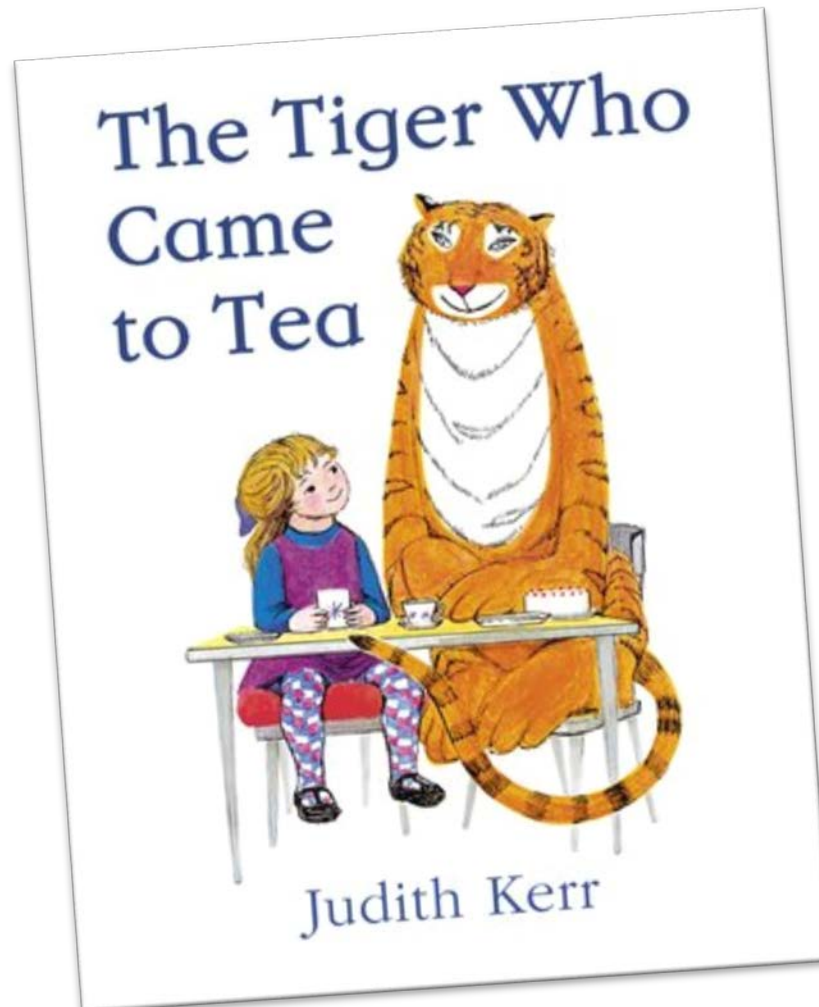


# The Tiger Who Came to Tea Activity pack



*The Tiger Who Came to Tea* was first published in 1968 and has since been translated into 11 languages, selling over five million copies. It is one of the best-selling children's books of all time.

# The Tiger Who Came to Tea

## The Tiger Who Came to Tea

Teachers' notes..... 3

## Guided reading

Teachers' notes..... 4-7

## Shared reading

Teachers' notes..... 8-9

## Plot, character and setting

Activity notes..... 10-17

Photocopiable activities..... 18-21

## Talk about it

Activity notes..... 22-24

Photocopiable activities..... 25-27

## Get writing

Activity notes..... 28-33

Photocopiable activities..... 34-36

## Assessment

Teachers' notes and activity..... 37-38

Photocopiable activity..... 39

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## The Tiger Who Came to Tea

### About the book

*The Tiger Who Came to Tea* is a wonderful story featuring a kind little girl called Sophie who welcomes an unexpected visitor for tea. This is no ordinary visitor but a big, furry, stripy tiger. When the food on the table proves insufficient for his huge appetite, the tiger systematically eats anything edible in the kitchen. Satisfied, the tiger goes, leaving devastation behind him. Luckily, Sophie's daddy takes the family to the café for supper, and a shopping trip the next day ensures that cupboards are well-stocked again. Sophie cannot resist buying a tin of tiger food in case her new friend returns – but he never does!



Although set in the familiar environment of Sophie's home and the café, *The Tiger Who Came to Tea* is also a fantasy story, with emphasis on kindness and family values. Children will delight in the unexpected visitor who devastates the kitchen yet is consistently polite and loving towards the family. Sophie's unhesitating desire to help her hungry friend can be explored through drama and role play to encourage children to recognise their own abilities to help others. The close relationship between Sophie's family members is clearly apparent and discussing this relationship will help children to consider their own family values.

Shared reading of the text provides excellent opportunities for teaching and applying Key Stage 1 word-level skills, and for developing children's understanding of punctuation and sentence construction. The book can be used to motivate children into composing stories where everyday life is disrupted by the element of fantasy.

### About the author

Judith Kerr was born in Berlin in 1923, where her father was a distinguished German writer and theatre critic, and her mother a pianist. She left Germany with her family in 1933 to escape from the Nazis. They arrived in England in 1936, having spent the intervening years in Switzerland and France. During those years as a refugee her parents kept the family together and made the children feel as if they were sharing an adventure.

In 1945, Judith won a scholarship to art school and in time developed an aptitude and interest for illustration. She made up stories for her young children and from them she learned the art of creating a good picture book.

*The Tiger Who Came to Tea* began as a story told to her daughter at bedtime. An illustrator as well as an author, Judith is able to use concise age-appropriate language enhanced by the fascinating detail of her illustrations.

Soon after the tiger, Judith created another popular character in the shape of a cat called Mog. Through this character, Judith was able to tackle difficult issues such as bereavement in a way that children could understand.

