



Use Story Structure

Comprehension

Objectives

- To use story structure to understand and remember a story
- To listen to and respond to a story

Materials

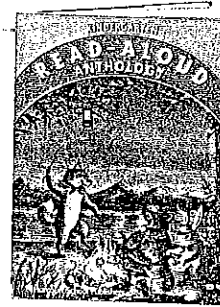


- Read-Aloud Anthology: "How Chipmunk Got His Stripes," pp. 74-77
- chart paper
- marker
- drawing paper
- crayons



Review

USE STORY STRUCTURE Remind children that stories have a beginning, a middle, and an ending part, and that paying attention to what happens in the beginning, in the middle, and at the end of a story helps readers understand and remember the story.



▲ Read-Aloud Anthology
"How Chipmunk Got His Stripes," p. 74



BEFORE READING Tell children that today you will read them a folktale about how chipmunks got the stripes on their backs. Point out to children that many folktales are stories about how animals came to look or act as they do. Ask children if they have ever seen a chipmunk. Discuss what chipmunks are like. Then begin a Beginning, Middle, Ending chart. Ask children to set their own purpose for listening to "How Chipmunk Got His Stripes."

How Chipmunk Got His Stripes

Beginning:

Middle:

Ending:



Practice/Apply

DURING READING As you read, pause occasionally to review important story events. Discuss with children what is happening in each part of the story. 📖 R3.3

AFTER READING Discuss the story with children. Ask them about their favorite parts or any parts they did not understand. Have children tell about important events in each part of the story. Write their ideas in the chart. Discuss with children what both Bear and Brown Squirrel do in the story that causes each of them problems. 📖 R3.3

How Chipmunk Got His Stripes

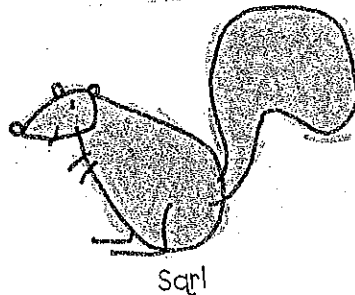
Beginning: Brown Squirrel hears Bear bragging, and asks whether Bear can tell the sun not to rise. Bear says he can do this. Bear and Brown Squirrel stay up all night to see if the sun will rise.

Middle: The sun rises in the morning. Brown Squirrel teases Bear. This makes Bear angry, and he says he will eat Brown Squirrel.

Ending: Brown Squirrel runs away, but Bear scratches him on the back. The scratches turn to white stripes, and Brown Squirrel becomes Chipmunk.

RESPOND Help children use the completed chart to retell the story. Then have them draw and label a picture of their favorite character in the story. Have them share why this character is their favorite.

📖 R2.3; R2.4; R3.3



EL LANGUAGE SUPPORT

Beginning/Early Intermediate

Before you read the story, show children pictures of a chipmunk, a bear, and a squirrel. Explain to children that these animals are the characters in the story.

📖 SCI2b

SUPPORTING STANDARDS

SCIENCE Animals in

Stories Remind children that stories sometimes show and tell about animals that are realistic and sometimes stories show and tell about animals that are make-believe. Point out that in this folktale, animal characters are both realistic and make-believe. For example, Chipmunk lives in a burrow (realistic) and talks to other animals (make-believe). Point out that the animals in this folktale have parts that are like real animals. For example, the character Bear is strong like a real bear and has sharp claws like a real bear. Have children name other ways that the animal characters are realistic and make-believe.



Main Idea

Comprehension ①

Objectives

- To listen to and respond to a story
- To identify the main idea of a story

Materials

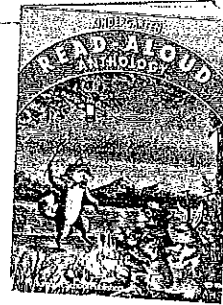


- Read-Aloud Anthology, "How Chipmunk Got His Stripes," pp. 74-77

Review

BEFORE READING Remind children that the main idea of a story is what it is mostly about. Tell them that as they listen again to "How Chipmunk Got His Stripes," they should decide what the main idea of the story is. Ask:

- **What do you remember about the story?** (Possible response: Brown Squirrel teases Bear. Bear tries to catch Brown Squirrel and scratches his back. Brown Squirrel becomes Chipmunk.) R2.4
- **What kind of story is "How Chipmunk Got His Stripes"? How do you know?** (It's a folktale. The animals talk; it tells the story of how an animal got to be the way it is.) R2.5; R3.2



▲ Read-Aloud Anthology "How Chipmunk Got His Stripes," p. 74



Practice/Apply

DURING READING As you read the story aloud, pause periodically to ask what is happening with Brown Squirrel.

