

Dad's Switched on the Dryer

by John Parker

[From School Journal, Part 1, Number 1, 2004](#)

Overview

This humorous poem, in five stanzas, presents a picture of what happens when Dad overloads the dryer. You may want to use the poem in conjunction with the story “The Wonderful Washing Machine”, also in this Journal.

•	Read the poem aloud to the students, asking the students to visualise what is happening.
•	Allow time after reading the first three stanzas for the students to pair and share the pictures they have in their heads. Do this again at the end of the poem.
•	Read the third stanza again. Ask the students to imagine that they are the dryer and to mime the actions.
•	Reread the whole poem. Ask the students to select one of the ideas and quickly sketch it.
•	Distribute the Journals and allow time for the students to compare their sketches with the illustration.

Focus for Discussion

If you decide to explore the poem further, you might consider:

Exploring Language

•	the rhyme pattern
•	the use of alliteration in the third stanza
•	the use of active verbs in the first four stanzas;

Thinking Critically

•	asking the students to generate questions for interviewing Dad
•	innovation on the text, perhaps changing the dryer to a dishwasher or vacuum cleaner.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Viewing Presenting • thinking critically	• use verbal and visual features to communicate the main ideas in a text.	• as a group, create a storyboard that shows the main idea for each verse.
Poetic Writing • exploring language • thinking critically	• use evocative language for impact and meaning.	• in pairs, change the active verbs in verse 3 to verbs that start with another letter (for example, “s”: smashing, scraping, screeching, screaming).

<p>Using Texts</p> <p>Interpersonal Speaking</p> <p>Interpersonal Listening</p> <ul style="list-style-type: none"> • exploring language • thinking critically 	<ul style="list-style-type: none"> • contribute relevant ideas to a group discussion; • create a sequence of sounds that enhances the meaning of a text; • read aloud informally and for an audience. 	<ul style="list-style-type: none"> • as a group, create sound effects for the poem; • read or record the poem for the class, including sound effects.
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Associated Websites

Edheads– Activate Your Mind

<http://edheads.org>

Popular Science

www.popsci.com/popsci

CBC4Kids– History of Inventions

www.cbc.ca/kids/general/the-lab/history-of-invention/default.html

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Forgetful Friday

by Sharon Holt

[From School Journal, Part 1, Number 1, 2004](#)

Overview

This play highlights how easy it is to forget things during the hustle and bustle of leaving for school.

Features to Consider in Context

•	The conventions of a play: a list of characters in capital letters, stage directions in italics, and dialogue for each character
•	The repetitive structure of the text
•	The humour
•	The simple sentences
•	Bold print to give emphasis to words
•	The alliteration in the title
•	The questions
•	The commas and the dash
•	A large number of contractions that heighten the conversational tone.

Readability

Noun frequency level: 7–8 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	The students' familiarity with the conventions of a play
•	The students' experiences of getting ready and going to school
•	The very predictable nature of the text because of how repetition is used
•	The manageable length of the text
•	The use of simple language
•	Words and concepts that some students may find challenging: "engine", "climbs", "hutch", "rugby boots", "fetches", "forgotten", "petrol", "remind".

Introducing Students to the Text

•	Ask the students if they can remember times when they or someone in their family forgot something that they needed. "What happened because of that?" Use a think, pair, and share technique for this discussion.
•	Ask the students to share what happens in their houses before school in the mornings. "What has to be done to get ready for school?" "Does anyone have special jobs to do?" "What happens if you forget to do your job?"
•	Introduce the title and the list of characters. "What do you notice about the title?"
•	Check that the students understand what parts of the text are dialogue and what parts are stage directions.
•	Share the purpose for reading. "We'll read this play to see what effect forgetfulness has on the characters in the play."
•	Ask the students to read to "CHILDREN (together). No" to find out what sort of things get forgotten.

