Preparation Sheet

Title of book chosen: Room on the Broom , Julia Donaldson_____ Date : June 2016_____

I choose 3 elements of the text to highlight	**I choose three vocabulary words in the story**	**I prepare 3 assertions and I explain my reasoning**	**I talk about syllables, rhymes and sounds with 3 simple words**
☐ I adapt to the level of the audience, but in a mixed age group I target the highest level ❷ years ❸ years ❹ years	☐ I explain them in my own way.	'I think that… because…'	☐ I select words with 1 or 2 syllables. Eg : cat, rabbit, dog, puppy, tiger, cow, lion

Before opening the book / **At the start of the story** / **During the story**		

Before opening the book

☐ I name a letter and I demonstrate how to write it with my 'magic pencil' (draw in the air). Chosen letter: **R** (cover page) ❸-❹

At the start of the story

☐ I explain that we read the text and not the images. ❷-❸

During the story

☐ I point out and explain letters, words and sentences. ❸-❹

Word 1 : Ginger p. 2
It means : A colour of hair that is reddish-orange
My synonym : red
In another context : The cat had lovely ginger fur.

Word 2 : Plait p. 2
It means : When you twist hair together to form a braid.
My synonym : braid
In another context : The chef liked to keep her hair in a plait in order to keep it out of her face while she cooked.

Word 3 : Clutched p. 10
It means : When you hold onto something very tightly and don't let go.
My synonym : cling to, grip onto
In another context : The boy was feeling nervous, he clutched his mom's hand tightly.

Additionally :
☐ I ask the children to repeat aloud
☐ I make links with the children's experience (*ginger, plait*)

☐ **For each assertion, I explain what clues helped me come to that conclusion:** 'I think that… because…'

p. 4   **Assertion 1:** I wonder if the witch is a nice witch or a nasty witch. In lots of stories witches are nasty, but this one is smiling on all the pictures and she let the dog on her broomstick so maybe she is kind.

p. 8   **Assertion 2:** I think she will say yes to the frog because she has already said yes to the dog, cat and bird. There seems to be lots of room on her broomstick!

p. 14   **Assertion 3:** I wonder where the roar came from. I can think of a few animals that roar; lions, monsters, dinosaurs, dragons…. I wonder if it is one of those.

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❸ years and older :
☐ **I identify if 2 words rhyme or not**

Examples of groups of rhyming words in the story (the page number indicates the first time they occur in the story, though many of them are repeated several times throughout).

p.2 - cat, hat, plait, spat
Grinned, wind
p.3 - Ground, found
Paws, jaws
p.4- said, head
be,me
p.6 flew, blew (and two p.11)
Shriek, beak
p.10- beyond, wand
p.11-pond, wand
croak, cloak
p.12 - dog, frog, bog
Cloud, loud
p.14 - be, tea
higher, fire
lips, chips
p.15 - feast, beast
furred, bird
speak, shriek
ditch, witch
p.16 - shake, mistake
fly, sky
cried, inside
grin, in
p.17 - cone, bone
p.18 - spell, well
zoom, broom

☐ **I say the word, I write it and I hide it.**
☐ **I do the task orally and then on paper**

1st Reading : Don't ask the children questions. / **2nd Reading :** I make mistakes on the same concepts seen in the 1st reading. / **3e 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