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| <b>Date:</b> Tuesday 3 <sup>rd</sup> April 2020  |  |
| <b>Activity Title:</b> The Tiger Who Came to Tea - Story Sequencing  |  |
| <b>Learning Intention:</b> to engage in story-time and then sequence a story.  | <b>Activity Overview:</b> Sequence the focus story and then retell it.   |
| <b>Links to EYFS:</b> Communication and Language: Listening and attention: Maintains attention, concentrates and sits quietly during appropriate activity. (40-60 months)<br>Literacy: Reading: Enjoys an increasing range of books (40-60 months)   |  |
| <b>Resources:</b><br>- <i>The Tiger Who Came to Tea</i> by Judith Kerr<br><a href="https://www.youtube.com/watch?reload=9&amp;v=BXgW9UCgpc8">https://www.youtube.com/watch?reload=9&amp;v=BXgW9UCgpc8</a><br>- <i>The Tiger Who Came to Tea</i> sequencing cards (if you do not have a printer available, create your own cards by drawing pictures from key sections)<br>-Scissors  | <b>Key vocabulary:</b> Next, before, after, what happens next, where is it, who, main character, plot, setting, events, beginning, middle, end.            |
| <b>ACTIVITY IMPLEMENTATION (including key questions)</b>   |  |
| <p><b>Introduction:</b></p> <p>*Look at the front cover of the book and introduce the author, as well as the illustrator, to your child.<br/> *Invite your child to predict what they think will happen in the story or recall key events if they are already familiar with it.<br/> *Read the story if you have the book or listen to the story by following the link above.</p> <p><b>Main Activity:</b></p> <p>*Invite your child to cut out the story sequencing cards (or draw/create your own). Alternatively if you do not have cards available, your child could draw a story map to demonstrate their understanding of the sequence of the story.<br/> *Once the cards have been cut out, explain that you would like him/her to sequence them in the same order in which the story is told.<br/> *Model beginning to sequence the cards incorrectly – observe your child's reaction (often he/she will find this very funny and love correcting the adult)<br/> * Encourage your child to then independently sequence the story.<br/> *<b>What would you do if you were Sophie?</b><br/> *<b>Do you think the Tiger was unkind or was he just really hungry?</b><br/> *Can you describe how Sophie's dad felt when he came home and there was nothing left for him?<br/> *How would you help Sophie?</p> <p><b>Challenge:</b></p> <p>*<b>What is your favourite book and why?</b><br/> *<b>How is it the same/different to this story? What do you notice?</b></p> |  |
| <b>Additional ways to support your child:</b><br>Reduce the number of cards to sequence, by taking out ones which are less significant to the main storyline.  | <b>Extension:</b><br>Ask your child to retell the story in their own words using either the sequencing cards or the story book (if you have it available). |