

A BAD CASE OF STRIPES

Substitute Plans

1st, 2nd, 3rd
Grade

Name: _____

Story Structure
A Bad Case of Stripes by David Shannon

Main Character/s	Important Setting/s
	
In the beginning...	
Next...	
After...	

illa's Day
Date: _____
ock or write the time in the blank.
ried on








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TABLE OF CONTENTS

*This is an example of the 2nd grade plans. The 1st and 3rd grade plans are similar but differentiated for the respective grade.

Everything you need, besides the book, for an entire day of reading, writing, math, and social studies plans. Print and Go! Perfect for emergency substitute plans.

Reading

1. Sticky Note Comprehension and Vocabulary Questions
2. Retelling Cards
3. Story Structure Map
4. Character Change Sheet

Phonics

1. Ea Word Sort

Writing

1. Narrative Prompt
2. Opinion Prompt
3. Explanatory Prompt

Math

1. Fact Fluency Puzzle
2. Leveled Story Problems
3. Telling Time
4. Lima Bean Bar Graph

Science

1. Rainbows Reading Comprehension

Social Studies

1. Theme and Connections

Plans

Today's lessons are all based on the book A Bad Case of Stripes by David Shannon.

Prep

This unit requires little prep. The only prep you need to do is:

- Number the pages in the book (page 1 starts on the first page with words.)
- Print sticky notes and place them in the book.

(If you are using this for last-minute substitute plans, the substitute can just number the book pages and use the sticky note sheet for questions.)

Reading (approx. 90 min.- 2 hours):

Read-Aloud

Read A Bad Case of Stripes by David Shannon. Stop and ask questions on the sticky notes.

Retelling

1. Cut out the retelling cards. Use the retelling cards to have students help you orally retell the story.
2. Students complete the Story Structure retelling map.
3. Share - Select 2 students to share their retelling map to summarize the story.

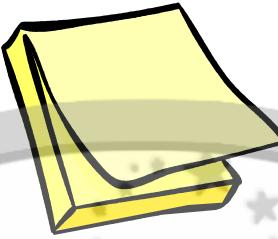
Camilla Cream Character Change

1. Have a discussion about what Camilla was like at the beginning of the story. How did she feel? What did she think? How did she act? Reread the beginning of the story to prompt discussion. Encourage students to think about what this tells us about Camilla's personality. Reread the end of the story. How did Camilla feel? What did she think? How did she act? Discuss what this tells us about Camilla.
2. Students complete the Camilla Cream Character Change worksheet.
3. After students complete their sheet, select a few students to share different portions.

Reading



Sticky Note Instructions



1. Print out STICKY NOTE TEMPLATE
2. Place 3 x 3 sticky notes on the template
3. Place the Template with sticky notes upside down in the printer.
4. Print each page of vocabulary, preview, and comprehension questions. (If you wish you can make multiple templates to print all at once or do one at a time.)
5. Number the pages in your book A Bad Case of Stripes with a sharpie. Begin page 1 with the first page of the story.
6. Place sticky notes on the indicated page.

Questions are organized by:

Vocabulary



Preview/ Predict



Comprehension



Questions are leveled based on Bloom's Taxonomy. For more information visit:
<https://www.teachervision.com/teaching-methods/new-teacher/48445.html>

Vocabulary- Place Printed Sticky Note In Book on Page Indicated



Cover

Things to Point Out

- The Author is David Shannon. He wrote other books such as *No David!*, *Duck on a Bike*, and *How I Became a Pirate*.
- What genre do you think this book will be? Why?
- What do you think the problem will be?
- What does it mean to have a "bad case of something"?

Title Page

- What do you notice? (Point out lima beans)



"fretting"

Pg. 1

"Today she was fretting even more than usual. It was her first day of school..."

Fretting means to worry.



THINK ALOUD

- "Uh oh! Why did she scream? What is wrong?"



"relieved"
Pgs. 2-3

"Camilla was relieved. She didn't want to miss the first day of school, but she was afraid of what the other kids would say."

Relieved means glad or thankful.



