

# Interactive Enriched Reading – Preparation Sheet

Title of book chosen: The Tiger Who Came To Tea by Judith Kerr

Date : 14/6/15

	<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. Egg : cat, rabbit, dog, puppy, tiger, cow, lion</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Before opening the book</p>	<p><input type="checkbox"/> I demonstrate how to hold the book. ②</p> <p><input type="checkbox"/> I explain where and what the title is. ③</p> <p><input type="checkbox"/> I name a letter and I demonstrate how to write it with my ‘magic pencil’ (draw in the air). Chosen letter: <u>T</u> ③-④</p> <p><input type="checkbox"/> I explain the concept of an author and an illustrator. ③-④</p>	<p><b>Word 1 : <u>milkman</u> p. 2</b></p> <p>It means : <b>The man who used to deliver milk to your house every morning. People didn’t have to go to the store to buy it, the milkman came straight from his farm and delivered it to the door</b></p> <p>My synonym :- In another context :-</p> <p><b>Word 2 : <u>Bun</u> p. 6</b></p> <p>It means : <b>A small cake</b></p> <p>My synonym : <b>Cupcake</b></p> <p>In another context :</p> <p><b>Word 3 : <u>Chips</u> p. 26</b></p> <p>It means : <b>Here ‘chips’ means fries because the story was written in England and that’s what they call them in England</b></p> <p>My synonym : <b>Fries</b></p> <p>In another context : <b>Fish and chips</b></p> <p><b>Additionally :</b></p> <p><input type="checkbox"/> I ask the children to repeat out loud</p> <p><input type="checkbox"/> I use the image to show what the words mean</p> <p><input type="checkbox"/> We act out the words (we move around)</p> <p><input type="checkbox"/> I make links with the children’s experience</p>	<ul style="list-style-type: none"> <li>• I predict what is going to happen</li> <li>• I explain how the character feels</li> <li>• I explain the reason for things</li> <li>• I suggest solutions to the problem</li> <li>• I explain who the text is talking about when it says ‘he’ or she’</li> <li>• I make a link with a similar situation in the children’s own experience</li> </ul> <p>① <b>For each assertion, I explain what clues helped me come to that conclusion: ‘I think that... because...’</b></p> <p>p. <u>3</u> <b>Assertion 1: I wonder who will be at the door, maybe it will be the tiger because we know the story is about a tiger because of the title and cover page</b></p> <p>p. <u>4</u> <b>Assertion 2: I wonder if the tiger will be nasty or nice, I think nice because he has a smile</b></p> <p>p. <u>22</u> <b>Assertion 3: Perhaps Sophie’s daddy will be mad because there is no food left and the tiger drank all his beer!</b></p>	<p><b>1. I choose a task</b></p> <p>② years and older :</p> <p><input type="checkbox"/> I count the syllables</p> <p><input type="checkbox"/> I identify the syllable of a word</p> <p><input type="checkbox"/> I divide the word into syllables</p> <p><input type="checkbox"/> I put two syllables together</p> <p><input type="checkbox"/> I take away a syllable</p> <p>③ years and older :</p> <p><input type="checkbox"/> I identify a rhyme (the sound at the end)</p> <p><input type="checkbox"/> I identify if 2 words rhyme or not</p> <p>④ years and older</p> <p><input type="checkbox"/> I identify the beginning sound of a word</p> <p><input type="checkbox"/> I identify if 2 words start with the same sound or not</p> <p><input type="checkbox"/> I say the first sound of a word</p> <p><b>2. I choose 3 simple words</b></p> <p><b>Word 1 : <u>Tiger</u> p. <u>5</u></b></p> <p><b>Word 2 : <u>Tea</u> p. 1</b></p> <p><b>Word 3 : <u>Table</u> p. 3</b></p> <p>① I say the word, I write it and I hide it.</p> <p>① <b>I do the task orally and then on paper</b></p>
<p>①</p>	<p><b>1<sup>st</sup> Reading :</b> Don’t ask the children questions. / <b>2<sup>nd</sup> Reading :</b> I make mistakes on the same concepts seen in the 1st reading. / <b>3<sup>e</sup> lecture :</b> I ask specific children questions. / <b>4<sup>th</sup> Reading:</b> 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>			

