**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Fantasy</th>
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<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrative</td>
</tr>
<tr>
<td>Content</td>
<td>Change of seasons</td>
</tr>
<tr>
<td></td>
<td>Variety of woodland animals</td>
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<td></td>
<td>Animal names and behavior</td>
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<tr>
<td>Themes and Ideas</td>
<td>Animals need food and shelter.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Animals prepare for winter in different ways.</td>
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<tr>
<td>Sentence Complexity</td>
<td>Story told from single perspective</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Animal names: chipmunk, birds, raccoon, bear, bats, fish</td>
</tr>
<tr>
<td>Words</td>
<td>Seasons: fall, winter, spring</td>
</tr>
<tr>
<td>Illustrations</td>
<td>One- and two-syllable words</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Some complex letter-sound relationships in words: warm, weather, bear</td>
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<tr>
<td></td>
<td>Cutaway illustrations and inset illustrations support understanding.</td>
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<td></td>
<td>Consistent placement of illustrations and print on each page</td>
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**Selection Summary**

Chip, the chipmunk, watches the other animals in the woods get ready for winter as he prepares for the change of season himself.
Chipmunks Do What Chipmunks Do by Julie Verne

Build Background
Help children think about chipmunks and share what they know. Build interest by asking a question such as the following: How do you think a chipmunk might get ready for winter? Read the title and author and talk about the cover illustration. Tell children that this story is fantasy, so the main animal character talks to the reader.

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

Page 2: Explain that this is a story about how Chip the chipmunk and other animals get ready for winter.
Suggested language: Turn to page 2. Look at the picture. Here is a picture of Chip. Chip is a chipmunk. The season is fall and the animals are getting ready for winter. What are the birds doing? They are flying south, in a direction where the weather will be warmer.

Page 4: Turn to page 4. Chip has to get ready for winter, too. So he runs into the woods. Find the word woods on the page. What do you think Chip will do in the woods?

Page 6: Where is Chip’s nest? It is under the ground. What do you think he is doing with all those nuts?

Page 10: Call attention to the illustration. Name each animal in the picture and tell where it is sleeping.
Now turn back to the beginning of the story and read to find out how Chip gets ready for winter.

Target Vocabulary

busy – working hard on something
chipmunks – animals that look like a squirrel but are smaller and have stripes on their back, p. 9
grew – became that way
picked – broke off the plant and collected it
tops – the highest parts of things, p. 3
turned – something about it has changed
woods – an area where many trees grow, p. 4
Read
As children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Remind children to use the Analyze/Evaluate Strategy to tell how they feel about the text, and why.

Discuss and Revisit the Text

Personal Response
Invite children to share their personal responses to the story.
Suggested language: What did you learn about chipmunks that you didn’t know before?

Ways of Thinking
As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
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<tbody>
<tr>
<td>• Chip watches the other animals get ready for winter.</td>
<td>• Animals need food and a place to sleep.</td>
<td>• The ending of the story points out that after winter is over spring will come.</td>
</tr>
<tr>
<td>• Chip gathers nuts and hides them in his nest under the ground.</td>
<td>• Animals get ready for winter in different ways.</td>
<td>• The pictures give information about the story, showing the animal homes under the ground, in a tree, in a cave, and in a pond.</td>
</tr>
<tr>
<td>• During the winter, Chip sleeps and eats nuts and waits for spring to come.</td>
<td></td>
<td>• The author’s purpose is to inform readers about how chipmunks get ready for the winter months.</td>
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Choices for Further Support
• Fluency Invite children to choose a passage from the text to read aloud. Remind them to pay attention to punctuation marks, pausing for commas and putting feeling into their voice when they read sentences with exclamation points.

• Comprehension Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Remind children that sometimes two letters together spell one sound. For example, in the name Chip on page 2 the letters Ch at the beginning spell the sound /ch/. On the same page, in the word south the letters th at the end spell the sound /th/. Point out the consonant digraph th in then (p. 6) and the consonant digraph sh in fish (p. 9).
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 3.7.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

**Author's Purpose [TARGET SKILL]** Remind children that they can think about the author’s purpose by using text details to tell why an author writes a book. Model the skill, using this Think Aloud:

**Think Aloud**

What do you think the author’s purpose was in writing this book? Think about the details in the book. One detail is that the chipmunk looks for food. A second detail is that the chipmunk stores the food. A third detail is that the chipmunk gets in his nest. I think the author wrote this book to explain how a chipmunk gets ready for winter.