- How would you feel if you were Camilla and you woke up with stripes all over?



"disaster"
Pgs. 6-7

"The next day was a disaster. Everyone at school laughed at Camilla."

A disaster is something that goes very wrong. I know this because the text tells me everyone was laughing at Camilla.



Think, Pair, Share

- Poor Camilla! What do you think will happen next?



Pg. 9

Think, Pair, Share

- (Show students illustration) How does Camilla feel when the kids are calling out different shapes and colors for Camilla to change? How do you know?

Camilla feels horrified/embarrassed. I know this because her mouth and eyes are wide open. She looks overwhelmed.



"contagious"

Pgs. 10-11

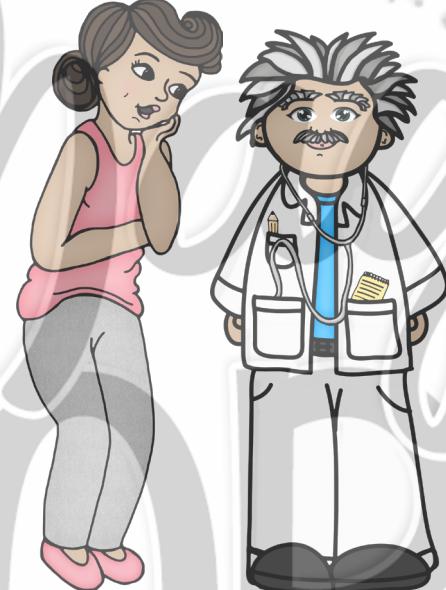
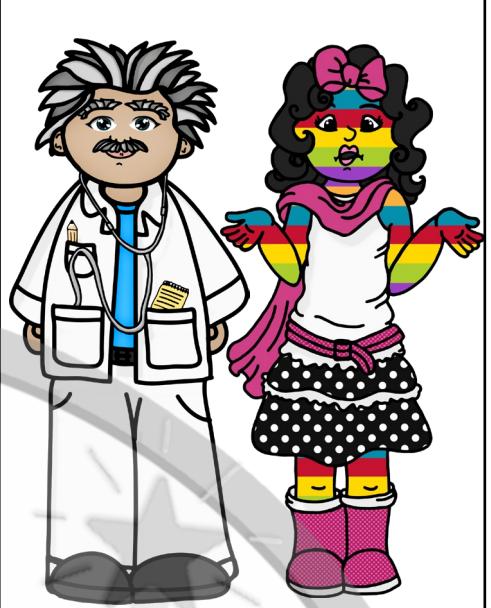
"I'm going to have to ask you to keep Camilla home from school... They're afraid those stripes might be contagious."

Contagious is something that spreads.



Turn and Talk

- Why didn't Camilla ask for lima beans?



A Bad Case of the Stripes Retelling Cards

Students can arrange the cards in sequential order and practice retelling the story. These cards can also be attached to a retelling rope.

Name: _____ Date: _____

Story Structure

A Bad Case of Stripes by David Shannon

Main Character/s



Important Setting/s



In the beginning...



Next...



In the end...



Name: _____

Date: _____

Camilla Cream Character Changes



How does Camilla feel in the beginning?

What does Camilla think in the beginning?

How does Camilla act in the beginning?

What does this tell you about Camilla in the beginning? Use character traits.

How does Camilla feel in the end?

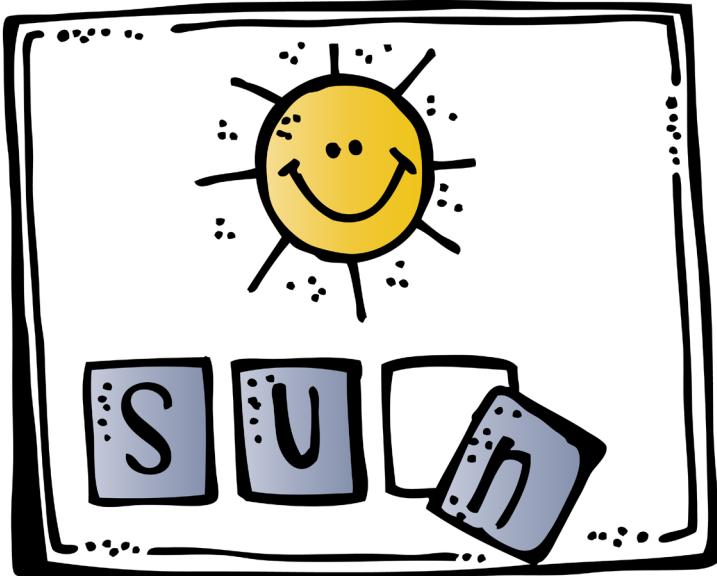
What does Camilla think in the end?