AFTER READING Discuss the story with children. Ask:

- **What makes Bear so angry?** (Brown Squirrel teases him about being wrong.)
- **What does Bear try to do?** (He tries to eat Brown Squirrel.)
- **How does Chipmunk get his stripes?** (Bear scratches Brown Squirrel, and the scratches leave stripes on his back.)



Ask: **What is the story mostly about?**

Respond to Literature

RESPOND Prompt children to discuss the story in a way that reflects understanding and interpretation. Talk with children about their ideas of the story's main idea and about how the characters treat one another in the story. Discuss what Bear and Brown Squirrel are like, and talk about each character's actions. Ask children if they think Brown Squirrel learned a lesson.

DIFFERENTIATE INSTRUCTION



If children need extra support, THEN scaffold instruction.

Extra Support Name the main idea for children, and have them point out details in the story that support it.

Enrich/Accelerate: Page R7
Children will identify the main idea of familiar stories.

Read Aloud Plans: Lesson 28



Generate Questions Comprehension

Objectives

- To generate questions about a story
- To listen to and respond to a story

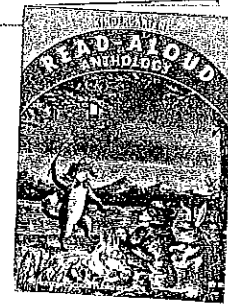
Materials



- Read-Aloud Anthology: "The Three Billy Goats Gruff," pp. 78–81
- chart paper
- marker

Review

GENERATE QUESTIONS Remind children that asking questions while reading or listening to a story can help readers understand the story and remember what happens in it. Remind children that they asked questions as you read *The Kite Festival*.



▲ Read-Aloud Anthology:
"The Three Billy Goats Gruff,"
p. 78



PREVIEW/SET PURPOSE

Tell children that today you are going to read another story. Read aloud the title of the story. Mention that "The Three Billy Goats Gruff" is a folktale. Remind children that a folktale is a story that has been told again and again over many, many years. Ask:

- Who do you think the story will be about? (three billy goats)
- Who else is in this story? (Children who are familiar with the story will respond: a troll)


Encourage children to make predictions about what might happen to the goats in the story. Allow children who know the story to tell what they remember about it. R2.2; R2.4



Model for children how to ask questions as the story unfolds:



Think Aloud The story says the goats are hungry. There is sweet, green grass over the bridge, but a troll lives under the bridge. I wonder if the goats will cross the bridge.


Practice/Apply

DURING READING As you read, call on children to ask questions about the story. As the text answers the questions, stop to discuss the answers with children.  R2.5

Question	Answer
Who else is in the story?	a troll
What do the goats want to do?	The goats want to cross the bridge to get to the sweet, green grass.

AFTER READING Discuss the story with children. Ask:

- **Why do you think the little billy goat and the middle billy goat tell the troll that they are too small?** (Possible responses: They don't want the troll to eat them; they think their big brother can beat the troll.)  R2.5
- **Were you surprised by anything in the story? Tell about it.** (Responses will vary.)  R2.3

RESPOND Have children present a dramatic interpretation of the story. Guide children to retell and act out the story in story sequence.  R2.4



LANGUAGE SUPPORT

Beginning/Early Intermediate

To support children in responding to the story, pantomime and describe the billy goats' and troll's actions. Have children pantomime and name the actions with you.



Answer Questions Comprehension

Objective

- To answer questions about a story

Materials



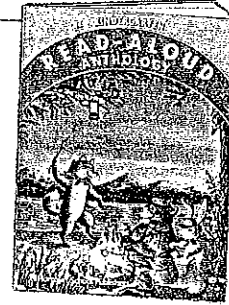
- Read-Aloud Anthology: "The Three Little Pigs," pp. 82–85



Review

ANSWER QUESTIONS Remind children that one way to understand what is happening in a story is to ask and answer questions as you read.

Remind children that they asked and answered questions while they listened to *Igor, The Bird Who Couldn't Sing*. Briefly discuss their questions and answers about that story.



