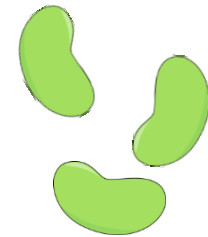


Speech & Language  
Book Companion for  
**A Bad Case  
of Stripes**

Vocabulary	Character traits	Sequence
Visualize	Categories	Prediction
Essential ?s	Summarize	WH ?s
	Compare/Contrast	



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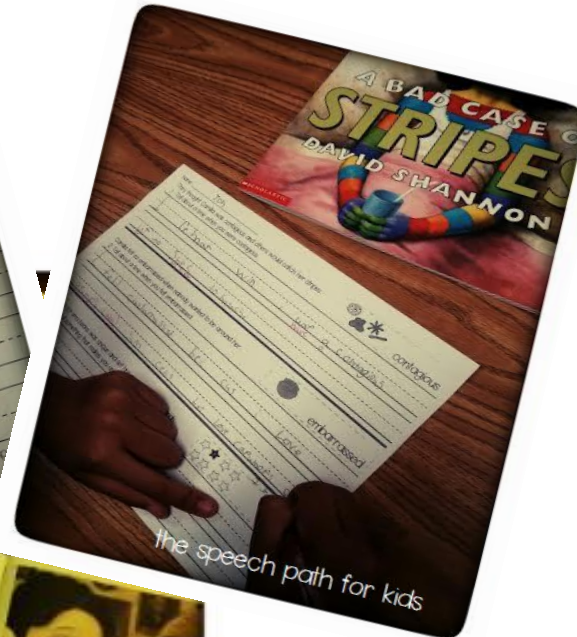
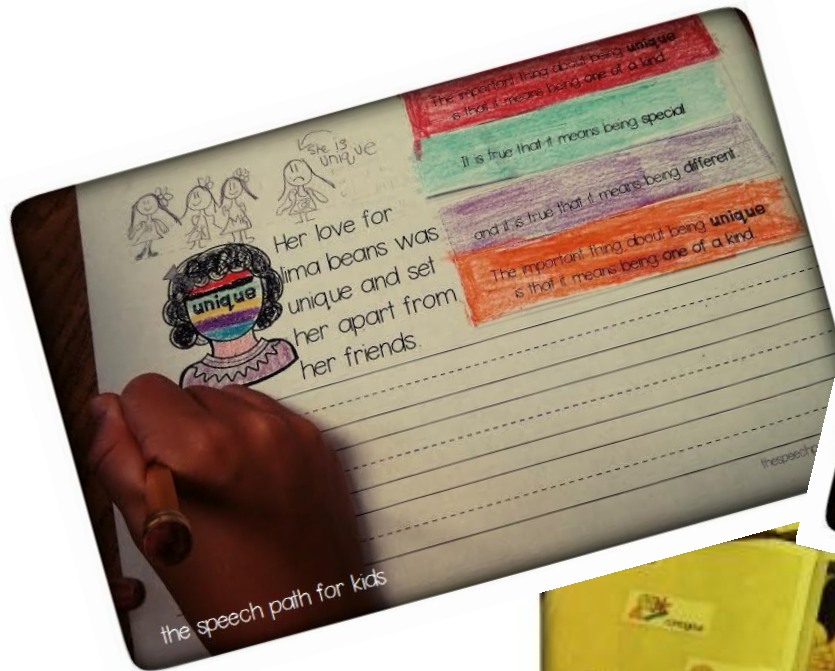
# Defining vocabulary

Using memory strategies of repetition, visual cues, and key words, students are exposed to 8 target vocabulary words from A Bad Case of Stripes.

- Mini anchor chart provides visual cues to teach this concept.
- Picture and word cards: Print for word wall, pocket chart, or to attach directly to the pages of the story. (I print two pages to a sheet to get a smaller size for the book)
- “The important thing about”: This repetitive structure becomes familiar to students and increases recall. I use this to pre-teach, teach, and re-teach. Slip into plastic page protectors and organize in a binder.
- Connect to self written response: Students read a sentence from the story then answer the writing prompt to connect the vocabulary and concepts to self. (I’ve also included the word “important” in case your students need to learn this word too!)
- Writing template: Students cut & paste word and definition strips then write their own descriptive sentence. Optional – save time or support for different needs by coloring filled-in template.



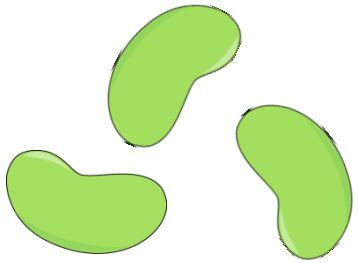
# Defining vocabulary -examples-



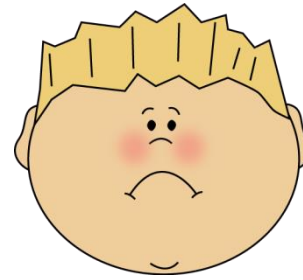
# Define

Describe the characteristics of the item to inform others as to what the word means





