



BEFORE YOU START

Prepare an outline of the character Ravi, ready to complete using the **Role on the Wall** technique.

These notes are divided into four main sections. You can work through these in as many sessions as necessary.

- Reading aloud and key talking points
- Responding in more depth through varied activities
- Questions to promote deeper thinking around the text
- Ideas around extension activities

Make copies of the following excerpts to use in one of the 'Responding in more depth through varied activities' activities.

Excerpt 1:

Ravi was FURIOUS! He growled... and a stripy tail popped out from the back of his shorts.

Excerpt 2:

Then... he sprouted two furry ears, sharp, pointy teeth and stripy orange fur!

Excerpt 3:

Ravi had turned into a TIGER! The tiger took a huge, deep breath and then... ROARED!

READING ALOUD AND KEY TALKING POINTS



Share the illustration of Ravi running with his aeroplane on the first page inside the book, but do not reveal the front cover or title of the book yet. Discuss the children's responses to the illustration.

- Who do you think this might be?
 - How do you think the boy is feeling in this image? How do you know?
 - What might have happened just beforehand?
 - What might happen next?
 - What could the story be about?
 - Does it remind you of stories you already know? Or anything in real life?
 - Can you tell anything about the personality of the character from the image?
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Reveal the next image of Ravi and his family running down the hill, still without sharing any of the text or the cover. Encourage the children to look closely by asking them to jot down ten things that they can see in the illustration, then share their list with a partner.

- Did you notice the same things?
 - Did you see anything that puzzled you?
 - Did you see anything that you really liked?
 - Can you shorten this list to the five things you think are the most significant or interesting?
 - Why have you chosen these five things?
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Explore the children's personal connections with the text.

- Have you ever felt like this? When?
- Who else was there?
- What were you doing?
- Why was this?

Take time to listen to the personal narratives shared and value the children's own experiences.

Share the front cover, then read aloud until 'being the smallest was great'. Allow time for the children to share their responses to the start of the book.

- Does it reflect what you were expecting?
- What do you think the book is going to be about now?
- What do you like about the book? Is there anything you dislike?
- Do you have any questions? Is there anything that puzzles you?
- Does it remind you of anything?
- What do you notice about the book?

Encourage further personal connections, allowing the children to share what can be great about being the youngest in a family or the youngest in the class or school setting.



Read on until 'Well, that *really* did it', then ask the children to reflect on what they have heard, discussing their likes, dislikes, questions and connections.

- What do you know about how Ravi is feeling from his body language and facial expression?
 - What colour has been used to show he is feeling this way?
 - What do you think will happen next?
 - Have you ever felt like this, or seen someone else feel this way? What had happened? What did you do?
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Read on until 'Roared' and spend time looking closely at this image.

- What does the use of colour and text on this page tell you?
 - How do you know how angry Ravi is?
 - What words would you use to describe his feelings now?
 - Can you be even more angry than 'furious'?
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Read on until 'But soon he found that *nobody* wanted to play with him.'

- How would you describe Ravi's feelings now?
 - Do you think Ravi is really like this?
 - How does this compare to what he seemed like at the start of the story?
 - How might it feel for him to be feeling this way?
 - What do you think you might do if Ravi was a friend of yours?
 - What do you think Ravi should do next?
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Read until the end of the book and allow the children to respond to the ending.

- Were you surprised by the ending or was it as you had expected?
 - Do you think Ravi did the right thing?
 - What might have happened if he had continued to be an angry tiger?
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After reading, encourage the children to tell you what they liked about the book.

- Was there anything you disliked?
 - What did it make you think about?
 - Do you have any questions about the book?
 - How did it make you feel?
 - Has there ever been a time where anything like this has ever happened to you or to someone you know?
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Re-read the book without stopping so the children can hear the full text. Talk in more depth about the children's personal experiences, such as their relationship with their families or a time they've been angry or feeling a certain way.



RESPONDING IN MORE DEPTH THROUGH VARIED ACTIVITIES



Re-read the book several times, allowing the children to become more familiar with the key parts of the story and the character of Ravi.

Introduce the outline of Ravi, to be added to using the **Role on the Wall** technique. Ask the children to come up with words or phrases to describe Ravi's feelings and personality or his outward appearance or behaviour. As you record their ideas, make the link between the children's inferences and explicit evidence in the book? For example, if they ascribe an emotion to Ravi, link this explicitly with his facial expression, body position or gaze.

Help the children enrich their descriptive language through encouraging them to use synonyms for common words and to add as much detail as they can.

Divide the children into three groups and give each group copies of one of the excerpts you prepared. Give them time to rehearse a **performance reading** of their excerpt.

Encourage them to work together to draw out the most important words and phrases and to consider how they might use their voices to communicate the meaning most effectively.

- Are there sections that you will all read together?
- Are there sections that would work better with one voice?
- Are there sections where you will need to speed up or slow down?
- When you might need to get louder or quieter?

After the children have had time to rehearse, allow each group to perform their section to the rest of the class.

QUESTIONS TO PROMOTE DEEPER THINKING AROUND THE TEXT



Encourage the children to discuss anger in more depth.

- Do you think it is ever okay to feel angry?
- Do you think Ravi might get angry again?
- What do you think he might do next time he feels angry?
- Have you ever felt angry?
- What can you do to feel better when you feel angry?
- Have you ever talked about feeling angry with someone before? How did this make you feel?

IDEAS AROUND EXTENSION ACTIVITIES



Personal, social and emotional development

This book is perfect for exploring how to create and develop a sense of self with children in the Early Years. Create time for talk and activities that allow children to develop self-confidence in talking about themselves, their likes, their families, things of immediate interest to them and their significant personal memories and experiences.

The book is a wonderful vehicle for talking about and sharing how to express, recognise and manage emotions, both our own and those of others. Share experiences through this text and read related texts focusing on emotions so that children have the safety of a story experience to talk about and explore their own feelings.

Discuss and name the different feelings experienced by the main character at different parts of the story and practise making facial expressions that illustrate these feelings, perhaps in small mirrors if possible. This will support children in expressing their feelings, needs and opinions and in developing awareness of the needs of others.

Children could be encouraged, through the sharing of personal narratives, to talk about past and present events in their own lives. They could explore the similarities and differences between themselves and others, through sharing likes and reactions to different experiences.

Reading area

Re-read the book aloud as the children wish and if possible leave copies in the reading area for individuals and groups of children to enjoy independently.

Collect or borrow from the library other books by Tom Percival, such as:

- *Perfectly Norman* – Bloomsbury
- *The See Saw* – Simon & Schuster
- *Ruby's Worry* – Bloomsbury

Collect or borrow from the library other books that explore similar themes and ideas, such as:

- *Sweep* by Louise Greig, illustrated by Júlia Sardà – Egmont
- *Owl Babies* by Martin Waddell, illustrated by Patrick Benson – Walker Books
- *A Book of Feelings* by Amanda McCardie, illustrated by Salvatore Rubbino – Walker Books
- *How are you feeling today?* by Molly Potter, illustrated by Sarah Jennings – Featherstone
- *Happy* by Mies van Hout – Lemniscat
- *The Girl with a Parrot on her Head* by Daisy Hirst – Walker Books
- *Grumpy Frog* by Ed Vere – Puffin
- *Glad Monster, Sad Monster* – by Ed Emberley, illustrated by Anne Miranda – Little, Brown
- *Pom Pom Gets the Grumps* – by Sophy Henn – Puffin
- *A Great Big Cuddle* by Michael Rosen, illustrated by Chris Riddell – Walker Books

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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