

Interactive Enriched Reading – Preparation Sheet

Title of book chosen: _____

Date : _____

	<p>I choose 3 elements of the text to highlight</p> <p>① I adapt to the level of the audience, but in a mixed age group I target the highest level</p> <p>② years ③ years ④ years</p>	<p>I choose three vocabulary words in the story</p> <p>① I explain them in my own way.</p>	<p>I prepare 3 assertions and I explain my reasoning</p> <p>‘I think that... because...’</p>	<p>I talk about syllables, rhymes and sounds with 3 simple words</p> <p>① I select words with 1 or 2 syllables. Eg : cat, rabbit, dog, puppy, tiger, cow, lion</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Before opening the book</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I demonstrate how to hold the book. ② <input type="checkbox"/> I explain where and what the title is. ③ <input type="checkbox"/> I name a letter and I demonstrate how to write it with my ‘magic pencil’ (draw in the air). Chosen letter: ____ ③-④ <input type="checkbox"/> I explain the concept of an author and an illustrator. ③-④ 	<p>Word 1 : _____ p. ____</p> <p>It means :</p> <p>My synonym :</p> <p>In another context :</p> <p>Word 2 : _____ p. ____</p> <p>It means :</p> <p>My synonym :</p> <p>In another context :</p> <p>Word 3 : _____ p. ____</p> <p>It means :</p> <p>My synonym :</p> <p>In another context :</p>	<ul style="list-style-type: none"> • 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 <p>① For each assertion, I explain what clues helped me come to that conclusion: ‘I think that... because...’</p> <p>p. ____ Assertion 1:</p> <p>p. ____ Assertion 2:</p> <p>p. ____ Assertion 3:</p>	<p>1. I choose a task</p> <p>② years and older :</p> <ul style="list-style-type: none"> <input type="checkbox"/> I count the syllables <input type="checkbox"/> I identify the syllable of a word <input type="checkbox"/> I divide the word into syllables <input type="checkbox"/> I put two syllables together <input type="checkbox"/> I take away a syllable <p>③ years and older :</p> <ul style="list-style-type: none"> <input type="checkbox"/> I identify a rhyme (the sound at the end) <input type="checkbox"/> I identify if 2 words rhyme or not <p>④ years and older</p> <ul style="list-style-type: none"> <input type="checkbox"/> I identify the beginning sound of a word <input type="checkbox"/> I identify if 2 words start with the same sound or not <input type="checkbox"/> I say the first sound of a word <p>2. I choose 3 simple words</p> <p>Word 1 : _____ p. ____</p> <p>Word 2 : _____ p. ____</p> <p>Word 3 : _____ p. ____</p> <p>① I say the word, I write it and I hide it.</p> <p>① <u>I do the task orally and then on paper</u></p>
<p>①</p>	<p>1st Reading : Don’t ask the children questions. / 2nd Reading : I make mistakes on the same concepts seen in the 1st reading. / 3^e 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</p>			

