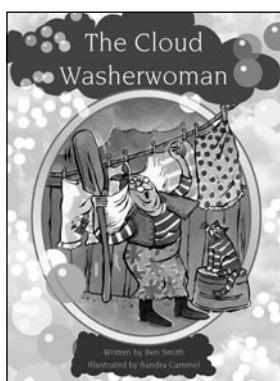




The Cloud Washerwoman

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



THE CLOUD WASHERWOMAN

Lower level fiction

Text type: Fantasy

Reading age 8.8

Word count 1,562

Before Reading

Activate prior knowledge by asking students if they have seen the films *Shrek* or *Toy Story*. *What happens in these films that doesn't happen in real life?* Guide the discussion to focus students' attention on the way the writers have brought animals, make believe creatures, and toys to life. Explain that when authors, writers, and creators put things that don't happen in real life into books, advertisements, films, etc, it is called creating a fantasy.

Think about ads on television, books and movies that you know. Which ones contain elements of fantasy? Guide the discussion to assist students to generalize the elements of fantasy, including magic.

COVER

Before Reading

Read the title and ask the students to consider what this story is about.

Discussion guide:

- *What does the title suggest to you?*
- *What do you think a washerwoman is?*
- *When do you think this story is set?*
- *What do you think the cloud has to do with the story?*
- *What is the object in the illustration? What was it used for?*

Read the blurb on the back cover.

Discuss the words *energetic* and *moans*.

What do you think the washerwoman's great-granddaughter is like?

Consider the title, cover illustration, and blurb. What do you think happens in this story? If this story is a fantasy, what would you expect to find as you read? Guide the discussion so that students generalize that some things in the story do not happen in real life.

CHAPTER 1

During Reading

Read Chapter 1 and be ready to discuss the washerwoman. Jot down some words to describe what she looks like and what she likes to do. What sorts of things does she do that are unusual for a person of her age?

Think about what she likes to do most. Be ready to talk about why you think this.

Think about when this story is set. Look for clues in the illustrations and the story and be ready to talk about them. Why might the washerwoman choose to do her washing in a copper tub?

Be watchful for any unusual words. List the words and their page numbers, and think about what the words might mean.

After Reading

Discuss responses to the focus questions. Ask students to explain the reasons why they think some of the washerwoman's hobbies are more suited to younger people.

When do you think this story is set? Make a list of things that tell students that it is set in modern times. Guide students to search for information in the illustrations that supports their understandings.

Why does the washerwoman choose to wash in a copper tub? How long do you think it might take her to do the washing? What does the great-granddaughter suggest to avoid the rain?

Revisit the song the washerwoman sings as she washes and discuss the meanings of unfamiliar words and phrases. *Were there any other tricky words in Chapter 1? Revisit words in the text. For each, ask students to read the sentence containing the word aloud. Discuss meanings for each word.*

CHAPTER 2

During Reading

Mask page 12 to invite prediction. Ask students to read the sentence beneath the heading Chapter Two. Before beginning the chapter, ask students to predict what this chapter might be about, based on the words, *Fix the weather?*

As you read Chapter 2, write down things that occur in the story which do not happen in real life. List their page numbers and be ready to discuss them at the end of the chapter.

Think about how the washerwoman plans to stop the rain at the end of this chapter. Be ready to discuss possible solutions to the Monday rain. Why do you think the washerwoman chooses to use magic to fix the problem?

After Reading

Encourage students to share their predictions about how the washerwoman may stop the rain.

Revisit the washerwoman's song throughout the chapter. Discuss any words needing clarification.

What does the great-granddaughter suggest to stop the problem of the rain? How does she think her idea will solve the problem? Guide students to analyze the text more closely. Let's reread the last paragraph on page 17. What do you think is meant by the sentence, ". . . you won't get white fluffy clouds the way you're washing them"? What do you think the great-granddaughter may be suggesting?

Discuss the elements of fantasy identified by students in Chapter 2. Encourage students to locate pages within the text where these elements are located.