During the Reading

•	“What sort of things were forgotten?” “What effect did this have?” “What happened because George forgot to open the gate?”
•	“Look at the illustrations. How do you think Mum is feeling? How do you think the children feel?”
•	Ask the students, in pairs, to read the lines aloud to convey the feelings of the characters. Draw the students’ attention to the use of bold print.
•	Ask the students to read silently to the end of the play.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	“Has anything that happened in the play ever happened to you?”
•	“Why do you think Mrs Dawson takes the children to school on Fridays?”
•	“What might the ending have been if Mum had remembered to put petrol in the van?”
•	Ask the students what they would need to think about if they were to perform the play for an audience (for example: assign roles; rehearse; focus on reading with expression, pace, and fluency; and gather props and scenery).
•	Encourage the students to decide how the play would be best presented – live, audiotaped, or videotaped.
•	Ask them to practise reading the play aloud as a group.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Interpersonal Speaking Interpersonal Listening Presenting • processing information	<ul style="list-style-type: none"> • listen to and interact with others in a group; • ask questions to gather accurate statistical information; • use visual text to present information. 	<ul style="list-style-type: none"> • as a group, plan and undertake a class survey of how people travel to school; • present the results using a pictograph.
Interpersonal Listening Interpersonal Speaking Transactional Writing • exploring language • thinking critically	<ul style="list-style-type: none"> • converse about personal experiences; • record ideas using the conventions of a list. 	<ul style="list-style-type: none"> • as a group, make a list of things you need to remember to do before leaving for school; • compare notes on the next day to find out whether anyone forgot anything on the list.
Using Texts Presenting • exploring language	<ul style="list-style-type: none"> • read a play aloud with pace, expression, and fluency; • read aloud for an audience. 	<ul style="list-style-type: none"> • as a group, practise reading the play aloud while seated; • perform the play for the class.

Links with Other *School Journal* Titles

“Camping Holiday” 1.4.03; “Going on Holiday” 2.1.93

Journal Search Categories

Family Life

Humorous Plays

Interaction

Cross-curricular Link

The Arts: Drama

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School Camp Fun

by Feana Tu'akoi

[From School Journal, Part 1, Number 1, 2004](#)

Overview

Siobhan is off to her first school camp, and she is very excited. This personal recount covers a range of school camp activities, such as pitching the tents; toasting marshmallows over the campfire; and snuggling into sleeping bags, talking well into the night.

Features to Consider in Context

•	The structure of the text as a recount with the setting established, the events sequenced in chronological order, and a concluding statement
•	The third person: “she”, “her”, “he”, “they”
•	The language features of a recount: the past tense and linking words of time, for example, “after”, “then”, “soon”, “next”
•	Minor sentences, for example, “Delicious!”, “Yum!”
•	Quotation marks before and after the title of the song, “She’ll Be Coming round the Mountain”
•	Apostrophes in contractions and to indicate ownership.

Readability

Noun frequency level: 7.5–8.5 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	The students’ experiences of camping or sleepovers
•	The students’ social and cultural backgrounds
•	The photographs that accompany the text
•	Words and concepts that some students may find challenging: “toothbrush”, “mug”, “picnics”, “climbing frame”, “foursies”, “marshmallows”, “guitar”, “six 2-litre bottles”, “watermelon”, “snuggled”, “cereal” “bought/brought”.

Introducing Students to the Text

•	Ask the students if they have been camping before or if they have been to a sleepover at a friend’s house. “What do you remember about it?” Allow time for the students to think, pair, and share their experiences.
•	Introduce the title and Siobhan’s name (“Shivaun”). Ask the students to predict what sort of fun you could have on a school camp. “What would you be excited about?” Chart the students’ responses.

	Our school camp fun	Siobhan’s school camp fun
•	Discuss with the students what people need to take to a school camp. Introduce some of the vocabulary during this discussion.	
•	Distribute the Journals, allowing time for the students to view the photographs.	

- Share the purpose for reading. “We’re going to check our predictions and compare them with the sort of fun that happens on this school camp.”
- Ask the students to read silently to “Siobhan’s dad has bought fish and chips.”

During the Reading

- “What’s going to be fun about this camp?” “What is Siobhan excited about?” Chart the students’ responses.
- “What else might they do at this camp?” “Look at the illustrations on pages 4 and 5. What fun things are happening?” Introduce vocabulary such as “climbing frame”, “foursies”, “marshmallows”, and “guitar” during the discussion.
- Ask the students to carry on reading to the bottom of page 6. “Siobhan lines up with her cup ... Yum!”
- Discuss this section with the students.
 - Return to the chart and compare the students’ predictions with what happens in the text. Add any further activities under the heading “Siobhan’s school camp fun”.
 - Ask the students to agree or disagree with the statement “Siobhan’s dad went for a swim in his clothes”, finding evidence in the text to support their views.
- Ask the students to finish reading the story silently.

