

Wishy-Washy Sleep

Features of the text:

- Inter-text connection with *Mrs Wishy-Washy*
- Punctuation: full stops, commas, speech marks, exclamation marks
- Repeated sentence patterns
- Problem solving

<p>Before Reading</p> <ul style="list-style-type: none">• Ask the children to tell you about bathing pet animals.• Ask, <i>Why might some animals not like having baths?</i>• Introduce the text: Wishy-Washy Sleep.• Look at the cover and title page. What clues do they give about the story? Ask, <i>What do you think Mrs Wishy-Washy will do to get the animals to have a bath?</i>	<ul style="list-style-type: none">• Making meaning: making personal connections• Analyzing the text: visual literacy, prediction
<p>Reading the Text</p> <ul style="list-style-type: none">• Ask the children to read the text quietly.• Give the children something specific to focus on. For example, <i>Read the book to find out how Mrs Wishy-Washy solved her problem.</i>• If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.	<ul style="list-style-type: none">• Children may draw upon all text features during the reading of the text. Help individual children as necessary.
<p>After Reading</p> <ul style="list-style-type: none">• Notice the words <i>asleep</i> (pp. 3–5) and <i>awake</i> (p. 8). Clarify the meaning. Encourage the children to think of other opposites, e.g. big/little.• Re-read p. 2 and ask the children, <i>What did Mrs Wishy-Washy mean when she called "Bath! Bath!"?</i>• Ask, <i>Why do you think the animals stayed asleep?</i>• Revisit p. 7. Encourage the children to match each animal to the food.• Encourage the children to make finger puppets and act out the story.• Notice the two sets of repeated sentence patterns "<i>I am asleep,</i>" <i>said the...</i> (pp. 3–5) and "<i>I am awake,</i>" <i>said the...</i> (p. 8).• Notice high frequency words: <i>I, am, said, the.</i>• Notice the illustrations on pp. 3–5 and ask, <i>How does the illustrator show that the animals are pretending to be asleep?</i>	<ul style="list-style-type: none">• Using the text: considering how words are used (vocab)• Making meaning: recall, summarizing, inference, reorganization• Cracking the code: punctuation, repeated sentence patterns, high frequency words• Analyzing the text: recognizing illustrator's role