

A Choose to Read Ohio Toolkit

Use this toolkit to plan library programs as well as activities for the daycare, classroom, or family.

Meet Ohio illustrator Jeffrey Ebbeler and Wisconsin-based author Kashmiri Sheth.

Discover connections to the Five Early Literacy Practices in easy extensions that can be done at home, school, or at the library.

Explore fun activities that align with Ohio's Early Learning and Development Standards.

Tiger in My Soup

By Jeffrey Ebbeler (illustrator)
and Kashmiri Sheth (author)

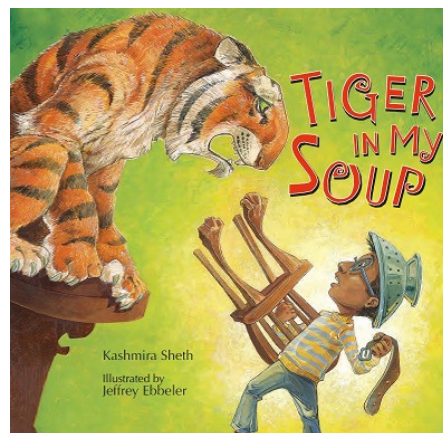


About the Book

Sometimes it's almost impossible to get your big sister to read your favorite book to you. Sometimes you have to go to great lengths even to get her attention! But if you're really creative and use your imagination, you might just get what you want. Take care, though, not to go too far. Once you conjure up a tiger, there's no telling where it might lead...

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<http://peachtree-online.com/index.php/book/tiger-in-my-soup.html>



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Get Ready To Read!

Encouraging early literacy skill-building in young children.

Many of the activities in this toolkit incorporate **five early literacy practices**, everyday activities that help children get ready to read. These practices are:

*Reading - Writing -
Talking - Singing - Playing*

Reading to and with children is the most effective way to support reading readiness, as it develops six key early literacy skills: print motivation, phonological awareness, vocabulary, narrative skills, print awareness and letter knowledge.

Writing (or drawing and scribbling) helps children learn about print, letters, and vocabulary, and supports fine motor skills.

Talking helps children learn oral language – a critical early literacy skill – and also increases vocabulary and comprehension.

Singing slows language down so children can hear the different sounds that make up words, and develop vocabulary and phonological awareness.

Playing teaches children to think symbolically, practice self-expression, and put thoughts into words.

All of these practices lead to children being ready to learn how to read when they begin school.

Parents, teachers, and librarians can share these practices with children at home, in the classroom, or at the library. For more information, visit <http://www.ohreadytoread.org/>.



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About the Illustrator

Jeffrey Ebbeler has been creating award winning art for children for over a decade. He has illustrated more than 40 picture books.

He worked as an Art Director for the children's book department of Publications International in Chicago for 6 years. He writes and illustrates the monthly comic series "Nestor's Dock" for Ask magazine. He has also done paper engineering for pop-up books, created large scale murals for schools and churches, and sculpted puppets and performed for several marionette theaters.

Jeffrey gives many lectures and demonstrations in elementary schools, colleges, and museums about the process of bringing words to life through pictures. He and his wife Eileen both attended the Art Academy of Cincinnati. They currently live in Cincinnati with their twin daughters Olivia and Isabel.

Illustrator Resources

Jeffrey Ebbeler's official website

<http://www.jeffillustration.com/Home.html>

MB Artists illustrator page

<http://www.mbartists.com/cgi-bin/iowa/artists.html?artist=97>

Author Tom Angleberger interviews Jeff Ebbeler

<https://riddleburger.wordpress.com/2007/11/06/roberts-snow-illustrator-profile-jeff-ebbeler/>

For publicity and speaking engagement inquiries:

Contact Christine Dengel at Peachtree, dengel@peachtree-online.com.

Or contact Jeffrey directly at jeff@jeffillustration.com

School visit information: http://www.jeffillustration.com/School_Visits.html

Talk about a favorite book.

Play at defending against an unseen foe.

Sing a song about some wild jungle animals.

Practice It!

Here are some fun ideas for extending the story to include the five practices.

Reading

The young narrator of *Tiger In My Soup* tries to read by himself. But sadly, he concludes "it's no fun doing it by myself". Ask the children if they have any books they like to read or look at by themselves. Is it more fun to read with someone? Who do the children like to read with?

Talking

Even after his big battle with a hungry tiger, the narrator still wants to read his favorite book—about a tiger. Ask the children if they have a favorite book. What is the book about? Why is it their favorite?

Writing

In the story, a tiger emerges from alphabet soup! Ask the children to

look at the letters of the alphabet (both capital and lower case). Do any of the letter shapes look like part of a tiger? Perhaps an "S" looks like a curved tiger tail. Could a "B" be two tiger eyes?

Encourage the children to use their imaginations to see all kinds of wild shapes in letters. Have them draw a picture incorporating letters as shapes.

About the Author

Kashmira Sheth grew up in a tropical country and had never seen snow before moving to the United States. Her first language is Gujarati. She started learning English in fifth grade. She moved to Ames, Iowa when she was a teen to attend college, and then to Madison, Wisconsin for graduate school.

When she was young, Kashmira wrote poems in Gujarati and Hindi, but not in English. She studied microbiology in college. Before becoming a writer, she had a variety of jobs, including catching corn flea beetles, working in a bakery, serving as a food microbiologist (testing milk, cheese, ice cream and other food products for bacterial counts and pathogens), choreographing and performing Indian dances, and running a dance school.

Kashmira started writing her first book, **Blue Jasmine**, when her daughters completed elementary school. Since that time she has written picture books, middle grade novels, and young adult novels.



