

How Tiger Got His Stripes: A Folktale from Vietnam

Written by Rob Cleveland

ABOUT THE BOOK

GUIDED READING:
H

LEXILE LEVEL:
650L

CHARACTER
TRAITS:
Caring
Courage
Fairness

REGION:
Asia

ISBN:
978-0-874837-99-5

COMMON CORE STANDARDS

NOTE:
Find correlating
Common Core
Standards at the
head of each activity
section.

Outcome

Students will demonstrate an understanding of characters in folktales through art, dramatization, comprehension, and writing activities.

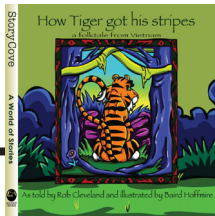
Overview

Students will read and explore a folktale from Vietnam, while utilizing interdisciplinary connections in language arts, geography, science and social studies. Opportunities are provided for differentiated instruction as well as the development of story vocabulary. Terms include: narrator, point of view, main character, dialogue, setting, title and quotation marks.

Materials

General

- Book *How Tiger Got His Stripes*
- Art supplies and paper
- Chalkboard, overhead, or whiteboard
- Bright tempera and watercolors
- *How Tiger Got His Stripes* Readers' Theatre



How Tiger Got His Stripes: A Folktale from Vietnam

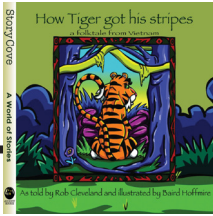
Second Grade

Assessment Tools

- Biographical Sketch Rubric
- *How Tiger Got His Stripes* Comprehension worksheet
- *How Tiger Got His Stripes* Quotation/Dialogue worksheet
- *How Tiger Got His Stripes* Sequence worksheet

Table of Contents

- Introduction • 3
- Language Arts • 5
- Extension Activity • 9



How Tiger Got His Stripes: A Folktale from Vietnam

Second Grade

Introduction

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.2:

Recount stories, central messages

CCSS.ELA-LITERACY.

RL.2.5:

Story structure

CCSS.ELA-LITERACY.

RL.2.7:

Illustrations

CCSS.ELA-LITERACY.

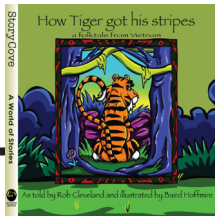
RL.2.9:

Compare and contrast

Introducing the Story

Directions:

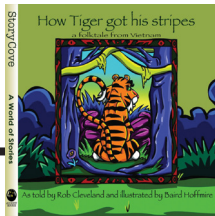
- Inform students that every country possesses stories and that many countries share the same stories.
- Tell them that these stories have traveled by word of mouth from country to country. Most stories share the past and teach lessons.
- Ask students to define the word character? Character has two meanings. In literature, a character can be a person, animal or object playing a role in a story, play, or movie.
- Explain that a character delivers the message of the story through actions or words.
- Display the book and read the title. Have students identify the author and illustrator.
- Give each student a copy of the book *How Tiger Got His Stripes*.
- Ask students to read the title of the story with you.
- Explain that the title often tells or implies who the primary or main character is in the story.
- Have students look at the cover and make predictions about the text. What can you tell about Tiger from looking at the cover?
- Read this story aloud for continuity of theme, plot, and characterization.
- Have students follow along.
- Pause to define the words proud and wisdom.
- Finish reading the story.



How Tiger Got His Stripes: A Folktale from Vietnam

Second Grade

- Pass out the *How Tiger Got His Stripes* Readers' Theatre. This Readers' Theatre is developed for 10 readers, and contains group response parts. The Readers' Theatre highlights the changing emotions of Tiger.
- Have students line up and assign them numbers.
- Ask students to step forward when they read and to project their voices.
- Ask students to note similarities and differences between the book and the Readers' Theatre.



How Tiger Got His Stripes: A Folktale from Vietnam

Second Grade

Language Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.6:

Point of view

CCSS.ELA-LITERACY.

SL.2.1:

Collaborative
conversations

CCSS.ELA-LITERACY.

RL.2.7:

Illustrations

CCSS.ELA-LITERACY.

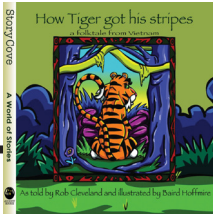
SL.2.2:

Describe key ideas

Tiger Biographical Sketch

Directions:

- As a class, in groups, or in pairs, create a biographical sketch of Tiger. Explain that a biography is a written account about a character other than you.
- Discuss personification, the act of making an inanimate animal or object possess human qualities.
- Ask how the author personifies or makes Tiger human. What human traits does Tiger have (emotions, envy, jealousy, words)?
- Inform students they will create a story about Tiger, from Tiger's point of view. They must keep the three main characters and basic theme of the story but can make other changes to the story. By telling the story from Tiger's point of view, their story will be very different than the story they just heard in book form and in Readers' Theatre.
- Have students use the Biographic Sketch Rubric to craft their stories. Children can work in groups or individually. This rubric will serve to shape their stories and they can do some research on attributes and settings. As students brainstorm and write, encourage them to use adjectives to describe Tiger.
- Encourage students to define the setting and to give Tiger many character traits.
- Collaborate with the art teacher or create portraits of tiger in your classroom art center.
- Brainstorm with students about Tiger's attributes. Assign some students to illustrate a proud Tiger, a confused Tiger, and an embarrassed Tiger.



