

WHY, WHY, WHY?

CHARACTERS: *Betty (older sister) Willie (younger brother).*

SCENE: *A room with a small boy playing on the floor with a train set. Enter Betty.*

BETTY: You are a good little boy, Willie. Now, you go on playing with your trains, and I'll look after you while Mummy has a rest. She says you wear her out, but I can't think why. *(Sits down and begins to read a book).*

WILLIE: Betty, why do trains have lines?

BETTY: They need lines for the wheels to run on, Willie.

WILLIE: But, why?

BETTY: Why, what? Of course, you must have lines for the special wheels that are different to car wheels.

WILLIE: Why?

BETTY: Because the train may tumble over if it suddenly ran over bumpy ground.

WILLIE: Why?

BETTY: Because the powerful engine pulls it so fast, dear!

WILLIE: Why does the engine go so fast?

BETTY: Because it's a diesel train, and very strong.

WILLIE: But my train is electric.

BETTY: Electric trains can be just as powerful, and they pull them just as fast.

WILLIE: Why doesn't the train go slow, then?

BETTY: *(becoming impatient):* I suppose it can if it wants to!

WILLIE: But, the driver wants to go fast, you just said.

BETTY: I know I did. Ok, the train is going fast on the railway lines.

WILLIE: Why?

BETTY: Because the driver wants to get there on time.

WILLIE: Where?

BETTY: Anywhere, I suppose.

WILLIE: But where is my train going?

BETTY: To the city to take the people to work.

WILLIE: Why do the people work?

BETTY: For goodness, sake, Willie. To get money to buy their children food and clothes and railway trains and books for their little boys. Here! Read a book and give me a bit of peace and quiet.

WILLIE: (*flicks over the pages*): Look Betty. Why does this old train have that funny thing on the front of it?

BETTY: What funny thing? Oh, that! These old trains had a cow catcher.

WILLIE: A cow catcher? What's that?

BETTY: A thing to catch cows, of course.

WILLIE: How can a train catch cows?

BETTY: Oh, bother. When a cow gets on the railway line, it catches it so it won't run over it.

WILLIE: How did the cow get on the line?

BETTY: I don't know. There was a hole in the fence.

WILLIE: Why was there a hole in the fence?

BETTY: How do I know? It's no good asking me.

WILLIE: Maybe the gate was open.

BETTY: Yes.

WILLIE: Why did the farmer leave the gate open? The cow might be caught by the cow catcher.

BETTY: It mightn't have been a farmer.

WILLIE: Who was it then?

BETTY: A naughty little boy, perhaps!

WILLIE: Why was the boy in the paddock?

BETTY: He was wagging school!

WILLIE: Did he chase the cow out of the paddock on to the railway line?

BETTY: No, the cow just went by itself.

WILLIE: Why?

BETTY: Because it was a **SILLY OLD COW!**

WILLIE: How do you know it was silly? It might have seen some nice grass.

BETTY: Now, look here! It was a silly cow, and you are a silly goat, so stop asking why, why, why. I am getting so tired of your questions, I don't know what to say next. (*To the audience*) Are all children like this? Now I know why Mummy needs a rest. Willie, look after yourself for the rest of the afternoon.

WILLIE: Why?

Betty runs out screaming, with arms waving madly.

Language Worksheet -

Instructions: Read the play "*Why, Why, Why?*" with the student.

Discuss the presence of the capital letter at the beginning of the sentence and full stop or question mark at the end. Look at the letters in the text - Are there any capital letters in the middle of words? Complete the worksheet below. Discuss alphabetical order. Students can colour the mistakes in the editing and then rewrite the correct sentence in the space provided. Students paste completed worksheet on the next available page in their workbook.

Why, Why, Why?

Write these words in alphabetical order:

Willie, Betty, wheels, engine

suppose, driver, know, train

to, time, tumble, there (challenge)

abcdefghijklmnopqrstuvwxyz

Edit these sentences: (Colour the mistakes and rewrite the corrected sentences in the spaces provided)

why dos the eNgine go soo fast (5 mistakes)

because it iz a dieSel train, and veri strong (5 mistakes)

whi do pEople wirk (5 mistakes)

to get moNey to biy there chilren fod and clothes (7 mistakes)

Word Building -

Instructions: Read the play "*Why, Why, Why?*" with the student.