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Author Resources

Kashmira Sheth's official website

<http://kashmirasheth.com/>

For publicity and speaking engagement inquiries:

Contact Christine Dengel at Peachtree, dengel@peachtree-online.com. Or contact Kashmira directly at ksheth@tds.net. Put "school visit" in the subject line to receive her availability and fees.

School visit information: http://kashmirasheth.com/school_visits/index.php

Playing

The narrator's sister never seems to see the danger! Play "blind dodgeball". Have the children partner up, with one partner blindfolded. Using soft foam balls and a safe distance, have the "seeing" partner guide the blindfolded partner, telling them where to throw to hit the blindfolded member of another team– and when to duck! Halfway through, switch which children are blindfolded and which are the guides.

Safety must be considered during blindfolded play. Show the children how to walk carefully with their hands up in front of them to act as "bumpers" while they're blindfolded.

Singing

Encourage your child to move, imitating naughty monkeys and hungry crocodiles while singing this jungle song:

"Teasing Mr. Crocodile"

Five little monkeys

Sitting in a tree

(hold five fingers over your other arm– one for each monkey– four fingers for verse two, etc.)

Teasing Mr. Crocodile,

"You can't catch me."

(make teasing faces: "moose antlers", wiggling fingers with thumb against nose, etc.)

Along came Mr. Crocodile,

Quiet as can be

("shush" with finger up to mouth)

SNAP

(clap hands together, imitating crocodile bite)

Four little monkeys

Sitting in a tree

Teasing Mr. Crocodile,

"You can't catch me."

Along came Mr. Crocodile,

Quiet as can be

SNAP

Three little monkeys

Sitting in a tree

Teasing Mr. Crocodile,

"You can't catch me."

Along came Mr. Crocodile,

Quiet as can be

SNAP

Two little monkeys

Sitting in a tree

Teasing Mr. Crocodile,

"You can't catch me."

Along came Mr. Crocodile,

Quiet as can be

SNAP

One little monkey

Sitting in a tree

Teasing Mr. Crocodile,

"You can't catch me."

Along came Mr. Crocodile,

Quiet as can be

SNAP

No more little monkeys

Sitting in a tree!

Tie It In!

Using this book with Ohio's Early Learning and Development Standards.

Educators: Here are examples of activities using **Tiger in My Soup** that align with Ohio's Early Learning and Development Standards at the Pre-Kindergarten level (3-5 years). Other standards may also apply.

Librarians, parents, and others: The Ohio Department of Education adopted Ohio's Early Learning and Development Standards to describe key concepts and skills that young children develop during the birth-to-five year period. The purpose of these standards is to support the development and well-being of young children and to foster their learning. For more information, including the complete set of standards, follow this link to the Ohio Department of Education site: <http://goo.gl/IE0xp>.

These activities are also great for library programs, family time, and playgroups.

Language and Literacy

Listening and Speaking – Expressive Language; Listening and Speaking – Social Communication.

Tiger in My Soup shows how it's important to communicate our desires, even if they can't be fulfilled immediately. Talk to the children about how to assign appropriate urgency to written and verbal requests, using words and phrases like "soon", "now", and "at some point".

Reading – Letter and Word Recognition. The "soup" of **Tiger in My Soup** is a special kind of soup – alphabet soup, complete with letters! Ask children if they can identify any of the letters in the soup. Do the letters spell any words? Are some of them flipped, or upside down? (Note: when the big sister pours the soup, the letters spell T-I-G-E-R, and on the next page, when the tiger first appears, the letters R-O-A-R can be seen).

Reading – Reading Comprehension. The line between fantasy and reality– as well as how different this line can look for children– features heavily in **Tiger in My Soup**. Ask the children whether they think there really was a tiger in the young narrator's soup. If so, why didn't the older sister see the tiger? If not, why might the narrator have imagined one?

Approaches toward Learning

Creativity – Expression of Ideas and Feelings through the Arts. **Tiger in My Soup** is vibrantly illustrated by Ohio resident Jeffrey Ebbeler. Ask your child for his/her thoughts on the book's artwork. Which illustration does your child like best? Do the pictures show anything that isn't clear in the text?

Cognition and General Knowledge

Cognitive Skills – Symbolic Thought. In **Tiger in My Soup**, the narrator fights a big, hungry tiger. Then, the narrator's sister reads him a story involving a tiger. How are actually fighting a tiger and reading a book about a tiger the same? How are these things different?

Mathematics – Geometry: Spatial Relationships. The tiger's location is a big question throughout the book– even in the title! Ask the children to look at the illustrations and help them choose appropriate terms to describe the relative position of the tiger and other objects in the story. (Note: the page that reads "This means war!" may be especially useful for this exercise)

Social Studies – Government: Civic Participation and Skills. "Today, my big sister is in charge of the house, the lunch, and me." Does the little brother have a role in this arrangement? If so, what is it? Though the big sister is in charge, the little brother must still make his desires known. How does he do that? Does the little brother's role change once the tiger appears?

Science – Life Science: Explorations of Living Things. Do tigers normally live in soup? If not, where do tigers live? What do they like to do there, and what do they like to eat? If the class had a pet tiger, what would they need to do to take care of it?

Choose to Read Ohio, a project of the State Library of Ohio the Ohioana Library Association, and the Ohio Center for the Book, encourages public libraries, schools, families, and others to build a community of readers and an appreciation of Ohio authors and literature. CTRO is adaptable for use in classrooms, libraries, bookstores, by book discussion groups, families, and other community groups.

Explore Choose to Read Ohio resources & toolkits: <http://library.ohio.gov/ctro>.

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274 East First Avenue. Columbus, Ohio 43201-3692
(614) 644-6910 • www.library.ohio.gov