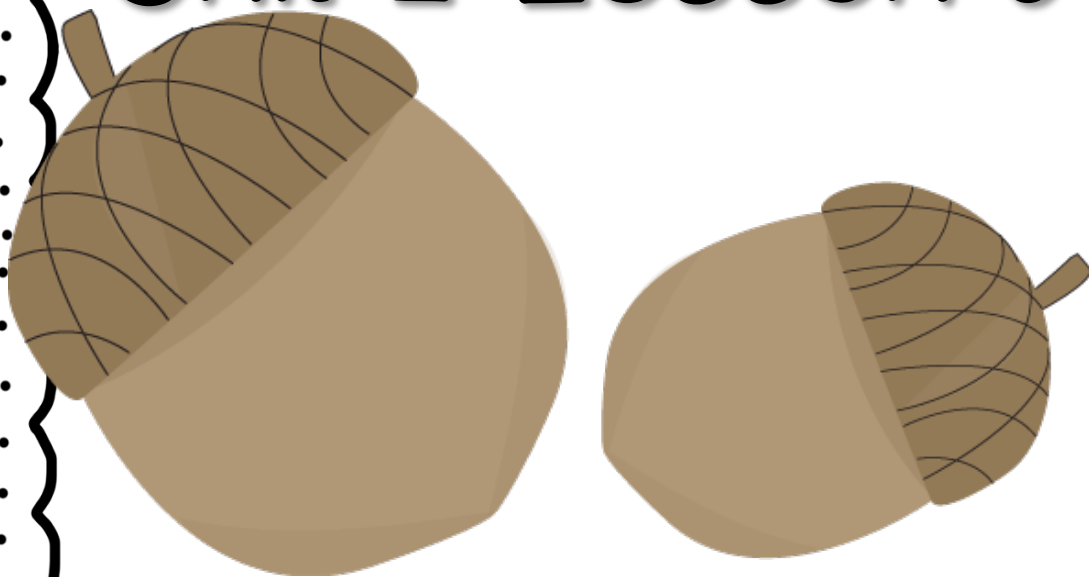


# How Chipmunk Got His Stripes

Journeys 2<sup>nd</sup>

Grade

Unit 2-Lesson 9



GAMES, ACTIVITIES, ANCHOR  
CHARTS, HOMEWORK and  
more!

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\*This supplemental packet will have you set for the week. I aligned this lesson directly with the Journeys curriculum.

If you see "I am getting ready for my test!" this means that I pulled questions from the weekly assessments that may trick them. I included activities and worksheets that will help them with the format of those assessments.

# Preview:

I am getting ready for my test!

Vocabulary

Write another word or phrase for...

- visit →
- cousin →
- remembered →
- stuck →
- crown →

Use your textbook to look up each word and write a sentence for each definition.

- remembered-
- porch-
- spend-

<<<<< Vocabulary RACE! >>>>>

Choose 4 words. You must write as many words, pictures that remind you of that word before the time runs out.


blooming	shovels	scent	na
wrinkled	plain	muscles	

**Grammar:**

VERBS:


Present Tense

If the noun is **SINGULAR** → add an "s" to the end of the verb



He plays.

If the noun is **PLURAL** → DO NOT add an "s" to the end of the verb



They jump.

**Phonics**

Base Words and Endings  
-ed, -ing

CV Syllable Pattern

**Spelling Words of the Week:**

liked	hiding
using	standing
riding	asked
chased	mixed
spilled	sleeping
making	teasing
closed	knocking
hoping	
baked	

Target Strategy, Skill, vocab, word walls, anchor charts and writing activities

AND SO MUCH MORE!

I have the **first card.** Who has **around**?

I have the **ground.** Who has **be**?

Words of the week **CONNECT-FIVE:**

1. sad	2. jam	3. glad	4. flat	5. mask
6. dig	1. list	2. win	3. if	4. fix
5. rip	6. kit	1. around	2. be	3. five
4. help	5. next	6. or	1. pull	2. take
	4. row	5. curly	1. straight	

**MONDAY Homework**

Spelling: write your spelling words in alphabetical order.

1.	_____	12.	_____
2.	_____	13.	_____
3.	_____	14.	_____
4.	_____	15.	_____
5.	_____	16.	_____
6.	_____	17.	_____
7.	_____	18.	_____
8.	_____	19.	_____
9.	_____	20.	_____
10.	_____	21.	_____
11.	_____	22.	_____

Grammar/Phonics: Underline the subject of the sentences. Circle the predicate.

- My best friend saw a big boat.
- Henry plays with his pet.

Homework for the ENTIRE week!

Grammar/Phonics: What is the predicate of the sentence below?

- Susie did not believe her.
- The boy ran away fast!

Circle the words with the same VOWEL sound as rat:

bog sag mall big ate lit both

Comprehension: What does Henry do AFTER his parents tell him that he can have a dog?

HF and Spelling Games

# Essential Question

How can  
stories help  
you learn a  
lesson?

**Day One:** How can stories help you learn a lesson?

(Answer BEFORE reading the story.)

---

---

---

---

---

---

---

---

---

---

**Day Five:** How can stories help you learn a lesson?

(Answer AFTER reading the story.)

---

---

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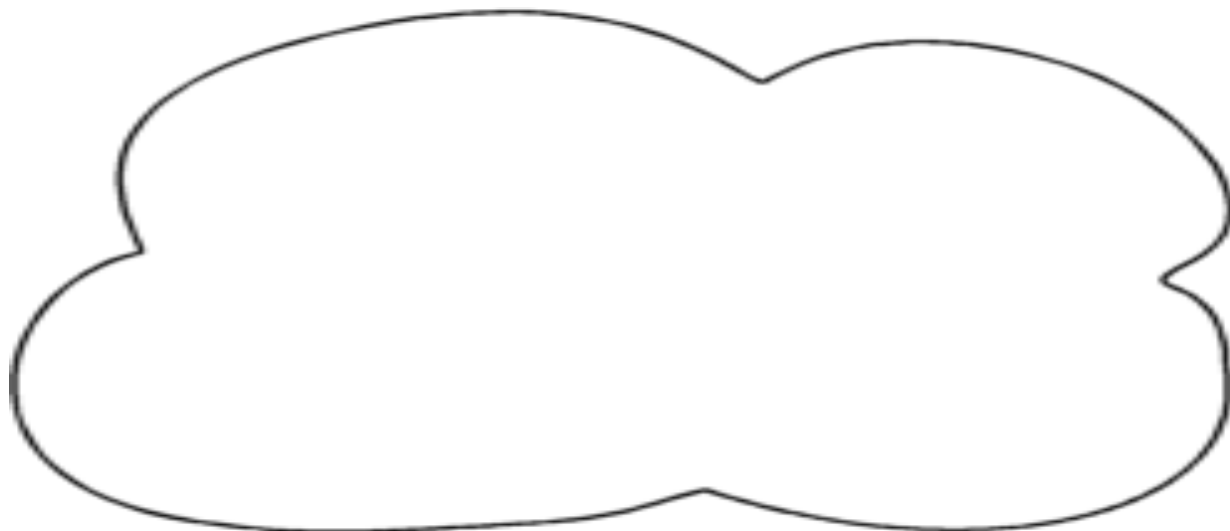
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The best lesson I have ever learned..



