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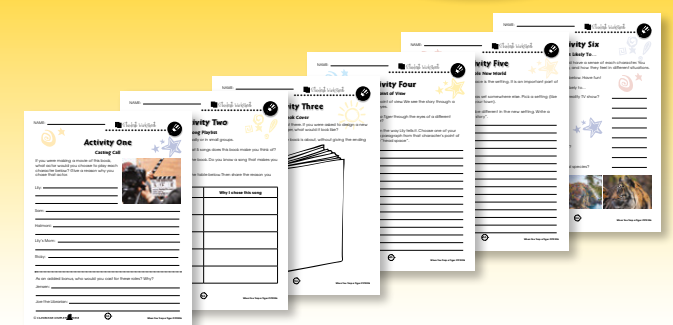
EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

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Tae Keller

Born in 1993 in Honolulu, Hawaii, Tae Keller became an accomplished writer at a very young age. Her mother is award-winning author Nora Okja Keller, so the apple does not fall far from this tree! Tae graduated from Punahou School in 2011 and Bryn Mawr College in 2015. Then, she moved to New York City to work in the publishing world.



Tae began writing the novel in 2016, when she was hanging out with her own halmoni in Hawaii one afternoon. When Tae was just 27 years old, *When You Trap a Tiger* won her the prestigious Newbery Medal. Tae said, "It was important to me to write a character who finds strength in their quiet, who doesn't have to change who they are to grow as a person."

Tae says she grew up on purple rice, kimchi, and her halmoni's tiger stories. Now she writes about biracial girls trying to find their voices. She also writes a seasonal newsletter, which serves as a connection with her audience and fulfills her joy of letter writing. She loved writing long letters to family and friends as a child. Tae now lives in Seattle with her husband, Joshua.

Did You Know?

- Keller is a very private person, but she has appeared on several podcasts to talk about her writing.
- *When You Trap a Tiger* was the 100th book to win the Newbery Medal in 2021.
- *When You Trap a Tiger* was a 2020 Boston Globe-Horn Book Award honor and won the 2021 Asian/Pacific American Award for Children's Literature.



Chapters Six to Eleven

Answer the questions in complete sentences.

1. At the end of Chapter 5, Lily worries the tiger will come back. What do you predict will happen in the next chapters?

2. What would you do about the tiger if you were Lily?

Vocabulary With a straight line, connect each word on the left with its meaning on the right.

1	Mildewy	To make muscles stiff or tight.	A
2	Startles	Convinced to do something or go somewhere.	B
3	Draped	When a surface has mold on it.	C
4	Tense	A strong way of saying or writing something.	D
5	Vague	To loosely cover with cloth.	E
6	Abruptly	Not thinking of others' feelings.	F
7	Eloquent	Not clear.	G
8	Lured	To feel sudden shock or alarm.	H
9	Ruthless	Suddenly, or in a rude way.	I



Chapters Twelve to Fifteen

1. Fill in each blank with the correct word from these Chapters.

- a) My _____ beats in every limb as she fastens it around my neck.
- b) He _____ forward and props the cardboard shelf up.
- c) In the rearview mirror, Halmoni's whole face _____ like a sour plum seed.
- d) I feel the chill in the air, the brush of goosebumps on my arm, the _____ wood beneath my feet, and the pinch in my shoulders as I press them back.
- e) Mom _____, then pulls me over to the couch.

2. Complete each sentence with a word from the list.

mugwort mocking clenches
refrains intently

- a) She climbs out of bed—slowly and _____, like she's climbing out of quicksand.
- b) I'm a little worried she's about to pinch our cheeks, but she _____.
- c) Heart racing, I stuff my hand into my pocket, feeling for the _____.
- d) My whole body _____, but the tiger rolls her eyes.
- e) Happy sunlight spills through the windows, like the weather is _____ me.



Chapters Twenty-One to Twenty-Five

Answer each question with a complete sentence.

1. Why doesn't Lily want to be a QAG anymore?
- _____
2. Do you think the tiger will help Lily's halmoni?
- _____
3. What do you think Sam is looking for in the restaurant?
- _____
4. What was Lily's dad's name?
- _____
5. When they get home from the restaurant, why doesn't Lily's mom want to make rice cakes?
- _____
6. Describe what Ricky's house feels like to Lily. Compare this with Halmoni's house.
- _____

Journaling Prompt

In Chapter 25, Lily tells Ricky that he should study harder for the language arts test. Why does she say this? How does she encourage him?



Chapters 1 to 11

Tiger Trap

If you were asked to build a trap for a magical tiger, what would it look like? Create a step-by-step "how to" guide for building the perfect trap.

Start by brainstorming different types of traps. Choose your best idea. Then, make a list of what you would need to do to build it.

Your "how to" guide must have at least 6 steps. Each step must be written as a complete sentence.



Chapters 12 to 18

Ricky's Hat

You might have noticed that Ricky loves hats! If Ricky was asked to design a special hat for Lily, what would it look like?

Draw a detailed picture of the hat. Then color it.

