



## ● Activity Procedure

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### Part 1: Introduction and Preparation

- Distribute a handout you have created using content from the [Tiger Educator's Resource Guide](#)—we suggest the sections “Tiger Fun Facts,” “Tiger Q&A,” and “Why Tigers Matter.” You may wish to adjust the language of this content depending on grade level.
- Students can read this content quietly on their own or with partners. Team reading is also an option—you can assign each member of the group a section to read aloud within the group.
- Hold a collective discussion reviewing and reflecting on this information. Depending on the comprehension and grade level of the students, defining specific vocabulary terms as related to tigers (predator, prey, habitat) can be incorporated into this discussion. (See the “Vocabulary” section.)

### Part 2: Activity

- Using their fact sheet as a reference, the students will create a “journal entry” from the point of view of a tiger.
- Students should write from the first-person point of view, as if they were the tiger. Guide the students by telling them to imagine they’re a tiger who is writing in a diary right before bedtime, reflecting on the day and recapping the things they did and the events that occurred. The students should incorporate what they learned about tigers into the journal entry, creating a descriptive story.

### Part 3: Discussion and Assessment

- Let students share their journal entries, either by reading aloud to the class or exchanging with a peer.
- Have the students compare their stories and analyze what was the same and what was different.
- Since different students will choose to include different facts and details, initiate a discussion among students about what made them choose to incorporate certain tiger facts rather than others, and how students may have interpreted and incorporated the tiger information differently in their respective journal entries.