What did the lesson teach you?

Why was this lesson important to you?

## Let's Talk!

What is the genre of this story?

What advice would you give to someone else?

Who are the characters in the story?

How would you describe the characters?

Who has given you advice?

What is the setting of the story?

Comprehension Questions:

I am getting ready for my test!

At the beginning of the story, how does Bear feel?

---

---

What phrase does the author repeat? Why do you think the author does this?

---

---

Is Bear happy when the sun comes up? Why or why not?

---

---

What did little Brown Squirrel's grandmother teach him?

---

---

What happens to little Brown Squirrel during the winter?

---

---

Do you think little Brown Squirrel is clever? Explain.

---

---

When does Bear act foolish?

---

---

Compare Bear and Rabbit.

---

---



# Target Skill:

## Understanding Characters

We can find out more about a character through the character's:

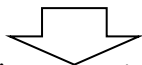
- words
- thoughts
- actions

# Character Response

Major Event #1

---

---



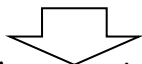
How did the character respond?

---

Major Event #2

---

---



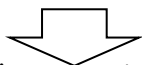
How did the character respond?

---

Major Event #3

---

---



How did the character respond?

---

# Character Response

Describe a major event:

---

What does the character say?

---

---

What does the character do?

---

---

What challenges does the character  
face?

---

---

How does the character change?

---

---

MY CHARACTER

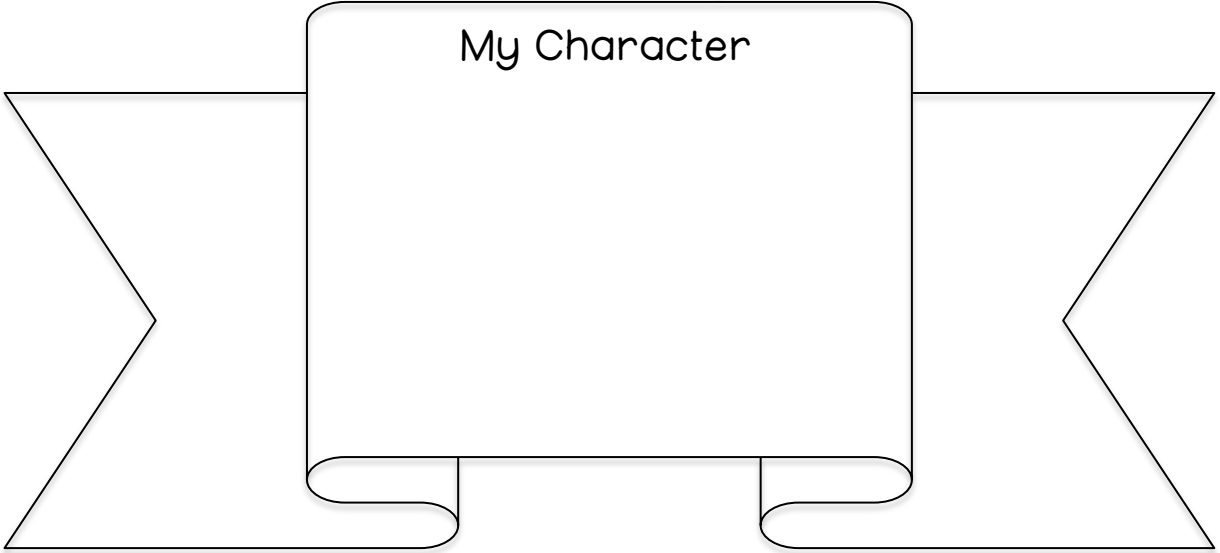
What does the character say?

What does the character think?

What does the character do?

# Understanding Characters

My Character



How would you describe your character?

My character is \_\_\_\_\_ because

---

---

My character is \_\_\_\_\_ because

---

---

# Characters:

Character:

Trait:

Trait:

Trait:

Character:

Trait:

Trait:

Trait:

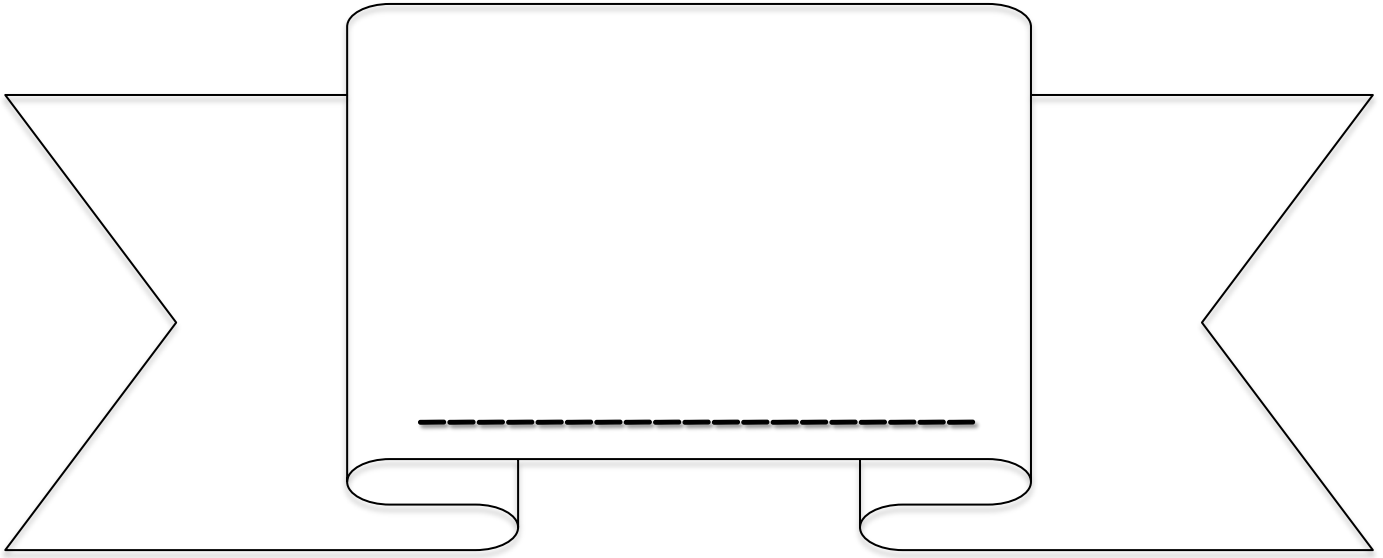
Character:

