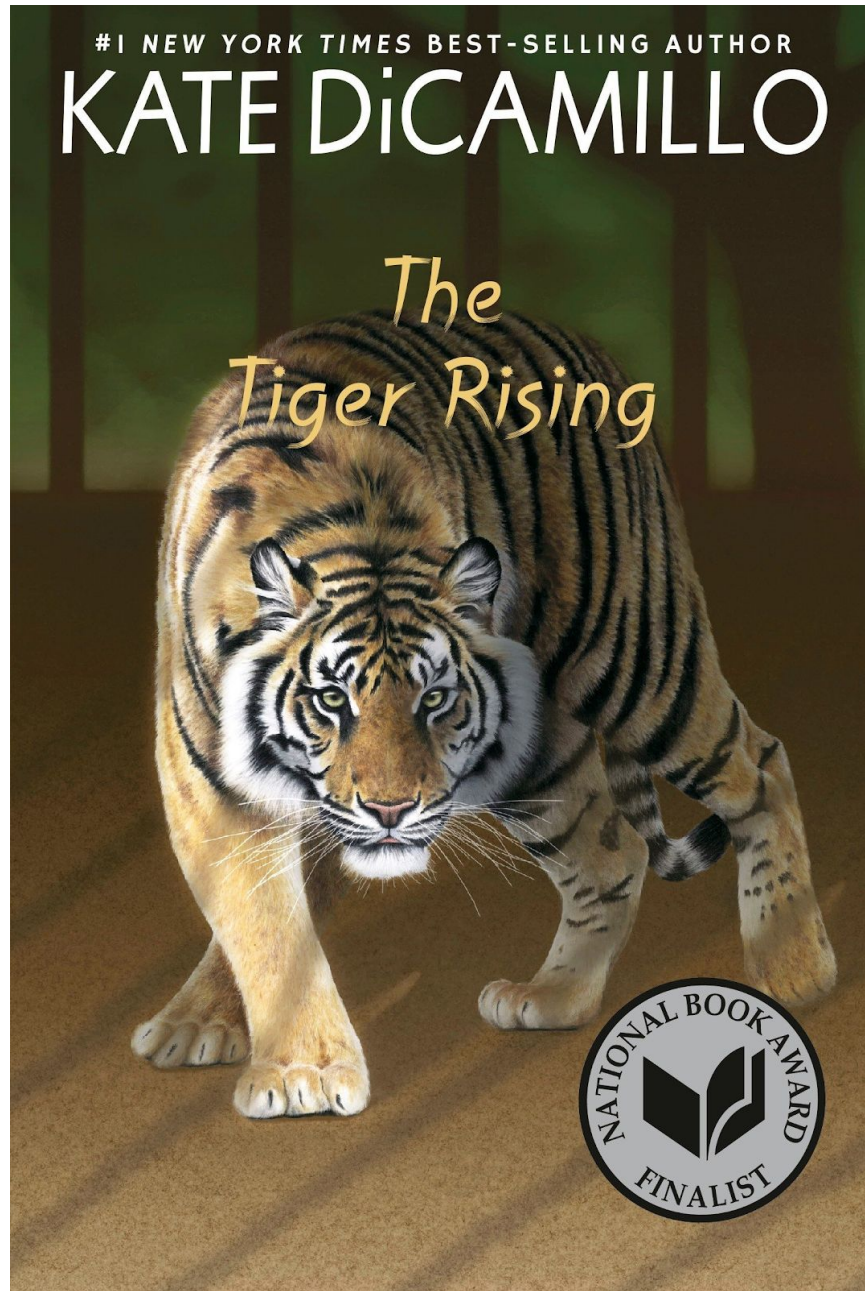


NAME: \_\_\_\_\_ #: \_\_\_\_\_ HR TEACHER: \_\_\_\_\_

# W.O.L.V.E.S.

Wide Reading Experiences. Outreach. Literacy Scaffolding. Vision. Engagement. Support.

## Reading Program



# MODULE #1- SECTION 1 (PAGES 1-4)

## Common Core State Standards (CCSS)

- ❑ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- ❑ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

