

Date: Tuesday 3rd April 2020

Activity Title: The Tiger Who Came to Tea - Story Sequencing

Learning Intention: to engage in story-time and then sequence a story. **Activity Overview:** Sequence the focus story and then retell it.

Links to EYFS: Communication and Language: Listening and attention: Maintains attention, concentrates and sits quietly during appropriate activity. (40-60 months)
Literacy: Reading: Enjoys an increasing range of books (40-60 months)

Resources:
- *The Tiger Who Came to Tea* by Judith Kerr
<https://www.youtube.com/watch?reload=9&v=BXgW9UCgpc8>
- *The Tiger Who Came to Tea* sequencing cards (if you do not have a printer available, create your own cards by drawing pictures from key sections)
- Scissors

Key vocabulary: Next, before, after, what happens next, where is it, who, main character, plot, setting, events, beginning, middle, end.

ACTIVITY IMPLEMENTATION (including key questions)

Introduction:
* Look at the front cover of the book and introduce the author, as well as the illustrator, to your child.
* Invite your child to predict what they think will happen in the story or recall key events if they are already familiar with it.
* Read the story if you have the book or listen to the story by following the link above.

Main Activity:
* 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.
* 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.
* 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)
* Encourage your child to then independently sequence the story.
* What would you do if you were Sophie?
* Do you think the Tiger was unkind or was he just really hungry?
* Can you describe how Sophie’s dad felt when he came home and there was nothing left for him?
* How would you help Sophie?

Challenge:
* What is your favourite book and why?
* How is it the same/different to this story? What do you notice?

Additional ways to support your child:
Reduce the number of cards to sequence, by taking out ones which are less significant to the main storyline.

Extension:
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).