Trait:

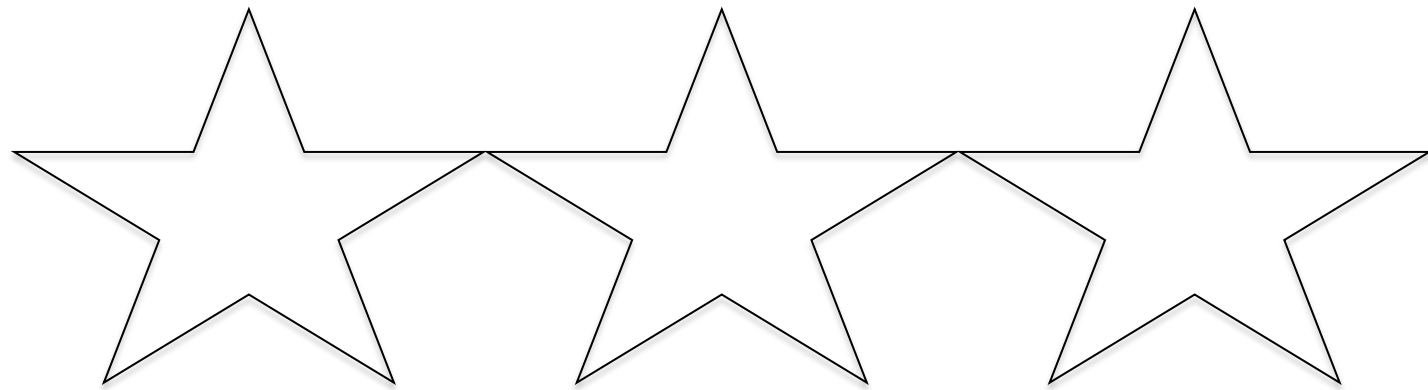
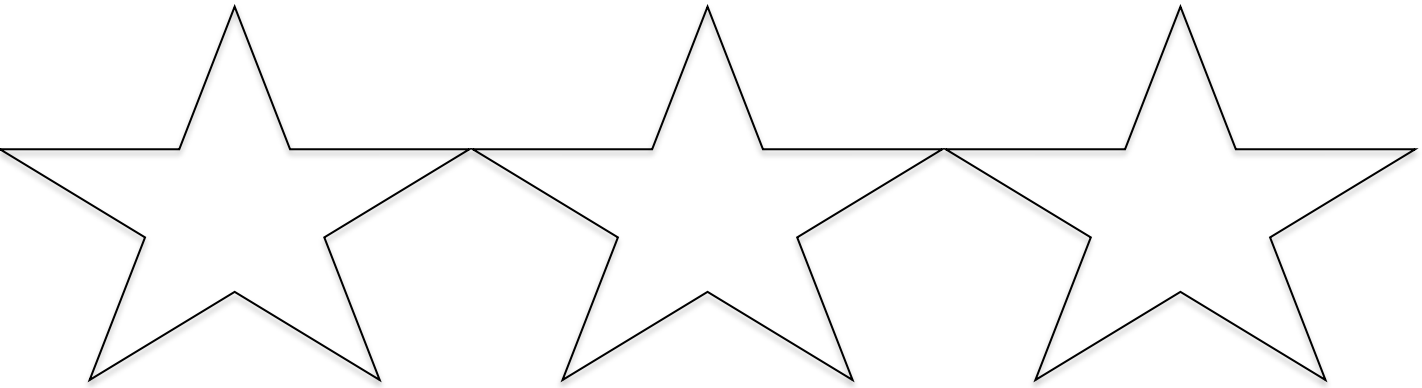
Trait:

Trait:

# ALL ABOUT ME!



## MY TRAITS



# Target Strategy:

## Summarize

When we summarize,  
we tell the important  
events we have read.

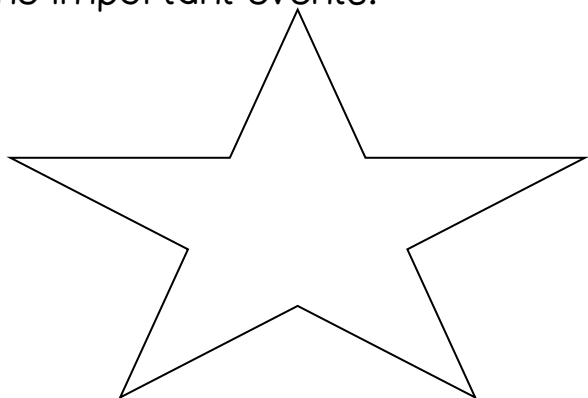
If we stop to retell the  
story, it will make it  
much easier for us to  
remember!



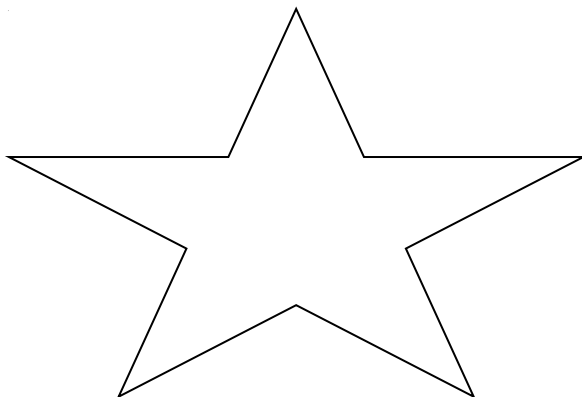
Name: \_\_\_\_\_

## Target Strategy: Summarize

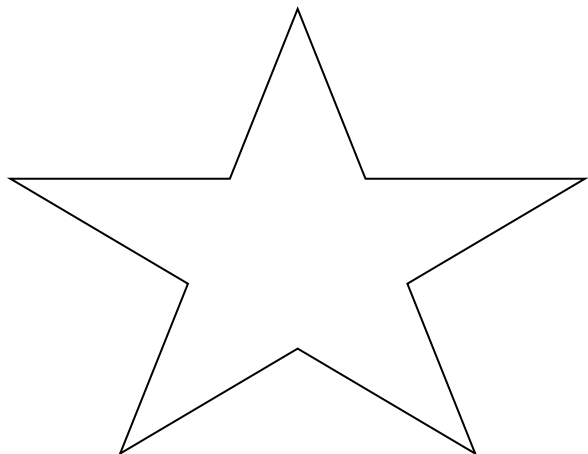
Stop every 2-3 pages and summarize what you have read. Focus on the important events.