How Tiger Got His Stripes: A Folktale from Vietnam

Second Grade

- Use bright tempera paints for those students illustrating the proud tiger and watercolors for those illustrating the confused or embarrassed tiger.
- Remind students to consider the facial expression of Tiger as his emotions changed.

Writing Dialogue

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.2.4.A:

Fluency

CCSS.ELA-LITERACY.

RL.2.1.F:

Complete sentences

CCSS.ELA-LITERACY.

RL.2.1.G:

Legible handwriting

CCSS.ELA-

LITERACY.L.2.2:

Punctuation

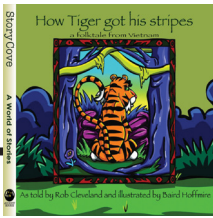
CCSS.ELA-LITERACY.

SL.2.2:

Describe key ideas

Directions:

- Redistribute books and give each student a sheet of paper and a pencil. Ask students to silently read these books.
- Point to the picture of Tiger and Water Buffalo, and ask the class what they are saying to each other. When characters speak in a book, it is called dialogue and dialogue is always contained within quotation marks. Form quotation marks with your fingers and have the class copy your hand movements.
- Write an example sentence on the board with quotations. Model this again, and then supply sentences on the board and have the class as a group, or individual students, add the quotation marks. Identify key words, such as said, or asked. Remind students to use quotations in their writing if they want their characters to say something when writing.
- Hand out the *How Tiger Got His Stripes* Quotation/ Dialogue worksheet. Have students supply quotation marks as well as identify the speaker for each sentence.



How Tiger Got His Stripes: A Folktale from Vietnam

Second Grade

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.6:

Point of view

CCSS.ELA-LITERACY.

RL.2.5:

Story structure

CCSS.ELA-LITERACY.

SL.2.1:

Collaborative
conversation

CCSS.ELA-LITERACY.

SL.2.2:

Recount and discuss key
ideas

COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.W.2.3:

Narrative

CCSS.ELA-

LITERACY.W.2.5:

Focus on a topic

CCSS.ELA-

LITERACY.W.2.6:

Publish writing

CCSS.ELA-LITERACY.

SL.2.1:

Collaborative
conversations

CCSS.ELA-LITERACY.

SL.2.2:

Recount and discuss key
ideas

Rewrite the Story

Directions:

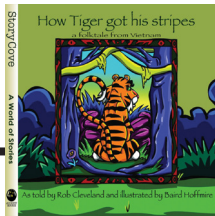
- Who was telling this story? A narrator. Rewrite the story as if Tiger is telling the story from his perspective or point of view.
- Remind students that the main characters need to remain in the story (Tiger, Man, Water Buffalo), and some of the other animals can speak or play a larger part in their story.
- Remember, this is Tiger telling his story. What would he say about himself, or about the other animals? Are the other animals jealous of him? What does he say about Water Buffalo? What would he say about Man or what Man did to him? Does Man have a name in your story? How would the dialogue change or be the same? Would you use the same title?
- Remember setting should be indicated. Students might describe the weather when they add description
- Encourage students to map out their story before they begin the writing process and to use the book by looking at Tiger on each page and generate a word bank to describe his emotions.

Writing Activity (Differentiated Learning)

Directions:

Group A:

- As a group brainstorm the basic sequence of events and review the assignment parameters.
- Encourage students to develop new skills.



How Tiger Got His Stripes: A Folktale from Vietnam

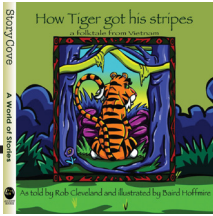
Second Grade

Group B:

- Children work in pairs or small groups to develop, write, and illustrate their stories.
- Children may be responsible for one aspect of the story.

Group C:

- Children work independently or in pairs to develop, write, and illustrate their stories.



How Tiger Got His Stripes: A Folktale from Vietnam

Second Grade

Extension Activity

COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.W.2.5:

Focus on a topic

CCSS.ELA-
LITERACY.W.2.3:

Narrative

CCSS.ELA-
LITERACY.W.2.6:

Publish writing

CCSS.ELA-LITERACY.

SL.2.1:

Collaborative
conversations

CCSS.ELA-LITERACY.

