FAMILY LITERACY
ACTIVITY CARDS

Workshop
Eight

Fun Fact Cards
ACTIVITY ROUTINE

1. Look through your Family Literacy Bag together with your child and identify the books and materials included.

2. Follow the steps listed below when engaging in an activity with your child:
   
a. Choose one activity to complete at a time (you do not need to do the activities in any particular order).
   
b. Gather the book and necessary materials for completing the activity.
   
c. Allow your child to “play” with the items in the bag for a few moments before expecting him/her to use the materials in a learning activity.
   
d. Read and talk about the chosen book with your child.
   
f. Engage in the chosen learning activity together.
   
g. Make note of yours and your child's reactions to the activity on your at-home survey.
**WHAT’S IN YOUR BAG? CHECKLIST**

Materials included in this Family Literacy Bag (Workshop Eight) include:

**Books:**
- *Mrs. Wishy-Washy* by Joy Cowley
- *The Scrubbing Machine* by Joy Cowley

**Materials:**
- Activity cards for *Mrs. Wishy-Washy* and *The Scrubbing Machine*
- Two book tags
- At-home survey (last page of activity cards)
- Scrub brush pointer
- Farm animal bean bags
- Rhyming picture stickers
- Mud and animal patterns
- Fun fact cards for Joy Cowley, *Mrs. Wishy-Washy*, and soap
- Bubble bottle
- *What Did It Scrub?* book pages
- Picture/word cards for chair, shed, table, and tractor
- Crayons
- Pencil
Joy Cowley has written more than 600 books.

Joy loves to meet children and hear what they think about her stories.

**FAMILY LITERACY BAG**

**Mrs. Wishy-Washy**

Author: Joy Cowley

**As You Read**

**Activity Title: Wishy-Washy Questions**

**Standard:** Your child will answer detailed who, what, when, where, and why questions about a story using complete sentences.

**Materials:** *Mrs. Wishy-Washy*, scrub brush pointer
Directions: Ask your child the following questions before, during, and after reading the story Mrs. Wishy-Washy. Use the scrub brush pointer to direct your child’s attention to the items in the question. Allow your child to look back through the book to help him/her find the answer if needed.

Before Reading

1. Ask, “By looking at the title page, what do you think Mrs. Wishy-Washy is going to wash in this story?”

2. Ask, “Do you like to take a bath?”

3. Hand the book to your child and say, “Point to where I should begin reading on the first page.”

During Reading

4. Ask, “Which animal did Mrs. Wishy-Washy put in the tub first?”

5. Read, “In went the pig, wishy-washy, (wisty-washy).” (Allow your child to complete the sentence.)

6. Ask, “What did Mrs. Wishy-Washy do after all the animals were clean?”

7. Ask, “Why did the animals jump back in the mud at the end of the story?”

After Reading

8. Ask, “What did the cow do when it saw the mud? What did the pig do? What did the ducks do?”

9. Ask, “Have you ever played in the mud?”

10. Ask, “Do you think the animals liked taking a bath in the story?”
Joy’s hobbies include fishing, cooking, gardening, reading, and playing with her train set.

Conversations About Books

Activity Title: Dirty Animals

Standard: Your child will describe the cause and effect of specific events in the story.

Materials: Mrs. Wishy-Washy, farm animal bean bags
Directions:

1. Read the story *Mrs. Wishy-Washy* with your child.

2. Talk with your child about how Mrs. Wishy-Washy had to scrub the animals in the story.

3. Ask your child, “Can you describe the cause of the animals getting so dirty?” (Possible answer: The animals got dirty because they liked to play in the mud.)

4. Explain to your child the concept of “cause” and “effect” by saying, “The cause of Mrs. Wishy-Washy needing to wash the animals was that they were dirty and the cause of the animals being dirty was that they liked to play in the mud.”

5. Challenge your child to think about the cause of the following dirty animals (say the prompt and allow your child to fill in the cause):
   a. A horse might get dirty because…(*he/she likes to roll around in the hay.*)
   b. A cow might get dirty because…(*he/she likes to lay down in the grass.*)
   c. A duck might get dirty because…(*he/she likes to swim in the pond.*)
   d. A ____ might get dirty because…(*___________________________*)
      
      *Insert the names of your farm animal bean bags.*

6. Continue this process for other animals to allow your child many opportunities to describe cause and effect.
Two of the ingredients in soap are fats and oils.

Some soap floats.

Concept of Word

Activity Title: Animal in the Tub

Standard: Your child will recognize that language is made up of letters that form words.

Materials: Mrs. Wishy-Washy, farm animal bean bag
Directions:

1. Read the story Mrs. Wishy-Washy with your child.

2. Say to your child, “Mrs. Wishy-Washy had to scrub the animals because they had been in the mud and as soon as they were clean they jumped right back into the mud.”