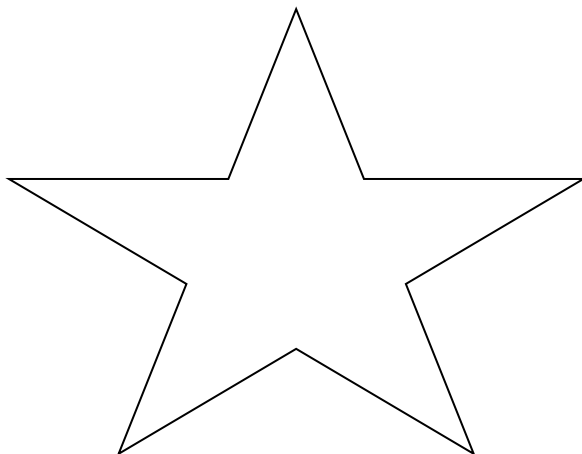
Pg. \_\_\_\_\_



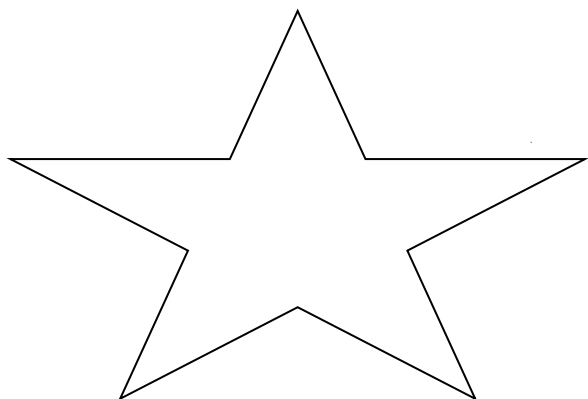
Pg. \_\_\_\_\_



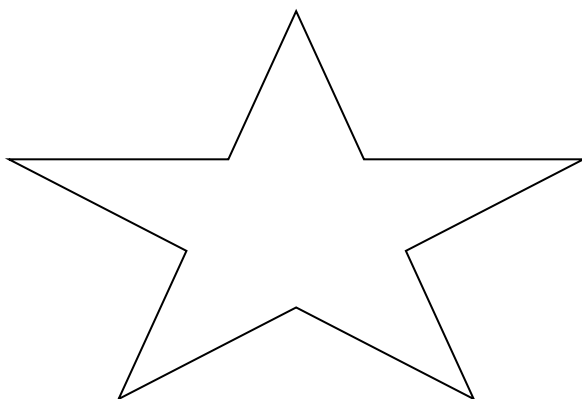
Pg. \_\_\_\_\_



Pg. \_\_\_\_\_



Pg. \_\_\_\_\_



Pg. \_\_\_\_\_

# Vocabulary

Strategy: Synonyms

tunnel

curled

height

direction

toward

healed

brag

tease

# Vocabulary

tunnel

curled

height

direction

toward

healed

brag

tease

# Vocabulary

tunnel

tunnel

curled

curled

height

height

direction

direction

toward

toward

healed

healed

brag

brag

tease

tease

## Vocabulary

tunnel	curled	height	direction
toward	healed	brag	tease

Put the words in alphabetical order:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Use 2 words in a sentence

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Vocabulary

Read the vocabulary words. Choose 4 words to write in the boxes. Draw a picture to illustrate the meaning of that word.

tunnel	curled	height	direction
toward	healed	brag	tease

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Vocabulary

Choose one vocabulary word. Shade which word you will describe.

tunnel	curled	height	direction
toward	healed	brag	tease

What does your word mean? Definition:

Write synonyms for this word:

Draw an illustration:

Use it in a sentence:

## Vocabulary: Create!

Your vocabulary word: \_\_\_\_\_

What does this word mean? (definition)

---

---

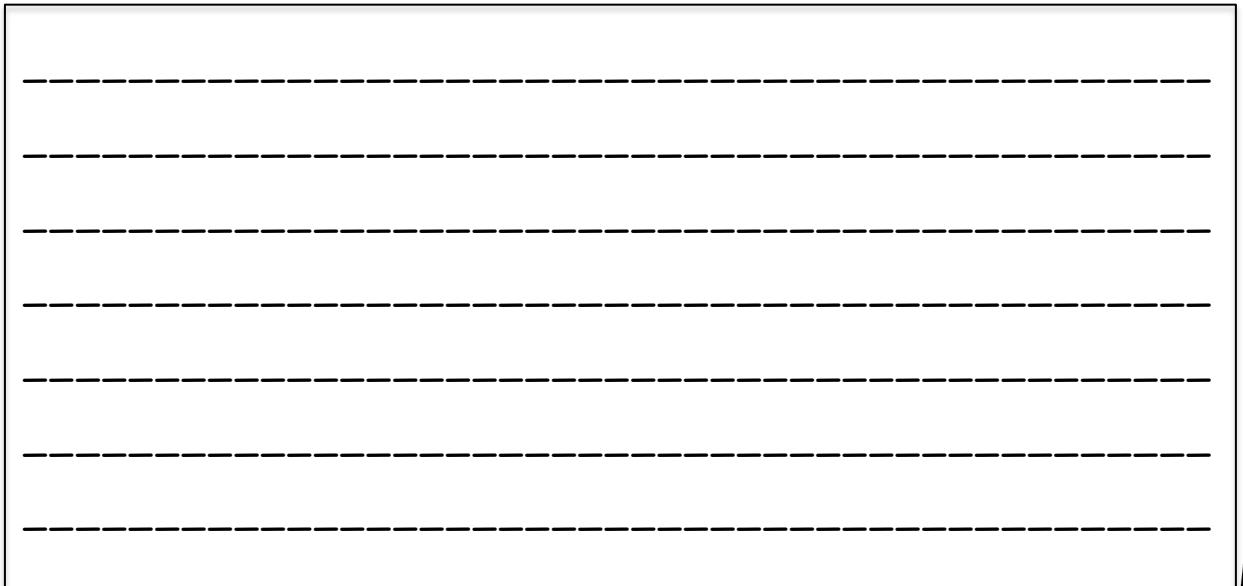
You have ONE MINUTE to draw a quick sketch of what this word reminds you of:



Now, with your group members, put on a vocabulary performance!  
You can create a song, poem, skit, or dance. Just make sure you are including what the word means in your performance.

