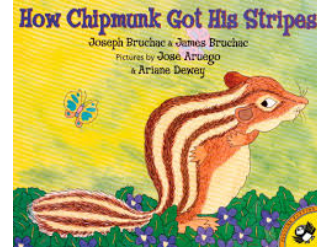


Unit 2: Animals Surviving and Thriving

WEEK 4 Day 4



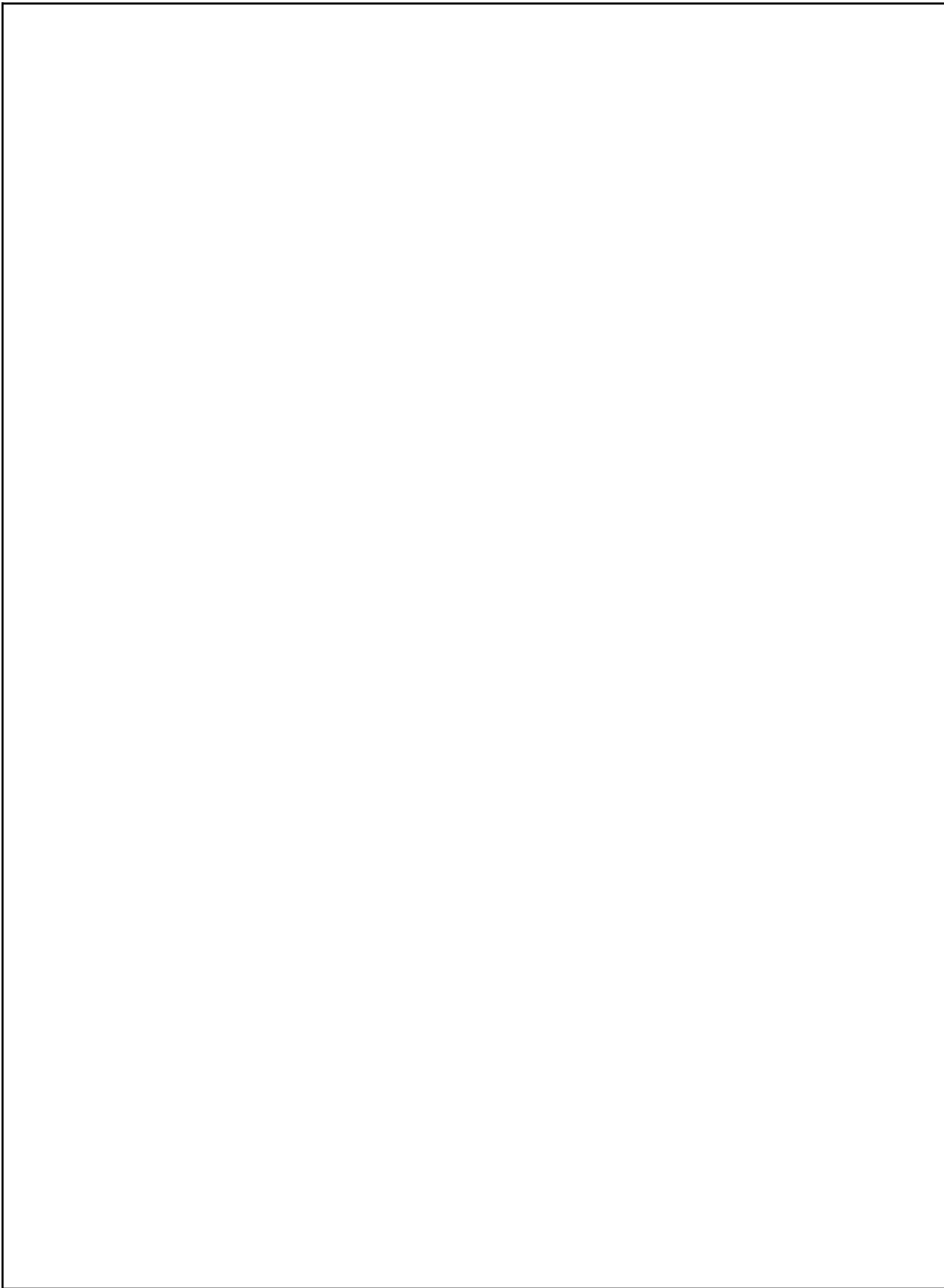
**Text Talk**  
***How Chipmunk Got His Stripes***

