

Interactive Enriched Reading – Preparation Sheet

Title of book chosen: Just Like Mommy by Sharon Harmer

Date : 15/6/16

	<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: M ③-④ <input type="checkbox"/> I explain the concept of an author and an illustrator. ③-④ 	<p>Word 1 : __Mane p. 1</p> <p>It means : The hair on a horse's head and neck</p> <p>My synonym : Hair</p> <p>In another context :-</p> <p>Word 2 : __Graze p. 5</p> <p>It means : How lots of animals eat – lots of grass and hay slowly all through the day</p> <p>My synonym : Nibble</p> <p>In another context : The sheep grazed on the grass</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. 4 Assertion 1: I think the next animal will be a cow, because I can see a cow on the picture</p> <p>p. 5 Assertion 2: I think the baby cow will like to eat grass, because I have seen cows do that</p> <p>p. 8 Assertion 3: I think the owl will like to come out at night, because I know owls sleep during the day</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 : __mommy__ p. 2</p> <p>Word 2 : __hoot__ p. 7</p> <p>Word 3 : dig_____ p. 9</p> <p>① I say the word, I write it and I hide it.</p> <p>① I do the task orally and then on paper</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">During the story</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Show how to turn the pages. ② <input type="checkbox"/> I explain that we read the text and not the images. ②-③ <input type="checkbox"/> I show where we begin to read (left page, top left). ③ <input type="checkbox"/> I show in which direction we read (from left to right and from top to bottom). ③-④ <input type="checkbox"/> I point out and explain letters, words and sentences. ③-④ <input type="checkbox"/> I explain what capital and what small-case letters are. ③-④ <input type="checkbox"/> I explain that speech marks, bubbles and dashes mean that someone is speaking. ③-④ <input type="checkbox"/> I explain punctuation marks (! ? .) ③-④ 	<p>Word 3 : __leap p. 3</p> <p>It means : to jump from one place to another</p> <p>My synonym : jump, spring</p> <p>In another context : leap for joy</p> <p>Additionally :</p> <ul style="list-style-type: none"> <input type="checkbox"/> I ask the children to repeat outloud <input type="checkbox"/> I use the image to show what the words mean <input type="checkbox"/> We act out the words (we move around) <input type="checkbox"/> I make links with the children's experience 		

① 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