😊 Get creative!

Write down your performance below:





# <<<<<< Vocabulary RACE! >>>>>>

Choose 4 words. You must write as many words, phrases or pictures that remind you of that word before the timer goes off!

tunnel	curled	height	direction
toward	healed	brag	tease

<hr/>	<hr/>
<hr/>	<hr/>

# <<<<<< Vocabulary RACE! >>>>>>

Choose 4 words. You must write as many words, phrases or pictures that remind you of that word before the timer goes off!

<hr/>	<hr/>
<hr/>	<hr/>

I am getting ready for my test!

## Vocabulary

Write another word, phrase or definition for...

1. healed → \_\_\_\_\_
2. toward → \_\_\_\_\_
3. height → \_\_\_\_\_
4. tease → \_\_\_\_\_
5. tunnel → \_\_\_\_\_
6. autumn → \_\_\_\_\_
7. enormous → \_\_\_\_\_
8. crumbs → \_\_\_\_\_
9. delighted → \_\_\_\_\_
10. timid → \_\_\_\_\_

# Phonics

Base Words and Endings

*-ed, -ing*

CV Syllable Pattern

## Spelling Words of the Week:

liked

using

riding

chased

spilled

making

closed

hoping

baked

hiding

standing

asked

mixed

sleeping

teasing

knocking

Name: \_\_\_\_\_

# Phonics

Write your spelling words in alphabetical order.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

liked

1. \_\_\_\_\_

using

2. \_\_\_\_\_

riding

3. \_\_\_\_\_

chased

4. \_\_\_\_\_

spilled

5. \_\_\_\_\_

making

6. \_\_\_\_\_

closed

7. \_\_\_\_\_

hoping

8. \_\_\_\_\_

baked

9. \_\_\_\_\_

hiding

10. \_\_\_\_\_

standing

11. \_\_\_\_\_

asked

12. \_\_\_\_\_

mixed

13. \_\_\_\_\_

sleeping

14. \_\_\_\_\_

teasing

15. \_\_\_\_\_

knocking

16. \_\_\_\_\_



Name: \_\_\_\_\_ I am getting ready for my test!

# Phonics

Write these words with -ed AND -ing endings

care → \_\_\_\_\_

dance → \_\_\_\_\_

change → \_\_\_\_\_

pile → \_\_\_\_\_

move → \_\_\_\_\_

love → \_\_\_\_\_

chase → \_\_\_\_\_

bounce → \_\_\_\_\_

name → \_\_\_\_\_

smile → \_\_\_\_\_

# High-Frequency Words of the Week:

afraid

dark

for

kept

many

might

own

show

why

would



# High-Frequency Flashcards

afraid

might

dark

own

for

show

kept

why

many

would

# High-Frequency Word Wall

afraid

dark

for

kept

many

might

own

show

why

would

Name: \_\_\_\_\_

# Phonics

## High Frequency Words

Write your high frequency words in alphabetical order.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