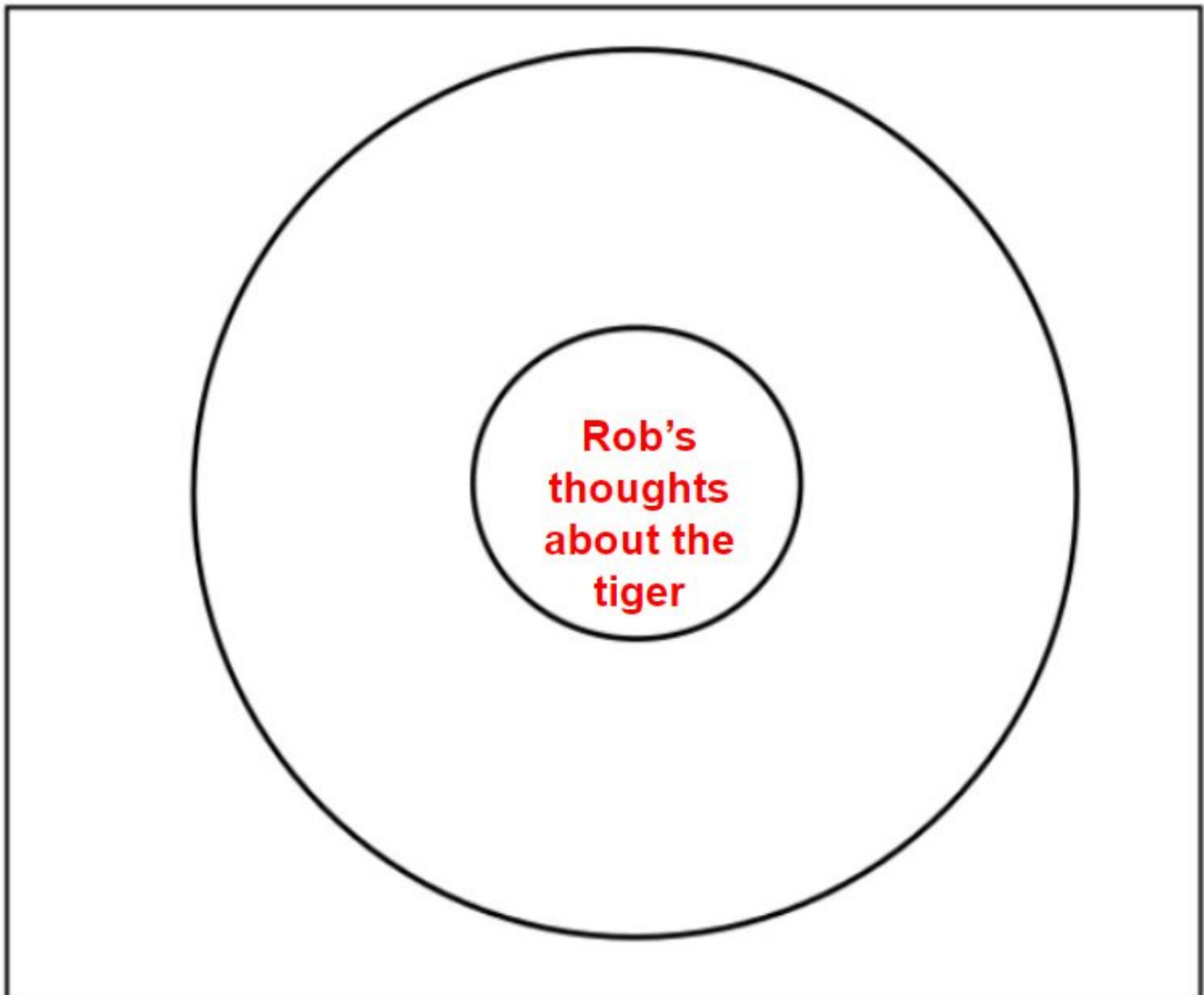
## Content Objective(s):

- ❑ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.
- ❑ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

## Language Objective(s):

- ❑ Learners will be able to discuss the different characters of the story with a partner.
- ❑ Learners will be able to write the main events by analyzing character thoughts and actions.

## AFTER READING:



AFTER READING:

1. Why does Kate DiCamillo use the suitcase as a metaphor for the way Rob doesn't think about things?
- 
- 
- 

THE TIGER RISING: CHARACTER TRAITS MAP

**Directions:** As you are reading, think about the character's actions. How do their words and actions contribute to their thoughts.

CHARACTER	TRAITS/ACTIONS/THOUGHTS	EVIDENCE (INCLUDE PAGE #)
Rob		
Norton & Billy Threemonger		
Sistine		

# MODULE #1- SECTION 2 (PAGES 5-7)

## Common Core State Standards (CCSS)

- ❑ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- ❑ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

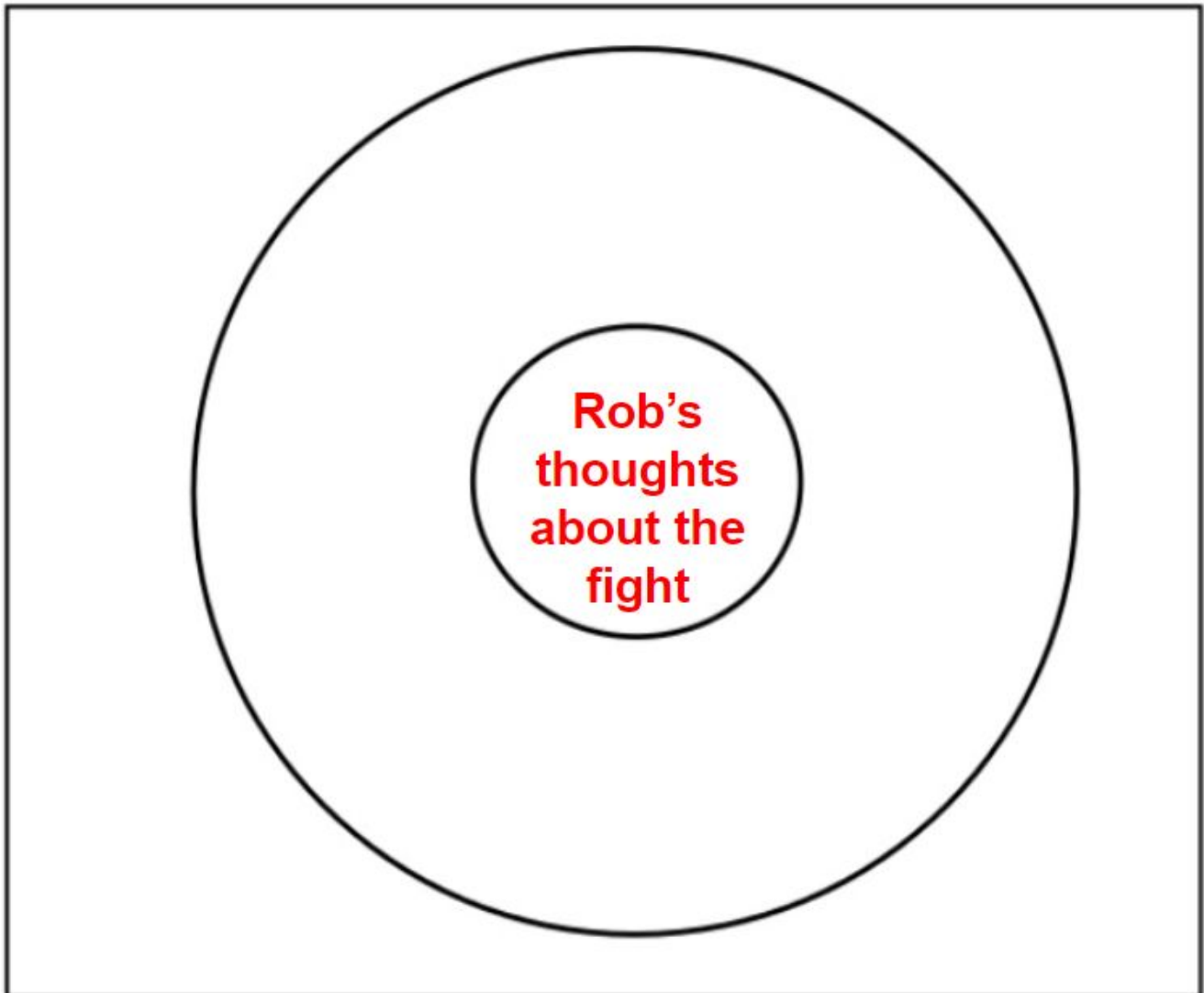
## Content Objective(s):