SL.2.2:

Recount and discuss key
ideas

Newspaper Article

Directions:

- Have students rewrite the story as a newspaper article.
- Lead with a catchy headline. For example: "EXTRA! EXTRA! Tiger is Covered in Stripes"

How Tiger Got His Stripes Readers' Theatre

Reader 1: Let me tell you an old tale about the tiger.

Reader 2: Tiger lived in the jungle with many animals.

Reader 3: Tiger had fangs, claws, paws, and a beautiful golden coat.

ALL: Tiger was proud.

Reader 4: One day, Tiger saw the great big water buffalo working for a
strange small animal.

Reader 5: This animal did not look big, and he didn't have horns or fangs.

ALL: Tiger was confused.

Reader 6: Tiger went to Water Buffalo and discovered that this animal
was called Man and he had wisdom.

Reader 7: More than anything, Tiger wanted wisdom like Man.

ALL: Tiger was jealous.

Reader 8: Tiger felt strong and brave.

Reader 9: He knew that he was stronger than Man.

Reader 10: Tiger decided to use his power to get the wisdom.

Reader 1: Tiger pounced in front of man.

Reader 2: Man was afraid.



How Tiger Got His Stripes: A Folktale from Vietnam

Second Grade

How Tiger Got His Stripes Readers' Theatre page 2

Reader 3: Man saw that Tiger was very strong so he decided to use his wisdom
to get away from Tiger with his goats.

Reader 4: Man tied Tiger's tail, paws, and head to the tree.

Reader 5: Man left and Tiger was tied to the tree for a long time.

ALL: Tiger was upset.

Reader 6: Tiger broke free and started to look for Man, the goats, and most
importantly, his wisdom.

ALL: Tiger was confused again.

Reader 7: He decided to be happy with what he already had.

Reader 8: When Tiger went to get a drink he noticed his coat was full of
stripes.

ALL: Tiger was embarrassed.

Reader 9: Tigers are hard to find in the jungle.

Reader 10: They are always hiding.

ALL: And now we know how the tiger got his stripes.



How Tiger Got His Stripes: A Folktale from Vietnam

Second Grade

Name _____ Date _____

How Tiger Got His Stripes

Biographic Sketch Rubric



Who	
Characteristics (Description)	
Setting	
Title	



How Tiger Got His Stripes: A Folktale from Vietnam

Second Grade

Name _____ Date _____

How Tiger Got His Stripes Quotation/Dialogue

Use quotation marks and identify the speaker.

1. Look at my fangs they are so sharp, said _____.
2. Please don't eat me, said _____.
3. I must think of a way to save my goats, said _____.
4. He is so silly he should just be happy with what he has, said _____.
5. My head is aching, my tail hurts, and my paws are swollen, said _____.
6. Boy, I am hungry. I would sure love a little goat to eat, said _____.
7. I must get out of this mess, said _____.
8. Even though I am very strong, I am not too wise said _____.
9. Shh! Just follow me into the night my little friends, said _____.
10. I tried to warn you about Man, said _____.



How Tiger Got His Stripes: A Folktale from Vietnam

Second Grade

Name _____ Date _____

How Tiger Got His Stripes Sequence

Put a number in front of each sentence to order the story.

- ___ Tiger was proud.
- ___ Tiger saw Water Buffalo working for man.
- ___ Tiger tried to scare man into giving away his wisdom.
- ___ Man went home to get wisdom from Tiger.
- ___ Man became afraid Tiger would eat his goats.
- ___ Man thought up a plan to escape from Tiger with his goats.
- ___ Man tied Tiger's paws to the tree.
- ___ Man tied Tiger's head to the tree.
- ___ Man tied Tiger's tail to the tree.
- ___ Tiger became hungry.
- ___ Tiger broke free from the tree.
- ___ Tiger saw his reflection.
- ___ Water Buffalo and the animals laughed.
- ___ Tiger was embarrassed and he is still hiding.



How Tiger Got His Stripes: A Folktale from Vietnam

Second Grade

Name _____ Date _____

Tiger Comprehension Worksheet

1. What questions did Tiger ask after he broke free?
 - a. Where is *Man*?
 - b. Where are the goats?
 - c. Where is my wisdom?
 - d. All of the above
2. Where did *Man* say he left his wisdom?
 - a. the jungle
 - b. with his goat
 - c. at his house
 - d. at the market
3. When Tiger saw Water Buffalo working in the fields he was
 - a. jealous
 - b. happy
 - c. confused
 - d. sad
4. *Man* tied Tiger to the tree because he thought Tiger would
 - a. eat him
 - b. eat his goats
 - c. mess up his field
 - d. hurt other animals
5. The strangest animal Tiger ever saw was
 - a. Water Buffalo
 - b. *Man*
 - c. peacock
 - d. the goat
6. Water Buffalo worked for *Man* because *Man*
 - a. was strong
 - b. was nice
 - c. had wisdom
 - d. gave him food