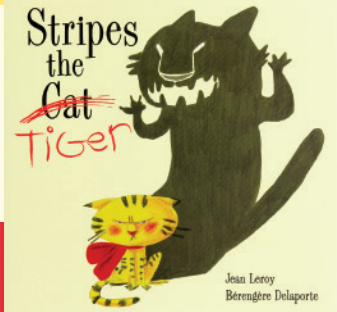


Stripes the ~~Cat~~ Tiger

BY JEAN LEROY & BÉRENGÈRE DELAPORTE • ILLUSTRATED BY BÉRENGÈRE DELAPORTE



Common Core Teaching Guide

About the Book

Stripes is the biggest, strongest, fiercest hunter in the jungle . . .

Well, actually, that's what Stripes would *like* to be. Stripes is a small tabby cat. Young and rambunctious, he challenges his owner at every turn, seriously testing his owner's patience. He tears up the couch, he chases the dog, and he wreaks havoc everywhere. Finally, his owner has had enough! He takes Stripes to the zoo to see a *real* tiger. But both Stripes and his owner are in for a surprise, proving the importance of following your inner roar (or purr) . . . however loud or soft it may be.

Introduction



Dear Teacher,

Stripes has a dream—a dream that seems all too real to him. He believes that despite coming into the world a tabby kitten, he has grown up to be the fiercest of tigers. You can imagine the problems that arise from this misapprehension of reality! In particular, Stripes constantly tries his owner's patience with aggressively bad behavior. It's not until his owner takes Stripes to the zoo to meet a REAL tiger that they both get precisely what they want.

Stripes the Tiger provides opportunities for playful discussions of point of view in literature as well as the role of illustrations in our understanding of text. It also allows students to meet many Common Core Reading Literature, Speaking and Listening, and Writing standards.

And if you and your students have time to spare for some creative art, you can use the book as a springboard for two imaginative art activities.

Reading Literature and Speaking and Listening Standards

READING LITERATURE STANDARD 1

RL K.1 With prompting and support, ask and answer questions about key details in a text.

RL 1.1 Ask and answer questions about key details in a text.

RL 2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

SPEAKING AND LISTENING STANDARD 2

SL K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

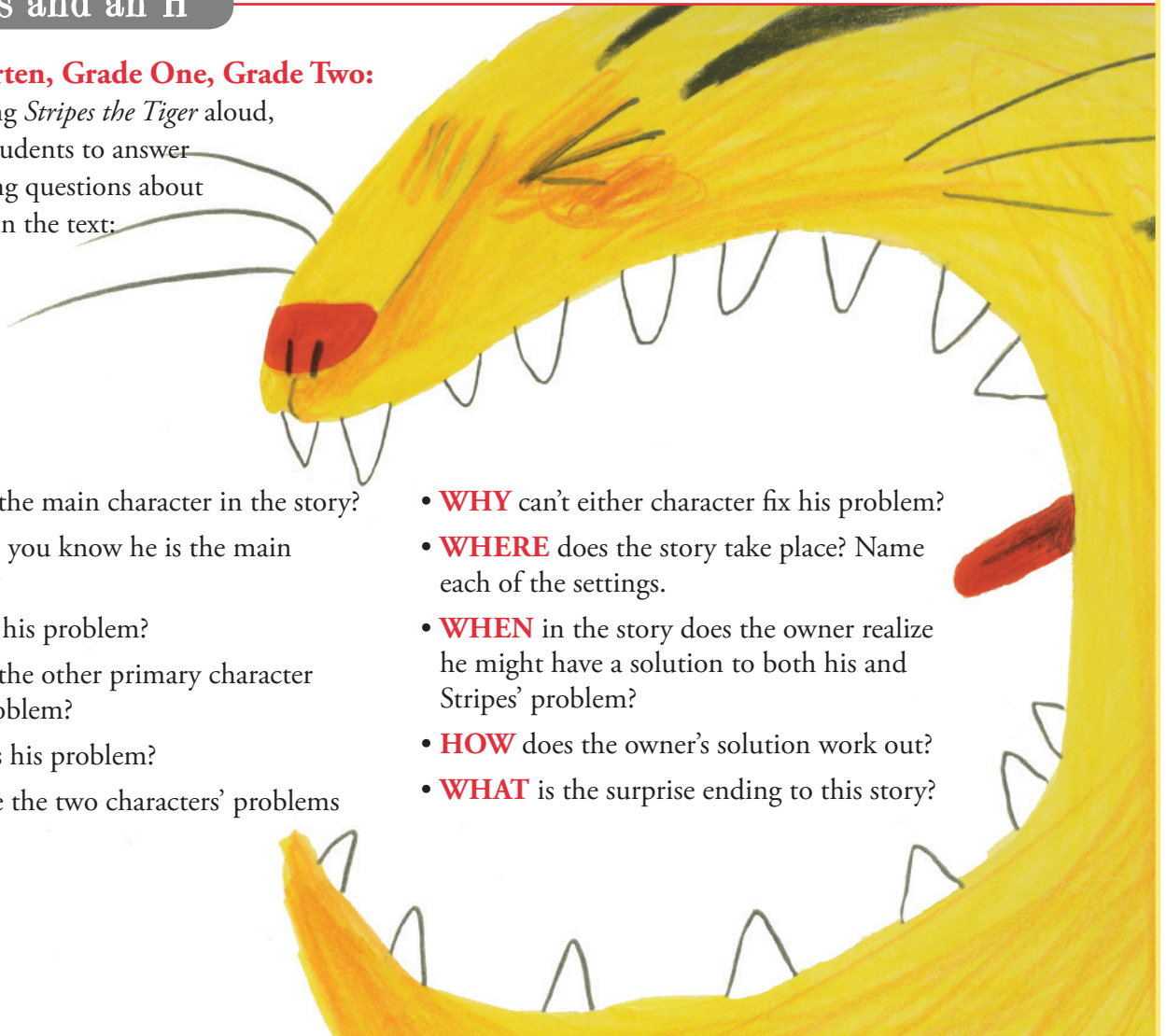
SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Five W's and an H

