

Floof

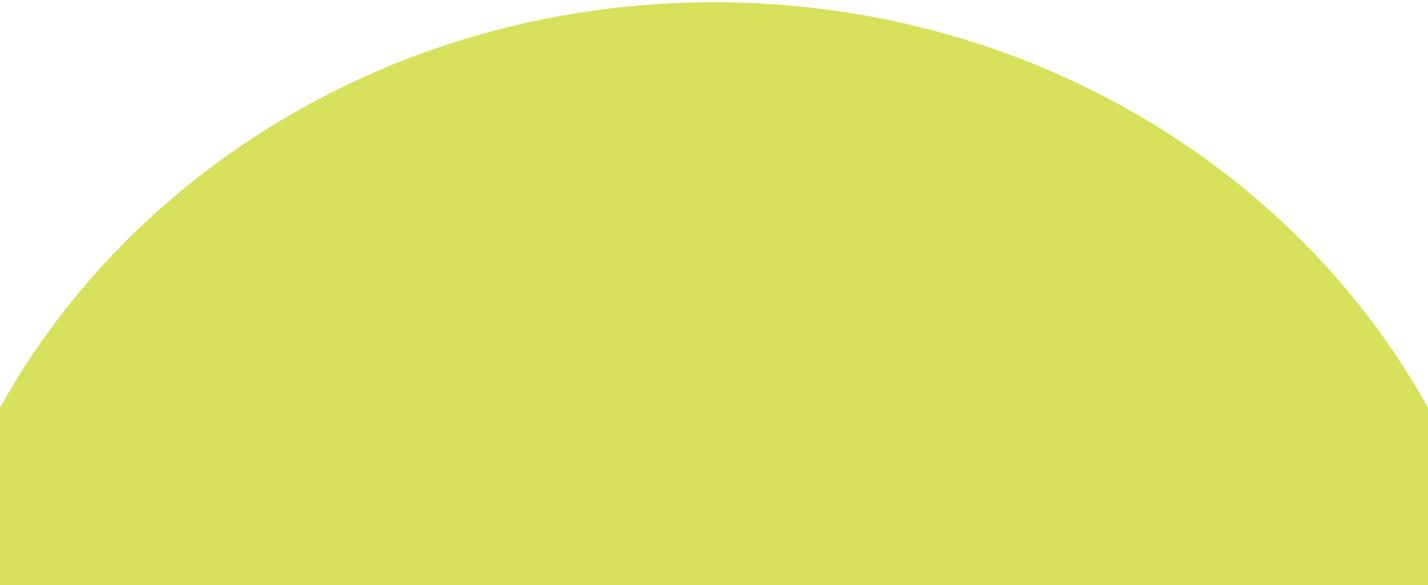
Heidi
McKinnon
July 2022

Created by Andrea
Hillbrick 2023

Andrea Hillbrick 2023

Floof (derived from "fluff") is an adjective used to describe a ridiculously fluffy object or an animal (usually a long-haired cat or an equally hairy dog).

Reference: Urban Dictionary



About The Book:

Floof is a delightful character.

This little funball gets up to mischief!

Heidi has brilliantly limited the number of words in this story to ensure her readers gather clues in her superb illustrations to infer the meaning.

Heidi's cat inspired this story.

Take the time to view the story at [Story Box Library](#) as Heidi's cat is a star on the video.

Springboard for Learning:

Adventures
Cats
Mischief
Pets
Playfulness

About Heidi:

As a cat, Floof has nine lives.....I researched nine facts about Heidi.

Heidi lives in Victoria, Australia.

Heidi is a graphic designer, author and illustrator.

Heidi's daughter Ava is her greatest inspiration.

Heidi was encouraged by Sally Rippin early in her career. Sally has written over 100 books. <https://www.sallyrippin.com/>

Heidi has published six books.

Heidi's favourite word is dazzling. Because it's pretty to look at, and funny to say.

Heidi begins by writing and then draws to match the words.

Heidi uses an iPad Pro to draw with.

Heidi is a night owl and loves to draw in the evening!

<https://heidimckinnon.com/>

Andrea Hillbrick 2023

Message From Andrea:

Welcome to Book Club Edition 7!

Floof was chosen to meet the criteria of a book written and illustrated by the same person – Heidi.

I adore that the character Floof was inspired by Heidi's cat.

This story inspired me to create! So be prepared to design, cut, paste, paint, print, draw, weave...

It is a perfect book for older readers to explore Heidi's craft and style. This exploration would lead perfectly into creating their own picture story book for a younger audience.

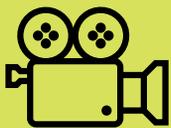
I have organised my teaching ideas and videos in an A-Z format.

Enjoy discovering what Floof loves to do!



I wonder if your learners will be inspired to write, draw, paint, print about their pet or favorite animal.

Book Walk:



View Andrea walk through Heidi's glorious picture story book to explore all the possible learning experiences.

Mentor Text:

This picture story book
has so many opportunities
as a mentor text!

R

Character Feelings
Infer
Make Connections
Predict
Read with expression
Retell
Visualise
Vocabulary

W

Generate and collect ideas
Text layout - bolded words
Publishing
Punctuation
Sentence structure
Vocabulary

M

Estimation
Patterns
Perimeter
Shape
Size
Time

I

Adventure
Pets
Living Things



A-Z Shuffle:

- Provide each small group of readers words from the text to be put into alphabetical order.... racing against the clock!

Add:

- How many illustrations of Floof are in the book?
- What addition strategy will you use to find the total?
- How will you share your strategy?

Adjective walk:

- Go on a picture walk. For each double page jot down a related adjective.
- Each learner selects an adjective from the collection.
- The learner explores to find an object or image that matches the adjective.
- Take photos of the adjective and object/image for the classroom word wall.



Advertisement:

- In Leila's book called Ted, Dot advertised for a pet.
- What advertisement could be created for this story?

Here are some suggestions:

- Floof to advertise for a play buddy or owner.
- The dog to advertise for another dog to play ball.
- Floof's owner to advertise for an expert to fix their computer.
- Floof's owner to advertise for a gardener.