▲ Read-Aloud Anthology
"The Three Little Pigs,"
pp. 82–85

Routine
Card
17

Tell children that you are now going to read them a story about three little pigs. Tell children that as you read, they are going to ask and answer questions about this story, too.

Read the title of the story to children. Tell them that "The Three Little Pigs" is a folktale. Ask: **What is a folktale?** (a story that has been told again and again over many, many years) R3.2


As you read, call on children to ask and answer questions about the story. Model examples as needed. R2.5

Think Aloud


I know this story is about pigs who leave home and build their own houses, but I don't remember why the pigs leave home. I will think about this question as I read. Do you have any questions about the story? Let's think about your questions while we read.



Practice/Apply

DURING READING As you read “The Three Little Pigs,” pause to ask and answer questions about the story. Call on children to ask questions about things they don’t understand or things they want to know about the story. Then read on to see if they can answer their questions.  R2.5

Question	Answer
Why do the three little pigs leave home?	Their mother can not take care of them.
Who else is in the story?	Some men, the wolf
What will the pigs do with the coins?	They buy materials to build houses.
Why does the third little pig tell the wolf to come down the chimney?	He is building a fire at the bottom to chase the wolf away.

RESPOND Call on children to retell the story. Then assign children the roles of the three little pigs and the wolf. Have them act out the story events in order.  R2.4

LANGUAGE SUPPORT

Beginning/Early Intermediate
Ask *either/or* questions to help children recall story details. Ask:

- Are there three pigs or six pigs?
- Do the pigs build schools or houses?
- Does a wolf or a bear want to eat the three little pigs?
- Does the third little pig let the wolf into his house or play a trick to chase the wolf away?



Monitor Comprehension: Make Inferences

Comprehension

Review

MAKE INFERENCES Display “The Three Little Pigs” in the *Read-Aloud Anthology*. Ask children what they remember about the story. Remind children that authors do not always give all the information about what is happening in a story in the words. Readers need to use what they know and clues in the story to make inferences about story events.



▲ Read-Aloud Anthology
“The Three Little Pigs,”
p. 82

Tell children that you will read “The Three Little Pigs” to them. Tell children to listen for clues to story events. As you read, help children make inferences by focusing on clues in the story.

Practice/Apply

DURING READING While reading aloud “The Three Little Pigs,” stop periodically to call children’s attention to clues in the text that will help them make inferences about the characters or story events. R.2.5

Focus on

Genre

DISCUSS GENRE Display *Read-Aloud Anthology* page 82. Point to and read aloud the title “The Three Little Pigs.” Remind children that they have learned about many kinds of stories, such as folktales, fantasies, rhyming stories, and historical fiction. Ask: **What kind of story is “The Three Little Pigs”? How do you know?**

R.3.2

Objectives

- To make inferences about literature
- To identify genre



Materials

- *Read-Aloud Anthology*, “The Three Little Pigs,” pp. 82–85
- chart paper
- marker

“The Three Little Pigs”

READING

GENRE:
Folktale

Tell children that this folktale is a very old story first told by Native Americans. Versions of the tale have been told by Cherokee, Abenaki, and Iroquois storytellers.



How Chipmunk Got His STRIPES

by Joseph Bruchac and James Bruchac

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!"

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!”

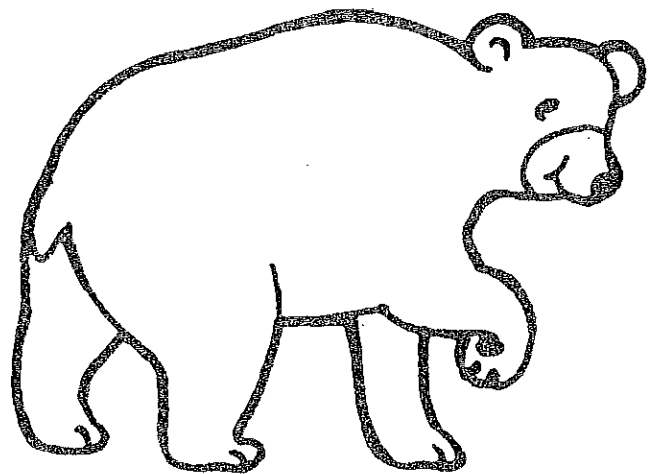
“The sun is going to rise, oooh!”