- ❑ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.
- ❑ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

## Language Objective(s):

- ❑ Learners will be able to discuss the different characters of the story with a partner.
- ❑ Learners will be able to write the main events by analyzing character thoughts and actions.

## AFTER READING:



# MODULE #1- SECTION 3 (PAGES 8-10)

## Common Core State Standards (CCSS)

- ☐ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- ☐ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

## Content Objective(s):

- ☐ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.
- ☐ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

## Language Objective(s):

- ☐ Learners will be able to discuss the different characters of the story with a partner.
- ☐ Learners will be able to write the main events by analyzing character thoughts and actions.

## AFTER READING:

1. Why do you think Rob did not want to fight back Billy and Norton Threemonger?

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2. Who is Sistine? \_\_\_\_\_

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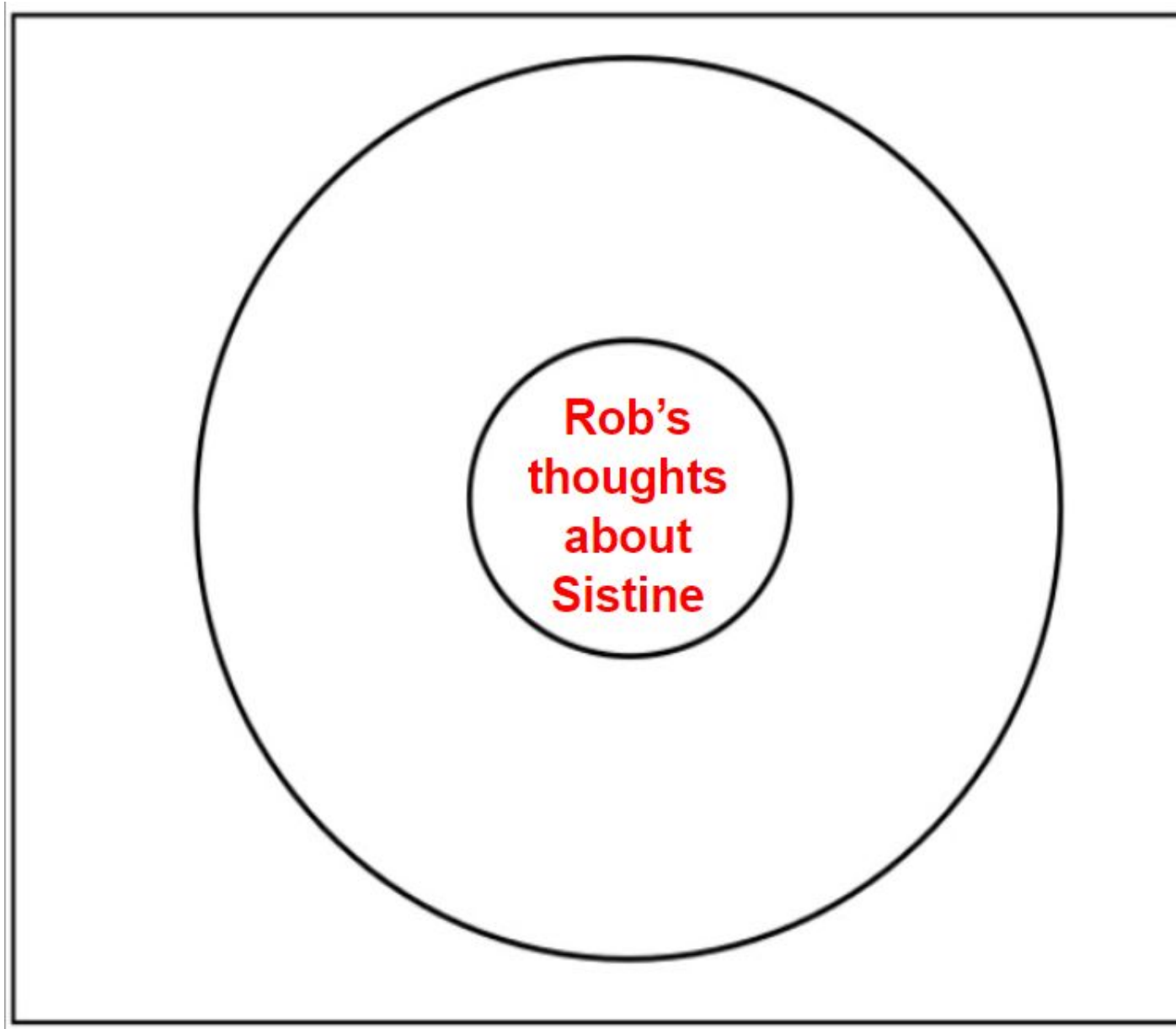
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\*\*\* See thinking map on page 5 \*\*\*

## MODULE #1- SECTION 3 (PAGES 8-10)

AFTER READING:

What were Rob's thoughts of Sistine and the Sistine Chapel?