The advertisements can be multi-modal.

Check out my blog post for Leila's delightful story

<https://andreahillbrick.com.au/take-away-teaching-ideas-34/>

B

Blog:

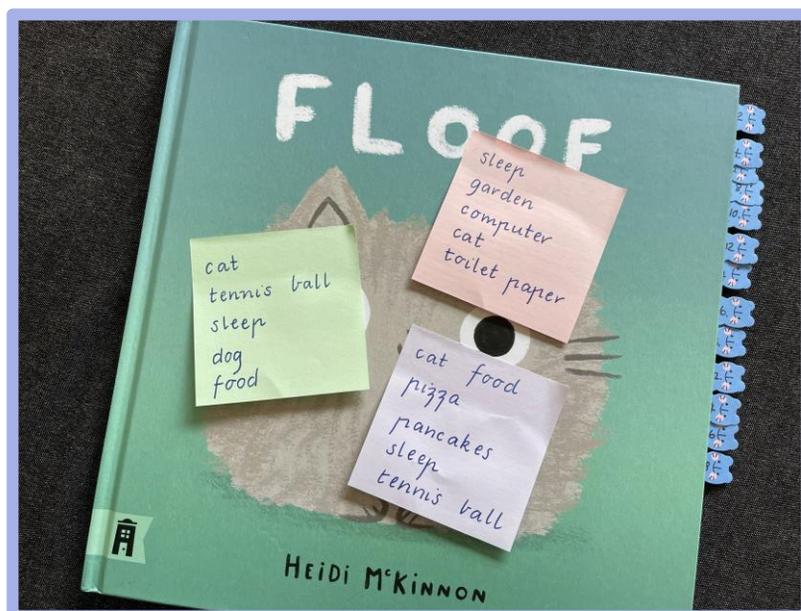
- Write blog posts from Floof's perspective.
- What are the events that happen for three different posts.

Book Cover Walk:

- The readers receive their own copy of the cover – front and back. They discuss, label, and annotate their thinking.

Buzz Words:

- Choose at least five words that directly relate to the text and write them on cards.
- Have the readers discuss how the words connect/disconnect, and their predictions.
- Here are some options of sets of words.





Character Tweets:

280 characters including spaces.

- Write a tweet about Floof.
- Write a tweet from Floof
- Write a tweet from Heidi about Floof..
- Write a tweet from the dog.

Close Up Shot:

- Examine the head and shoulder's view of Floof.
- How do you think Floof is feeling? How do you know?
- What do you think Floof is planning? How do you know?

I suggest pages 7 and 11.

Curtains Up, Curtains Down Strategy:

- Curtains up, Curtains Down is a drama strategy! The learners create a series of frozen statue images related to a story.
- Props will support the audience to infer.
- The audience close their eyes (curtains down) as players get into position. When it's time for curtains up, audience opens their eyes and they guess the scene from the story.

I suggest beginning with pages 11 and 12 using a big box!



Debate:

- Brainstorm statements associated to the text.
- Select a statement to debate.
- The learners write their stance to prepare for the debate.

Day and night:

- Heidi shares what Floof does during the day and night.
- List the times of the day that relate to the day and night.
- Collect a paper plate and markers.
- On one side draw and write what Floof and you do during the day.
- On the other side show the activities at night.
- What is the same and what is different?

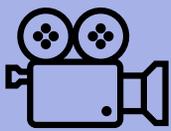
Describe It:

- Use adjectives to describe a setting in the text.
- Write down 5 adjectives you would use to describe it.
- Can your partner guess the setting you are describing?



Ready Set View:

D



What does Floof do a lot?
View Andrea explore this teaching
idea – a dream jar for Floof.



Endpapers:

- Why did Heidi illustrate her end papers this way?
- .What would you illustrate on the endpapers?
- Would they be the same at the start and end of the book?
- How could they be the same or different?
- Draw your ideas and share your thinking?

Email:

- Email Heidi with your feedback and questions about the story.

Exclamation mark:

- Why did Heidi use an exclamation mark on page 4.
- Edit your own writing to add an exclamation mark.

E

Experiment:

- Floof loved the pancakes on page 7.
- Make pancakes to explore the science concept of change.
- Use the thinking tool – Predict, Observe, Explain to share your findings.



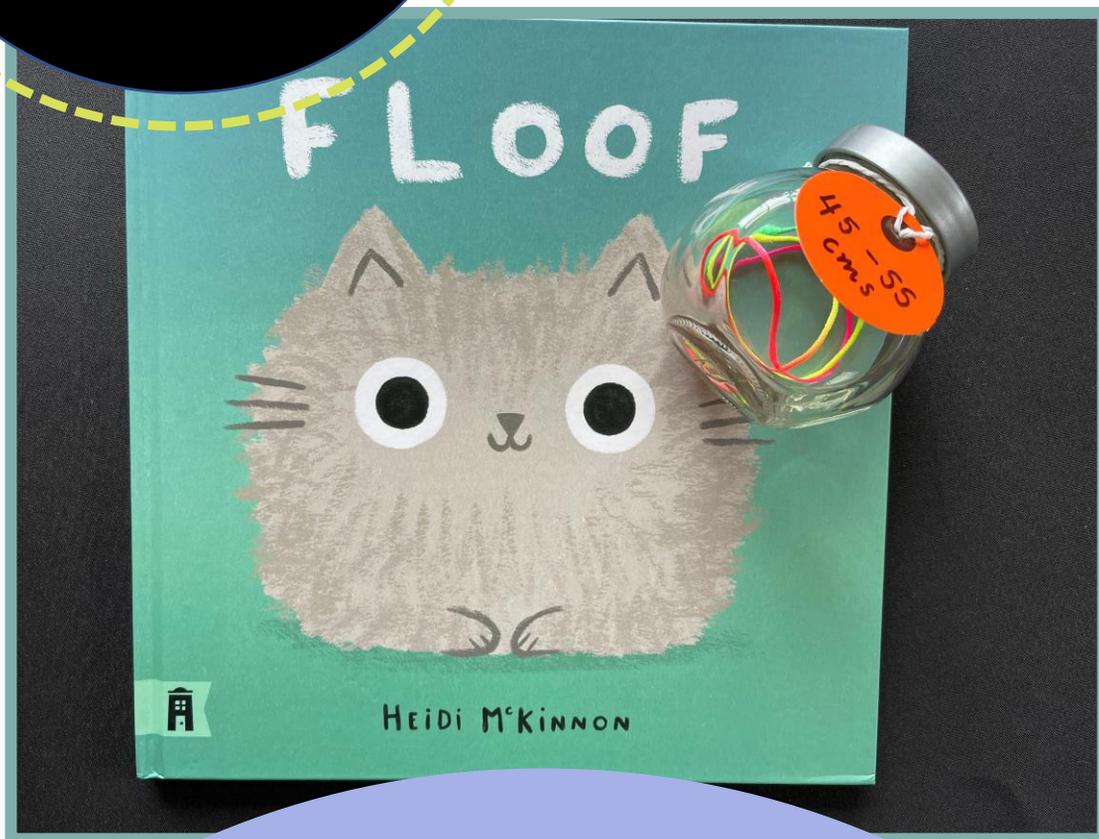
[Here are some more science ideas.](#)

