Homework for “How Chipmunk got His Stripes”  October 19 – October 23, 2015
(Return this sheet, initialed, on Monday, October 26th)
Name:___________________________________________________________

This week’s story is How Chipmunk got his Stripes. What happens when a little brown squirrel teases a big black bear? Brown Squirrel gets stripes and is called chipmunk from that day forward. Joseph and James Bruchac create this picture book, based on a Native American folktale.

Monday
______ Practice spelling words. (Find fun ideas for practicing listed on our website.)
______ Practice target vocabulary– tunnel, curled, height, direction, toward, healed, brag, tease
______ Review sounds and past high-frequency/sight words on skill sheet.
______ Read or be read to. Minutes read: ________ (Books, fluency passages, etc.)

Tuesday (No school, Teacher Workday)
______ Practice spelling words.
______ Practice target vocabulary words if not yet memorized.
______ Read, “How Chipmunk got His Stripes”
______ Math review page: (Look in green folder Monday)
______ Read or be read to. Minutes read: ________

Wednesday
______ Practice spelling words.
______ Practice high-frequency/sight words if not yet memorized.
______ Read, “How Chipmunk got His Stripes”
______ Math review page: (Look in green folder Wednesday)
______ Read or be read to. Minutes read: ________

Thursday
______ Practice spelling words.
______ Target vocabulary words if not yet memorized.
______ Read, “How Chipmunk got His Stripes”
______ Read or be read to. Minutes read: ________

The spelling test and reading/vocabulary word test will be on Friday, October 23rd.

+ Minutes of reading on: Friday: ________ Saturday: ________ Sunday: ________

Total minutes read this week: _______________ (Please total all minutes read during the week.)

Research has shown that the single most influential factor in creating successful readers is the amount of time they spend reading. Reading is a skill that improves only with repeated practice. The more children read, the more they are able to read. Make it a goal to read for at least 15 to 20 minutes every day.
Rather than memorizing a specific list of words, focus on learning the spelling rule so that your child can spell any word that fits this rule. Use the week’s fluency passages to help you study, as well as the ideas listed on our website. Help your child become a problem solver when it comes to spelling by asking questions such as, “If you can spell ring, how do you spell sing? That’s right! You just change the first letter because they rhyme!”

This week’s spelling / phonics pattern: Word with endings –ed, -ing

Spelling words for test (Plus the two review words and two optional challenge words):

- liked
- using
- riding
- chased
- spilled
- making
- closed
- hoping
- baked
- hiding
- standing
- asked

Your child should also be able to spell these “Review Words.”

mixed  I mixed flour and water
sleeping  The baby was sleeping.

Your child will be given the opportunity to write one more word that follows the spelling pattern and harder “High-Frequency” words. This is optional for those students who are interested in a challenge. Do not worry about studying these words unless the “cvc” words are easy and automatic for your child. There is no grade penalty for trying

Challenge words:

These words follow the same rule as above.

Examples of the kinds of challenge words your child may see:

- teasing
- knocking
Skill Review Sheet

The skill sheet reviews previously learned sounds, sight words, contractions, inflections, etc.

This week’s new sounds, words, etc. will be reviewed on next week’s skill sheet.

Please study any parts of this skill sheet that are not yet automatic and easy for your child. If the sight words are still difficult for your child, focus on mastering those before moving down to the contractions, color/number words, etc.

Blends, Digraphs, Word Parts, etc.: Practice reading these word parts.

<table>
<thead>
<tr>
<th>ai</th>
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<th>ung</th>
<th>ee</th>
<th>ur</th>
<th>ow</th>
<th>ch</th>
<th>ame</th>
<th>old</th>
<th>oll</th>
<th>igh</th>
<th>tch</th>
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<tbody>
<tr>
<td>age</td>
<td>dge</td>
<td>ine</td>
<td>ea</td>
<td>ow</td>
<td>(both sounds)</td>
<td>one</td>
<td>ong</td>
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<td>ube</td>
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Letter/Sound Long Vowels

<table>
<thead>
<tr>
<th>a_e</th>
<th>(cage, game, rake, skate, tape, vane)</th>
<th>i_e</th>
<th>(kite, mice, nine, prize, slide, vine)</th>
<th>o_e</th>
<th>(globe, hose, nose, note, rope, stone)</th>
<th>u_e</th>
<th>(cube, flue, mule, tube,)</th>
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Initial and Final Blends: Practice reading these consonant blends.

