The Tiger Rising
Sample Book Unit

Created by Gay Miller
Thank you for downloading this sample of *The Tiger Rising Book Unit*. Other book units may be found at http://www.teacherspayteachers.com/Store/Gay-Miller

Gay Miller

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

*The Tiger Rising*

By Kate DiCamillo

Genre ~ Realistic Fiction

Interest Level ~ Grades 4 - 7

Grade level Equivalent: 5.4

Lexile Measure®: 520L
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Chapter 1

harbor (verb) - to have (something, such as a thought or feeling) in your mind for a long time feeling, showing, or causing regret or sorrow

synonyms: believe, embrace, entertain, hold, cherish, bear in mind

The Kentucky Star sign was composed of a yellow neon star that rose and fell over a piece of blue neon in the shape of the state of Kentucky. Rob liked the sign; he harbored a dim but abiding notion that it would bring him good luck.

Chapter 1

astounded (adjective) - feeling or showing great surprise or wonder

synonyms: amazed, astonished, surprised, stunned, dazed, confused, flabbergasted, speechless, thunderstruck, aghast

He was so astounded at his discovery, so amazed, that he stood and stared.

Chapter 5

interact (verb) - to talk or do things with other people

synonyms: cooperate, network, relate, intermingle, work together

He was always worried: worried that Rob did not interact with the other students, worried that he did not communicate, worried that he wasn’t doing well, in any way, at school

Chapter 6

buoy (verb) - to lift or improve (something)

synonyms: better, enhance, upgrade, enrich, make better, build up

Rob floated through the rest of the morning. He went to math class and civics and science, his heart light, buoyed by the knowledge that he would never have to come back.
Chapters 1-3 [harbor and astounded]

1. Circle six words in the box that are synonyms of astounded.

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Read the definitions of harbor. Write a, b, or c to show which definition is used in each sentence.

a) to give shelter to (someone); to hide and protect (someone)

b) to have (something, such as a thought or feeling) in your mind for a long time

c) to hold or contain (something)

2. ______ He harbors a grudge against those who did not vote for him as class president.

3. ______ It is illegal to harbor escaped criminals.

4. ______ You should not pet wild animals for they could harbor diseases.

5. ______ She harbors doubts that she can win the contest.

6. ______ The Underground Railroad was a series of homes that harbored slaves who were traveling north.

7. ______ The plans you harbor in your mind are too risky.

8. ______ The shed harbored us from the storm.

9. ______ The nucleus of the cell harbors genetic material.
Chapters 28-30  [aspire and complicated]

1. Circle six words in the box that are synonyms of **aspire**.

   seek  desire  scorn
   wish  dislike  aim
   reject  hate  hope
   despise  want  refuse

2. Fill in the word web with synonyms for **complicated**.

   ![Word Web Diagram]

3. Rob thought his father had **complicated** hands. What does he mean by this?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

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Chapters 1-3 [harbor and astounded]

1. Circle six words in the box that are synonyms of **astounded**.

   dull  surprised  bored
   amazed  thunderstruck  informed
   expected  stunned  calm
   clarify  flabbergasted  astonished

   Read the definitions of **harbor**. Write a, b, or c to show which definition is used in each sentence.

   a) to give shelter to (someone) : to hide and protect (someone)
   b) to have (something, such as a thought or feeling) in your mind for a long time
   c) to hold or contain (something)

2. ______ He **harbors** a grudge against those who did not vote for him as class president.
3. ______ It is illegal to **harbor** escaped criminals.
4. ______ You should not pet wild animals for they could **harbor** diseases.
5. ______ She **harbors** doubts that she can win the contest.
6. ______ The Underground Railroad was a series of homes that **harbored** slaves who were traveling north.
7. ______ The plans you **harbor** in your mind are too risky.
8. ______ The shed **harbored** us from the storm.
9. ______ The nucleus of the cell **harbors** genetic material.
Chapters 28-30  [aspire and complicated]

1. Circle six words in the box that are synonyms of aspire.

- seek
- desire
- scorn
- wish
- dislike
- aim
- reject
- hate
- hope
- despise
- want
- refuse

2. Fill in the word web with synonyms for complicated.

causing difficulties

hard to understand, explain, or deal with

complicated

difficult

confounded

3. Rob thought his father had complicated hands. What does he mean by this?

Rob felt his father’s hands were complicated because he used them to do things that were both gentle (such as putting the ointment on his legs) and strong (such as shooting his gun).