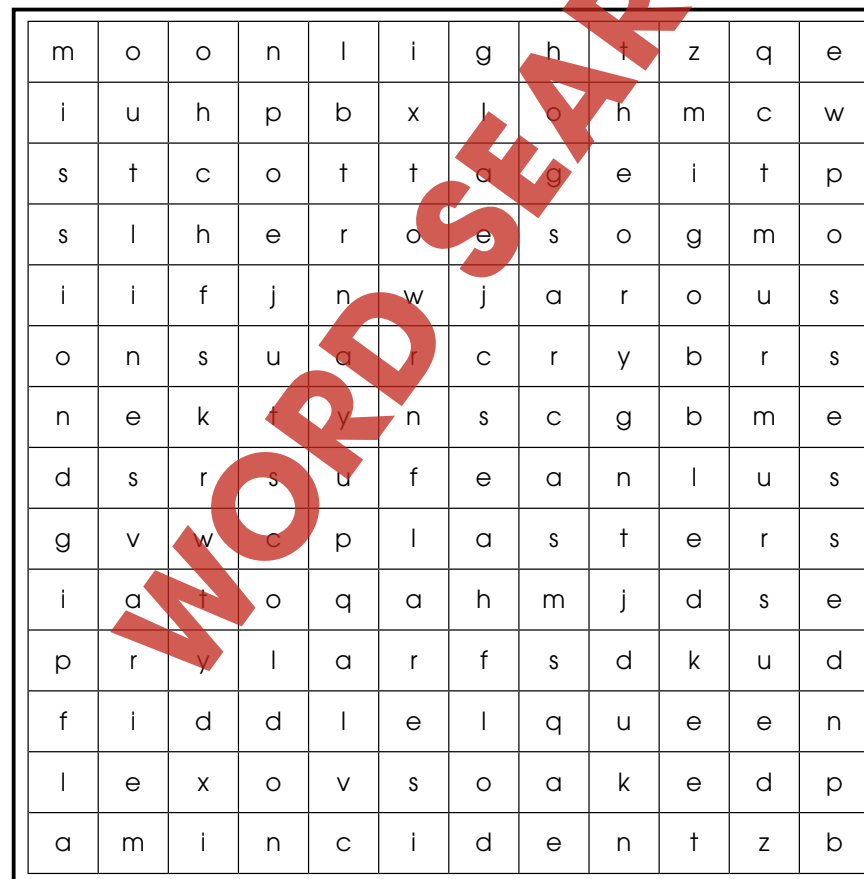
On the same page, write a paragraph to describe the hat. What makes it perfect for Lily?



Word Search Puzzle

Find the words from the story. The words are written across, down, on an angle, and some are written backwards.

cottage	incident	paws	scold
fiddle	mission	plasters	soaked
flares	moonlight	possessed	theory
gobbled	murmurs	queen	
heroes	outlines	sarcasm	



Comprehension Quiz

Answer each question with a complete sentence.

1. When their halmoni visited, what did Sam and Lily always ask her to do? 29

2. Describe Lily's halmoni. 1

3. Describe how the sky god saved the girls in the tiger story in Chapter 5. 2

4. Halmoni warns Lily about tigers. What does she tell Lily? 3

5. What is Lily's favorite midnight snack? 2

6. Describe how Lily and Ricky met. What was he wearing? 1

7. What does the tiger want? 3

Comparing Characters

Choose two main characters from *When You Trap a Tiger*. How are they the same? How are they different? Try to include interesting things about the two characters.



NAME: _____

After You Read 



Chapters Thirty-Eight to Forty-One

Answer each question with a complete sentence.

- Describe the hospital. What does Lily say about it?

- Who does the tiger turn out to be? How does Lily feel about it?

- When Halmoni collapses on the floor, why does Lily think it is her fault?

- What 3 things does Sam tell Lily from her dad-list?

- What gives Lily that filled-up feeling at the end of Chapter 39?

- What does Lily apologize to the tiger for?

EASY MARKING ANSWER KEY



Journaling Prompt

At the end of Chapter 41, Lily learns more from the tiger about where she came from and who she is. Imagine you are Lily and record 5 things that you just learned. Then, predict what will happen in the ending of the book.



<p>1. The hospital is cold and bright. The smell of alcohol stings her nose. Everything is clean and controlled.</p> <p>2. The tiger turns out to be Halmoni's mom. Lily feels like a tiger-girl.</p> <p>3. Lily is worried that she stressed Halmoni out.</p> <p>4. _____ cracked his knuckles constantly. His eyes _____ whenever he ate kimchi, but he still ate it. He read them his favorite picture books every night.</p> <p>5. Sam tells her that whenever they can't run, whenever they have to stand and face it, she will be there to stand with Lily.</p> <p>6. Lily apologizes for wishing the tiger away like a bad dream.</p>	<p>1. Answers will vary.</p> <p>2. Answers will vary.</p> <p>Vocabulary</p> <p>1. transformed</p> <p>2. intuition</p> <p>3. swell</p> <p>4. glamorous</p> <p>5. abruptly</p> <p>6. grasping</p> <p>7. fierceness</p> <p>8. flutters</p>	<p>1. a) F b) T c) T d) F e) T f) F</p> <p>2. a) 4 b) 2 c) 6 d) 1 e) 3 f) 5</p>	<p>1. Halmoni sees her mother—her "Umma".</p> <p>2. Sam plucks a star because that's what they did when they were little.</p> <p>3. Her halmoni believes in spirits, magic and love.</p> <p>4. The stories reminded her that the world is big, that she could be anything, and that she was everything to her family.</p> <p>5. Lily sees two small spots of light, which could be tiger eyes.</p> <p>6. Joe knows that it was Lily because there were kid-sized muddy footprints everywhere.</p>
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When You Trap a Tiger

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.



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2. Complete each sentence with a word from the list.

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refrains	intently	

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