

# Interactive Enriched Reading – Preparation Sheet

Title of book chosen: [We're Going on a Bear hunt by Michael Rosen](#)

Date : 12/6/16

	<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> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">At the start of the story</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">During the story</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I demonstrate how to hold the book. ②</li> <li><input type="checkbox"/> I explain where and what the title is. ③</li> <li><input type="checkbox"/> I name a letter and I demonstrate how to write it with my 'magic pencil' (draw in the air). Chosen letter: <b>B</b> ③-④</li> <li><input type="checkbox"/> I explain the concept of an author and an illustrator. ③-④</li> <li><input type="checkbox"/> Show how to turn the pages. ②</li> <li><input type="checkbox"/> I explain that we read the text and not the images. ②-③</li> <li><input type="checkbox"/> I show where we begin to read (left page, top left). ③</li> <li><input type="checkbox"/> I show in which direction we read (from left to right and from top to bottom). ③-④</li> <li><input type="checkbox"/> I point out and explain letters, words and sentences. ③-④</li> <li><input type="checkbox"/> I explain what capital and what small-case letters are. ③-④</li> <li><input type="checkbox"/> I explain that speech marks, bubbles and dashes mean that someone is speaking. *There is no direct speech in this book ③-④</li> <li><input type="checkbox"/> I explain punctuation marks (! ? .) ③-④</li> </ul>	<p><b>Word 1 : oozy</b> p. 10</p> <p>It means : <b>Thick, slimy and sticky, when you step in it it squelches and sticks to your boots</b> My synonym : <b>Slimy</b> In another context : <b>The honey oozed form the bottle</b></p> <p><b>Word 2 : Gloomy</b> p. 22</p> <p>It means : <b>dark and scary looking</b> My synonym : <b>spooky</b> In another context : <b>The sky looked very gloomy, like it was going to storm</b></p> <p><b>Word 3 : Goggly eyes</b> p. 25</p> <p>It means : <b>Big eyes that stick out, don't blink</b> My synonym : <b>Wide-open</b> In another context : <b>Her eyes were goggly with surprise</b></p> <p><b>Additionally :</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I ask the children to repeat outloud</li> <li><input type="checkbox"/> I use the image to show what the words mean</li> <li><input type="checkbox"/> We act out the words (we move)</li> <li><input type="checkbox"/> I make links with the children's experience</li> </ul>	<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:</b> 'I think that... because...'</p> <p>p. <b>Cover page Assertion 1: I wonder if they will find a bear, there is no bear on the cover page so maybe they won't</b></p> <p>p. <b>18 Assertion 2: I wonder what we are going to do about the snowstorm... I think we will have to go through it, just like all the other things!</b></p> <p>p. <b>22 Assertion 3: There might be something hiding in the cave... if there is it must be sleeping as the cave is very dark... I don't think i twill be very happy to be woken up!</b></p>	<p><b>1. I choose a task</b></p> <p>② years and older :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I <b>count the syllables</b></li> <li><input type="checkbox"/> I identify the syllable of a word</li> <li><input type="checkbox"/> I <b>divide the word into syllables</b></li> <li><input type="checkbox"/> I <b>put two syllables together</b></li> <li><input type="checkbox"/> I take away a syllable</li> </ul> <p>③ years and older :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I identify a rhyme (the sound at the end)</li> <li><input type="checkbox"/> I <b>identify if 2 words rhyme or not</b></li> </ul> <p>④ years and older</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I identify the beginning sound of a word</li> <li><input type="checkbox"/> I identify if 2 words start with the same sound or not</li> <li><input type="checkbox"/> I <b>say the first sound of a word</b></li> </ul> <p><b>2. I choose 3 simple words</b></p> <p><b>Word 1 : Narrow</b> p. 22</p> <p><b>Word 2 : Big</b> p. 14</p> <p><b>Word 3 : Under</b> p. <b>Several pages</b></p> <p>① I say the word, I write it and I hide it.</p> <p>① I <u>do the task orally</u> and then on paper</p>

① **1<sup>st</sup> Reading :** Don't ask the children questions. / **2<sup>nd</sup> Reading :** I make mistakes on the same concepts seen in the 1st reading. / **3<sup>e</sup> lecture :** I ask specific children questions. / **4<sup>th</sup> 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

