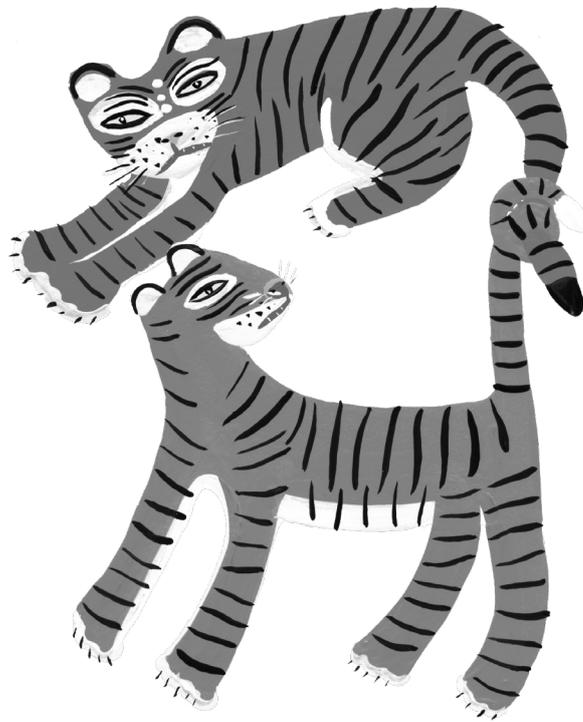




A Tiger for Breakfast

NARINDER DHAMI

ILLUSTRATED BY CHRISTOPHER CORR



BOOK BAND: TURQUOISE

BEFORE YOU START

Prepare a **group journal** to help you record group discussions and responses to the text as you work through the book.

Have drawing materials ready for the children to use in Session 1.

SESSION 1: CHAPTER ONE



Focus: Thinking Aloud, Questioning, Predicting and Visualising

Read the title of the book and share with the group the illustration on the front cover. Ask the children to predict what the story could be about. Encourage them to justify their responses, drawing out any connections they make to other stories. Record the children's responses in the **journal**. Once you have recorded their predictions you can return to these as you read the book, comparing the children's initial thoughts to how the story actually unfolds.

Support the children in making **connections** between this text and other stories they might know by encouraging them to look in detail at Christopher Corr's illustrations.

- Who do you think this person could be? What clues do you have about their identity?
- Where do you think the story might be set? Why? Do you know any other stories from this setting?
- What do you think might be the significance of the tiger?

Read the blurb and share the back cover. Invite the children to speculate further about the story. Some children may notice that the tigers' tails are knotted.

- Does the blurb give you any more insight into the character on the front cover?
 - What do you think Reeta's clever plan might be?
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Tell the children that they will need to listen really carefully, because they are going to sketch what they see in their mind's eye from the description given. Read the whole of page 3 to them, without showing the illustration. Ask the children for their immediate responses to the text and to share language that is memorable to them.

- Which words or phrases struck you as you listened?
- What kinds of pictures did the words help you to imagine?

Re-read the passage several times whilst the children sketch. When the children are finished, ask them to share their drawings with a partner and explain what they have drawn and why. Encourage the children to look at the similarities and differences in their drawings and to consider why these might be.

Vocabulary

In pairs, ask the children to annotate their images with descriptive **vocabulary** and phrases that are inspired by looking at the images.

- Which words and phrases came to your mind?
- Did you pick up any new language from looking at other pictures?

You could add the artwork and **vocabulary** to the **journals** or even make a display.

Now share Christopher Corr's own illustration, stressing that his drawing is a response to the author's text just as theirs is, and there is no right or wrong here, just a range of interpretations.

- What details of your own and Christopher Corr's illustrations do you think are most effective?
- Why do you think he chose to illustrate the book in the way he did? What do you think he is trying to convey in his interpretation?
- What were the similarities and differences with your own sketches? What features of the writing do you think he has picked out to illustrate? Are they the same as yours?
- Are there things you have included that Christopher Corr left out? Why do you think he chose to do this?



SESSION 2: CHAPTERS ONE AND TWO



Focus: Thinking Aloud, Questioning and Predicting

Read the whole of Chapter One from the beginning. Ask the children to explore their responses to the start of the book with the help of the **four basic questions**. These questions can be used as a basis for discussion throughout the sessions.