How does Camilla act in the end?

What does this tell you about Camilla in the end? Use character traits.

Phonics

A B C D

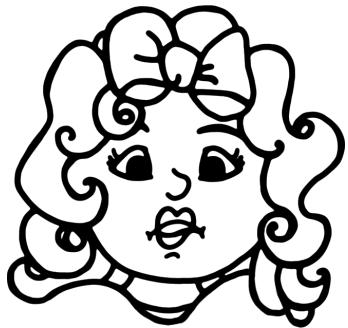


Name: _____

Date: _____

Camilla Cream Word Sort

Sort the ea words from A Bad Case of Stripes.



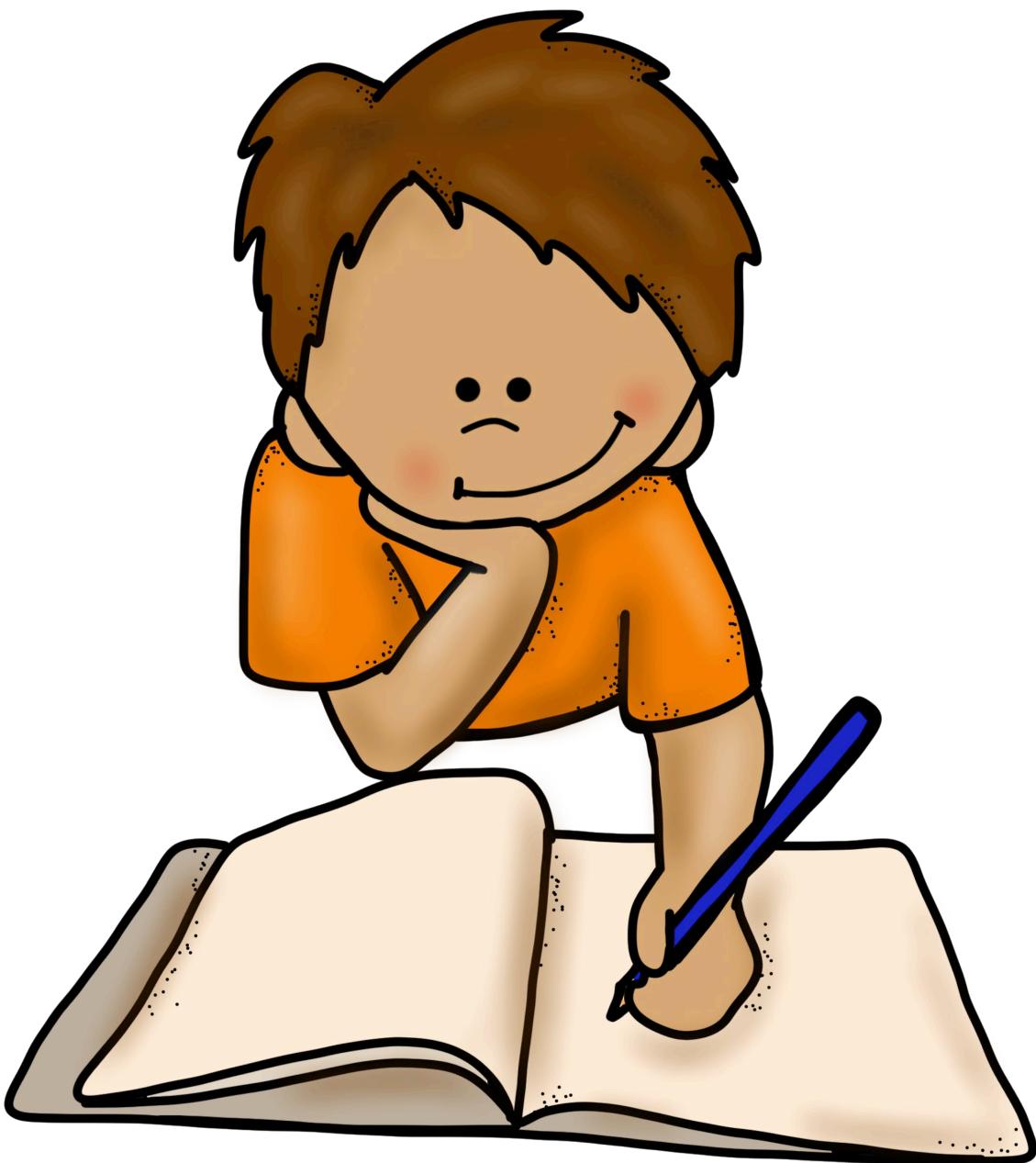
LONG E SOUND

SHORT E SOUND

magi CORE					
--------------	--	--	--	--	--

beans	reach	head	clear	measles	instead
breathe	scream	real	heap	cream	
heaven	eat	appear	feathers	breath	

Writing



Name: _____ Date: _____

Writing Prompt: Narrative



Remember a time that you woke up sick.
Write a story about your sick day.