Explain:

- Explain to a friend your thoughts about Floof.
- Use clues and evidence from the book to support your explanation.

Ready
Set
View:

E



It is essential for our
mathematicians to estimate.
Check out this idea!



In this video

| | | |
|-------|--------------------------|---|
| 00:00 | What is Floof? |  |
| 00:47 | The Definition of Floof |  |
| 01:59 | Floof Examples |  |
| 03:19 | An Ode to Odin the Floof |  |
| 05:03 | Floof Facts |  |

Watch this video to find out [about Floof!](#)



Fact File:

- What did you learn about cats in this story.
- Share your facts in a fact file.
- Facts can be drawn and written on individual pieces of card and stored in an envelope or container.

Favourite:

- List the events in the story.
- Pose a question to find out the favourite event.
- Collect your data.
- Make a conclusion.
- Share your findings.

I vote for the event - Floof is sleeping in the hanging plant.

Flow Chart:

- Use a flow chart/visual organizer to plan your writing.
- To persuade your readers to have a cat for a pet.
- To inform your readers about cat behaviours.
- To entertain your readers with another Floof adventure.

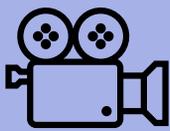
Full and Empty:

- Go on a picture walk to find illustrations that show full and empty.
- Draw or photograph your own.



Ready
Set
View:

F



Mixing letter recognition, fine motor skills and creativity.

Watch Andrea share this idea!

Ready
Set
View:

F



What intrigues you in this photo?

Watch Andrea to find out what the learning experiences are.



Greeting Card:

Design and create greeting cards.

- Floof writing a card to the dog.
- Floof writing a card to the computer owner.
- The mice writing a card for Floof.

Garden:

- What does it mean to garden?
- Does the meaning match to the events on page 10.
- What tools do you need to garden?
- Organise an opportunity to garden at school.
- Take photographs and write about the experience.

Guitar:

- Listen to a soundtrack of a guitar playing or invite someone into your classroom to play.
- Your learners may [recognise this theme](#).
- What skills do you need to play a guitar?
- What is happening on page 10?
- What will the guitar owner be thinking?
- How would the guitar owner be feeling?

Hopscotch:

- Create and play hopscotch with a word from the story in each square in each section.

How to ...

- Go on a picture walk and list the activities you know how to do.
 - Make pancakes
 - Play with a tennis ball
 - Eat pizza
 - Garden
 - Read
- Select one of the ideas on the list.
- Write a how to....to inform your audience.

How much?

- Check out page 22. Explore recipes and budget to make pizza for your class.



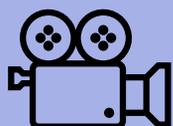
Ready
Set
View:

H



Do your learners love to make puppets?

Would your writers enjoy writing a puppet play?



View Andrea chatting about the idea of creating a hand puppet



Infer:

Use these prompts to infer:

- I can see...I know...I think,
- I observe... I wonder... I infer

The prompts can be presented:

- Orally
- In sentence strips
- In a table
- On an anchor chart
- In a video.

Invent:

- Combine the traits of Floof with one of your favourite characters to create a new character.
- Draw/paint the character.
- Name the character.
- List the traits of your new character.
- Generate some writing ideas.



Jingles:

- Create a jingle to promote this amazing story.

Jokes:

- Have fun searching for cat jokes.
- Enjoy creating your own!

One resource: <https://www.thedodo.com/dodowell/cat-jokes-for-kids>

Justify your thinking:

- Examine page 24 with Floof's big eyes and the text 'lights out'.
- Justify your inference.

Key Message:

- What do you think the key message of the story is?
- What is your evidence?
- Can you create a bookmark with your key message for the next reader of the book?



Label:

- Explore the illustration on page 16.
- Label using mathematical language.

The mouse is inside the box.

The mouse is standing behind the cookie.

Length:

- Estimate and measure the length of Floof's tail on pages 1 and 2.
- Can you find an object of similar length inside and outside your classroom?

Longest:

- Explore these Guinness World Records.

Longest Cat Jump

- <https://www.guinnessworldrecords.com/world-records/111847-longest-jump-by-a-cat>
- Jump and measure your distance.
- Compare and find the difference.

Longest cat whiskers

- <https://www.guinnessworldrecords.com/world-records/longest-cat-whiskers>
- Make your own whiskers.



Make connections:

Explore pages 11 and 12.

Make connections with this story.

Memes:

- Research cat memes.
- Display with the related message.

Most:

- Have fun investigating this Guinness World record.

