

# Wishy-Washy Clothes

## Features of the text:

- Inter-text connection with *Mrs Wishy-Washy*
- Punctuation: upper and lower case letters, full stops, speech marks, exclamation marks
- Challenging sentence patterns
- Humour

<p><b>Before Reading</b></p> <ul style="list-style-type: none"><li>• Ask the children to tell you what they know about washing and drying clothes.</li><li>• Ask, <i>What clothes do you think Mrs Wishy-Washy might need to wash?</i></li><li>• Introduce the text: <b>Wishy-Washy Clothes.</b></li><li>• 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 with the wet clothes?</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Making meaning:</b> making personal connections</li><li>• <b>Analyzing the text:</b> visual literacy, prediction</li></ul>
<p><b>Reading the Text</b></p> <ul style="list-style-type: none"><li>• Ask the children to read the text quietly.</li><li>• Give the children something specific to focus on. For example, <i>Read the book to find out what the animals do with the washing.</i></li><li>• If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.</li></ul>	<ul style="list-style-type: none"><li>• Children may draw upon all text features during the reading of the text. Help individual children as necessary.</li></ul>
<p><b>After Reading</b></p> <ul style="list-style-type: none"><li>• Notice the word <i>screamed</i> (p. 7). Clarify the meaning and encourage the children to think of synonyms.</li><li>• Notice the irregular past tense verbs <i>hung</i> (p. 2) and <i>put</i> (pp. 4–6). Compare with regular verbs, e.g. <i>washed</i> (p. 2) and <i>screamed</i> (p. 7).</li><li>• Re-read pp. 4–6 and ask, <i>Why did the animals say, "I'm Mrs Wishy-Washy!"?</i></li><li>• Re-read pp. 7 and 8, and ask, <i>Why did Mrs Wishy-Washy change her mind?</i></li><li>• Encourage the children to act out the story using an apron, a dress, and slippers.</li><li>• Notice high frequency words: <i>came, look, looked, Then, she, said.</i></li><li>• Notice the exclamation marks on pp. 4–6 and 7, for different purposes.</li><li>• Notice the illustration on p. 8 and ask, <i>How does the illustrator show the animals are confused?</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Using the text:</b> considering how words are used (vocab)</li><li>• <b>Making meaning:</b> recall, inference, inquiry</li><li>• <b>Cracking the code:</b> punctuation, high frequency words</li><li>• <b>Analyzing the text:</b> recognizing illustrator's role</li></ul>