Magic
CORE

Name: _____

Date: _____

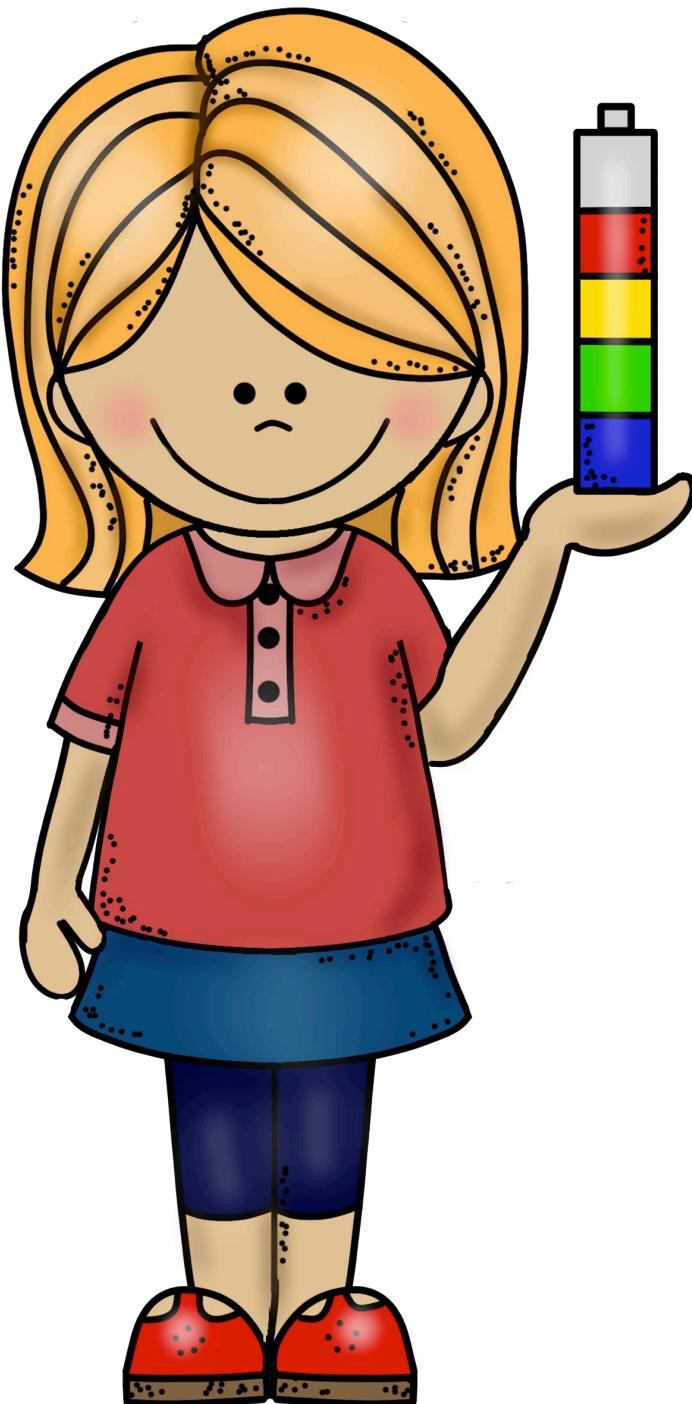


Writing Prompt: Explanatory

Imagine you are a doctor, and you need to come up with a recipe to cure Camilla's stripes. Write directions that explain how to make the special recipe that will cure the stripes.

magical
CORE

Math



Name: _____

Date: _____

Fact Fluency: Addition and Subtraction

Solve the addition and subtraction problems to uncover an interesting fact about the author of *A Bad Case of Stripes*: David Shannon.

N. $7+2=$ _____

H. $8+11=$ _____

A. $8+10=$ _____

K. $3+4=$ _____

E. $7-5=$ _____

D. $7-4=$ _____

B. $9+7=$ _____

T. $17-6=$ _____

I. $18-3=$ _____

F. $6+4=$ _____

O. $20-12=$ _____

V. $10-6=$ _____

S. $12+5=$ _____

R. $10-7=$ _____

W. $14-0=$ _____

3

18

4

15

3

14

3

8

11