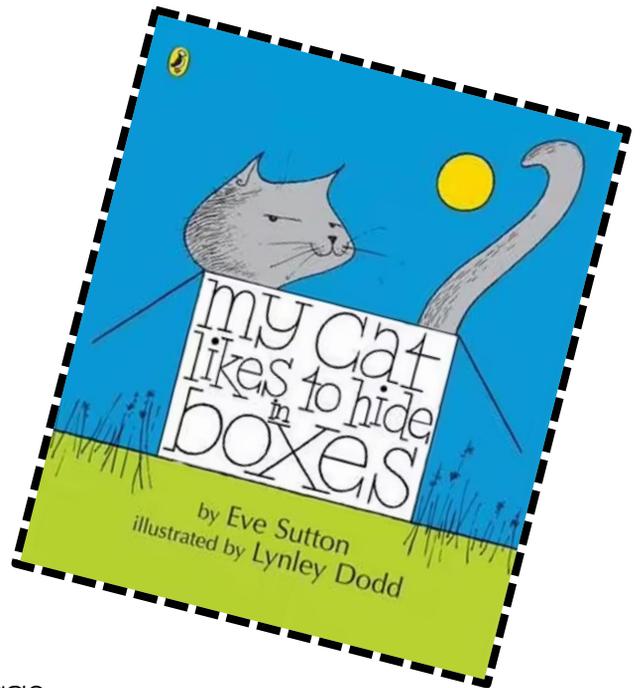
Most cat tricks in a minute

- <https://www.guinnessworldrecords.com/world-records/391893-most-tricks-performed-by-a-cat-in-one-minute>

- What can you do for a minute?
- Attempt several times.
- Collect your data.
- Publish your personal record.

Make:

- Make a new toy for the dog.
- Create a name for your toy.
- Write to inform others about the toy.

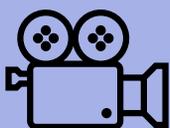


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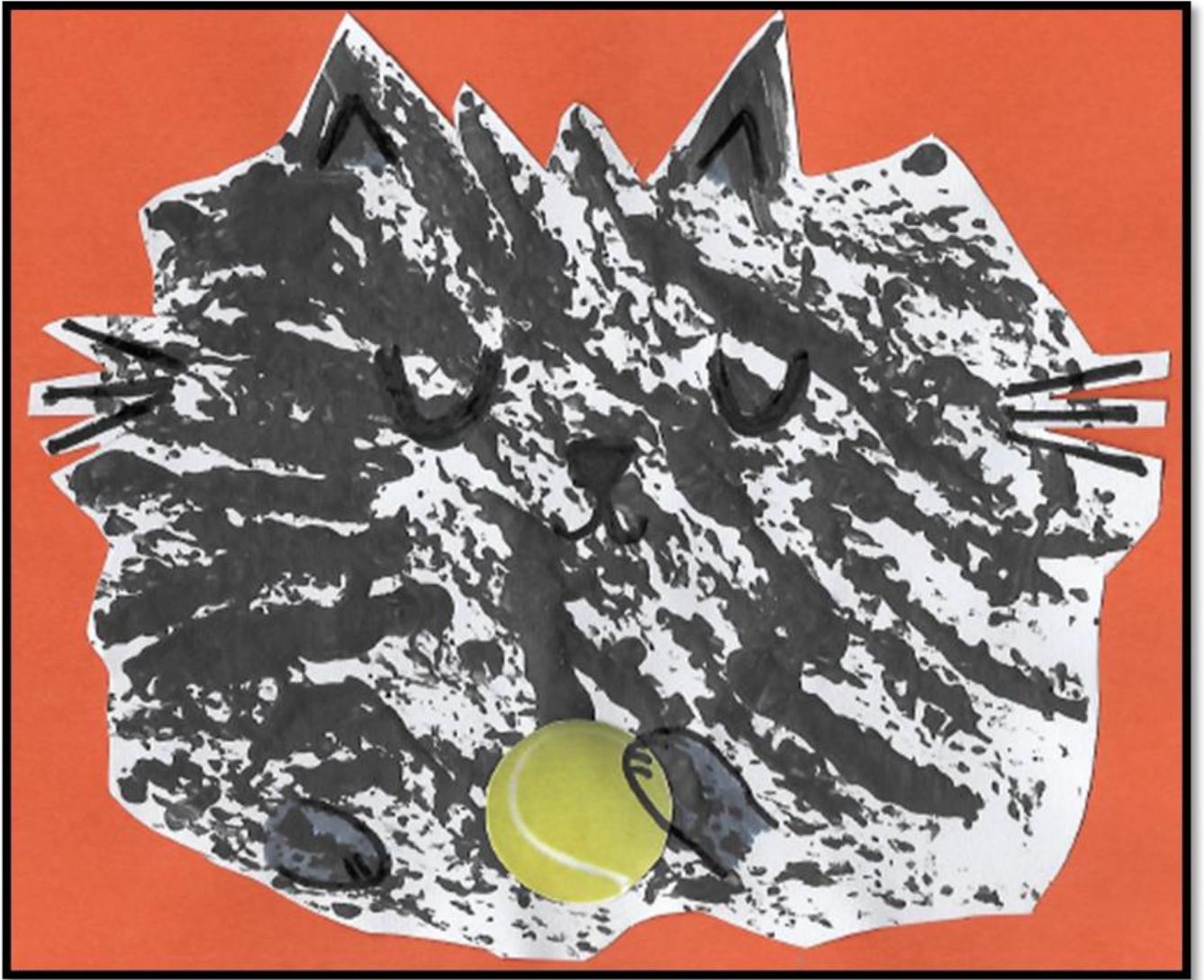
M



View Andrea explore this teaching idea of creating mobiles.



They will look amazing hanging in your classroom.



This may come in handy!



Name:

- In small groups, select a name for the dog in the story.
- Create a name plate for the dog's kennel on page 25.

Note:

- Write a note from the dog to Floof. What would be the message.
- The computer owner has left a note for Floof. What would it say?

Next Day:

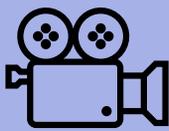
- Turn to the final page of the story and predict what things Floof might do the next day.

