



A Peanut for the Little Chipmunk

Level E / 97 words / fiction

High frequency words:

have, put, she, sit, will

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the little chipmunk eating? Who do you think gave the chipmunk the food?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *chipmunk, peanut, Grandma, hungry, nibble, and quiet*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Who wants to help feed the little chipmunk? What kind of food does Grandma Ruth feed the little chipmunk?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important to be quiet when trying to feed chipmunks? What other foods do you think chipmunks like to eat?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *st* blend: *still* and *step*. Using magnetic letters, make other words with the same beginning sound (*sting, star, stool, stop, steam*).
- Find and discuss the rhyming words: *still-will, it-sit, and be-we-she*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

Writing activity

- Have each student draw a picture of their favorite part of this story and write a sentence describing what is happening in their drawing.

FUN FACT

A male chipmunk is called a *buck*;
a female chipmunk is called a *doe*;
a baby chipmunk is called a *kit, kitten, or pup*;
and a group of chipmunks is called a *scurry*.

Teaching Points: Introducing new words; Finding and clapping two-syllable words; Practicing the *st* blend; Practicing rhyming words; Rereading.