

Wishy-Washy Letter

Features of the text:

- Inter-text connection with *Mrs Wishy-Washy*
- Punctuation: upper and lower case letters, full stops, commas, speech marks
- Homonym
- Humour

Before Reading

- Ask the children to tell you what they know about writing and posting letters.
- Ask, *What do you need to put on a letter before you post it?*
- Introduce the text: **Wishy-Washy Letter**.
- Look at the cover and title page. What clues do they give about the story? Ask, *What do you think the animals will do with the letter?*

- **Making meaning:** making personal connections
- **Analyzing the text:** visual literacy, prediction

Reading the Text

- Ask the children to read the text quietly.
- Give the children something specific to focus on. For example, *Read the book to find out what happened to Mrs Wishy-Washy's letter.*
- If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.

- Children may draw upon all text features during the reading of the text. Help individual children as necessary.

After Reading

- Notice the words *stamp* (p. 2) *stamped* (pp. 5–6), and *stamp* (p. 7). Notice the homonym, and clarify both meanings.
- Ask the children, *Why do you think Mrs Wishy-Washy is writing a letter to the children of Wishy-Washy School?*
- Re-read p. 8. Ask, *What do you think Mrs Wishy-Washy will do with her letter now?*
- Encourage the children to make up addresses for the animals, e.g. Quack Quack Duck, The Pond, Mrs Wishy-Washy's Farm.
- Show the children examples of stamps and encourage them to design and make their own stamps.
- Notice high frequency words: *said, my, can, We, that, Then, got, went.*
- Re-read p. 7. Notice the use of repetition and exclamation mark for emphasis.
- Notice the illustrations on pp. 5–7 and ask, *How does the illustrator show that the animals think they are being helpful?*

- **Using the text:** considering how words are used (vocab)
- **Making meaning:** inquiry, critical literacy, innovation, inference
- **Cracking the code:** punctuation, high frequency words
- **Analyzing the text:** recognizing illustrator's role