Judith is still writing today in the room at the top of her house where she has worked for more than 40 years.

## Guided reading

## Introducing the book

Show the children the book before starting to read so that they can focus on the title and cover in order to make initial predictions about the story. Begin by exploring the illustration on the front cover together.

**Ask:** *Who can we see? What are the characters doing? Is it normal to see a girl sitting at a table with a tiger? Read the title together.*

**Ask:** *Does the title tell us what the story might be about? Who do you think the tiger came to tea with?*

Draw attention to the author's name, Judith Kerr, and explain that she also illustrated this book. Discuss the work of an illustrator, referring to other book illustrators the children are familiar with.

**Ask:** *Why do you think it would be useful for an author like Judith Kerr to be able to illustrate her own books?*

Show the children copies of *Mog* books by the same author. To extend this discussion and find out more about some of the other books Judith Kerr has written.

Turn to the back cover and read the text introducing the story.

**Ask:** *Does the 'big furry, stripy tiger' in the picture seem fierce or friendly? Do the words and picture on the back cover add anything more to the information we discovered on the front cover about the story?*

## Initial reading

Plan to make your initial reading of *The Tiger Who Came to Tea* an enjoyable experience rather than an opportunity to focus on specific objectives. Read clearly and with expression. (For example: modify your voice to emphasise the impact of the repeated word *all* as the tiger gradually eats through the contents of the kitchen.) Encourage children to participate in this emphasis. Indicate words by moving along them with a finger or pointer as you read, and remember to pause at significant points to ask children to consider what might happen next or to predict a word or phrase.

**Ask:** *What do you think Sophie and her mummy will do now that the tiger has left them with a big mess and no food?*

Through appropriate questioning, encourage children to consider how the characters might be feeling as the story progresses, and how they would feel in the same situation. Ask questions such as: *How do you think Sophie feels when she sees the tiger at the door? How would you feel? Would you let the tiger in? How do you think the tiger is feeling when he knocks on the door?* Encourage them to think about how their own experiences help them 'feel' the emotions of the characters.

**Ask:** *Have you ever felt frightened by a large animal or comforted by a friendly face?*

Always be prepared to follow unexpected responses when children talk about how they would react to situations. Draw attention to and emphasise the importance of the illustrations in enhancing the story. Encourage children to consider the above discussions when sharing their initial opinions of the book.

**Ask:** *Did you enjoy the book? What did you like about it? Was there anything you did not like?*

**Guided reading**

## Subsequent readings

After sharing the enjoyment of a first reading, plan further readings to extend children's comprehension of the text, develop their fluency in reading aloud and increase their word- and sentence-level objectives. The children should be taught to:

- use a range of decoding strategies for unfamiliar words, check for meaning and self-correct errors
- build up words and understand spelling patterns in context
- read high frequency words on sight
- track the text from left to right and word by word
- develop understanding of sentence construction and punctuation
- read aloud with pace and expression appropriate to the grammar of the text
- identify story elements (plot, character, setting)
- predict and infer
- sequence story events.

## A familiar setting?

Encourage the children to read the opening page of the story together.

**Ask:** *What does this tell us about the probable setting for the story? (It is set in a room in someone's home.) Recall other stories that you have read together that take place in familiar settings.*

Continue reading to the point when Sophie opens the door. Explain that authors often include something unexpected in a familiar setting to add interest and suspense by moving away from the predictable pattern expected.

**Ask:** *What unexpected event takes place on this page? Why is it unexpected? Do tigers normally talk or call at doors? Do tigers usually smile? Can you think of a more predictable event for a familiar setting? (A relative comes to tea.)*

Discuss other stories about familiar settings that have similar unexpected events, such as *The Snowman* by Raymond Briggs.

Invite the children to talk about how the story progresses from the point where the tiger eats up all the food in the house. Consider how the story could have developed in different ways.

**Ask:** *What would have happened if the tiger had been fierce? What if Sophie had closed the door on the hungry tiger?*

## Guided reading

### Moving along

Read the story together and draw attention to words that connect the ideas from one paragraph to the other and make the story flow. (For example: *And, So, But, And then, Just then, Suddenly.*)

Read it again while the children listen, this time missing out these words when they occur at the start of a sentence so that the story sounds clipped and disjointed.

**Ask:** *How did the story sound without these words? Did it still flow along?*

Suggest that the children think of different or more complex connective words to try. (For example: *After that, Soon, At once, Before, At first, Since, Next, Eventually, Finally, Meanwhile, When.*)

### You are welcome

Focus on the tiger in the story. Begin by making a list of words to describe the tiger's unusual character.

**Ask:** *What were the first two words that the tiger said? (Excuse me.) What does this tell us about the tiger? (He is polite.) Can you find two other polite words the tiger uses before he leaves? (Thank you.) Write polite on the word list. Ask the children to add to the list by exploring the text and images further. (Suitable words might be friendly, cuddly, happy.)*

**Ask:** *Do you think the tiger is being greedy when he eats up all the sandwiches?*

Read the final list together to establish why this fictional tiger is unusual. Contrast the tiger with the more predictable characters of Sophie and her mummy and daddy.

## Guided reading

### Evidence of change

Explain that stories often help us to learn more about the time in which they were set. This book was first published in 1968, just over 40 years ago. Invite children to focus closely on the illustrations in the book and consider how things differ today. For example, find the tin of treacle in the cupboard and mummy's shopping basket later in the book.

**Ask:** *Have you ever tasted treacle or seen a basket on wheels like this one?*

Look at the illustrations of the milkman with the milk float and the grocer's boy on his delivery bicycle.

