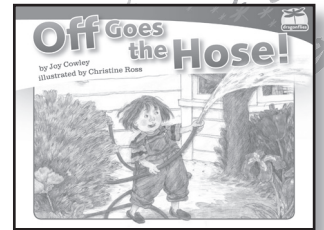


Off Goes the Hose!

by Joy Cowley

illustrated by Christine Ross



Overview

This poetic text features a child playing with a hose while Grandma is hanging out the washing. When the water gets on Grandma, she cheerfully but quickly turns off the hose. This book captures the fun of playing with water and creates opportunities for children to discuss family relationships.

Suggested purposes

This book supports the comprehension strategies of making connections with real-life experiences, using illustrations to make predictions, forming and testing hypotheses, and inferring. It provides opportunities for practising one-to-one word matching, directionality, and recognising high-frequency words. The rhythmic nature of the text encourages the development of fluent reading, and the illustrations provide opportunities for extending students' oral language.

Text features (Focus on only one or two per session.)

- the rhythmic nature of the text, encouraging fluent reading
- the rhyming words – *me, tree*
- the near-rhyming words – *clothes, hose*
- the high-frequency words – *me, on, the*
- the large "W" on page 2, which draws students' attention to the correct starting point
- the upper-case and lower-case forms of initial letters – *goes, garden, Goes, Grandma; hose, Hose; on, Off; Water, window*
- the use of an exclamation mark for emphasis
- the use of an ellipsis to create anticipation on page 7
- Grandma's immediate response to getting wet

Setting the Scene

Discuss hoses that are used at home or at school. *What is the hose for? Are you allowed to use the hose at home? When do you use it?*

The students may also like to share their experiences of using sprinklers, paddling pools, or backyard water slides.

The first reading

Discuss the cover illustration and establish that the child is playing with the hose. *Where is the water going? What might get wet?* Read the title together. Offer support with the meaning of the title – some students may have difficulty because of its colloquial nature.

Draw attention to the exclamation mark in the title. *It looks as if something exciting might happen in this story ...* Encourage the students to predict (from hypotheses) what might happen and who will turn the hose off. Read the names of the author and illustrator.

Back cover – Read aloud the preview question. Discuss the students' predictions.

Title page – Ask the students to read the title again. *What is the girl doing now?* Note that she is still playing with the hose even though she is getting covered in water.

Page 2 – *Where is the water going?* Discuss the illustration and draw out (or feed in) the word “garden”. *Show me where to start reading.* Listen to the students read the page. If they read “flowers” for “garden”, direct them to cross-check using the initial letter.

Remind the students of the strategies you want them to focus on during the reading. Listen to them read the text, supporting them as necessary. Observe their one-to-one word matching and their strategies to manage the text change on each page.

Page 5 – Draw attention to the exclamation mark. *How does the author want you to read this page?*

Page 6 – Before reading this page, focus on the illustration to establish where the water is. If necessary, draw the student’s attention to the washing basket and the clothes as a verbal support for the words “clothes line” and “clothes”. Listen to the children read the page and observe how they manage the return sweep. Grandma’s feet can be seen under the washing. *Who do you think that is?* Encourage the children to predict what might happen next.

Page 7 – The children may say “Mum” or “Nana” for “Grandma”. Direct them to cross-check using the initial letter. Draw attention to the ellipsis for anticipation. *Oh dear, I wonder what Grandma will do ...*

Page 8 – Encourage the students to read this page expressively, referring back to the title for support if necessary. Review the students’ earlier predictions about who might turn the hose off.

Encourage the students to infer and form hypotheses. *Why did Grandma turn the hose off? What will she say to the girl? How is the girl feeling? What will happen next?*
Reread the text together, savouring its rhythm, rhyme, and drama.

Ideas for revisiting the text (Choose only one or two per session.)

- Listen to the children reread the text. Observe their attempts to maintain one-to-one word matching, especially over the two lines on page 6, and to read expressively, attending to the punctuation.
- Read the text to the students as a poem and ask them to aurally identify the end rhymes (“me”, “tree”) and near rhymes (“clothes”, “hose”). Explore the similarities and differences in the end sounds of “clothes” and “hose”.
- Locate some of the high-frequency words. *Find the word “the” on page 2. Can you find “the” on the next page? Tell me the letters in the word. Now find “on”? How do you know that says “on”?*
- Compare the upper-case and lower-case forms of “w” in “Water” and “window” on page 4. Talk about the convention of starting a sentence with a capital letter.
- Compare the upper-case and lower-case forms of the title and the final page. Focus particularly on the initial letters of the words. Look through the story to find another capital “G”. (“Grandma” on page 7) Remind the students about the convention of starting names with a capital letter, and relate it to their own names.
- Focus on the ellipsis on page 7 and explain that it means “there’s more to come” and that it encourages the reader to slow down and think about what might happen next. Discuss how it adds excitement to the text. Reread pages 7 and 8 expressively.

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Choose one or two illustrations and discuss how the visual features add meaning and interest. You could talk about the illustrator's use of pattern, for example, the stripes and the checks on the child's clothing and the washing or the drops of water on the characters on the title page and page 8.

Suggestions for further activities

- Read or reread the Dragonflies emergent title *In the Garden*, which also uses an ellipsis for anticipation.
- Model the use of an ellipsis during shared writing.
- Innovate on the text using the names of the children – “Water on Jason.”
- Draw a picture of the playground on a rainy day and add captions such as “Water on the climbing frame” or “Water on the path”.
- BLM word activity: practise writing high-frequency words

The students can write the words “on” and “the” in the appropriate places. They can then draw a picture of themselves in the last box. They can read their sentences to a partner.

- BLM comprehension activity: illustrate the story to support the meaning of the text
- The students can illustrate the sentences in the boxes.