## WRITING RESPONSE TO READING: PAGES 1-10

### COMPREHENSION QUESTIONS/DISCUSSION:

1. How does discovering the tiger change Rob's actions? Do you think the tiger makes Rob *strong*? \_\_\_\_\_

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2. Why do Norton and Billy Threemonger want to fight with Rob? \_\_\_\_\_

3. How does Rob's thoughts about Sistine and the Sistine Chapel make him feel? \_\_\_\_\_

## WRITING RESPONSE TO READING: PAGES 1-10

### TEXT-DEPENDENT WRITING TASK:

Write **5 complete sentences** about Rob's **thoughts** of Sistine and the Sistine Chapel. How are his thoughts about Sistine and the Sistine Chapel **similar**?



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

❑ **CCSS.ELA-LITERACY.RL.4.3:** Describe in depth a character, setting, or event in a story or drama.

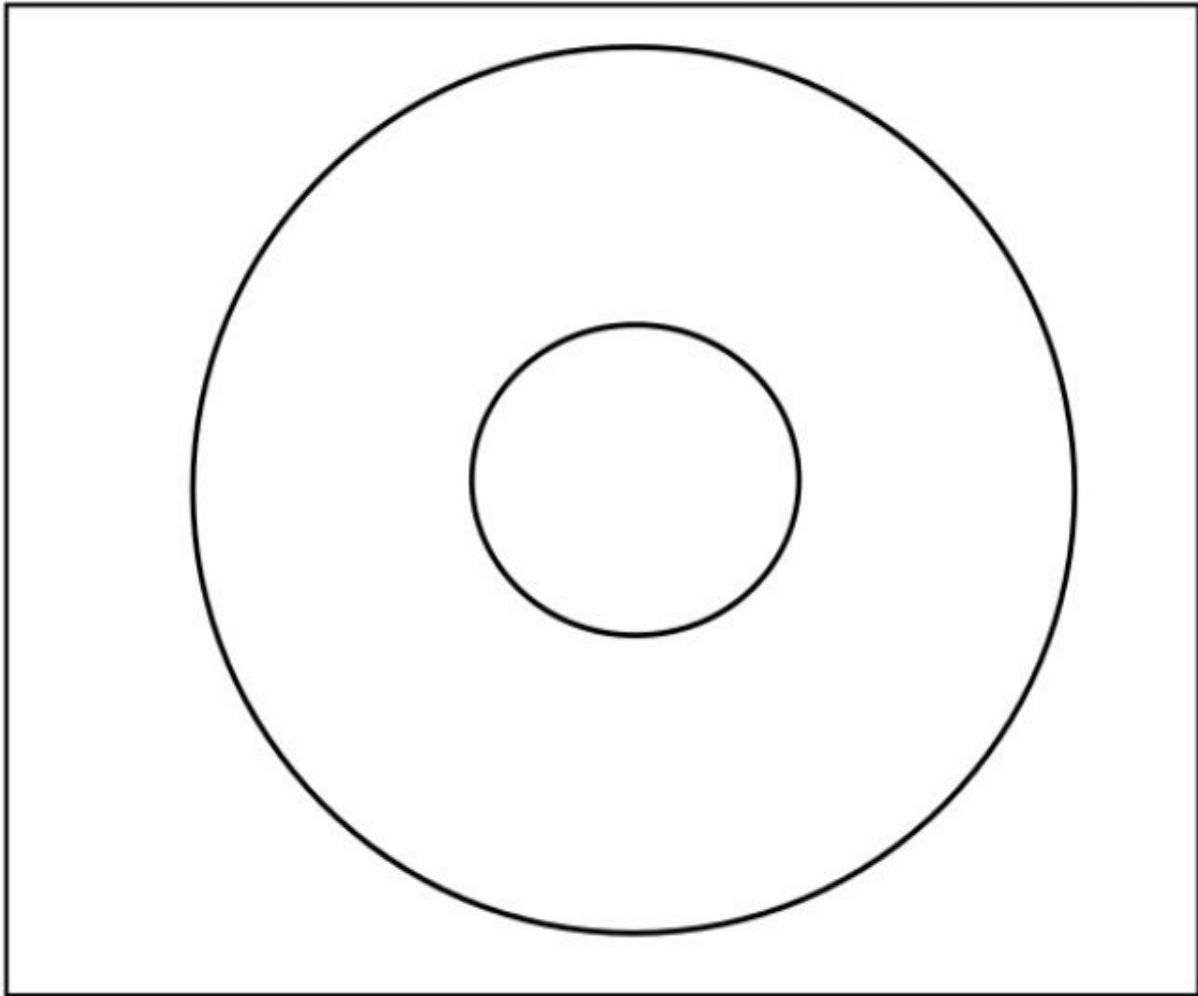
☐ Students will be able to describe characters in the story by drawing on specific details of a

**Language Objective(s):**

- Learners will discuss the different characters of the story with a partner.
- Learners will be able to write the main events by analyzing character thoughts and actions.
- Learners will be able to write the main events by analyzing character thoughts and actions.

