



# The Leopard that Lost Her Spots

## READ ALOUD GUIDE

**Themes:** Identity, Friendship, Acceptance

**Book Brief:** A heartfelt story about a leopard who loses her spots and must discover what truly makes her who she is, and what real friendship means!

**Author:**  
Beatriz Poyton

**Illustrator:**  
Junior Caramenz

## BEFORE READING

**The Cover:** Ask students to make a prediction about the story based on the cover and title.

**The Pictures:** Take a quick picture walk and ask students what they notice about the illustrations.

**Prior Knowledge:** Ask, "What makes you unique? If you looked different, would you still be the same person inside?" (Optional: Think, Pair, Share)

**Vocabulary:** Frontload Tier 2 words using the accompanying [Vocabulary Guide](#).

**Purpose for Reading:** "As we read, think about the central message or lesson of this story. What does the leopard learn about who she really is, and does winning the race really matter in the end?"



**Think Aloud:** "The leopard starts out focused on winning the race, but losing her spots changes everything. She learns that winning isn't what matters most; being seen and valued by her friends is more important. The real 'win' is understanding who she is and having her friends accept her for that."

## DURING READING

**Check for understanding & make connections:**

- What happens to the leopard's spots during the race?
- How does the leopard feel when her friends don't know who she is?
- What does the leopard try to do to get her spots back?
- Why don't the berry spots work?
- How does the leopard finally get her real spots back?

## AFTER READING

**Our Purpose:** "What is the central message or lesson of this story? What did the leopard and her friends learn about identity and friendship?"

**Extending Our Thinking:** Ask students, "How do you think the leopard felt when her friends didn't recognize her? Have you ever felt left out or not recognized?" Connect the leopard's loneliness to developing empathy. Have students write or discuss a time they felt excluded or misunderstood, then talk about how we can make sure no one feels left out in our classroom or friend groups.

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