After the Reading: Responding to the Text

Possible focus areas for discussion

- “What fun things happened? Can we add anything to the chart?”
- “Did Siobhan enjoy herself? Which words give that impression?”
- “Why do you think the hot chocolate and cereal taste better than at home?”
- “Did anything in the story puzzle you?”
- Sing the song “She’ll Be Coming round the Mountain” with the students and discuss possible actions for the song. Sing the song again with the actions.
- Encourage the students to role-play the following:
 - cooking marshmallows over the campfire
 - eating watermelon
 - snuggling into a sleeping bag.
- Ask the students to discuss, in pairs, how “foursies” is played.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Using Texts Viewing Presenting • thinking critically • exploring language	• combine drama and song to convey meaning clearly and effectively to an audience.	• in pairs, make up the actions for a familiar song; • present the song with the actions to the class.

Interpersonal Listening Interpersonal Speaking Presenting <ul style="list-style-type: none"> • thinking critically • processing information 	<ul style="list-style-type: none"> • interact with others to complete a task; • ask questions and clarify meaning; • give clear instructions and explain how a game is played. 	<ul style="list-style-type: none"> • in pairs, devise a “foursies” or “sixies” game for the group to play; • explain, using a diagram, how the game is played.
Close Reading Poetic Writing <ul style="list-style-type: none"> • exploring language • processing information 	<ul style="list-style-type: none"> • write an account of an experience using the conventions of a postcard. 	<ul style="list-style-type: none"> • imagine they are Siobhan and write a postcard to a friend telling him or her about the fun she had at camp.
Interpersonal Listening Interpersonal Speaking Presenting <ul style="list-style-type: none"> • processing information 	<ul style="list-style-type: none"> • interact with a partner to complete a task; • use the features of effective layout to communicate ideas using verbal and visual features. 	<ul style="list-style-type: none"> • in pairs, design a pamphlet advertising your school as an ideal camping site.
Close Reading Transactional Writing <ul style="list-style-type: none"> • exploring language • thinking critically 	<ul style="list-style-type: none"> • respond to meaning in text and draw on personal experience; • record a plan using the conventions of a timetable. 	<ul style="list-style-type: none"> • use the story and their own experience to plan a timetable for a day at a school camp.

Links with Other *School Journal* Titles

“Delicious Steamed Kai” 1.5.92; “Camping Holiday” 1.4.03; “Campfire” *Favourite Icecream* (JYPW 1990); “Port Waikato School Camp” *The Secret Lake* (JYPW 1995)

Journal Search Categories

Camping

Food

Cross-curricular Link

Health and Physical Education: Outdoor Education

Associated Websites

TKI Hot Topic– School Camps

www.tki.org.nz/r/hot_topics/camp_e.php

Let’s Go Camping! Unit Plan (English Online)

http://english.unitecology.ac.nz/resources/units/kamp_kapers/home.html

Camp Thrills, Chills, and Spills

http://english.unitecology.ac.nz/resources/units/camp_thrills/home.html

The Butter Trap

by Diana Menefy

[From School Journal, Part 1, Number 1, 2004](#)

Overview

The writer recalls a personal experience from her childhood that left a lasting impression on her. She finds out that telling a story to avoid getting into trouble only complicates matters. Many children will be able to relate to this tale and the feelings associated with owning up to misbehaviour.

Features to Consider in Context

•	The text as a personal recount of a significant experience remembered by the writer
•	The first person: “I”
•	The link between the first and the last sentence
•	The varying lengths of the sentences and the range of sentence structures
•	The precise verbs, which add impact to the writing
•	The conventions of direct speech and dialogue as storytelling tools
•	The past tense
•	A range of punctuation that includes apostrophes for contractions and possession, commas, a question mark, an exclamation mark, and ellipses.

Readability

Noun frequency level: 8–9 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	The students’ life experiences connected with avoiding getting into trouble
•	The students’ experiences of reading and writing stories based on personal experiences
•	Words and concepts that some students may find challenging: “trudged”, “corner store”, “string bag”, “expanded”, “kerb”, “dawdled”, “settled”, “shredded”, “cardigan”, “boarding school”, “apologised”.

Introducing Students to the Text

•	Ask the students if they can think of a time when they told a story to avoid getting into trouble for something they did. You could use a think, pair, and share technique for this discussion. (You may want to model this by telling a story from your own childhood experience first.)
•	“Has anyone told you a story about something that happened to them when they were young? How do you know that the events happened a long time ago?”
•	Introduce the title and explain that the story is set in the 1950s, when their grandparents would have been young. Ask the students to predict what the story might be about.
•	Distribute the Journals and allow time for the students to view the illustrations. Introduce some of the vocabulary during this time, for example, “corner store”, “string bag”, and “cardigan”.
•	Share the purpose for reading. Ask the students to read the story to check their predictions. Ask the students to read to “... and I dropped the butter.”