Discuss 'Word Building' (A base word is built on to. Eg grab, grabbed, grabbing.) Search through the play to find these types of words. Complete the worksheet below by writing some new endings to the base word. Students paste completed table in their workbook.

<u>Why, Why, Why?</u>			
line	lines	lined	lining
tumble			
bump			
need		needed	
strong			strongest
fast			

Write the small words in the compound words for these words:

<i>Compound Word</i>	<i>Words</i>
railway	rail + way
dishwasher	
footsteps	
cobwebs	
classroom	

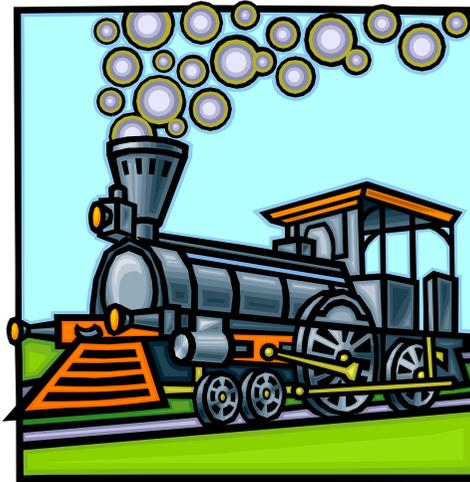
Think of some more compound words

Word Sequencing -

Instructions: Read the play "Why, Why, Why?" with the student. Using the worksheet below, the student is to cut out the heading and the words in the boxes. Students try to place the words in the right order on the next page in their workbook without gluing them down and then check the play to see if they were right. Students may decide to make changes after they have checked the text, then glue the words into their workbook with the heading at the top of the page. Don't forget to paste the graphic too!

Why, Why, Why?

does	funny	old	a
it	front	?	on
thing	Why	this	
train	of	the	have

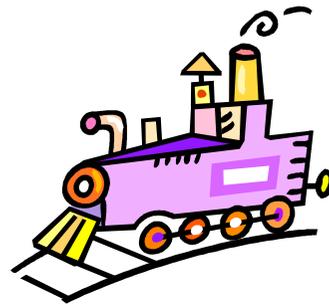


Word Sequencing Harder -

Instructions: Read the play "Why, Why, Why?" with the student. Using the worksheet below, the student is to cut out the heading and the words in the boxes. Students try to place the words in the right order on the next page in their workbook without gluing them down and then check the play to see if they were right. Students may decide to make changes after they have checked the text, then glue the words into their workbook with the heading at the top of the page. Don't forget to paste the graphic too!

Why, Why, Why

you	I'll	after	trains,	playing
a	with	on	rest	.
go	has	Willie,	look	while
you	and	Mummy	Now	you



Cloze Passage -

Instructions: Cover some of the words in the book with post-it notes. Read the play "Why, Why, Why?" with the student. Ask students to predict the word that is covered over. Students complete the worksheet below. Students can look through the play to assist in finding the right word to go in the passage as well as to spell it correctly. Students paste completed worksheet in their workbook.

Why, Why, Why?

WILLIE - Betty, _____ do trains have lines _____

BETTY - They _____ lines for the wheels to _____ on, Willie.

WILLIE - _____ why?

BETTY - Why, _____? Of course, you _____ to have lines for the special _____ that are different to _____ wheels.

_____ - Why?

BETTY - Because the _____ may tumble over if it _____ ran over bumpy _____.

WILLIE - Why?

BETTY - Because the _____ engine pulls it so _____, dear!

need	WILLIE	what	train	run
powerful	why	ground	have	fast
But	suddenly	car	?	wheels

Nouns, Adjectives, Verbs, Noun groups -

Instructions: Read the play "*Why, Why, Why?*" with the student.

