



## Lesson

# 9



### TARGET VOCABULARY

tunnel

curled

height

direction

toward

healed

brag

tease

Vocabulary  
Reader



Context  
Cards



**TEKS** 2.58 use context to determine meaning. **ELPS** 19 use accessible language to learn new language.

# Vocabulary in Context

- Read each **Context Card**.
- Ask a question that uses one of the Vocabulary words.

1



## tunnel

A chipmunk knows how to dig a **tunnel**, which is a passage underground.



2



## curled

This fox is **curled** up around its warm, bushy tail.



3

**height**

An eagle builds its nest at an amazing height. It is at the top of a tall tree.



4

**direction**

An owl can turn its head in any direction. It can look all around.



5

**toward**

These bear cubs run toward their mother so she can protect them.



6

**healed**

This pangolin will go back to the forest when it is well, or healed.



7

**brag**

These antlers are something to brag about! They are huge.



8

**tease**

Never tease, or bother, wild animals. Always respect them.



# Background

**TARGET VOCABULARY** **Folktales** A folktale is a story that people have been telling for many years. Some folktale characters **brag** about their strength or **height**. That gets them into trouble. Some characters **tease** others. That causes trouble, too. A folktale can explain why Bear's injured tail **healed** as it did or why Squirrel's tail is **curled toward** its back. It can tell why Mole hid in a **tunnel** or why certain travelers went in the **direction** of a village.

An American Indian tale tells how Coyote brought people fire.





# Comprehension

## ✓ TARGET SKILL Understanding Characters

In *How Chipmunk Got His Stripes*, Bear and Brown Squirrel speak and act like people. Use story clues and what you know to figure out why the characters act that way. List story clues and your ideas on a chart like this one.

Words	Actions	What I Know

## ✓ TARGET STRATEGY Summarize

As you read, summarize, or express in your own words, why Bear and Brown Squirrel act as they do. Summarizing will help you better understand the story. If you do not understand, slowly reread the text.



## Main Selection



### TARGET VOCABULARY

tunnel	toward
curled	healed
height	brag
direction	tease

### TARGET SKILL

**Understanding Characters** Tell more about characters.

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### TARGET STRATEGY

**Summarize** Stop to tell important events as you read.

### GENRE

A **folktale** is a story that is often told by people of a country.

### MEET THE AUTHORS

## Joseph Bruchac and James Bruchac



As a boy, Joseph Bruchac listened to his grandfather tell stories of their Native American heritage. Joseph passed these stories down to his son, James. Now this father-and-son team writes books together, such as *Raccoon's Last Race*.

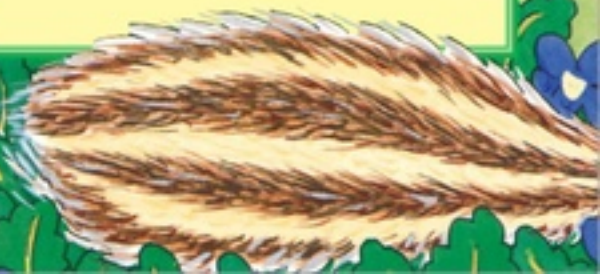


### MEET THE ILLUSTRATORS

## Jose Aruego and Ariane Dewey



These two artists make a great team. When they are working on a book, Jose Aruego first draws the lines for the characters, using pen and ink. Then Ariane Dewey paints the colors. In this way, they have illustrated more than 60 books.



# How Chipmunk Got His Stripes

by Joseph Bruchac and James Bruchac  
pictures by Jose Aruego and Ariane Dewey



## Essential Question

What can you learn from the way a character acts?



- ▶ 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!"