“The sun will not come up, hummph!”

“The sun is going to rise, oooh!”

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 foolish, the sun—"

WHOMP!

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."

Point out to children that grandmothers and older people are respected in Native American culture. Discuss grandmother squirrel's advice to Brown Squirrel.

Tell children that when people apologize, they say they are sorry for something.

“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 deep underground.

Little Brown Squirrel’s grandmother stood there in the door waiting for him.

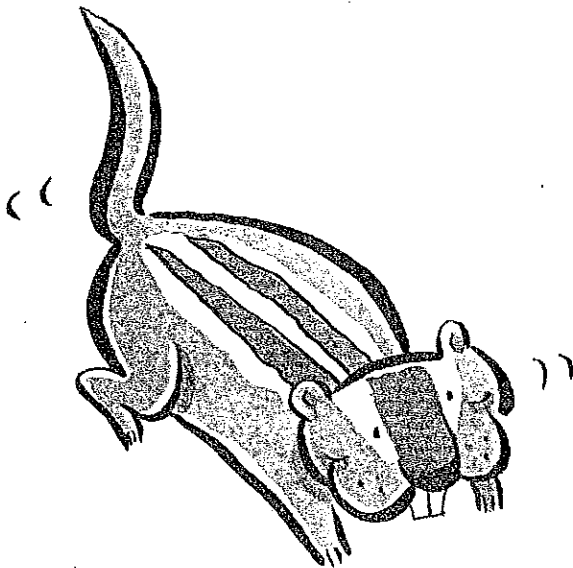
“Hurry, Brown Squirrel,” she called. “Hurry, hurry!”

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.

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.

Tell children that
pale means very
light in color.

GENRE:
Folktale

Tell children that this folktale is an old story that was first told in Norway, a country in northern Europe. You may wish to point out that "Johnny and the Three Goats" is another folktale from Norway with three goats in it.

The Three Billy Goats Gruff

retold and illustrated by Janet Stevens

Once upon a time there were three billy goats and their name was Gruff. They ate the grass in their valley until it was all gone. And they were hungry.

The three Billy Goats Gruff knew that on the hill, beyond the river, grew sweet green grass. But under the bridge lived a great ugly troll with eyes as big as saucers and a nose as long as a poker.

And the troll was hungry, too.

What to do?

Well, first of all came the youngest Billy Goat Gruff to cross the bridge. "Trip, trap, trip, trap!" went the bridge.

"WHO'S THAT TRIPPING OVER MY BRIDGE?" roared the troll.

"Oh, it is only I, the tiniest Billy Goat Gruff, and I'm going up to the hillside to eat the sweet green grass," said the youngest billy goat in a small, small voice.

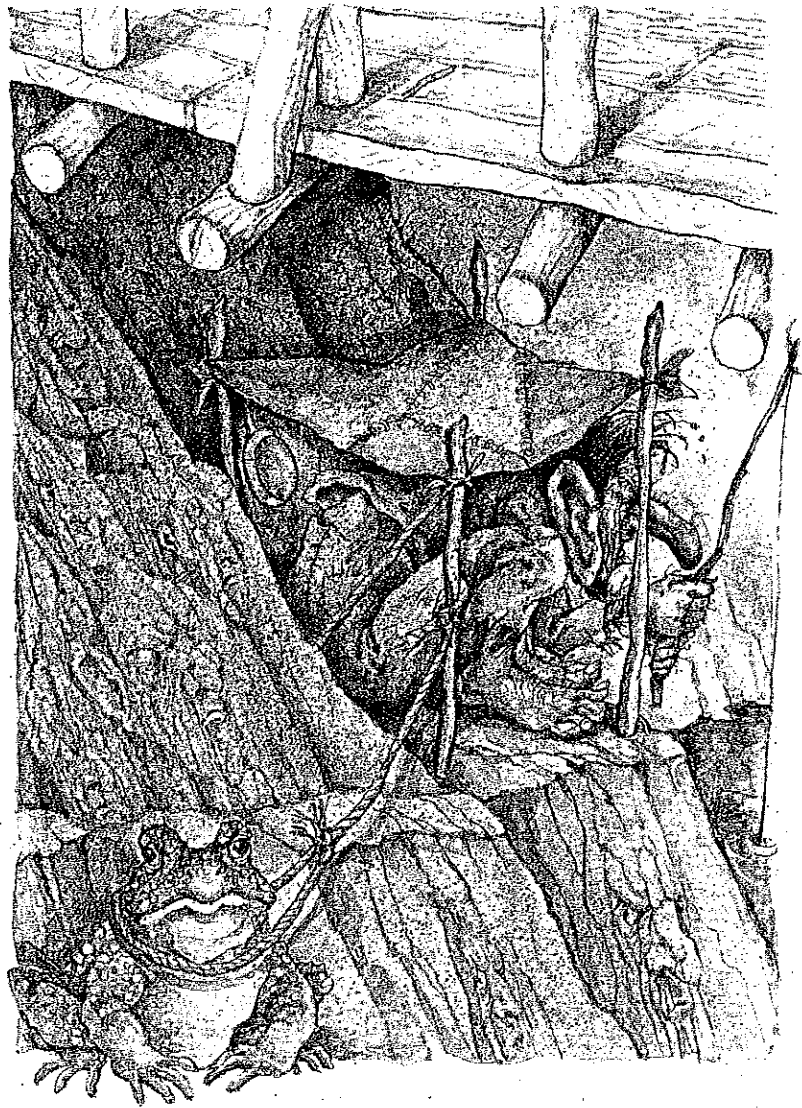
"Now I'm coming to gobble you up!" said the troll.