lima beans



embarrassed



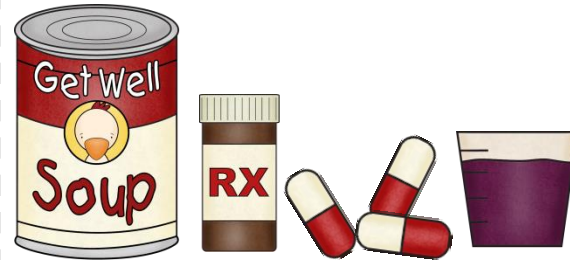
impress



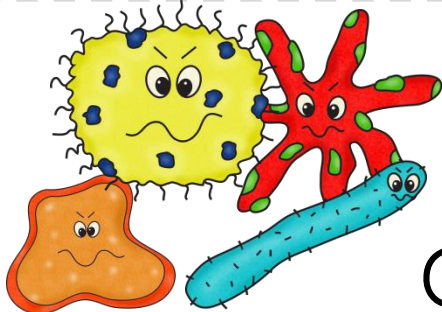
expert



distraction



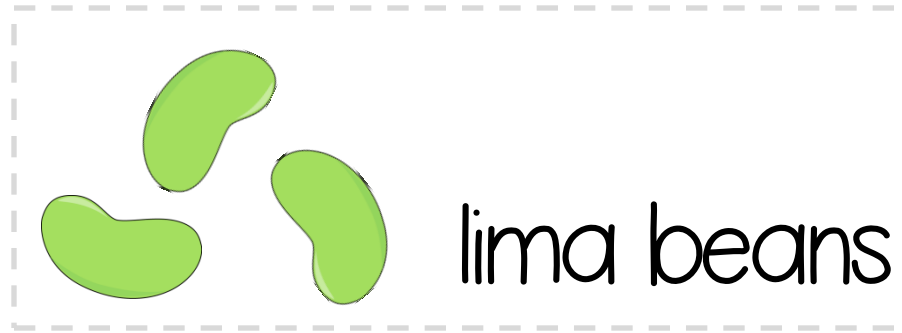
cure



contagious



unique



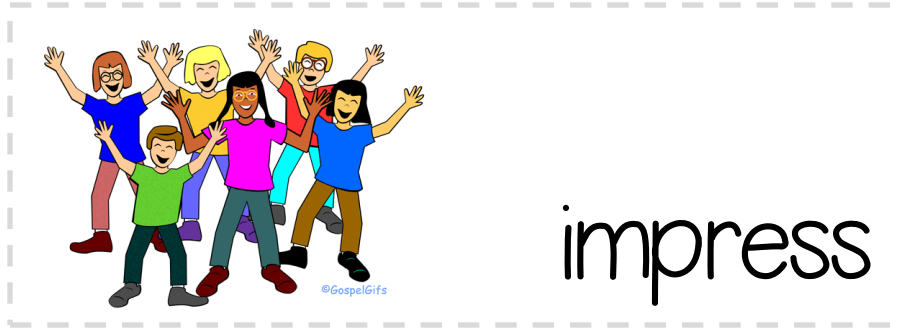
lima beans

The important thing about a **lima bean**  
is that it is a **green vegetable**.

It is true that it looks **small**

and it is true that it feels **slimy**.

But the important thing about a **lima bean**  
is that it is a **green vegetable**.



The important thing about **impress**  
is that someone has a **good opinion** about me

It is true that it can happen from **hard work**

and it is true that it means others **like what I did.**

But the important thing about **impress**  
is that someone has a **good opinion** about me



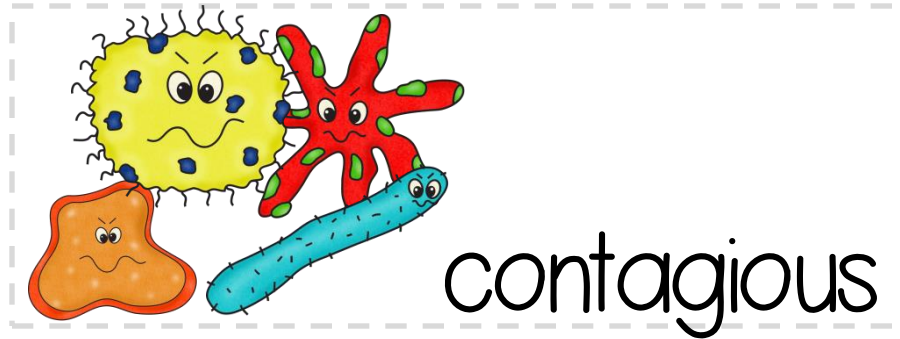
The important thing about a **distraction**  
is that you **can't focus**.

It is true that it can be a loud sound

and it is true that it can be something you see.

But the important thing about a **distraction**  
is that you **can't focus**.



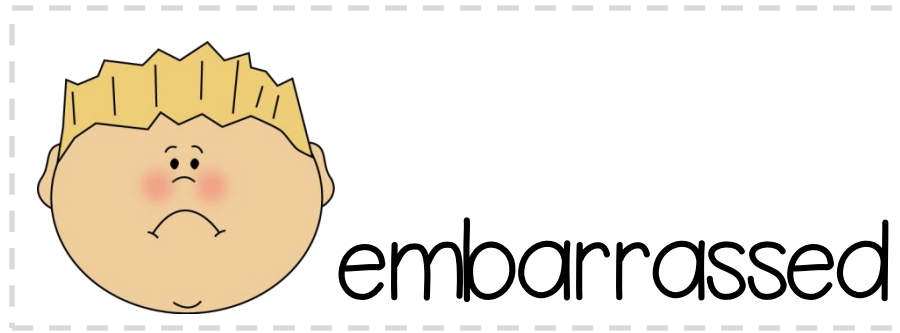


The important thing about **contagious**  
is that it means to **spread to others**.

It is true that it might be **sharing germs**

and it is true that it means others can **catch it**.

But the important thing about **contagious**  
is that it means to **spread to others**.



embarrassed

The important thing about feeling **embarrassed** is that it means to **feel shame**.

It is true that the feeling **does not feel good**

and it is true that you might **cry**.

But the important thing about feeling **embarrassed** is that it means to **feel shame**.



expert

The important thing about an **expert** is that it's a person who **mastered the skill**.

It is true that the person is a **specialist**

and it is true that they have much **experience**.

But the important thing about an **expert** is that it's a person who **mastered the skill**.

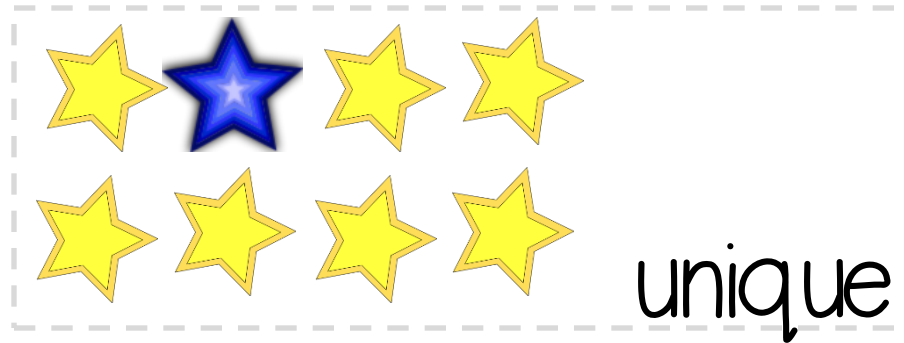


The important thing about a **cure**  
is that it **heals you**.

It is true that it can be **medicine**

and it is true that it makes you **feel better**.

But the important thing about a **cure**  
is that it **heals you**.



The important thing about being **unique**  
is that it means being **one of a kind**.

It is true that it means being **special**

and it is true that it means being **different**.

But the important thing about being **unique**  
is that it means being **one of a kind**.



important

The important thing about being **important**  
is that it is the **most significant**.

It is true that it is very **meaningful**

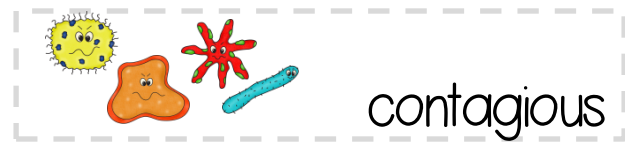
and it is true that it may be the **main idea**.

But the important thing about being **important**  
is that it is the **most significant**.

Name: \_\_\_\_\_

They thought Camilla was contagious and others would catch her stripes.

1. Tell about a time when you were contagious.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. A thick grey horizontal bar is positioned below the first set of lines.

Camilla felt so embarrassed when nobody wanted to be around her.

2. Tell about a time when you felt embarrassed.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. A thick grey horizontal bar is positioned below the first set of lines.

Her love for lima beans was unique and set her apart from her friends.

