

Miss Pool Is Cool

by Joy Cowley

illustrated by Trevor Pye

Overview

The adventurous and good-humoured Miss Pool takes her class on a trip to the fire station. This book is a companion to the revised and re-illustrated texts *Our Teacher, Miss Pool* (Magenta) and *Where Is Miss Pool?* (Red). The humorous situation and lively dialogue are just right for expressive reading. There is an audio version of this text on the Ready to Read CD *Readalong 2003*.

Curriculum links: social studies

Text features

(Focus on only one or two per session.)

- the high-frequency vocabulary
- the repeated initial letters “c”, “h”, “l”, “t”
- the initial consonant blends “st”, “sw”
- the digraphs “ch” – “children”; “gh” – “laughed”; “sh”, – “she”, “shouted”, “Swoosh”; and “th” – “that”, “the”, “The”, “their”
- the upper-case “l” for “Is” in the title
- the rhyming words “cool” and “Pool”
- the plural nouns – “coats”, “fire fighters”, “helmets”
- the verbs ending in “ed” – “laughed”, “looked”, “shouted”, “turned”
- the irregular past-tense verb “held”
- the use of speech marks
- the onomatopoeia – “Swoosh!”
- the exclamation marks for emphasis
- the text in the illustrations, including mirror writing

Setting the scene

Show the children the cover of this book. *Where is Miss Pool? How do you know? What is she thinking? What are the children thinking? What might happen next?*

You could also relate the book to the children’s own experiences. *Have you ever been to a fire station? What did you see?*

The first reading

Ask the children to read the title, observing which children are able to use their knowledge of “Pool” to help them decode “Cool”. Talk about how 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. *What is Miss Pool wearing? Why?*

Page 2 – *What do you think Miss Pool is telling the children? Why has the writer used an exclamation mark? How does she want you to read this?*

Listen to the children read the text to themselves, offering support as necessary.

Page 3 – Note the jump in time from the previous page.

Page 4 – Prompt the children to use both the illustration and the visual information to decode the nouns. *What are the children doing? Who is helping them?* Some children may say “jackets” for “coats”. *Does it say “jackets”? What letters of the word will help you?*

Page 5 – *What is Miss Pool doing? What do you think the children are saying to her?*

Page 6 – Observe which children are paying close attention to the visual information to read “ladder” and “fire hose” successfully.

Page 7 – *What did Miss Pool do?* You may need to support the children by modelling the use of the irregular verb “held” – *That’s right, she held the hose.*

Page 8 – Have a brief discussion about the power of the water that comes out of a fire hose. *How are fire hoses different from the hose in your garden?*

Page 9 – *What are the children telling Miss Pool to do?* Encourage expressive reading.

Page 10 – Look at the expressions on the characters’ faces before asking the children to read this page. Draw out the idea that everyone thinks the situation is funny.

What will happen next?

Page 12 – *Is that what you would say? How would you say it? How would you feel if Miss Pool was your teacher?*

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, noting their use of visual information to decode the interest words and their use of expression.

Locate high-frequency words in the text.

Focus on any of the repeated initial letters or initial consonant blends that the children may have had difficulty with. Locate examples in the text and make a list of other words that start the same way. Read the list together, carefully articulating the initial sounds.

Write the words “she” and “shouted” on the whiteboard. *What is the same about these words? Can you think of some other words that start with “sh”?* Ask the children to listen carefully while you say the word “Swoosh”. *What do you notice about the “sh” sound in this word?*

Some children, particularly NESB children, may need more practice with plural nouns. Talk about how the “s” tells you that there’s more than one thing. Make a list of familiar objects and practise writing the singular and plural forms. Read through the list together carefully articulating the “s” endings.

Identify all of the verbs in the text that end in “ed”. Using the whiteboard, experiment with adding other endings to the root verbs (“look”, “looks”, “looking”, “looked”) and use the words orally in sentences.

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

Focus on page 7 and talk about how the speech marks tell you the words the characters are saying. Ask the children to tell you what Miss Pool said.

Locate “Swoosh!” in the text, and talk about the way the word makes the sound of the water coming out of the hose. Think of other examples of onomatopoeia.

Talk about how the writer makes the book sound so exciting. Draw attention to such things as the use of exclamation marks, the inclusion of direct speech, the realism in the speech (“Hold on!”, “that was cool!”), the repetition (“laughed and laughed”), and the onomatopoeia. Reread the book together, relishing the opportunities for expressive reading.

Examine and discuss the technical clothing and equipment shown in the illustrations. Examine the mirror writing on page 3. *Why is it like that?*

Suggestions for further activities

Enjoy the book and the CD at the listening post.

Reread the other stories about Miss Pool or *Off Goes the Hose* (Magenta).

Read the Ready to Read poem card Slooshy Slosy, which includes the words “pool” and “cool” (and other words that have “oo” sounds).

Add labels to an illustration of the fire engine.

Encourage the children to incorporate some of the techniques Joy Cowley has used in this book into their own poetic writing to make it more exciting.

Model the inclusion of direct speech during shared or guided writing sessions.

Start a class collection of examples of onomatopoeia.