#### STOP AND THINK

**Understanding Characters** What tells you that Bear thinks he is wonderful?

**VIDEO** 2:38, 2:58







- ◀ 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:

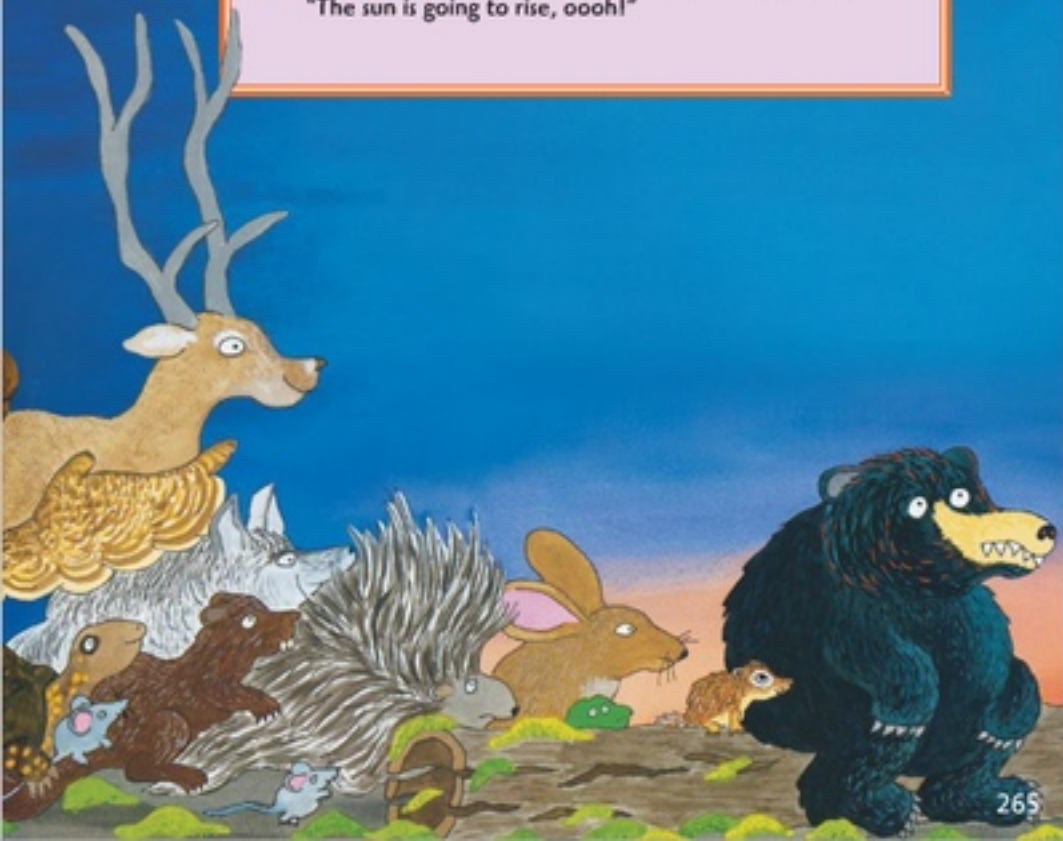
- "The sun will not come up, hummph!"
- "The sun is going to rise, oooh!"
- "The sun will not come up, hummph!"
- "The sun is going to rise, oooh!"

