

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

ABOUT THE BOOK

GUIDED READING:

H

LEXILE LEVEL:

650L

CHARACTER

TRAITS:

Caring

Courage

Fairness

REGION:

Asia

ISBN:

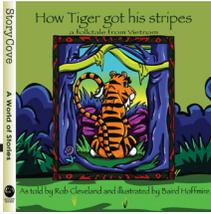
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COMMON CORE

STANDARDS

NOTE:

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

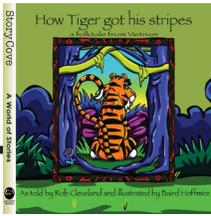


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Kindergarten

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Introduction

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.7:

Illustrations

CCSS.ELA-LITERACY.

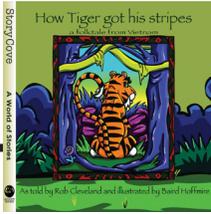
RL.K.4:

Unknown words in text

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.



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Phonics

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.K.3.A:

One to one letter sound
correspondence

CCSS.ELA-LITERACY.

RF.K.2.D:

Initial, medial, and final
sounds

CCSS.ELA-LITERACY.

RF.K.2.A:

Rhyming words

CCSS.ELA-LITERACY.

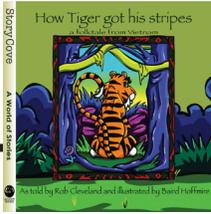
SL.K.1:

Collaborative
conversations

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

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.K.2.D:

Initial, medial, and final sounds

T as in Tiger (Differentiated Learning)

Directions:

Group A:

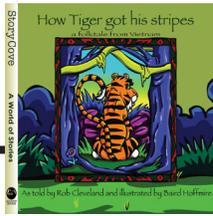
- As a group, go back through the book together identifying words that begin or end with the letter t.
- Write these words on the white board.

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.



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Dramatic Arts

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.

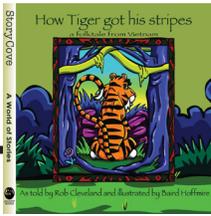
SL.K.4:

Additional details

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?



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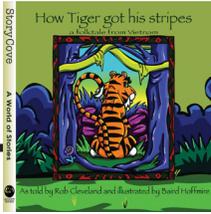
CCSS.ELA-
LITERACY.L.K.1.F:

Produce complete
sentences

CCSS.ELA-
LITERACY.L.K.6:

Responding to text

- 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.
- VWhen Tiger broke free from the ropes he saw his *reflection*, and Tiger had *stripes*. *Water Buffalo* and the animals laughed at Tiger.
- VNow Tiger hides because he is *embarrassed*.

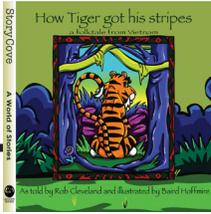
Writing

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



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Extension Activity

COMMON CORE STANDARDS

ELA-LITERACY.

RL.K.10:

Group reading activities
with purpose

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?

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

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.



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