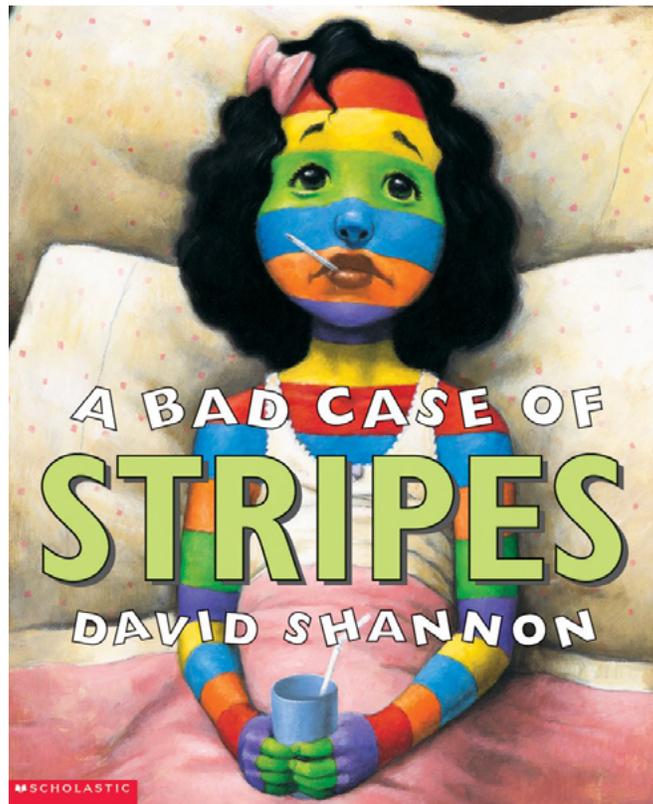




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2ND - 3RD



A BAD CASE OF STRIPES

WRITTEN BY DAVID SHANNON

ILLUSTRATED BY DAVID SHANNON

Watch the video of actor

Sean Astin

reading this story at

storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Camilla Cream loves lima beans, but she never eats them. Why? Because the other kids at her school don't like them. And Camilla Cream is very, very worried about what other people think of her. In fact, she is so worried that she's about to break out in... A Bad Case of Stripes.

THEMES IN THE STORY

Identity, Individuality, Peer Pressure, Self-confidence

READING AND WRITING

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standards listed below are for 2nd and 3rd grade, but can be adapted to 4th grade standards.

BEFORE READING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

Objectives: Tap prior knowledge/build background through class discussion:

1. What are your favorite foods? Pay special attention to the differences in the students' answers. Lead them to realize that not everyone likes the same thing.
2. Have you ever not eaten something, or joined in an activity because you were afraid that others would make fun of you?
3. Explain that in the story, *A Bad Case of Stripes*, a little girl named Camilla loves lima beans but never eats them because she knows the other kids in school do not like them. She gets so worried about what they will think of her if they find out that she breaks out in stripes.

DURING READING

Standards: CCSS.SL.2.2, CCSS.SL.3.2

Objective: Students will listen attentively and ask and answer questions about key details in a text read aloud.

Procedure:

1. During the reading, take time to notice details in the illustrations by asking:
 - What do you notice about this picture?
2. Stop the reading periodically to discuss the problems that Camilla is having and possible solutions to the problems. Below are some questions you might use:
 - Why didn't Camilla want to let others know that she liked lima beans?
 - How does Camilla feel when the kids laugh at her?
 - Do you think the kids are bullying Camilla? Why or why not?

AFTER READING

Focus: Cause and effect

Standards: CCSS.RL.2.1, CCSS.RL.3.1

Objective: Students will identify cause and effect relationships in a familiar text.

Materials: Red and blue markers, Chart Paper with the following Cause-Effect relationships printed:

Camilla never ate lima beans **because** her friends hated them and she wanted to fit in.
Camilla's mother saw Camilla covered in stripes **so** she began to cry out loud.
Camilla broke out into stars and stripes when the class said the Pledge of Allegiance.
Camilla was so embarrassed **because** no one wanted to be in the same room as her.
When Camilla began to eat lima beans, she never had a touch of stripes again.

Procedure:

- Step 1: Review cause and effect with students, if necessary
- Step 2: Show students the prepared sentences. Tell students that they are going to pick out the cause and effect in each sentence. To find the effect: ask, "What happened?" Then ask, "What made this happen?" to find the cause.
- Step 3: Model the activity with the first sentence. Underline the cause in red and the effect in blue.