**STOP AND THINK**

**Author's Craft** Why does the author keep repeating Bear's sentence and little Brown Squirrel's sentence?

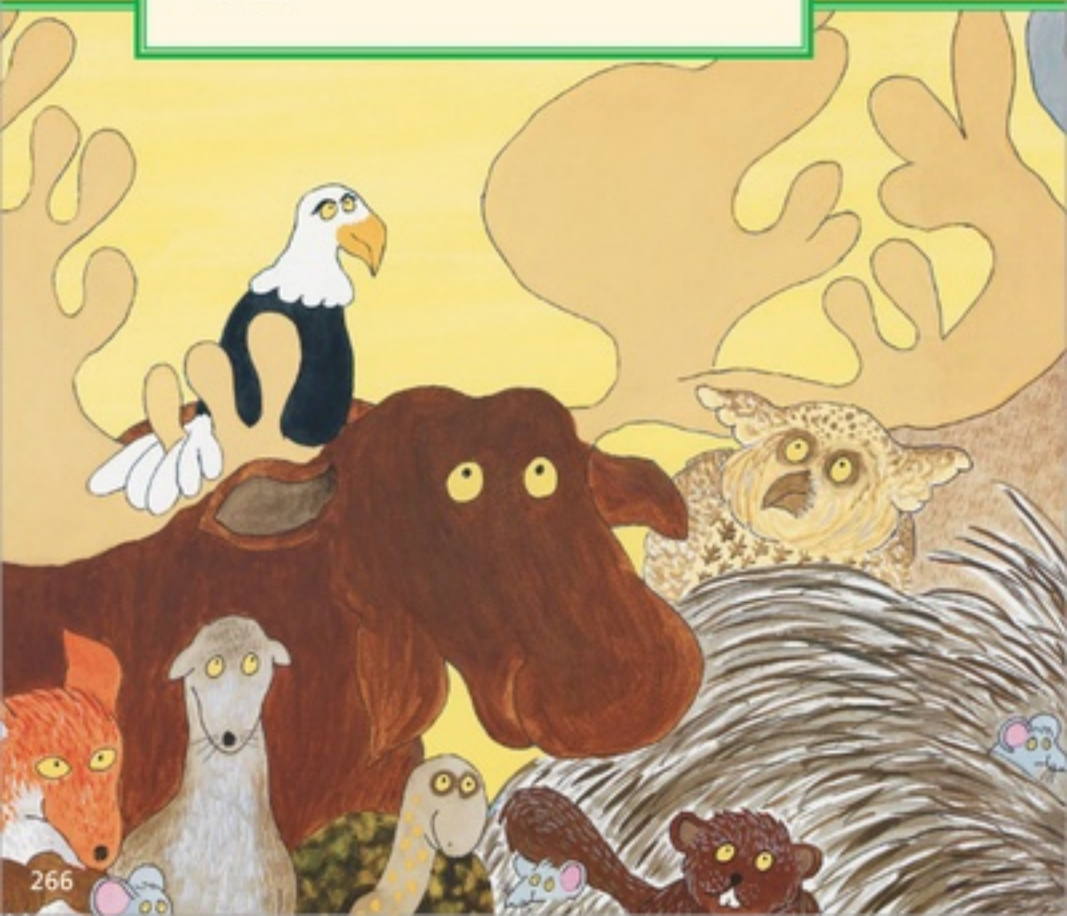


- Finally, it was just before dawn, the time when the sun always used to come up.
- "Look," said Turtle, "a little bit of red is starting to show."
- "Yes," said Owl. "I believe the sun will rise today."
- Bear only chanted louder:
- "The sun will not come up, hummph!"
- But right next to him, little 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 was so happy, he forgot what his wise old grandmother had told him when he was very young.

▶ "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—"







◀ WHOMPI

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 up 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!"



