

# Tiger in the Cupboard

## GOALS

### Comprehension

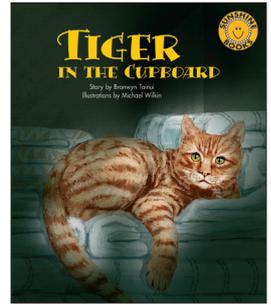
**Reading Strategies:** Ask students, “What are some of the things good readers do?”

Model how to use print cues, e.g. look for chunks in words – sc-rat-ches

### Vocabulary

**High-frequency Words:** a, about, again, and, any, but, by, call, come, do, eat, get, good, have, her, here, jump, I, in, is, it, like, me, more, my, not, now, of, on, one, out, put, say, she, that, the, think, to, want, we, when, with

**Content Words:** around, bed, cave, claws, cupboard, dark, dish, does, door, fire, fish, hisses, hungry, idea, leave, meow, Mum, princess, puss, quick, scary, scratches, sharp, sheet, shows, shut, sleep, sometimes, sweet, teeth, tiger, today, top, try, yells



Princess Mog is a sweet cat until she gets into the cupboard to sleep in her dark cave.

### Phonemic Awareness

Recognise and produce words that have the same short vowel sound: /i/

### Phonics

**Letters and Sounds:** /i/ is

**Words to Blend and Segment:** in, it, is, fish, dish

### Fluency

Practise rereading the story with a partner (orally).

## Before Reading

- Read the title. Discuss the meaning of *tiger* and *cupboard*. Ask: Could a tiger really fit in a cupboard?
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Is the illustration of a tiger in a cupboard? Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is this a picture of a tiger? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what the cat is doing on each page and what happens to Mum? On page 15, have students predict the ending.

## Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues, e.g. look for chunks in words (*sc-rat-ches*)
- Read the title together and the names of the author and illustrator. Read the title page. Ask: On pages 2 and 3 what is the cat doing? The first word is a compound word. It has two words joined together. Can you read them? Some, times, *sometimes*. Find the word *sleeps* on page 2. Look for the /sl/ blend. Where is the cat sleeping? Find the word *fire* starting with f. What is the cat's name? (*Princess Mog*) Read the chunks in princess; *pr-in-cess*. Read the words together.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Ask students who they think is telling the story. Who are the characters? Where is it taking place? (setting) Notice the capital letters for *Princess Mog*. (All names have capital letters.)
- Discuss the ending. Is this what students predicted? Did they think that shutting the cupboard door would stop the cat turning into a tiger?
- Discuss the chunks in words: *teeth* (tee-th), *hisses* (his-ses), *today* (to-day), *hungry* (hung-ry).
- Discuss the meaning of *hisses*. Make a hissing noise. Have students role play Mum and the cat with a partner – the cat hisses and shows sharp teeth and claws as on pages 10–11. Ask: Why do you think the cat reacts to Mum’s hand like this?
- Students retell the story using the pictures on each page as a guide. What was the cat doing first in the story, next and so on? When did the cat change into a tiger and why? Then they retell the story from the cat’s point of view.

## **Phonemic Awareness**

- Recognise and produce words that have the same short vowel sound: /i/ e.g. *in, it, is, fish, dish*. Students listen for the short /i/ vowel sound as you read the words slowly. They repeat the words, /i/ /n/, *in*, emphasizing the /i/ vowel sound.
- Have students think of other words that have the /i/ vowel sound, e.g. bit, fit, fin, bin, pin.
- Distinguish long from short vowel sounds. Listen to the words with the long /i/ which sounds like the letter name: fine, line, pine. Hear the difference fine/fin; pine/pin.

## **Phonics**

- Discuss the sound of the short i vowel sound /i/. Write the words *in, it, is, fish, dish* on the board to practise blending and segmenting the sounds together as a group, e.g. /f/ /i/ /sh/.
- Illustrate using alphabet letters for each word, touching them as the sounds are made.

## **Word Study**

- Talk about the words *by, one, she, her, think, about, any, say*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner, e.g. *Sometimes she sleeps on my bed*.

## **Fluency**

- Practise rereading the story with a partner (orally)

## **Writing**

- Students make a time line of the story. They use arrows, labels and small pictures. They can use this to retell the story and to show how and when the cat changed into a tiger.
- Students write a new sentence using the pattern from the story. They draw a picture first, then write the sentence. e.g. *Sometimes my cat sleeps on the stairs in the sun*.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.