**Ask:** *Where do you buy milk? Is it in a glass bottle? Have you ever seen a bicycle with a delivery basket on the front?*

Explore the clothes that Sophie and her mummy and daddy are wearing and compare them with clothes worn today.

### But he never did

Read the final words of the book and discuss how the children feel when they read them. Ask questions such as: *Are you happy that the tiger has eaten lots of food and is no longer hungry? Do you feel pleased that he is going away satisfied? What about the words telling us that he never came back? How do they make you feel?*

### Book review

After discussing the setting for the story, the characters and the unexpected events in detail, invite the children to reconsider their initial impressions of the book through personal responses. Extend your original questions and give positive encouragement to help them to voice their opinions with confidence and clarity. For example: *What was your favourite part of the story? Was there anything about it that you did not enjoy? Who do you think the main character is? Is there anything that you particularly liked or disliked about this character? What do you think of the tiger? Do you think he is a good choice for this story? Can you think of an alternative animal that the story could be about?*

## Shared reading

## First and second pages

- Display the text and encourage children to read it together, automatically recognising high frequency words (*little, once, girl, with*).
- Draw attention to alternative ways of spelling graphemes, such as 'ea' in *tea*, 'y' in *suddenly* and 'ie' in *Sophie*. Encourage application of phonic knowledge to build up words such as *kitchen*.
- Discuss the purpose of the text. Ask: *What do these opening sentences tell us? Can you guess who the main character is? Do we know where the story is set? Which words are often used as opening words for a story? (Once there was...)*
- Invite the children to identify the three separate sentences in the text by circling the capital letter at the start and full stop at the end of each one. Cover the words: *Once, tea, mummy* and *kitchen* in the first sentence. Invite the children to read the sentence, predict the missing words and write them in.

## Sixth page

- Read the text together. Ask: *How do we know when Sophie's mummy is talking? How do we know she is asking a question?* Challenge individuals to underline her words and put a circle around the speech marks and question mark.
- Ask questions such as: *How do you think Sophie's mummy might speak? Would she sound polite, calm, timid or angry?* Take turns to adopt the role of Sophie's mummy asking the question: *Would you like a sandwich?*
- Draw attention to sound *Owp!* Ask: *What does this combination of letters sound like? Is it a real or a nonsense word? What does it describe?* Invite the children to write new letter combinations alongside this word to create suitable tiger swallowing sounds – for example, *Gollomp!* or *Mwp!*
- Ask: *What is the purpose of the large lettering and the exclamation mark?* Take turns saying the sound aloud, putting emphasis on it as indicated by the letter size and punctuation.
- Invite the children to find the letters 'e' and 'd' at the end of the words *swallowed, looked* and *passed* and draw a circle around them. Read the words with and without these letters and discuss their purpose. (They put the verbs into the past tense.)



## Shared reading

## Final two pages

- Read the text and discuss how the words are grouped into paragraphs and a single line, each providing separate pieces of information. Talk about the impact of the words, *But he never did*, to close the story. Ask: *How do these words make you feel?*
- Encourage individuals to circle the words *And* and *But* that connect the two paragraphs and final line. Invite suggestions for alternative connecting words, such as *Then*, *Next* or *Afterwards*.
- Explore the accompanying images and discuss how they extend the text information. For example, the style of clothes and the shopping basket on wheels indicate that the story was set around 40 years ago; the contents of the basket show the food that has been replaced.
- Look at the word *GOOD-BYE...* coming from the tiger's trumpet on the last page of the story. Discuss how it is repeated and flows like music, with capital letters for impact.

**Plot, character and setting**

# An unusual teatime

**Objective:** To explore familiar themes and characters through improvisation and role play.

**What you need:** *The Tiger Who Came to Tea*, a selection of clothes suitable for Sophie's mummy and daddy, plastic cups, plates, teapots and milk jugs, imitation food.

**Cross-curricular links:** Drama, PSHE.

**What to do**

- Read the story to the children and then focus on the opening page. Ask: *What do you think the characters might be talking about at the tea table?* (Perhaps Sophie is telling her mummy about something that happened at school, or her mummy might be recalling a place she has visited?)
- Put the children into groups of four, taking turns to adopt the roles of Sophie and her mummy having a conversation. Provide suitable clothes and props for each group, and ask them to set a table for their characters to sit at.
- Bring the class together so that they can take turns to perform the best of their scenarios to the others.
- Discuss whether the language used makes the characters convincing.

**Differentiation**

**For older/more confident learners:** Ask the children to re-enact the scene where Sophie and her mummy tell her daddy about their adventure with the tiger.

**For younger/less confident learners:** Use the same props and a large puppet to represent Sophie. Hold a conversation with children around a 'tea table', with 'Sophie' asking appropriate questions for them to respond to.

**Plot, character and setting**

# All about Sophie

**Objective:** To explain views to others in a small group and work effectively within that group to report ideas to the class.

**What you need:** *The Tiger Who Came to Tea*, photocopiable page 18 (one large copy and one copy for each group).

**Cross-curricular link:** PSHE.

**What to do**

- Read *The Tiger Who Came to Tea* and explore the character of Sophie together. What evidence can be found in the text and illustrations?
- Display the enlarged copy of photocopiable page 18. Read the words in the boxes together and decide which ones apply to Sophie. Consider the word *brave*. Ask: *Is Sophie brave when she meets the tiger? How would you react?*
- Invite the children to suggest additional character word suggestions. Record these on the whiteboard, explaining that these words will be useful for writing Sophie's character profile.
- Divide the class into small groups, and give each group a copy of the photocopiable sheet to complete and extra paper for sentence drafts. Encourage the children to share individual ideas before deciding on a group choice. Suggest nominating someone to write down ideas and choices and to write the final character profile for Sophie on the sheet.
- Bring the class together and invite each chosen spokesperson to read their group's character profile.
- Together, decide which is the most appropriate representation of Sophie's character.

