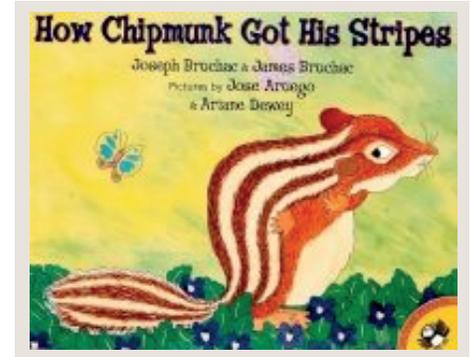




Title: How Chipmunk Got His Stripes
Author: Joseph Bruchac and James Bruchac
Genre: Myth
Cultural Connection: Being Respectful



PLOT SUMMARY

One autumn day, Bear walked along bragging out loud about how big and strong he was. He boasted that he could do anything! Brown Squirrel heard him and asked Bear if what he said was true could he please tell the sun not to rise the following morning? Bear turned to the west and as the sun began to disappear behind the hills he said, “*SUN DO NOT COME UP TOMORROW MORNING*”. Bear and Brown Squirrel then turned to face the east and sat down. *All that night Bear kept saying these words: “The sun will not come up, hummph! The sun will not come up, hummph!”* Brown Squirrel began to say something, too: “*The sun is going to rise, ooh! The sun is going to rise, ooh!*” Other animals began to gather around them to wait. In the morning the sun came up as it always did. Everyone was happy, especially Brown Squirrel. He began to tease the bear “*Bear is foolish, the sun came up. Bear is silly, the sun came up. Bear is stupid, the sun--*” **WHOMP!** *Bear’s big paw came down on Brown Squirrel, pinning him to the ground.* When little Brown Squirrel realized that he was about to be eaten he begged Bear to let him apologize for teasing him. As soon as Bear lifted his paw Brown Squirrel made a dash for his burrow. Just as he reached the door Bear made a grab for him and scratched Brown Squirrel’s back from the tip of his head to the tip of his tail. Deep down in his burrow, Brown Squirrel curled up next to his grandmother and slept all winter. When spring came Brown Squirrel looked at himself. There were long pale stripes all the way down his back. He was now Chipmunk, the striped one.

LEARNING INTENTION

Focus Reading Connection: #4 Predicting

Readers predict when they use their prior knowledge, as well as all of the information that they have gathered from the text and illustrations, to come up with a guess about what the story will be about. When talking to students about predicting it is important to emphasize that:

1. There is no right or wrong answer.
2. There are many clues in the text and in the pictures.
3. Their prediction might stay the same, or it might change, when new information is added to their prior knowledge.
4. Predicting is something that good readers do before they start reading a story.
5. Readers continue to predict while they are engaged in reading the story.

This lesson uses structured partner talk as a learning strategy. To learn more about partner talk please refer to the Educator’s page on our website.

MATERIALS REQUIRED

- 1 copy of How Chipmunk Got His Stripes
- 1 copy of the Predict and Draw worksheet for each student



BEFORE

- Pre-read the book and mark with sticky notes 3 places where you want to stop reading and have the students practise predicting.
- Explain to the class what a prediction is (using prior knowledge plus the clues in the book to make a smart guess as to what the book is about-or what will happen next).
- Explain that there is no right or wrong answer when you are making a prediction.
- Explain that you might want to alter your prediction after you gather new information or find new clues in the story.
- Explain that today they are going to make predictions about what might happen next in the story and that they will be asked to justify their predictions (supply a reason or evidence to support the prediction).
- Show the cover of the book to the students and read them the title. Examine and discuss the details in the picture.
- Have each student talk to a partner and make a prediction for what they think the story might be about. Have them each justify their thinking (What clues or evidence do you see on the cover to make you think that?) *“I think that....because.”*
- Have several students share their predictions with the whole class. Again, have them justify their thinking *“I think that.....because.”*

DURING

- Distribute a copy of the Predict and Draw worksheet to each student.
- Read the first chunk of the story. Stop when you get to the first sticky note.
- Have each student talk to the same partner and make a prediction for what they think will happen next in the story. Have then justify their thinking by stating what clues they found in the story to make them think that: *“I think that.....because...”*.
- Have several students share their predictions (and justification) with the whole class.
- Have each student fill in the first part of the worksheet.
- Continue reading the story. Stop when the next event has taken place.
- Ask students to make a labelled sketch of what actually happened in the space next to their prediction.
- Repeat this process until you have completed reading the story.

AFTER

- Have each student share their 3 predictions and pictures with the same partner.
- Ask the students to explain what was the same/different about their predictions and what actually happened.

Suggested Supplemental Resources:

- Click on the Kids tab of our website to find similar stories, such as:
- How Jackrabbit Got His Very Long Ears by Heather Irbinskas
 - How the Coho Got His Crooked Nose by Teresa Michell
 - How Raven Stole the Sun by Maria Williams



Date: _____ Name: _____

Predict and Draw

1. I predict that _____

1. Here is what really happened:

2. I predict that _____

2. Here is what really happened:

3. I predict that _____

3. Here is what really happened: