



Book Title/Author

A Boy and a Jaguar by Alan Rabinowitz

Florida State Standards

Priority Standard:

LAFS.1.RL.3.7 – Use illustrations and details in a story to describe its characters, setting, or events.

Supporting Standards:

LAFS.1.RL.1.1 – Ask and answer questions about key details in a text.

LAFS.1.RL.1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.1.RL.1.3 – Describe characters, settings, and major events in a story, using key details.

LAFS.1.SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LAFS.1.SL.2.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LAFS.1.L.1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.1.L.1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Preparation/Resources Needed

The book *A Boy and a Jaguar*

[Lined story writing paper](#)

Genre

nonfiction/autobiography

AR/Lexile Level

3.8/AD670L

Reading Content Focus

Compare the character from the beginning to the end of the story.

Vocabulary

stutter, jaguar, dreams, ignore, misunderstand, voice, promise

Essential Questions

*Why is it important to understand how the character feels at the beginning and end of the story?

*Why is it important to help animals who are endangered?

Big Idea

*Recognizing a character’s feelings at different parts of a story help the reader understand how the character has changed.

*If we don’t help endangered animals, they may become extinct.

Differentiation (Access and Enrichment)

Access – Provide students with a sentence starter for writing how the character felt at the beginning of the story and then again at the end of the story.

Enrichment – Have students write more than one sentence explaining how the character felt at the beginning of the story and then again at the end of the story.

Internet Resources

[Publisher Website](#)

[The Classroom Bookshelf](#) – website with additional ideas for use with the book

Jaguar [Coloring Page](#)

[Interview with the author](#)

[The Cockscomb Nature Preserve in Belize](#)

Fun facts about Jaguars on the [San Diego Kids Website](#).

(The questions included in this lesson plan are only a guide. Use some or all as appropriate for your purpose and students.)

Activate Background Knowledge:

Before beginning to read, ask the students if they ever had a problem that no matter how hard they tried, they couldn't get any better? After this discussion, explain to the students that you are going to read a true story (nonfiction) about a person's life (autobiography) and a problem he had and what he did to overcome it.

Teach/Model:

Read the front cover to the students.

Read the author's name and discuss that the boy in this story is the author when he was a little boy and what happened to him as he was growing up.

Read the first page.

Q: What do you think the young boy whispers to the jaguar?

Q: What is a jaguar?

Read the next page.

Q: What does it mean when he says "I am a stutterer."?

Read the next page.

Q: How does the boy feel at school? Why?

Read the next two pages.

Q: Why does the boy go straight to the closet in his room after school? Why do you think he does this?

Read the next two pages.

Q: What is the promise he makes to the animals?

Q: What does it mean when he says "I will be their voice and keep them from harm"?

Q: What does the word dream mean in this sentence "I tell them my dreams"?

Q: What does he mean when he says "So people ignore or misunderstand or hurt them"? (focus on the words ignore and misunderstand.)

Q: What does the word promise mean?

Read the next page.

Q: What does hypnosis mean?

Q: How do you think the boy is feeling at this point of the story?

Read the next page.

Q: What does it mean when he says "I whisper my promise to her. Fluently."?

Read the next two pages.

Q: How do you think the boy feels when he is able to speak without stuttering?

Q: Do you think the boy liked school? Why or why not?

Read the next two pages.

Q: Why does he say that he still feels broken?

Read the next two pages.

Q: Why do you think being at home alone with the forest animals makes him feel like he is at home?

Read the next page.

Explain that Belize is another country in Central America. If a map is available, you can show them the location of Belize.

Read the next three pages.

Q: Why are hunters killing the jaguars?

Q: What do you think that promise was at the beginning of the story?

Q: What does he mean by "I have a voice now to speak for animals"?

Read the next page.

Explain to the students that a prime minister runs their country much like the President runs our country.

Read the next page.

Q: Why does he feel it is so important to not stutter?

Read the next page.

Q: How do you think he feels about the prime minister's decision?

Read the next page.

Q: Do you think he is afraid when he finds out this jaguar has been following him?

Read the next two pages.

Q: Why isn't he scared of the jaguar?

Read the next three pages.

Q: Why does he tell the jaguar "Thank You"?

Guided Practice:

Working together, have the students create a Venn Diagram (or Double Bubble Thinking Map) to compare how the character felt at the beginning of the story compared to how he felt at the end of the story.

Independent Work:

Have each student a sheet of paper (story lined paper) and fold it in half vertically. On the left side, have them write a sentence about how the character felt at the beginning of the story and then draw a picture. On the right side, have them write a sentence about how the character felt at the end of the story and then draw a picture.

Extension Activities:

Read the Q&A with the author on the back book flap and/or watch the [interview with the author](#).

Have the students create a Venn Diagram (or Double Bubble Thinking Map) to compare the jaguar to other wild cats such as the cheetah.

Watch a video about [the Cockscomb Nature Preserve in Belize](#) which was founded by the author to preserve the jaguars.

Learn some fun facts about jaguars from the [San Diego Zoo Kids Website](#).

Have students color the [jaguar coloring sheeting](#).

Have students write about their life, focusing on something that has been difficult for them to overcome. Students can create a book with pictures or rewrite their memoir on lined story paper with an illustration.

Go to the website of [Panthera](#) and learn more about the author and the organization and what they have done to help endangered animals.

Reread the page with Rabinowitz's promise and support students to share promises they want to make to others by using their voice to do good in the world (<http://classroombookshelf.blogspot.com/2014/09/a-boy-and-jaguar.html>)

Students can research a favorite wild animal using books, the internet, magazines, pictures, etc. Have students make a poster, which includes an illustration and interesting facts about the animal.

Class discussion of ways to make sure that all students feel welcome in the classroom – that everyone matters and has a “voice.” As a class, write a pledge that describes how students will treat one another.

Assessment

Formative Assessment:

*observations and anecdotal notes of student participation in classroom discussions and creation of the Venn Diagram (Thinking Map).

Summative Assessment:

*Evaluation of writing and picture completed in the independent activity.