Step 4: Have students identify the cause and effect in each sentence as shown. You can also have them circle clue words (because, so)

Step 5: Have students write their own cause-effect sentence using examples from the story.

READING RESPONSE

Standards: CCSS.RL.2.1, CCSS.RL.3.1

Objective: Students will answer the prompt using details from the story to support the response.

Prompt: How did Camilla change from the beginning of the story to the end of the story?
Use at least two details to support your response

Materials: Writing paper, pencil

Procedure:

Step 1: Allow time for students to discuss the prompt before writing.

Step 2: Answer the prompt.

WRITING

Objective: Students will write for a specific audience using grade appropriate sentence structure and spelling. Use the suggested activities below according to the writing level and needs of your class.

Persuasive Paragraph

Standards: CCSS.W.2.1, CCSS.W.3.1

Activity: Camilla's classmates call her names and make fun of her. Pretend you are a student in her class. Write a persuasive paragraph to the other students to convince them not to tease her.

News Article

Standards: CCSS.W.2.3, CCSS.SL.2.4, CCSS.W.3.3, CCSS.SL.3.4

Activity: Once reporters heard about Camilla, they camped out on her lawn to report the story. Imagine you are a TV newsperson assigned to cover the story. Write your script for the evening news. Students can present their work to the class as a TV news anchor.

ACROSS THE CURRICULUM ACTIVITIES

SOCIAL STUDIES: ACCEPTING DIFFERENCES

OBJECTIVE —

The book can be used to prompt discussions about insecurities, bullying, and learning to accept differences in others.

MATERIALS —

Chart paper, drawing paper, markers

PROCEDURE —

- Step 1:** Ask students what are some things they worry about when they are starting something new and need to make new friends. List responses on chart paper.
- Step 2:** Lead a class discussion about how it makes people feel when others laugh at them or tease them.
- Step 3:** Allow time for students to share stories about a time they were teased about something.
- Step 4:** Introduce students to the words, RESPECT and DISRESPECT. Discuss.
- Step 5:** **ROLE PLAY:** Refer back to the list of student worries. Have them determine possible scenarios to their worries. Assign two students for each student response listed on chart paper. Have them show how someone would show respect and disrespect in acknowledging the difference. Allow students to discuss the respectful behavior vs the disrespectful behavior shown and how this makes the person feel.
- Step 6:** **ACTIVITY:** Have the students draw a large picture of themselves and decorate it with their own “Bad Case of” For example, someone who loves pizza might decorate themselves in the drawing with pizza slices for “A Bad Case of Pizza.” This activity doesn’t have to be limited to food – it could also include activities.

SCIENCE: PLASTIC BAG GREENHOUSE

When seeds are planted in soil, they first sprout or “germinate.” When planted in the soil, we are unable to see the first sprout push out of the seed coat or see the root system. In this activity, students will be able to observe germination and the plant’s roots.

OBJECTIVE —

Students will conduct a simple experiment and observe and record the outcomes and identify and describe the germination process of a bean plant.

MATERIALS —

Clear ziplock bags, paper towels, dry beans, markers, observation sheet

PROCEDURE —

- Step 1:** Distribute a zip lock bag to each student and have them write their name in the top corner with a permanent marker.
- Step 2:** Distribute a paper towel to each student and have them dampen the towel. Fold the damp towel and place it in the bag. Paper towels should be damp enough to provide moisture for the bean, but not dripping (which could cause mold).

- Step 3:** Have students place a dry bean on top of the damp paper towel and seal the bag. There does not need to be any air in the bag.
- Step 4:** Tape each bag to a window or a wall which gets some sunlight. The seed mostly needs warmth at this stage, not light – so prioritize for warmth. A window helps for viewing the seed as it germinates.
- Step 5:** The seeds should begin to germinate in 3-5 days. Have children observe the growth of the sprouts on their observation sheet. Moisten the paper towels if they are drying out.
- Step 6:** After 1 ½ to 2 weeks transplant the sprouted seeds if soil is available. Beans require a fair amount of warmth so may not grow well outside in the winter. However, in a sunny classroom spot with good soil and water, it is possible for them to grow into a full grown bean plant.

ABOUT US

ABOUT STORYLINE ONLINE

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ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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