N

Ready
Set
View:



View Andrea explore the mathematics shape investigation.



The cats will look amazing displayed in your classroom for everyone to admire.



What's your opinion?

- Is Floof a kind cat?
- What is your evidence to support your opinion?

One word summary:

- After exploring the story several times. Ask the learners to select one word to summarise the story.

Order:

- Draw at least three events from the story.
- In pairs, order the events.
- Add more drawings to capture the storyline.



P

Photo Gallery:

- Invite learners to bring photos of their pets.
- Explore the photos to generate ideas for writing.

Perspective Glasses:

- The readers create a pair of glasses. When wearing these glasses, the readers use clues from the text to understand the text from different perspectives of Floof and the dog.

Plants:

- Floof gardens. What could you grow?

Punctuation:

- Model writing the sentence, 'Floof sleeps' to show the subject-verb sentence structure and correct punctuation.
- Explore other examples from the book on pages 7, 9, 10.

P

Predictable Chart

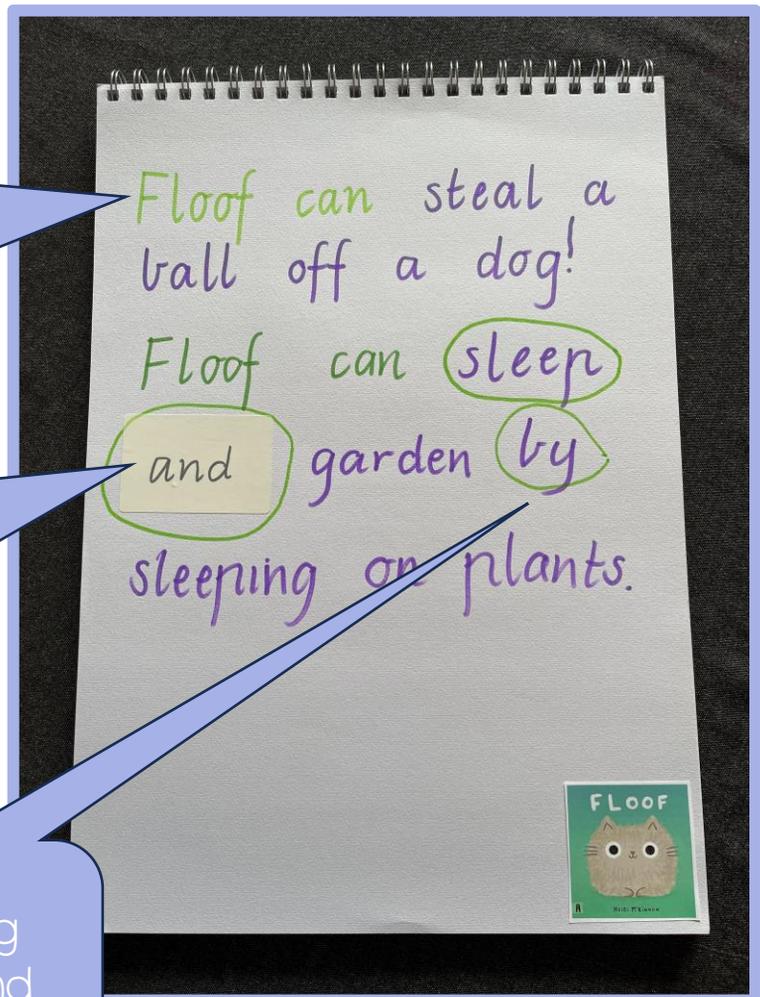
Writing:

- Select a predictable sentence starter about the story.
- Include words the learners know.
- Implement shared writing by recording the learners' ideas.
- Explore letters and vocabulary from the scribed writing.

Predictable sentence starter.

Adding a conjunction.

Exploring words and letters.

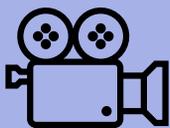


Ready Set View:

P



Andrea explored three different techniques to create Floof.



I wonder which technique your learners will love!

Ready
Set
View:

P



View Andrea share a publishing strategy involving an art piece!





Question:

- What other toys that the dog might play with and Floof might like to take?
- Brainstorm and draw simple pictures to match.

Question Key:

- The answer is.... what are the questions?
- The answer could be:
 - Mice
 - Floof
 - Tennis ball
 - Dog
 - Sleep

Quick Draw:

- To play this game one partner draws a word for their partner to guess.



R

Reaction:

- How would you predict what the dog's reaction will be (Page 25)

Research:

- Research facts about cats and dogs.
- Is there evidence of the facts in the story?

Retell:

- Retell the story using a story map.

Find out more about story [maps here](#).

Rhyme:

- Continue the rhyme on page 11.
- How many more words can you list?

Roll and Word Solve:

Learning Intention:

We are learning to be word solvers.

Success Criteria:

We can:

- Identify the type of word
- Infer using clues
- Recall words
- Make connections to text
- Justify our thinking

Materials:

Enlarged game board per pair of learners.
Two 6-sided dice
Two sets of fifteen counters – each set has different colours
Pencils and paper to draw or write responses.

Hook:

Invite, engage, motivate

An engaging word splash of the key words from the game board – compound, opposite, noun, verb

Whole Class Focus:

Inform, motivate, demonstrate, and connect

Share the learning intention. Ask the learners to read as a whole class or to a buddy.

The learners observe a 'think aloud' of using the words and pictures in the book to solve the word clue.

Use the verbs – identify, infer, recall, make, justify when generating the success criteria with the learners

Record the success criteria alongside the learning intention.

Check for understanding of the learning intention and success criteria.

Roll and Word Solve:

Independent Learning:

Explore, summarise, record discuss, self-regulate

Learning Experience: Roll and Word Solve game

Player A rolls the two dice. Finds the coordinating square. Player A reads the clue aloud for both players to hear and solves the word. Player A draws or writes their solution. If correct, Player A puts a counter onto the square.

Player B repeats the step for their turn.

If the square has a counter on it - the player misses a turn.

The first player that has four squares covered in a row – is the winner!

Prompts:

Can you point to this word in the book?