3. Take a farm animal bean bag from your Family Literacy Bag and give it to your child.

4. Turn through the pages of the book that show Mrs. Wishy-Washy scrubbing an animal in the tub.

5. Say to your child, “I am going to say things about the letters and words on the pages.”

6. Say to your child, “You decide if I am right or wrong about the letters and words on the page.”

7. Say, “If I am right - you should put the farm animal bean bag on the tub in the story. If I am wrong - you should hold the farm animal bean bag in your hand.”

8. For example, turn to page 11 where the cow is in the tub. Say to your child, “There are 8 words in this sentence.” Your child should count the words, determine that you are right, and place the farm animal bean bag on the tub.

9. Other things you might say on page 11 include: the word cow has four letters; the word the has three letters; the sentence has two commas and a period; or the shortest word in the sentence is in. Your child will determine if you are right or wrong.

10. Repeat the process on other story pages and talk with your child about how important it is that he/she recognizes that language is made up of letters that form words.
Soap is used to clean people, pets, clothes, cars, and many other items.

Rhyming Word Recognition

Activity Title: Animals in the Mud

Standard: Your child will identify when two words rhyme.

Materials: Mrs. Wishy-Washy, rhyming picture stickers, mud and animal patterns
Directions:

1. Read the story *Mrs. Wishy-Washy* with your child.

2. Say to your child, “The cow, pig, and duck all wanted to be in the mud.”

3. Show your child the laminated animal and mud patterns from your *Family Literacy Bag* and say, “We have our own cow, pig, duck, and mud patterns.”

4. Take the rhyming picture stickers out of your *Family Literacy Bag*.

5. Together with your child choose four rhyming picture sets to use for creating this activity.

6. Put one of each rhyming picture set on each of the animals and a mud pattern. (For example, if you chose the /ail/ rhymes, you might put the *pail* on the cow, the *nail* on the pig, the *snail* on the duck, and the *whale* on the mud.)

7. Once the stickers have been attached to the mud and animal patterns, place the four mud patterns on the floor or table in front of your child and mix the animal patterns up.

8. Say to your child, “Take one animal pattern, identify the picture on the animal, and place it in the mud puddle with the matching rhyme.”

9. Say to your child, “Tell me the rhyming words and what makes the words rhyme.”

10. Repeat the process for other animal patterns talking about the rhyming words each time.

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Joy Cowley created the character Mrs. Wishy-Washy one night when she was taking a bubble bath. She says that as she was swishing the bubbles around, she thought to herself, wishy-washy, wishy-washy. She imagined a scrubbing lady and some animals jumping in her head.

When Joy was a child, most of her baths were in cold water. She recalls that once a week her parents carried hot water to a tin tub for a weekly hot bath.
Directions:

1. Read the story *Mrs. Wishy-Washy* with your child.

2. After reading the story, say to your child, “Tell me one thing you know about each story character.” (cow, pig, duck, and Mrs. Wishy-Washy)

3. Take the fun fact cards and the bubble bottle from your Family Literacy Bag.

4. Say to your child, “There were a lot of bubbles made when Mrs. Wishy-Washy was scrubbing the animals in the story.”

5. Give your child the bubble bottle and say, “I want you to blow bubbles while I read you some facts about Joy Cowley, Mrs. Wishy-Washy, and soap.”

6. Read through the fun fact cards and discuss the facts with your child.

7. After reading each fact ask your child, “What do you know?” and invite him/her to answer you by repeating one fact he/she learned from the fun fact card.

8. Praise your child for speaking clearly and with expression.
Joy recalls enjoying the bubbles with her two sisters, until her mother came in with soap and asked that they get clean.
Directions: Ask your child the following questions before, during, and after reading the story *The Scrubbing Machine*. Use the scrub brush pointer to direct your child’s attention to the items in the question. Allow your child to look back through the book to help him/her find the answer if needed.

**Before Reading**

1. Ask, “What do you think Mrs. Wishy-Washy was looking at on the front cover of the book?”

2. Ask, “What do you think Mrs. Wishy-Washy will clean first with her scrubbing machine?”

3. Ask, “What would you clean if you had a scrubbing machine?”

**During Reading**

4. Read, “Wishy-washy, wishy-washy, bubble, bubble, *(plop)*.” *(Allow your child to complete the sentence.)*

5. Read until page 14 and say, “Point to an exclamation point on this page.”

6. Ask, “Where did Mrs. Wishy-Washy leave the scrubbing machine at the end of the story?”

7. Ask, “What other animals might Mrs. Wishy-Washy have cleaned with the scrubbing machine besides the cow, pig, and duck?”

**After Reading**

8. Ask, “What was this story about?”

9. Ask, “What were some of the things Mrs. Wishy-Washy cleaned with the scrubbing machine?”

10. Ask, “Do you think Mrs. Wishy-Washy was happy with the scrubbing machine? Why or why not?”
FAMILY LITERACY BAG
The Scrubbing Machine

Conversations About Books

Activity Title: Item Returned!

