Don't Worry!

Written by Christopher Stitt   Illustrated by Steve Axelsen

How to use this book

Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support

Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.
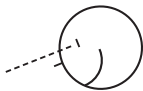
After reading: Comprehension, returning to the text, responding and writing links

To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- Humorous narrative
- Story is repetitive and circular
- Comic illustrations support and extend the text
- Uses various literary devices, such as refrain

and stereotyping animal behaviours

Vocabulary

worried, problems, solved, butt, frighten, scare

Setting the context

Ask: *How would you get rid of mice in your house?*
Why would mice be a problem?
*What would you do if you had too many cats or dogs?*

Introducing the book

This is a story about how a girl tries to help her gran get rid of some mice. By the end of the story Gran doesn't think that mice are such a problem after all.

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Front cover

Discuss the illustration on the front cover.
What kind of book do you think that this will be? What tells you this? Why do you think that it is called 'Don't Worry!'? What could there be to worry about?
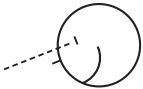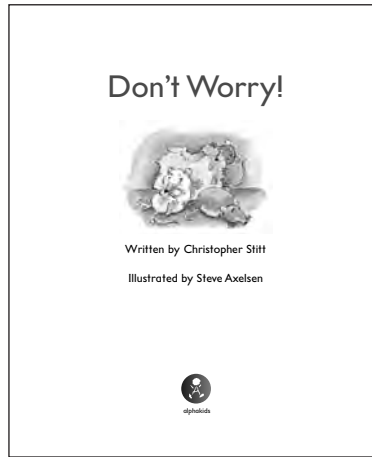
Title page

The title of the book appears on this page. What do you think the people in the story have to worry about? What could mice have to do with the story?
Point out the name of the author and the illustrator.

Talkthrough

Why does Gran look so worried? How do you think that the girl will get rid of the mice for Gran? Do you think that Gran should worry, even when the girl tells her not to worry?

Observe and support

Can the child understand the literal meaning of the text? *Why is Gran so worried?*

My gran was worried.

'I'm having problems with mice,' she said.
'They keep me awake at night
and eat all my cheese.'

'Don't worry!' I said.
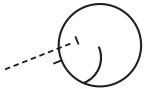'I can get rid of them.'

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3

Talkthrough

Look at pages 4–5.
Why does Gran want the cats to go?
Look at pages 6–7.
Why doesn't Gran like the dogs? What happens each time the girl brings another animal into the house?
As you read the book, ask children to predict which animals the girl will bring next. Point out the use of the refrain 'Don't worry!' that appears on each page.

Observe and support

Can the child read with expression?
I like the way that you read the text to sound like Gran or the little girl.

I got Gran some cats.
Mice don't like cats.
Cats eat mice.
The problem was solved.

The cats got rid of the mice
but Gran didn't like the cats.

'You'll have to get rid of these cats,'
cried Gran. 'They make me sneeze!'

'Don't worry!' I said.
'I can do that.'

I got Gran some dogs.
Cats don't like dogs.
Dogs chase cats.
The problem was solved.

The dogs got rid of the cats
but Gran didn't like the dogs.

'You'll have to get rid of these dogs,'
screamed Gran.
'They put mud everywhere!'

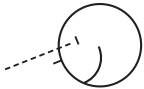'Don't worry!' I said.
'I can make the dogs go.'

Talkthrough

Look at pages 8–9.
What did the goats do to the dogs? Can you think of an animal that could get rid of the goats?
Read the text and look at the pictures on pages 10–11.
Now there are some tigers. Would you really have tigers in a house? Do you believe everything that is written in books?

Observe and support

Can the child make reasonable predictions about which animal will appear next?
What animal do you think the girl will bring next? Do you think that will work?

I got Gran some goats.
Dogs don't like goats.
Goats butt dogs with their horns.
The problem was solved.

The goats got rid of the dogs
but Gran didn't like the goats.

'You'll have to get rid of these goats,'
screamed Gran.
'They're eating my furniture!'

'Don't worry!' I said.
'I can get the goats out
of your house.'

I got Gran some tigers.
Goats don't like tigers.
Tigers eat goats.
The problem was solved.