3. Tell about something that makes you unique.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: \_\_\_\_\_

Even with creams and medicine, the experts couldn't find a cure.

4. Share something you would like to cure.



Camilla's stripes were a distraction to other students at school.

5. Tell about something that is a distraction to you at school.



Camilla loved lima beans, but she never ate them.

6. Describe what lima beans look and feel like.





Name: \_\_\_\_\_

The experts studied her closely and reviewed their results at the lab

7. Describe something you know well and what makes you an expert about it.



expert

Camilla worried what people thought of her and wanted to impress others.

8. Tell about a time you did something strange, bad, or weird to impress others.



impress

It was important to Camilla to feel like she fit in.

9. Share something that is important to you.



important



Camilla loved  
lima beans, but  
she never ate  
them.





Camilla worried  
what others  
thought of her  
and wanted to  
impress others.


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were a  
distraction to  
other students  
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Camilla was  
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Her love for  
lima beans was  
unique and set  
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important



It was  
important to  
Camilla to feel  
like she fit in.


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Handwriting practice lines consisting of three sets of solid top and bottom lines with a dashed middle line.

The important thing about a **lima bean**  
is that it is a **green vegetable**.

It is true that it looks **small**

and it is true that it feels **slimy**.

The important thing about a **lima bean**  
is that it is a **green vegetable**.

The important thing about **impress**  
is that someone has a **good opinion** about me.

It is true that it can happen from **hard work**

and it is true that it means others **like what I did**.

The important thing about **impress**  
is that someone has a **good opinion** about me.

The important thing about a **distraction**  
is that you **can't focus**.

It is true that it can be a **loud sound**

and it is true that it can be something **you see**.

The important thing about a **distraction**  
is that you **can't focus**.

The important thing about **contagious** is that it means to **spread to others**.

It is true that it might be **sharing germs**

and it is true that it means others can **catch it**.

The important thing about **contagious** is that it means to **spread to others**.

The important thing about feeling **embarrassed** is that it means to **feel shame**.

It is true that the feeling **does not feel good**

and it is true that you might **cry**.

The important thing about feeling **embarrassed** is that it means to **feel shame**.

The important thing about an **expert** is that it's a person who **mastered the skill**.

and it is true that they have much **experience**.

It is true that the person is a **specialist**

The important thing about an **expert** is that it's a person who **mastered the skill**

The important thing about a **cure**  
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The important thing about a **cure**  
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The important thing about being **unique**  
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It is true that it means being **special**

and it is true that it means being **different**.

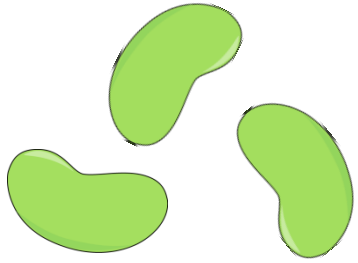
The important thing about being **unique**  
is that it means being **one of a kind**.

The important thing about being **important**  
is that it is the **most significant**.

It is true that it is **very meaningful**

and it is true that it may be the **main idea**.

The important thing about being **important**  
is that it is the **most significant**.



lima beans



Camilla loved  
lima beans, but  
she never ate  
them.

The important thing about a **lima bean**  
is that it is a **green vegetable**.

It is true that it looks **small**

and it is true that it feels **slimy**.

The important thing about a **lima bean**  
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impress

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The important thing about **impress** is that someone has a **good opinion** about me.

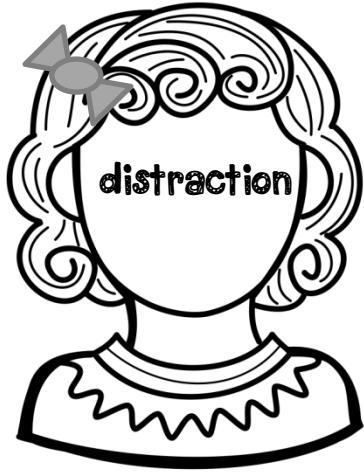


Camilla worried  
what others  
thought of her  
and wanted to  
impress others.





distraction



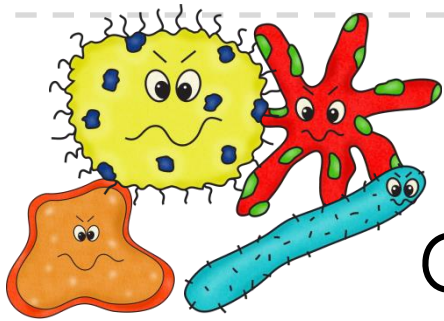
Camilla's stripes  
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distraction to  
other students  
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It is true that it can be a loud sound

and it is true that it can be something you see.

The important thing about a **distraction**  
is that you can't focus.



contagious



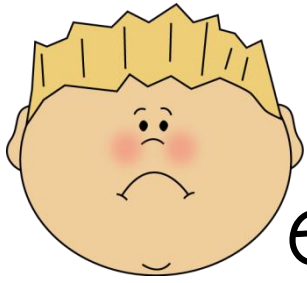
They thought  
Camilla was  
contagious and  
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embarrassed



Camilla felt so  
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when nobody  
wanted to be  
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The experts studied her closely and reviewed their results at the lab.



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The important thing about a **cure**  
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Even with  
creams and  
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find a cure.



unique



Her love for  
lima beans was  
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The important thing about being **unique**  
is that it means being **one of a kind**.

It is true that it means being **special**

and it is true that it means being **different**.

The important thing about being **unique**  
is that it means being **one of a kind**.



important



It was important to Camilla to feel like she fit in.

The important thing about being **important** is that it is the **most significant**.

It is true that it is **very meaningful**

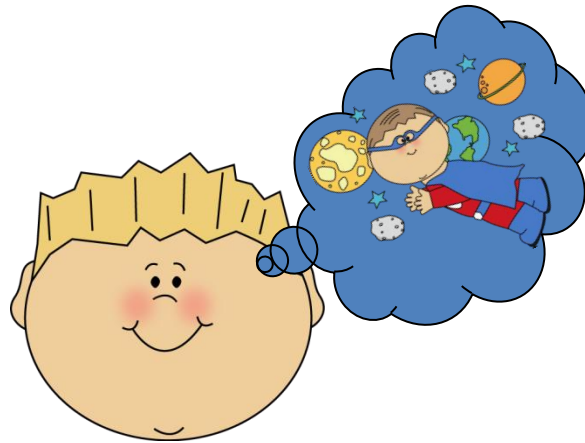
and it is true that it may be the **main idea**.

The important thing about being **important** is that it is the **most significant**.

# Visualizing

Using drawing while visualizing concepts from A Bad Case of Stripes, students will make connections to the text.

