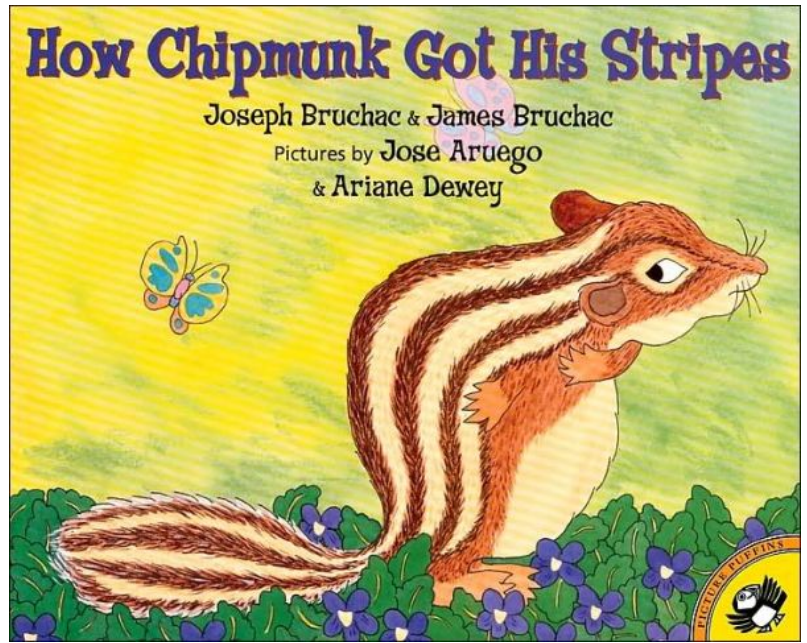


Book Title: *How Chipmunk Got his Stripes*

Authors: Joseph Bruchac and James Bruchac

Artwork/Illustrations: Joes Aruego & Ariane Dewey

Annotation: Big Bear brags and brags. He claims that he is so big and strong, he can do anything. Brown Squirrel doesn't believe Big Bear and a contest is proposed. The consequences of losing a bet, causes Big Bear to lash out and give Chipmunk a lasting memory! This tale is told by many Native American story tellers along the East coast.



Concepts at a Glance:

✚ Trickster, Humility, Oral Tradition

Text Set on Tricksters: Coyote's New Suit (King) A Coyote Solstice Tale (King), Nanabosho and the Cranberries, Coyote Steals the Blanket, Love and Roast Chicken, Trickster: Native American Tales, A graphic collection, Raven: A Trickster Tale from the Pacific Northwest, How Coyote Stole Summer (Krensky), Wisahkecahk Flies to the Moon (Ahenakew)

Projects, Ideas and Activities:

1. Use the page where the sun comes up and all the animals are looking at the reader. Provide each child with paper animals based on Aruego & Dewey's style. Use them to:
 - a. Count by 1 (animals)
 - b. Count by 2 (eyes)
 - c. Count by 4 (legs)
2. Teach oral storytelling. Practice telling this story to a partner, then tell to family.
3. Group animals to:
 - a. Compare sets
 - b. Identify numerals
 - c. Develop problems based on adding and subtracting
4. Read more than one trickster tale and chart what they have in common.
5. Make a scene from the story out of fimo clay.
6. Turn story into reader's Theatre.
7. Write a newspaper article based on events from the story.
8. Recreate the story in a digital form: video, digital story, newscast.
9. Retell the story from the point of view of another character.

How Chipmunk Got His Stripes - Curricular Links

Science: Grade One

- ✚ Topic B: Seasonal Changes

Science: Grade One

- ✚ Topic E: Small Crawling and Flying Animals

Mathematical Strands:

Number

- ✚ (1) Say a number sequence 100 (in a variety of ways).
- ✚ (1) Represent and describe numbers to 20, concretely, pictorially and symbolically.
- ✚ (1) Identify the number up to 20 that is: one more, two more etc.
- ✚ (1, 2) Describe and use mental mathematical strategies.

Shape and Space

- ✚ (1) Demonstrate an understanding of measurement as a process of comparing by identifying attributes that can be compared, ordering, etc.

Mathematical Processes: Problem Solving, reasoning

Art Level One: Expression Component 10 (iii) Media and Techniques

- ✚ (D) Sculpture: Learn the handling of clay, and explore the modeling possibilities – use simple clay modeling techniques of rolling, pinching, adding, pressing, making coils, texturing.

Art Level One: Depiction Component 6 -Emphasis

- ✚ can be represented in terms of their proportions. (D) Animals and plants

Art Level One: Composition Component 7 -Emphasis

- ✚ matter with the ground for emphasis. (C) Contrast subject

English Language Arts

1.2 Clarify and Extend

- ✚ (1) Listen and respond appropriately to experiences and feeling shared by others.
- ✚ (2) Connect own ideas and experiences with those shared by others.

3.4 Share and Review

- ✚ (9) Communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles.
- ✚ (8) Use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences.

4.3 Present and Share

- ✚ (K) Share ideas and information about own drawings and topics of interest.
- ✚ (4) Present to peers ideas and information on a topic of interest, in a well-organized form.
- ✚ (9) Select, organize and present information to appeal to the interests and background knowledge of various readers or audiences.