Is this a word you have inferred?

How do you work out the number of syllables?

What is a noun?

What is a verb?

Can you find more than one?

Focus Teaching Group:

Collaborate, observe, connect, discuss, practise, question

Teaching Strategy: Strategy Group

Select words from the book and match to the clues on the game board.

This could be played as a memory game.

Reflection Time:

Reflect, articulate, connect, and celebrate

Chant It Out:

Each playing pair, selects one word from their drawn or written responses. They create a chant/movement to 'speed teach' their peers.

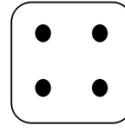
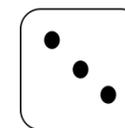
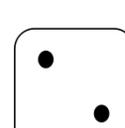
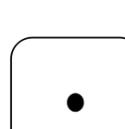
B-u-s-y BUSY! (followed by four claps)

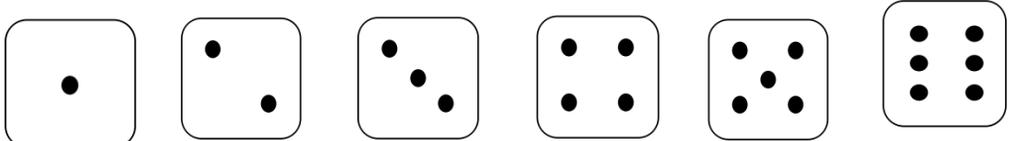
Roll and Word Solve:

Roll 2 different coloured dice. One for the horizontal and one for the vertical axes)

Find the matching square. Read the clue and solve the word about our story - Floof. If it is correct cover, it up! The same answer cannot be used twice in a game.

If you land on a **F** – it is a free square – put your counter on!
Four squares covered in a row. You win!

| | | | | | | |
|---|-------------------|----------------------------|-------------------|-------------------|---------------------------|---------------------------------|
|  | Noun | Adjective | F | Rhymes with ball | Bolded word in the story | Two syllable word |
|  | Verb | F | Noun | Opposite | Word with a double letter | Two letter word |
|  | Name for the dog | Living thing | Verb | Word ending in S. | Adjective | F |
|  | F | Word with a double letter | Rhymes with sleep | Compound word | Noun | Three words to describe Floof |
|  | One syllable word | Word to describe a feeling | Adjective | F | Verb | Create a sentence with one word |
|  | Define a word | Noun | Four letter word | Word ending in Y. | F | Three syllable word |





Sound scape:

- View Heidi reading the story at [Story Box Library](#)
- Can you hear the sounds that relate to the story.
- Select one double page.
- Create a sound scape or sound effects for this page.

Stop and Jot:

- I read... I know...

STEM Challenge:

- Design and build a cat scratching pole (50 or 75 cms tall) that can stand without support.
- The scratching pole needs to be able to hold an orange or apple.



S

Sentence Structure:

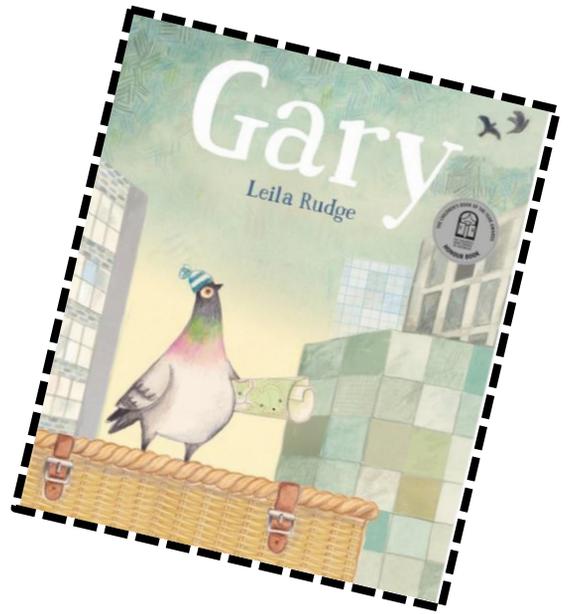
- Reread pages 1,2 and 3.
- Borrow the sentence structure from Heidi to describe another pet, animal or family member.



Ernie is shaggy.

Ernie is very shaggy.

Ernie is the
shaggiest!

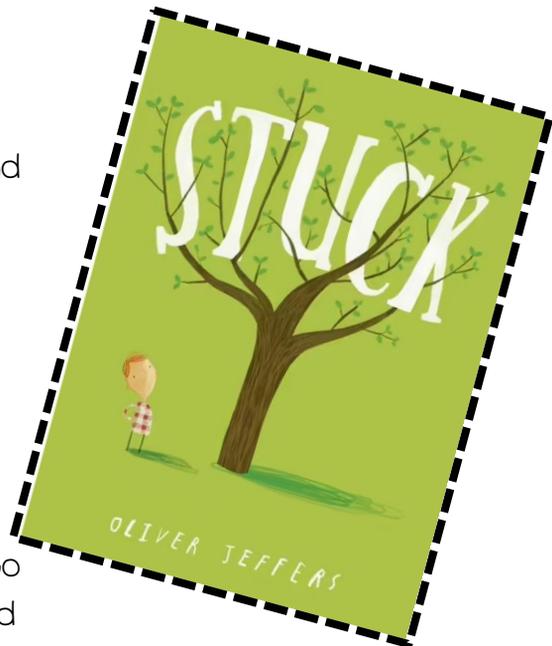


Three-2-1:

- Each learner writes/draws down three words that are important to them from the story.
- Then they collaborate in pairs to reduce the list of 6 words to 2 words.
- The pairs form a group of four to reduce their four words to one word.

Title:

- Double letters appear in the title.
- Find more words with double letters and look for patterns.
- Review one of your own stories.....what would be an appropriate one-word title?
- Visit your classroom or school library to search for other books with a one-word title. Read and enjoy!





Trailer:

View the [trailer](#) for the story.



Ready Set View:

T



View Andrea demonstrating a game
for your mathematicians.



It is so much fun!

