

HOW TIGER GOT HIS STRIPES

By Rob Cleveland

Kindergarten

Outcome:

Students will demonstrate an understanding of the story through the use of phonics, dramatics, and comprehension.

Overview:

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

Materials:

Book How Tiger Got His Stripes
Chalkboard, Overhead, or Whiteboard
Map or Globe
Sentence Strips or Lined Writing Paper

Assessment Tools:

Worksheet B
Worksheet C
I Feel Proud When worksheet
Playing with Words worksheet

INSTRUCTIONAL PLAN

Introduction:

Each student receives a copy of the book How Tiger Got His Stripes. Preview the book together looking at each picture and making predictions.

Guide students to use visual clues.

- Ask students if tigers always had stripes.
- Tell students that you will be sharing a story with them from another land.
- Explain that many cultures around the world share the same 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.
- These stories that have been spread all over the world. These stories are called folktales. Gesture to a map or globe.
- This folktale is called How Tiger Got His Stripes. Hold up the book and read the title.

Read the story aloud. Pause to discuss the words **proud** and **wisdom**. Define these words and have students supply examples or stories from their experiences to highlight the meaning of these words.. Finish reading the story.

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Phonics, Auditory Discrimination, Auditory Attention, and Auditory Sequencing:

- Ask students what letter tiger starts with, and have the students make the “t” sound as you write the letter t on the board.
- Instruct students to listen carefully to words from the story that have the “t” sound in the beginning, middle or end of words. Ask students to clap when they hear the “t” sound and to identify the location of the “t” sound as beginning, middle, and end. Use the words tiger, tail, tip, fact, little, get, it, eat, stop, and coat. After children identify the location of the “t” sound, write these words on the board to pair auditory sequence with visual sequence.
- Read the story, instruct students to listen for the “t” sound, and to clap every time they hear a word with the “t” sound.
- Have students locate words that begin or end with the “t” sound in the classroom environment.
- Students listen to clues and supply missing rhyming words.
 - I am thinking of a word that is strong and loud. It rhymes with **fang**. The word must be _____ (**bang**).
 - I am thinking of a word that can keep me cool. It rhymes with **man**. The word must be _____ (**fan**).
 - It rhymes with **jaw**. It’s a part of a tiger. It must be his _____ (**paw**).
- Students complete Playing with Words worksheet in small groups, with a partner, or teacher reads the clues to the class.

Assessment Activity for Differentiated Learning:

• Phonics

An activity for differentiated learning

Group A: As a group, go back through the book together identifying the words that begin or end with the letter **t**. Write these words on the white board or overhead.

Group B: Which **t** word does not belong? Use Worksheet B in Assessment activities.

Group C: Use Worksheet C to sort words by the location of sound **t**. Sort words by beginning, middle, or end.

Reading Comprehension, Discussion, Story Elements, and Dramatics:

- Students review the book, identify and list animals in the story, as teacher records their responses.
- Who are the most important characters? (Tiger, Water Buffalo, Man) Introduce the concept of **main characters**.
- Why are these characters important?
- Where does this story take place? Identify the **setting**, jungle. How do we know? Where are jungles? Refer to a map or globe.

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Reading Comprehension, Discussion, Story Elements, and Dramatics cont.:

- As a group, have students dramatize and act out the answers to comprehension questions based on **plot**. Allow several different students to play the role of Tiger, Man, and Water Buffalo in different situations or the same scenario. As children feel more comfortable, their performance will improve.
- Ask all children what it looks like to be **proud**.
- Students role play the different characters, during different scenes in the book, with a partner. For example:
 - Water Buffalo and Man together
 - Tiger and Man when Tiger frightens Man
 - Man uses his wisdom to trick Tiger
 - Man and the other animals sneaking away
 - Tiger alone tied to the tree
- Students act out different relationships and feelings. Informally assess student behaviors. Do they accurately demonstrate the roles? Remind students to use facial expressions and gestures. Coach students along. Ask questions. How do you think a proud tiger would walk? How did Man walk when he led the goat away from Tiger?
- Remind students to look at the book for clues. Man looks afraid in one picture, but he has a different look on his face when he has an idea.
- Ask everyone to laugh at Tiger and act like the other animals at the end of the book. How do you think tiger feels? Ask students to show you what it looks like to be embarrassed. Remind them that this is not how we want to treat others.
- Folktales, from all over the world, usually teach a lesson. Ask students what they learned. Students should understand that it is ok to be proud, but being jealous and wanting more than others, can be troublesome.

Use these prompts and have students complete these sentences. Read the sentences without the underlined words, and have students supply the missing words.

Tiger was proud of his fangs, and his, claws, and his paws.

Tiger was most proud of his beautiful coat.

Tiger was only afraid of Water Buffalo. Why?

Water Buffalo worked for Man because Man had wisdom.

Tiger told Man give me wisdom or I will eat you.

Man was going home to get wisdom but didn't want Tiger to eat his goats.

First man tied Tiger's tail to the tree.

Then he tied Tiger's paws to the tree

Next he tied Tiger's head to the tree.

Tiger got very hungry tied the tree.

When he broke free from the ropes he saw his reflection, and Tiger had stripes.

Water Buffalo and the animals laughed at Tiger.

Now Tiger hides because he is embarrassed.

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Writing:

- Turn to page 32. The tiger saw his own reflection. Ask students the question, when you look in the mirror, what do you see?
- Students use the prompt “I feel proud when...” as an opportunity for self-reflection.
- Have students illustrate their favorite part or character.

EXTENSION:

Geographical/Science Exploration:

- Have students imagine they are in the Asian jungle. What other animals do they see with their eyes? What animals do we hear, but do not see?
- Are these animals camouflaged? Students role-play by camouflaging themselves as they walk through a pretend jungle. What would it feel like to walk in the jungle? Are they hot or cold? What should they wear? What things would they need to take along? Remind students that these animals live in their natural habitat.
- Go on a scavenger hunt in the book. How many animals can they find?

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Name _____ Date _____

Playing with Words

Directions: Use the clues to fill in the missing word.

1 I am thinking of a word. This word has 4 letters.

The second letter is **o**.

The first letter is **c**.

The third letter is **a**.

Can you guess the last letter?

The word is something that makes Tiger proud.

2 I am thinking of a word. This word has 5 letters.

The second letter is **i**.

The last letter of the word is **r**.

The letter after **i** is **g**.

The letter next to the **g** is **e**.

What is the first letter?

The word is the main character of our story.

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Name _____ Date _____

Worksheet B

Directions: Which t word does not belong? Circle the word and draw a picture of the word you circled.

not
coat
tiger
get
it
cut
eat



to
telling
tree
tied
tip
tail
cut



gotten
little
tail



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Name _____ Date _____

Worksheet C

Directions: The letter **t** can be in the beginning, middle, and end of a word. If the word starts with the letter **t** draw a line to the tiger. If the word has the letter **t** in the middle draw a line to the water buffalo. If the word ends with the letter **t** draw a line to the goat.

tiger
stripes
the
beautiful
golden
coat
water
little
what
to
not
strange
get
just
proudest
understand
want
time
tied



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I feel proud when....

Students can write the phrase or just the word proud. Create an illustration at the top to correspond to the phrase.