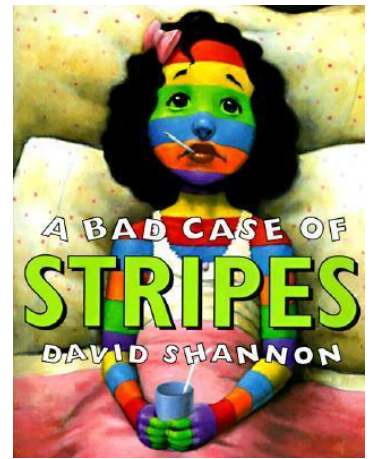


A Bad Case of Stripes

Written by: David Shannon

Camilla is out to impress all of her friends and because of this she is embarrassed to admit that she loves lima beans. Everything is fine until one day Camilla gets a case of the stripes.... a BAD case of the stripes. Will she learn to be true to herself?



Possible strategies for instruction:

Comprehension:

- **Predict What Will Happen; Use Text to Confirm:**
 - Use this strategy to assist students in making connections and becoming engaged in the text. There are many places in this text that encourage readers to think ahead. Remember to revisit predictions and use text to confirm.
 - After reading P. 1, ask students why they think Camilla screamed?
 - On P. 2, confirm and adjust predictions, and make a new prediction about why Camilla is covered in stripes.
 - P. 4 – Ask students to predict what will happen when Camilla goes to school.
 - After reading P. 13, inquire about what will happen when Camilla takes her medicine.
 - After P. 24, predict what the old woman will do to help.
- **Determine and Analyze Author's Purpose and Support With Text:**
 - Ask students, "In writing this story, was the author's purpose to entertain, inform, or persuade?" What text from the story supports their conclusion?
 - Many times, authors have more than one purpose in writing a story. Although the main purpose of this story is to entertain, see if students are able to find any underlying purpose to this story. (The overall message of the story about being true to yourself might be one idea a student could present.)
- **Make a Picture or Mental Image:**
 - This story is perfect to use in teaching visualization! Read each page aloud without showing pictures to allow students to visualize what is happening (you may even want to provide a short pause for students to draw what they visualize). After providing "think time", reveal the photos in the text.

Accuracy:

- **Skip the Word, Then Come Back:**
 - Prior to reading, select a few words in the text to cover up. While reading the text, model this strategy by skipping over the covered word and reading the rest of the sentence. Then, return to the sentence, viewing only the first letter of the covered word. Using the first letter and the context of the sentence, try to figure out the word. This strategy will work with many words in this text. A few to try include:
 - quite (p.1), drowsiness (4), contagious (10), authority (16), & bizarre (18)

Fluency:

- **Use Punctuation to Enhance Phrasing and Prosody:**
 - This text provides many opportunities to use intonation when reading. When using this strategy, think aloud and tell your students to notice the up and down of your voice. Explain to them why your tone changes as you read a question versus a statement.
 - P. 2 – “Oh my heavens! You’re completely covered with stripes!”
 - P. 2 – “Do you feel all right?”
 - P. 8 – “Let’s see some purple polka dots!”
 - P. 22 – “What are we going to do? It just keeps getting worse and worse!”
 - P. 26 – “Yuck! No one likes lima beans, especially me!”
- **Read the Text as the Author Would Say It, Conveying the Meaning or Feeling:**
 - This strategy goes hand in hand with using punctuation to enhance phrasing and prosody. As you explain to students how to use intonation when reading, model the difference between reading monotone and reading with meaning and feeling.

Expand Vocabulary:

- **Tune In To Interesting Words and Use New Vocabulary in Speaking and Writing:**
 - Select 2 – 3 words from the text to focus on. Introduce them to students. When coming across them in reading, say them, have students say them, write them, add them to the word collector, and continue to revisit these words daily to provide multiple exposure and enhance comprehension. Possible choices include:
 - fretting, impress, contagious, relieved, uncontrollable, disaster, incredible, vanished

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.