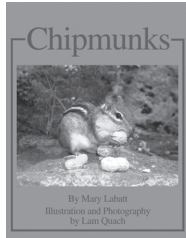


CHIPMUNKS

By - Mary Labatt
 Illustrated by - Lam Quach
 Genre - Report
Set 15 - 276 Words

Building Anticipation – Setting the Context

Recall the story of *A New Home for Chip* from set 13. Have students reread this familiar story to set the context for the new book. Teach students that making connections to other stories we have read can help us understand a new story.



Make a list of the things they learned about chipmunks from *A New Home for Chip*.

Ask students if they know anything else about chipmunks and record it on a KWL chart under *What We Know*. A master KWL chart is found on the reproducible master.

Introduction

Tell the children about the different text styles. The story *A New Home for Chip* is a storybook. The new book, *Chipmunks* is an information book. Ask and discuss: *How can you tell the difference between an information book and a storybook?*

Point out the Table of Contents and the headings in the book. Point out that headings tell us what we are going to read about.

Tell students that as they read, they should think about what they already know about chipmunks. Refer to the KWL chart.

Give each student three sticky notes to mark one thing they already knew, one thing they learned that they didn't know before, and one thing they still wonder about.

Read the first section, *What Chipmunks Look Like*, together to demonstrate the process.

The children already know that chipmunks have black and white stripes. They may wonder how big chipmunks grow, and they will learn from reading that chipmunks have a white tummy. Refer to the KWL chart to help them recall this thinking process.

Discussion – Book Talk

After reading, discuss what they learned. As the children share what they learned, use the table of contents to find the heading where they read that fact. Help the children to see that the headings provide a summary of what is contained in an information book.

Responding Creatively – Independent Practice

Children can:

- complete their own KWL chart from the reproducible master provided.
- make their own information book about chipmunks and illustrate it. Make a table of contents for their book.
- make a mural of chipmunks in the woodland. Read books to find out who their animal neighbors would be and include them in the mural (raccoons, squirrels, porcupines, skunks, beavers). Reread the earlier Porcupine books about these animals to find information. Make the woodland above and below ground so they can show the animal homes in cross-section.

Read Aloud Connections

A Forest Treehouse (non-fiction) by Sheryl A. Reka, World Book, 1992.

Chipmunk's Busy Day (non-fiction) by McGraw-Hill Editorial, McGraw-Hill Children's Publishing, 2002.

Chester Chipmunk's Thanksgiving by Barbara Williams, Holiday Books, 1978.

Chipmunks (non-fiction) by Merebeth Switzer, Grolier, 1985.

Learning about Language – Focused Teaching		
High Frequency Words	their, nearly, before	Find these words on the word wall and in other books.
Word Families and Letter Clusters	<i>aw</i> family - paw(s), law, jaw, caw, saw, awful, awesome	Write the <i>aw</i> family and then look for big words with <i>aw</i> in them. Make a list.
Structural Features of Words	their - there, they're	Find these sound-alike words in books and class writing. Make a sentence for each one.
Text Features	Table of Contents Headings Index	Make a table of contents for your own chipmunk book.

KWL Chart

KNOW What I know about	WONDER What I want to learn	LEARNED What I learned
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