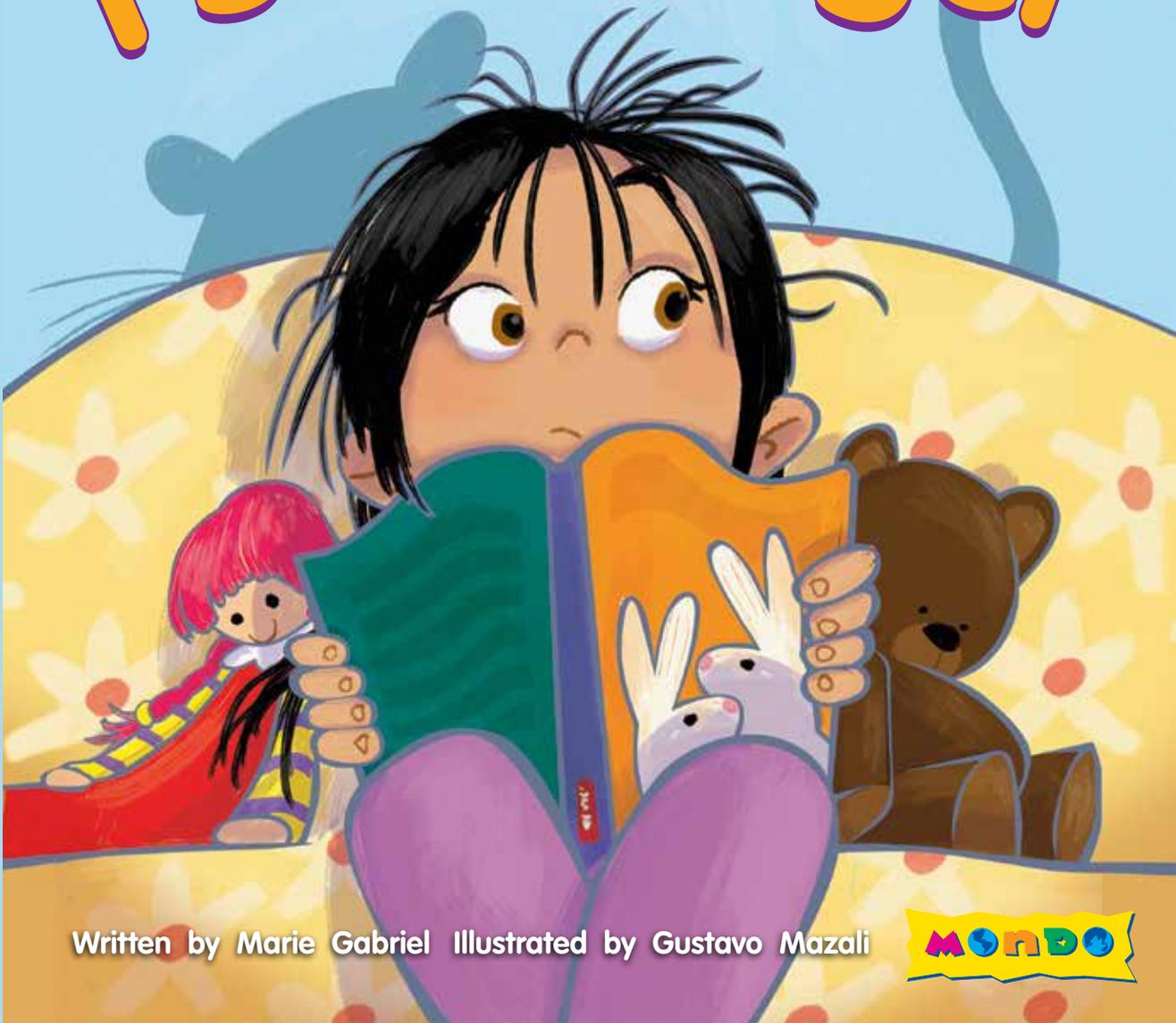# I See a Tiger

Written by Marie Gabriel Illustrated by Gustavo Mazali

Reading Tools

IDENTIFY CHARACTER, SETTING, AND PLOT

As you read, pay attention to the different parts of a story. The characters are the people in the story. The setting is where it takes place. Events are what happen in a story.

