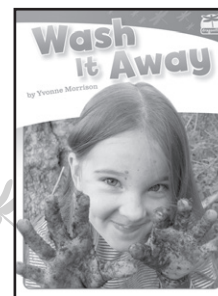


Wash It Away

by Yvonne Morrison



Overview

This book explains the importance of keeping clean. A straightforward second-person narrative explains how keeping clean helps us feel good about ourselves, and vivid photographs show that keeping clean can be fun. (Big idea: People take care of themselves by keeping clean.)

Suggested purposes

This book supports the following **comprehension strategies**:

- summarising the main ideas **SUM**
- making and confirming predictions **MP**
- visualising. **V**

It supports the following **non-fiction strategies**:

- gathering information from photographs and captions
- using a flow chart
- using a diagram
- using the contents page and index
- using a glossary (boldface type).

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *bacteria, clean, healthy, skin, washing*
- Content words – *animals, bath, bathroom, breath, bubbles, clothes, dirt, exercise, feet, fingernails, germs, hair, hands, head, microscope, oil, rubbish, shampoo, shoes, shower, soap, sports, sweat, teeth*

- High-frequency words – *about, after, around, book, feel, friend, give, going, home, into, live, look, may, take, under, yourself*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (keeping clean), which expands on pages 8 and 9 of the anchor book *Taking Care of Yourself*
 - preview question on the back cover
 - contents and index pages
 - close-up pictures to show detail
 - flow diagram
 - captions
 - bulleted list
 - fact boxes
 - glossary (boldface type)
- Word study:
 - digraph sounds – “th”, “sh”
 - initial blend – “br-”, “sw-”, “cl-”, “pl-”, “spr-”
 - contractions – *don’t, it’s, you’re*
 - compound words – *bathroom, fingernails, yourself, into*
- Conversational style of writing, including question marks and exclamation marks
- Alliteration – *happy hair, terrific teeth*



Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Taking Care of Yourself*), you can review the discussion and show the students pages 8 and 9 of the anchor book.

Discuss how we take care of ourselves. Prompt the students by using the vocabulary in the book.

- *What parts of your body do you need to wash?*
- *What other things do we need to keep clean?* (clothes, shoes)
- *What happens if we don't keep clean?*

ELL support

Making mistakes is normal for ELL students. Guesses should be accepted and celebrated. It's important for ELL students to feel able to take risks when they communicate in English.

Introducing the book

Front cover – Discuss the photograph. *What has the girl been doing? What would you do to make your hands look like that? Look at the girl's face. How is she feeling? What might she want to do?* Read aloud the title and the author's name. *What might this book be about?*

Back cover – Read aloud the preview question. Help the students to make connections with their own experiences.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Taking Care of Yourself*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Read aloud the title. Discuss the photograph. *What new information does the photograph give us? Remind the students about the girl on the front cover. Why does she need to wash her hands?*

The first reading

Pages 2 and 3 – Read aloud the contents page.

MP (Making predictions) *What might you learn in this book?*

V (Visualising) *Imagine yourself washing. Which do you prefer – having a shower or a bath? Why?*

Page 4 – Discuss the photographs and the caption. Explain that a caption adds information. *This caption explains that we are looking at germs through a microscope. What is another word for "germs"? (bacteria)* Have the students clap the syllables. *Why is "bacteria" in bold?* (draws our attention to important information) Have the students look up the meaning in the glossary.

SUM **Page 5** – (Summarising) Discuss the flow diagram. *What does it show? (how germs are passed from one person to another) Why has the author used a flow diagram instead of text? (can carry more information; easier to read than text)* Point to the yellow colour that shows the germs. Have the students describe to a partner what is happening in the flow diagram.

MP **Page 6** – What is the purpose of the fact box? (to add detail) *How do you keep germs from spreading?* (Making and confirming predictions) Ask the students when they must wash their hands. Make a bulleted list on the board. Explain that bullet points show important ideas.

Page 7 – Compare the students' list to the bulleted list. Point to the magnified photograph. *What purpose does*

this serve? (highlights and gives examples of important information in the list)

Pages 8 and 9 – Ask the students to look carefully at pages 8 and 9. *How has the author presented the information? Why has she used a caption? (to add specific, dramatic information)* Have the students find "oil" and "sweat" in the glossary. *What does the fact box add? (specific information about cleaning teeth) What message does the author want to give us? Explain it to a partner.* (Summarising) *We need to keep our skin clean because germs love oil and sweat.*

V **Pages 10 and 11** – (Visualising) Discuss the photograph. *Why is the microscopic picture helpful? What might other germs look like?* Read aloud the captions. *Why does the author use captions? (to add information) What is the important message on these pages? (clothes need to be clean)*

Pages 12 and 13 – *Why is "Happy Hair" the title?* Discuss the importance of washing our hair. *What do you use to keep your hair clean? (shampoo)* Point to the photograph on page 13. *What do these boys need to remember? (to wash after the game)*

MP **Pages 14, 15, and 16** – (Making predictions) Discuss the photograph. *How is the girl feeling? (happy) How do you know? (smiling, looks clean and tidy) How*

do you feel when you are clean? Ask the students if they have found the answers to their earlier questions. Encourage them to use the index to help them find answers.

