the typically New Zealand school scenes
- the detail in the illustrations.

Setting the scene

What do you do when you first get to school in the morning? Who do you look for? Where do you look for your friends? If you wanted to find me, where would you look? Try to include all of the locations in the story in the discussion, especially the “staffroom”. Avoid mentioning the teacher being sick, so as not to give away the ending of the story.

The first reading

Look at the cover. *Who do you think the children are looking for?* Look at the question mark in the title. *What’s this for?* Ask the children to read the title. The children are likely to remember Miss Pool from the book *Our Teacher, Miss Pool*. You may need to explain that the familiar word “is” looks quite different when it has a capital letter. Read the names of the author and the illustrator.

Title page – Listen to the children read the title again. *Where do you think she might be?*

Pages 2 to 4 – The repetition and strong picture cues will enable most children to read these pages themselves, with minimal support.

Page 5 – You may need to explain what a staffroom is if the children are not familiar with the one in your school.

Page 6 – Observe which children make the change from “She is” to “She’s” independently. Use the whiteboard to help the children cross-check if necessary.

Page 7 – *Where could Miss Pool be?* The children may need greater support to read this page and page 8. *What could the children do to make Miss Pool feel better?* You may need to explain exactly what “a cold in the head” is.

Pages 8 and 9 – Note the time shift. The children have had time to make their cards and deliver them to Miss Pool. Read through the cards together.

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text to themselves. Observe their attempts to cross-check unfamiliar words and to read expressively.

Locate some of the high-frequency words in the text. *Find the word “in” on page 2. Can you find it on the next page? Can you write the word without looking at the book?*

Write the words “school” and “Pool” on the whiteboard. *What is the same about these words? If we changed the first letter, what other words could we make?*

Look at the rhyming words “bed” and “head”. Talk about how different letters or letter combinations can sometimes have the same sound.

Locate the compound words in the text and “make and break” them on the whiteboard.

Locate the honorific “Miss” in the text. Discuss this and the capital letter for “Pool”. Write the names of people familiar to the children on the whiteboard to illustrate different forms of address and the convention of using capital letters for names.

Focus on the question mark in the title. Encourage the children to think of some other questions that start with “Where”.

Revisit the array of get-well cards on pages 8 and 9. *Have you ever sent a get-well card to someone?* Reread them together.

Enjoy browsing through the illustrations and picking out details of interest to the children. (Note that a child in the library is reading *Our Teacher, Miss Pool.*) *How is it the same in our classroom? In our playground? How is it different?*

Suggestions for further activities

Enjoy the book and the CD at the listening post.

Reread *Our Teacher, Miss Pool*.

Have the 1987 version of the book available so that the children can compare the books and talk about the changes.

Refer to other familiar Ready to Read books at this level that have questions as titles, such as *Where are my Socks?* or *What Does Greedy Cat Like?*

Innovate on the text, substituting another character, perhaps Mum or Dad, and changing the setting to the children's homes.

Make a "Where is?" book or wall story using places and people in your school.

Use the digital camera and make a slide show format for either of the above ideas.

Make get-well cards for a sick teacher or class member.