Practice the Skill
Ask children to think of another book they have read about animals. Have them tell why they think the author wrote the book.

Writing Prompt: Thinking About the Text
Have children write a response to the prompt on page 6. Remind them that when they think about the text, they pay special attention to the words, genre, literary and print features, and how the book is organized.

Assessment Prompts

- Look at this sentence on page 3 again: The birds are above the tops of the trees. What does the word tops mean in this sentence?
- Why does Chip hide the nuts in his nest?
English Language Development

**Reading Support** Help children prepare and rehearse (as necessary) something they can share about the text. Be sure children are able to identify the animals and seasons mentioned in the story.

**Vocabulary** Help children understand story words that tell about location. Match each of the following phrases with its corresponding illustration: above the trees, under the ground, in a tree, in a pond.

**Oral Language Development**

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

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
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<tbody>
<tr>
<td>Speaker 1: What is the chipmunk's name?</td>
<td>Speaker 1: What does Chip do to get ready for winter?</td>
<td>Speaker 1: What does Chip do in the winter?</td>
</tr>
<tr>
<td>Speaker 2: Chip</td>
<td>Speaker 2: He gathers nuts.</td>
<td>Speaker 2: He sleeps and eats in his nest.</td>
</tr>
<tr>
<td>Speaker 1: What does Chip eat?</td>
<td>Speaker 1: What do all the animals do in the winter?</td>
<td>Speaker 1: When will Chip come out of his nest?</td>
</tr>
<tr>
<td>Speaker 2: nuts</td>
<td>Speaker 2: They sleep.</td>
<td>Speaker 2: in the spring</td>
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**Responding**

**Think About It**

Read and answer the questions.

1. What does the author tell you about chipmunks in this book? The author tells what chipmunks do to get ready for the winter.
2. How are bats and fish like chipmunks? Bats, fish, and chipmunks all sleep in the winter.
3. What do you think is the most interesting fact you learned about chipmunks? Answers will vary. Possible response: Sometimes chipmunks wake up during the winter to eat the food they stored.

**Making Connections** In *Chipmunks Do What Chipmunks Do*, do you learn about chipmunks in the winter? Think about what you do in the winter. Write a sentence that tells about something people do in the winter.

Write your answer in your Reader’s Notebook.
Chipmunks Do What Chipmunks Do

Thinking About the Text
Write a paragraph answering the following questions:

This story is a fantasy about a chipmunk named Chip. But the author
does include facts about how chipmunks get ready for winter. Do you
think that the mix of fantasy and facts makes the story more fun to read?
Why or why not?

Use details from the story to support what you say.
Think About It

Read and answer the questions.

1. What does the author tell you about chipmunks in this book?

2. How are bats and fish like chipmunks?

3. What do you think is the most interesting fact you learned about chipmunks?

Making Connections  In Chipmunks Do What Chipmunks Do, you learned about what chipmunks do in the winter. Think about what you do in the winter. Write a sentence that tells about something people do in the winter.

Write your answer in your Reader's Notebook.
Chipmunks Do What Chipmunks Do • LEVEL 1

Student __________________________ Date __________

Chipmunks Do What Chipmunks Do

Behavior Code Error

Read word correctly ✓ cat 0
Repeated word, sentence, or phrase © cat 0
Omission ¤ cat 1

Accuracy Rate
(# words read correctly/51 x 100) %
Self-Correction Rate
(# errors + # Self-Corrections) / Self-Corrections
1: __________

Comments:

Behavior | Code | Error
--- | --- | ---
Substitution | cut | 1
Self-corrects | cut | 0
Insertion | the | 1
Word told | © | 1

Chip is a chipmunk.
He has to get ready
for winter, too.
So he heads into the woods.

Chip has work to do.
He gathers nuts.

Then he hides all the
nuts in his nest under
the ground.

Chip looks at all his nuts.
He can eat them
in the winter.