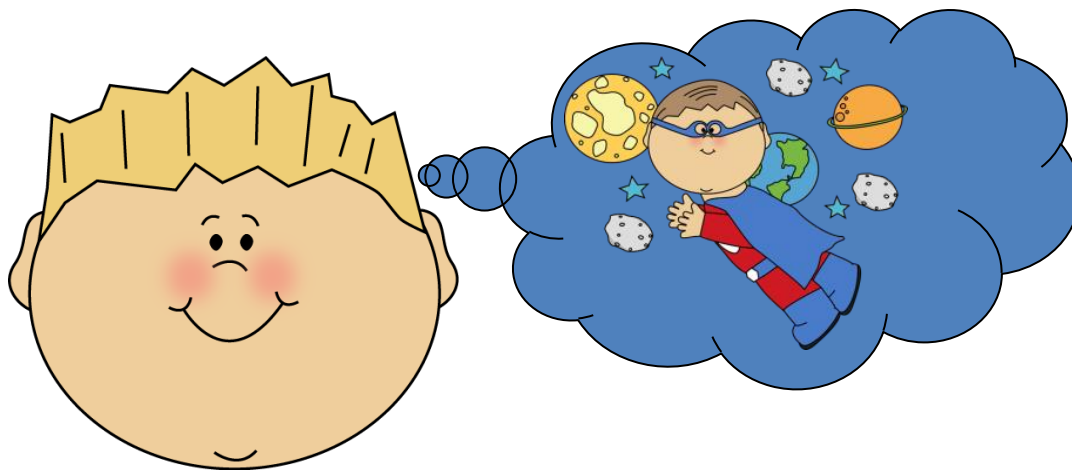
- Mini anchor chart provides visual cues to teach this concept.
- Students draw pictures to create a picture of Camilla with three emotions and three actions related to story events. This helps them make connections to text.





# Visualize

Draw a picture in my mind



This is how I **visualize** Camilla Cream when she is...



...playing soccer



...counting



...singing the ABCs

This is how I **visualize** Camilla Cream when she...



...feels mad



...feels happy

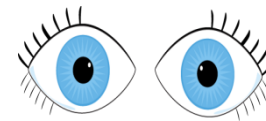
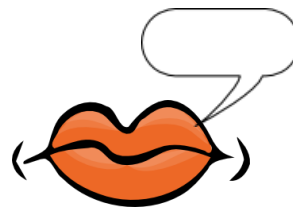


...feels embarrassed

# Character Traits

Explore three characters in A Bad Case of Stripes: Camilla Cream, experts, parents

- Mini anchor chart provides visual cues to teach this concept.
- Matching character traits: Differentiated to two levels. For each character, students choose 5 matching character traits from a word bank. They can write or cut/paste the answers. To look closer at each character, students choose inside and outside traits from the word bank. (one set in color in case you want print and display in class...another set in b/w for printing options)
- Character writing prompt: Choose one character and describe traits supporting with story details
- Describing character traits: Choose a character, name three traits, support with evidence, draw the character.



# Character Traits

Story characters have **traits**  
that let us know more about them.

**does**



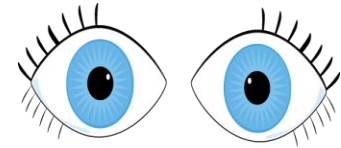
**feels**



**says**



**looks**



Think about what each character **does**, **feels**, and **says**  
Pay attention to the way a character **looks**.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The story characters have **traits** that let us know more about them.

Think about what each character **does**, **feels**, and **says**.

Pay attention to the way a character **looks**.

Story: A Bad Case of Stripes by David Shannon

Character: **Camilla Cream**



**character traits**




embarrassed

lonely

greedy

unique

scared

mean

competitive

worried

Name: \_\_\_\_\_ Date: \_\_\_\_\_



The story characters have **traits** that let us know more about them.  
Think about what each character **does**, **feels**, and **says** (inside).  
Pay attention to the way a character **looks** (outside).

Story: A Bad Case of Stripes by David Shannon

Character: **Camilla Cream**

**Outside traits**

**Inside traits**





embarrassed

lonely

colorful

unique

scared

girl

young

worried

Name: \_\_\_\_\_ Date: \_\_\_\_\_



The story characters have **traits** that let us know more about them.

Think about what each character **does**, **feels**, and **says**.

Pay attention to the way a character **looks**.

Story: A Bad Case of Stripes by David Shannon

Character: **Experts**



**character traits**


surprised

confused

wise

quiet

serious

mean

funny

determined



Name: \_\_\_\_\_ Date: \_\_\_\_\_



The story characters have **traits** that let us know more about them.  
Think about what each character **does**, **feels**, and **says** (inside).  
Pay attention to the way a character **looks** (outside).

Story: A Bad Case of Stripes by David Shannon

Character: **Experts**

**Outside traits**

**Inside traits**





surprised

confused

wise

glasses

serious

white coat

old

determined

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The story characters have **traits** that let us know more about them.  
Think about what each character **does**, **feels**, and **says**.  
Pay attention to the way a character **looks**.

Story: A Bad Case of Stripes by David Shannon

Character: **Camilla's parents**



**character traits**




trusting

worried

lazy

wild

upset

confused

dangerous

hopeful

Name: \_\_\_\_\_ Date: \_\_\_\_\_



The story characters have **traits** that let us know more about them.  
Think about what each character **does**, **feels**, and **says** (inside).  
Pay attention to the way a character **looks** (outside).

Story: A Bad Case of Stripes by David Shannon

Character: **Camilla's parents**

**Outside traits**

**Inside traits**





trusting

worried

adult

clear skin

upset

confused

dark hair

hopeful

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The story characters have **traits** that let us know more about them.  
Think about what each character **does**, **feels**, and **says**.  
Pay attention to the way a character **looks**.

Story: A Bad Case of Stripes by David Shannon

Character: **Camilla Cream**



**character traits**




embarrassed

lonely

greedy

unique

scared

mean

competitive

worried

Name: \_\_\_\_\_ Date: \_\_\_\_\_



The story characters have **traits** that let us know more about them.  
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Story: A Bad Case of Stripes by David Shannon

Character: **Camilla Cream**

**Outside traits**

**Inside traits**





embarrassed

lonely

colorful

unique

scared

girl

young

worried

Name: \_\_\_\_\_ Date: \_\_\_\_\_



The story characters have **traits** that let us know more about them.

Think about what each character **does**, **feels**, and **says**.

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Story: A Bad Case of Stripes by David Shannon

Character: **Experts**



**character traits**


surprised

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Name: \_\_\_\_\_ Date: \_\_\_\_\_



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Story: A Bad Case of Stripes by David Shannon

Character: **Experts**

**Outside traits**

**Inside traits**





surprised

confused

wise

glasses

serious

white coat

old

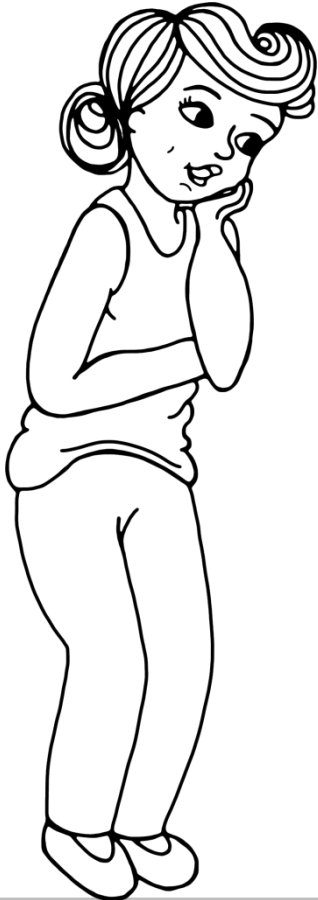
determined

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The story characters have **traits** that let us know more about them.  
Think about what each character **does**, **feels**, and **says**.  
Pay attention to the way a character **looks**.

Story: **A Bad Case of Stripes** by David Shannon

Character: **Camilla's parents**



**character traits**




trusting

worried

lazy

wild

upset

confused

dangerous

hopeful



Name: \_\_\_\_\_ Date: \_\_\_\_\_



The story characters have **traits** that let us know more about them.  
Think about what each character **does**, **feels**, and **says** (inside).  
Pay attention to the way a character **looks** (outside).

Story: A Bad Case of Stripes by David Shannon

Character: **Camilla's parents**

**Outside traits**

**Inside traits**





trusting

worried

adult

clear skin

upset

confused

dark hair

hopeful

Name: \_\_\_\_\_

Choose one character (Camilla, experts, parents)

Describe the character traits. Support with evidence. Draw your character.

Character trait:

\_\_\_\_\_

Evidence from the story:

\_\_\_\_\_

\_\_\_\_\_

Character trait:

\_\_\_\_\_

Evidence from the story:

\_\_\_\_\_

\_\_\_\_\_

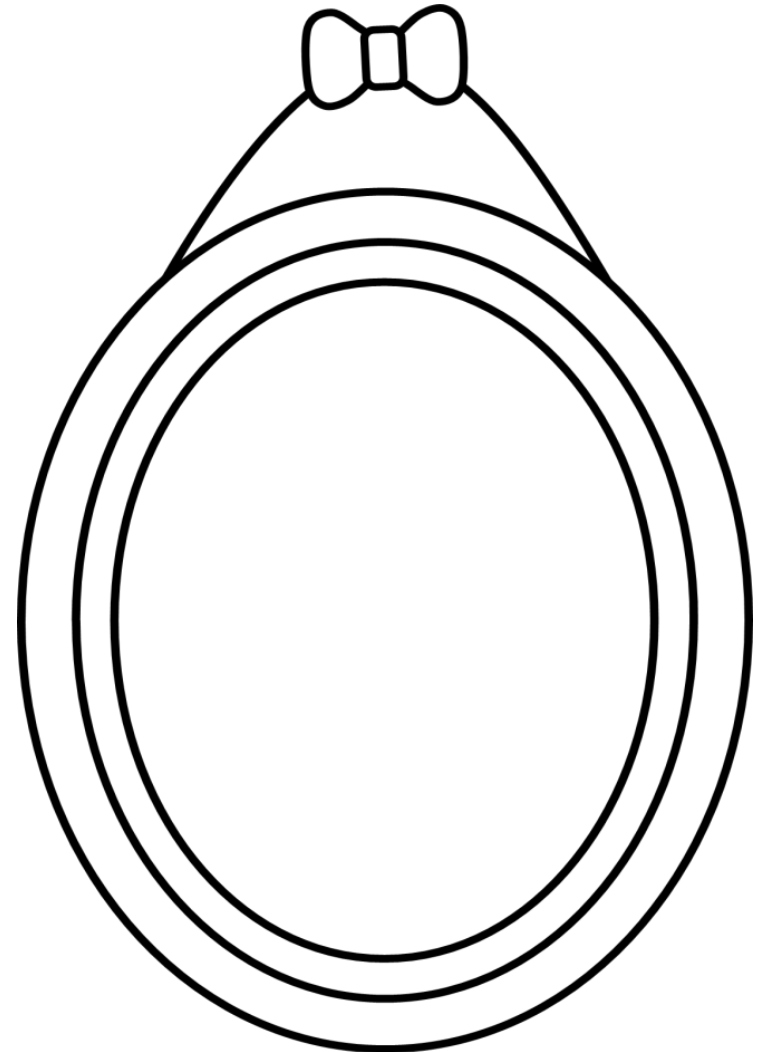
Character trait:

\_\_\_\_\_

Evidence from the story:

\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

Choose one character  
(Camilla, experts, parents)  
Describe the character traits.  
Support with story details.



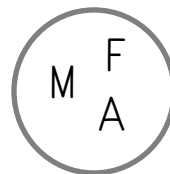
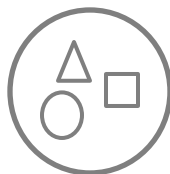
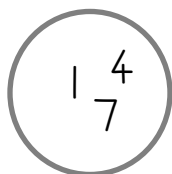
# Categories

- Mini anchor chart provides visual cues to teach this concept.
- Picture sort: Students sort pictures between the following categories: stripes/spots; sick/school; vegetables/fruit; jobs/clothing. Use the sorting mats to sort between two or four categories. Can make a book or poster using any or all of the categories and items
- Category Cards: Present these cards in a variety of ways (in a recipe box, scavenger hunt, magnetic spinner on the board, Go Fish, in teams, etc.). Students can generate answers orally or written.
- Generate lists: Students use category cards to generate a list of items in each of the stated categories. Written template provided.



# Categories

How do I *classify* different items?



When I *classify*,  
I put items that are *alike*  
together into *categories*.

Name: \_\_\_\_\_

Category # 1:

Category #2:



Stripes

Spots



Do at school

Used when sick

Vegetables

Fruit



Jobs

Clothing



Do I have stripes or spots?

American flag



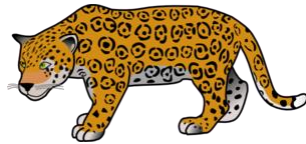
ladybug



zebra



cheetah



tiger



Dalmatian



raccoon



peacock



Am I something to do at school  
or used when sick?

slide



medicine



read



thermometer



math



tissue



pledge



soup



Am I a vegetable or fruit?

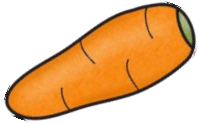
lima bean



apple



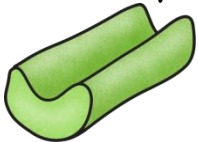
carrot



banana



celery



strawberry



broccoli

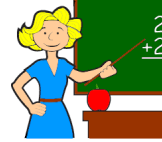


watermelon



Am I a job or clothing?

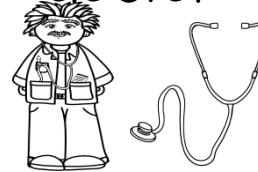
teacher



shirt



doctor



dress



reporter



pajamas



chef



pants



Things  
that have  
stripes

thespeechpathforkids.

Things that  
have spots

thespeechpathforkids.

Things  
you do at  
school

thespeechpathforkids.

Things  
you use  
when you  
are sick

thespeechpathforkids.

Types of  
vegetables

thespeechpathforkids.

Types of  
fruit

thespeechpathforkids.

Types of  
jobs

thespeechpathforkids.

Types of  
clothing

thespeechpathforkids.

Things  
that have  
stripes

thespeechpathforkids.

Things that  
have spots

thespeechpathforkids.

Things  
you do at  
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thespeechpathforkids.

Things  
you use  
when you  
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thespeechpathforkids.

Types of  
vegetables

thespeechpathforkids.

Types of  
fruit

thespeechpathforkids.

Types of  
jobs

thespeechpathforkids.

Types of  
clothing

thespeechpathforkids.

# Stripes

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Spots

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Do at school

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Used when sick

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



# Vegetables

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Fruit

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Jobs

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



# Clothing

1. \_\_\_\_\_

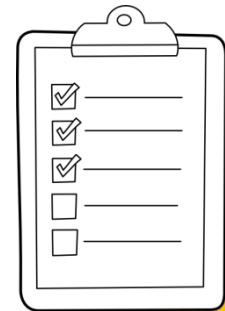
2. \_\_\_\_\_

3. \_\_\_\_\_

# Summarizing

Using visual cues and memory strategies, students will summarize events from A Bad Case of Stripes.

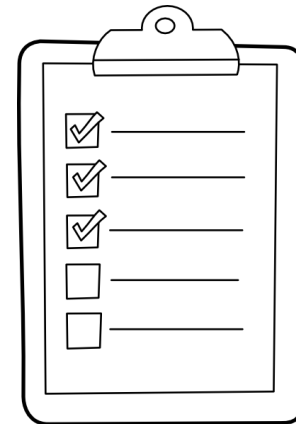
- Mini anchor chart provides visual cues to teach this concept.
- Students write sentences using the framework “Somebody Wanted But So Then”. Written template provided in two versions.
- Two perspectives: Using the familiar structure “Somebody Wanted But So Then”, students will summarize from the perspective of the experts as well as Camilla. Visual cards allow students to organize in various manners (booklet, sentence strip, poster, etc.)
- Blank Template: This allows students to draw and write a 5 part summary. They can use visuals from the other materials as a guide or put their own spin on it.



# Summarize

Retell the most important events of the story

**Somebody**  
**Wanted**  
**But**  
**So**  
**Then**





Somebody

Wanted

But

So

Then

**Somebody** \_\_\_\_\_

**Wanted** \_\_\_\_\_

**But** \_\_\_\_\_

**So** \_\_\_\_\_

**Then** \_\_\_\_\_

perspective |

# Summary for A Bad Case of Stripes {experts}

thespeechpathforkids.com

# somebody

The experts



A Bad Case of Stripes perspective |

# wanted

wanted to find a cure for  
Camilla's stripes and strange  
patterns.



A Bad Case of Stripes perspective |

# but

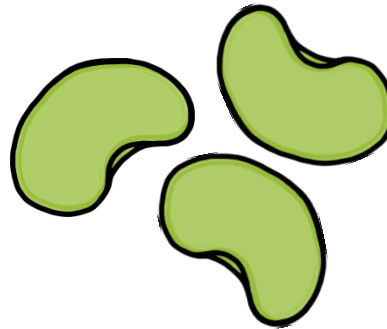
But none of their techniques or  
medicine worked to cure her.



A Bad Case of Stripes perspective |

# so

So she tried the lima beans  
from the old woman.



A Bad Case of Stripes perspective |

# then

Then she went back to normal  
and decided to be true to  
herself.



A Bad Case of Stripes perspective |

perspective 2

# Summary for A Bad Case of Stripes {Camilla}

thespeechpathforkids.com

## somebody

Camilla Cream



A Bad Case of Stripes perspective 2

## wanted

wanted to impress others and fit in. She didn't eat her favorite lima beans.



A Bad Case of Stripes perspective 2

## but

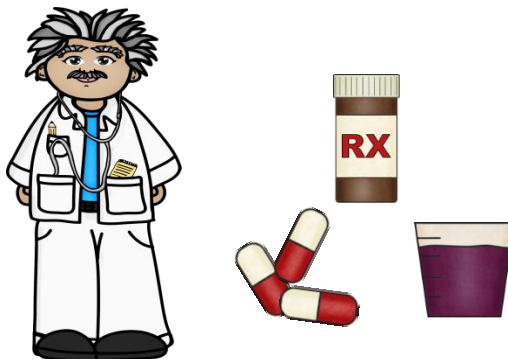
But her skin changed and was covered in stripes and strange patterns.



A Bad Case of Stripes perspective 2

## so

So her parents called the experts and tried lots of medicine that didn't work.



A Bad Case of Stripes perspective 2

## then

Then an old woman fed her lima beans. She went back to normal and decided to be true to herself.



A Bad Case of Stripes perspective 2

9

**Summary  
for  
A Bad Case  
of Stripes**

thespeechpathforkids.com

2

6

**somebody**

---

---

---

---

A Bad Case of Stripes

**wanted**

---

---

---

---

A Bad Case of Stripes

**but**

---

---

---

---

A Bad Case of Stripes

**so**

---

---

---

---

A Bad Case of Stripes

**then**

---

---

---

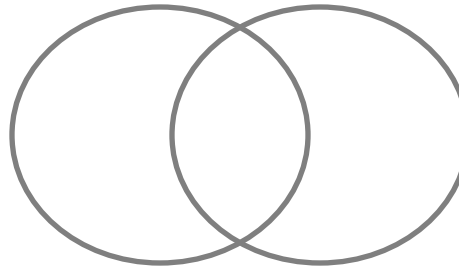
---

A Bad Case of Stripes

# Compare & Contrast

Using descriptive language and a visual template, students learn how to make comparisons.

- Mini anchor chart provides visual cues to teach this concept.
- Describing items: students will describe The Old Woman and the Experts using the characteristics of age, character traits, gender, occupation. Also describe lima beans and medicine using the characteristics of taste, function, color, size. Student directions are written as first, next, last. Written template provided.
- Venn diagram: Using the descriptive template, they will then compare and contrast the two concepts using a Venn diagram



# Compare & Contrast

When we COMPARE  
we look at how  
things are  
ALIKE



When we CONTRAST  
we look at how  
things are  
DIFFERENT





# The Old Woman & The Experts



First, describe each item to make your list.

Next, circle the words in each column that are the same.

Last, use your list to compare & contrast with the Venn diagram.

age

character traits

gender

occupation

Compare how they are alike.  
Contrast what makes them different.



Compare how they are alike.  
Contrast what makes them different.

Use your list of descriptions to complete this Venn diagram.

**The Old Woman**



different

alike

different

**The Experts**



# Lima Beans & Medicine

First, describe each item to make your list.

Next, circle the words in each column that are the same.