"Oh, no! Pray don't take me. I'm too little, that I am," said the billy goat. "Wait a bit till the second Billy Goat Gruff comes. He's much bigger."

"Well! Be off with you, then," said the troll.

A little while after came the second Billy Goat Gruff to cross the bridge. "Trip, trap! Trip, trap! Trip, trap!" went the bridge.





“WHO’S THAT TRIPPING OVER MY BRIDGE?” roared the troll.

“Oh, it’s the second Billy Goat Gruff, and I’m going up to the hillside to eat the sweet green grass,” said the billy goat, and his voice was not so small.

“Now I’m coming to gobble you up!” said the troll.

“Oh, no! Don’t take me. I’m much too thin, that I am. Wait a little till the big Billy Goat Gruff comes. He’s much bigger.”

“Very well! Be off with you,” said the greedy troll.

Just then, up came the big Billy Goat Gruff. “T-r-i-p, t-r-a-p! T-r-i-p, t-r-a-p! T-r-i-p, t-r-a-p! T-r-i-p, t-r-a-p!” went the bridge, for the billy goat was so heavy that the bridge creaked and groaned under him.

“WHO’S THAT TRAMPING OVER MY BRIDGE?” roared the troll.

Tell children that when someone is greedy, that person wants more than he or she should have.

"It's I! The BIG BILLY GOAT GRUFF!" said the billy goat, who had an ugly hoarse voice of his own.

"NOW I'M COMING TO GOBBLE YOU UP!" roared the troll.

"Well, come along! I've got two spears, four hard hooves, and ugly ears! I've got besides an angry feeling, and I'll poke you and kick you and scare you and send you reeling right off this bridge!"

That was what the billy goat said.

And so he flew at the troll and poked him and kicked him and scared him and sent him reeling right off that bridge and into the river.

Then he went up to the hillside.

There the Billy Goats Gruff ate the sweet green grass, and if they're still hungry, they're still there; and so—

Snip, snap, snout,

This tale's told out.

Point out to children that this ending is a way that many story-tellers end a folktale, and that the beginning of this story is a way that many old stories begin.



GENRE:
Folktale

THE Three Little Pigs

Tell children that this folktale is a very old story, first told in England, but with many versions from other countries. It was first written down in the 1700s, but is believed to be much older.

a European folktale

Once upon a time there was a mother pig who had three sons. The mother pig was very poor, and one day she realized that she could no longer take care of her sons. She gathered them to her and said, "My sons, it is time for you to go out into the world to seek your fortunes. I will give each of you a coin. Spend it wisely, and remember to watch out for the wolf."

The little pigs were sad to leave their mother, and walked off into the world. The first little pig turned off the road onto a path, where soon he met a man carrying bundles of straw. He said to the man, "Sir, I have a coin. May I buy a bundle of straw to build myself a house?"

"Yes, you may," the man said.

The pig took the straw and built himself a house with it, where he lived.

