

Continue activities following the story – Leopardpox

ספריית פיג'מה



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Age Group: Second Grade

שיחה

The Supporting Power of a Family

At the end of reading the story, it is important to let the imaginary illness resonate and allow the children a space for open discourse. You may ask: Have you ever felt like a touch of my heart? What helped you? How can family members help?

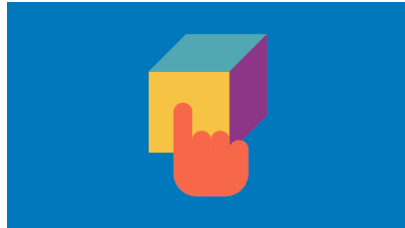


המחשה

Not just a leopard

Once you've discovered the leopard, you can invent your own animal diseases. How do

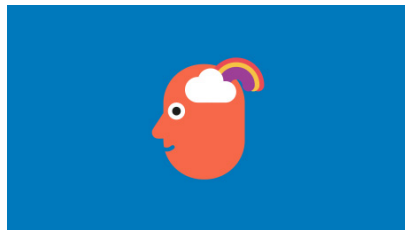
we behave if we have copper? Or have you gotten it? And what happens to someone who has a rhinoceros? You can try to draw your new inventions or present them in an entertaining way.



העשרה

Names of Love

All the children in the book have special names that are often used as affectionate words – Meshush Libby, Makhmali, Mohammadi and Bat Eini. You can search for the meaning of the words and come up with nicknames for your family members.



משחק

Family treats

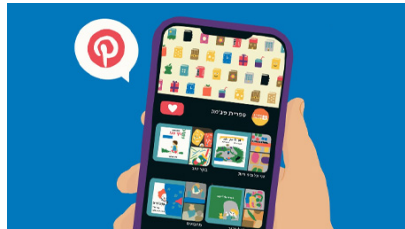
Write the names of the family members on the notes and hold a lottery. Each participant will give a treat to the person whose name he received in the lottery. The treats can be of any kind: preparing a delicious meal, a long hug, a kind word and more.



השָׂרָאָה

Pinterest

Creations, inspirations and more surprises await you on Pajama Library's [Pinterest](#) .



שָׁמַע

Listen to the story

Listen to the story in the Pajama Library's arcade.





About the book

A girl suddenly turns into a tiger, and this can be seen as a metaphor for a familiar experience from the children's lives: behavior that is different than usual in challenging and emotionally volatile situations. Children will be able to identify with the image of the tiger cub, which roars and goes wild but actually loves to cuddle and seeks pampering and understanding. The family's journey to find a solution to the child's new situation passes through events that may evoke a wide range of feelings: laughter, compassion and even anger. The book allows for a discourse that touches on the children's inner world and the ability to express needs and desires.



The Past — Before the Reading

Introduce the name of the book and ask:

Has anyone ever heard the word “tiger”? What does it sound like to you? What do you think it could be?

Then present the book's cover:

What do they think is the connection between the title of the book and the illustration?

What do you recognize in the illustration? Who do you think will be the characters in the book? Do they really raise a tiger? Who could be the tiger?



שיחה

Conversation

First Reading Questions:

Before going to the vet, you can ask (understanding monitoring): So I don't understand, is she a tiger or a girl? Which doctor is she suitable for? Do you think there is anything that can cure such a thing? What do you think about the decision to go to the vet?

Before the visit to the doctor: What do you think about the decision to go to the doctor? Can the doctor help?

- After the visit to the veterinarian: Why do you think the doctor and the veterinarian couldn't help the leopard?
- After the mother is thinking of taking her to a zoo (prediction): Do you think it's a good idea? Will it succeed?

Questions for a reunion with the book:

After "Maybe you coughed": What do the words rubella, mumps, pertussis have in common?

How do you think your mother and siblings felt when they saw that my life had turned into a tiger? What would you suggest to them? Ask the students to suggest different solutions.