During the Reading

•	Allow time for the students to discuss whether their predictions matched the text. “What might happen next?” “Tell each other what you would do in this situation.”
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•	“‘Trudged’, ‘raced’, ‘rushed’, ‘dawdled’: what do these words tell us?” “What do we call these sorts of words?” (active verbs) “Show me how you trudge. Show me how you dawdle.”
•	Ask the students to read to “off the front of my cardigan” to check further what the story is about.
•	Discuss this section with the students.
•	“If you were Mum, what question would you have asked about the incident?”
•	“Why does the narrator think she has told such a good story?”
•	“What might have happened if she had told the truth about the butter?”
•	“How does she feel when she hears her mother repeat the story to Dad?”
•	“What words give you that impression?”
•	“What might happen next?”
•	Ask the students to read to the end of the story to check their predictions.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	“What was this story about?” Ask the students if their predictions matched what happened in the text.
•	Discuss the final section of the story with the students.
•	Ask the students to reread the paragraph that starts “We walked quickly down the street ...”. “How does the narrator show us what she is feeling?”
•	“Can you explain how Dad felt when he realised the story wasn’t true? Which words give you that impression?”
•	“Why did Mum wash her mouth out?” “Was this an effective punishment? Why do you think that?”
•	Discuss with the students what makes this text an effective piece of personal experience writing. Encourage them to identify and discuss some of the following:
•	the link between the first and the last sentences
•	what “much better stories” means
•	the use of active verbs (for example, “dawdled”, “trudged”)
•	the use of dialogue as a storytelling tool
•	the use of details as clues to the character’s feelings, for example, “My stomach sank”, “Dad’s face went red”
•	the use of sentences of varying lengths to add impact
•	the repetition of some sentence beginnings for impact, for example, “She” at the top of page 10.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Interpersonal Speaking Using Texts • thinking critically	• select and talk about a significant personal experience, using language that will convey their feelings about it to an audience.	• in pairs, retell a significant personal experience story, using action verbs and including details to show their feelings.

<p>Poetic Writing</p> <ul style="list-style-type: none"> • thinking critically • exploring language 	<ul style="list-style-type: none"> • write a story, based on a personal experience, that brings the experience vividly to life for an audience. 	<ul style="list-style-type: none"> • as a group, agree on the “success criteria”; • write about a time when they told a story to avoid getting into trouble; • share their stories with the class.
<p>Close Reading Interpersonal Listening Interpersonal Speaking</p> <ul style="list-style-type: none"> • thinking critically • exploring language 	<ul style="list-style-type: none"> • respond to a text and use role play to present a character’s point of view. 	<ul style="list-style-type: none"> • in pairs, choose a scenario and role-play the following conversations: • the narrator telling her story to Mum • Mum and Dad talking about the incident at the table • Dad talking with the “bully’s” mother.

Links with Other *School Journal* Titles

“Down to the Shop” 1.2.91; “A Bad Day” 1.2.98; “Nine Lemons” 2.4.90; “A Lost Shoe and a Broken Window” 2.4.92; “Playing Ladies” 2.3.98; “Fishing” 2.2.02; “The Game” 3.1.91

Journal Search Categories

Family Life

Interaction

Predicament

Cross-curricular Link

Health and Physical Education: Mental Health

Associated Websites

Journeys in Books and Pictures– Unit Plan (English Online)

<http://english.unitecology.ac.nz/resources/units/journeys/home.html>

Who? What? When? Where? Unit Plan (English Online)

<http://english.unitecology.ac.nz/resources/units/narrative/home.html>

The Story of Our Lives – Unit Plan (English Online)

<http://english.unitecology.ac.nz/resources/units/lives/home.html>

Diana Menefy

<http://www.bookcouncil.org.nz/writers/menefydiane.html>

Interviews with NZ Children’s Authors– Diana Menefy

<http://library.christchurch.org.nz/Childrens/ChildrensAuthors/DianaMenefy.asp>

The Lightest Wood in the World?

article and photographs by Jill MacGregor
[From School Journal, Part 1, Number 1, 2004](#)

Overview

Overview

A raft race demonstrates the lightness of whau wood and its suitability for floating in the water. The boxed information in the final section of the text outlines the traditional uses of this wood that is “lighter than cork”.

