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

Make copies of the text from page 5, ‘the guava smashed and splattered’, to page 11, ‘she fell on something soft, warm and scary’, to use in Session 4.
Focus: Predicting, Questioning and Clarifying

Share the front cover with the children. Ask the children to think about what the title could mean.

- Do you think this story will be about a tiger having difficulty?
- What could be ‘trouble’ for a tiger?
- Or could this story be about a tiger causing trouble?
- What kind of ‘trouble’ do you think a tiger can cause?

Ask the children to predict what the story could be about. Ask 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.
Read Chapter One and give the children time to enjoy the accompanying pictures.

Begin 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.

Encourage the children to make personal connections to the story so far.

- What do you do when you are sleepy but you can’t get to sleep?
- Do you remember having to take naps when you were younger?
- Do you think Sloth Bear has done the right thing?
- What do you predict could happen next?

Read Chapter Two until page 5, ‘Danger! Danger! Curl from stranger!’ model how to read the bold and capitalised writing. Ask the children to pause and consider what might happen next.

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Read on until the end of page 7.

- What do you notice about Crocodile’s mother’s advice?
- Why do you think it is a bit different to Porcupine’s? What do you know about these animals that might explain this?
- What might Elephant do now that his tail has been snapped at? Why do you think that?

Read on until page 11, ‘She fell on something soft, warm and scary’, but do not show the children the accompanying image. Ask the children to recall and reflect on the events in the story so far.

- What has happened?
- How did one thing lead to another?
- What advice does each animal follow?
- Why do you think they all do something different?
- What do you think Sloth Bear has landed on?
- What could be soft, warm and scary?

Reveal the image of Sloth Bear. Ask the children to decide what Sloth Bear might have landed on and what could happen next. Relate this back to the title of the book and their initial discussion of what *Tiger Troubles* could mean.
Focus: Questioning, Summarising and Predicting

Read Chapter Four until page 13, “I’m going to eat you up.” Reveal the accompanying illustration.

- Why was it bad luck for Sloth Bear to have landed on Little Tiger?
- What ‘trouble’ is Sloth Bear in now?
- What do you notice about Sloth Bear’s body language in the illustration?
- Do you think Little Tiger will eat her up?
- What could Sloth Bear do to persuade Little Tiger that she shouldn’t eat her?

Read on until page 13, “Elephant shook the tree.”

- Do you think Little Tiger will listen to Sloth Bear?
- Was it a good idea to tell Little Tiger about Elephant?
- Do you think Little Tiger will eat Elephant instead?
- What do you know about the events that the animals don’t?
- What might happen next?
Read on until page 17, ‘“Who bit Elephant’s tail?,” asked Little Tiger.’

- What do you notice about Elephant’s actions?
- Do you think it is a good idea to admit when you have done something?
- Do you think it is always a good idea to tell the truth?
- Why is Elephant now in danger?
- Who did bite Elephant’s tail?

Encourage the children to recall the story so far and then create a story map as a way of retelling the story. You could refer to page 17, on which Little Tiger begins to create her own story map.

Support the children in retelling the story orally using their story maps as a prompt. They could pretend they are the animals talking to Little Tiger, persuading her that it was all an honest mistake and that she should not eat them.
SESSION 3: CHAPTERS FIVE, SIX, SEVEN AND EIGHT

Focus: Clarifying, Thinking Aloud and Empathising

Ask the children to summarise what has happened so far and discuss what might happen next.

Read Chapters Five and Six, stopping at different points to clarify the children’s understanding and allow for discussion around the four basic questions.

- Did the animals recall the events in the same order as you did?
- What do you think could happen next?
- Do you think Sloth Bear has realised that she started it all?
- Do you think Sloth Bear will admit that it was her who threw the sticky guavas at Porcupine?
Read on until page 27, ‘She realised that she had started it all.’ Ask the children to create a **freeze frame** of this moment with the help of the illustration, to show how the different animals in the group must be feeling. Then use **thought-tracking** to explore how the animals all feel at this point in the story.

Consider photographing 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-frame/thought-tracking** activity.

After this, use **role play** to bring this moment to life, articulating what the children think the characters would be saying in this moment. Reflect on why what they say out loud in front of Little Tiger may not the same as what they might be thinking.

Ask the children to predict what they think Sloth Bear will do.

Read on until page 29, ‘“I’m not sleepy either,” said Little Tiger. “Can we play together then?”.’ Discuss the children’s responses to this dramatic change in character.

- Is this what you expected?
- Why do you think Little Tiger has suddenly changed like this?
- Little Tiger seemed very keen to eat all the animals only moments before. Why do you think she now wants to play with the animals instead?
- What do you think the animals will do next?
- Do you think the other animals will want to play with Little Tiger, given how ferocious she is?
- What games do you think they could play together?
Focus: Re-reading, Close Reading and Summarising

Read on until the end of the story and talk about the book as a whole. Engage the children in book talk, discussing how the book made them feel and allowing them time and space to tell you their likes and dislikes, with reference to different parts of the text or particular illustrations.

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 story in pairs. Encourage the 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?

Support the children in creating a performance reading of a section of the text on pages 5-11. Hand out the copies you prepared and allow time for the children to text-mark any words or phrases they want to draw attention to in their performance. Discuss the different strategies which could be used to emphasise and clarify the meaning of these words in performance.

- Which words or phrases will you speak together?
- Are there some sections where one or two voices might be more effective?
- Which words could be whispered, shouted, sung, echoed or repeated?
- Are there places where you could add some movement, music or sound effects?

When the children are ready to perform the passage, you could ask other children to be an audience for them, or record the performance and then play it back for them to listen to.
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 stories that use a repeated refrain similar to those in *Tiger Troubles*. This type of pattern is most commonly found in traditional tales. No *Dinner!: The Story of the Old Woman and The Pumpkin* by Jessica Souhami – Frances Lincoln would work well as a text to draw comparison with.

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 graphophonics).

- Occasionally, you could hide some words with a post-it 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.

- Give the children time to re-read the text while paying attention to the font and typeface, which give clues on how to read the text. This will support their development of fluent reading and reading with expression.
Vocabulary building

- The text could be used to investigate the use and impact of synonyms, such as ‘gobbling, munching and polishing off’ on page 12.
- The text could also be used to investigate the structure, impact and placement of a number of prefixes and suffixes. For example, children could investigate any patterns in adding –ing to verbs, such as staggering, holding and eating. They could also look at regular and irregular past tense verbs.

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 one of the 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.
- 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

- Investigate non-fiction texts and information about the different animals featured in the story.

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

www.bloomsburyguidedreading.com

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