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.

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.

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**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.

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**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?
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?

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.
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 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.
<table>
<thead>
<tr>
<th>Cat</th>
<th>Tiger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cats eat dry or canned food.</td>
<td>Tigers eat other wild animals.</td>
</tr>
</tbody>
</table>
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 a human!
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.

Bérengère Delaporte is a French illustrator who spends her time working on children’s books and magazines. She lives in Besançon, France.