

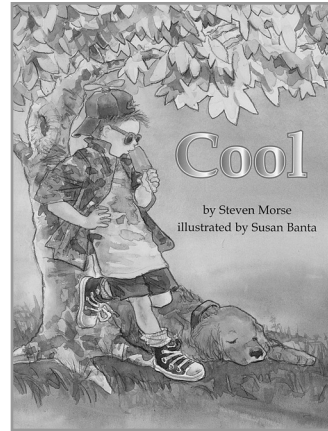
Books for Young Learners Teacher Resource

Book Notes



Cool

Author Steven Morse
 Illustrator Susan Banta
 16 pages ■ 137 words



Em	Early				Fluent			
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	S		G		I			

S = Shared G = Guided I = Independent

Cool

SYNOPSIS

Looking cool, feeling cool, and being cool are explored in this book.

WHAT THE BOOK OFFERS

- Realistic fiction
- First person
- Present tense
- Humor, pun
- Visual riddle showing different meanings of cool throughout
- Need to carry concept through the book, as it is sometimes referred to as “it”
- Multiple layers of meaning in text and illustration

POSSIBLE SKILLS EMPHASIS

- Finding layers of meaning
- Selecting appropriate meaning for context, often carried in illustration
- Understanding how syntax aids prediction of specific meaning

INTRODUCING THE BOOK

- The cover illustration showing three meanings of cool—looking cool, feeling cool, and cooling down—will introduce multiple meanings of cool.

When do you look cool? What do you do when you feel cool? What makes you feel cool? What cools you down? Where do you go when you want to feel cool? What else can be cool?

I wonder what kind of cool we are going to read about in this book. We might need to stop and look for clues, and there could be more than one clue and answer on each page.

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Cool (continued)

FOCUS OF INSTRUCTION

- This is not a book to be raced through, even though most readers will be able to decode it without difficulty.
- You could write the headings “Keep cool,” “Look cool,” and “Cool down” on a chart and keep a tally as the students consider both the text and the illustrations.

FOLLOWING THE READING

- The headings used during the reading could form the framework for the students to make individual charts listing or drawing on their experiences or preferences.
- Students could use the headings to interview classmates for their experiences and make a group/class graph.
- A picture web for the word “cool” could show a range of contexts for each of the meanings of cool.
- It may be appropriate to introduce limericks to the group and work together to make a cool limerick, or if *Camel Ben* from the **Books for Young Learners Collection** has been read, to use this as a reminder of the features and structure of a limerick.