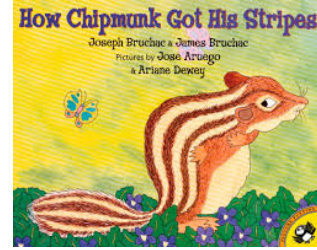


Unit 2: Animals Surviving and Thriving

WEEK 4 Day 5



Text Talk
How Chipmunk Got His Stripes

Big Ideas	Animals, including humans, are connected to each other and to their environments.
Weekly Question	How do animals survive in their habitats?
Content Objectives	I can retell the folktale and explain its message. (R.5.1.a, R.8.1.a) I can identify what makes a story special as a folktale. (R.5.1.a, R.8.1.a)
Language Objectives	I can answer questions about the elements of the folktale. (SL.2.1.a) I can use discussion prompts to respectfully agree, disagree, and add onto my classmates’ ideas. (SL.1.1.b)
Vocabulary	animal: a living thing that is not a plant behavior: an activity that helps an organism survive and thrive in its habitat structure: an identifiable part of a plant or animal function: what structures do for an organism survive: to stay alive brag: to talk in an exaggerated way about how proud you are tease: to make fun of or bother someone in a playful way folktale: a story that starts or is a tradition among a certain group of people burrow: a hole or tunnel in the ground made by an animal conflict: a disagreement phenomena: things that are observable
Materials and Preparation	<ul style="list-style-type: none"> ● <i>How Chipmunk Got His Stripes</i>, Joseph Bruchac and James Bruchac ● chart paper Prepare the following Elements of a Folktale chart.

	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="6">Elements of a Folktale</th> </tr> <tr> <th>Title</th> <th>Beginning Setting, Characters, and Events</th> <th>Middle Problem</th> <th>End Solution</th> <th>Presence of Magical or Mystical Beings?</th> <th>Central Message, Lesson, or Explanation of Phenomena</th> </tr> </thead> <tbody> <tr> <td><i>How Chip- munk...</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Sentence Frames for Discussion, from previous lessons <p>On the whiteboard, write: Describe the message or messages of the folktale.</p>	Elements of a Folktale						Title	Beginning Setting, Characters, and Events	Middle Problem	End Solution	Presence of Magical or Mystical Beings?	Central Message, Lesson, or Explanation of Phenomena	<i>How Chip- munk...</i>																	
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<p>Opening 1 minute</p>	<p>Set a purpose. <i>We are going to read the folktale How Chipmunk Got His Stripes, by Joseph Bruchac and James Bruchac, again.</i></p> <p><i>Today we will read to find out the message that this folktale is trying to tell us. In addition, this folktale tells us how something came to be. We can call that “an explanation of phenomena.” We will collect our thoughts about these elements of a folktale in the Elements of a Folktale anchor chart. We will return to this chart as we encounter folktales throughout the year.</i></p> <p>This anchor chart will continue to be used as more folktales are read throughout the year. This chart will keep the comparison of folktales in one place.</p>																														
<p>Text and Discussion 12 minutes</p> <p>page 9</p>	<p><i>Bear has been bragging about how great he is, but Brown Squirrel is questioning that. What is the central conflict, or problem, between Bear and Brown Squirrel?</i></p>																														
<p>page 15</p>	<p><i>Why do you think Brown Squirrel’s grandmother told him not to tease?</i></p>																														
<p>page 23</p>	<p><i>What does heal mean?</i></p>																														

	<p><i>Even though Brown Squirrel got away from Bear, what danger did he face?</i></p> <p><i>What is the resolution of the conflict between Bear and Brown Squirrel?</i></p>
page 27	<p><i>Here is an explanation of phenomena. What two things about chipmunks does this explain? [how they have stripes, that they are the first animals to get up in the morning]</i></p>
page 29	<p><i>Here is another explanation of phenomena. What does this explain about the behavior of bears? [they are the last animals to get up]</i></p>
<p>Key Discussion and Activity 8 minutes</p>	<p><i>What are some important messages from the story? [don't brag, don't tease]</i></p> <p>Think, Pair, Share.</p> <p><i>We have read important messages for Bear and for Brown Squirrel, as well as some explanations of phenomena. Describe what you think is the most important message or messages of the folktale. Why do you think so?</i></p> <p>Elicit a few responses, encouraging children to use discussion prompts introduced so far (<i>I agree because...</i>, <i>I want to add on to that idea...</i>, <i>I disagree because...</i>).</p> <p>Together as a class, record the beginning, middle, end, and central message of the folktale on the Elements of a Folktale chart. Note that there is no magical being in this folktale, but there may be in other folktales.</p>
<p>Closing 1 minute</p>	<p><i>Today we read to explain the messages of this folktale. We put our ideas into an anchor chart that we can use again later.</i></p>
<p>Weekly Question Chart 3 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have continued to think about this question: How do animals survive in their habitats? Are there any essential ideas we want to add today?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: animals and their specific habitats, weather impacts animals' survival, animals and plants are interconnected, etc.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p>

	<p>R.8.1.a Explain major differences between texts that tell stories and texts that give information, drawing on various text types.</p> <p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>How do children describe the major elements of a folktale?</p> <p>Can they identify the explanations of phenomena and the central messages?</p>

Notes