One day the wolf was walking down the path and smelled a pig. He followed the smell to the first little pig's house, and knocked on the door.

"Little pig, little pig, let me come in," called the wolf.

"No, no, I won't let you in, not by the hair of my chiny-chin-chin!" replied the pig.

"Then I'll huff and I'll puff and I'll blow your house in," said the wolf.

The wolf huffed and he puffed and he blew down the little pig's straw house. The scared little pig ran away as fast as his legs could carry him.

The second little pig had taken a different path, where he had met a man with bundles of sticks. He said to the man, "Sir, I have a coin. May I buy a bundle of sticks to build myself a house?"

"Yes, you may," said the man. And the second little pig took the sticks and built himself a house with them, where he lived. He was surprised when one day his brother the first little pig came to his door and told him what had happened to his house of straw. The second little pig invited his brother to live with him in his house of sticks, and that is where they lived.

Not long after, the wolf happened down the same lane that the second little pig had, mumbling and complaining to himself about letting the first little pig get away. The wolf smelled pig in the air, and followed the scent to the second little pig's house. "I won't let this pig get away," he thought to himself.

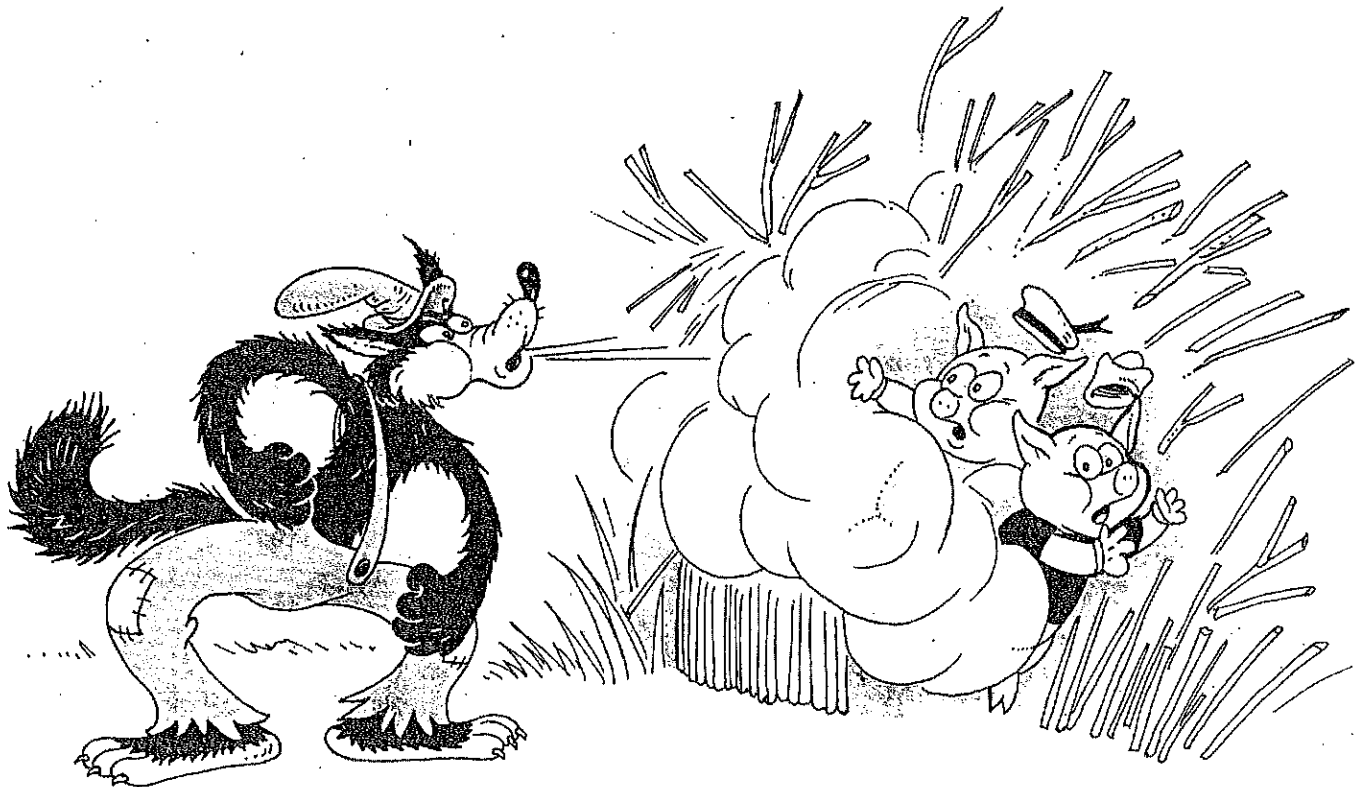
"Little pig, little pig, let me come in!" called the wolf.

"No, no, I won't let you in, not by the hair of my chinny-chin-chin!" replied the second little pig.

"Then I'll huff and I'll puff and I'll blow your house in," said the wolf.

The wolf huffed and he puffed and he blew down the little pig's house of sticks. The scared little pigs ran away as fast as their legs could carry them.

Tell children that when people *mumble*, they talk quietly in a way that is hard for others to understand.



The third little pig had stayed on the main road for quite a time before he met a man pushing a wheelbarrow full of bricks. "Just the thing to build a nice sturdy house," he thought to himself, so he said to the man, "Sir, I have a coin. May I buy some of your bricks to build myself a house?"

"Yes, you may," the man said.

The pig took the bricks and built himself a sturdy house, where he lived. He was surprised when one day his brothers came to his door and told him what had happened to the house of straw and the house of sticks. The third little pig invited his brothers to live with him in his sturdy brick house, and that is where they lived.

Now you can imagine that the wolf was very upset about letting two little pigs get away from him, so the next time he smelled pig in the air, he vowed that he would not let any more pigs escape from him. He followed the smell of pig until he came upon the third little pig's brick house.

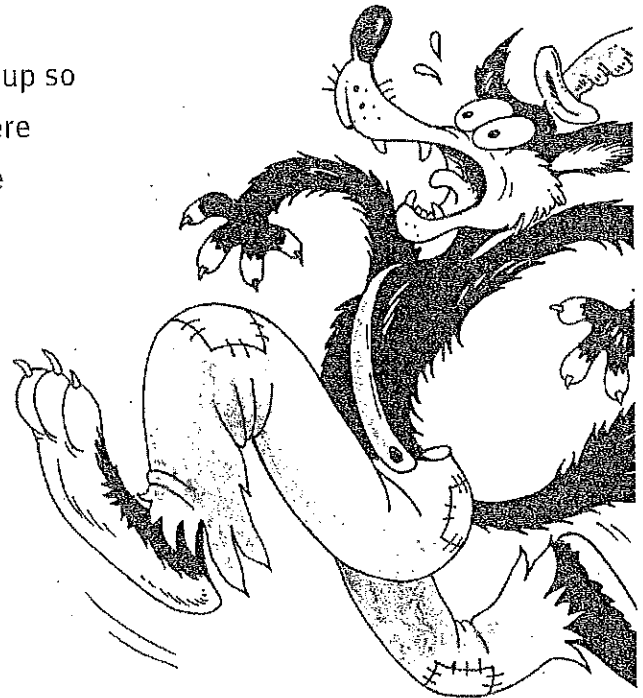
"Little pig, little pig, let me come in!" yelled the wolf.

"No, no, I won't let you in, not by the hair of my chinny-chin-chin!" replied the third little pig.

"Then I'll huff! And I'll puff! And I'll blow your house in!" cried the wolf.

Well, he huffed and he puffed, and he huffed and he puffed. Then he puffed and he huffed some more, but he couldn't blow down the sturdy brick house.

The wolf was not willing to give up so easily, for he could see that there were three pigs inside the brick house. He thought for a moment, and then he said, "Little pig, if you will not let me in, I will climb up on your roof and come down the chimney!"



Tell children that to make a *vow* is to make a promise.

This frightened the first and second little pigs very much, for they remembered how close they had come to being caught by the wolf. The third little pig knew just what to do, and as he laid more wood on the fire, he said to the wolf, "Very well, then. Come down the chimney if you must."

The little pigs heard the wolf climb up to the roof and then heard his footsteps moving toward the chimney. The wolf was licking his lips and thinking of the tasty little pigs inside the house, and he didn't notice how hot the chimney was as he crawled down it. Too late, the wolf landed on the hot fire the third little pig had set, and he yowled with pain as he ran away from the house to the river to soak his burning tail in water.

The three little pigs lived out their days in the sturdy brick house, and the wolf never bothered them again.