<table>
<thead>
<tr>
<th>_mp</th>
<th>(as in lamp)</th>
<th>sl__</th>
<th>(as in slide)</th>
<th>cl__</th>
<th>(as in clock)</th>
</tr>
</thead>
<tbody>
<tr>
<td>__nk</td>
<td>(as in bank)</td>
<td>fr__</td>
<td>(as in frog)</td>
<td>fl__</td>
<td>(as in flag)</td>
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<tr>
<td>cr__</td>
<td>(as in crab)</td>
<td>__nd</td>
<td>(as in land)</td>
<td>pl__</td>
<td>(as in plant)</td>
</tr>
<tr>
<td>bl__</td>
<td>(as in block)</td>
<td>br__</td>
<td>(as in brown)</td>
<td>tr__</td>
<td>(as in truck)</td>
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<tr>
<td>_nt</td>
<td>(as in tent)</td>
<td>__ft</td>
<td>(as in gift)</td>
<td>dr__</td>
<td>(as in drum)</td>
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<tr>
<td>__st</td>
<td>(as in nest)</td>
<td>__sk</td>
<td>(as in desk)</td>
<td>gr__</td>
<td>(as in grass)</td>
</tr>
<tr>
<td>gl__</td>
<td>(as in glad)</td>
<td>pr__</td>
<td>(as in present)</td>
<td>__lk</td>
<td>(as in milk)</td>
</tr>
</tbody>
</table>

Sight Words: Students should be able to read these words automatically, without sounding them out.

afraid  dark  for  kept  many  might  own  show  why  would  before  my  eye
open  few  people  happy  starts  high  yellow  air  car  cried  funny  he
pictures  pretty  told  try  windows  both  cold  eat  green  little  long  we
by  cheer  could  hello  hundred  mind  play  see  today  other  this
Fluency Passages for “Super Storms”

Rereading the same passage increases fluency. Reading fluently allows students to focus their concentration on comprehension. Emphasize reading naturally and accurately rather than “speed reading. Color copy of the story with picture is available on our classroom web page: http://berkeleycountyschools.org/Domain/3034

How Chipmunk Got His Stripes
By: Joseph Bruchac and James Bruchac

One autumn day long ago, Bear was out walking. As he walked, he began to brag:
“I am Bear. I am the biggest of all the animals. Yes, I am!
I am Bear. I am the strongest of all the animals. Yes, I am!
I am Bear. I am the loudest of all the animals. Yes, I am!
I am Bear, I am Bear. I can do anything. Yes, I can!”

As soon as Bear said those words, a little voice spoke up from the ground.
“Can you really do anything?”
Bear looked down. He saw a little brown squirrel, standing on his hind legs.
“Can you really do anything?” Brown Squirrel asked again.
Bear stood up very tall. “I am Bear. I can do anything. Yes, I can!”
“Can you tell the sun not to rise tomorrow morning?” Brown Squirrel asked.
“I have never tried that before. But I am Bear. I can do that. Yes, I can!”

Bear turned west to face the sun. It was the time when the sun always goes down. Bear stood up to his full height and spoke in a loud voice.
“SUN, DO NOT COME UP TOMORROW.”
At his words, the sun began to disappear behind the hills.
“You see?” Bear said. “Sun is afraid of me. He is running away.”
“But will the sun come up tomorrow?” Brown Squirrel asked.
“No,” Bear answered. “The sun will not come up!”

Then Bear turned to face east, the direction where the sun always used to come up. He sat down. Little Brown Squirrel sat down beside him. All that night, they did not sleep. All that night, Bear kept saying these words:
“The sun will not come up, hummph!
The sun will not come up, hummph!”
But as the night went on, little Brown Squirrel began to say something, too. He said these words:
“The sun is going to rise, oooh! The sun is going to rise, oooh!”

All through the night, they sat there. One by one, other animals gathered around them. Fox and Wolf, Deer and Moose, Rabbit and Porcupine, Hawk and Owl, Otter and Beaver, Frog and Turtle, and even the little mice came. They wanted to see who would be right, Bear or Brown Squirrel. This is what the other animals heard:
“The sun will not come up, hummph!”
“The sun is going to rise, oooh!”
“The sun will not come up, hummph!”
“The sun is going to rise, oooh!”

Finally, it was just before dawn, the time when the sun always used to come up. “Look,” said Turtle, “a little bit of red is starting to show.” “yes,” said Owl. “I believe the sun will rise today.” Bear only chanted louder: “The sun will not come up, hummph!” But right next to him, little Brown Squirrel piped up: “The sun is going to rise, oooh!”

And the sun came up. The birds sang their welcoming songs. The bright light of the new day spread over the land. Everyone was happy except for one animal. That animal was Bear. He sat there with his head down and a grumpy look on his face.

