

# Tiger, Tiger

PM Level 3

Red

**Text Type** Narrative

**Running Words** 55



## Preparing for Guided Reading

### Orientation to the Text

- Find large coloured pictures of a tiger in the wild and at the zoo.
- Begin discussions from students' experiences – television, zoo, books.
- Encourage the use of descriptive vocabulary – *wild, fierce, sharp teeth, curly claws, swishing tail, stripy fur*.
- Students could paint large pictures of a tiger including some of these features.

### Prior Knowledge

- This book, about a hungry tiger, has a very strong storyline that evokes the fear and tension of life in the jungle.
- Simple sentence structures help students control the context.

### Key Language Structures

- This book introduces text on both the recto and verso page of a spread.

## Building the Balanced Reader

### Concepts About Print

- Initial letter recognition – *t-tiger, b-baby, m-monkey*.
- Upper and lower-case letter link – *Tt, Bb, Mm*.
- Directionality – follow the range of text layouts correctly.

### Vocabulary

#### Key High-frequency Words

*Come, comes, here, in, is, the, up*

#### Content Words

*asleep, Mother, Monkey, Baby, wakes, hungry, Tiger, tree, safe*

### Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.

- Locate and model the difference between the role of a full stop and a comma.

### Focusing on the Book – Guided Reading

- Discuss the tiger on the front cover. Revisit the descriptive vocabulary used earlier.
- Talk about animals that might be afraid of the tiger.
- Cover the book text. Ask students to 'tell' the story.

### Comprehension

- Who was asleep in the tree? (*Literal*)
- Why did Mother Monkey call to Baby Monkey? (*Inferential*)

### Follow-up Activities

- Make a jungle mural. Cut out the painted tigers and display them in a variety of positions: a creeping tiger, a sleeping tiger, a walking tiger.
- Make a large tiger as a group activity. Use cardboard boxes, rolled paper and collage material. Write simple reading cards with students which they can use as an individual or group activity.
- Discuss the last page of *Tiger, Tiger*. Ask, *Why was Baby Monkey safe?*
- Make an enlarged book of students' statements about when they feel safe.
- Make an animal mother and baby chart/book, e.g. *Mother Cat Looks After Her Kitten, Mother Hen Looks After Her Chicks, etc.* Smaller versions of this large book could be photocopied as individual booklets for students to complete and take home to share.
- Make up a book about tails.

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can use my voice to display the purpose of a full stop and comma.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up