

HOW TIGER GOT HIS STRIPES

By Rob Cleveland

First Grade

Outcome:

Students will demonstrate an understanding of a story through the use of discussion, dramatics, illustration and writing. Students will learn new vocabulary words, gain an understanding of some of the common elements of a folktale, sequence nouns in alphabetical order, and look words up in a dictionary.

Overview:

Students will read and explore a folktale from Vietnam, while utilizing the interdisciplinary connections in character education, language arts, geography, reading and social studies.

Materials:

Book How Tiger Got His Stripes
Chalkboard, Overhead, or Whiteboard
Map or Globe
Sentence Strips or Lined writing paper
How Tiger Got His Stripes Word Search

Assessment Tools:

How Tiger Got His Stripes Word Scramble/Sequence worksheet

INSTRUCTIONAL PLAN

Introduction:

Bring your globe or map and have students sit in a circle. Ask students if they know where stories originate. Tell them that stories come from all over the world. Ask how different people from different lands might have shared these stories. As people traveled, these stories “traveled” by word of mouth.

- Begin a game of left/right telephone. Whisper in the ear of the child on your right, and the child on your left, the following sentence: **Tiger was prouder than the pretty perfect peacock, prouder than the magnificent menacing monkey, the lazy loud lion, and the walloping water buffalo who worked for the wise man.**
- At the end of this exercise, was this sentence changed? Did this message come out correctly? Did both sides end up with the same sentence? Which side had the message closest to the original?
- Explain that many cultures around the world share stories. Stories started in one land and as people traveled to new lands they shared their stories. People heard these stories and either adapted them to fit their cultures, or forgot parts of the stories and created the parts they forgot.
- Changes also occur when a story is told in one language and translated into another language. Sometimes there are not words in the new language to describe or represent words from the original language. Other times, different cultures possess different animals, gods, climates, and geography.
- Inform students you will be sharing a story with them from another land—Vietnam.
- Hold up your map or globe. Tell them Vietnam is a country located on the continent of Asia.

Ask students to locate Asia on your map or globe.

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Introduction cont.:

- Explain that many cultures around the world share the same stories. Many of these stories are called **folktales**.
- Introduce How Tiger Got His Stripes. Hold up the book, read the title, identify the author and the illustrator, and define these terms, if necessary.
- Give each student a copy of the book, and have them follow along as you read.
- Pause to define the words **proud** and **wisdom**. Finish reading the story and ask students to close their books.

Round Robin Retelling:

Tell students they will retell the story of How Tiger Got His Stripes using as much detail as possible. They are **creating pictures** of the story for someone who has never heard this story before. Each volunteer must stand up and tell what happened next.

- Students can sit in a circle and take turns going counterclockwise. This will streamline the process. Students have the option to pass and not share if they cannot remember. If necessary, teacher can supply book pictures to trigger memory and aid recall. If this is done, words should be covered.
- Teacher begins and models: “Long ago, Tiger was the proudest animal in the jungle.”
- The next student should stand and say the things tiger was proud of. “Tiger was proud of his fangs.”
- Students continue this process, and pick up where the other student stopped. Assess students by participation and detail. Prompt the students by asking detailed questions. Is Man afraid? What did he say? Ask students to provide **dialogue**, what the characters said to each other. Their responses do not have to be verbatim, but should reflect their understanding of the content.

Character Strand:

- Was Tiger the same in the beginning and end of the story? Tiger was different on the inside and the outside. Explain
- Why was he different? Do the other animals like Tiger this way?
- What did Tiger learn from this experience?
- What have you learned about wisdom?
- When Tiger saw his reflection, do you think he liked what he saw?
- How do you want others to see you? Discuss that all of us want to be seen in a positive light. Was Tiger positive? How can we act in a positive manner?

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Language Arts:

• **Nouns**

An activity for differentiated learning involving the identification of nouns, naming words.

Group A: As a group, review the book together and identify nouns. Generate a list on the board. Discuss alphabetical order and place these words in ABC order as a group. Ask student to volunteer after you have modeled this process.

Group B: Pair students and have them review the book to identify and list nouns. Students record these words on index cards or sentence strips. Then they place these words in alphabetical order by moving the cards into the correct sequence.

Group C: Students work individually to identify and record nouns found in the book. Teacher may assign specific pages for each student. Have these students illustrate their words, share words, and place them in alphabetical order.

• **Vocabulary Words to Discuss & Use**

Break students up into groups according to the level of guidance needed. Have students first define these words based on their current knowledge, and then have them use a dictionary to define these words. Remind students of their earlier alphabetical order exercise, and explain that a dictionary already has words sorted in ABC order. Discuss the role of **guide words**. Have students use these words in oral and written sentences.

pride fear wisdom envy embarrassed reflection

Reading Comprehension/ Discussion:

Explain that many folktales have **lessons**. Is there a lesson in this story?

The lesson is _____.

- If necessary, guide students by asking questions. Why do you think Tiger wanted wisdom? Responses may include: Tiger was envious of man because he wanted what someone had. Tiger was not happy enough with the great things he already had.
- What characters were most important in this story (Tiger, Man, Water Buffalo)? Discuss the concept of **main characters** and the pivotal role they play in this story. If we rewrote this story without Tiger, would it be the same story? Name the other characters in the story. Are they important to the story? Are they as important as Man, Tiger, and Water Buffalo? Discuss the difference between **main characters** and **minor characters**. Are they important in the story? Discuss the role of these characters. They were used in the story to initially fear Tiger, to laugh at him, and to make him feel embarrassed.
- Students complete How Tiger Got His Stripes Word Scramble/Sequence worksheet.

Writing:

Why do you think Tiger wanted wisdom? Is wisdom a good thing to have? Write a paragraph and illustrate someone you know who is wise. Give students the story starter: My _____ is wise because...

Extension:

Go to the library and find facts about real tigers, then compare real and fictitious tigers.

Complete How Tiger Got His Stripes Word Search worksheet.



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Name _____ Date _____

How Tiger Got His Stripes Word Scramble/Sequence

Unscramble the words in the sentence. Number each to show the order of the story.

___ Tiger was very **dourp** _____.

___ Man **tckried** _____ tiger and tied him to a tree.

___ Tiger was afraid of **rawter fufalbo** _____.

___ Tiger is **dinhig** _____ in the bushes.

___ Tiger wanted man's **oswdim** _____.

___ He was held to the tree by a **orpe** _____, but he broke free.

___ Man got away quietly with his **atogs** _____.

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Name _____ Date _____

How Tiger Got His Stripes

M E A L O D R

O A V M U E O

D Z N O G S R

S T R I P E S

I P T E E T H

W C L A W S U

A S I A D X J

ASIA

CLAWS

MAN

PROUD

STRIPES

TEETH

TIGER

WISDOM