The tigers got rid of the goats
but Gran didn't like the tigers.

'You'll have to get rid of these tigers,'
Gran cried. 'They're trying to eat me!'
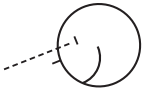
'Don't worry!' I said.
'I can save you from the tigers.'

Talkthrough

The animals are getting bigger and bigger as we read the story. Why do you think that Gran does not like the elephants? How do you think that the girl will scare the elephants away?

Observe and support

Is the child able to recognise the number of syllables in a word? Hearing the number of syllables in a word can assist children to spell unknown words.
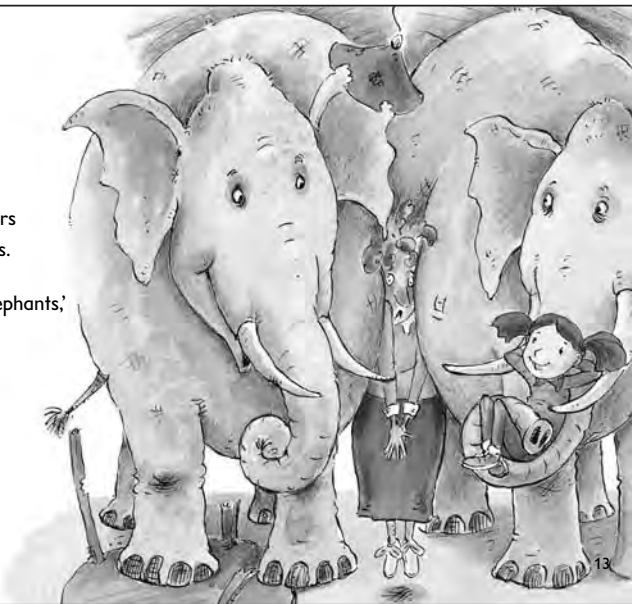*Can you tell me how many syllables there are in the word 'elephants'?* (three syllables)

I got Gran some elephants.
Tigers don't like elephants.
Elephants stomp on tigers.
The problem was solved.

The elephants got rid of the tigers
but Gran didn't like the elephants.

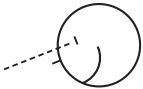'You'll have to get rid of these elephants,'
Gran yelled.

'Don't worry!' I said.
'I can scare the elephants away.'

Talkthrough

Now the elephants have gone but the mice are back again!
What has happened at the end of the story? Why does the
ending seem familiar?

Observe and support
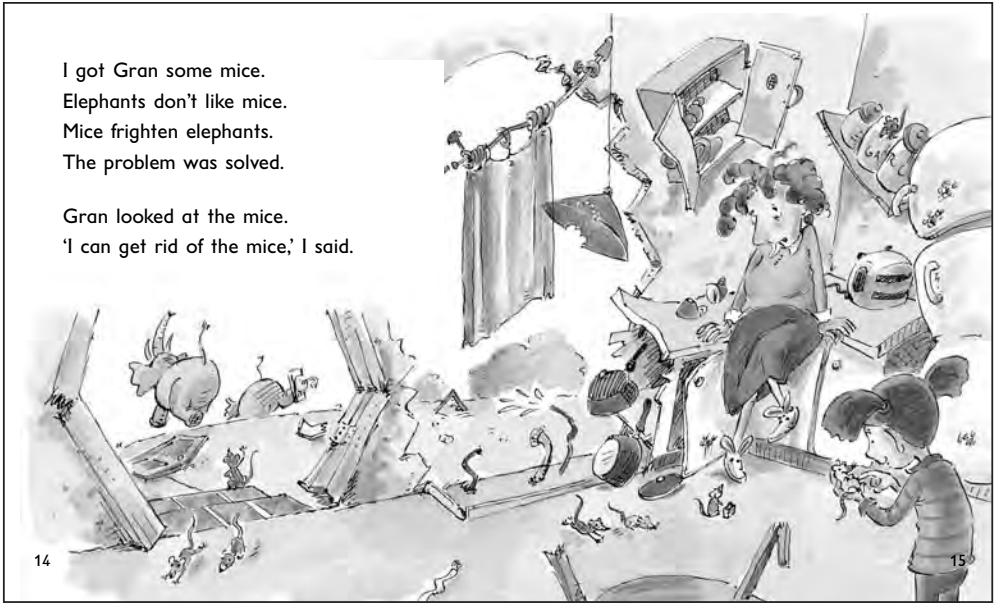
Can the child identify the rhyming words?
Can you find me two words that rhyme? (mice, nice)
Can the child identify Gran's change in attitude?
Is Gran still worried? Will she try to solve the problem again?