**STOP AND THINK**

**Summarize** How did little Brown Squirrel escape from Bear?

**TEKS** RC-2(C)



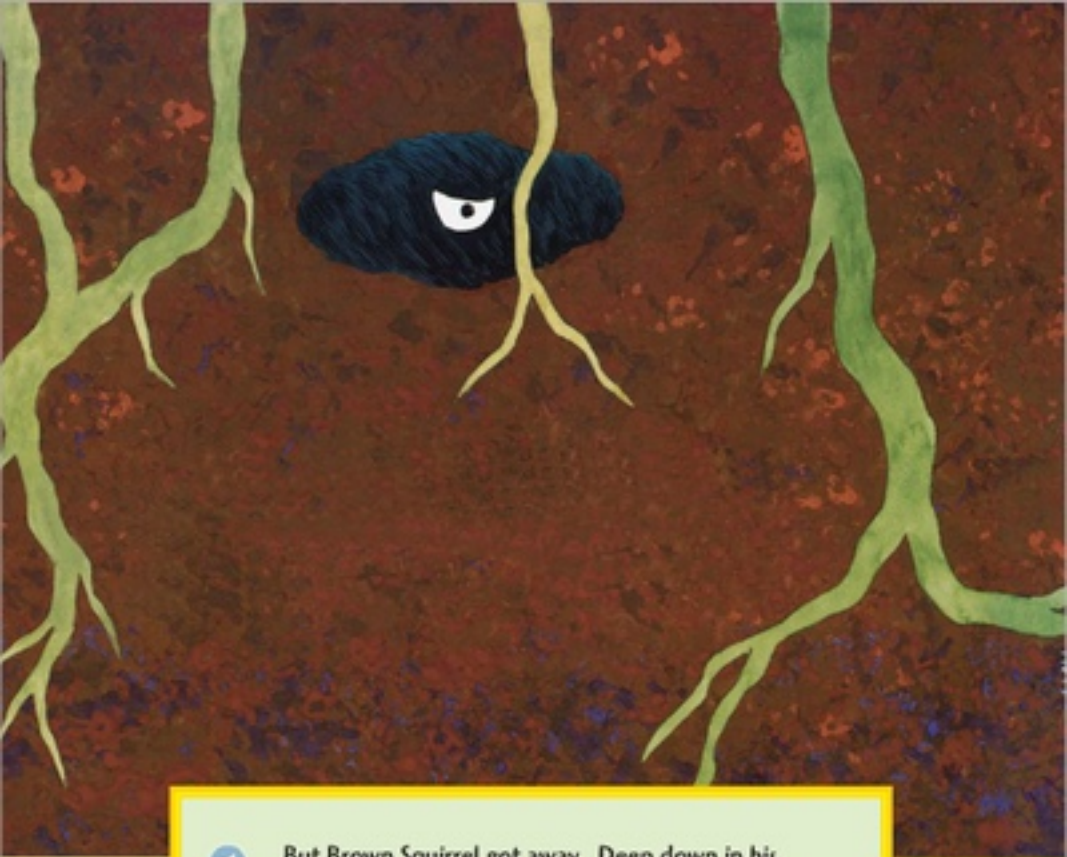




▶ Little Brown Squirrel dove for the door to his home. But Bear was faster than he looked. He grabbed for little Brown Squirrel with his big paw. Bear's long, sharp claws scratched Brown Squirrel's back from the top of his head to the tip of his tail.







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.





- 1 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.



# Your Turn

1. What is this story mostly about?

- How Chipmunk learns a lesson
- How forest animals work together
- How Bear learns a lesson

2. **TARGET SKILL** Understanding Characters

Will Chipmunk act the same way next time he hears an animal brag? Use a chart to answer. **TEKS 2.9B**


3. **TARGET STRATEGY** Summarize

Summarize how Chipmunk gets his stripes.

**TEKS RC-2(E), ELPS 4**

4. **Oral Language** Use the Retelling Cards to tell what happens to Brown Squirrel after the sun comes up. **TEKS RC-2(D)**



Retelling Cards



**TEKS 2.9B** describe characters' traits/motivations/feelings; **RC-2(D)** recall important story events; **ELPS 4** employ reading skills to demonstrate comprehension

Connect to

## Traditional Tales



### TARGET VOCABULARY

tunnel	toward
curled	healed
height	brag
direction	tease

### GENRE

**Traditional tales** are stories that have been told for many years.

### TEXT FOCUS

A **folktale** is a story that is passed down to explain or entertain.

# Why Rabbits Have Short Tails

adapted by Gina Sabella

Once Rabbit had a long, beautiful tail. It **curled** over his back like a furry fan. Rabbit was taking his family on a trip.

"We have to travel in the **direction** of the stream," Rabbit said. "When we see the hill with the tallest **height**, we should head **toward** it."

When they spotted the tallest hill, Rabbit saw that they would have to swim across the stream.







1 Rabbit liked to **brag**. He told everyone how clever he was. He did not tell anyone that he could not swim. He did not want anyone to **tease** him.