- Who is in the story?
- What is the setting?
- What is the last event in the story?
- What did you think about the ending?

USE ILLUSTRATIONS

Pictures give us more information about what happens in a story.

- Choose a picture from the story. How does it add to the story?

See **Talking Tools** on the inside back cover for support with talking about the text.

I See a Tiger

Written by Marie Gabriel

Illustrated by Gustavo Mazali

I am in bed.

I am awake.

2

I see a tiger.

Collaborative Conversations
Use the **We Talk** graphic organizer.

WHAT DO YOU THINK?

🗩 How does the girl feel at the beginning of the story?

🗩 How do her feelings change?

🗩 What lesson do you think she learns?

TALK TOGETHER

- Wait until your friend has finished talking before you share your thoughts with the group.

- Give everyone a chance to talk so that we can add more ideas to the discussion.

Talking Tools

The character is _____ .

The story is about a _____ .

The setting is _____ .

The story takes place in a _____ .

IDENTIFY CHARACTER, SETTING, AND PLOT

First, she sees a _____ and thinks it is _____ .

Then, she finds out _____ .

I can tell _____ because _____ .

USE ILLUSTRATIONS

In the story, _____ .

I notice that _____ .

This makes me think that _____ .

I think _____ because _____ .

TALK TOGETHER

See **Reading Tools** on the inside front cover for support with thinking about the text.

1

It is dark.
Do you see something scary
hiding down the hall?

LEVEL B

MONDO

PUBLISHING

I See a Tiger

Read

Session 1 Identify characters, setting, and major events in a story. **(RL.K.3)**

Session 2 Describe the relationships between illustrations and the story in which they appear. **(RL.K.7)**

Session 3 Evaluate a character's feelings. **(RL.K.3)**

Talk

Session 1 Talk to recognize story elements using academic language. **(SL.K.1)**

Session 2 Talk to make links between illustrations and text using academic language. **(SL.K.1)**

Session 3 Discuss a character's feelings using academic language; build ideas in a group discussion. **(SL.K.1a)**
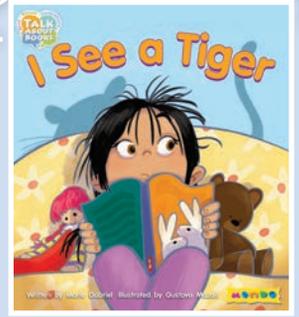
Grade K • Level B
Realistic Fiction

Summary: A little girl wakes up at night to see a tiger in the hall. Next she sees a dinosaur and a monster! But these frights turn out to be friendly objects around her home, and she knows there's nothing to fear at bedtime.

Vocabulary: character, setting, events, frightened

Session 1 RL.K.3, SL.K.1

Previewing the Text

Ask students to read the title, author credit, and back cover. Read with them as needed.

💬 **Let's use all the information on the front and back cover and think about what this story is about. Who would like to start our discussion?**

I think the story is about a girl who sees something scary at night. The girl in the picture is in bed, and she looks afraid. I think she is afraid of the dark.

Prompts below increase in level of support from low to high. Use as needed.

Support Comprehension Title and Cover	Expand Academic Language Title and Cover
Who do you think the "I" in the title is? Who do you see in the picture?	Let's try to use the word "character" when we talk about the people in a story.
The word "I" in the title tells us that a character is telling this story to us. Which character do you see in the pictures? What is happening?	We can use the word "character" with your idea: The character in the picture is a girl. She is in bed. She looks frightened. Let's try together…

Reading the Text

Introduce the Session 1 lesson focus and ask students to read pages 2–5.

💬 **As we read the text, we are going to be thinking about who the story is about, where it takes place, and what happens. This will help us understand the story better. Let's read up to page 5 and find the key details that describe the characters, setting, and the events.**

Purposeful Talk

During collaborative conversations, have students construct their tentative thinking into bigger, bolder ideas. Say:

Let's combine ideas about ____.
We all seemed to think ____.

Program Authors:
Maria Nichols and Lori Oczkus

Mondo Publishing

Let me reread page 2 aloud. I see a little girl sitting up in bed in this picture, so she is the character in our story. The girl is wearing pajamas and it is dark, so I think the setting is the girl's bedroom at nighttime.

Reading the Text (continued)

Discuss pages 2–5 with students.