- Tell me... was there anything you liked about this text?
- Was there anything that you particularly disliked... ?
- Was there anything that puzzled you?
- Were there any patterns... any connections that you noticed... ?

As children respond it can be useful to write down what they say under the headings 'likes', 'dislikes', 'puzzles' and 'patterns'. Record the children's responses in the **journal** and return to any queries as the sessions continue.

Ask the children to predict what they think will happen next.

- How does what you have read in the first chapter compare with what you predicted when you looked at the cover and blurb?
- How do Christopher Corr's illustrations support your understanding of and engagement with the story?
- What details stand out for you from the pictures?
- How does Ram's encounter with the tiger affect you as a reader?
- Do you think Ram's plan to feed his wife's white cow to the tiger is a good one? What do you think will happen?

Read Chapter Two, considering Reeta's reaction.

- Do you think Reeta was right to be angry at Ram's suggestion? How would you have reacted?
- Do you think Ram is right to be afraid that he and his family will be eaten?
- Where do you think Reeta has gone when Ram returns with the horse? What do you think has happened?



SESSION 3: CHAPTERS THREE AND FOUR

Focus: Empathising, Re-reading, Clarifying and Summarising

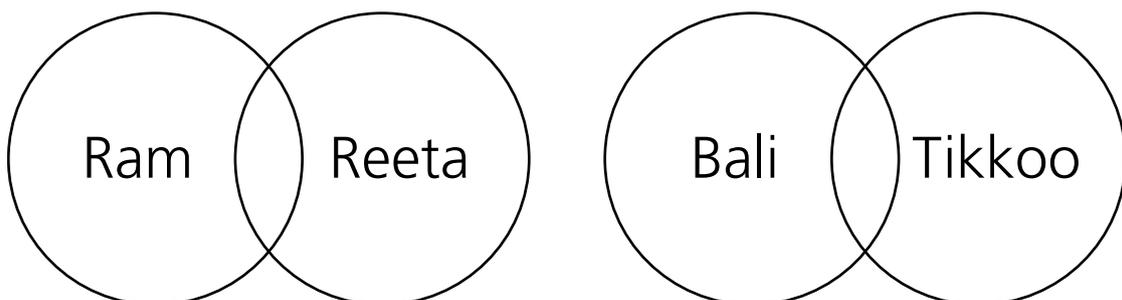
Read Chapter Three, considering Reeta's plan.

- Why do you think Ram did not recognise his wife or his own clothes that she was wearing?
 - Why do you think Reeta has dressed as a man and told Ram to fetch their horse? What do you think she plans to do? (Children may recognise that Reeta is the figure on the cover, and she uses the words "a tiger for breakfast", which are the title of the tale.)
 - Do you know of any other stories in which a woman dresses as a man, or characters disguise themselves? (Children may mention pantomimes or other traditional tales involving disguise.)
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Read Chapter Four, in which Bali runs away and bumps into Tikkoo, who has a plan.

- Why do you think Bali ran away? Do you think he was a coward to believe what was being said by the 'man' on the horse?
 - How do you think Tikkoo recognised Reeta and knew that she was Ram's wife?
 - Why do you think Bali mistrusts Tikkoo?
 - Why do you think Tikkoo does not realise that tying their tails together might not be a good idea?
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Ask the children what they have found out about the characters of Ram and Reeta as well as of Bali and Tikkoo so far. Draw a simple Venn diagram for each pair, then write in each circle what you know about their appearance and personality. Where the circles overlap, write down anything that Ram and Reeta or Bali and Tikkoo have in common.



SESSION 4: CHAPTER FIVE



Focus: Clarifying, Thinking Aloud and Empathising

Read Chapter Five, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**.

Revisit the end of the chapter: Bali and Tikkoo arguing (page 30), Bali and Tikkoo trying to run away with their tails tied together (page 31), and Ram and Reeta laughing at Bali and Tikkoo (page 32). Then divide the children into groups and ask them to create **freeze frames** to represent these three parts of the story.

Thought-track the children in role, keeping a record of how Ram, Reeta, Bali and Tikkoo feel at each different point. Consider photographing each of the **freeze frames** and allowing children to access these on a computer. They could add speech and thought bubbles to capture the voices from the **freeze-framing / thought tracking** activity.

SESSION 5: WHOLE TEXT



Focus: Re-reading, Summarising and Empathising

Re-read the whole text from the beginning. Discuss the children's responses to this ending with the help of the **four basic questions**.