|                                  |  |
|----------------------------------|--|
| <b>Big Idea</b>                  | Animals, including humans, are connected to each other and to their environments.  |
| <b>Weekly Question</b>           | How do animals survive in their habitats?  |
| <b>Content Objective</b>         | I can describe the main characters and major events of the story. (R.4.1.a, R.6.1.a)   |
| <b>Language Objective</b>        | I can describe the characters and events clearly. (SL.3.1.a)   |
| <b>Vocabulary</b>                | <p><b>animal:</b> a living thing that is not a plant</p> <p><b>behavior:</b> an activity that helps an organism survive and thrive in its habitat</p> <p><b>structure:</b> an identifiable part of a plant or animal</p> <p><b>function:</b> what structures do for an organism</p> <p><b>survive:</b> to stay alive</p> <p><b>brag:</b> to talk in an exaggerated way about how proud you are</p> <p><b>tease:</b> to make fun of or bother someone in a playful way</p> <p><b>folktale:</b> a story that starts or is a tradition among a certain group of people</p> <p><b>burrow:</b> a hole or tunnel in the ground made by an animal</p> |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>• <i>How Chipmunk Got His Stripes</i>, Joseph Bruchac and James Bruchac<br/>Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins “One autumn day...”</li> </ul> <p>On the whiteboard, write:<br/>How does the story end for Brown Squirrel and for Bear?</p>  |

|  |   |
|--|---|
| <p><b>Opening</b><br/>1 minute</p>   | <p>Introduce the text and set a purpose.<br/><i>We are going to read How Chipmunk Got His Stripes, by Joseph Bruchac and James Bruchac. This book is a folktale.</i></p> <p><i>During this year we will read a few folktales. Many folktales, like this one, are stories that are told among a certain group of people. In this case many Native American storytellers on the East Coast of the United States have told versions of this story many times.</i></p> <p><i>Folktales, like a lot of stories we have read, have a beginning, middle, and end. But folktales are different because they often have special, magical beings, or characters. Also, a folktale is often trying to tell us something—a message, a lesson, or an explanation of how something came to be.</i></p> <p><i>Folktales can help us make sense of the natural world and how animals live. In this book, we meet two characters—Brown Squirrel and Bear. Today we will read to find out about the characters and the major events in this story. Tomorrow we will read to find out what makes this story special as a folktale.</i></p> |
| <p><b>Text and Discussion</b><br/>17 minutes</p> <p>page 1</p> <p>page 6</p> <p>page 7</p> <p>page 11</p> <p>page 14</p> <p>page 15</p> <p>page 18</p> | <p><b>Autumn</b> is the season of fall.<br/><i>After reading this page, what do you think it means to <b>brag</b>?</i></p> <p><i>What do we learn so far about Brown Squirrel from the words and illustrations?</i></p> <p><i>What does Bear think of himself? What is his evidence?</i></p> <p><i>Why do the animals gather around? What is happening?</i></p> <p><i>Show a <b>grumpy</b> look.</i></p> <p><i>What important event happens here?</i></p> <p><b>Foolish</b> means not having good sense.<br/><i>What does Brown Squirrel do here?</i></p> <p><i>Turn to a partner, why might Brown Squirrel teasing Bear be a problem?</i></p> <p><b>Pinning down</b> means holding down on the ground.</p>   |

|                                    |  |
|------------------------------------|--|
|                                    | <i>How does Brown Squirrel trick Bear?</i>   |
| page 19                            | <i>We have learned about a <b>burrow</b> before. Tell what you know about it.</i>  |
| page 22                            | <i>What does Bear do to Brown Squirrel? Why?</i>   |
| page 26                            | <i>Why is Brown Squirrel now called Chipmunk?</i>  |
| <b>Key Discussion</b><br>6 minutes | Think, Pair, Share.<br><i>How does the story end for Brown Squirrel? How does it end for Bear?</i><br>Elicit a few responses.  |
| <b>Closing</b><br>1 minute         | <i>Today when we read this story, How Chipmunk Got His Stripes, we described the main characters, Brown Squirrel and Bear, and the important events in the story. When you read stories on your own, you can also describe characters and events in your own words.</i><br><br><i>Tomorrow we will read to understand what is special about this book as a folktale and what the central message of the folktale is.</i> |
| <b>Standards</b>                   | <b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.<br><b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.<br><b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.   |
| <b>Ongoing assessment</b>          | Listen to children’s responses during whole group conversation and Think, Pair, Share.<br>How do children describe the characters and main events?<br>Do children demonstrate understanding of the folktale’s ending?  |

**Notes**



Text Talk U2 W4 D4



Text Talk U2 W4 D4