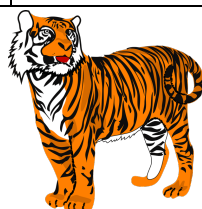




# Sensory stories: The tiger

## who came to tea

Part of the book	Suggested resource	Sensory experience
Page 1: Sophie having tea in the kitchen with her Mum.	Tea set, cakes, sandwiches and the sound of a bell- from youtube or elsewhere.	Tea set to be filled with water- a jug and cups could be substituted if no tea set is available. Children can be encouraged to share pouring their 'tea' into a cup and pretending to drink from the cup (or drinking the water if appropriate). Cakes and sandwiches- a small selection- children could eat these if appropriate (allergies checked etc). As you and the children are in the midst of the tea a door bell sound should be played.
Part of the book	Suggested resource	Sensory experience
Pages 2-3 showing the milkman, cyclist and Daddy	Cold milk bottle (with milk if possible), bike bell to ring (youtube could be used), trilby hat and keys.	Children to feel the cold milk bottle and ring the bike bell. Children could jangle the keys and try on the trilby hat if available.



Part of the book	Suggested resource	Sensory experience
Pages 4-5 where the tiger is invited into the kitchen	Classroom door, toy tiger, an extra chair, cup and plate (for the tiger) and the sound of a tiger and a tummy rumbling from youtube.	Ask the children to go and open the door (a toy tiger could have been set up outside of the door already). Play the tummy rumbling sound and bring the tiger to the table. Children can stroke the tiger whilst listening to the sounds of a tiger from youtube. Children can place the tiger on a chair (depending on its size) and help to serve the tea to the tiger.
Part of the book	Suggested resource	Sensory experience
Pages 6-9	Tea laid out on the table as before but now the sandwiches and cakes will be removed- sounds of licking lips from youtube. Tray to collect water and a tea towel.	Children listen to the satisfied sounds of licking lips and watch the food being 'eaten'. Children are encouraged to pour the contents of the tea pot into the tray until the contents are emptied- the same with the milk jug if one is available. Children could pour out the 'tea' from the cups if these need emptying too- listening to the sound the 'tea' makes. The tea towel can be used to mop up any spillages on the table- children can feel and see how the fabric changes from when it's dry to when it is wet.



Part of the book	Suggested resource	Sensory experience
Pages 10-13	<p>Pictures (or video) of a kitchen, or a role play kitchen available including a cooker and fridge. Items from these include: pans with lids, food from the fridge including carrots, lettuce, tomatoes, lemons, chicken, a melon, onions, etc.</p>	<p>Children should be encouraged to look at all of the items and identify them- once they have been felt and passed around these should be placed on the ground in the room (to mimic what happens in the book).</p> <p>Children could gently bang the pan and pan lid together hearing the sound these materials make and they should feel the vegetables and other foods available. This could be extended to taste if appropriate but allergies should be taken into account.</p>
Pages 14-15	<p>Use a cupboard which should contain some or all of these items; tins of food, packets of rice, spices, cereal, a basket and a dust pan and brush.</p>	<p>Allow the children to touch the items, encouraging them to shake the packets. If appropriate the contents of these tins and packets could be emptied into a tray or bowl e.g. some pasta, rice, cereal etc. If appropriate some of the food could be tasted. The children should take out the dust pan and brush and baskets and place these on the floor.</p>



<b>Part of the book</b>	<b>Suggested resource</b>	<b>Sensory experience</b>
Pages 16-17 when the tiger drinks from the tap.	Tuft tray or tray with water with a watering can or objects with spouts, scrubbing brush, damp cleaning cloth, empty bottle of beer, milk and orange juice. Sounds of a cat drinking (youtube)	Children should be encouraged to pour the water from the watering can whilst the sound of a cat drinking is played in the background. Children could try rubbing the scrubbing brush against a pan and feeling/possibly smelling the damp cloth. Once finished they can stroke the tigers soft tail.
Pages 18-19 the tiger now leaves	Classroom door, sweeping brush, all the items from previous sections.	Someone can take the tiger to the door, wave his paw and close the door, leaving the tiger outside of the classroom. Encourage the children to look at all of the items and the brush and show they how to use the brush and tidy the 'kitchen'.
<b>Part of the book</b>	<b>Suggested resource</b>	<b>Sensory experience</b>
Pages 20-21 bath time and Daddy comes home.	Bath towel, rubber duck, trilby hat and keys.	Children can feel the towel and the rubber duck- ask the children to try squeezing the duck. Children can wear the hat and shake the keys.
Page 22 Daddy listens	Soft cushions, arm chair or rug.	An adult to wear the trilby and sit on the cushions or arm chair (playing Daddy) and the others to listen and share and retell the



		story. The different items such as the food and drink packets could be handled throughout or used as prompts.
<b>Part of the book</b>	<b>Suggested resource</b>	<b>Sensory experience</b>
Pages 23- 25 Walk to the café.	Wellies, coats, trilby, handbag, lamp, sounds of traffic in the city (youtube).	If children have wellies which fit they could be worn and coats should be put on. Classroom lights should be turned off and desk lamps (or torches from the science cupboard) switched on and placed on the desk (representing the streetlight). The sound of city traffic should be playing and children could be encouraged to link arms. An adult or child could hold the handbag and another could wear the Trilby.
<b>Part of the book</b>	<b>Suggested resource</b>	<b>Sensory experience</b>
Pages 26- 27 eat at the café and go shopping	Checked table cloth, pot of flowers, cutlery, plates, pretend food (if available) and the sound of soft music. Shopping basket, pretend food, large tin if available.	Ask children to sit at the desk in front of the plate with the pretend food. Ask the children to smell the flowers (if they're real) and to listen to the soft music playing. Another child or adult could wear the Trilby and carry the handbag. Items should be placed in the shopping basket (these could be the empty packets and tins from earlier). Children can hold the biggest tin- the Tiger Food (this could be pre-labelled).



Part of the book	Suggested resource	Sensory experience
Page 28	Tiger and a plastic (or metal) trumpet.	The children to stroke the tiger and try blowing down the trumpet.

