

The Loudest Sneeze

Written by Jenny Feely

Illustrated by Chantal Stewart

Level 16

Getting ready for reading

Talk about various sneezes and what they sound like. You might ask questions such as: *Do you know anyone who has a very loud sneeze? What do you think about it? What do other people say when this person sneezes?*

Talking through the book

You might introduce the book by saying: *This book is about a grandpa who has an extremely loud sneeze. Yellow flowers made him sneeze. No one liked his sneeze because it was so loud. But Grandpa said it would come in handy one day.*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.

What made Grandpa sneeze?

What did everyone think of Grandpa's sneeze?

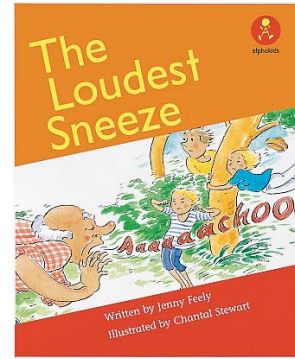
Why did Grandpa's sneeze come in handy one day?

Would everyone like Grandpa's sneeze after it saved Grandma? Why? Why not?

Being a code breaker

Children could examine the exaggerated spelling of 'aaaaaachoooooooo' throughout the text.

They could also investigate the use of *ing* on the end of words: *having, walking, looking, sneezing*. They could then compare the base words, for example: *How has the end of the word 'having' been changed to add 'ing'?*



TEXT FEATURES

- **This narrative follows the adventures of a grandfather who is extremely allergic to yellow flowers. This story is based on a true story about the author's grandparents.**
- **Illustrations extend and support the story.**
- **There is a range of sentence length and complexity.**
- **Opportunities are presented for readers to revisit new vocabulary throughout the text.**

Being a text user

Discuss:

What kind of text is this?

What is the author doing here – telling a story or giving information?

Being a text critic

Discuss:

What does the author think about people with loud sneezes? Do you agree?

Literacy learning centres – follow-up activities

WRITING CENTRE

Children could write and draw a story map showing the events of the story.

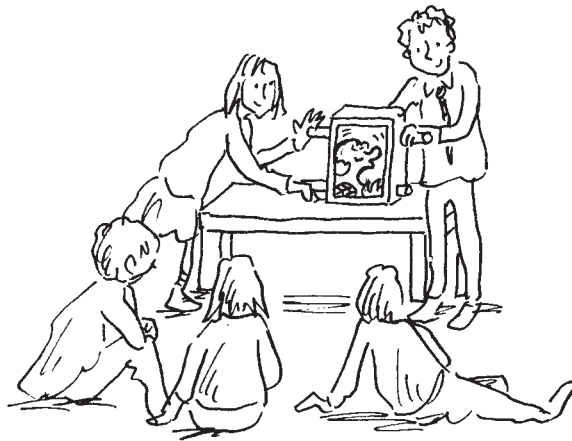
BOOK BROWSING CENTRE

Provide copies of A. A. Milne's 'Sneezles' from *Now We Are Six* in which Christopher Robin gets wheezles and sneezles and they bundle him into his bed.

INTERACTIVE LITERACY CENTRE

Children could work in cooperative groups to make a roll movie retelling the story.

A roll movie is a shortened version of the book, retold in the children's own words. It includes the important details, plot episodes and illustrations. (See Blackline Master 6 for instructions on making a roll movie.)



WRITING CENTRE

Children could examine the illustrative sneezes within the text and then illustrate their own 'Aaaaaaaaachooooooooo'.

Keeping track

Children's retellings can be assessed against predetermined criteria, for example:

Did the retelling cover the main parts of the story?

Did it include catch phrases or important words?