

Preparation Sheet

Title of book chosen: **Pig the Stinker** _____

Date : _____

	<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><input type="checkbox"/> I name a letter and I demonstrate how to write it with my 'magic pencil' (draw in the air). Chosen letter: P (cover page) ③-④</p> <p><input type="checkbox"/> I explain the concept of an author and an illustrator. ③-④</p>	<p>Word 1 : Rancid p.8 It means : Something that smells or tastes horrible My synonym : Rotten In another context : "Yuck! This cheese is rancid, it must be out of date!"</p> <p>Word 2 : Devious p. 12 It means : When you do something in a sneaky or mischievous way. My synonym : Sneaky In another context : The little boy was devious - he sneakily slipped his broccoli under the table to the dog, so his mom did not know he didn't eat it!</p> <p>Word 3 : Gloated p. 15 It means : to show off about something to others My synonym : to be smug In another context : The little boy gloated to the other students about getting 100% on his spelling test.</p> <p>Additionally : <input type="checkbox"/> I ask the children to repeat aloud</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.10 Assertion 1: I bet it won't be easy to get him to go in the bath. He seems to enjoy being dirty - I'm sure he won't enjoy getting clean!</p> <p>p. 18 Assertion 2: I wonder what is going to happen to the bathroom. I feel like it might be something bad - blocking up the pipes can't be a good thing!</p> <p>p. 20 Assertion 3: I bet his owners won't be happy with him for making the bathroom explode!</p>	<p>1. I choose a task</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>2. Choices of rhyming words throughout the story:</p> <p>Rank, stank (p.2 +p.3) Muck, yuck (p.5 + p.6) Forgotten, rotten (p.7) Mutt, butt (p.8) Knack, back (p.11) Toy, joy (p.12) Glee, me (p.13)</p> <p>① I say the word, I write it and I hide it.</p> <p>① <u>I do the task orally and then on paper</u></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>	<p><input type="checkbox"/> I explain punctuation marks (! ? .) ③-④ (Point out the periods all the way through the book. Exclamation marks on pages 7, 9 14, 20. Speech marks on page 14)</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

