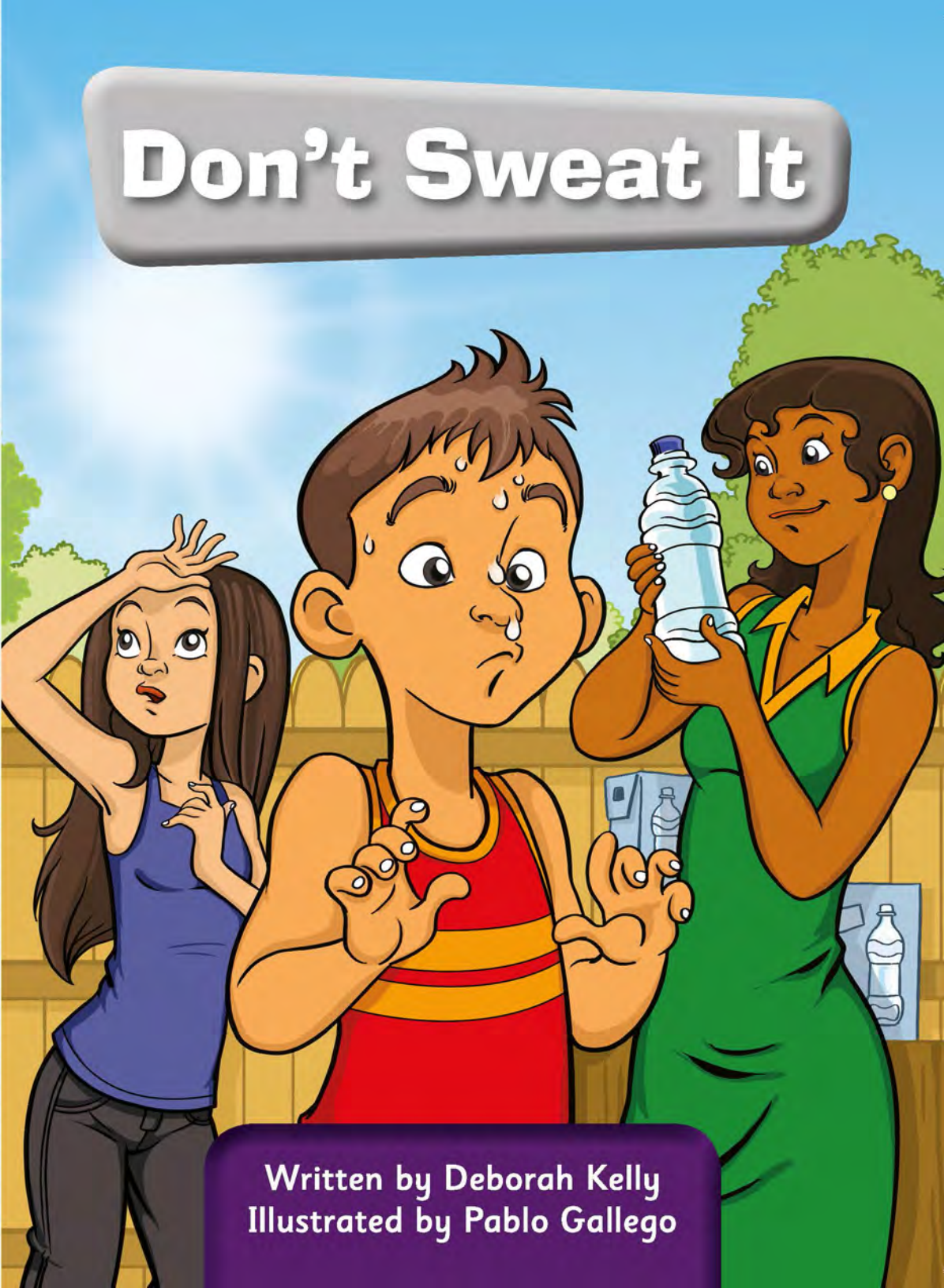
Don't Sweat It



Written by Deborah Kelly
Illustrated by Pablo Gallego

Word Count	699
Text Type	Narrative
High-Frequency Word Focus	drink, part
Content Words	bottle, fizzy, hot, neighbour, pool, power, sweat, temperature, thermometer, water
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	suffix *ful*; superlatives

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Sample Preview Only

GETTING STARTED

Activating prior knowledge: Ask students if they have ever been so hot they thought they would "melt." Ask them what strategies they used in order to cool down temporarily and/or long term.

