

# Turn on the Sprinkler

Name .....

Date .....

## Student Response

My score for this book is ...../10.

It was a ..... book.

### 1. A Tap Talks

The tap said, "You can  
t..... me on."



So I turned the tap o.....

But no water came o.....  
of the tap. It was toffee!



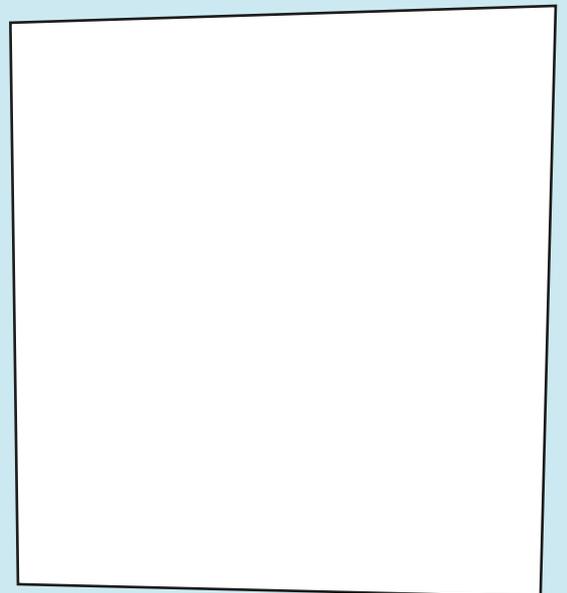
I turned the tap o.....

"Toffee came out of the  
tap," I s..... to Mum.

"No," said Mum.

"W..... comes out of a tap."

### 2. Draw a tap talking.



### 3. Read, cover, spell!

Read	Cover	Spell
came	came	.....
no	no	.....
of	of	.....
off	off	.....
on	on	.....
out	out	.....
said	said	.....
tap	tap	.....
water	water	.....



You've finished!  
What will you read next?



# Teaching Unit

## Turn on the Sprinkler

Level 5 Fiction – Narrative

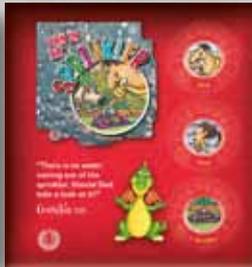
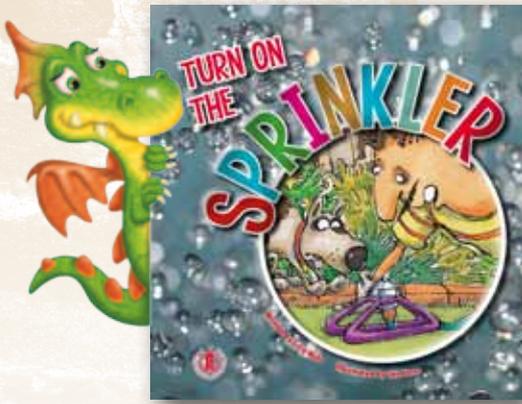
**Curriculum Topics:** English; History; Technology; Physical Sciences.

**Book Synopsis:** A fun story about a dad who wants to use the sprinkler to water the plants. But water comes out when he least expects it.

**Non-High Frequency Words:** All words are decodable and supported by clear images.

**High Frequency Words:** *Turn on the Sprinkler* has a high percentage of high frequency words.

**Comprehension:** The Teaching Unit's focus is on seven areas of comprehension – connection, inference, importance, questioning, summarising, synthesis and visual. We advise teachers to tailor literal comprehension questions for each group.



Inside Front Cover: Glossary

Title Page: Story Introduction

### Page 2

#### Narrative – Orientation

Introduce characters, place and purpose.

#### Language Features

Adjective and noun: hot day

Rhyming words: hot, got

Word starting with “pl”: plants

Words starting with “w”: wanted, water, was

#### Comprehension – Connection

Dad wanted to use the sprinkler.

How does your family keep plants watered on a hot day? Why?

#### English, Technology and Arts Activity

Discuss the design and purpose of sprinklers.

Draw a sprinkler to water your garden.



It was a hot day. Dad wanted to water the plants. So he got the sprinkler.



Dad put the sprinkler down. "Turn the tap on!" he called to Mum.

### Page 3

#### Narrative – an Event

After Dad puts the sprinkler down, he asks Mum to turn the tap on.