2

19

15

17

10

15

3

17

11

2

16

8

8

7

14

19

2

9

19

2

14

18

17

10

15

4

2



Name: _____

Date: _____

A Bad Case of Stripes

Story Problems- Level I

1. Camilla Cream's skin changed 8 times at school. She changed 12 times at home. How many times did Camilla Cream change?



2. Camilla Cream was examined by 1 doctor, 4 specialists, and 2 experts. How many people examined Camilla?

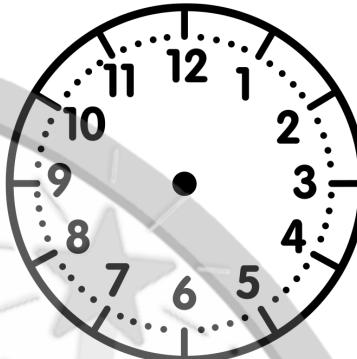


Name: _____ Date: _____

Camilla's Day

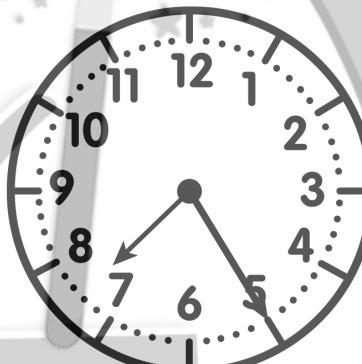
Directions: Draw the time on the clock or write the time in the blank.

1. Camilla woke up at 7:05 AM and tried on 42 outfits.

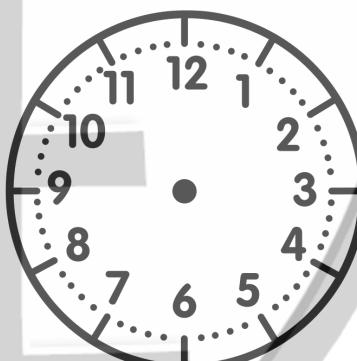


2. Camilla looked in the mirror and saw her stripes.

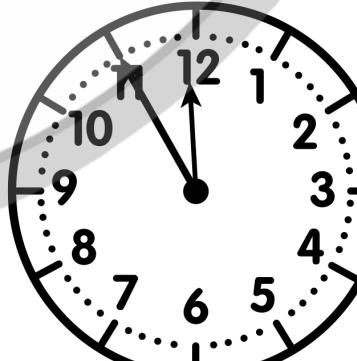
It was _____:



