

BOWSER MEETS PORCUPINE

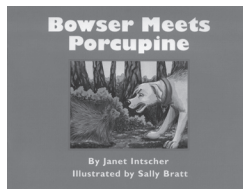
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Set 7 – 143 words

Building Anticipation – Setting the Context

Ask the children how some woodland animals defend themselves in a unique way. Show a picture of a porcupine (page 4). Discuss the unique defense characteristic of the porcupine. If possible bring a porcupine quill for children to feel. Encourage the children to share any experiences they may have had with a porcupine.



Introduction

Introduce the book by showing the cover and saying: *This book is called 'Bowser Meets Porcupine'. Bowser and Porcupine meet each other one day in the woods.* If the children have read the other Bowser text, connections can be made to that story. After giving each child a book, have the children find familiar words first to build confidence.

Talk about the illustrations to build interest. Turn to page 6 to look at the illustration and talk about what is happening. Try to elicit the fact that the fur and quills are both raised and that the Porcupine is scared and Bowser is barking.

Turn to page 5 and 13 and have children predict and locate the words *brave* and *sore* using a word mask. Take time for an independent

book walk, and then ask children to read the text independently to find out what happens to Bowser and where Dad takes him for help.

Discussion – Book Talk

Praise a reading strategy children were observed using and ask children to share a few strategies they used. Ask: *What happened to Bowser? Where did Dad take him to get help?* Children can support their answers from the text.

Talk about how Bowser must have felt when he met the porcupine. *Turn to the page where Porcupine says: 'I am very brave and I am not big.'* *Why do you think he says this? How would Bowser feel after he touched the porcupine?*

Responding Creatively – Independent Practice

Children can:

- make a Venn diagram using the reproducible master to compare a dog and a porcupine.
- paint a picture of a porcupine and add toothpicks for porcupine quills.
- use reference materials to make a report on a porcupine or a dog. Labeled diagrams should support the writing.

Read-Aloud Connections

Penrod's Party, by Mary Blount Christian, MacMillan Publishers, 1990.

Learning About Language - Focused Teaching		
High Frequency Words	help, very, was, who, your	Practice making these high frequency words using movable letters.
Letters and Letter Clusters	<i>v</i> - very, vet <i>br</i> - brave <i>Wh</i> - Who	Review a letter or letter cluster. Children look for words that begin with that letter/letter cluster. Record the words they find.
Onset and Rimes and Word Families	vet, pet, met, get, yet, bet <i>ow</i> - now, cow, bow	Use movable letters to make new words using the rhyme <i>et</i> or <i>ow</i> . Record the words made.
Word Endings	<i>ed</i> - barked, looked <i>er</i> - Bowser, better	Select a word ending. Have children look for words that feature that ending. Provide a labeled chart for recording these words.
Compound Words		Review familiar concepts.
Contractions	I'm	Read around the room to find <i>I'm</i> .
Text Features	Commas Quotation marks Bold font – not	Provide opportunities to use these text features in their own writing after modelling their use in shared writing.
Poetry Links	<i>very</i> – <i>Meeting a Bear</i>	Encourage pairs of children to prepare a dramatization of the poem. Provide time for a performance. The high frequency word shown is in the book as well as the poem.

Venn Diagram

Compare and discuss things that are the same and different between a dog and a porcupine.