CHAPTER 3

During Reading

Mask page 18 to invite prediction. *Read the sentence beneath the heading, Chapter Three. Predict what you think will happen in this chapter?*

As you read this chapter, think about all the unusual things the washerwoman does. Jot down the page numbers and a few words to remind you of what these things are. Be prepared to discuss why you think these things are unusual.

Take note of the great-granddaughter's idea at the end of the chapter. What do you think of her idea? Think about whether it tells you anything more about the title of this story.

List any tricky words that you need to clarify as you read. Jot down their page numbers and think about what they may mean.

After Reading

Ask students to share what happens in Chapter 3. *Were your predictions correct? How different were they from what occurred?*

What were the tricky words? Revisit pages of the text, and reread the sentences containing the difficult words. What do you think the sentence means? What about the tricky word? Discuss strategies for solving.

What did you discover in this chapter about the washerwoman and the clouds? Think about the title. What do you now think it means?

What was the great-granddaughter's suggestion? Do you think it's a good idea? Why or why not? What does the washerwoman think of the idea? Reread page 21 and be ready to discuss it. What did the great-granddaughter suggest the washerwoman could do with her spare time? What else could the washerwoman do with her spare time?

CHAPTER 4

During Reading

Mask page 23 to invite prediction. *What do you think is meant by the words, "Canoeing," mused the old woman?" What does the word "mused" mean? What do you think the old woman may be thinking at the start of this chapter?*

Think about what may happen next. Will the washerwoman change her habits? Be ready to discuss changes the washerwoman makes to her washing routine. Which element of the fantasy continues in the last chapter? Be prepared to discuss why you think the washerwoman behaves as she does.

After Reading

What have you learned about the washerwoman? Why do you think she continues to wash using the old copper from time to time? She continues to wash the clouds every once and a while, even though the rain isn't causing her problems with her washing. Why is this?

What do you think it would have been like to wash clothes before washing machines were invented? In what ways have modern appliances made life easier?

Think of other inventions that have made life easier. Have students brainstorm things around that make modern life easier. In what ways do these things make our lives easier?

Think of something you have to do that you do not enjoy. Chat to a partner about an invention that would make this task easier. Be ready to share your ideas with the group.

The Cloud Washerwoman

▲ CODE BREAKER

A simile is a technique used by the author to compare something that happens in the book to something else. This helps the reader to understand what the author wants us to think or feel.

Turn to page 7. Read the first paragraph aloud together.

. . . A smile crept like a caterpillar over the crinkles in her face. Why do you think the author chose these words? Think of some words to describe the smile.

Do you think the author is trying to tell us anything else about the woman? Consider how the woman feels or what she may be thinking. Guide students to understand that the author is implying that the smile represents the woman's delight at thinking of an idea. Which words tell us that the smile tells us what she is thinking? Read the last part of the first paragraph.

■ MEANING MAKER

Think back through the book to the ways the washerwoman tries to fix the weather. What do you think the great-granddaughter thinks about her method of washing?

Think about other modern appliances people use in their homes. Based on what you know about the washerwoman, do you think she would use new appliances to help her with other chores? Explain why or why not.

Chat with a partner about the following household chores: mowing, vacuuming, cooking, and ironing. With your partner, think of how these chores might have been done before modern appliances. Think of three advantages of modern appliances. Think of one disadvantage of modern appliances.

Invite students to share their responses. Probe for clarification and elaboration as needed.

◆ TEXT USER

In this story the old woman uses magic to try to fix the weather, because she doesn't want to change the way she has done the washing for 50 years. Since magic doesn't happen in real life, the author has created a fantasy. *What are all the unreal elements to this story?*

Encourage student responses while supporting them to understand that fantasy enables the author to take the reader on marvellous journeys, limited only by the imagination. *Since any situation or character can be created, what does this enable the author to do?* Guide students to understand that a fantasy can be unpredictable, unexpected, exciting, and interesting all at the same time, because it is not limited to what is real.

● TEXT CRITIC

This book has two characters. When there are not many characters in a story, the author adds more detail which enables the readers to get to know them better.

