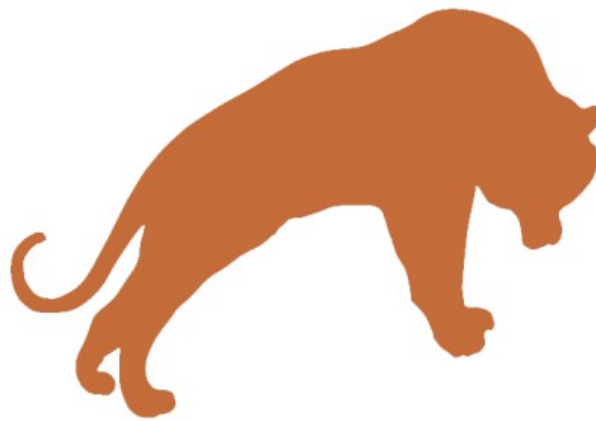


The Tiger Rising



By

Kate DiCamillo

A Novel Study
by Joel Michel Reed

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About the author: Joel Reed has over 70 published novel studies and is the author of four novels. For information on his work and literature, please visit www.reednovelstudies.com

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on several chapters of *The Tiger Rising* and is comprised of five of the following activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel include growing up, perseverance when facing difficult circumstances, families and family relationships, putting right to a wrong.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homonyms
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *foreshadowing*.
7. Identify *personification*
8. Identify *anagrams*
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identify/create *similes*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Relating personal experiences

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Sheet

Art Activities

1. A Storyboard
2. Create a collage
3. Create an Information Card
4. Design a cover for the novel
5. Create a comic strip

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Synopsis

Walking through the misty Florida woods one morning, young Rob Horton discovers a large and very real tiger in a cage. On the same extraordinary day, he meets Sistine Bailey, and begins to understand that some things – like memories, and heartache, and tigers – can't be locked up forever. (The Publisher – Candlewick Press)

A complete synopsis and other helpful reviews can be found on the following website:

http://en.wikipedia.org/wiki/Because_of_winn_dixie

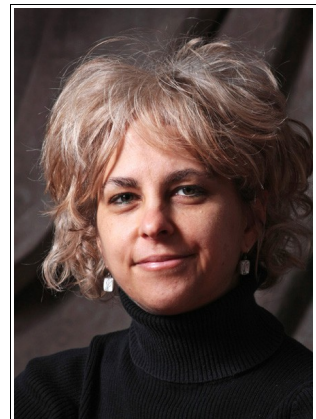
Author Biography

Kate DiCamillo

Katrina Elizabeth "Kate" DiCamillo (born Mar 25, 1964) Born in Philadelphia, DiCamillo suffered from chronic pneumonia. At age five, she moved to Clermont, Florida for her health (warmer climate) with her mother and her older brother Curt DiCamillo, who would become a noted architectural historian. Her mother was a teacher. Her father remained in Pennsylvania to sell his orthodontic practice and never rejoined the family in Florida.

DiCamillo earned her college degree in English at the University of Florida in 1987 and worked in Florida after graduation. At age 30 she moved to Minneapolis and began working at a book warehouse. That job inspired her to write for children and allowed her to meet a sales representative for Candlewick Press, resulting in submission of a draft that would become *Because of Winn-Dixie*.

Her 2003 novel *The Tale of Despereaux* was inspired by a friend's son, Luke Bailey, who asked her to write about an unlikely hero with "exceptionally large ears".



(Courtesy of Wikipedia) - http://en.wikipedia.org/wiki/Kate_DiCamillo

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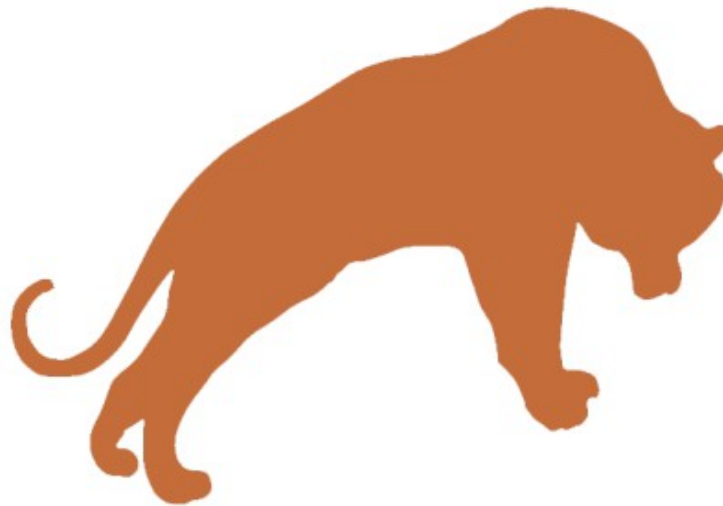


Student Checklist

Student Name _____

Assignment	Grade / Level	Comments

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Name: _____

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Chapters 1-5



Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?



Vocabulary:

In each of the following sets of words, underline the one word that does not belong. Then write a sentence explaining why it does not fit.

1	Tiger	Puma	Lynx	Jackal

2	Pacifist	Fierce	Savage	Violent

3	Kentucky	Philadelphia	Florida	Louisiana

4	Threemonger	Phelmer	Sistine	Chapel

5	Daytime	Morning	Sunshine	Afternoon

6	Chortle	Sneer	Laugh	Chuckle

7	Swimming	Jogging	Running	Walking

Questions

1. Describe the **setting** of the story as Chapter One begins.

2. How did Rob decide to deal with his emotions after his mother's funeral?

3. How did Rob react to being bullied by Billy and Norton?

4. Whenever Rob was feeling upset, he would think of pleasant things, such as the Sistine Chapel, or whatever else came to mind. Name a pleasant memory from your own life that you might think about when you're feeling upset.

5. What useful skill did Rob learn from his mother before she died?

--

6. Why did Mr. Phelmer let Rob take some time off from school?

Language Activities



A. Many authors seem to enjoy using **alliteration** - a literary device where the author repeats the same sound at the beginning of several words. An example from this chapter is: "... **g**rouching, **g**rouching, **g**rumbling, **g**ripping about something or other."



Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sound of a lion roaring	
The sound of a car's engine.	
Waves crashing in the ocean.	

B. A **simile** is a comparison using the words “like” or “as”. Here's an example from Chapter One: *“The final thing he did not think about that morning was getting onto the bus. He specifically did not think about Norton and Billy Threemonger waiting for him like chained and starved guard dogs, eager to attack.”*



What two things are being compared in this example?

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Invent your own **similes** comparing the following items with something from your own imagination:

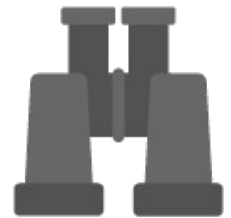
a) A bird flying diving into the water to catch a fish.

--

b) A baseball player hitting a homerun.

--

C. Foreshadowing is a literary device used by authors to provide clues for the reader so that they are able to predict what might occur *later* in the story. How might the following statement be considered an example of this literary device:



“And then, finally, he smiled. He smiled because he knew something Mr. Phelmer did not know. He knew that his legs would never clear up. He was free.”

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first Five chapters of *The Tiger Rising*. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6