Chapters 1-3 [harbor and astounded]

1. Circle six words in the box that are synonyms of astounded.

- dull
- surprised
- bored
- amazed
- thunderstruck
- informed
- expected
- stunned
- calm
- clarify
- flabbergasted
- astonished

Read the definitions of harbor. Write a, b, or c to show which definition is used in each sentence.

- a) to give shelter to (someone) : to hide and protect (someone)
- b) to have (something, such as a thought or feeling) in your mind for a long time
- c) to hold or contain (something)

2. ____ b ____ He harbors a grudge against those who did not vote for him as class president.
3. ____ a ____ It is illegal to harbor escaped criminals.
4. ____ c ____ You should not pet wild animals for they could harbor diseases.
5. ____ b ____ She harbors doubts that she can win the contest.
6. ____ a ____ The Underground Railroad was a series of homes that harbored slaves who were traveling north.
7. ____ b ____ The plans you harbor in your mind are too risky.
8. ____ a ____ The shed harbored us from the storm.
9. ____ c ____ The nucleus of the cell harbors genetic material.
Comprehension

This section contains a one page printable comprehension practice for each reading selection. The chart below is the key to the types of questions for the comprehension questions. The section also contains 14 constructed responses exercises. The constructed response pages that are chapter specific list the chapters they should be used with. If chapter numbers are not listed the questions are flexible and may be used at different points in the story.

Types of Questions Key

detail / inference
main idea /
summarizing / theme
character/ setting /
plot / events
word meaning /
figurative language
text structure
point of view
different forms of the
same story
compare and contrast
Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

Option 2

Students fill in the organizers only.
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## Common Core State Standards Reading: Literature

### 5th Grade

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<td>Roller Coaster Diagram</td>
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~ Page 14 © Gay Miller ~
1. A good title for Chapters 1-3 could be ---.
   a. Being Bullied
   b. The Bus Ride
   c. Tuneless Whistling
   d. The Sistin Chapel

2. Chapters 1-2 are told from which point of view?
   a. 1st
   b. 2nd
   c. 3rd limited
   d. 3rd omniscient

3. What can be inferred from Rob’s thoughts about not fighting back?
   a. Rob has a plan to get even with the bullies.
   b. The Threemongers bully Rob every day.
   c. Mr. Nelson will stop the boys from harassing Rob.
   d. Rob is thankful Sistine is a distraction.

4. List 3 things that are upsetting to Rob.
   #1 – ____________________________________
   #2 – ____________________________________
   #3 – ____________________________________

5. What metaphor does Rob use to describe the thoughts he is trying not to think about?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

6. Sequence the following events by numbering them in the correct order.
   _____ Mr. Nelson ignored Billy and Norton as they bullied Rob.
   _____ The Threemongers whispered to Sistine.
   _____ Rob waits by the Kentucky Star sign for the school bus.
   _____ Sistine got on the school bus.
   _____ Rob thinks about finding the tiger.

7. Rob is most like which of the following fairy tale characters?
   a. Rapunzel (locked away in a tower)
   b. Peter Pan (carefree boy who never grows up)
   c. Cinderella (bullied by stepsisters)
   d. Pinocchio (nose grows when he tells lies)

   Explain why you selected this answer.
   __________________________________________
   __________________________________________
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   __________________________________________

8. Read this passage from Chapter 1.
   Finding the tiger had been luck, he knew that. He had been out in the woods behind the Kentucky Star Motel, way out in the woods, not really looking for anything, just wandering, hoping that maybe he would get lost or get eaten by a bear and not have to go to school ever again.
   Which literary device does this line contain?
   a. cliffhanger
   b. flashback
   c. figurative language
   d. climax

   Explain why you selected this answer.
   __________________________________________
   __________________________________________
   __________________________________________
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   __________________________________________
## Constructed Response – Symbolism

Write a physical description of the Kentucky Star sign, the tiger, and Sistine’s pink dress based on the details from Chapters 1-3. Then write what each object symbolizes.