Last, use your list to compare & contrast with the Venn diagram.



taste

function

color

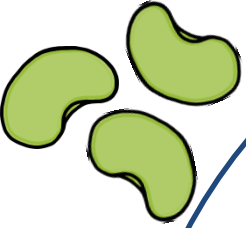
size

Compare how they are alike.  
Contrast what makes them different.

Compare how they are alike.  
Contrast what makes them different.

Use your list of descriptions to complete this Venn diagram.

**Lima Beans**



different

alike

different

**Medicine**



# sequencing

Using pictures and a visual template, students will sequence main ideas from A Bad Case of Stripes.

- Mini anchor chart provides visual cues to teach this concept.
- 5 part Sequence Picture Cards: Cut out and laminate. Use in a pocket chart or attach magnets to use for story retell.
- 5 part story sequence poster
- Sequence Frame: use at two differentiated levels. Students can either write a 5 part story sequence or they can use the sequence strips to cut/paste and order the events.
- Comic strip template: Students can use the template to sequence the story in 5 steps using their own pictures and words.
- 3 part sequence: Students use a basic 3 part order to sequence the beginning, middle, and end. :Cut out and laminate. Use in a pocket chart or attach magnets to use for story retell.
- 3 part sequence frame: cut out pictures and paste in order of beginning, middle, end.
- Describe the steps: writing sequencing prompt about steps to take if you were covered in stripes

1 . . . 2 . . . 3

# sequencing

Putting things in the **order** in which they happen

1...2...3

First → Next → Then → After that → Finally

Beginning → Middle → End

# 5 part Story Sequence Picture Cards

1

First



Camilla won't eat  
lima beans

thespeechpathforkids.com

2

Next



Her body was  
covered in stripes and  
strange patterns.

thespeechpathforkids.com

3

Then



Camilla wasn't allowed  
to go to school.

thespeechpathforkids.com

4

After That



Experts and doctors  
gave Camilla medicine.

thespeechpathforkids.com

5

Finally



Camilla ate lima beans  
again and returned to  
normal.

thespeechpathforkids.com

# Story Sequence

First 



Camilla won't eat  
lima beans.

Next 



Her body was  
Covered in stripes and  
strange patterns.

Then 



Camilla wasn't allowed  
to go to school.

After 



Experts and doctors  
gave Camilla medicine.

Last 



Camilla ate lima beans  
again & returned  
to normal.

# Sequence Frame

Name: \_\_\_\_\_

Think about the order of events in the story. Put the events in order to sequence the story.

First



Next



Then



After



Last





Cut out and paste the events in order on the sequence frame to sequence the story.



Experts and doctors  
gave Camilla medicine.



Camilla wasn't allowed  
to go to school.



Camilla ate lima beans  
again & returned  
to normal.



Camilla won't eat  
lima beans.



Her body was  
Covered in stripes and  
strange patterns.

Name: \_\_\_\_\_

# Sequencing Comic Strip

Think about the order of events in the story. Draw a picture and write some words to sequence the story.

**1**

**First**

**2**

**Next**

**3**

**Then**

**4**

**After that**

**5**

**Finally**

# Story Sequence Picture Cards

1

## Beginning



Her body was covered in stripes and strange patterns.

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2

## Middle



Experts and doctors gave Camilla medicine but they didn't cure her.

[thespeechpathforkids.com](http://thespeechpathforkids.com)

3

## End



Camilla ate lima beans again and returned to normal.

[thespeechpathforkids.com](http://thespeechpathforkids.com)

Sequence visual strips



First → Next → Then → After that → Finally

Beginning → Middle → End

Name: \_\_\_\_\_

# 3 Part Sequencing Frame

Think about the order of events in the story. Paste the pictures to sequence the story.

1

**Beginning**

2

**Middle**

3

**End**

thespeechpathforkids.com



Experts and doctors gave Camilla medicine but they didn't cure her.



Camilla's body was covered in stripes and strange patterns.



Camilla ate lima beans again and returned to normal.

Cut out and sort to the frame above

Name: \_\_\_\_\_



Describe the steps you would take if you were covered in stripes. Think of the materials and actions needed to fix it. (Use "order" words)

Handwriting practice lines consisting of multiple horizontal blue lines for writing.

# Predicting

Learning how to use context clues to make guesses is an important skill that can be embedded throughout the reading of A Bad Case of Stripes.

- Mini anchor chart provides visual cues to teach this concept.
- Prediction cards: Use these questions to guide your discussion as you read the story. Glue them in the book on the indicated pages to have them on hand at the right time.



+ abc +



# Making predictions

Use the context clues to **make a good guess** about what will happen. Use pictures, text, and prior knowledge.



+ **abc** +





Use pictures + text + prior knowledge.

# Prediction Questions



Cut and glue the cards on the bottom of the indicated pages of the book (no page numbers so I counted by illustrations):

#1 – picture 2 (stripes); #2 – picture 4 (flag); #3 – picture 6 (parents);



#4 – picture 10 (news); #5 – picture 13 (old woman); #6 – picture 16 (picnic)

 + **abc** +  1



- What do you think caused her stripes?
- What do you predict it will take to get better?

 + **abc** +  4



- How do you predict Camilla will feel with the extra attention?

 + **abc** +  2



- What do you predict will be her next pattern?

 + **abc** +  5

- What do you predict the old woman will suggest as a cure?

 + **abc** +  3

- Do you predict Camilla will get better just by resting at home?

 + **abc** +  6

- Do you think Camilla learned a good lesson?
- How often do you think she'll eat lima beans?

 + **abc** + 

Use pictures + text + prior knowledge.



# Answering Questions



- Mini anchor chart provides visual cues to teach this concept.
- Question board with visual answer choice cues: There are 5 comprehension questions (one of each WH- question). For students who need the extra support, the question board has visual cues for the type of WH question being asked as well as picture choices for answers. (I cover up the picture/word answer choices with a sticky note and only reveal if students need that layer of support) You can also cut and glue them in the book if you would like to have them on hand to ask as you read.
- Written response form: Students write their answers to each of the questions. (These are the same questions as the question board).
- WH? Spinner: Attach a brad and paperclip to the center of this and use as an interactive game to answer the comprehension questions. You can also use on board with a magnetic spinner.
- Story Thoughts: Text Dependent Questions to challenge higher level thinking and application of literacy and language skills. (two pages, 8 questions, drawing and written response) I have two formats in case your students need the lines for writing.

# Answering Questions

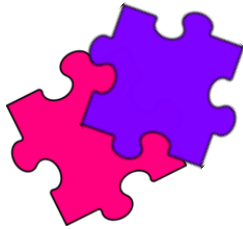
We use questions to search for **information**.

Different questions give us different answers.



