

Wait and See



Before Reading

Motivation / Purpose

The purpose of this text is to entertain the reader with the story of a boy who dyes his hair so that people will be able to tell him apart from his twin brother.

Text Type

Draw students' attention to the:

- title
- illustrations
- contents page.

Ask, "What type of book is this?" (Narrative)

Visual Literacy

What ideas about the characters do you have when you look at the front cover? Why are they holding signs?

Scan and describe the style of the illustrations. (modern, colourful, framed)

What do the 'frames' around the illustrations resemble? How do they give the illustrations a filmic or cartoon-like appearance?

Background Knowledge

What are identical twins?

What do you think the advantages and disadvantages of being a twin would be?

Why do you think it would be important for twins to have an individual appearance?

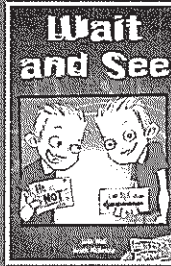
What do you think twins could do so that they have an individual appearance?

Phonological Awareness

Make sure students know these phonological patterns:

- short u: brother (p.4), colour (p.7), until (p.11), wondered (p.12)
- long i: dye (p.7), time (p.7)
- short o: blond (p.8), toss (p.20)

Give the students a phonological sound from the list. Ask them to find words containing that sound on a particular page in the book. For example: What sound is made by the 'ye' in 'dye'? (long i) Find two words on page 11 that have the same sound. (why, surprised) What letters make that sound? (why, surprised)



Vocabulary

arguing, blond, colour, deal, dye, gel, hairdresser, hallway, heads, hedgehog, ideas, instead, minds, person, similar, tails, toss, won

Find words in the text that contain the above phonological patterns. Write the words on cards. Have students group the words into the patterns as listed above.

High Frequency Words

alike, apart, guess, hoped, laughed, other, stared, surprised, wait, wondered

Analyse each word. What base words have prefixes and suffixes added to them? (alike, apart, stared, hoped, laughed) What base words can have prefixes and suffixes added to them to make new words? (guess, wait, other)

Write the base words of each word in the list. Make prefix and suffix sums, e.g. hope + d = hoped; wait + ing = waiting; stare + ing = staring; a + part = apart. How does the base word change when prefixes or suffixes are added?

During Reading

Vocabulary in Context

Recall the function of adjectives. What adjectives in the story describe 'hair'? List other adjectives to describe hair.

Define antonyms. What word on page 4 is an antonym for 'different'? (similar) What word on page 13 is an antonym for 'pleased'? (mad). Read *Everyone started to laugh*. (p.16) Substitute 'laugh' with an antonym to change the meaning of the sentence. Continue with other examples from the text.

Checking for Meaning

Literal:

What does Zak do to make himself look different from Adam? (p.7)

What does Adam do without Zak knowing? (p.14)

What does Adam do when he wins the toss of the coin? (p.22)

Inferential:

Why is everyone saying "Wait and see" to Zak?

Why does Adam dye his hair?

Why does everyone call Zak 'Spike'?

Make sure students understand the difference between literal and inferential information.

Response:

What is your opinion of the story?

What part did you enjoy the most?

Is Zak's idea a great idea?

Whose hairstyle do you like the best?

Grammatical Patterns

Make sure students understand the following components of a narrative:

- Orientation: introduces the main characters and the setting. Zak and Adam are twins. People often get them mixed up. (pp.4-5)
- Complication: the sequence of events develops a problem for the main character. Zak decides to do something so that he and Adam look different. He changes his hair colour to red. His family aren't surprised because Adam dyed his hair red. (pp.6-15)
- Resolution: the problem is resolved. The boys toss a coin. Adam dyes his hair back to blond and Zak has a new hairstyle. (pp.16-24)

Fluency / Punctuation Patterns

The text contains many simple sentences containing one idea. *He helped me pick a colour.* (p.7) *Her mouth fell open.* (p.10) *I walked down the hall.* (p.13) Demonstrate reading these sentences without a pause. Have students echo your reading.

Direct speech is interrupted by speaking verbs and phrases. *"Wait until dinner time," said Dad, "and then you'll see."* (p.11) Identify who is speaking and what they are saying for fluency when reading direct speech.

These punctuation patterns occur in the text:

- Commas separate time connectives and phrases: *Sometimes, our friends can't tell us apart.* (p.5) *The next day, I went to the hairdresser.* (p.7) *Then, he put the dye on my hair.* (p.7)
- Apostrophes are used in contractions: *can't* (p.5), *I'd* (p.7), *couldn't* (p.8), *what's* (p.9)
- Exclamation marks indicate excitement and surprise in sentences and direct speech: *His hair was the same colour as mine!* (p.14)
- Capital letters are used for characters' names: *Adam* (p.4), *Mum* (p.10), *Dad* (p.11).

Critical Literacy

Who is telling the story – a narrator or one of the characters? Identify the pronouns that indicate the story is told in the first person: *I, my, us, we, our*. If a narrator were telling the story, how would the sentences change?

Linking Visual and Written

Discuss the illustration on page 6. How many scenes are in the illustration? What story is happening in the illustration?

Discuss the illustration on page 10. How many scenes are in the illustration? What story is happening in the illustration?

In what way are the illustrations similar to a comic strip?

After Reading

Remind students that *Wait and See* is told in the first person. Have them retell the story in the third person as the narrator using appropriate pronouns.

Activities

Students will:

- change incorrect words in a retelling of the story
- add suffixes to base words to fill the gaps in sentences
- find and record words containing a particular sound
- select and write adjectives and adverbs to complete sentences about the story.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