afraid

1. \_\_\_\_\_

dark

2. \_\_\_\_\_

for

3. \_\_\_\_\_

kept

4. \_\_\_\_\_

many

5. \_\_\_\_\_

might

6. \_\_\_\_\_

own

7. \_\_\_\_\_

show

8. \_\_\_\_\_

why

9. \_\_\_\_\_

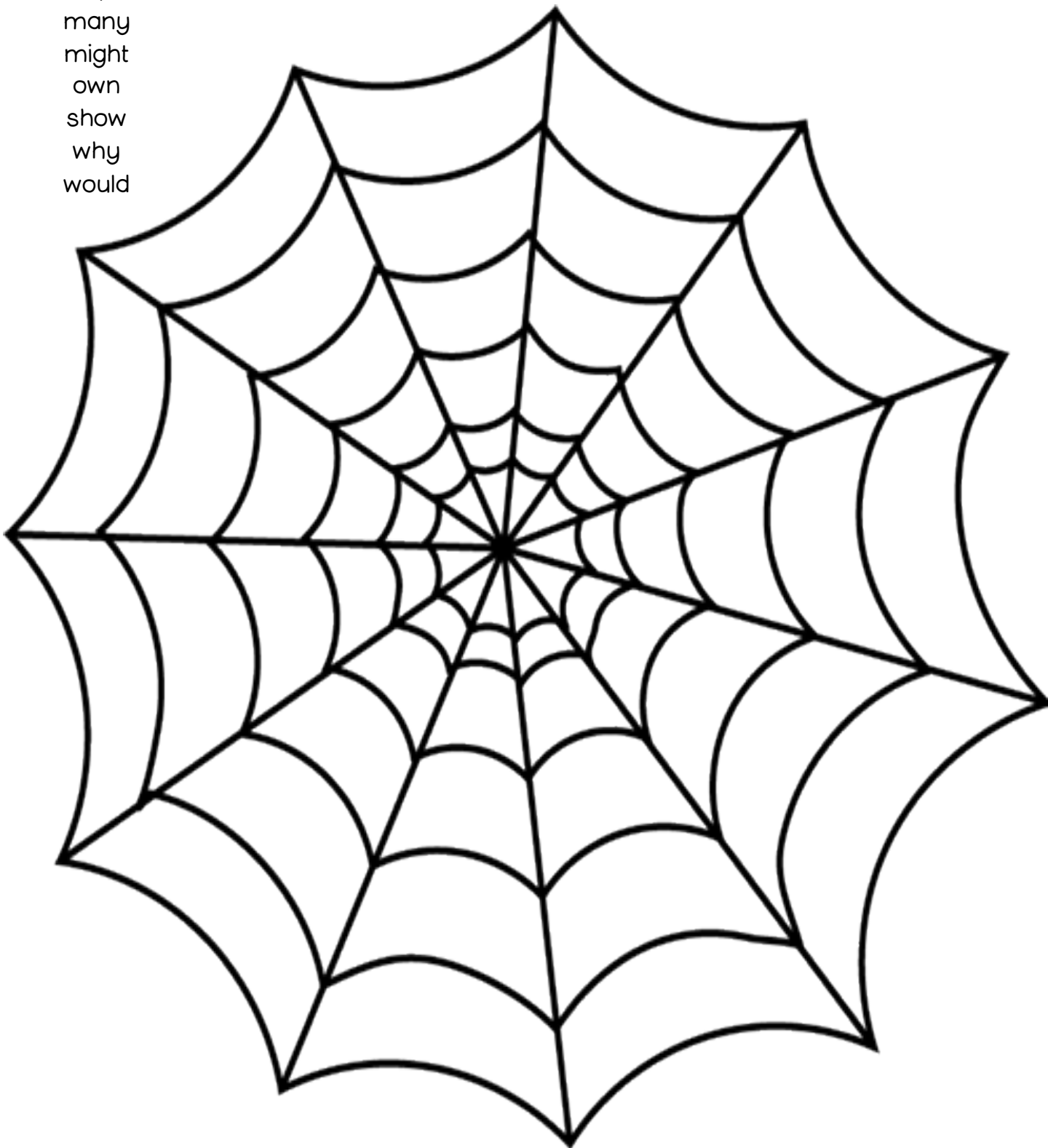
would

10. \_\_\_\_\_

# Phonics

A web of High Frequency Words! Write your words in the web below!

afraid  
dark  
for  
kept  
many  
might  
own  
show  
why  
would



# Words of the week

## CONNECT-FIVE:

Students place counters on the game board and read the words of the week. (HF words, Spelling Words and a few vocabulary words) The winner is the first person to get 5 in a row going across/down/horizontally.

### **Preparation:**

- Print this board and laminate it.
- One die
- Colored counters or marker for players. Make sure they have different colors. Ex: Player 1 = red Player 2 = blue

### **How to Play:**

1. Roll the die.
  2. Read a word of the week with the same number as the die. \*Tell the students that they have to put their finger on the word they will read so the partners can check each other.
  3. Place one counter on the number box ONLY if they read the word correctly.
  4. The winner is the one to have 5 in a row!
- **This game works best with 2 players. Another fun adaptation could be to play teacher vs. students as a whole group game.**
  - **I included a blank game board for you to use throughout the year.**

# Words of the week

## CONNECT-FIVE:

1.	2.	3.	4.	5.
6.	1.	2.	3.	4.
5.	6.	1.	2.	3.
4.	5.	6.	1.	2.
3.	4.	5.	6.	1.

# Words of the week

## CONNECT-FIVE:

1. afraid	2. dark	3. for	4. kept	5. many
6. might	1. own	2. show	3. why	4. would
5. liked	6. using	1. riding	2. chased	3. spilled
4. making	5. closed	6. hoping	1. baked	2. hiding
3. standing	4. asked	5. open	6. people	1. starts

High-Frequency I Have Who Has? – Use during small groups

<p>I have the <b>first card.</b> Who has <b>afraid?</b></p>	<p>I have <b>afraid.</b> Who has <b>dark?</b></p>
<p>I have <b>dark.</b> Who has <b>for?</b></p>	<p>I have <b>for.</b> Who has <b>kept?</b></p>
<p>I have <b>kept.</b> Who has <b>many?</b></p>	<p>I have <b>many.</b> Who has <b>might?</b></p>
<p>I have <b>might.</b> Who has <b>own?</b></p>	<p>I have <b>own.</b> Who has <b>show?</b></p>
<p>I have <b>show.</b> Who has <b>why?</b></p>	<p>I have <b>why.</b> Who has <b>would?</b></p>
<p>I have <b>would.</b> This is the last card! 😊</p>	



# Grammar:

## VERBS:

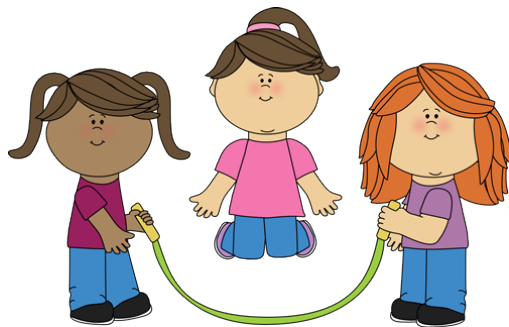
### Present Tense

If the noun is  
SINGULAR →  
add an “s” to the end  
of the verb



He plays.

If the noun is  
PLURAL →  
DO NOT add an “s”  
to the end of the  
verb



They jump.

PRESENT TENSE VERBS: Write verbs for they  
(plural) and he (singular)

They...

Use the verbs in a sentence:

---

---

---

He...

Use the verbs in a sentence:

---

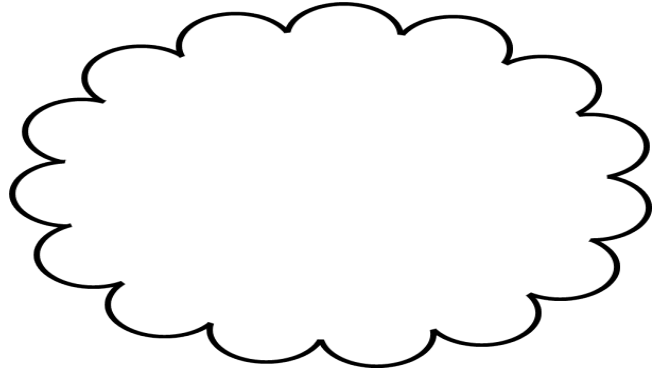
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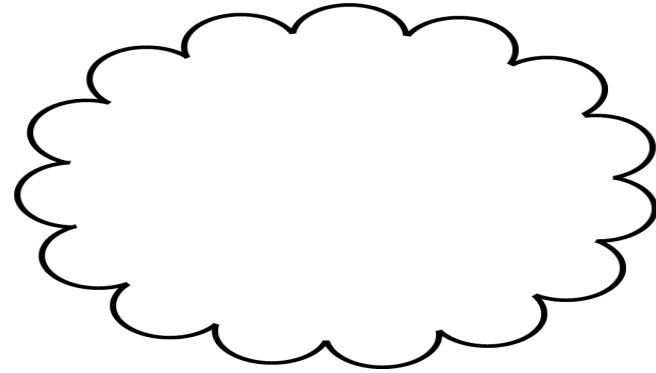
Name: \_\_\_\_\_

Find VERBS in the story. Write the verb, page number and illustrate. In the bubble write it if it is in past or present tense.

