

Books for Young Learners Teacher Resource

Book Notes

**Cool**

Author Steven Morse

Illustrator Susan Banta

16 pages ■ 138 words

Fountas and Pinnell Level L

Reading Recovery Level 20



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.

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(continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>In the summer, I like to . . . because . . . The kids in this cool story are . . .</i>
USE YOUR MEMORY	<i>What do the kids in this story wear? Why? What did the dog wear to be 'cool'? If you forgot, check page 7. Is he cool?</i>
WHAT'S YOUR OPINION?	<i>How do you think the kids' dog is feeling on page 8? Why? Do you think the kids like hot weather? What makes you think that?</i>
BE CREATIVE	<i>If you wanted other kids to know about this book, you might write a review for it. Reviews help people decide if they want or need something. Be a reviewer! Write a short review of this book so that others can decide if they want to read it or not. What will you say about it? What do you think people want to know?</i>
VOCABULARY AGENT	<i>Cool is a cool word! Use the 'ool' chunk in the word, cool, to make new words. Then use each word in a paragraph. Remember that a paragraph has 3 – 4 sentences that all have something to do with your 1st sentence. Cool!</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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