



# TOO COOL

## Teacher Resource Book

Lesson plans by  
**Cheryl Semple**

SCHOLASTIC

SYDNEY AUCKLAND NEW YORK TORONTO LONDON MEXICO CITY  
NEW DELHI HONG KONG BUENOS AIRES PUERTO RICO

Scholastic Education  
345 Pacific Highway  
Lindfield NSW 2070  
an imprint of Scholastic Australia Pty Ltd (ACN 000 614 577)  
PO Box 579  
Gosford NSW 2250  
[www.scholastic.com.au](http://www.scholastic.com.au)

Part of the Scholastic Group  
● Sydney ● Auckland ● New York ● Toronto ● London ● Mexico City  
● New Delhi ● Hong Kong ● Buenos Aires ● Puerto Rico

First published in 2003.  
Text copyright © Scholastic, 2003.

All rights reserved.  
The purchase of this book entitles teachers to reproduce the blackline  
masters for classroom use only.

Typeset in Times Roman.

10987654321

34567/0

# Contents

Introduction	4
Space Captain	7
Space Captain BM 1	14
Space Captain BM 2	15
Rodeo Cowboy	16
Rodeo Cowboy BM 1	21
Rodeo Cowboy BM 2	22
Water Slide Winner	23
Water Slide Winner BM 1	29
Water Slide Winner BM 2	30
Match Day Football	31
Match Day Football BM 1	36
Match Day Football BM 2	37
Beach Patrol	38
Beach Patrol BM 1	44
Beach Patrol BM 2	45
Park Games Gold	46
Park Games Gold BM 1	52
Park Games Gold BM 2	53
Daredevil on Ice	54
Daredevil on Ice BM 1	60
Daredevil on Ice BM 2	61
Discus Dynamo	62
Discus Dynamo BM 1	67
Discus Dynamo BM 2	68

# Introduction

Imagination plays a large role in the lives of students, whether it is in the backyard, playing a sport or as part of a fantasy game. Students feel secure in this world as they control the outcome, yet their options are unlimited. They can become whoever they want and they can do whatever their mind lets them. The sky is the limit! The Toocool series has captured this special feature in the lives of students and utilises it to make reading come alive for them.

The teaching notes for this series provide quick and practical activities to support all readers. They also cater for those students who require additional literacy support. It is well known that the majority of reluctant and remedial readers are boys. The Toocool series revolves around sport, making it ideal reading material for this group.

## **Text features to support learners**

These include:

- use of high frequency words
- use of large print
- use of common grammatical features
- high interest topics
- short chapters that maintain the interest of the reader
- characters that readers can easily identify with.

## **Text features to support students with low self-esteem**

Students love to pretend and it is within this world of make-believe that students can feel security and success. The Toocool series makes use of imagination and allows students to consider their own success. As they read, students can quickly empathise with the characters who are of similar age and have similar interests. The strategies and activities provide opportunities to build confidence and foster literacy goals that are skill orientated and fun.

Teaching notes for Toocool are written in the following structure:

### **Getting to know COOL**

Students need to build their field of knowledge before approaching a text, especially students who are having difficulty with literacy skills. The more prepared the students are before reading the book, the more successful and confident they will be when they meet new ideas in the text. The activities are chosen to develop their understanding of characters, themes and topics found in each text. It is hoped that by allowing students time to explore a topic used in the book, it will provide them with an improved ability to meet challenges in the text with greater confidence.

### **Active Reading**

Active Reading is a similar process to Guided Reading, however, the emphasis is twofold:

- to provide adequate support to students who are having difficulty with literacy skills
- to build the confidence and self-esteem of the reader.

#### **1. What's COOL?**

This section builds specific concept and language awareness for each chapter. The aim is to prepare the students for the text so that they will feel more confident when they are faced with a new word or idea.

#### **2. That's COOL!**

These activities are designed to look at the text more closely and build the students' level of awareness of how the text works. Once the students have discussed meaning and content, they are then able to focus their attention on developing key literacy skills which will enhance their reading ability. These activities are designed to be short and direct so that students are not bombarded with too much information.

### **3. Let's be COOL!**

These activities are designed to encourage the students to be active and to direct their energies into a literacy goal that is both skill orientated and fun. Again, the activities are closely related to each chapter and, in some books, self-esteem is the focus.

### **4. COOLing Off**

A characteristic that is common to students with poor literacy skills is low self-esteem. These activities are chosen to:

- build the confidence of these students
- recognise their individuality and to see it in a positive light
- name and celebrate their achievements
- accept differences
- identify strategies that provide life skills for dealing with negative situations and attitudes.

### **Who's COOL?**

#### **Literacy activities to respond to the text**

The purpose of these activities is to help the students to recognise qualities in the characters that they can see in themselves. The activities not only support and develop literacy skills but also encourage the students to identify characteristics that are positive, value the quality of positive thinking and believe in themselves.

Most activities correspond to each chapter, although many are generic and appropriate for a variety of contexts.