Features to Consider in Context

•	The structure of the text as a factual recount followed by an informational report in the final section
•	The New Zealand context of the article, which is about a native tree and includes information about how it was used by Māori
•	The question posed by the title, inviting the reader to agree or disagree
•	The “human interest” element in the recount section of the article
•	The inclusion of dialogue within the recount
•	The use of the past tense in all but the final two sentences, which use the present tense
•	The use of apostrophes for possession and contractions.

Readability

Noun frequency level: 8.5–9.5 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	The students’ knowledge of native trees
•	The students’ experiences with materials that float or sink
•	The layout of the text
•	The photographs that accompany the text
•	Words and concepts that some students may find challenging: “pruning”, “cork”, “green whau wood”, “weighing”, “stable”, “carried along with the flow”, “traditionally”, “floats”, “sap”, “preserve”, “ruahine”, “common”, “Maungawhau”.

Introducing Students to the Text

•	Ask the students what sort of materials they know that will float. “What materials sink?”
•	Introduce the title. “What do you think very light wood could be used for?”
•	Distribute the Journals. Explain that the article is about the wood of the whau tree, a New Zealand native tree.
•	Ask the students to look at the question mark in the title and ask why it has been used.
•	Tell the students the names of the characters and ask them to peruse the photograph on page 17 to see what they notice about the tree. Explain that whau trees grow from north of Auckland to Nelson and Golden Bay. (See J. T. Salmon, 1980, <i>The Native Trees of New Zealand</i> , Wellington: A. H. and A. W. Reed Limited, page 170.) Locate these areas on a map.

- Share the purpose for reading. “We’ll see if there is evidence in the text that whau is the lightest wood in the world.” Ask the students to read to “which kind of wood makes the best raft” on page 20.

During the Reading

- “What evidence is there in the text that whau wood is very light?” “Is there enough evidence to tell us whether it is the lightest wood in the world?” Chart the students’ responses.
- “Which raft do you think will win the race? Why?” Ask the students to read to the end of the recount on page 22 to find out which raft will win.
- Compare the students’ predictions with what happens in the text.
- Use a shared reading approach to read the boxed information. Discuss this section with the students:
 - “Was there anything that puzzled you about how Māori used the whau wood?”
 - Clarify any concepts or vocabulary causing difficulty.

After the Reading: Responding to the Text

Possible focus areas for discussion

Ask the students to consider, in pairs, the statement: “The lightest boat is the fastest”. Ask them to agree or disagree with the statement and to be prepared to support their views with reasons. Tell the students that the answer is not in the words on the page. They will need to think about what they already know and search page 22 for clues.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading Interpersonal Listening Interpersonal Speaking • processing information	<ul style="list-style-type: none"> • using information gained from a text, carry out a practical experiment to test their findings; • interpret and present information. 	<ul style="list-style-type: none"> • experiment with a range of natural materials (for example, corks, dry wood, green wood, or dried flax stalks) to make their own rafts; • race the rafts in a nearby stream to see which boat is fastest; • explain the results to the class.
Close Reading Interpersonal Speaking • processing information	<ul style="list-style-type: none"> • use a variety of print and electronic media to research a topic; • present information clearly to an audience. 	<ul style="list-style-type: none"> • use the library and Internet to investigate whether whau wood really is “the lightest wood in the world”; • present the information to the class in the form of an oral report.

Links with Other *School Journal* Titles

“Cork Grows on Trees” 1.4.99; “Milking Trees” 2.4.92; “Ngā Mahi a Tane” *Vote for Me* (JYPW 1994);

“Down Comes a Tree” *Junior Journal 10*

Journal Search Categories

Conservation

Environmental Resources

Natural Science

Trees

Cross-curricular Links

Technology: Materials Technology

Science: Making Sense of the Living World

Science: Making Sense of the Nature of Science and Its Relationship to Technology

Associated Websites

Native Plants of Piha

www.piha.co.nz/natives.htm#whau

Assessment Resource Bank– MW5670– Science Investigation– Paper Boats

<http://arb.nzcer.org.nz/nzcer3/science/material/5600-699/MW5670.htm>

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The Wonderful Washing Machine

by Sharon Stratford

[From School Journal, Part 1, Number 1, 2004](#)

Overview

What happens when the washing machine breaks down? Wray becomes Mum's washing machine in the bath, stomping, squashing, and swirling the clothes with his legs.

Features to Consider in Context

•	The text structure as a simple narrative with a setting, characters, a problem presented at the beginning of the story, and a series of events leading to solving the problem
•	The conventions of direct speech and the use of dialogue as a storytelling tool
•	The evocative language, especially verbs, which adds impact to the writing
•	The personification, for example, "lazy puddles", "the runaway sock"
•	The use of the third person.