**AFTER READING:**

Stop & discuss Sistine's actions and create a **Circle Map** that describes Sistine's actions towards Rob and her classmates.



**MODULE #2 - SECTION 2 (PAGES 14-17)**

**Common Core State Standards (CCSS)**

- ❑ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- ❑ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

**Content Objective(s):**

- ❑ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.

- ☐ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

**Language Objective(s):**

- ☐ Learners will be able to discuss the different characters of the story with a partner.
- ☐ Learners will be able to write the main events by analyzing character thoughts and actions.

## AFTER READING:

1. What is Mr. Phelmer's plan for Rob?

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2. How does Rob feel?

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3. What are Rob's thoughts about this plan?

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## MODULE #2 - SECTION 3 (PAGES 18-25)

**Common Core State Standards (CCSS)**

- ☐ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- ☐ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

**Content Objective(s):**

- ☐ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.

- ☐ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

**Language Objective(s):**

- ☐ Learners will be able to discuss the different characters of the story with a partner.
- ☐ Learners will be able to write the main events by analyzing character thoughts and actions.

## AFTER READING:

1. Why do you think Rob continues to help Sistine?

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2. Do you think Sistine's thoughts and actions towards Rob are going to change?

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## WRITING RESPONSE TO READING: PAGES 11-25

### THE TIGER RISING: CHARACTER TRAITS MAP

**Directions:** As you are reading, think about the character's actions. How do their words and actions contribute to their thoughts.

CHARACTER	TRAITS/ACTIONS/THOUGHTS	EVIDENCE (INCLUDE PAGE #)
Mrs. Soames		
Mr. Phlemer		

## COMPREHENSION QUESTIONS/DISCUSSION

1. How are Rob's actions changing throughout these chapters? Why?

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2. Why do you think Rob wants to help Sistine?

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## WRITING RESPONSE TO READING: PAGES 11-25

### TEXT-DEPENDENT WRITING TASK

Write 5 complete sentences about WHY Rob wants to help Sistine.

Use vocabulary, character maps, thinking maps, examples, details, evidence from the text, and thinking maps to support your writing.

## MODULE #3 - SECTION 1 (PAGES 26-34)

### Common Core State Standards (CCSS)

- ☐ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- ☐ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

### Content Objective(s):

- ☐ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.
- ☐ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

**Language Objective(s):**

- ☐ Learners will be able to discuss the different characters of the story with a partner.
- ☐ Learners will be able to write the main events by analyzing character thoughts and actions.

**AFTER READING:**

1. What were Rob's thoughts in his dreams about the tiger and Sistine?

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2. How does Rob feel about being a "working man" now?

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**MODULE #3- SECTION 2 (PAGES 35-42)**

**Common Core State Standards (CCSS)**

- ☐ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- ☐ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

**Content Objective(s):**

- ☐ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.
- ☐ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

**Language Objective(s):**

- ☐ Learners will be able to discuss the different characters of the story with a partner.
- ☐ Learners will be able to write the main events by analyzing character thoughts and actions.

## AFTER READING:

1. What did Sistine think about the Kentucky Star?

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2. Do you think Rob is going to tell Sistine about the tiger? Why or why not?

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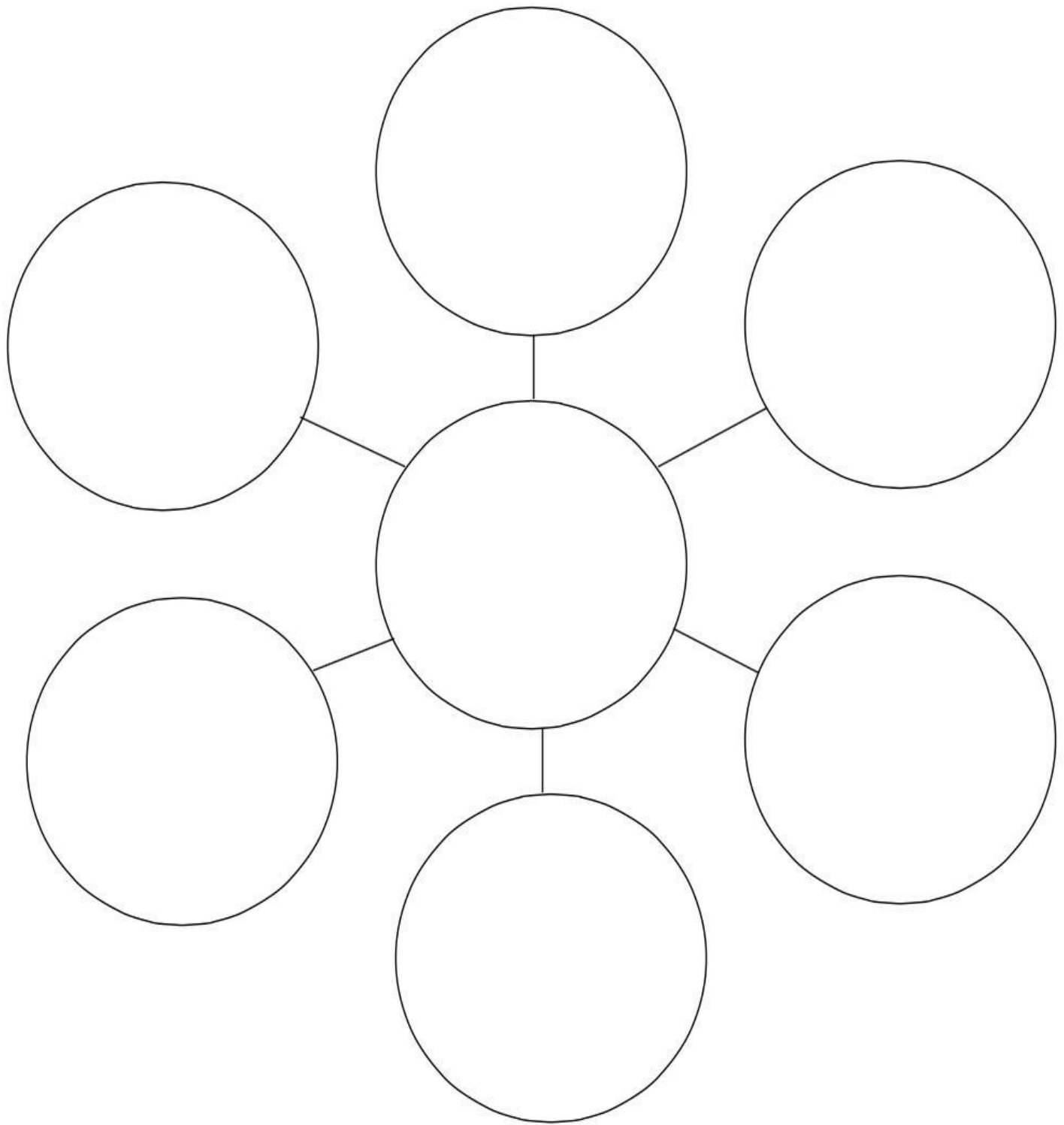
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**\*\*\* See Bubble Map on page 15 \*\*\***

