

# Talking tigers

## Things to collect and words to display

talk	teapot	teeth	ten
the	thumb	tiger	to
toothbrush	two		

## Rhymes and jingles, songs and books

Arlene Mosel (retold by), *Tikki Tikki Tembo*, Henry Holt, 1968

Bernard Most, *A Trio of Tricerotops*, Harcourt Brace, 1998

*Twinkle Twinkle Little Star*

*I'm a Little Teapot*

## Reading the big book

### Looks like

Use two toothbrushes to make a lower case and then a capital **t**. Students talk about other ways they can make the shape of **t**, preferably using objects that start with /t/.

### Starts with

Students work in small groups. Each group finds ten things in the classroom that start with /t/. Place these items on a table. Encourage students to play a guessing game. They take turns to give clues such as: "I'm thinking of something on the table that starts with /t/, its got wheels and it moves on a track."

### Syllable clap

Provide students with counters and a copy of **Worksheet 1**. They number the tiger's toes in order from 1 to 10. Students should write the numbers rather than the words. Say 'Talking tigers - if we 'clap' these words, how many parts can we hear? Let's do it slowly tal-king ti-gers. There are four parts, or four syllables.' Show students how to put four counters on the tiger's first four toes. Explain that they need to listen as you read some of the text. They count the syllables and then use counters on the Worksheet to record how many they hear. Start by reading one line at a time, then read two or more lines together. Remember that they can record a maximum of ten syllables at a time.

## Wonderful words

Show students **Worksheet 2**. They cut out the words at the base of the page then match each of these words to the ones in the sentence above. Encourage students to look at the shape and the length of words. Talk about longer and shorter words. Discuss words with capitals, or other tall letters, and words with full stops after them. Help students read the sentence and ask them to draw a picture to match it in the box provided. Students can fill the border with letter **ts**. Remind students of the correct way to form **t**.

## Letting them loose with the little books

### Making noises

Tell students that they need to imagine that tigers can talk. Ask two students to take on the role of tigers. Explain to students that when tigers talk, they only use words that start with /t/. Have the students conduct a funny conversation where every word begins with **t**. Allow students to have fun by having a 'normal' conversation but substituting the first sound of each word for /t/. For example:

'tello' (hello)

'tello' (hello)

'tow tare tou?' (How are you?)

'ti'm tell tanks'. (I'm well thanks)

### Craft ideas

Students take a sheet of coloured paper and tear a lower case **t** and a capital **T** from the paper. Display these.

### Odd one out

For more capable students, discuss the /th/ sound. Tell students that usually when **t** and **h** are written together, it makes the sound /th/. Talk about the word 'the' and then find 'teeth' on page 8. Have students listen as you say three words. They choose the odd one out, or the word that does not have /th/ in it. Use examples such as these: teeth, them, tiger; these, ten, thimble; toes, the, three.