Kindergarten, Grade One, Grade Two:

After reading *Stripes the Tiger* aloud, challenge students to answer the following questions about key details in the text:

- **WHO** is the main character in the story?
- **HOW** do you know he is the main character?
- **WHAT** is his problem?
- **WHO** is the other primary character with a problem?
- **WHAT** is his problem?
- **HOW** are the two characters' problems related?
- **WHY** can't either character fix his problem?
- **WHERE** does the story take place? Name each of the settings.
- **WHEN** in the story does the owner realize he might have a solution to both his and Stripes' problem?
- **HOW** does the owner's solution work out?
- **WHAT** is the surprise ending to this story?



READING LITERATURE STANDARD 3

RL K.3 With prompting and support, identify characters, settings, and major events in a story.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RL 2.3 Describe how characters in a story respond to major events and challenges.

SPEAKING AND LISTENING STANDARD 2

SL K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Then What Happened?

KINDERGARTEN AND GRADE ONE: After Reading *Stripes the Tiger* aloud, open a discussion of the characters, settings, and major events of the story.

Begin by asking students to identify all of the characters to which the text specifically refers. Expect to hear them say: Stripes, his unnamed owner, and the tiger. Identify the first two characters as the primary characters. Then ask them to revisit each page, searching for other characters that are only present in the illustrations. Remind them that these characters can be either animals or humans.

Next ask students to identify the various settings in the story. Discuss the two primary settings within the story. Listen for: home and zoo. Once those two settings are established, ask them to discuss the many smaller settings within the two primary settings, such as the living room in the house and the entrance to the zoo.

Finally, ask students to name the major events in the story. Ask:

- What happens **FIRST**?
- What happens **NEXT**? Why? (Ask this multiple times.)
- What happens **LAST**?

Problem and Response

GRADE TWO: Both Stripes and his owner have a problem. Ask students to clearly identify each character's problem. Then, using the **Problem and Response** graphic organizer, create a story map in which students list, on the horizontal axis, each event in the story. Once these events are recorded, ask students to record Stripes' response (thoughts or feelings) above each event and his owner's response below each event. Rather than individual work, you might also successfully present this as a full group activity.



