

Off Goes the Hose!

by Joy Cowley

illustrated by Christine Ross

Overview

This poetic text features a child playing with a hose while Grandma hangs out the washing. When the water gets too close to Grandma, she turns off the hose.

Suggested purposes

This book supports the comprehension strategies of making connections, forming and testing hypotheses, inferring, and identifying the author's purpose. It provides opportunities to practise one-to-one word matching, directionality, and recognising high-frequency words. Its rhythmic nature encourages the development of fluent reading, and the illustrations provide opportunities for extending children's oral language.

Text features

(Focus on only one or two per session.)

- the rhythm
- the rhyming words "me" and "tree"
- the almost rhyming words "clothes" and "hose"
- the high-frequency vocabulary "me", "on", "the"
- the large "W" on the left-hand side of page 2, which marks the correct starting point
- the upper-case letters for the title
- the upper-case and lower-case forms of initial letters – "goes", "garden", "Goes", "Grandma"; "hose", "Hose"; "on", "Off"; "the", "The"; "Water", "window"
- the print in a different position on each page
- the use of large, bold text for key words ("me" on page 5, "Grandma" on page 7)
- the informative illustrations that support prediction and inference
- the use of exclamation marks for emphasis
- the use of an ellipsis to create anticipation on page 7.

Introducing the text

Discuss hoses that are used at home or by the school caretaker. If necessary, clarify what a hose is used for. Tell the children that you have a book for them to read that's about a child who's playing with a hose. *Are you allowed to use your hose at home?*

The first reading

Discuss the cover illustration. *Where is the water going? I can see that things are going to get wet ...*

Read the title together. Draw attention to the upper-case letters and exclamation mark. *It looks as if something exciting is going to happen ...* Encourage the children to predict (form hypotheses about) what might happen and who will turn the hose off. Read the names of the author and illustrator.

Title page – Ask the children to reread the title. *What is the girl doing now?* Note that she’s still playing with the hose even though she’s getting soaked with water.

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

Remind the children of the strategies you want them to focus on. Listen to them read the text, providing support and feedback as necessary. Observe their one-to-one word matching and the strategies they use to manage the text change on each page.

Page 5 – Draw attention to the bold, enlarged font for “me” and 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 now. If necessary, draw attention to the peg in the top right-hand corner and the washing basket at the bottom left as a verbal support for the words “clothes line” and “clothes”. Listen to the children read and observe how they manage the return sweep. Grandma’s feet can be seen poking out from under the washing. *Who do you think that is?*

Remind the children of their earlier discussion and predictions. *I’m wondering if I need to change my thinking about what will happen.*

Page 7 – If the children say another name for “Grandma”, direct them to cross-check using the initial letter. Draw attention to the bold, enlarged font and the ellipsis for anticipation. *Oh dear, I wonder what Grandma will do ...*

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

Encourage the children to infer and form hypotheses. *Why did Grandma turn the hose off? I wonder what she’ll say ... What will happen next?*

Why do you think Joy Cowley wrote this book? I wonder where she got the idea!

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 of text on page 6, and to read expressively, attending to the punctuation and the use of bold, enlarged text.

Read the text to the children as a poem and ask them to aurally identify the end rhymes (“me”, “tree”) and almost rhymes (“clothes”, “hose”). Explore the similarities and differences in the end sounds of “clothes” and “hose”.

Locate some of the high-frequency words in the text. *Find the word “the” on page 2. Can you find “the” on the next page? Tell me the letters in the word.*

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 on the initial letters of the words. *Look through the story to find another upper-case “G” (“Grandma” on page 7).* Remind the children 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 shows the reader that this is a good place to slow down and think about what might happen next. Discuss how it adds excitement to the text. Together, reread pages 7 and 8 expressively.

Choose one or two illustrations and discuss the visual features that add meaning and interest to the text.

Suggestions for further tasks

Read or reread other Magenta texts that use an ellipsis for anticipation, for example, *Bubbles* and *In the Garden*, and model the use of an ellipsis during shared writing.

Set up opportunities for water play (or using a hose). Take photographs or draw pictures and add captions: “Water on the flowers”, “Water on Jason”, “Water on the cars”.