**Differentiation**

**For older/more confident learners:** Ask groups of children to complete character profiles for Sophie's mummy and the tiger.

**For younger/less confident learners:** Complete the photocopiable sheet with pairs of children, asking appropriate questions. For example: *Do you think Sophie has curly hair?*

**Plot, character and setting**

# Sophie's kitchen

**Objective:** To create short simple texts on paper and on screen that combine words with images.

**What you need:** Copies of *The Tiger Who Came to Tea*, photocopiable page 19 (one enlarged copy and one copy for each child), mail order and kitchen catalogues, large sheets of paper, glue.

**Cross-curricular link:** Science.

**What to do**

- Re-read the story. Talk about Sophie's kitchen, the main story setting. Ask: *How do we know what this room looks like and what it contains?* Explain the meaning of words such as utensils, appliances, crockery, fixtures and fittings.
- Ask the children to make comparisons between their kitchens and Sophie's.
- Display the enlarged photocopiable page 19 and read the instructions together. Provide each child with a copy to complete.
- Divide the children into groups and tell them they are going to design a kitchen. They can refer to their completed sheets and add additional items, such as washing machines and microwaves.
- Tell the children to draw their kitchen plans; they can also cut out pictures from catalogues and glue them to their plans, labelling the items.
- Invite the groups to present their work to the class for constructive feedback.

**Differentiation**

**For older/more confident learners:** In groups, ask the children to draw a plan of a house. They can re-enact a story on it using small-world characters.

**For younger/less confident learners:** Children can choose small-world kitchen items for Sophie's kitchen and arrange them in a box together. They can then draw pictures of this kitchen.

**Plot, character and setting**

# Repetition! Repetition!

**Objective:** To explore the effects of patterns of language and repeated words and phrases.

**What you need:** Copies of *The Tiger Who Came to Tea*, *The Very Hungry Caterpillar* by Eric Carle (Puffin).

**What to do**

- Read *The Tiger Who Came to Tea*. Draw the children's attention to the repetition of language as mummy wonders who is at the door. (It can't be the milkman because... And it can't be the boy from the grocer because... and so on).
- Discuss who else might be ringing the doorbell. Ask the children to think up similar sentences to continue the repetitive string. (For example: It can't be Granny because she is away on holiday.)
- Organise the class into groups. Ask them to nominate someone to make a bell sound while others take turns to be Sophie's mummy saying I wonder who that can be. It can't be... because...
- Bring the class together to share the patterns they have created. Find other examples of patterns in the story, such as all the milk in the milk jug, all the food in the fridge, and continue them.
- Read *The Very Hungry Caterpillar* to the class. Discuss the predictable patterns of the days of the week, the repetition of the words And he was still hungry, and the increase of the numbers of items by one each day.

**Differentiation**

**For older/more confident learners:** Ask the children to make up their own short stories involving repetitive language.

**For younger/less confident learners:** Encourage the children to join in with simple repetitive language as you read stories such as *Don't Forget the Bacon* by Pat Hutchins or traditional tales such as 'The Enormous Turnip'.

## Plot, character and setting

## Thinking aloud

**Objective:** To explore how particular words are used, including words and expressions with similar meanings.

**What you need:** Copies of *The Tiger Who Came to Tea*, photocopiable page 20 (one enlarged copy and one copy for each child).

## What to do

- This activity can follow 'Repetition! Repetition!' (page 13). Ask the children to recall the words they used to respond to Sophie's mummy's thought, I wonder who that can be.
- Discuss how we sometimes wonder why we see or hear things.
- Display the large copy of photocopiable page 20. Discuss the first sentence together. Why might someone think, 'That is not my sister'? (Perhaps the sister is away, or maybe she has different coloured hair.) Emphasise how important it is to use the right words to give clear explanations.
- Provide individual copies of the photocopiable sheet for the children to complete.
- Bring the class together and invite children to read their completed pages. Ask for constructive comments from others about the word choices they have made.

## Differentiation

**For older/more confident learners:** Ask the children to suggest alternative responses for Sophie's mummy, using the word *might* instead of *can't*. (For example: *It might be the milkman because he comes on Tuesdays.*)

**For younger/less confident learners:** Encourage the children to choose appropriate words to describe an object in the story and to describe them aloud.

**Plot, character and setting**

# Story endings

**Objective:** To adopt appropriate roles in small or large groups and consider alternative courses of action.

**What you need:** Copies of *The Tiger Who Came to Tea*, dressing-up clothes, props, colourful drapes.

**What to do**

- Read *The Tiger Who Came to Tea* and then focus on the ending. Repeat the final words But he never did. Ask: *Is this ending suitable? Would you like to change it in any way?*
- Stimulate ideas for alternative endings. For example, ask: *What would happen... if the tiger decided to live with Sophie or if an elephant was waiting when they returned from shopping?*
- Remind children of the story ending. Ask the children to imagine a teacher reading this book to a class and finding the end page missing. Suggest that they compose a new 'end page', working in small groups.
- Provide dressing-up clothes, colourful drapes and props for children to adopt the roles of characters they introduce.
- Invite groups to dramatise their chosen ending. When the children are satisfied with their dramatisations, bring the class together to watch group performances. Together, decide which endings are most effective and why.

