

Interactive Enriched Reading – Preparation Sheet

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

Date : 12/6/16

	I choose 3 elements of the text to highlight ① I adapt to the level of the audience, but in a mixed age group I target the highest level ② years ③ years ④ years	I choose three vocabulary words in the story ① I explain them in my own way.	I prepare 3 assertions and I explain my reasoning 'I think that... because...'	I talk about syllables, rhymes and sounds with 3 simple words ① I select words with 1 or 2 syllables. Eg : cat, rabbit, dog, puppy, tiger, cow, lion
<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"> <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: B ③-④ <input type="checkbox"/> I explain the concept of an author and an illustrator. ③-④ <ul style="list-style-type: none"> • This is a fast paced story, so it works well to do the explanations before beginning to read <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. *There is no direct speech in this book ③-④ <input type="checkbox"/> I explain punctuation marks (! ? .) ③-④ 	<p>Word 1 : oozy p. 10</p> <p>It means : Thick, slimy and sticky, when you step in it it squelches and sticks to your boots</p> <p>My synonym : Slimy</p> <p>In another context : The honey oozed from the bottle</p> <p>Word 2 : Gloomy p. 22</p> <p>It means : dark and scary looking</p> <p>My synonym : spooky</p> <p>In another context : The sky looked very gloomy, like it was going to storm</p> <p>Word 3 : Goggly eyes p. 25</p> <p>It means : Big eyes that stick out, don't blink</p> <p>My synonym : Wide-open</p> <p>In another context : Her eyes were goggly with surprise</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) <input type="checkbox"/> I make links with the children's experience 	<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. 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</p> <p>p. 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!</p> <p>p. 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 will be very happy to be woken up!</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 : Narrow p. 22</p> <p>Word 2 : Big p. 14</p> <p>Word 3 : Under p. Several pages</p> <p>① I say the word, I write it and I hide it.</p> <p>① <u>I do the task orally</u> and then on paper</p>

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