## AFTER READING:

Create a bubble map of Rob's thoughts of Willie May





## MODULE #3- SECTION 3 (PAGES 43-49)

Common Core State Standards (CCSS)

- ☐ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- ❑ SL.4.1.B: Follow agreed-upon rules for discussions and carry out assigned roles.

**Content Objective(s):**

- ❑ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.
- ❑ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

**Language Objective(s):**

- ❑ Learners will be able to discuss the different characters of the story with a partner.
- ❑ Learners will be able to write the main events by analyzing character thoughts and actions.

## AFTER READING:

1. Why do you think Rob did *not* want to tell Sistine about his mother?

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2. Why did Rob *finally* tell Sistine about his mother?

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## WRITING RESPONSE TO READING: PAGES 26-49

### THE TIGER RISING: CHARACTER TRAITS MAP

**Directions:** As you are reading, think about the character's actions. How do their words and actions contribute to their thoughts.

CHARACTER	TRAITS/ACTIONS/THOUGHTS	EVIDENCE (INCLUDE PAGE #)
Beauchamp		
Willie May		

## COMPREHENSION QUESTIONS/DISCUSSION

1. How did Rob's Dad feel and the principal's note?

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2. How can Rob cure the rash and blisters on his legs? What did Willie May suggest?

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3. Why do you think Sistine would not stop asking about Rob's mother?

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## WRITING RESPONSE TO READING: PAGES 26-49

### TEXT-DEPENDENT WRITING TASK

Write 5 complete sentences about Rob's thoughts of Willie May.

Use vocabulary, character maps, thinking maps, examples, details, evidence from the text, and thinking maps to support your writing.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## MODULE #4- SECTION 1 (PAGES 50-56)

## Common Core State Standards (CCSS)

- ❑ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- ❑ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

**Content Objective(s):**

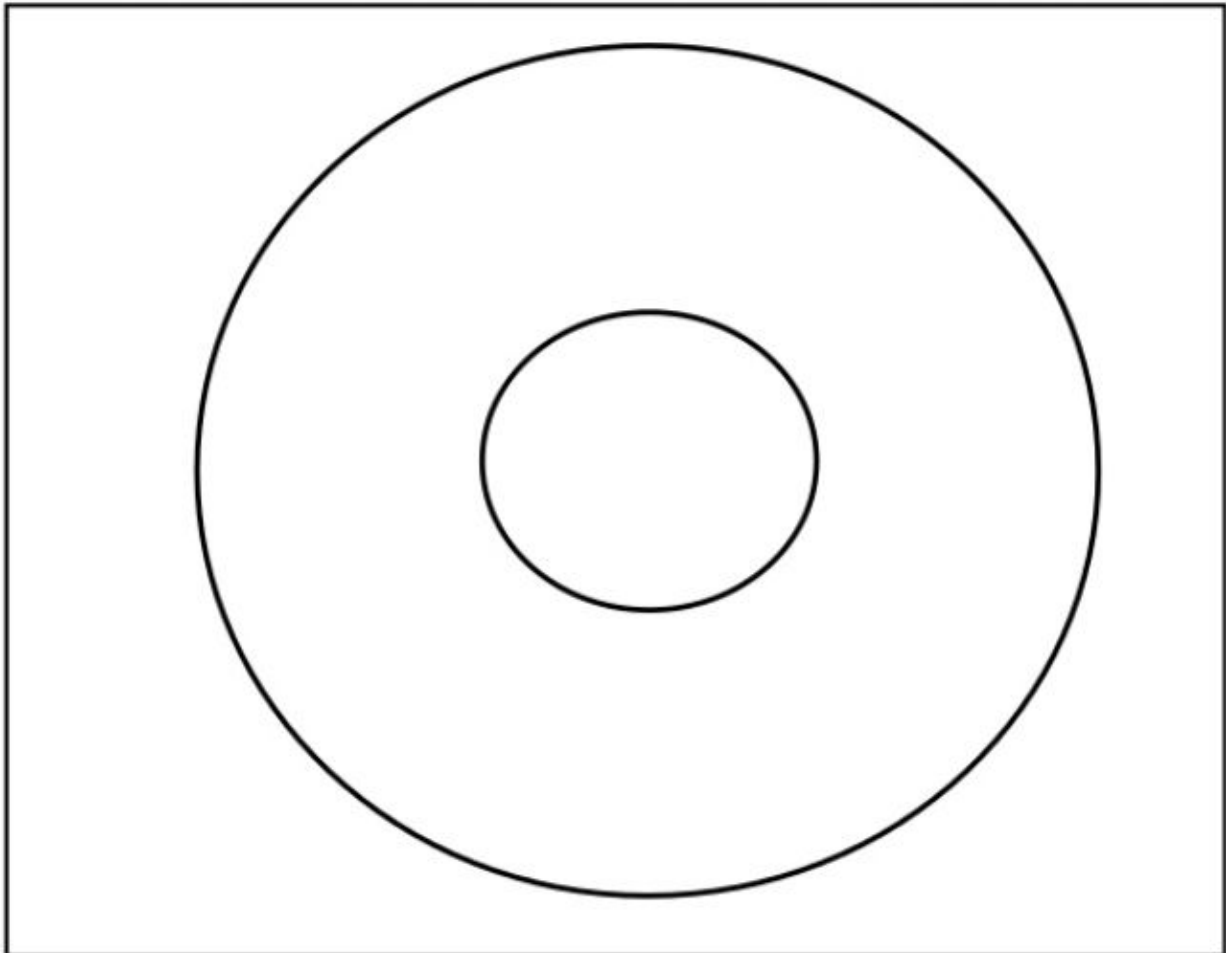
- ☐ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.
- ☐ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