In this story it is important for the author to make us think of the washerwoman in a certain way, so that the story makes sense.

It would be hard for the reader to believe that the old woman could wash clothes in this way if she were sickly and frail. *Read the blurb and find a word that describes the old woman. Search for other words in the story that build this picture of the old woman.*

Assist students to analyse the way the author has constructed the character. Lead them to understand that carefully constructing the characters is necessary to engage the audience. When characters are not believable the readers may lose interest.

USING MULTIPLE INTELLIGENCES

Design: Invent and draw a machine that does a job you don't like to do.

Write how it works. Think of a name for your machine. (S, V, I)

Share: With a buddy take turns sharing information about your machines.

Each person needs to think of something they like about their partner's invention.

Each person needs to think of one way to make their partner's invention even better.

(V, P)

Grouping/Organizing: Regather the group. Each student quickly describes what their invention does. Students are asked to figure out the ways they can group their inventions according to common characteristics. (V, S, L)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

The Cloud Washerwoman

Name _____

Problem/Solution

Chapter 1: The problem

Great-granddaughter's solution

Chapter 2: The problem

Great-granddaughter's solution

Chapter 3: The problem

Great-granddaughter's solution

Chapter 4: The problem

Great-granddaughter's solution



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The Cloud Washerwoman Name _____

Rhyming Words

Complete the table. You may use nonsense words to think up other words that rhyme.

Word from the story	Rhyming words in the story	Other words that rhyme
tub	rub, scrub	bub, cub, hub
humdinger		
wrangle		

Some rhyming words have the same spelling pattern. Other words may sound the same but are spelt differently.

Think of rhyming words for these. Indicate whether they have the same or different spelling patterns.

Word	Your rhyming word	Spelling pattern: Same (S)/Different (D)
flat	splat	S
game		
speed		
wand		
lunch		
ground		
monkey		



The Cloud Washerwoman Name _____

Use the book to help you retell the events in order. Add detail to increase interest.

First

Next

Later

Finally



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The Cloud Washerwoman Name _____

1. Were you able to predict what this story was about from the title, cover illustration, and blurb? Why or why not?

2. What questions did you ask yourself about this story before you began reading?

3. What will you remember about this book?

4. Write the names of other fantasy stories or movies that you have read or seen. What did you like about them? What didn't you like about them?

5. What sorts of books do you like to read? Why?



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The Cloud Washerwoman Name _____

Think about how the author and illustrator worked together on this story. The author carefully chose the characters, words, and events. The illustrator carefully chose colours, layout, backgrounds, and how the characters would look. This is all done to help you feel a certain way as you read.

1. Describe the mood of this story. Is it serious, silly, sad, funny, etc?

2. Find words in the story that the author used to create this mood.

3. How did the illustrator help create the mood?

4. Did the author create the two characters so that you would like them or dislike them? Why do you think this?

5. Think of some words the author could have used if he had intended for us to dislike the washerwoman.

6. How does the author want you to view the washerwoman? Choose from this list: hopeless, handy, strong, weak, clever, useful, happy, quiet, adventurous, lazy, hardworking, silly, brave.



The Cloud Washerwoman Name _____

Multiple Intelligences (verbal-linguistic, musical-rhythmic, body-kinaesthetic)

Choose one option:

Option 1: Work with a partner to think up actions or a dance to the song the washerwoman sings as she washes.

Verse	Actions
<p>Heat up the tub, heat up the tub. Rub, rub, and scrub. I'm a real humdinger Of a folksy, folk singer.</p> <p>A wringle and a wrangle The whites go through the mangle. I'm a real humdinger Of a folksy, folk singer.</p> <p>I don't need no copper and I don't need no tub. I won't spend Mondays going rub, rub, and scrub. I don't need no paddle and I don't need no mangle. Don't need no laundry getting all in a tangle. Just need a canoe and a clear blue sky And a bunch of bright sunshine to keep me dry.</p>	

Option 2: Work with a partner to make up a rap tune with actions to the same tune as the washerwoman's song.

Record the words and actions.



Notes



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Notes



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