Ready Set View:

T



Andrea shares some quality books to make text to text connections.



These would be great books for your classroom library.



u,v

Umph:

- What does this infer on page 20?

Using Words, I Know:

- An anchor chart is co-constructed with the learners.

| I can write... | I can also write.... |
|----------------|--------------------------|
| cat | fat mat pat sat |

Venn Diagram:

- Floof has animal and human traits.
- Ask the learners to identify what human traits Floof has. They can discuss, draw or write.
- For example, Floof eats pancakes, Floof reads, Floof gardens, and Floof has many hobbies.
- Create a Venn Diagram compare yourself or a family member and Floof. What do you both do?

Vote:

- Visit your library and collect other titles by Heidi.
- Share the stories with your learners.
- Vote on the most popular story.

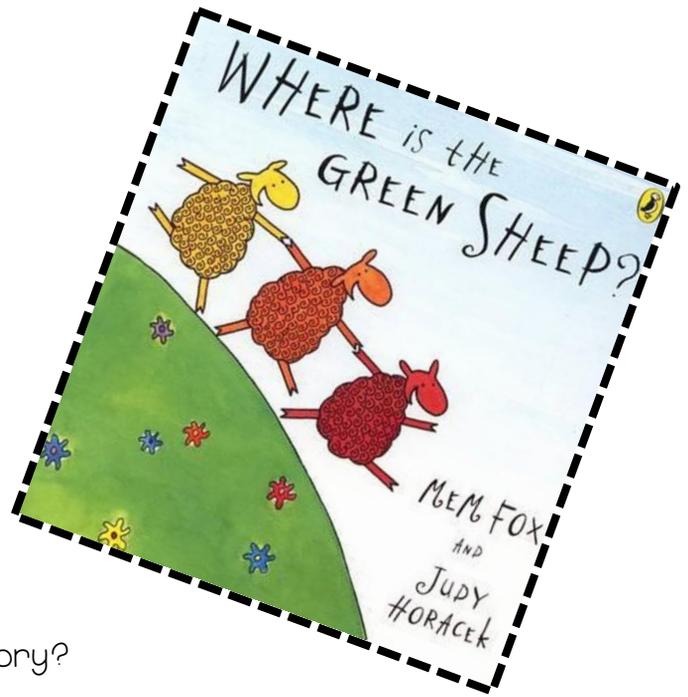
Ready
Set
View:

V



View Andrea explore a learning experience with a focus on verbs.





Wonderings:

- What do you wonder about this story?
- Draw or write your wonderings.
- In small groups discuss and look for evidence to address the wonderings.

Wool Investigation:

- Can you spot the ball of wool on page 8?
- Investigate the production of wool.
- This is a [great video!](#)
- Wear a woolen item to school.
- Describe wool using senses.

Word Train:

- Create a word train beginning with a word for the text. The last letter of the word must match the first letter of the next word.



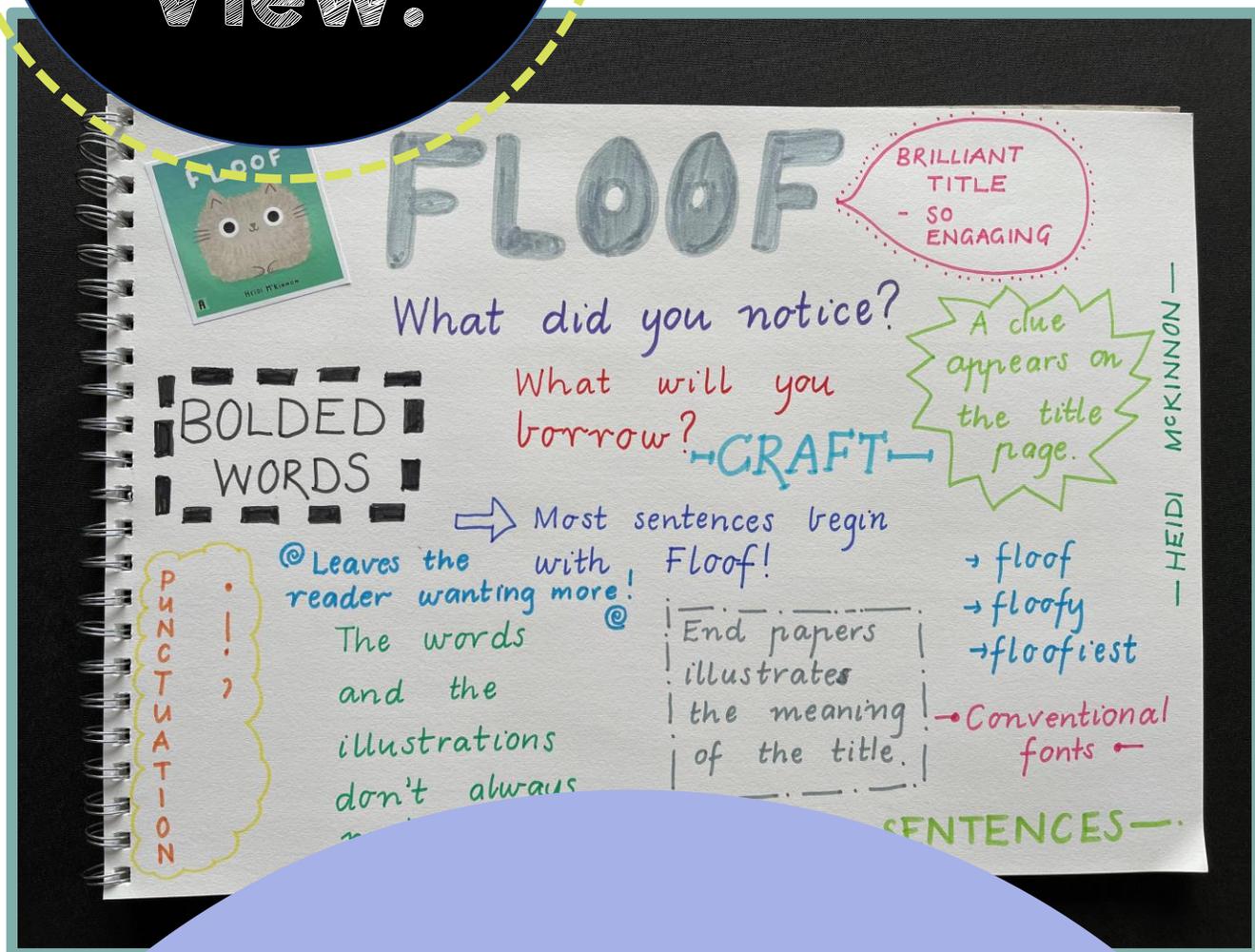
What's in the Box?