**Language Objective(s):**

- ☐ Learners will be able to discuss the different characters of the story with a partner.
- ☐ Learners will be able to write the main events by analyzing character thoughts and actions.

**AFTER READING:**

**Rob's thoughts and memories of his mother:**



1. How is Rob's life different now? \_\_\_\_\_

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**MODULE #4- SECTION 2 (PAGES 57-66)**

**Common Core State Standards (CCSS)**

- ☐ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- ☐ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

**Content Objective(s):**

- ❑ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.
- ❑ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

**Language Objective(s):**

- ☐ Learners will be able to discuss the different characters of the story with a partner.
- ☐ Learners will be able to write the main events by analyzing character thoughts and actions.

## AFTER READING:

1. Why did Willie May say, “*Who don’t know something in a cage.*” What does Willie May mean by these words?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## MODULE #4- SECTION 3 (PAGES 67-80)

### Common Core State Standards (CCSS)

- ❑ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- ❑ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

**Content Objective(s):**

- ☐ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.
- ☐ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

**Language Objective(s):**

- ☐ Learners will be able to discuss the different characters of the story with a partner.
- ☐ Learners will be able to write the main events by analyzing character thoughts and actions.

## AFTER READING:

1. What was Beauchamps surprise that he wanted to show Rob?

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2. Who did the tiger's stare remind Rob of?

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3. How did Rob feel about Beauchamps "business deal" with him and the tiger?

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4. How does Sistine feel about the "business deal"?

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## WRITING RESPONSE TO READING: PAGES 50-80

### THE TIGER RISING: CHARACTER TRAITS MAP

**Directions:** As you are reading, think about the character's actions. How do their words and actions contribute to their thoughts.

CHARACTER	TRAITS/ACTIONS/THOUGHTS	EVIDENCE (INCLUDE PAGE #)
Rob's Mom		
Rob's Father		

## COMPREHENSION QUESTIONS/DISCUSSION

1. Why did Rob tell Sistine, *"You go on and cry. I got you. I got good hold of you?"*

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2. Why do you think Sistine was so upset?

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3. Do you think Rob will go ahead with his plan to set the tiger free? Why may it not be a good idea to set a tiger free?

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## WRITING RESPONSE TO READING: PAGES 50-80



# TEXT-DEPENDENT WRITING TASK

Write 5 complete sentences on your *opinion* on Rob setting the tiger free.

Should Rob set the tiger free or keep the tiger in the cage?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## MODULE #5- SECTION 1 (PAGES 81-97)

### Common Core State Standards (CCSS)

- ☐ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific

details in the text (e.g., a character's thoughts, words, or actions).

- ❑ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

**Content Objective(s):**

- ❑ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.
- ❑ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

**Language Objective(s):**

- ❑ Learners will be able to discuss the different characters of the story with a partner.
- ❑ Learners will be able to write the main events by analyzing character thoughts and actions.

## AFTER READING:

1. Why do you think Rob had to be the one to tell Willie May about the tiger?

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2. How does Sistine feel and what are her thoughts about Rob telling Willie May about the tiger?

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## MODULE #5- SECTION 2 (PAGES 98-108)

**Common Core State Standards (CCSS)**

- ❑ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific

❑ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

- ❑ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.
- ❑ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

- ☐ Learners will be able to discuss the different characters of the story with a partner.
- ☐ Learners will be able to write the main events by analyzing character thoughts and actions.

1. Do you think Beauchamp has any idea of Rob and Sistine's plans of setting the tiger free? How do you think Rob feels now that the tiger is free?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

☐ **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific

details in the text (e.g., a character's thoughts, words, or actions).

