Interactive Enriched Reading – Preparation Sheet

Fitle of book chosen:	Date :	

I choose 3 elements of the text to highlight		I choose three vocabulary words in	I prepare 3 assertions and I	I talk about syllables, rhymes and
 I adapt to the level of the audience, but in a mixed age group I target the highest level years 9 years 		the story (1) I explain them in my own way.	explain my reasoning 'I think that because'	sounds with 3 simple words (i) I select words with 1 or 2 syllables. Eg: cat, rabbit, dog, puppy, tiger, cow, lion
Before opening the book	 □ I demonstrate how to hold the book. ② □ I explain where and what the title is. ⑤ □ I name a letter and I demonstrate how to write it with my 'magic pencil' (draw in the air). Chosen letter: ⑥-④ □ I explain the concept of an author and an illustrator. ⑥-④ 	Word 1: p It means: My synonym: In another context: Word 2: p It means:	 I predict what is going to happen I explain how the character feels I explain the reason for things I suggest solutions to the problem I explain who the text is talking about when it says 'he' or she' I make a link with a similar situation in the children's own experience 	1. I choose a task years and older: I count the syllables I identify the syllable of a word I divide the word into syllables I put two syllables together I take away a syllable years and older: I identify a rhyme (the sound at the
At the start of the story	 □ Show how to turn the pages. ② □ I explain that we read the text and not the images. ②-⑤ □ I show where we begin to read (left page, top left). ⑤ □ I show in which direction we read (from left to right and from top to bottom). ⑥-⑥ 	My synonym : In another context : Word 3: p It means : My synonym :	① For each assertion, I explain what clues helped me come to that conclusion: 'I think that because' p Assertion 1:	end) I identify if 2 words rhyme or not years and older I identify the beginning sound of a word I identify if 2 words start with the same sound or not I say the first sound of a word 1 choose 3 simple words
During the story	 □ I point out and explain letters, words and sentences. ③-④ □ I explain what capital and what small-case letters are. ⑤-④ □ I explain that speech marks, bubbles and dashes mean that someone is speaking. ⑥-④ □ I explain punctuation marks (! ? .) ⑥-④ 	In another context : Additionally : I ask the children to repeat outloud I use the image to show what the words mean We act out the words (on bouge) I make links with the children's experience	p Assertion 2: p Assertion 3:	Word 1 : p Word 2 : p Word 3 : p ① I say the word, I write it and I hide it. ① I do the task orally and then on paper

1st Reading: Don't ask the children questions. / 2nd Reading: I make mistakes on the same concepts seen in the 1st reading. / 3e lecture: I ask specific children questions. /

4th Reading: I invite a child to help me read the book and I ask the child to explain certain concepts to the others children. / Afterwards, the children are free to look at the book



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