<table>
<thead>
<tr>
<th>Kentucky Star Description</th>
<th>Tiger Description</th>
<th>Sistine’s Pink Dress</th>
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<tbody>
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**CCSS.ELA-LITERACY.RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  
**CCSS.ELA-LITERACY.RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
1. A good title for Chapters 1-3 could be ---.
   a. Being Bullied
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   c. Mr. Nelson will stop the boys from harassing Rob.
   d. Rob is thankful Sistine is a distraction.

4. List 3 things that are upsetting to Rob.
   #1 – Rob has an itchy rash on his legs.
   #2 – Rob’s mother passed away 6 months earlier.
   #3 – Rob is being bullied by Norton and Billy.

5. Sequence the following events by numbering them in the correct order.
   ___ 3 ___ Mr. Nelson ignored Billy and Norton as they bullied Rob.
   ___ 5 ___ The Threemongers whispered to Sistine.
   ___ 1 ___ Rob waits by the Kentucky Star sign for the school bus.
   ___ 4 ___ Sistine got on the school bus.
   ___ 2 ___ Rob thinks about finding the tiger.

6. What metaphor does Rob use to describe the thoughts he is trying not to think about?
   Rob compares unwanted thoughts to a packed suitcase being guarded by a tiger.

7. Rob is most like which of the following fairy tale characters?
   a. Rapunzel (locked away in a tower)
   b. Peter Pan (carefree boy who never grows up)
   c. Cinderella (bullied by stepsisters)
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   ____________________________________________________________
   ____________________________________________________________
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   Which literary device does this line contain?
   a. cliffhanger
   b. flashback
   c. figurative language
   d. climax

   Explain why you selected this answer.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   Rob is thinking back on something that happened earlier that morning.
**Kentucky Star Description**

The Kentucky Star sign was composed of a yellow neon star that rose and fell over a piece of blue neon in the shape of the state of Kentucky.

**Tiger Description**

That’s when he saw the old Beauchamp gas station building, all boarded up and tumbling down; next to it, there was a cage, and inside the cage, unbelievably, there was a tiger — a real-life, very large tiger pacing back and forth. He was orange and gold and so bright, it was like staring at the sun itself, angry and trapped in a cage.

**Sistine’s Pink Dress**

...a girl with yellow hair and a pink lacy dress walked up the steps and onto the bus.

**Kentucky Star Meaning**

Rob thought the sign was a good luck charm.

**Tiger Meaning**

The tiger was a protection for Rob. It stood over his suitcase where Rob locked away his hidden emotions. The tiger protected the emotions from escaping.

**Sistine’s Pink Dress Meaning**

The dress made Sistine stand out. She was different from the other girls in school who did not wear dresses. This makes the reader believe that Rob and Sistine are going to become friends. He is different from the other kids in school as well. Rob is quiet and standoffish.

---

**CCSS.ELA-LITERACY.RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**CCSS.ELA-LITERACY.RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Skills

Activities Provided on the Following Pages

Days #1-3 ~ Printables

Three printables are provided based on topics related to the story:

- Neon Signs
- The Sistine Chapel
- Fresco Painting

Days #4-8 ~ Root Word (Cert)

A 10 minute activity is provided for each day covering the root word (cert).

- Anchor Chart with Correlating Student Page
- Foldable Organizer
- Workbook Pages
- Card Deck
- Bump Game

Days #9-10 ~ Context Clues

- Foldable Graphic Organizers
- Task Cards with Sentences from The Tiger Rising
# Prefixes, Suffixes, & Root Words

## Common Core Alignment

<table>
<thead>
<tr>
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<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
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<tbody>
<tr>
<td><strong>Prefixes, Suffixes, &amp; Root Words</strong></td>
<td><strong>CCSS.ELA-LITERACY.L.4.4.B</strong> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</td>
<td><strong>CCSS.ELA-LITERACY.L.5.4.B</strong> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</td>
<td><strong>CCSS.ELA-LITERACY.L.6.4.B</strong> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</td>
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<td><strong>CCSS.ELA-LITERACY.L.4.4.C</strong> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
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How to Use this Resource

Lesson 1
Introduce the “Root Word” by using the anchor chart.

