

THE TIPTOEING TIGER

by PHILIPPA LEATHERS

COMPREHENSION FOCUS

Analyzing Characters

Evidence of Character Traits

STANDARD CORRELATION

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).



SEL CONNECTION

Determination

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 7, 19, 21, 27, and 30.

Create the anchor chart template as shown; it will be completed during the lesson.

Character	Trait	Evidence

STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

Character traits help us to know more about a character's personality and help us predict how the character will respond to events in the story. When we finish a story, we can think about an overall trait for the main character.

STEP 2

INTRODUCE THE NEW BOOK

Tigers can be terrifying animals. In this story, Little Tiger is small and clumsy and can't scare anyone. Let's read and find out what happens as he sets off to try to find someone to scare.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

Write the following trait words on a dry-erase easel: *fearless*, *confident*, and *determined*. Discuss the meaning of each word. As we read the book today, let's pay attention to the character's actions. We will think of what the tiger is doing to help us identify a character trait for him.

Read pages 2-7. Our main character is Little Tiger. He really wants to scare somebody. Even when his brother says he can't scare anyone, Little Tiger says he can! Let's look at these trait words again. I think he is acting very confident or sure of himself. Add *confident* and Little Tiger's actions to the anchor chart.

Read pages 8-19. Little Tiger tried to scare a boar, an elephant, and then some monkeys. Thumbs-up or thumbs-down: Did he scare them? That's right, thumbs-down. He didn't scare them. Let's read on and see if he continues to try to scare other animals. Let's match a trait word to the tiger's actions. He has tried to scare lots of animals and he hasn't given up. I think he is determined. Add *determined* and Little Tiger's actions to the anchor chart.

Read pages 20-21. Look at the illustration on page 21. Little Tiger looks sad. Thumbs-up or thumbs-down: Do you think he will give up? Let's read on to find out.

Read pages 22-27. Who did Little Tiger scare? Turn and talk with your partner. Even though he was scared by the little tiger he saw in the pond, he crept back to take another look. Let's look at our trait words and match a word to this action. Going back to take another look after being scared is being fearless. (Add the word *fearless* and Little Tiger's actions to the chart.) Also, let's look closely at the illustration on page 27. Who do you notice behind the tall grass? I bet that is his brother.

Read pages 28-30. Well, he did scare someone after all. On three, let's all say who he scared: one, two, three! He scared himself! He is a very determined tiger. I think determined is a good overall trait word for Little Tiger. He never gave up on his goal to scare someone. Circle the word *determined* on the chart. Overall Little Tiger's actions show that he is determined to scare someone and doesn't give up until he does. Also, on page 30, this smile says it all. He is feeling proud that he never gave up on his goal.

To keep trying when something is challenging is hard. Do you think being determined was good for this little tiger? What happens when you are determined? Does that help you? Turn and talk to a partner about a time you were determined and how it worked out.

Character	Trait	Evidence
Little Tiger	confident	thinks he's scary
Little Tiger	determined	animals not scared, doesn't give up
Little Tiger	fearless	looks in pond



STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st and have students draw a picture of Little Tiger and add a speech bubble with the word "ROAR!" inside. Display the pictures on the wall.

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- STEP 1** ● **REVIEW THE BOOK**
Use the anchor chart from Day 1 to retell the story. Discuss Little Tiger's actions and how he never gave up. Discuss the meaning of *determined* and how it means never giving up.

- STEP 2** ● **DICTATE THE SENTENCE(S)**
Can the little tiger scare the animals?

- STEP 3** ● **INTERACTIVE WRITING**
Let's write, Can the little tiger scare the animals? Repeat that with me. As students say the sentence with you, draw a line for each word on the chart paper.

Have students help write the dominant sounds in each word. Use the ABC Wall Poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

Reread the entire sentence. Display the chart paper next to the students' pictures from Day 1.

- STEP 4** ● **EXTEND AND CONNECT THE LEARNING**
After students read a fictional story during small-group reading instruction, discuss the character's actions. Determine a character trait word for the character.

Can the little tiger
scare the animals?