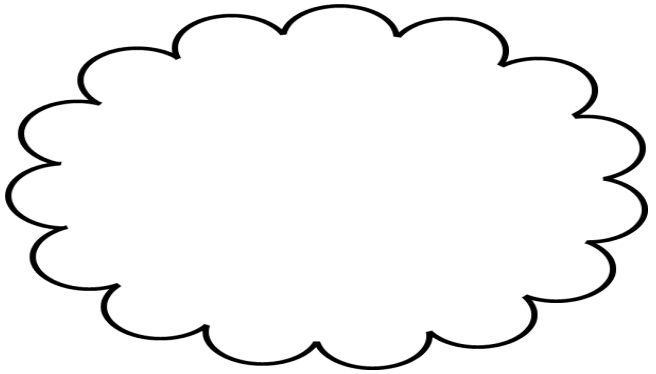
Verb \_\_\_\_\_ Pg. \_\_\_\_\_



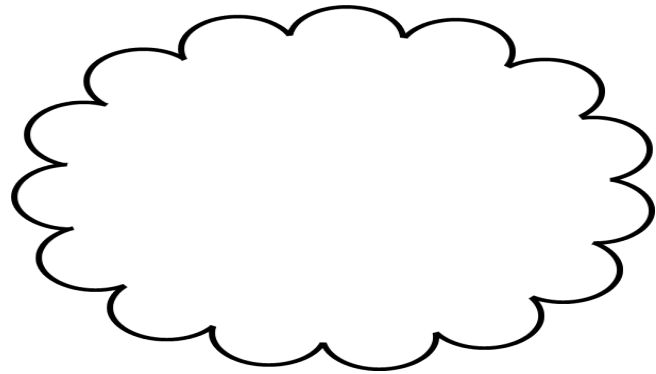
Verb \_\_\_\_\_ Pg. \_\_\_\_\_



Verb \_\_\_\_\_ Pg. \_\_\_\_\_



Verb \_\_\_\_\_ Pg. \_\_\_\_\_



Name: \_\_\_\_\_

I am getting ready for my test!

## Grammar

Use these verbs in a sentence:

want

---

---

turns

---

---

fixes

---

---

tells

---

---

swim

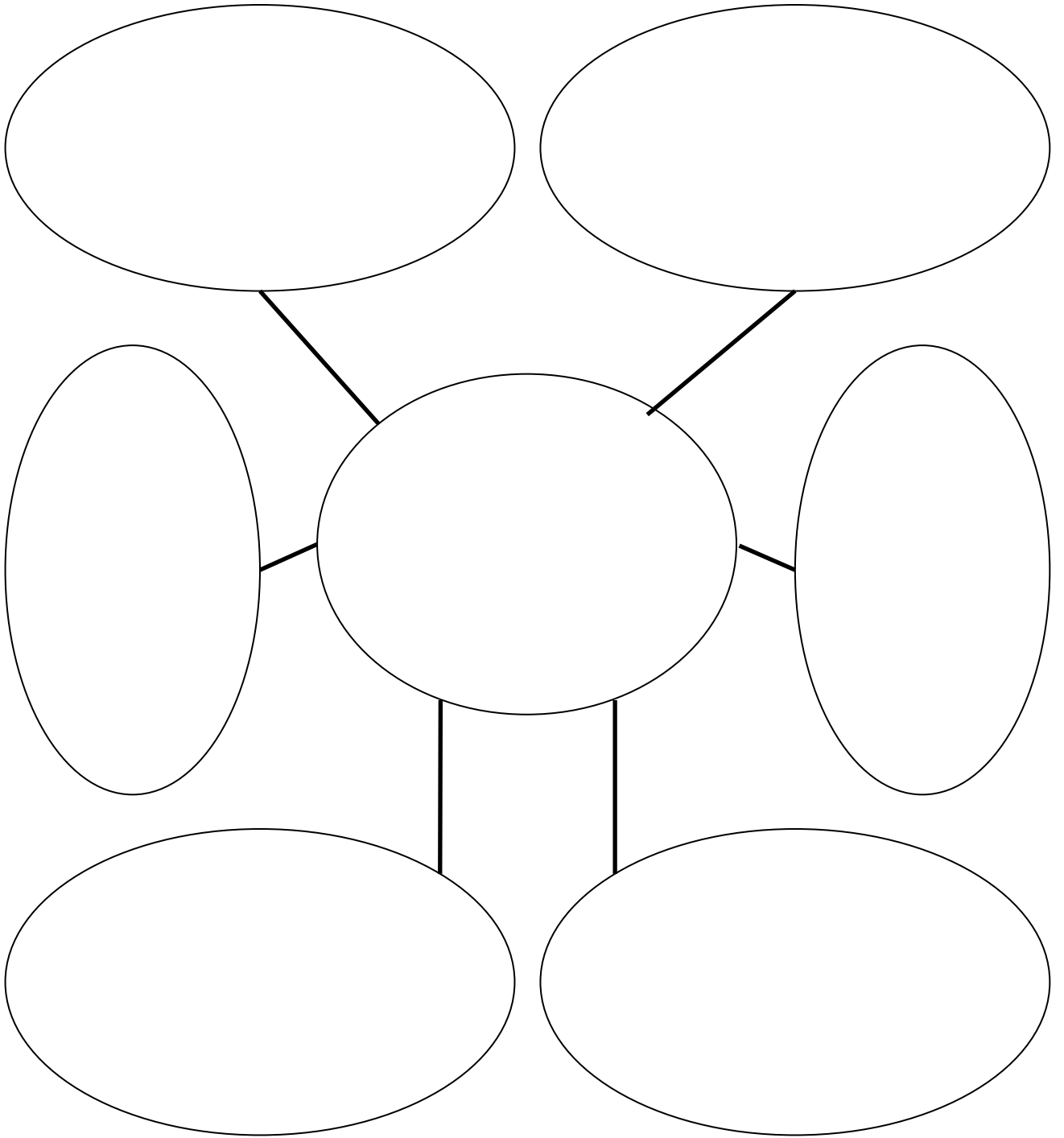
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# Instructions:

- Your opening sentence should explain what you will make or do
  - List the things you need
- Include all of the steps in order
  - Use time-order words
- Use details and exact words to make the steps clear
- End with a conclusion that tells the readers why they should follow your instructions

