

Preparation Sheet

Title of book chosen: **Sloth at the Zoom** _____

Date : **June 2019** _____

| | <p>I choose 3 elements of the text to highlight</p> <p><input type="checkbox"/> 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>Before opening the book</p> | <p><input type="checkbox"/> I explain where and what the title is. 3</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: Z (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 : Perplexed p. 4</p> <p>It means : <i>When someone feels confused and doesn't really understand what is going on.</i></p> <p>My synonym : <i>Baffled</i></p> <p>In another context : <i>The teacher was perplexed; she did not understand why the children were being so naughty!</i></p> <p>Word 2 : Gallop p. 6</p> <p>It means : <i>To run fast, like a horse</i></p> <p>My synonym : <i>Hurtle</i></p> <p>In another context : <i>The children galloped home from school; they were excited for the weekend!</i></p> <p>Word 3 : Screech p. 14</p> <p>It means : <i>To cry out loudly and high-pitched</i></p> <p>My synonym : <i>Shriek</i></p> <p>In another context : <i>The little girl screeched when she dropped her ice cream.</i></p> <p>Additionally :</p> <p><input type="checkbox"/> <i>We act out the words</i></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. 1 Assertion 1: <i>I wonder what the new animal will be. I wonder if it is the sloth that we saw on the front cover.</i></p> <p>p. 19 Assertion 2: <i>I bet the sloth is feeling a bit sad and lonely. He has tried to make friends with the zebras, the monkeys and the cheetah and everyone was too busy! If we look at the picture we can see that he looks a bit sad.</i></p> <p>p. 29 Assertion 3: <i>How nice that all the other animals have joined them! I bet that they will have a lovely time all together and all be friends from now on.</i></p> | <p>1. I choose a task</p> <p>4 years and older</p> <p><input type="checkbox"/> I identify the beginning sound of a word</p> <p><input type="checkbox"/> I identify if 2 words start with the same sound or not</p> <p>2. I choose 3 simple words</p> <p>Word 1 : Sloth p. 2</p> <p>Word 2 : Slow p. 28</p> <p>Word 3 : Day p. 28</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> |

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