**Differentiation**

**For older/more confident learners:** Invite the children to write alternative endings to their favourite stories.

**For younger/less confident learners:** Familiarise children with predictable happy endings. Repeat the words and ask questions to reinforce the meaning of 'ending'. For example: *What a lovely ending. Did the words make you feel happy?*

**Plot, character and setting**

# What happens next?

**Objective:** To read high and medium frequency words independently and automatically.

**What you need:** Copies of *The Tiger Who Came to Tea*, photocopiable page 21 (one large copy and one copy for each child).

**What to do**

- Read *The Tiger Who Came to Tea*. Discuss the content of each page and anticipate together what might be on the next page.
- Display an enlarged copy of photocopiable page 21 and explain that the sentences are all about *The Tiger Who Came to Tea*. Encourage the children to read through the sentences together, praising them for reading high frequency words and asking them to attempt to decode words using their phonic knowledge.
- Discuss whether the sentences flow so that they tell the story events in order.

**Differentiation**

**For older/more confident learners:** Suggest that children create new sentence strips and insert them into the story that they have created in order to extend it.

**For younger/less confident learners:** Read the photocopiable page aloud to pairs of children. Concentrate on encouraging them to attempt high frequency words independently.



**Plot, character and setting**

# Problems and solutions

**Objective:** To draw on knowledge and experience of texts in deciding and planning what and how to write.

**What you need:** Copies of *The Tiger Who Came to Tea*.

**What to do**

- Ask the children to consider some of the problems the tiger caused. (Emptying cupboards and leaving Sophie's family with no food or water.)
- Write the headings 'Problem' and 'Solution' on the board. Choose one of the problems, for example, 'Having no food'. Write this under the 'Problem' heading. Now write down a solution, such as 'Went to the café' or 'Went shopping'.
- Explain that many stories have this pattern, with a problem followed by a solution.
- Put the children into groups. Provide each group with a made-up problem to solve based on this story. For example: 'The tiger gets stuck in the door' or 'The café is closed'. Explain that the children must keep to the same characters and setting. Suggest that they discuss ideas and make notes before writing down their chosen solution.
- Bring the class together to share ideas and give supportive comments to one another.

**Differentiation**

**For older/more confident learners:** Encourage the children to write their own short stories containing a problem and solution.

**For younger/less confident learners:** Talk through a given problem – for example, say: *Oh dear, the café is closed! Where will Sophie's family find something to eat? They might buy fish and chips.*

**Plot, character and setting**

**All about Sophie**

Read the words in the boxes below. Underline the words that describe what Sophie looks like.

small girl	smiling face	long hair	tall boy
kind face	curly hair	angry face	

Write down some more words to describe Sophie's appearance:

.....

Underline the words that describe Sophie's character.

Kind	wicked	brave	grumpy	happy
		mean	friendly	

Write down some more words to describe Sophie's character.

.....

Now use some of the words you have underlined and your own words to write sentences about Sophie. This is called a character profile.

.....


.....

.....

Plot, character and setting

## Sophie's kitchen

The words in the grid are the names of things that can be found in Sophie's kitchen. Think of four more kitchen words and write them in the empty boxes. Next, cut out the boxes and sort them into alphabetical order. Stick them on a separate sheet of paper in the correct order.



kettle	fridge	
	sandwich	plate
jug		pan
tap	cake	

Plot, character and setting

# Thinking aloud

Sophie's mummy is thinking aloud. Read her thoughts and then finish the sentences in the bubbles.

**I wonder who that can be?**

It is not my sister because .....

.....

.....

**I wonder where my shoes can be?**

They are not in my bedroom because .....

.....

.....

**I wonder what is up in that tree?**

It cannot be an elephant because .....

.....

.....

## Plot, character and setting

**What happens next?**

Cut out the sentences and arrange them in the correct order to tell the story.

The tiger waved and went away.

There was a big, furry, stripy tiger.

The tiger ate the supper cooking in the saucepans.

Sophie was having tea with her mummy in the kitchen.

The tiger never came back.

In the morning they went shopping for some more food.

The tiger sat down at the table.

There was a ring at the door.

Sophie's daddy took them to the café for supper.



There was no water in the taps for a bath.

# Discovering tigers

**Objective:** To distinguish fiction and non-fiction texts and the different purposes for reading them.

**What you need:** Copies of *The Tiger Who Came to Tea*, non-fiction books about tigers, such as *Amazing Tigers!* by Sarah L Thompson (HarperCollins), access to relevant websites such as [www.nationalgeographic.com](http://www.nationalgeographic.com), copies of photocopiable page 26, writing materials.

**Cross-curricular links:** Science, ICT.

- Discuss story events that demonstrate that the tiger is fictional – for example, ringing the doorbell and sharing tea at the table.
- Ask the children to recall other fictional tiger characters, such as Tigger from the *Winnie the Pooh* stories.
- Tell the children to investigate some facts about real tigers using non-fiction books and websites. Ask: *Why will these sources be more accurate than fictional books and films?*
- Divide the class into groups, giving the non-fiction books to some and internet access to others.
- Encourage children to note interesting tiger facts.
- Bring the class together to share their discoveries and compare the information sources.
- Provide each child with a copy of photocopiable page 26 to complete.

## Differentiation

**For older/more confident learners:** Invite the children to compose tiger sentences with missing words for the whole class to complete.

**For younger/less confident learners:** Read non-fiction books with small groups to reinforce tiger facts.

## Talk about it

# Knock, knock who's there

**Objective:** To listen to others in class, ask relevant questions and follow instructions.

**What you need:** Copies of *The Tiger Who Came to Tea*, selection of props for callers at the door (for example: bag, hat, bucket and cloth).