Problem and Response

Stripes' Response



Event



Owner's Response



READING LITERATURE STANDARD 7

RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SPEAKING AND LISTENING STANDARD 4

SL K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

The Work of Pictures

KINDERGARTEN, GRADE ONE, GRADE TWO: Read *Stripes the Tiger* aloud to students, asking them to simply enjoy the text and illustrations. Then read the story a second time, allowing students to only view the cover art. Ask them to try to remember the illustration that occupied each double-page spread. Finally, launch a discussion of the relationship of the illustrations in their understanding of the story. Ask:

- *How* much of the story do the words/text tell?
- *How* much of the story do the illustrations tell?
- *What* do you know about the characters from the text alone?
- *What* do you know about the characters from the illustrations alone?
- *What* do you know about the setting from the text alone?
- *What* do you know about the setting from the illustrations alone?
- Can you understand the events of the story (the plot) with only text or only illustrations? *Why* or *Why not*?



Reading Literature and Writing Standards

READING LITERATURE STANDARD 5

- RL 1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL 2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

WRITING STANDARD 5

- W 1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W 2.8** Recall information from experiences or gather information from provided sources to answer a question.

Cat or Tiger?

Grade One and Grade Two: After reading and discussing *Stripes the Tiger* aloud, provide students with a variety of informational texts, in both electronic and paper formats, to read about cats (as house pets) and tigers. Ask them to record the important facts they find about each animal on the **Cat or Tiger** graphic organizer, working to find a corresponding fact for each side of the chart. For example: *Cats eat canned or dry cat food. Tigers eat other wild animals.*



Cat or Tiger?



Cat

Cats eat dry or canned food.



Tiger

Tigers eat other wild animals.

Writing Standards

WRITING STANDARD 3

- W K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W 1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W 2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

That Darned Cat!

Kindergarten, Grade One, Grade Two: After reading and discussing *Stripes the Tiger*, ask students to think about how Stripes' owner feels throughout the story. Talk about what a different story it would be if it were written from the first person point of view of the owner. As a class, brainstorm the things he might be thinking and feeling as each event in the story unfolds. Then invite students individually, in small groups, or as a whole class, to rewrite the story of *Stripes the Tiger* in the owner's voice. Invite kindergartners to draw, dictate, or write as they are developmentally able. Ask older students who would benefit from a challenge to write the narrative as a play.

If I Were A . . .

Kindergarten, Grade One, Grade Two: Stripes was born believing that he was—or should be—a tiger, rather than a simple little tabby cat. Invite your students to consider what animal THEY might like to be rather than a simple little human child. After each child has chosen a favorite animal they might like to be, invite them to write a story similar in structure to *Stripes the Tiger* in which one of their parents takes the place of the owner and they take the place of Stripes, dreaming of being something different. For younger students, you might wish to conduct this as a group activity; however, older students will each be anxious to write their own versions.

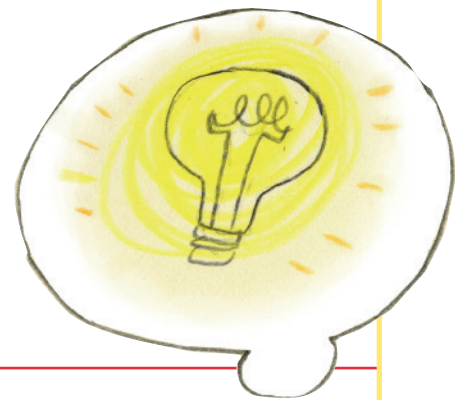
Art Extension Activities

If I Were A . . .

