

K - Act. 04: Shared Reading: Wishy-Washy Day

Summary

The teacher will share two pieces of literature that discuss the importance of taking a bath.

Materials

Big Book: *Wishy-Washy Day*

blackline for each participant of the ABC sheet.

Read aloud book, *King Bidgood's in the Bathtub*

pointer for reading

Additional Resources

- *Mrs. Wishy-washy*
- *Splishy-splishy*
- *Hatty Takes a Bath*
by Harriet Ziefert
- *Rub-a-Dub*
by Sharon Peters
- *Sam's Bath*
by Barbro Lindgren
- *Splish, Splash*
by Sarah Weeks
- *The Tub People*
by Pam Conrad
- *Brush, Comb, Scrub: Inventions to Keep You Clean*
by Vicki Cobb
- *Splash! All about Baths*
by Susan Kovacs Buxbaum and Rita Golden Gelman

Background for Teachers

This is a shared reading experience. The teacher will introduce the book and then take a picture walk through it, having a discussion with participants as they turn the pages. Then she will read the book aloud. Teacher should plan for several readings of this book, using it for additional skills. There is a read aloud book, *King Bidgood's in the Bathtub*, to be read as a culminating activity or at another time to allow students to make predictions.

Intended Learning Outcomes

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Understand and use basic concepts and skills.

Communicate clearly in oral, artistic, written and nonverbal form.

Process Skills

Observation, prediction, investigation, classification, problem solving, conclusion formation, communication

Instructional Procedures

Invitation to Learn

Ask: "Have you ever given one of your pets a bath? Why did you do it?"

Instructional Procedures

Introduce the book by asking, "What do you think this book is going to be about?"

Take a picture walk through the book, identifying the animals that are being bathed.

Go back and read the story aloud, using a pointer to touch each word.

After reading, discuss the book.

Read the story again with participants helping read the predictable text.

Hand out the blackline and explain what you want participants to do.

When they have finished, have them put their pictures in A-B-C order and share the book aloud.

After the book has been read, or on another day, read King Bidgood's in the Bathtub and stop just before it reveals how King Bidgood finally gets out of the tub. Ask students to predict, either aloud or by drawing a picture, how he finally got out of the tub. When all the predictions have been made, read the rest of the story to see if anyone had the same idea as the author.

Extensions

Children who are able could write down words from the story. Others might write down the first letter of the name of the animal or draw a picture and have the teacher write the words.

Let each child make a complete alphabet book instead of contributing only one page to a class book. This could be used for fast finishers or independent work at home for those children who love to draw and color.

Assessment Plan

Carefully watch participants and notice which children are looking to see who is watching what is going on which follow the words with their eyes as the teacher points to them with a pointer.

Authors

[Utah LessonPlans](#)