**Cross-curricular links:** Drama.

## What to do

- Explore the illustrations in the book and discuss evidence of different people who may call at Sophie's door. Explain that this story was set at a time when people delivered things such as milk and groceries to the door.
- Invite the children to think of people who call at their doors (postal workers, window cleaners, meter readers, friends, relatives).
- Hold up the props one by one and ask children which caller would wear/use them and why (for identification, to clean windows and so on).
- Put the items behind a screen and invite the children to take turns to go behind the screen. Each child should choose from the available items and pretend to be a caller.
- Ask the 'caller' to knock on the back of the screen. Invite the children to ask questions. For example: *Do you wear any special clothes? Are you delivering something/visiting someone?* Continue until they guess the caller's identity. The caller should then step out, revealing their identity.

## Differentiation

**For older/more confident learners:** Ask the children to pretend to be a favourite storybook character and invite others to ask questions to identify who they are.

**For younger/less confident learners:** Provide different uniform hats for children to wear and ask simple identity questions such as: *Are you a police officer?*

## Talk about it

## Café menu

**Objective:** To ensure that everyone contributes, allocate tasks, and consider alternative courses of action.

**What you need:** Copies of *The Tiger Who Came to Tea*, a selection of menus from hotels, cafés or take-away outlets, photocopiable page 27 (one large copy and one for each group).

**Cross-curricular link:** Mathematics.

## What to do

- Focus on the café image in the book. Ask: *What did Sophie's family choose to eat at the café? What else might have been on the menu?*
- Explore the selection of menus and encourage children to recall when they have chosen things from a menu.
- Display the enlarged copy of photocopiable page 27 and read the instructions together. Leave this on display and put the children into groups.
- Provide each group with paper to make notes during discussion. They should use a copy of the photocopiable sheet to create a café menu for Sophie's family.
- When the groups have completed their menus, share them together. Decide upon the most effective menu choices overall and use them to complete the original displayed menu.
- In their groups, let the children role play being Sophie's family and a waiter or waitress at the café, using their invented menus.

## Differentiation

**For older/more confident learners:** Invite groups of children to create menus with specific themes (for example: Chinese food or pizzas).

**For younger/less confident learners:** Compose a simple menu with some children for their role-play café, using high and medium frequency words.



## Talk about it

## Caring for animals

**Objective:** To listen to a talk by an adult, remember some specific points and identify what they have learned.

**What you need:** Copies of *The Tiger Who Came to Tea*, photocopiable page 28 (one large copy and one for each child), local vet or pet expert, if possible.

### What to do

- Talk about how Sophie showed that she cared for the tiger (she welcomed him, provided food and drink, stroked him, played with him, bought Tiger Food).
- Ask the children if they have any pets and how they care for them.
- Invite a pet expert to demonstrate key facts about pet care to the children (how to ensure that basic needs are met with appropriate food and drink, shelter, exercise and love). If this is not possible, do this yourself using pet-care leaflets from a local vet or animal charity.
- Display the enlarged copy of photocopiable page 28 and read through it together. Ask children to suggest words they might put in the boxes.
- Provide individual copies of the page for them to complete.
- Bring the class together to discuss their chosen words.

### Differentiation

**For older/more confident learners:** Invite the children to search websites and books to compile their own fact sheets on a chosen pet.

**For younger/less confident learners:** Talk to pairs of children about pet care, using pet-related items and books to support this information.

Talk about it

## Discovering tigers

Use the words in the box to help you complete the sentences.

**streak meat cat White stripes cub roar**

Tigers belong to the ..... family.

Tigers do not purr like other cats, they .....

..... tigers are very rare.

No two tigers have the same pattern of .....

Tigers eat .....

A baby tiger is called a .....

A group of tigers is called a .....

Write down other facts you have discovered about tigers here:

.....

.....

.....

.....

Talk about it

# Café menu





Read the headings on this café menu. One example for each heading has been provided. Write one more item under each heading and write the prices on the right-hand side.

					
	<p><b>Starters</b></p> <p>Soup 50p</p> <p>.....</p>				
	<p><b>Main courses</b></p> <p>Sausage and chips £3.50</p> <p>.....</p>				
	<p><b>Puddings</b></p> <p>Ice cream £1</p> <p>.....</p>				
	<p><b>Drinks</b></p> <p>Lemonade 50p</p> <p>.....</p>				
	<p><b>Extras</b></p> <p>Crisps 40p</p> <p>.....</p>				
					

# Caring for animals

Talk about it

Write words in the boxes to show some of the things you need to care for each pet.

Type of animal	Somewhere to shelter and sleep	Something to eat and drink	Something to play with
			
			
			
			

## Get writing

## Time for tea

**Objective:** To compose and write sentences independently to communicate meaning.

**What you need:** Copies of *The Tiger Who Came to Tea*, large sheets of paper.

**Cross-curricular link:** PSHE.

## What to do

- Discuss with the children the illustration of Emily and her mummy having tea. Ask simple questions to stimulate observational skills. For example: Where are they having tea? What is on the table to eat? What is Sophie's mummy doing?
- Encourage the children to compare this image with their own teatime experiences. Ask: *Who is usually there at teatime? What sort of things do you eat/drink? Where do you eat? Does anyone else ever come to tea?* (Be aware of individual circumstances and encourage respect for differences in family routines.)
- Ask the children to divide a large sheet of paper in half across the middle and write the headings 'Sophie's teatime' and 'My teatime' at the top of each section. Invite them to draw a picture in each half and write short sentences to describe what is happening.
- Discuss the completed sheets and positively compare the children's experiences.

## Differentiation

**For older/more confident learners:** Suggest that children create further comparisons between themselves and Sophie using headings such as 'My appearance', 'My family', 'Visitors to my house'.

**For younger/less confident learners:** Set up a role-play teatime and encourage discussion about home-linked experiences. Help children to write simple related sentences afterwards.

## Get writing

# Book review

**Objective:** To group written sentences together in chunks of meaning or subject.

**What you need:** Copies of *The Tiger Who Came to Tea*, photocopiable page 35 (one enlarged copy and one copy for each child).

**What to do**

- Read *The Tiger Who Came to Tea* and invite the class to give their overall impressions of the book. Ask: *Did you enjoy this book? Was there anything you did not like about it?*
- Explain the purpose of a book review and read a few examples from the covers of children's favourite books. Explain that they are going to write a review of *The Tiger Who Came to Tea*.
- Display the enlarged photocopiable page 35 and read through it a section at a time.
- Begin with the book cover and talk about how effective it is in attracting and informing the reader. Discuss the merits or possible shortcomings of characters, events, illustrations and closing words. Finally, consider a star rating out of five for the book.
- Provide children with individual copies of the sheet to complete. They can use this as a plan prior to writing an actual book review.

**Differentiation**

**For older/more confident learners:** Invite the children to choose a different story to review, using the same approach.

**For younger/less confident learners:** Focus on one aspect of the book, such as a favourite event involving the tiger. Ask the children to draw a picture and write a suitable caption for it.

## Get writing

# Sophie's shopping list

**Objective:** To convey information and ideas in simple non-narrative forms.

**What you need:** Copies of *The Tiger Who Came to Tea*, writing materials.

**What to do**

- Read the story to the class and ask: *What did Sophie and her mummy do to replace the food that the tiger had eaten? Would a shopping list have been useful? Does anyone in your family write a list before going shopping?*
- Invite the children to think of the things the tiger ate. Write Sophie's shopping list on the board, asking a different child to write each item. Once the list is finished, refer to the book illustration of Sophie's mummy with her shopping to see if there is anything missing from the list
- Explain to the children that you are planning a birthday party for a child of their age. Divide the class into groups and ask them to write a shopping list for this event. Remind them to think about items for party games as well as food.
- Bring the class together to share their lists and make constructive comments about content.

**Differentiation**

**For older/more confident learners:** Invite the children to write further lists to help them prepare for specific events, such as packing a case for a holiday.

**For younger/less confident learners:** Ask the children to draw pictures of the party items they need and support them with writing the corresponding words alongside.

## Get writing

# Tiger food

**Objective:** To select from different presentational features to suit particular purposes on paper and on screen.

**What you need:** Copies of *The Tiger Who Came to Tea*, writing materials, cat food tins and packets.

**Cross-curricular links:** Design and technology, ICT, science.

## What to do

- Re-read the story and discuss what the tiger eats. Ask: Do you think that wild tigers would eat this food? What do they like to eat?
- Divide the children into groups and ask them to search for information about a tiger's diet in books and on websites.
- Show the children the cat food examples. Ask if tigers might like this because they are members of the cat family.
- Look at the image of Sophie's tin of tiger food, and explore the cat food labels. Ask questions such as: Can we tell what is inside the tin? Why is some food in packets and some in tins? Draw attention to features such as bar codes, weight, logos and ingredient lists.
- Divide the children into groups. Provide them with paper, writing and art materials to design a label for a packet or tin of cat food with appropriate text and images. Remind them of your earlier discussion about possible things to include.
- Bring the class together to discuss the finished designs and comment on their effectiveness, particularly the written aspects of their labels.

## Differentiation

**For older/more confident learners:** Ask the children to complete their designs on a computer, typing text, adding borders and inserting images.

**For younger/less confident learners:** Ask children to draw pictures on their labels and help them to add simple information.



## Get writing

# Teatime with Sophie

**Objective:** To make adventurous word and language choices appropriate to the style and purpose of the text.

**What you need:** Copies of *The Tiger Who Came to Tea*, hand puppets representing Sophie, her mummy and the tiger, doll's tea set, bell, puppet theatre or table, photocopiable page 36 (one enlarged copy and one copy for each group).

**Cross-curricular links:** Drama.

## What to do

- Tell the children that you would like them to use hand puppets to dramatise part of the story.
- Display the enlarged photocopiable sheet and explain that it is an incomplete script for a puppet play. Read it through, asking for examples where words need to be added. Explain that bracketed words give information about movements or sounds. (The script does not have to match the words of the story exactly but should convey the same story.)
- Divide the class into groups of four, each with a copy of the photocopiable sheet. Ask them to complete the script by adding interesting words.
- Set up the puppet theatre and invite each group to perform their play. Suggest that three children manipulate puppets and one reads the script and rings the bell.
- After the performances, talk about the new words that were added. Encourage constructive feedback from the rest of the class.

## Differentiation

**For older/more confident learners:** Invite the children to compose their own short puppet plays based on traditional tales such as 'Little Red Riding Hood' or 'The Three Billy Goats Gruff'.

**For younger/less confident learners:** Interact as children play with the puppets to encourage use of imaginative language.

## Question time

**Objective:** To use question marks, and use commas to separate items in a list.

**What you need:** Copies of *The Tiger Who Came to Tea*, photocopiable page 37 (one enlarged copy and one copy for each child).

### What to do

- With the whole class, discuss the events in the story.
- Display the enlarged version of photocopiable page 37 and read the instructions for the first section. Explain that the children need to fill in missing words in order to fully answer the questions.
- Ask for suggestions to complete the first question. (Sophie's mummy asked the tiger if he would like a sandwich and if he would like a drink.)
- Read the instructions for the second half of the sheet and explain that, this time, children need to complete the question rather than the answer. Suggest that the answer might provide clues about the question, if necessary.
- Provide each child with a copy of the page to complete, emphasising the need for appropriate punctuation, including full stops, speech marks and question marks.
- Bring the class together and work through the sheet so that children can check their work.