**WHO**  
PERSON  
Animal

Character  
People



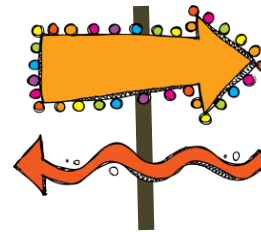
**WHAT**  
SOMETHING  
Object

Action  
Idea



**WHEN**  
TIME  
Season

Part of day  
Sequence



**WHERE**  
PLACE  
Area

Location  
Spot



**WHY**  
REASON  
Because

In order to  
So

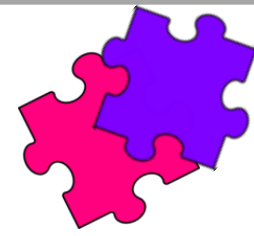
# A Bad Case of Stripes

## Answering Questions



WHO

Who was in Camilla's front yard?



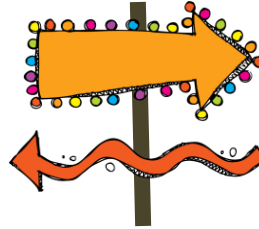
WHAT

What happened when Camilla said the Pledge?



WHEN

When was Camilla cured of the stripes and patterns?



WHERE

Where did Camilla have to go when her mom saw the stripes?

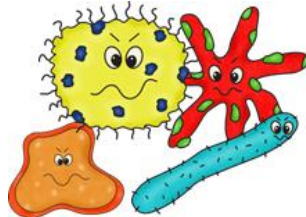


WHY

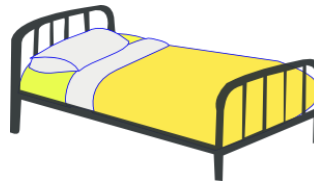
Why was Camilla not allowed back at school?



stars & stripes



contagious



to her bed



reporters



ate lima beans

# Answering Questions

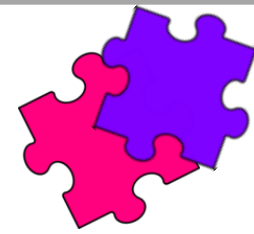
We use questions to search for **information**.

Different questions give us different answers.

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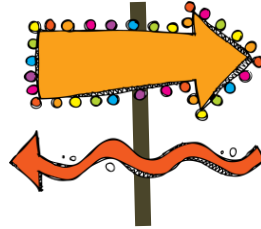
**WHO**  
PERSON



**WHAT**  
SOMETHING



**WHEN**  
TIME



**WHERE**  
PLACE



**WHY**  
REASON

# A Bad Case of Stripes

Name: \_\_\_\_\_

1. Who was in Camilla's front yard?

2. What happened when Camilla said the Pledge?

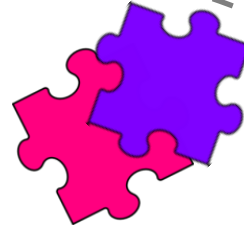
3. When was Camilla cured of the stripes and patterns?

4. Where did Camilla have to go when her mom saw the stripes?

5. Why was Camilla not allowed back at school?



WHO



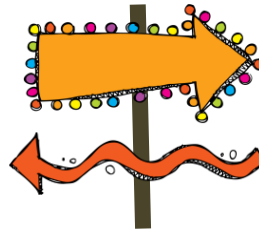
WHAT



WHEN



WHY



WHERE

# A Bad Case of Stripes – Story Thoughts (page 1)

If you could ask one character a question, what and who would you ask? Why would you want to know?

Write a short story summary:  
(Somebody \* Wanted \* But \* So \* Then)

Draw a picture that represents the events

\*BEGINNING

How did you relate to the events or characters? What did you think about as you read?

\*MIDDLE

\*END

# A Bad Case of Stripes – Story Thoughts (page 2)

Explain how Camilla feels when the principal tells her to stay home from school. Use details from the story to support your thoughts.

Describe effects of the medicine the doctors gave Camilla. Use two story details to support.

Explain what the author means by “The Experts didn’t have a clue, much less a cure”

If you could give a character advice, who would you choose? What advice would you tell them?



# A Bad Case of Stripes – Story Thoughts (page 1)

If you could ask one character a question, what and who would you ask? Why would you want to know?


Write a short story summary:  
(Somebody \* Wanted \* But \* So \* Then)

Draw a picture that represents the events  
\*BEGINNING

How did you relate to the events or characters? What did you think about as you read?

--	--	--

\*MIDDLE


\*END


# A Bad Case of Stripes – Story Thoughts (page 2)

Explain how Camilla feels when the principal tells her to stay home from school. Use details from the story to support your thoughts.


Describe effects of the medicine the doctors gave Camilla. Use two story details to support.

Explain what the author means by “The Experts didn’t have a clue, much less a cure”

If you could give a character advice, who would you choose? What advice would you tell them?


# Essential Questions

These thought-provoking questions help students think deeper about concepts covered throughout A Bad Case of Stripes.

- Mini anchor chart provides visual cues to teach this concept.
- Essential question cards: Use in a pocket chart, as magnets on the board, or as a part of a ticket in/ ticket out system. Two formats to meet your display needs.
- Written response: Students can use the template to answer the essential questions. This can be done individually, in pairs, or collectively as a group.



# Essential Questions

Questions that help your brain to **think** deeper.



# Essential Questions



Why is it important to believe in yourself?

Essential Questions -

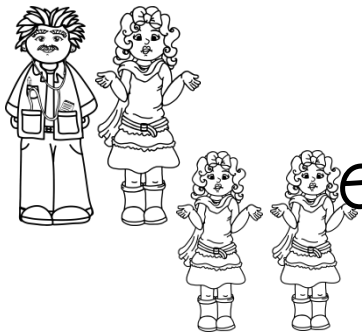
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Share something that makes you unique. Do you like this trait?

Essential Questions -

[thespeechpathforkids.com](http://thespeechpathforkids.com)



Do you think it is important that we each have differences? Is it important to also have things in common?

Essential Questions -

[thespeechpathforkids.com](http://thespeechpathforkids.com)

# Essential Questions

Why is it important to believe in yourself?



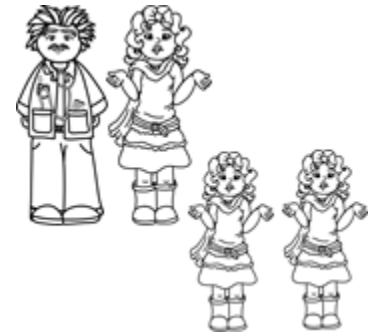
A Bad Case of Stripes  
thespeechpathforkids.com

Share something that makes you unique. Do you like this trait?



A Bad Case of Stripes  
thespeechpathforkids.com

Do you think it is important that we have differences? Is it important to also have things in common?



A Bad Case of Stripes  
thespeechpathforkids.com

Name: \_\_\_\_\_



Why is it important to  
believe in yourself?

A series of ten horizontal blue lines spanning the width of the page, intended for writing an answer to the question above.





Name: \_\_\_\_\_



Do you think it is important that we each have differences? Is it important to also have things in common?

A series of ten horizontal blue lines for writing a response to the question above.

Speech & Language Book Companion for  
A Bad Case of Stripes

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