Through modelling, ask the children to describe their favourite part of the story. Provide the children with an oral scaffold, such as: *the most memorable part of the story was... because... ; my top moment in the story was... because...* and ask them to discuss their favourite part of the narrative in pairs. Encourage children to give reasons for their choices and invite some children to share these.

Discuss how the children felt about the book compared to their original expectations.

- When you first saw this book, what kind of book did you think it was going to be? What made you think this?
- Now you've read it, was it as you expected?
- Have you read other books like it? How is this one the same? How is it different?
- Would you recommend this book to a friend?

IDEAS TO SUPPORT THE SESSIONS



These are areas you could further develop depending on your professional judgement of the children's learning needs and their interests.

Developing wider reading experiences

Read and explore traditional tales, especially those from a different culture, such as:

- *Seasons of Splendour* by Madhur Jaffrey, illustrated by Michael Foreman – Puffin
- *The Story Tree: Tales to Read Aloud* by Hugh Lupton, illustrated by Sophie Fatus – Barefoot
- *African Tales* by Gcina Mhlophe, illustrated by Rachel Griffin – Barefoot
- *The Emperor's Nightingale and Other Feathery Tales* or *The Lion and the Unicorn and Other Hairy Tales* or *The Little Mermaid and Other Fishy Tales* by Jane Ray – Boxer Books
- *The Leopard's Drum* by Jessica Souhami – Frances Lincoln
- *Pattan's Pumpkin* by Chitra Soundar, illustrated by Frané Lessac – Otter-Barry Books
- *Aesop's Fables* by Elli Woollard, illustrated by Marta Altés – Macmillan

Other tiger-related tales include:

- *The Tiger Who Came to Tea* by Judith Kerr – HarperCollins
- *Tiger Troubles* by Chitra Soundar, illustrated by Hannah Marks – Bloomsbury
- *Tiger on a Tree* by Anushka Ravishankar, illustrated by Pulak Biswas – Tara Books

Supporting reading fluency

- While reading with the group, model skills and strategies such as predicting, sampling, confirming, self-monitoring, self-correcting, 'thinking aloud', interpreting things which are only implied, and the full range of cueing systems (semantic, syntactic and graphophonic).
- Occasionally, you could hide some words with a sticky note, asking the children to refer to the illustration for ideas. You could give another clue by revealing the first syllable or letter.
- You could make a pairs game to develop visual memory and book language, creating cards using laminated images from the book. Make pairs of cards, one card for an illustrated location or character and one for matching words from the story. Spread these out face down. Children take turns to turn over two cards. If they match, they can keep them. If not, they have to turn them back over again. The game proceeds until all the pairs have been found.
- You could create a simple jigsaw by writing questions with corresponding answers directly underneath on one side of a piece of paper, then printing an illustration on the reverse and cutting the sheet of paper up to separate the questions and answers. The children lay out the questions and answers in order. They can check their layout by turning them over to see if they have created the illustration correctly.

Vocabulary building

- Children could make **word collections** which describe a particular character and their feelings or a place, event or situation.



Opportunities to revisit the text independently

- With the children, make a set of magnetic or stick story props to use in a retelling of the story and to support children in their own independent retellings. If possible, provide extra copies of the book to support this.
- If the children have a good memory of the text through repeated readings, they can be given copies of the story to read to partners. This helps children to see themselves as readers.
- Allow the children to re-enact the story through play. Revisiting stories through a range of play-based experiences helps children to step into the world of the book and to explore it more completely.
- Use **hot-seating** to explore the main characters further. One member of the group **role-plays** a character and is interviewed by the other children. This activity involves children closely examining a character's motivation and responses.
- Make a **story map** as a way of retelling the story. This breaks the story down into episodes and sequences its events. This kind of graphic representation helps children to hold on to the shape of the story more confidently.
- Encourage the children to take the book home to read alongside a parent or carer and suggest that they use the 'Tips for grown-ups' pages to support their discussions.

Experiences linked to the text

- Encourage children to talk about their own favourite traditional tales, especially trickster tales.
- Encourage the children to practise oral retellings of their favourite traditional tales from different cultures.

These resources were created by Bloomsbury and The Centre for Literacy in Primary Education (CLPE). For more teaching resources, visit:

www.bloomsburyguidedreading.com

www.clpe.org.uk