Students complete the first page of their practice booklet by writing the meaning of the root word and listing words containing the root during the discussion.

Lesson 2
Students complete the foldable organizer by writing words containing the root and writing the definitions for each word.
For most students, I recommend using words that the students already know on the foldable organizer. This is so students can make a clear connection between the meaning of the root word by associating it with something they already know.

Then when completing Thursday’s card deck activity, have students expand their vocabulary by using the more difficult words.

For example:

**Easier Words**
certain
certainty
certification
certify
uncertain
uncertainty
uncertified
recertification

**More Challenging Words**
ascertain
ascertainable
certifiable
certitude
disconcert
cert
decertify
decertification
pre-concert

Lesson 3

Students complete the next two pages in their practice booklet. This practice contains two pages that may be printed back-to-front and then folded in half to have a booklet feel.
Lesson 4  Students make an index card for challenging words. On the cards, students write definitions, sentences, and create illustrations for the words.

Lesson 5  Students practice using the root word with a game activity. Students record the answers for the game activity in their practice booklets.
# Context Clues: Common Core Alignment

<table>
<thead>
<tr>
<th>Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
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<tbody>
<tr>
<td>CCSS.ELA-LITERACY.L.3.4.A</td>
<td>Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>CCSS.ELA-LITERACY.L.4.4.A</td>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>CCSS.ELA-Literacy.L.5.4.a</td>
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<tr>
<td>CCSS.ELA-Literacy.L.5.5.c</td>
<td>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
<td>CCSS.ELA-Literacy.L.6.4.d</td>
<td>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
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~ Page 24 © Gay Miller ~
Three organizers are offered. The first contains 4 context clue types, the second contains 6 context clue types, and the third contains 8 context clues types.

The organizers come in three versions:

- The first has lines where students write definitions and sample sentences.
- The second copy of the organizer includes the definitions with key words missing for students to fill in. Students must also write definitions and sample sentences.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

Instructions for Making the Organizer

1) Print the organizer on colored paper.
2) Have students trim around the four sides of the organizer on the bold lines.
3) Fold on the dotted lines and cut on the solid lines to form six flaps.
4) After discussing the types of context clues, have students write a definition and a sample sentence for each type on the lines provided.
Context Clues

Instructions for Making the Cards

1. Print the question cards onto heavy weight paper or cardstock.
2. Laminate for repeated use.
3. Cut the cards apart.

Answer Key

1. b) idea
2. a) cloudy
3. c) jerked
4. d) gruff
5. d) smacked
6. c) rebelliously
7. a) documents
8. b) spreadable
9. c) made fun of
10. a) kept very busy
11. c) offered
12. c) problem
13. a) uncertainly
14. b) carved
15. b) intruding
16. b) careful
17. a) listened carefully
18. c) group of stars
19. d) shape
20. b) crept
21. b) flapped
22. c) choices
23. a) insulting
24. b) snout
25. a) attacking
26. d) at risk of dying out
27. a) rug with long threads
28. b) closed tightly
29. b) amazingly
30. b) charmed
31. a) unaware
32. d) amazed
Rob liked the sign; he harbored a dim but abiding **notion** that it would bring him good luck.

What does **notion** mean?
- a) start
- b) idea
- c) command
- d) gift

So as he waited for the bus under the Kentucky Star sign, and as the first drops of rain fell from the **sullen** sky, Rob imagined the tiger on top of his suitcase, blinking his golden eyes, sitting proud and strong, unaffected by all the not-thoughts inside straining to come out.

What does **sullen** mean?
- a) cloudy
- b) blue
- c) bright
- d) foggy

They were still out in the country, only halfway into town, when the bus **lurched** to a stop.

What does **lurched** mean?
- a) squeaked
- b) still
- c) jerked
- d) crept

“I know it,” the girl said. Her voice was **gravelly** and deep, and the words sounded clipped and strange, like she was stamping each one of them out with a cookie cutter.

What does **gravelly** mean?
- a) slow and lazy
- b) wavering
- c) broken
- d) gruff
If you like this unit, you might also like some on the following book units found at Teachers Pay Teachers:
More to Come