The happiest animal of all was little Brown Squirrel. “The sun came up,” he chirped. “The sun came up, the sun came up, the sun came up.” “Brown Squirrel,” his grandmother had said, “it is good to be right about something. But when someone else is wrong, it is not a good idea to tease him.” Now little Brown Squirrel began to tease 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 little Brown Squirrel, pinning him to the ground. Bear leaned over and opened his huge mouth. “Yes,” Bear growled. “The sun did come up. Yes, I do look foolish. But you will not live to see another sunrise. You will not ever tease anyone else again, because I, Bear, am going to eat you.” Brown Squirrel thought fast. “You are right to eat me,” he said. “I was wrong to
tease you. I would like to say I am sorry before you eat me. But you are pressing down on me so hard that I cannot say anything. I cannot say anything at all. I cannot even breathe. If you would lift your paw just a little bit, then I could take a deep breath and apologize before you eat me.”
“That is a good idea,” Bear said. “I would like to hear you apologize before I eat you.”

So Bear lifted up his paw. But instead of apologizing, Brown Squirrel ran. He ran as fast as he could toward the pile of stones where he had his home. He had a tunnel under those stones and a nice warm burrow underground. Little Brown Squirrel’s grandmother stood there in the door waiting for him.
“Hurry, Brown Squirrel,” she called. “Hurry, hurry!”

Little Brown Squirrel dove for the door to his home. But Bear was faster than he looked. He grabbed for little Brown Squirrel with his big paw. Bear’s long, sharp claws scratched Brown Squirrel’s back from the top of his head to the tip of his tail.

But Brown Squirrel got away. Deep down in his burrow, where Bear couldn’t get him, Brown Squirrel curled up next to his grandmother and slept all winter while those scratches on his back healed.

When spring came again, little Brown Squirrel came out of his hole and looked at himself. There were long pale stripes all the way down his back where Bear had scratched him. He was Brown Squirrel no longer. He was now Chipmunk, the striped one.

That is how Chipmunk got his stripes. Ever since then, Chipmunk has been the first animal to get up every morning. As the sun rises, he scoots to the top of the tallest tree to sing his song:
“The sun came up,
The sun came up,
the sun came up,
the sun came up!”

And ever since then, Bear has been the last animal to get up. He doesn’t like to hear Chipmunk’s song. It reminds him—as it reminds us all—that no one, not even Bear, can do everything.
Comprehension Questions to Discuss Together:

1. Which animal thought the sun would come up the next day?
2. Which animal thought he could make the sun not come up the next day?
3. Was the bear happy or sad that the sun came up?
4. What does Brown Squirrel do when Bear says he will eat Brown Squirrel for teasing him?
5. What do you think the message, or moral of this story?

How We Made Reading Fun This Week:

___My loved-one read this story to me. I told them my favorite part!
___We “echo-read” this story. (Parent reads sentence, child reads the same sentence)
___We took turns reading! (Parent reads one sentence, child reads the next!)
___I circled all of the words that I knew how to read without help. We counted them up together.
___I found all of my “need to know” words in the story and read those sentences perfectly.
___I put rectangles around the words I didn't know. I practiced reading those words!
___I read this story all-by myself to my family or friends.
___I read this story all-by-myself to my pets, dolls, or toys.
___I read this story in a sill way (e.g. baby voice, monster voice, upside-down, singing it, etc.)
___I played “Hide and Seek” story! (Write story on 3x5 cards. Hide them. Find and read them. Put them in order)
___(Other)___________________________________
**Target Vocabulary/ Sight Words**

Target vocabulary words, and sight words, are words that students need to recognize automatically as they read the story. They may/or may not fit standard spelling rules. The more words children recognize automatically, the better they understand what they are reading because they can focus on the meaning of the text rather than trying to sound out every word. Students need to be able to say each word on this list, within 3 seconds, without trying to sound it out.

In addition to playing memorization games, use the suggestions below to study the meaning and usage of any of the new words your child doesn’t already know (not checked off):

- Cut out the words above or, for more practice, have your child write them on index cards.
- Ask your child to make up original sentences using the new words.
- Ask your child to say at least one word that rhymes with each of the new words.

While you study next week’s new words, please continue to study any words from previous weeks that are not yet memorized and review words from past stories.

<table>
<thead>
<tr>
<th>Words for last week “Super Storms”</th>
<th>Words for this week “How Chipmunk Got His Stripes”</th>
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<tbody>
<tr>
<td>beware</td>
<td>tunnel</td>
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<td>damage</td>
<td>curled</td>
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<td>equal</td>
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