

# Sloppy Tiger's Picnic

## Features of the text:

- Punctuation: speech marks, exclamation marks, bold print
- Challenging sentence structure
- Consequences of actions
- Humour

<p><b>Before Reading</b></p> <ul style="list-style-type: none"><li>• Ask the children to tell you how they tidy their bedrooms.</li><li>• Ask, <i>What reward would you choose for tidying your bedroom?</i></li><li>• Introduce the text: <b>Sloppy Tiger's Picnic.</b></li><li>• Look at the cover and title page. What clues does it give about the story? Ask the children, <i>Why do you think Sloppy Tiger was allowed to go on a picnic?</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Making meaning:</b> making personal connections, prediction</li><li>• <b>Analyzing the text:</b> visual literacy</li></ul>
<p><b>Reading the Text</b></p> <ul style="list-style-type: none"><li>• Ask the children to read the text quietly.</li><li>• Give the children something specific to focus on as they read. For example, <i>Read the book to find out if Sloppy Tiger did a good job tidying his bedroom.</i></li><li>• If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.</li></ul>	<ul style="list-style-type: none"><li>• Children may draw upon all text features during the reading of the text. Help individual children as necessary.</li></ul>
<p><b>After Reading</b></p> <ul style="list-style-type: none"><li>• Re-read page 2 (<i>cried</i>) and page 16 (<i>cry</i>). Discuss the different meaning of these words.</li><li>• Re-read pages 4 (<i>Zoom, zoom, zoom!</i>) and page 5 (<i>Zoom!</i>) Discuss the different meanings of this word.</li><li>• Ask the children, <i>Why did Sloppy Tiger need to get into Poppy's bed?</i></li><li>• Discuss how Sloppy Tiger manipulated Poppy to get his own way.</li><li>• Re-read pages 8 and 12. Notice the rhyming pairs (<i>dropped, slopped; howled, growled</i>).</li><li>• Re-read page 9. Notice the challenging sentence structures.</li><li>• Re-read page 4. Notice the use of the passive tense (<i>were pushed</i>).</li><li>• Look at the illustration on page 15. Ask, <i>How does the illustrator show how Sloppy Tiger is feeling?</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Using the text:</b> considering how words are used (vocabulary)</li><li>• <b>Making meaning:</b> recall, inference, summarizing characterization</li><li>• <b>Cracking the code:</b> past tense, sentence structure, bold print</li><li>• <b>Analyzing the text:</b> recognizing illustrator's role in creating text</li></ul>