Using the index – Explain that one purpose of an index is to show which topics are important. The numbers beside each word are page numbers. They show where you can find information about the word. *What two words have the most page numbers? What are the most important topics?*

Vocabulary activity

Focus word: healthy

1. Turn to page 14 and read: *When you're clean and healthy, you feel good about yourself.*
2. Say "healthy" with me.
3. Explain that "healthy" means that your body is in good shape and you are feeling well. *To keep healthy, you must take care of yourself and keep your body and mind working well. We need to keep healthy so we can enjoy life.* Explain that keeping clean is one part of keeping healthy – we must also eat good foods and get plenty of exercise and sleep. Doing all of these things helps us stay in shape and keep healthy.
4. Explain that "healthy" can be used in other ways. It can describe something that helps us to stay healthy (healthy food). It can mean a good size or amount (a healthy number). Give examples such as the following:
 - *I eat a healthy lunch each day.*
 - *My friend receives a healthy amount of pocket money every week.*
5. Make a set of cards showing healthy and unhealthy actions. Have the students choose a card and role-play an action. The other students guess the action. The cards could include the following:
 - playing sports/lying on the sofa watching TV
 - sleeping/staying up late
 - going for a bike ride/riding in a car
 - playing a computer/playing basketballHave the students discuss with a partner one thing they do to stay healthy.
6. *What is the word we've been learning that means being in shape and feeling well? Say "healthy" with me.*

ELL activity

Language objective: Alliteration

- Ask the students to listen carefully as you read aloud a few sentences. *Blake blew big blue bubbles.* Read the sentence again.

- *Angela ate anchovies and artichokes.* Repeat.
- *Julie juggled the jiggly jello.* Repeat.
- Write each sentence on the board. Reread the sentences again and point to the words.
- *What do you notice about these sentences?* (The words start with the same letter or sound.) Encourage the students to talk about how they hear the same sound in each sentence. You may want to underline the beginning letter of each word.
- Read pages 3, 6, 9, and 12.
- *Where has the author used words that start with the same letter and sound?* (why wash, nice nails, terrific teeth, happy hair)
- *Do these words sound interesting? Do they make you want to read more?*
- Work as a group to develop a two-word combination using alliteration about washing, keeping clean, or germs. (skin, bath, shower, shoes, soap, shampoo, bacteria, germs)
- Record the words and have the students practise reading them. As an extension, they could make up their own sentences.

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that students know what the words mean and how they are used. Refer to the glossary if necessary.

2. Stop and learn

a. Decoding/word attack activities

Compound words

- Explain that a compound word is made up of two or more smaller words – for example, "pancake", "playground", and "whenever". Ask the students to find the compound words in the book. (bathroom, fingernails)
- Have the students think of compound words that they use every day. List the words on the board.
- Write a list of smaller words on the board and have the students pair them to make compound words. (Words could include bed/room, cat/nap, friend/ship.)

Using adjectives

- Explain that an adjective is a describing word. *Adjectives describe what things look like, how they move, how they feel, or even how they smell.* For example, "He is a good doctor."

- Emphasise that adjectives are usually placed before the word they describe. For example:
 - a red apple
 - a dirty plate
 - a dark night.
- Ask the students to make a list of the adjectives in the book. (smelly, warm, damp, clean, fresh, dirty, good, sweaty, easy, healthy, tiny, bigger, greasy, salty, hot)
- Discuss the adjectives. *What similarities do some of these adjectives have?* (end in “y”)

BLM – Using adjectives

The students can write the adjectives in the spaces provided and then write their own sentences.

b. Comprehension activity

- Ensure that the students understand that washing regularly helps reduce the risk of illness and body odour. Revisit words in the text that suggest being clean (washing, shampoo, soap, shower, bubbles) and words that suggest being dirty (sweat, germs, bacteria, oil, dirt).

BLM – Writing a creative response to the text

- Revisit the headings “Nice Nails” (page 6), “Terrific Teeth” (page 9), “Clean Clothes” (page 10), and “Happy Hair” (page 12). *What do you notice about these headings?* (Both words start with the same letter.)
- Ask the students to think of words that start with the same letter as each word in the list. They can then put the phrases together to make a simple poem. (For example: Handy hands, / super skin, / cool clothes, / terrific teeth, / fresh feet”.)

c. Writing activities

Have the students write:

- a story about an alien who is taking a shower for the first time.
- a list of things that might happen if they didn’t wash
- a shopping list for things that keep them clean (soap, toothpaste, shampoo, and so on)
- action words that describe washing (scrubbing, cleaning, and so on).

3. Suggestions for further activities

- Make a sign for the school bathroom reminding the students to wash their hands.
- Look at cells under a microscope.