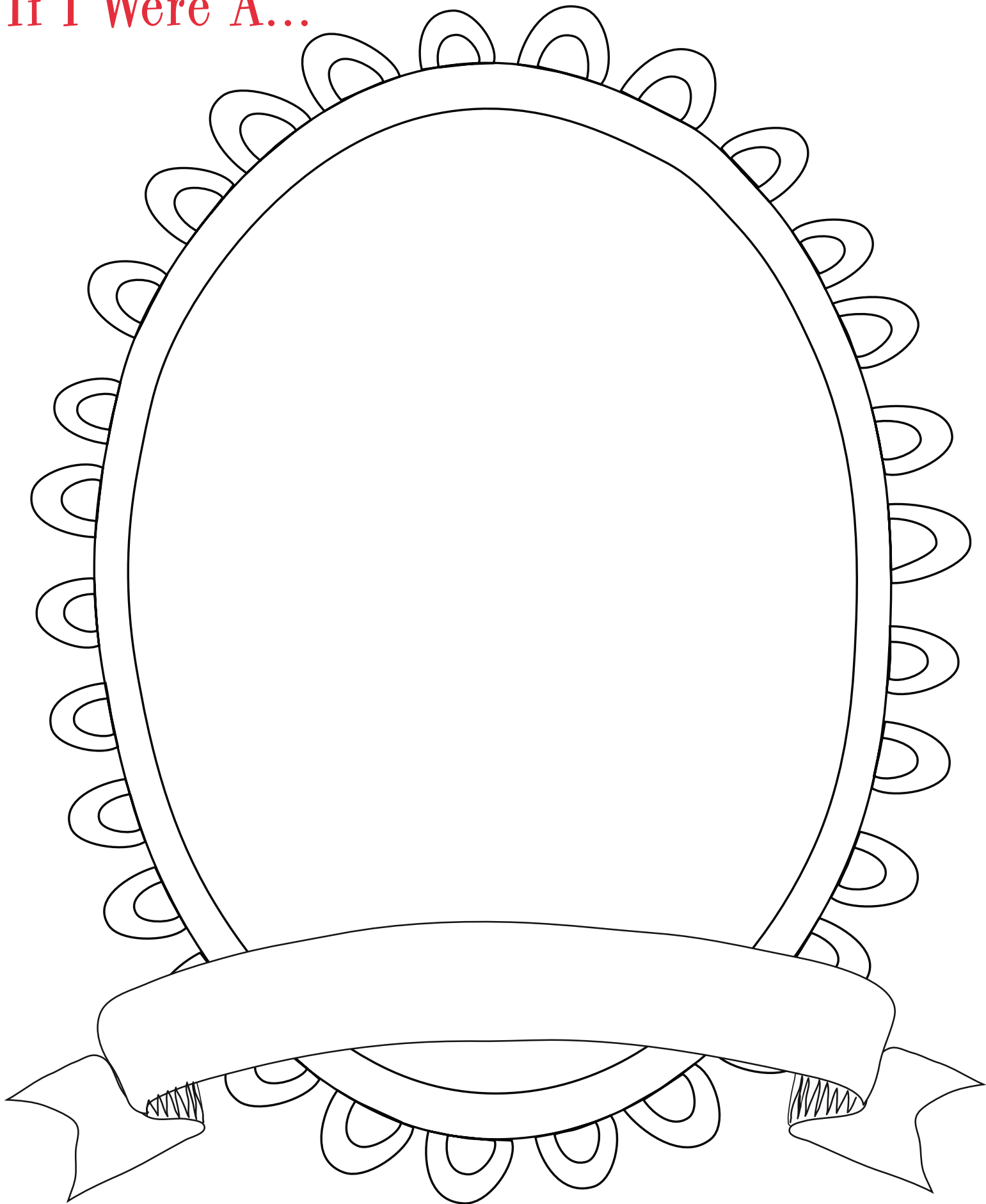
If time allows, after completing the **If I Were A . . .** Writing Standard 3 activity above, invite students to create a self-portrait (which would serve as the cover art for their story) in which they are pictured as they look in human form and also as they might look as the animal of their choosing using the **If I Were A . . .** portrait sheet. Make sure the cover art of *Stripes the Tiger* is readily available as a model.

I Am NOT a human!

Students who finish early, or who are particularly talented as artists, may wish to use a scanned and color-printed copy of the portrait they completed to design a complete book cover, back and front, modeled on the cover of *Stripes the Tiger*.



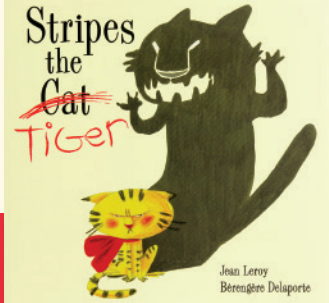
If I Were A...



I am
NOT
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About the Author / Illustrator

Jean Leroy is a former school teacher. Since 2010, he has been a full-time writer. He lives in Villeneuve-d'Ascq, France.

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