Interactive Enriched Reading – Preparation Sheet

Title of book chosen: **Bear Wants More by Karma Wilson**   Date **14/6/16**

I choose 3 elements of the text to highlight	I choose three vocabulary words in the story	I prepare 3 assertions and I explain my reasoning	I talk about syllables, rhymes and sounds with 3 simple words
① I adapt to the level of the audience, but in a mixed age group I target the highest level ❷ years ❸ years ❹ years	① I explain them in my own way.	'I think that… because…'	① 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. ❷
☐ I explain where and what the title is. ❸
☐ **I name a letter and I demonstrate how to write it with my 'magic pencil' (draw in the air). Chosen letter: M ❸-❹**
☐ I explain the concept of an author and an illustrator. ❸-❹

At the start of the story

☐ Show how to turn the pages. ❷
☐ **I explain that we read the text and not the images**. ❷-❸
☐ I show where we begin to read (left page, top left). ❸
☐ I show in which direction we read (from left to right and from top to bottom). ❸-❹

During the story

☐ **I point out and explain letters, words and sentences**. ❸-❹
☐ I explain what capital and what small-case letters are. ❸-❹
☐ I explain that speech marks, bubbles and dashes mean that someone is speaking. ❸-❹
☐ I explain punctuation marks (! ? .) ❸-❹

Word 1 : Scamper p. 5

It means : **To run quickly with light steps**
My synonym : **Scuttle,**
In another context : **The boy scampered away before his mom saw he had taken a cookie**

Word 2 : Tromp p. 6
It means : **Walk slowly and heavily**
My synonym : march
In another context : **The elephants tromped through the jungle**

Word 3 : Gopher p. 17
It means : **A small furry animal with big front teeth, lives in the ground**
My synonym : **Like a squirrel or a groundhog**
In another context : **The gopher buried his food in his tunnel underground**

Additionally :
☐ I ask the children to repeat outloud
☐ I use the image to show what the words mean
☐ We act out the words (we move around)
☐ I make links with the children's experience

- 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 **For each assertion, I explain what clues helped me come to that conclusion:** 'I think that… because…'

p. 7   **Assertion 1: He can't move anymore because he is so full…surely he won't want anymore!**

p. 18   **Assertion 2: I think Bear will be very happy because his friends have prepared a party for him with decorations and cookies**

p. 19 **Assertion 3: Maybe Bear won't be able to go to his party… he has eaten so much that his belly must be very big, and his den looks very small**

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1. I choose a task

❷ 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

❸ years and older :
☐ **I identify a rhyme (the sound at the end)**
☐ **I identify if 2 words rhyme or not**

❹ 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**

2. I choose 3 simple words

Word 1 : __Back _ p. 6_

Word 2 : _Snack p. _6

Word 3 : nibble_ p. _11

① **I say the word, I write it and I hide it.**

① I do the task orally **and then on paper**

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① **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