

Tickling

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Illustrated by Bettina Guthridge

Level 4

This book recounts the response of family members as they are tickled with a feather. It is a repetitive text supported by colour illustrations. The amount of text on the page varies from one to five lines. It uses the sentence structure: *Anna tickled her ... on the ... 'That's not funny,' said ...* The sentence form changes towards the end of the book with children given the opportunity to practise words already introduced without the repetitive structure.

Getting ready for reading

Ask: *Have you ever tickled someone with a feather? What did they say?*

Talk about times children have tickled others or been tickled themselves.

Talking through the book

You might say: *This book is about the time that Anna found a feather and tickled all the people in her family. They didn't think it was very funny. Turn through the book saying: Anna tickled her mum's mouth. She didn't think it was funny. She said, 'That's not funny.' Anna tickled her dad's nose, Sam's leg and Jo's foot. Nobody thought it was funny. Then Mum found a feather and tickled Anna on all the places she had been tickling other people. Anna thought it was funny and she laughed.*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

BEING A MEANING MAKER

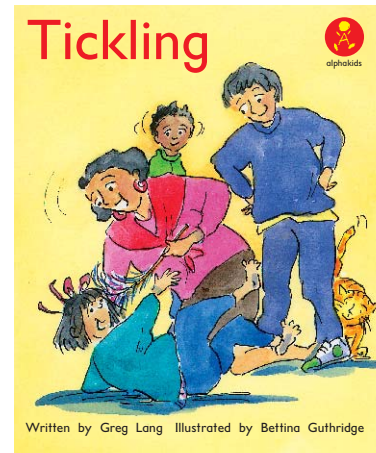
Discuss:

Where did Anna tickle her brother?

Why did Anna's dad think being tickled wasn't funny?

What was the result of Anna tickling all her family?

Does the child support their responses with evidence from the book?



Check this

Teachers can observe children's emergent reading behaviours for evidence of using all sources of information.

At the point of difficulty say: *Try that again and think of a word that would make sense (or sound right or look right).*

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *a, on, the, that's, not, said, and, her*
- Word families: *dad – bad, had, lad, mad, sad;*
not – cot, dot, got, hot, jot, lot, pot, rot

Sounds and letters

- Hearing words: Children clap for each word in a sentence.
- Hearing sounds: /f/ – *foot, funny, feather*

Writing conventions

- Punctuation: upper case letters, full stops, speech marks and commas; upper case letters for names
- Grammar: word endings – *tickled, tickling*; contractions – *that's / that is*

BEING A TEXT USER

Discuss:

Would you use this book to get information? Why or why not?

BEING A TEXT CRITIC

Discuss:

What does the author think about families?

Could this story happen in your family?

Literacy learning centres – follow-up activities

🌊 INTERACTIVE LITERACY CENTRE

Children prepare and practise a readers theatre using the text.



✍️ WRITING CENTRE

Children write their own tickling book about their family. Provide word lists of body parts (see Blackline Master 7).

😊 WORD CENTRE

Children play Concentration using cards containing high-frequency words from the text and other known words.