

Chipmunk's New Home

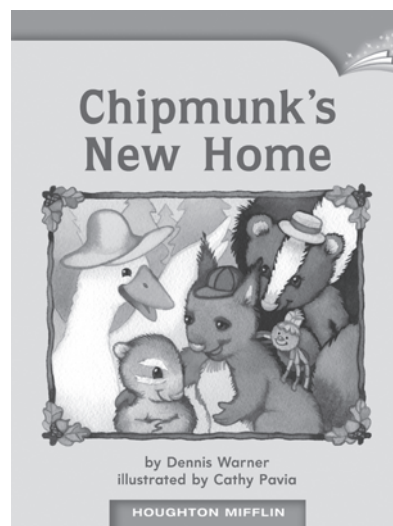
by Dennis Warner

Fountas-Pinnell Level I

Fantasy

Selection Summary

The rain has washed away Chipmunk's home, so friends Spider, Skunk, Squirrel, and Goose all help dig a new burrow. Then the friends decorate Chipmunk's new home with varied items they have made or gathered. Chipmunk is thrilled with his gifts and feels lucky to have such good friends.



Number of Words: 300

Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Fantasy
Text Structure	<ul style="list-style-type: none"> • Third-person narrative • Organized chronologically
Content	<ul style="list-style-type: none"> • Gifts from friends • Decorating a new home
Themes and Ideas	<ul style="list-style-type: none"> • Friends do nice things for each other. • Adding beauty to one's home is rewarding. • Animal characters can act like people but may still have some animal traits.
Language and Literary Features	<ul style="list-style-type: none"> • Some word repetition: <i>They walked and walked and walked.</i> • Dialogue, including split dialogue, with assigned speakers
Sentence Complexity	<ul style="list-style-type: none"> • Statements, questions, exclamations • Sentence fragments in dialogue • Items in a series: <i>Spider, Skunk, Squirrel, and Goose knew what they had to do.</i>
Vocabulary	<ul style="list-style-type: none"> • Names of animals: <i>chipmunk, skunk, squirrel, spider, goose</i> • Animal-related words and phrases: <i>burrow, spun her silk, gathered nuts and seeds, feathers</i>
Words	<ul style="list-style-type: none"> • One- and two-syllable words with varied spelling/sound and syllable patterns • Three-syllable words: <i>decorate, beautiful, invited, together</i> • Words with endings <i>-ed, -ing</i> and suffix <i>-y</i>
Illustrations	<ul style="list-style-type: none"> • Illustrations include humorous details.
Book and Print Features	<ul style="list-style-type: none"> • Illustration above text on each of nine pages • Two to four short paragraphs on a page

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Build Background

Read the title to children. Ask them to find Chipmunk and point to the other characters: Goose, Skunk, Squirrel, and Spider. Anticipate the text with questions like these: *What kind of home does a real chipmunk live in? How can you tell that this story will have events that can't happen in real life?*

Introduce the Text

Guide children through the text, noting important ideas and helping with unfamiliar language and vocabulary so that they can read the text successfully. Here are some suggestions:

Page 2: Explain to children that in this story a chipmunk loses his house and his animal friends come to his rescue.

Suggested language: *Turn to page 2. What does it look like Spider, Skunk, Squirrel, and Goose are planning to do? Yes, they are going swimming. The animals want Chipmunk to come, too.*

Page 3: *Turn to page 3 and look at the picture. Where is Chipmunk? Chipmunk says: The rain washed my old home away. How do you think Chipmunk feels in this picture?*

Page 4: *Chipmunk says: I have to dig a new **burrow**. His friends say they will help him dig the burrow in the ground. Real chipmunks live in burrows, too.*

Page 5: *What are the animals in the picture using to dig? What do real animals use for digging? Chipmunk says: Our work is **complete**. Did Chipmunk think that they were done or not? Goose does **NOT** think they are done. Goose says: We still have to decorate. What do you think the friends will do to fix up Chipmunk's new home? Now turn back to the beginning of the story and read to find out more about how Chipmunk's friends help him make a new home.*

Learn More Words

burrow

complete

Read

As the children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Respond to the Text

Personal Response

Invite children to share their personal responses to the story. Begin by asking what they liked best about the book, or what they found interesting.

Suggested language: *Which picture seems especially silly or funny? What details do you notice?*

Ways of Thinking

As you discuss the text, make sure children understand these teaching points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Chipmunk's burrow has been washed away.• Chipmunk's friends Squirrel, Spider, Skunk, and Goose help him dig a new burrow.• The friends make gifts to decorate Chipmunk's new home.	<ul style="list-style-type: none">• Friends help each other.• Gifts make both the giver and the receiver feel good.• Animals in stories act like people but can also do things that real-life animals do, like digging a burrow or spinning silk.	<ul style="list-style-type: none">• The story ends with the characters doing what they set out to do at the beginning.• Details in the pictures, like Goose's rubber flippers, add silliness to the story.

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Choices for Support

Fluency

Invite children to choose one or more scenes from the story to present as Reader's Theater. Remind them that the narrator reads all the words that are not inside quotation marks, and the other readers read the characters' spoken words.

Phonics and Word Work

Provide practice as needed with words and sounds, using one of the following activities:

- **Ending -ed** List these words from pages 5 and 6 of *Chipmunk's New Home*: *helped, cried, used, gathered*. Ask children to take off the ending -ed to say the base word. Help them to write each base word, and explain the spelling change in *cry/cried* and *use/used*.
- **Vowel Sounds** Display these words from *Chipmunk's New Home*, and have children sort them into two lists, for short *e* and long *e* vowel sounds: *feather, then, helped, seeds, these, thread, eat, them, keep, feel*. Have children add at least one more word to each list.

Writing About Reading


Critical Thinking

Read the directions for children on BLM 10.8 and guide them in answering the questions.

Responding

Read aloud the questions at the back of the book and help children complete the activities.

Target Comprehension Skill

Story Structure  **TARGET SKILL** Tell children that they can think about a story by answering the questions *Who? Where?* and *What happens?* Model the skill:

Think Aloud

Who is the story about? Chipmunk is the main character. Where does the story take place? The setting is the woods where Chipmunk and his friends live. What happens? Chipmunk's burrow has been washed away. His friends help him dig a new burrow. They bring him gifts to decorate his new home.

Practice the Skill

Have children name the setting, the main character, and two or three events from another story they know.

Writing Prompt

Read aloud the following prompt. Have children write their response, using the writing prompt on page 6.

Chipmunk needs a new burrow. What might Spider, Squirrel, Goose, or Skunk need? Choose one of the story characters. Write about what that character needs and why.

English Language Learners

Cultural Support For children who are unfamiliar with North American woodland animals, explain that skunks, squirrels, and chipmunks are commonly found in the woods, as well as in backyards and parks. Tell children that these animals are also common in stories.

Oral Language Development

Check the children's comprehension, using a dialogue that best matches their English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the child.

Beginning/ Early Intermediate	Intermediate	Early Advanced/ Advanced
<p>Speaker 1: Who needs a new burrow?</p> <p>Speaker 2: Chipmunk</p> <p>Speaker 1: How do the friends make a burrow?</p> <p>Speaker 2: They dig.</p> <p>Speaker 1: What do the friends do at the end?</p> <p>Speaker 2: They swim.</p>	<p>Speaker 1: Why does Chipmunk need a new burrow?</p> <p>Speaker 2: His old one washed away.</p> <p>Speaker 1: How does Spider use her silk?</p> <p>Speaker 2: She makes thread for curtains and a rug.</p> <p>Speaker 1: Why does Chipmunk say he is lucky?</p> <p>Speaker 2: He has good friends.</p>	<p>Speaker 1: How do Chipmunk's friends help him?</p> <p>Speaker 2: They dig in the ground to make him a new burrow. Then they make things like curtains and a blanket for his new home.</p>

Responding

TARGET SKILL Story Structure

Who is the story about? Where does the story happen? What happens? Make a chart.

Write About It

Text to Self Think of a problem you solved. Draw three pictures. Show the problem, what you did, and what happened. Write a sentence about each picture.

11

Name _____

Lesson 10
BLACKLINE MASTER 10.5

Chipmunk's New Home
Think About It

Think About It

Write the word that completes each sentence.

1. Chipmunk loses her home in the rain.
home curtains nuts

2. Chipmunk is so happy to have friends.
blankets friends gifts

Making Connections Think of what you could make for Chipmunk's new home. Draw a picture. Label your picture.

Read directions to children.
Think About It
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10 Grade 1, Unit 2: Sharing Time



Chipmunk's New Home

Chipmunk needs a new burrow. What might Spider, Squirrel, Goose, or Skunk need?

Choose one of the story characters. Write about what that character needs and why.

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The rows are evenly spaced across the entire page, providing ample space for practicing letter formation and alignment. There is no text or other markings on the page.

Name _____

Think About It

Chipmunk's New Home
Think About It

Write the word that completes each sentence.

1. Chipmunk loses her _____ in the rain.

home curtains nuts

2. Chipmunk is so happy to have _____.

blankets friends gifts

Making Connections Think of what you could make for Chipmunk's new home. Draw a picture. Label your picture.



Chipmunk's New Home • LEVEL I

Chipmunk's New Home Running Record Form

page	Selection Text	Errors	Self-Corrections
8	Skunk said, "We want to give you these curtains. Spider made one and I made the other." "Thank you so much!" said Chipmunk. "They will look beautiful in my burrow."		
9	Squirrel said, "Please take these nuts and seeds." "Thanks!" said Chipmunk. "I can't wait to eat them!" Goose said, "This pillow and blanket will keep you warm." "I love them," said Chipmunk.		
	Comments:	Accuracy Rate (# words read correctly/62 × 100) _____ %	Self-Correction Rate (# errors + # Self-Corrections/ Self-Corrections) 1: _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	@ cat	0
Omission	— cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{sc} cat	0
Insertion	the ^cat	1
Word told	Ⓣ cat	1

