## How Tiger Got His Stripes: A Folktale from Vietnam
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### 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
#### General
- 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

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**ABOUT THE BOOK**

- **GUIDED READING:** H
- **LEXILE LEVEL:** 650L
- **CHARACTER TRAITS:** Caring, Courage, Fairness
- **REGION:** Asia
- **ISBN:** 978-0-874837-99-5

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**COMMON CORE STANDARDS**

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

Introducing the Story

Directions:

• 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.
Phonics

Tiger Phonics

Directions:

• 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).
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- 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.

**T as in Tiger (Differentiated Learning)**

**Directions:**

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

**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.

**COMMON CORE STANDARDS**

**CCSS.ELA-LITERACY.RF.K.2.D:** Initial, medial, and final sounds.
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**Dramatic Arts**

**Key Character Traits**

**Directions:**
- 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.
- 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?

**COMMON CORE STANDARDS**

**CCSS.ELA-LITERACY.RL.K.3:** Identify characters, settings, and events in a story

**CCSS.ELA-LITERACY.RL.K.4:** Unknown words in a text

**CCSS.ELA-LITERACY.RL.K.10:** Group reading activities with purpose

**CCSS.ELA-LITERACY.RL.K.2:** Retell familiar stories, key details

**CCSS.ELA-LITERACY.SL.K.6:** Speak audibly, clear ideas

**CCSS.ELA-LITERACY.SL.K.1:** Collaborative conversations

**CCSS.ELA-LITERACY.SL.K.4:** Additional details
• 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 italicized 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.
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• 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 Tiger 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.

Writing

Directions:
• 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.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.W.K.3/
CCSS.ELA-LITERACY.W.K.8:
Narrative, recall information
CCSS.ELA-LITERACY.RL.K.7:
Illustrations
CCSS.ELA-LITERACY.L.K.1.F:
Produce complete sentences
Extension Activity

Science Exploration

Directions:

• 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?

COMMON CORE STANDARDS

ELA-LITERACY.
RL.K.10: Group reading activities with purpose
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.
Worksheet B

Directions: Which 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
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
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.