- Collect an object from the book – ball, mug, maple syrup, food bowl.
- Put the object in a closed box.
- An option to provide some clues.
- The readers ask questions to predict and discover the contents of the box.

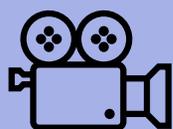


Ready Set View:

W



View Andrea share a proven strategy for our learners to identify and record the craft of writers.



The chart then supports writers to create their own picture story book.

I wonder what your writers will borrow from Heidi?



Y, Z

Your own idea:

- Open Floof to page 25, where Floof steals the ball from the sleeping dog.
- Add your own words to this page.

Zoom In:

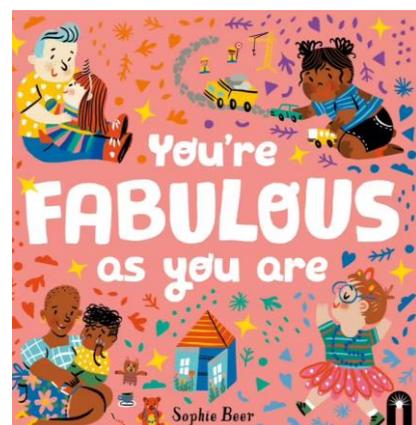
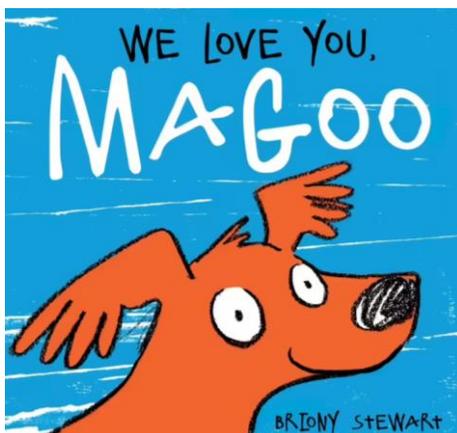
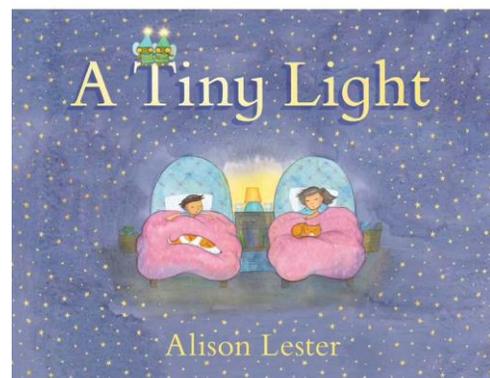
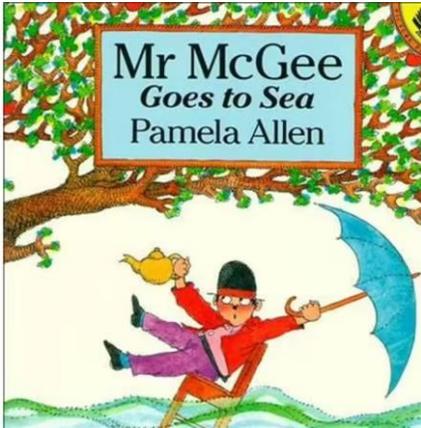
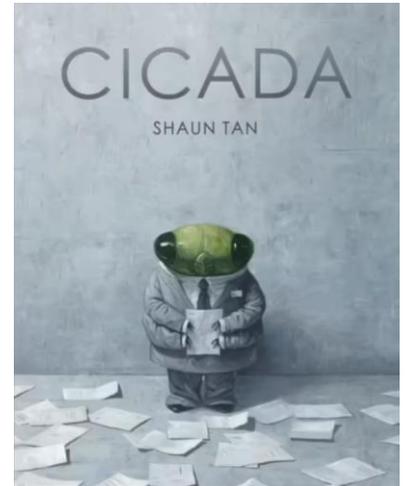
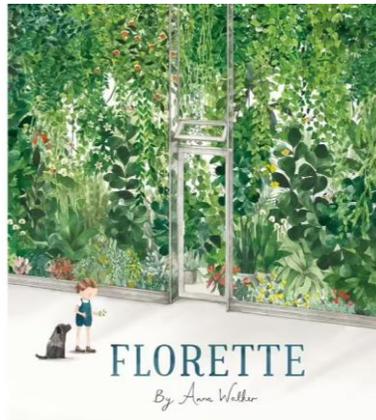
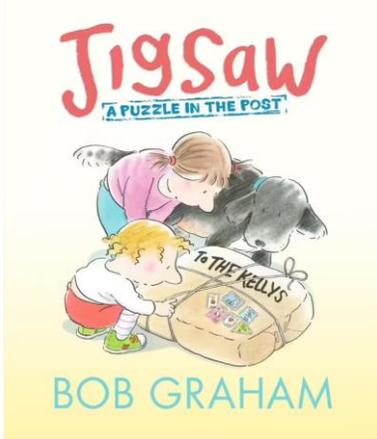
- Look at the different illustrations of Floof in the book.
- Zoom in and spot the differences in Floof's eyes
- Page 7 is a great example!
- What do the eyes tell us?
- Create a table to show what you discovered.
- Draw different eyes to match different feelings.

ZZZ:

- How does this emoji relate the story about Floof?



Some more books on my shelf - written and illustrated by the same person:



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you!

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implementing these
learning experiences
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