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Chilly Dog!



Written by Kerri Lane
Illustrated by Antony Elworthy

Word Count	743
Text Type	Narrative
High-Frequency Word Focus	above, below
Content Words	blast, breeze, cold, competition, degrees, freezer, heat, ice, prize, puddle, sculpture, sweat, water
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	modal verbs; compound words; words containing <i>or</i> sound

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Shutterstock/Yuzach, background.

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GETTING STARTED

Activating prior knowledge: Ask students what conditions need to be like for ice to maintain its solid state. Have them describe what can happen when eating an icy pole or ice block on a very hot day.

Book introduction and prediction: Read the book's title to students and have them discuss the dog the boy is holding in the illustration on the cover. Turn to and read the title page. Ask students to flick through the book, looking at the illustrations. Have them use the illustrations and layout to suggest the text type and to predict what the book may be about. Identify and discuss any words or features that may cause problems.

Outlining focuses: Explain to students that, as well as reading about some very icy objects, they will talk about dialogue, descriptive language in narratives, modal verbs, compound words, and words containing an *or* sound.

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 discussion. What do Mum, Serena, and Oscar notice as soon as they walk into the Ice Sculpture Competition? How do some

of the sculptures change their appearance? How does Oscar solve the “melting” problem? What other problem does Oscar's solution create? 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: Use the second paragraph on page 2 to initiate a discussion about how the author has used descriptive language to establish setting and atmosphere. Repeat with page 4.

■ Language

Text structure and organisation: Have students focus on the dialogue on pages 4 and 5. Ask them how the inclusion of dialogue helps give an understanding of the characters' levels of thinking. Have students discuss how these and other passages of dialogue help bring the reader into the situation.

Expressing and developing ideas: Discuss the use of the words *should* on page 4, *must* on page 6, and *might* on pages 16 and 18. Remind students that modal verbs are used in conjunction with other verbs. Ask them what these words tell them about probability and obligation.

Ask students to locate and identify the smaller words within each of the compound words on pages 10 and 11. Discuss how knowledge of compound words can assist students when reading and writing.

Draw attention to and discuss the *or* sound in the words *floor*, *saucers*, *water*, and *more* on page 12. Have students list other words with each of these *or*-sounding letter patterns.

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.



Chilly Dog!

For teachers' inspection ONLY



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The sign above the door said, "Ice Sculpture Competition." Below that, it said, "First Prize: \$1000. Second Prize: Six Months' Supply of Mr Freezy's Icy Delights!"

It was a gazillion degrees outside. As Mum, Serena, Hot Dog, and I opened the door of the hall to go in, we thought there would be a refreshing blast of cold air. But only a wimpy little breeze greeted us!



ICE SCULPTURE COMPETITION

FIRST PRIZE: \$1,000.

SECOND PRIZE: SIX MONTHS' SUPPLY OF
MR FREEZY'S ICY DELIGHTS!

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“It should be freezing in here to keep the ice frozen!”
Serena yelled above the noise of the crowd.

Rivers of sweat rolled down under the coat Mum had made me wear. Below that, my feet squelched in their slimy, stinky sweat-bath.



Removing Hot Dog's doggy-coat, I shuffled near Mum, who was looking worried.

"It's too warm, Oscar," she muttered. "The ice will melt!"





Ice? Melt? Nooooooooooooo!

Yes, the heat was yucky. Yes, Hot Dog was starting to smell. But that didn't matter. Above all, the ice must not melt.

If the ice melted, there'd be no competition. Dad couldn't win second prize! And I really, really wanted the Icy Delights! With Hot Dog sliding on his belly beside me, I looked around.

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