Discuss the adjectives (describing words), verbs (doing words), nouns (people, places or things) and noun groups (A group of words built around a noun that describe or specify the noun. e.g the sunny day) used throughout the play as you read it. Follow the instructions to complete each activity. Paste worksheet in workbook on the next available page when completed.

Why, Why, Why?

Find and colour the nouns red, the adjectives blue, the verbs yellow.

Circle the noun groups

It's a strong diesel train coming down the track.

The old driver wants to get there on time.

The train takes the noisy, busy people to work.

The large, red train may tumble over on bumpy ground.

Write the best adjective for each sentence. Then circle the Noun groups.

Betty, the _____ sister, was answering lots of questions.

The _____ cow was on the railway line.

The _____ people go to work to get food for the family.

A _____ train went clickety clack along the railway track.

I chased the _____ little boy.

Write nouns to complete these sentences. Circle the other nouns.

Electric _____ can be very powerful and fast.

_____ work in the city.

A goods train can carry many things including _____,
_____, _____ and _____.

_____ was going to read book.

Write Your Own Play -

Instructions: Read the play "Why, Why, Why?" with the student. Discuss the setting out of the play and the use of characters, scenes, and turn taking used throughout the play as you read it. Using the worksheet below, the student is to think of and write some words of their own in the spaces and complete the sentences so they make sense. Encourage them to use adjectives to describe the nouns they choose. When completed, the student needs to read over their new play and edit it for spelling errors as well as meaning. An illustration then needs to be added to the text to add meaning to the story. Paste completed worksheet onto the next available page in your workbook.

Why, Why, Why?

Characters

Bugs Bunny, Daffy Duck

Scene

Script

Bugs Bunny:

Daffy Duck:

By _____

Sentence Sequencing -

Instructions: Read the play "Why, Why, Why?" with the student.

Students cut out the sentences below including the heading. Paste the heading at the top of the next page in workbook. Students organise the sentences in the correct order on the page in their workbook without pasting them down. Students check the play to make sure they have the sentences in the right order. If some sentences are in the wrong order, the student corrects it then pastes sentences down.

Why, Why, Why?

They need lines for the wheels to run on, Willie.

Why, what? Of course, you must have lines for the special wheels that are different to car wheels.

Betty, why do trains have lines?

Because the train may tumble over if it suddenly ran over bumpy ground.

But why?

Why?



Sentence Sequencing - harder -

Instructions: Read the play "*Why, Why, Why?*" with the student.

Students cut out the sentences below including the heading. Paste the heading at the top of the next page in workbook. Students organise the sentences in the correct order on the page in their workbook without pasting them down. Students check the play to make sure they have the sentences in the right order. If some sentences are in the wrong order, the student corrects it then pastes sentences down.

Why, Why, Why?

A cow catcher? What's that?

How did the cow get on the line?

Why does the old train have that funny thing on the front of it?

Oh, bother. When a cow gets on the railway line, it catches it so it won't run over it.

A thing to catch cows, of course.

Why was there a hole in the fence?

What funny thing? Oh that! These old trains had a cow catcher.

How do I know? It's no good asking me.

How can a train catch cows?

I don't know. There was a hole in the fence.



Comprehension -

Instructions: Read the play "Why, Why, Why?" with the student. Discuss what happens in the play. Ask the student the questions on the worksheet and ask the student to find the answers in the play. Encourage the students to find the correct spelling of the words in the play when answering the questions. Any other unknown words ask the students to sound out. Make sure handwriting is neat and legible. Students are to answer in sentence form. Eg. What animal is on the front cover? The animal on the front cover is an echidna. Student to paste completed worksheet in workbook.

Why, Why, Why?

1. Who are the characters in the play? _____

2. What is Willie playing with? _____
3. Where did his mother go? _____
4. Who was Betty? _____
5. What was Betty going to do while Willie was playing? _____

6. What started the questions by Willie? _____
7. Describe Willie. _____

8. Betty was glad to look after Willie? True/False _____
9. Why did the mother need a rest? _____

10. This play is about:
A mother having a rest a sister babysitting Willie asking too many questions
11. This text is: a play a procedure a narrative a description