3. Camilla went to Dr. Bumble at 10:40.



4. Camilla went to school at _____:



Name: _____

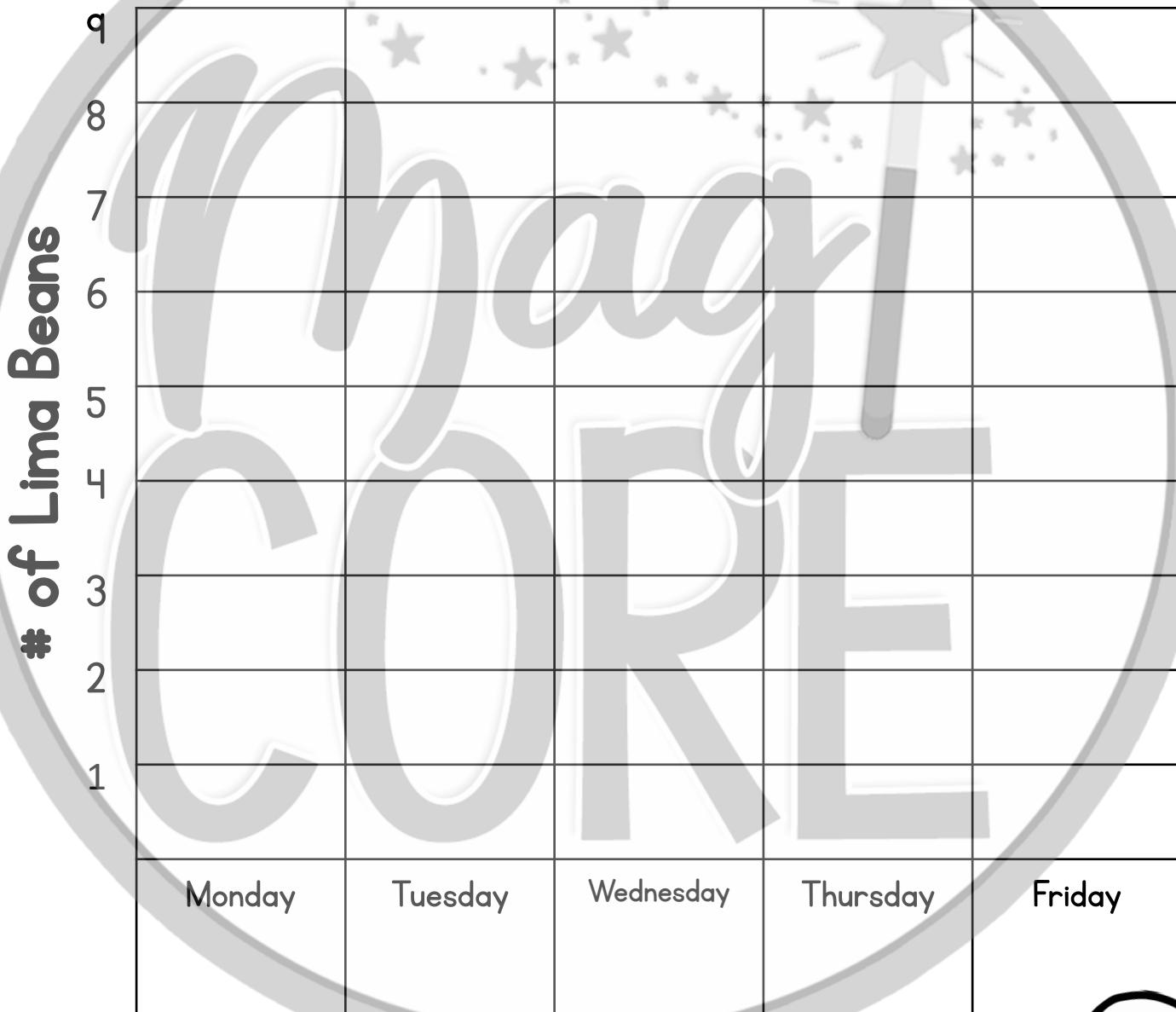
Date: _____

Camilla's Lima Beans

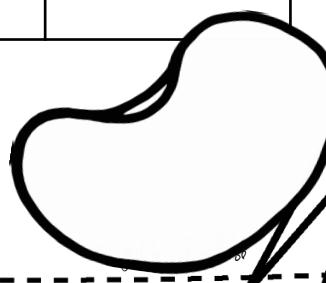
Directions: Create a bar graph to show how many lima beans Camilla Cream ate each day. Answer the questions using the bar graph.