Book introduction and prediction: Using the interactive digital book, or the printed version, read the title to students. Discuss the illustration on the cover. Turn to the title page and read the title. Ask students to flick through the book or the screens, looking at the illustrations and layout. Have them use the illustrations and structure to suggest the text type and to predict what the book may be about. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that, as well as reading about a very hot day, they will talk about parts of a narrative, words ending with *ful*, and descriptive and superlative adjectives.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. How would you describe the weather on the day all the problems occur? What do Lara and Max do to try and keep the heat out of the house? What problem does Mr Ralston have? How does Mr Ralston's problem solve a problem for Mum, Max, Lara, and Milo? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Ask students if they could relate to any of the actions undertaken by the characters to try and stay cool. Using the text on page 20, discuss how the author used descriptive adjectives to enhance the text. Have students identify the superlative adjectives and discuss how they describe the nouns to the extreme.

Language

If you are using the digital book, invite students to take turns to operate it for the following activities.

Text structure and organisation: To revise the structure of a narrative, have students recall what happens during the introduction, complication, and resolution.

Expressing and developing ideas: Use the illustration on page 5 to help discuss the use of characters' facial expressions as a means to convey relationships. Ask students what they learned about the characters' feelings towards each other from the looks on their faces. Repeat with page 21.

Draw attention to the word *careful* on page 5. Discuss the how the addition of the suffix *ful* changes the meaning of the root word *care*. Repeat with the words *dreadful* on page 16, *thoughtful* on page 18, and *wonderful* on page 22.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

For Review Only

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It is going to be hot today. Really hot. Not just "melting the ice-cream" hot or "burn your legs on the car seat" hot. Today is going to be the stickiest, yuckiest, most awful kind of hot there is. It is "sweat dripping off your nose into your cereal" hot.

I cross my eyes and see a drop of sweat rolling towards the tip of my nose. It is getting bigger and bigger. It is about to fall...

Plop!

For Review Only



for Review only

"Mum!" Lara says, glaring across the table at me. "Max is eating his sweat!"

"I cannot eat it," I grin, slurping milk off my spoon. "I can drink it."

Mum shakes her head at both of us. She steps over Milo, who is lying on the floor like a panting black rug, and turns up the volume on the TV.

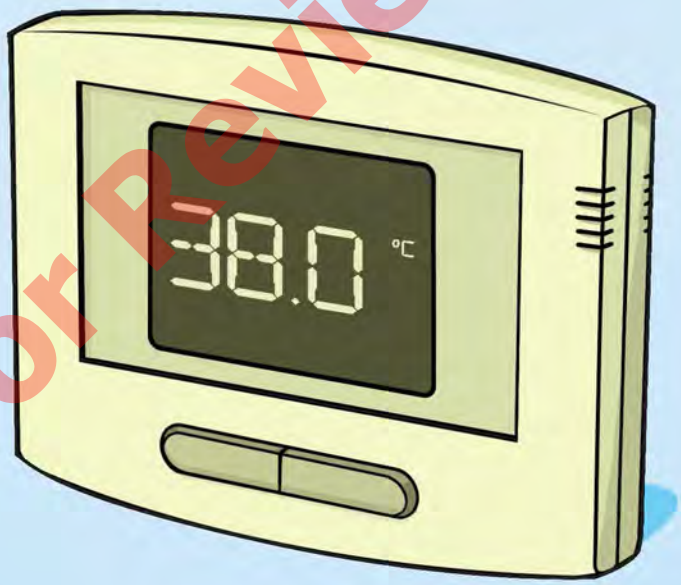
For Review Only

The reporter is saying, "...and here is the bad part. The city is getting ready for what could be the hottest day in recorded history. Temperatures everywhere are expected to soar. Please be careful to keep cool."



For Review Only

We look at each other and groan. This part of the house feels like an oven. The thermometer in our kitchen says it is 38 degrees Celsius, and it isn't the hottest part of the day yet. We shut the windows and pull the curtains to keep out the heat.



For Review Only



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