Readability

Noun frequency level: 9–10 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

•	The students' prior knowledge of home chores and washing machines
•	The familiarity of the setting
•	The vocabulary, which is within the reading experience of most students reading at this level
•	The illustrations that accompany the text
•	The length of the text
•	Words and concepts that some students may find challenging: "exploding", "squirting", "gushing", "dribbled", "soggy squiggles", "stomping", "frothed", "fizzed", "stormed", "gurgled rudely".

Introducing Students to the Text

•	Ask the students what happens at home if the washing machine breaks down. "How does the washing get done before the machine is repaired?"
•	Encourage the students to suggest ways to solve the problem of getting the washing done. You could use a think, pair, and share technique and role-play a selection of the ideas if they are appropriate.
•	Introduce the title and the characters. Ask the students to predict what the "wonderful washing machine" might be and how it could work.
•	Share the purpose for reading. "We're going to read the story to check our predictions about this machine and find out what happens."
•	Ask the students to read silently to "Come with me" near the bottom of page 28.

During the Reading

•	Ask the students if their predictions about the washing machine match the text.
•	"How can Wray be a washing machine?" "What happens during a washing machine cycle?" "How will Wray do those things?" (You may want to chart the washing machine cycle.)

•	“Look at the illustration of Mum in this section. How is she feeling? Which parts in this section describe her?”
•	Read page 26 again. “What did Wray see the water doing?” Chart the words “exploding”, “squirting”, and “dribbled” and explain that these words tell what the water did. If the students don’t know, tell them that these words are called active verbs.
•	Ask the students to read silently to “It moves the clothes around to wash the dirt off ...” to find out how this “machine” works.
•	Discuss this section with the students.
•	“How did Wray wash the clothes?”
•	Ask the students to role-play Wray stomping on the clothes.
•	“What did the soapy water do?” Ask the students to locate the active verbs on page 29 and add them to the chart (for example, “frothed”, “fizzed”).
•	Ask the students to read silently to the end of the story to find out what else Wray does to be a washing machine.

After the Reading: Responding to the Text

Possible focus areas for discussion

•	Discuss the last section of the text with the students.
•	“What cycles of the washing machine did Wray complete?”
•	“How did he do that? Find the words in the text.”
•	Ask the students to role-play the movements Wray made to wash the clothes and then rinse them.
•	“So how did this washing machine work?”
•	“What else could Wray have done to get the clothes ready to hang on the line?”
•	“What did the water do?” Ask the students in pairs to locate the active verbs and add them to the chart (for example, “stormed”, “gurgled”).
•	Ask the students to use their voices to convey the action of the verbs listed on the chart.
•	“Why do you think the writer chose these verbs?”
•	You may also want to draw the students’ attention to the images related to the black sock.
•	Ask the students to suggest a title for a story about Wray being a milkshake-maker.

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Interpersonal Listening and Speaking Poetic Writing Presenting • exploring language • thinking critically	• write a “verb poem”; • use verbal and visual features to create a poem whose shape reflects its meaning.	• as a group, use the listed verbs and others they suggest themselves to create a poem about water; • present the poem in the shape of moving water.
Viewing Presenting • processing information	• communicate their response to a text by using music and drama.	• in pairs, use the poem to make a soundscape, using voice, percussion, and simple musical instruments.

<p>Interpersonal Speaking Interpersonal Listening Using Texts</p>	<ul style="list-style-type: none"> • talk about events in a story, recalling the main ideas; • plan a story with a beginning, middle, and end; • tell the story to a small audience. 	<ul style="list-style-type: none"> • in pairs, retell the story from the point of view of the black sock; • use appropriate active verbs in the retelling; • practise the storytelling to share with the group.
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Links with Other *School Journal* Titles

“Zorro and the Bubble Bath” 1.2.97; “The Goat House” 1.3.97; “The Sock Gobbler” 1.3.98; “Children’s Work” 2.2.94; “The Washing” 3.3.88

Journal Search Categories

Family Life

Interaction

Cross-curricular Link

The Arts: Drama

Associated Websites

Invention of the Washing Machine

www.ideafinder.com/history/inventions/story067.htm

Edheads– Activate Your Mind

<http://edheads.org>

CBC4Kids– History of Inventions

www.cbc.ca/kids/general/the-lab/history-of-invention/default.html