#### Language Features

Words starting with “d”: Dad, down

Words starting with “t”: turn, tap, to

Punctuation: speech and exclamation marks

#### Comprehension – Visualise, Inference

How far away might Mum be? Which word gives you a clue?

#### English, Arts, and Health and Safety Activity

Discuss the safety reasons for Dad wearing gloves in the garden. Draw colourful gardening gloves for kids. Write a name, e.g. Gloves-4-Kids!



### Pages 4 and 5

#### Narrative – an Event

Mum turns on the tap and water appears to be going through the hose.

#### Language Features

Word family: turned (“turn” on page 3)

Words ending in “ed”: called, turned

Word starting with “thr”: through

#### Comprehension – Visualise, Inference

What do you think Dad is thinking?

Look at the dog. What do you think the dog wants to say?

#### English, Arts and Sustainability Activity

Discuss the tray collecting water drips underneath the tap. As a group, list reasons why water should be conserved.



Mum turned the tap on. The water went through the hose.



But no water came out of the sprinkler. "Turn the tap on!" Dad called to Mum.



The narrative continues with a complication showing Dad getting concerned. I am too!



Still no water came out of the sprinkler. Dad had to have a look at it.



"Turn the tap off!" he called to Mum. But Mum did not hear him.

### Pages 6 and 7

#### Narrative – Complication

No water came out of the sprinkler so Dad looks very closely at it.

#### Language Features

Antonyms: off ("on" on pages 3–5)  
Words starting with "c": came, called  
Words starting with "h": had, have, hear, him

#### Comprehension – Synthesise, Visual

How might Dad be feeling? What do you think he needs to do to the sprinkler? Why is the dog running away?

#### English and Physical Sciences Activity

Discuss the thin, flexible hose material that enables us to see the water bubble moving along the hose in the illustration.

The narrative ends. I love this ending because it is really funny seeing Dad get all wet. I love the dog character throughout the story, too!

### Page 8

#### Narrative – Resolution and Coda

A visual coda shows the dog wearing his helmet, while Dad is sprayed.

#### Language Features

Speaking verbs: yelled, ("called" on pages 3, 5, 7)  
Words ending with "er": over, sprinkler, water  
Words starting with "spr": sprayed, sprinkler

#### Comprehension – Connection, Synthesise, Summarise

Imagine you were the dog. What might you do to help Dad? What might Dad do or say to you? Discuss a humorous ending.

#### English and Arts Activity

Draw the dog helping Dad. Write a speech bubble for it, too.



Then water came out of the sprinkler! It sprayed all over Dad. "No, no!" he yelled. "Turn the tap off!"

### SPRINKLER FUN

#### Beach Ball Sprinklers

Sprinklers come in many designs for kids to enjoy, e.g. the beach ball sprinkler. Inflate the ball, fill it with water, seal it and roll it around to create sprays and splashes.

### Student Activity

Student activity sheet  
(free download/PDF)



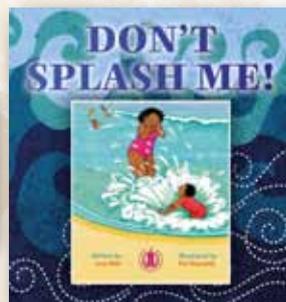
### Group Activity

#### Chart: "Sprinklers for Fun"

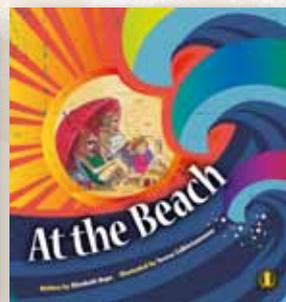
Design and draw a fun sprinkler, e.g. beach ball sprinkler, tower sprinkler or a Grusilda-the-dragon sprinkler!



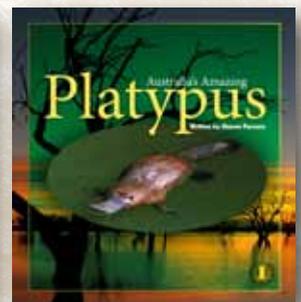
Check out these other books for projects on **water fun** and **water animals**.



**Don't Splash Me!**  
Level 2: Fiction, Narrative



**At the Beach**  
Level 8: Fiction, Narrative



**Australia's Amazing Platypus**  
Level 8: Non-Fiction, Description