# BRAINSTORM!



Name: \_\_\_\_\_

\_\_\_\_\_

Topic Sentence:

First,

Next,

Then,

Last,

Closing Sentence:

Name: \_\_\_\_\_

\_\_\_\_\_

Topic Sentence:

---

---

---

Sentence 1

---

---

---

Sentence 2

---

---

---

Sentence 3

---

---

---

Closing Sentence:

---

---

---

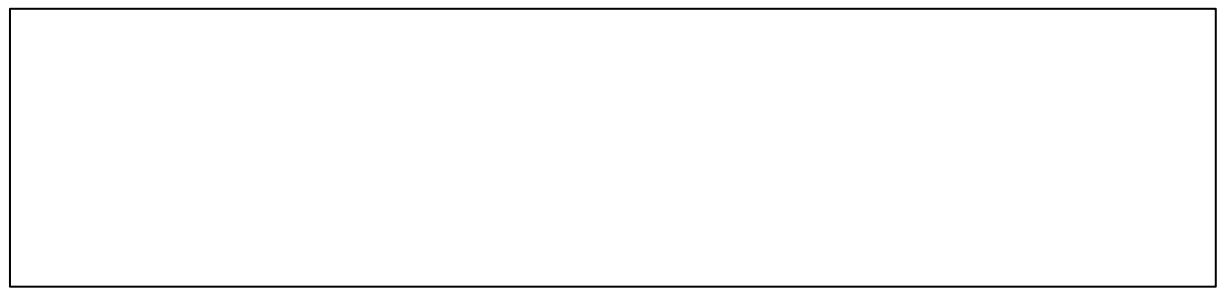




Name: \_\_\_\_\_



-----



Handwriting practice lines consisting of 15 horizontal lines.



**MONDAY Homework**

**Spelling:** Write your spelling words in alphabetical order.

- |           |           |
|-----------|-----------|
| 1. _____  | 14. _____ |
| 2. _____  | 15. _____ |
| 3. _____  | 16. _____ |
| 4. _____  | 17. _____ |
| 5. _____  | 18. _____ |
| 6. _____  | 19. _____ |
| 7. _____  | 20. _____ |
| 8. _____  | 21. _____ |
| 9. _____  | 22. _____ |
| 10. _____ | 23. _____ |
| 11. _____ | 24. _____ |
| 12. _____ | 25. _____ |
| 13. _____ | 26. _____ |

- |          |        |
|----------|--------|
| liked    | afraid |
| using    | dark   |
| riding   | for    |
| chased   | kept   |
| spilled  | many   |
| making   | might  |
| closed   | own    |
| hoping   | show   |
| baked    | why    |
| hiding   | would  |
| standing |        |
| asked    |        |
| mixed    |        |
| sleeping |        |
| teasing  |        |
| knocking |        |

**Grammar/Phonics:** Circle all of the present tense VERBS

- |       |        |       |         |       |       |        |
|-------|--------|-------|---------|-------|-------|--------|
| run   | ran    | sleep | sleeps  | slept | walk  | walked |
| walks | talked | eats  | shopped | talks | shows |        |

Write your spelling words with -ED endings:

\_\_\_\_\_

Write your spelling words with -ING endings:

\_\_\_\_\_

**Comprehension:** Answer in complete sentences. Use TEXT EVIDENCE! Restate the question, use capital letters and punctuation.

What happens in the beginning of the story?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TUESDAY  
Homework**

**Spelling:** Use as many words as you can and write a story, song, or rap!

---

---

**Grammar/Phonics:** Use these present tense verbs in a sentence:

run → \_\_\_\_\_  
runs → \_\_\_\_\_  
swims → \_\_\_\_\_  
swim → \_\_\_\_\_

**Comprehension:** Answer in a complete sentence. Use TEXT EVIDENCE!

How are Bear and Rabbit SIMILAR?

---

---

Is Bear foolish? Explain why or why not.

---

---

**WEDNESDAY Homework**

**Spelling:** PRACTICE TEST! Practice taking your test! Use the words from Monday's homework.

- 1. \_\_\_\_\_ 9. \_\_\_\_\_ 17. \_\_\_\_\_ 25. \_\_\_\_\_
- 2. \_\_\_\_\_ 10. \_\_\_\_\_ 18. \_\_\_\_\_ 26. \_\_\_\_\_
- 3. \_\_\_\_\_ 11. \_\_\_\_\_ 19. \_\_\_\_\_
- 4. \_\_\_\_\_ 12. \_\_\_\_\_ 20. \_\_\_\_\_
- 5. \_\_\_\_\_ 13. \_\_\_\_\_ 21. \_\_\_\_\_
- 6. \_\_\_\_\_ 14. \_\_\_\_\_ 22. \_\_\_\_\_
- 7. \_\_\_\_\_ 15. \_\_\_\_\_ 23. \_\_\_\_\_
- 8. \_\_\_\_\_ 16. \_\_\_\_\_ 24. \_\_\_\_\_

**Grammar/Phonics:** Write 2 sentences. One sentence with a singular noun and one plural noun

\_\_\_\_\_ plays \_\_\_\_\_  
\_\_\_\_\_ play \_\_\_\_\_

**Comprehension:**

How can the readers tell that little Brown Squirrel is clever?

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**THURSDAY Homework**

**Phonics**: Write at least 5 words ending in -ing and 5 ending in -ed

**Grammar/Phonics**: Use these verbs in a sentence:

He (run, runs).

The boy (look, looks) at the teacher.

They (work, works).

The students (read, reads) a book.

Write synonyms for the following words:

happy = \_\_\_\_\_ sad= \_\_\_\_\_ frightened= \_\_\_\_\_  
mean= \_\_\_\_\_ huge= \_\_\_\_\_ pretty = \_\_\_\_\_

**Comprehension**: Answer in complete sentences. Use TEXT EVIDENCE!

Could this story really happen in real life? Why or why not?

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What lesson did this story help you learn?

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What phrases are repeated in the story? Why does the author repeat these phrases?

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During winter, what happens to little Brown Squirrel?

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What happens at the end of the story?

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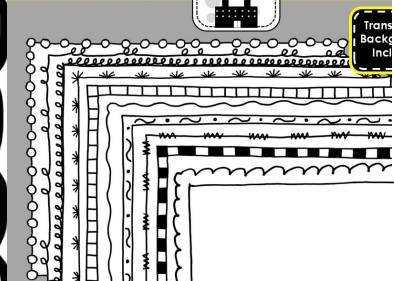
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