### Differentiation

**For older/more confident learners:** Invite the children to work in pairs, writing individual questions about a story of their choice. For example: *Where did Cinderella lose her glass slipper?*

**For younger/less confident learners:** Present children with simple written questions about the story, such as *What is the name of the little girl?* Read them together and draw attention to question marks. Ask for oral answers.

Get writing

# Book review

Give your opinions and finish the sentences below.

Title:

Author:

About the cover:

About the story:

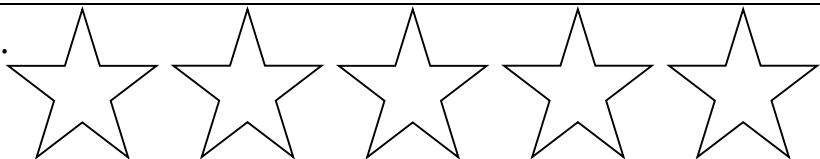
My favourite character is:

A character I would change is:

My favourite story event is:

A story event I would change is:

Fill in the stars to rate the story.



Get writing

# Teatime with Sophie

Complete the sentences in this play about the tiger coming to tea.  
Perform your finished puppet play to the other groups.

**Characters:** Sophie, Sophie’s mummy, the tiger  
*(Sophie and her mummy are sitting at the kitchen table having tea. The sound of a bell can be heard.)*

**Sophie’s mummy:** Now, I wonder who that is. It can’t be the  
.....because .....

**Sophie:** I’ll go to the door.  
*(Sophie goes out of sight and only her voice can be heard.)*

**Sophie:** It’s a big ..... !

**The tiger:** Hello, I’m sorry to trouble you. Please could I .  
*(Sophie and the tiger come into the kitchen.)*

**Sophie:** Mummy, this tiger is ..... Please can  
he ..... ?

**Sophie’s mummy:** Yes, of course he can.  
Please ..... down here and I’ll .....

**The tiger:** Thank you. You are both .....  
..... *(The tiger and Sophie sit down at the table.)*

Get writing

# Teatime with Sophie

Fill in the missing words to create answers to these questions. Remember to include speech marks, question marks and full stops if you need to.

**What did Sophie’s mummy ask the tiger?**

Sophie’s mummy asked, “Would you .....

.....

**What did Sophie’s daddy say when he heard that there was no food to eat?**

Sophie’s daddy said, .....

.....

Now fill in the missing words to create questions for the answers. Remember to include question marks and full stops.

**Where were Sophie and her mummy having .....**?

Sophie and her mummy were having tea in the kitchen.

**Who was Sophie having .....**?

Sophie was having tea with her mummy.

**What did Sophie buy for the .....**?

Sophie bought a big tin of Tiger Food.

## Assessment advice

### Assessment advice

Ongoing formative assessments of individual achievements and progress in literacy are an essential component of the planning and assessment cycle. They help teachers to make valuable judgements about a child's progress towards specific learning targets, and provide supportive evidence when ensuring that future learning activities are planned at an appropriate level. Assessment outcomes are invaluable in determining new individual targets. Reports and assessments should be based on clear evidence arising from observations and examples of actual work completed.

Formative assessments build up gradually and should be created from a variety of sources, such as observations, contributions to classroom discussions, peer-group interaction and analysis of children's practical work. The importance of peer- and self-assessment should not be underestimated. The activities in this book are designed to be assessed using a combination of these methods.

Each activity in this book has a clear assessable learning objective which represents what a child should know, or be able to do, by the end of that activity. Informing children of these objectives before an activity begins is essential to help them to recognise their involvement in their own learning.

At the end of each activity there should be time for reflection, when children can revisit the learning objective and discuss whether or not they think they have achieved it. This helps them to recognise the relevance of assessment in planning the next steps in learning.

You can use the assessment activity on photocopiable page 40 as part of a record of individual progress. It is also a useful tool for assessing a child's ability to plan and write a story on a given theme.

## Assessment

## An unusual visitor

**Assessment focus:** To use planning to establish clear sections for writing.

**What you need:** Copies of *The Tiger Who Came to Tea*, photocopiable page 40 (one enlarged copy and one copy for each child).

### What to do

- Re-read *The Tiger Who Came to Tea* and recap what is unusual about the visitor to Sophie's home. Ask the children to suggest examples of visitors who would be considered 'usual', such as friends, aunts and uncles, and those who would be 'unusual', such as fairies, trolls, giants and other storybook characters.
- Explain that you would like the children to write their own stories about an unusual visitor. Display the enlarged copy of photocopiable page 40 and read through it together. Model how to complete the first one or two sections.
- Provide each child with a copy of the photocopiable sheet to use to plan their story. As the children are planning, interact with individuals to support their ideas. Encourage them to focus on the story structure with appropriate opening and closing words and the unusual events they wish to include. Promote inventiveness in their character descriptions.
- Invite the children to write out their stories in full, referring to their written plans.
- Bring the class together to comment constructively on the finished stories.

## An unusual visitor

Use this sheet to plan and write your own story about an unusual visitor.

**Title:**

**Main characters:**

**Setting:**

**Who is the unusual character in the story?**

**Why is this character unusual?**

**Who is this character visiting?**

**Beginning:** make a note of words you are going to use to begin your story.

**Middle:** make a note of the main events in the story.

**End:** make a note of words you could use to end your story.