How did Meshush Hayyi behave when she became a tiger? What did she do? Have you ever felt like behaving in a similar way? Going wild or shouting?

What helps us in the moments when we feel this way? What do we need?

What do you think of Mom's medicine – the pampering? Is pampering a medicine? What

is your favorite treat?



שְׁלוֹב הַסֵּפֶר

Classroom First Aid Bag for Special Situations

Show or describe a first aid kit, explaining what it is used for, and when it is used.

Ask the children: Can he help in situations like a leopard?

Make a classroom first aid kit for special situations. You can bring an existing bag or box and decorate it. Invite your children to write, draw or bring objects that symbolize things that can help them feel better – for example, a hug, an invitation to play together, listening.



יְצִירָה

If I Were a Beast

Invite the children to draw themselves as an animal. You can do this with a picture of

them with a slide on it or with a page with the outline of a child's general image on which they will add details, such as a cat's nose, beetle's tentacles, etc.

The children can show the drawings and tell what they would do as the animal.

You can combine a writing task: start with the sentence "I used to be..." and describe the animal they were, what they did and how they behaved.

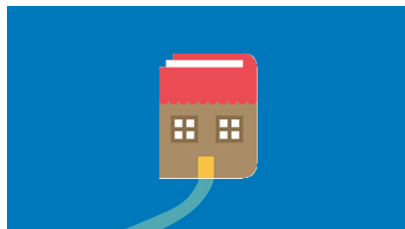


שְׁלוֹב הַסֵּפֶר

Treats from home

Invite your parents to write to you what is their magic medicine at home for challenging situations, what is the treat that helps the most in difficult times.

You can let the children draw on the page and present in class or make a presentation with answers, and each child will tell about their special treat.





חקר

Following the illustrations

With each child holding their personal copy, you can delve deeper into the illustrations (if possible, preferably in small groups):

- Invite the children to find small and amusing details in the illustrations.
- Focus on the facial expressions of the characters on each page – what do they say? What feelings and emotions can be identified?
- Look at the graphics of the words – when does it change? Why did they choose to write certain words in a certain way? What does each style indicate?



חגיגה

Host House Proposal

Looking for an idea for a host home? You can do it in your pajamas!

Ask the children to bring their personal copy from home, and start a joint reading time with each boy and girl holding their own copy. The children can read on their own and divide the pages between them or you will read with them. In the discussion after the reading, it is recommended to use the questions suggested at the end of the book as well as suggestions for the teams.

The play

Dramatize the plot of the book with the children – match the number of characters to the number of participants (you can give someone a dual role, for example, a veterinarian and a doctor, or reduce the number of characters, for example, give up the character of one of the brothers).

You can read the book while the children play the characters.

Leopards and have fun

With the help of smooth pages, an accent marker and a black pen, you can make leopard spots. With the marker, densely draw small, abstract shapes, and then move along some of the contours. . For examples, you can use the book page on the Pinterest of the Pajama Library.

Roaring Circle

Roar in a circle in order – the first one starts with a small roar, and each one joins in turn and intensifies it slightly. After you reach a very loud roar, you can start and lower it until you return to a small, less loud roar.



Number per lesson — the Division's proposal for basic skills for the course of teaching with the book

“Number per Lesson” is an initiative for a literacy encounter, based on the concept that an encounter with a book is an active and mediating learning process, combining reading, discourse, meaning processing, and returning to the text.

In this framework, various options are offered for discussion, reading stops, and in-depth activities, which can be customized, reduced or expanded according to professional judgment and familiarity with the class and students.

The reading process can take place in one continuous session or spread over several sessions, depending on the educational need and the considerations of teaching planning.

This process is made up of three main stages – before the reading, the time of the reading, and after the reading – which create a supportive continuum and enable the deepening and intelligent planning of the reading process and the encounter with the book.

To read the full proposal, click here:



www.pjisrael.org More activities on the Pajama Library website