Monday: 5 beans Tuesday: 2 beans Wednesday: 9 beans

Thursday: 0 beans Friday: 6 beans



Day of the Week



Name: _____

Date: _____

Camilla's Lima Beans

1. How many total lima beans did Camilla eat this week?

Equation: _____ Answer: _____

2. When did Camilla eat the most lima beans? _____

3. How many more lima beans did Camilla eat on Wednesday than on Friday?

Equation: _____ Answer: _____

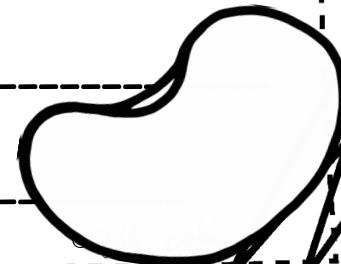
4. How many lima beans did Camilla eat on Monday and Tuesday?

Equation: _____ Answer: _____

5. How many more lima beans did Camilla eat on Tuesday than on Thursday?

Equation: _____ Answer: _____

6. Write your own question and answer it.



Science



Rainbows

Sunlight looks white. It is made up of colors. Sunlight has red, orange, yellow, green, blue, indigo, and violet in it. Rainbows form when sunlight goes through raindrops. The raindrops bend the light. This makes all of the colors appear. The colors are reflected back as a rainbow. A rainbow is not something that can be touched. Rainbows are just light.

To see a rainbow, it must be raining. The sun also needs to be shining. If a person is between the sun and the rain, they may see a rainbow. If the sun is low, the rainbow will have a high arc. If the sun is high, the rainbow will have a low arc.



Jasper National Park, Alberta, Canada

1. What color is sunlight?



- a. white
- b. red, orange, and yellow
- c. red, orange, yellow, green, blue, purple, pink
- d. red, orange, yellow, green, blue, indigo, and violet

2. What two things do you need to make a rainbow?

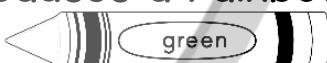


3. What needs to happen for a person to see a rainbow? Choose all that apply.



- a. sun
- b. rain
- c. The person needs to be between the sun and the rain.
- d. the colors red, orange, yellow, green, blue, indigo, and violet

4. What causes a rainbow to have a high arc? What causes a rainbow to have a low arc?



Social Studies



Name: _____ Date: _____

Theme

The lesson Camilla learned was....



I can apply this to my life!

My Connection



What I Learned



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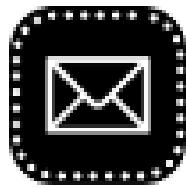
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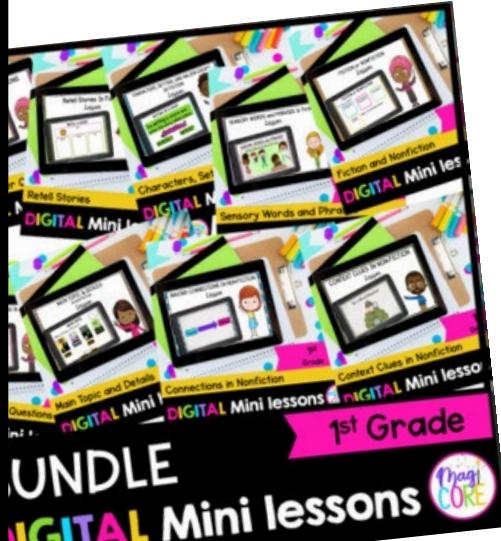
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