Standard: Your child will discuss a story event that happened in his/her own life.

Materials: The Scrubbing Machine, scrub brush pointer
Directions:

1. Read the story *The Scrubbing Machine* with your child using the scrub brush pointer to point to words as you read.

2. Give your child the scrub brush pointer and say to him/her, "Use the scrub brush to point to the answers of the following questions":
   
   a. What did Mrs. Wishy-Washy buy? (She bought a scrubbing machine.)
   
   b. What did the scrubbing machine scrub? (It scrubbed her table, chair, dress, hair, path, shed, trees, flower bed, tractor, truck, cow, pig, and duck.)
   
   c. What did Mrs. Wishy-Washy do with the scrubbing machine at the end of the story? (She returned the scrubbing machine back to the store.)

3. Talk with your child about why Mrs. Wishy-Washy returned the scrubbing machine back to the store.

4. Tell your child about a time when you have returned an item to the store.

5. Ask your child, “Can you remember a time when you needed to return something to the store?”

6. Explain to your child that discussing a story event that has happened in his/her own life helps with story comprehension.
Activity Title: Partner Reading

Standard: Your child will use beginning letter sounds to help identify words.

Materials: The Scrubbing Machine, scrub brush pointer
Directions:

1. Take the scrub brush pointer from your **Family Literacy Bag**.

2. Tell your child that you are going to do a Partner Reading, which means you will read the story together.

3. Say to your child, “I am going to read most of the words but I will stop when the story says, “It scrubbed her ____“ and let you fill in the blank.”

4. Turn to page 4 and show your child how he/she can use the picture and the beginning letter to determine what the word is.

5. Begin reading the story using the scrub brush pointer to point to words as you read.

6. On page 4, pause and allow your child to fill in the blank at the end of the sentences that say, “It scrubbed her ____.”

7. As you read, continue reminding your child to use the beginning letter sounds to help him/her identify words in the story text.

8. Continue the process throughout the book.

9. Challenge your child to use this strategy when reading other books as well.
Emergent Writing

Activity Title: What Did It Scrub?

**Standard:** Your child will write and illustrate pages for a book.

Directions:

1. Read the story *The Scrubbing Machine* with your child.

2. Talk with your child about the rhyming words that were included in the story and how they help the reader make predictions about the words when reading.

3. Take the rhyming picture stickers, pencil, crayons, and the *What Did It Scrub?* booklet from your Family Literacy Bag.

4. Say to your child, “You are going to create your own book about what the scrubbing machine scrubbed.”

5. Say to your child, “Choose four rhyming picture stickers to include in your own version of *What Did It Scrub*?”

6. Explain to your child that he/she should use the sticker in the illustration and write the word in the blank.

7. Allow your child to add other details to the illustration in addition to the rhyming picture sticker.

8. Ask your child to read his/her book to you when it is finished.

9. Encourage your child to create other pages for the book to have continued practice at writing and illustrating pages for a book.
Vocabulary

Activity Title: Clean the Word

Standard: Your child will learn new words every day and use them in conversation.

Materials: The Scrubbing Machine, picture/word cards (chair, shed, table, and tractor), scrub brush pointer
**Directions:**

1. Read the story *The Scrubbing Machine* with your child.

2. Take the picture/word cards (chair, shed, table, tractor) from your **Family Literacy Bag**.

3. Show the picture/word cards to your child and challenge him/her to find the words in the book.

4. After finding the words in the book, place the picture/word cards on the floor or table in front of your child.

5. Take the scrub brush pointer from your **Family Literacy Bag** and un-attach it from the craft stick so your child is holding the scrub brush in his/her hand.

6. Teach your child the following chant.

   **Clean the Word**
   
   Clean the word ____ and do not stop!
   Wishy-washy, wishy-washy, bubble, bubble, plop!

7. Each time you say the chant insert one of the picture/word card words in the blank.

8. Ask your child to use the scrub brush and pretend to clean the word that is mentioned in the chant and then use the word in a sentence.

9. Challenge your child to use the words in his/her everyday conversation.
In the Mud
Sung to the tune of “I’m Bringing Home a Baby Bumblebee”

I’m playing in the mud,
Oh, don’t you see.
Just how fun the mud can be.
I’m playing in the mud,
One, two, three,
Do you want to join me?

The Machine
Sung to the tune of “The Farmer in the Dell”

The machine went glop,
It just wouldn’t stop,
Wishy-washy, wishy-washy,
Bubble, bubble, plop!
It scrubbed her desk,
It scrubbed her chair,
It scrubbed her books,
It scrubbed her hair.
Please turn it off,
Please make it stop,
Wishy-washy, wishy-washy,
Bubble, bubble, plop!