💬 **Let's think about who is in this story and what the setting is, or where the story takes place. Who can start our discussion?**

The story is about a little girl. The setting is her bedroom. It is nighttime.

SUPPORT COMPREHENSION Characters and Setting	EXPAND ACADEMIC LANGUAGE Characters and Setting
Who do you think the "I" is in the first sentence? Where do you think she is?	We can use the word "character" to talk about a person in the story. We can use the word "setting" to talk about where the story takes place.
Who do you see in the picture? Let's look at the picture for clues about where this story is taking place.	Can we say: The character is ____. The setting is ____.
Turn back to page 2 to reread. Work together to figure out who the story is about and where the character is.	I will put our ideas together. Then we can all try. The character is a little girl. She is in her bedroom. Let's all try…

If students can apply the learning focus, have them read pages 6–15. If not, use the Think Aloud above to provide additional modeling.

Discussing the Text

Ask the Wow! question to help engage students in the conversation. Then use academic language to discuss what is happening in the story.

💬 **What event keeps happening? How do you know?**

She keeps seeing scary things, but they turn out to be shadows. She says she sees a tiger but on the next page she sees that it is her kitten's shadow on the wall.

To fuel students' engagement, give them an opportunity to react in an open way. Ask:

What did the story make you think about?

SUPPORT COMPREHENSION Story Events	EXPAND ACADEMIC LANGUAGE Story Events
In fiction, what the character does makes up story events. What event keeps happening in the story?	The things that happen in a story are called events. Can we use the word "event" to talk about the story?
What happened when the girl saw a dinosaur? Was it really a dinosaur? How do you know?	We can say, The first event was ____. The next event was ____.
Turn back to pages 6 and 7 and reread the text and look at the picture. What do you notice about the lamp and light switch?	First the little girl is afraid when she sees a ____. Help me finish that. Then she sees that it is just a ____. Let's all try to put all that together.

RESPONSIVE SUPPORT

Sentence Frames

If needed, have students practice using sentence frames in a Turn and Talk.

As you wrap up the discussion, remind students that thinking about who is in the story, the setting, and the events helps them better understand the story.

Session 2 RL.K.7, SL.K.1

Returning to the Text

Ask students to summarize by telling what they think the book was mostly about.

Rereading the Text

Explain the Session 2 lesson focus to students before rereading.

💬 **Today, let's focus on how the illustrations add to what we read and help us understand what is going on in the story.**

Discussing the Text

Encourage a conversation about how the pictures can help us understand what is going on in the story.

💬 **How do the illustrations add to what we read to help us know what's happening?**

Work with students to help them understand how the illustrations help tell the story. Remind them that they must look at and think about the illustrations when they read so they can understand the story better.

Session 3 RL.K.3, SL.K.1a

Collaborative Conversations

Use the What Do You Think? prompts in the student book to launch the collaborative conversation. Students can use the We Talk graphic organizer (p. 4) to help frame their thinking.

The *Talk About Books Guidebook* provides support for facilitating these conversations.

WHAT DO YOU THINK?

Evaluate a Character's Behavior and Feelings

How does the girl feel at the beginning of the story?

She is scared because she thinks she sees something scary. I also think she is afraid of the dark.

How do her feelings change?

She feels better because she finds out that there was no tiger or monster. She isn't scared anymore because the scary things weren't real.

What lesson do you think she learns?

She learns to look more closely if she sees something scary. She learns that sometimes what we think we see isn't real.

ILLUSTRATIONS

Illustrations on pages: 5–6 (shadow of a kitten/kitten), 9–10 (shadow of a hat/hat), and 13–15 (shadow of herself/mirror image of herself)

ACADEMIC LANGUAGE

Illustrations

First she sees a ___ and thinks it is ____.

Then she finds out ___.

I can tell because ____.

TALK TOGETHER

In the story, ____.

I notice that ____.

This makes me think that ____.

I think ____ because ____.

Write About It

After the conversation, have students construct a written response to the second What Do You Think? prompt.

(W.K.8)

WE TALK **I See a Tiger**

Take notes about how the girl feels.
Talk about how her feelings change.

> In the beginning, she feels…

> In the end, she feels…

How did your thinking change after your discussion?

_____

- -

_____