



Title: Mr. Tiger Goes Wild

Author/ Illustrator: Peter Brown

Age Range: 5-6

Topics/Themes: character development; conversation bubbles, sequencing, celebrating differences.

Vocabulary: magnificent, wilderness, proper

See the book read aloud here: [Mr. Tiger Goes Wild](#)

I. COMPONENTS OF BOOK (REVIEW EACH SESSION)

Author, Illustrator (roles of each)
Title; front and back covers; spine

II. INTRODUCTION-- BEFORE READING:

Show the class the cover, and ask what animal they think the book will be about.

What is different about this tiger?

Do we usually see Tiger's wearing clothes?

Is the story fiction or nonfiction?

DURING READING:

- How do you think Mr Tiger feels?
- What does proper mean? Look at illustrations in the text.
- What has he started to do differently to all the others?
- What does wilderness mean?
- Wow, look at all the beautiful colors, what's Mr Tiger doing in the wilderness, can you see?
- What do you notice Mr. Tiger and the other animals doing now Mr Tiger has returned?
- What do you notice about the colors throughout the book? Let's have a look.
- Did Mr. Tiger change throughout the book? How do you know?
- What did Pete Brown do to show changes in Mr. Tiger?
- Did the other characters change? If so, how?
- Why did the other animals change?

III. SMALL GROUP ACTIVITIES:

POST READING COMPREHENSION:

- Conduct a picture walk with the students, asking students to retell as you go.
- What is the story about?
- What is Mr. Tiger's problem in the story?
- What happened at the beginning, middle and end of story?
- Show children conversation bubbles in the story. Explain how they are used.

- Using individual whiteboards, ask the children to draw a speech bubble and write something that Mr. Tiger might say!
- Ask the children if it's ok to be different? Model how you are different and that makes you special. Ask the children to share how they are different and special.
- *Extension activity:* Ask them to share something different and special about each other. Draw and label a picture, completing the sentence; "I am/my friend is special because..."

This activity is designed to support children to make connections between the book and themselves, and to develop critical thinking skills. Correct spelling and formation of letters is not important here, so once set up the children can complete this activity with little support.