

# Literacy Language Kit

*For the book...*

## How Chipmunk Got His Stripes

by: Joseph Bruchac and  
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Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

*Note to Teacher: Target areas included in this unit are: storyboard sequence, literal and inferential auditory comprehension, main idea identification, divergent categorization, describing, supported summary writing, verbal narrative re-telling skills.*

## Sequence Storyboard



1. Cut out the sentence strips on the dotted line .....  
They are in mixed up order.



2. Glue the strips onto the other page in correct order.



3. Read the story out loud.

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All night long Bear and squirrel wait while animals gather to see who is right. Surprise! The sun does rise!

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Brown Squirrel escapes and sleeps all winter. He wakes in the spring to find he has permanent stripes. He is now Chipmunk.

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Squirrel teases Bear so much that is very angry. Bear captures squirrel under his paw.

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Big Bear brags that he can do anything! Brown Squirrel does not believe him. He challenges Bar to keep the sun from rising the following morning.

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Squirrel tricks Bear by saying he will apologize if Bear lets him go. But, Squirrel runs away! Bear scratches Squirrel's back while chasing him.

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**Auditory Comprehension:** *(Administered aloud by teacher)*

1. Who are the main characters in the story? (I-L)
2. What did Brown Squirrel challenge Bear to do? (1-L)
3. Where did the story take place? (1-L)
4. Did Brown Squirrel believe that Bear could do anything?  
(1-I)
5. How did Brown Squirrel trick Bear? (1-L)
6. What advice did Brown Squirrel's grandmother give him?  
(1-L)
7. Why is this advice important for a squirrel? (1-I)
8. How did the story say Chipmunk got his stripes? (1-I)
9. What did Bear learn in the story? (1-I)

Literal \_\_\_\_/5      inferential \_\_\_\_/4

**Main Idea:** *(Administered aloud by teacher)*

Which sentence best describes the main idea? (b)

- a) Brown squirrel turned into a chipmunk because he was mean to Bear.
- b) Brown Squirrel and Bear both learned important lessons about bragging and teasing.
- c) Squirrel and Bear proved to the other animals that a big animal and little animal could be friends.

Vocabulary

\_\_\_/4, \_\_\_ %

*Write, Draw or Say 3 items for each category: (Divergent categorization)*



Rodents



Things with Stripes



Animals with Claws



Animals that live underground





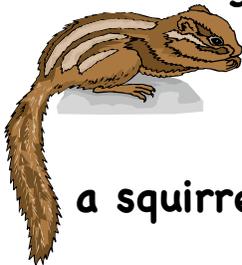








*Tell 3 things you know to describe each item: (describing skills/attributes)*



a squirrel

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Bear

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the sun

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a grandma

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## Writing a Summary:



Write 2-3 sentences to summarize the storybook How Chipmunk Got His Stripes. Use the words below to help you.

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The book, How Chipmunk Got His Stripes is a story about a bear and a squirrel that learn a lesson about bragging. Bragging means \_\_\_\_\_.

It is a friendship Be-Gone behavior. In the story, Brown Squirrel challenges Bear to \_\_\_\_\_.

\_\_\_\_\_ . But, all the animals find out that \_\_\_\_\_.

Next, Squirrel starts teasing Bear and bragging about winning. Bear is mad. He \_\_\_\_\_.

\_\_\_\_\_ . At the end, Brown Squirrel discovers he has stripes now. He is no longer Brown Squirrel. He is Chipmunk.

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**Re-tell your summary in your own words:**  
*(No peaking at the book or your writing...)*

*Teacher: Record re-telling here....*

Complete sentence structure: \_\_\_\_\_%, Grammatically complete \_\_\_\_\_%, Sequence order: \_\_\_\_\_/5 parts  
Character reference: Y N Setting references: Y N Statement of problem/solution: Y N

**Story Sequence: How Chipmunk Got His Stripes**

1.

2

3.

4.

5.