I got Gran some mice.
Elephants don't like mice.
Mice frighten elephants.
The problem was solved.

Gran looked at the mice.
'I can get rid of the mice,' I said.

14

15

'Don't worry!' said Gran.
'I think the mice are very nice.'

16

11

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:
How does the girl get rid of the tigers?
Why does Gran say, 'I think mice are nice' at the end of the book?
Are elephants really scared of mice?

Being a code breaker

Explore the following language features:

• Use of punctuation in direct speech.

• Children, in pairs, can take the role of Gran or the girl and read sections of the text aloud.

Being a text user

What kind of book is this? Fiction or information?
How do you know what each animal does at Gran's house?
Did you like this book? Why?
Who would you recommend it to?

Being a text critic

Should Gran have worried when her grand daughter said, 'Don't worry!'?
Should you believe people when they tell you not to worry?

Responding to text

Ask children to write their own circular story using 'Don't Worry!' as a model for writing. Some ideas for these stories could include: getting the ants out of the sandpit, or getting the cat down from the tree. Encourage them to use a refrain like 'Don't worry!' in their writing.

Children work in small groups to make an audiotape of the book. Encourage them to use sound effects and character voices throughout their reading.

Explore words that rhyme with 'ice': mice, nice, twice, lice, rice. Make a class list.

Writing links
Shared/guided writing

Discuss how this is a circular story. Explain to children that when you are at the end of the book you are really back at the beginning of the story. Read (or sing) the words to the song 'There's a hole in the bucket'. Discuss how this song is another circular story.

Ask children to recall the order of the events in 'Don't Worry!'. Now create your own story by writing a list of the animals and brainstorm what could happen in each case.

Assessment

Can the child:
• Explain why the author chose these particular animals?
• Read the text fluently and with expression?
• Identify some words that rhyme with 'mice'?

whole text activity   sentence activity   word activity

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Teacher Edition

Topic: Cultures
Curriculum link: Studies of Society and the Environment
Text type: Narrative
Reading level: 12
Word count: 341
Vocabulary: worried, problems, solved, butt, frighten, scare

Possible literacy focus

Understanding the literary conventions of stereotyping animal behaviours and the use of a refrain.
Reading fluently and with expression.
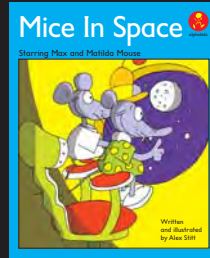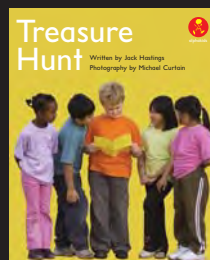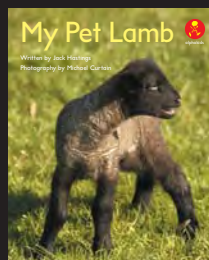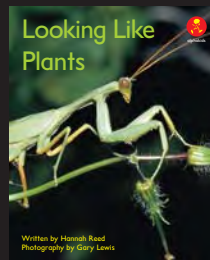Exploring narrative features such as direct speech and rhyme.

Summary

This book is a humorous narrative about how a girl tries to help her gran to get rid of the mice in her house.

Other books at this level

Looking Like Plants
Written by Hannah Reed
Photography by Gary Lewis

My Pet Lamb
Written by Jack Hastings
Photography by Michael Curtain

Treasure Hunt
Written by Jack Hastings
Photography by Michael Curtain

Let's Make Pancakes
Written by Emma Rossi
Photography by Michael Curtain

Mice In Space
Starring Max and Matilda Mouse
Written and illustrated by Alex Stitt

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