- ❑ **SL.4.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

**Content Objective(s):**

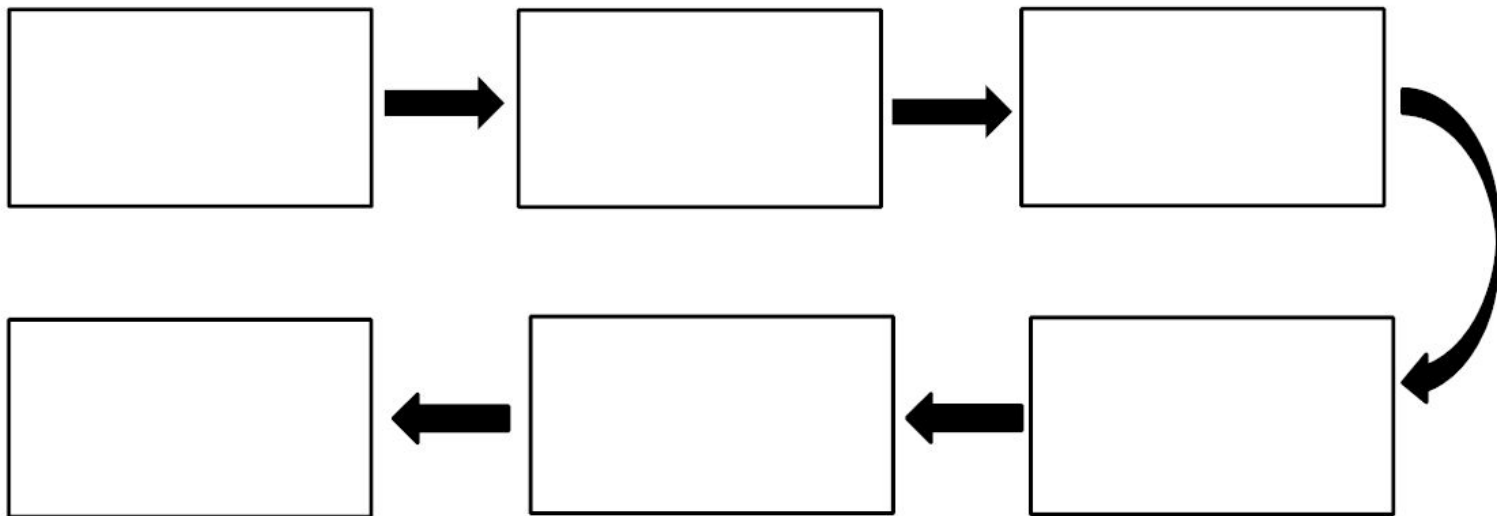
- ❑ Students will be able to describe characters in the story by drawing on specific details of a character's thoughts, words, or actions.
- ❑ Students will be able to use their descriptions of characters to analyze how and why their actions contribute to the events of the story.

**Language Objective(s):**

- ❑ Learners will be able to discuss the different characters of the story with a partner.
- ❑ Learners will be able to write the main events by analyzing character thoughts and actions.

## AFTER READING:

There were a lot of events that happened throughout pages 81-121. Let's create a **Flow Map** of the timeline of events.



\* A flow map is for sequencing or ordering.

Ask yourself: What happened? What is the sequence of events? What happens next

## WRITING RESPONSE TO READING: PAGES 80-121

# Where are they now?

CHARACTER	WHAT HE OR SHE WAS LIKE AT THE <b><u>Beginning</u></b> OF THE STORY	WHAT HE OR SHE WAS LIKE AT THE <b><u>END</u></b> OF THE STORY
Rob		
Sistine		
Rob's Father		
Willie May		
Beauchamp		

COMPREHENSION QUESTIONS/DISCUSSION

1. Why did Willie May tell Rob's father about Rob's plan to set the tiger free?

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2. Why did Rob's father say, "*I had to shoot him*"?

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3. Why does Sistine feel so guilty and tell Rob that she was "*sorry she made him do it*"?

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4. Do you think Rob understands why his father killed the tiger? Do you think he forgives him for it?

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5. How do you think the relationship between Rob and his father will be moving forward?

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6. How do you think Rob and Sistine's friendship will be moving forward?

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## WRITING RESPONSE TO READING: PAGES 50-80

## TEXT-DEPENDENT WRITING TASK

Rob and Sistine handle problems and situations in opposite ways.

Which way do you think is better?

Write one paragraph with 5-6 complete sentences using examples, details, evidence from the text, and thinking maps to support your writing.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# It's Not Just a Tiger!



Authors often use **symbolism** in their writing to bring more layers of meaning to a story. A symbol can have two meanings, *literal* and *figurative*.

- A **literal meaning** is like a top layer. It is **directly** stated.
- A **figurative meaning** goes deeper. An object or person may actually represent something else.

Here is an example of symbolism in *Tiger Rising*:

- **Literal:** Rob has a rash on his legs that won't go away.
- **Figurative:** The rash could represent the **sadness** he keeps hidden deep down inside about his mother's death.

**Directions:** When trying to uncover the figurative meaning of a symbol, there may be more than one answer. Each reader can see things in entirely *different* ways. See if you can uncover the symbolism in the following examples from the story. Discuss your idea with your partner. *Did you come up similar ideas, or did you each have unique viewpoints?*

**Literal:** The cage containing the tiger

**Figurative Meaning:** \_\_\_\_\_

**Literal:** The tiger trapped in the cage

**Figurative Meaning:** \_\_\_\_\_

**Literal:** The release of the tiger

**Figurative Meaning:** \_\_\_\_\_

**Literal:** The tiger's death

**Figurative Meaning:** \_\_\_\_\_

**Literal:** The cage containing the tiger

**Figurative Meaning:** \_\_\_\_\_



# THE TYGER

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By WILLIAM BLAKE

Tyger Tyger, burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Could frame thy fearful symmetry?

In what distant deeps or skies.  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?

And what shoulder, & what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand? & what dread feet?

What the hammer? what the chain,  
In what furnace was thy brain?  
What the anvil? what dread grasp,  
Dare its deadly terrors clasp!

When the stars threw down their spears  
And water'd heaven with their tears:  
Did he smile his work to see?  
Did he who made the Lamb make thee?

Tyger Tyger burning bright,  
In the forests of the night:  
What immortal hand or eye,  
Dare frame thy fearful symmetry?