



Whoosh! Went the Wish!

by Toby Speed

Curriculum Connections

Language Arts

Repetition: whoosh! zing!

Isolating words in speech

Expressing complete thoughts

Phonics

Consonant W

Blends: WH (Take deep breaths before leading the students to say "Whoosh" each time. Draw out the WH sound.)

SH (Reader draws out the SH sound)

Experiment to find other words which begin with WH and SH. Make personal and class WH and SH booklets.

Music: Sing the WH song to the tune of "On Top of Old Smokey.)

Beginning and ending concept:

In words: Note blends at beginning and end of "WHooSH."

In stories: How did the story begin? How did it end?

Story Mapping:

Characters: Henry who **wanted** a cat

The fairy who wanted a better life.

Setting: Middle of the world

Problem: Henry was lonely, and his wishes kept getting messed up.

First try: Henry wished out of his windows and nothing happened.

Second try: Henry told the wish fairy and parts of his wishes kept getting lost.

Third try: The wish fairy wished herself to become his cat.

Conclusion: Henry and the fairy cat were happy and they both got their wishes.

Fantasy: Wish Fairy, bongollolly tree, magic wishes

Chants: Resting pillows, nesting pillows, tossing-up-and- throwing pillows

Writing

Students draw a picture of something for which they wish. Write 2-5 sentences telling about it, being sure that none of your words get caught in the bongollolly tree. Put the "wish" pages together in the big Class Wish Book.

Social Studies

Directions: North, east, south, west

Land Areas: Land areas: ocean, mountains, forests, meadows

Recreate settings on a sand table

Math

Four directions.

Pomegranate seeds: "He had lived along for more years than a pomegranate has seeds. Count the seeds in a pomegranate.

Count the words spoken. Count words as they get stuck. Compare the number of words spoken to the number of words stuck. Compare number of letters in words.

Social Studies

On sentence strips, write each sentence in a different color:

Oh! I wish I had a cat! A cat on a winter day would be just the thing to warm my lonesome lap.

Far and away, above all else, I wish I had a cat.

Whoosh!

Zing!

A cat is all I want to fill my house.

I want nothing but a cat.

Have students act out the story by "being the words": one student holds a word in each phrase and gets caught in trees, brambles, and rocks as they are spoken.



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Repeated Readings

Objective: ... read both regular and irregular words automatically such as through multiple opportunities to read and reread

Read a short passage from **Whoosh! Went the Wish!** aloud to one student. Discuss the story and talk about what you liked best about it. Then have the student read the story as fast as he/she can for one minute, making as few mistakes as possible. Say **“Stop!”** after **ONE MINUTE**. At the end, count the words read and will put a dot on the line or space showing how many words were read. Put an X in the **same** column to show the number of mistakes you made. Encourage the students to practice reading it whenever possible. Then, have student repeat the reading another ONE MINUTE! Do this 7 times or until you read 64 words perfectly in one minute! Then, begin at a different place in the book for your next REPEATED READING. Each time, you will find that you are getting **faster** and **more accurate** as you read! That is called FLUENCY!

64								32
62								31
60								30
58								29
56								28
54								27
52								26
50								25
48								24
46								23
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16								8
14								7
12								6
10								5
8								4
6								3
4								2
2								1
0								0
	First Reading	Second Reading	Third Reading	Fourth Reading	Fifth Reading	Sixth Reading	Seventh Reading	

for a sequential repeated reading program, visit <http://readnaturally.com>



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My Wish

Objectives: ... compose sentences with interesting, elaborated subjects
...clarify and support spoken ideas with evidence, elaborations, and examples

If a fairy came to you and gave you one wish, what would you wish for? Draw a picture of your wish. Then write about it. Use the boxes below to help you get ready to write about your wish. In the boxes, write lists of ideas. Then, on the next page, follow the numbers in the boxes and turn your lists into sentences. You can use each box as a paragraph!

<p>2 What would you wish for? What does it look, taste, feel, smell, and sound like?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Why do you want it?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>1 Title: _____ I Wish _____</p>	
<p>4 What would you do with it?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>5 How you feel about getting it? It would make me feel~</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>What could you learn from it?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



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W—H—Words

to the tune of "On Top of Old Smokey"

Whoosh goes the wish!
So now I know!
W—H— requires a blow!

It starts with a pucker
And ends with a puff.
A plain little "W"
Just isn't enough!

W-H---O-O---SH!
Whoosh goes the list
Containing my wish.

W--H---i-s-t-l-e!
Whistle for doggie
As glad as can be.

W—H—a-l-e!
A whale's a big mammal
That lives in the sea.

Who, What, When,
Where, and Why
Begin with a pucker,
So, now you can try!

Whoosh goes the wish!
So now I know!
W—H— requires a blow!