Rabbit saw a turtle crawling out of a **tunnel**. Ten tiny turtles followed behind.

"You have a large family," Rabbit said.

2 "Yes," Turtle replied. "My family is the biggest in the woods."

"I'm not sure," Rabbit answered. "My family might be bigger."





4 "Line up your children across the stream," Rabbit said. "Then I can see who has a bigger family." Soon the turtles were lined up. Rabbit and his family jumped on their backs and skipped across the stream.

Turtle was not happy. He tried to grab Rabbit by the tail. But Rabbit's tail snapped off and he hopped away.

Even after it **healed**, Rabbit's tail never grew long and beautiful again.



# Making Connections



## Text to Self

TEKS RC-DJF



**Act Out a Lesson** The characters in the stories you just read all learn a lesson. Act out for a partner a lesson you have learned. Have your partner guess what you learned.



## Text to Text

TEKS 2.6B, ELPS 4I



**Compare Story Structure** How are the characters, settings, and events in the two selections you just read the same and different? Write a few sentences to explain.



## Text to World



**Explore Traditional Tales** Are *How Chipmunk Got His Stripes* and *Why Rabbits Have Short Tails* made-up stories or true stories? Share your ideas with the class.



**TEKS** 2.6B compare folktale variants; **RC-DJF** make connections to experience/text/community; **ELPS** 4I employ reading skills to demonstrate comprehension

# Grammar

**Verbs in the Present** A **verb** in the **present** names an action that is happening now. Add *-s* or *-es* to this kind of verb when it tells about a singular noun. Do not add *-s* or *-es* when the verb tells about a plural noun.

## Academic Language

verb  
present

### Verbs After Singular Nouns

The **bear** **sleeps**.

The **animal** **runs**.

The **chipmunk** **rushes**.

### Verbs After Plural Nouns

Two **bears** **sleep**.

Many **animals** **run**.

Some **chipmunks** **rush**.

### Try This!

**Choose the correct verb to complete each sentence. Then write the sentence correctly.**

- 1 The squirrel (learn, learns) a lesson.
- 2 Bears (scratch, scratches)!
- 3 The animal (hide, hides) in a hole.
- 4 Days (pass, passes) before the animal comes out.

- 🔊 **Sentence Fluency** To make your writing smoother, join two short sentences with the same subject. Write **and** between the two predicates to make one longer sentence.

🔊 **Short Sentences**

 <p>Chipmunks <b>find nuts.</b></p>	 <p>Chipmunks <b>store them for the winter.</b></p>
<b>New Sentence with Joined Predicates</b>	
 <p>Chipmunks <b>find nuts and store them for the winter.</b></p>	

🔊 **Connect Grammar to Writing**

When you revise your instructions next week, try joining two sentences that have the same subject.



Reading-Writing Workshop: **Prewrite**

# Write to Inform

**✓ Ideas** Before you write **instructions**, think about the important steps. What does your reader need to know to do this project?

When Alexa planned instructions for making a birdfeeder, she listed important materials and steps. Then she numbered the steps in order in a chart.

## Writing Process Checklist

**▶ Prewrite**

- Did I think about my audience and purpose?
- Did I choose a topic I know well?
- Did I include all the important steps?
- Are my steps in the correct order?

Draft

Revise

Edit

Publish and Share

## Exploring a Topic

### Things You Need

pinecone  
 peanut butter  
 birdseed  
 spoon  
 ^ paper plate  
 ^ string

### Steps

- 2 spread peanut butter on pinecone
- 4 hang on tree
- 3 roll in birdseed
- 1 ^ tie string to pinecone



## Step Chart

1. Tie a piece of string to a pinecone.



2. Cover the pinecone with peanut butter.



3. Roll the pinecone in birdseed.



4. Hang the birdfeeder in a tree.



When I organized my instructions, I made sure I had all the important steps.



### Reading as a Writer

What helpful steps did Alexa add?  
Where can you add important steps to your own chart?

