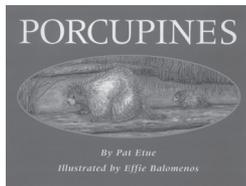


PORCUPINES

Written by - Pat Etue
 Illustrated by - Effie Balomenos
 Set 7 – 181 words

Building Anticipation – Setting the Context

Show a picture book or a reference book about porcupines. Study the illustrations with the children and encourage the children to share what they know and can observe about porcupines. If possible have a real porcupine quill for children to touch. A small clump of broom straw feels somewhat similar and can be used as a substitute.



Introduction

Show the book cover and say: *This book is written as a report called 'Porcupines'. It tells us about the characteristics that porcupines have that help them survive in the woods.* If the children have read *Bowser Meets Porcupine*, text connections should be made to that story. Give each child a book. The children can locate familiar words to build confidence. Have the children turn to pages 4 and 6 to talk about the animals in the illustrations.

Ask: *Do you think these two animals would be enemies of the porcupine?* Ensure that the children know what an enemy is.

Have children locate the word *enemy* on page 5 or 7 using a word mask. Look at the illustration on page 12 and ensure that the children know the parts of the tree, especially *twig* and *bark*. Children can predict the initial and final consonants of *twig* and then locate it in the text.

After the children take time for an independent book walk, ask children to read the text independently to find out one new fact about porcupines. Observe the children as they read.

Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share some of the strategies they used. Ask: *What new fact did you learn about porcupines?* Record the information in a web format. *Why do you think porcupines look for their food at night?* If appropriate, ask the children to compare this book with the book, *Bowser Meets Porcupine*. *Which book did you like better? Why?*

Responding Creatively – Independent Practice

Children can:

- create and illustrate an information booklet about porcupines following the pattern on the reproducible master:
The porcupine's _____ helps it to _____.
- do a drawing of the woods at night using a black wash over crayon drawing.
- look at other books, both fiction and non-fiction, featuring porcupines.

Read Aloud Connection

The Porcupine, by Lynn M. Stone, Rourke Press, 1995.

Learning About Language - Focused Teaching

High Frequency Words	they, very, help	Use a word mask to locate these high frequency words around the room or in books from their group reading box.
Letters and Letter Clusters	<i>sl</i> - slow, sleep <i>e</i> - ears, enemy <i>sh</i> - sharp <i>cl</i> - climb, claws	Read the words and stretch the initial blends and digraphs to help children identify the different sounds.
Onset and Rimes and Word Families	smell, well, yell, sell, fell, tell	Using movable letters, brainstorm and record a list of words that end with the rime <i>ell</i> .
Word Endings	<i>st</i> - fast <i>y</i> - enemy, very	Select a word ending. Look for words with that ending.
Compound Words	cannot, daytime, away	Use movable letters to demonstrate how the two original words are put together to form the new word.
Contractions		Review familiar concepts.
Text Features		Review familiar concepts.
Poetry Links	<i>very</i> - <i>Meeting a Bear</i>	Feature this poem for shared reading, enjoying the rhythm and the rhyme of the English language. The high frequency word shown is found in the book as well as the poem.

Porcupine Booklet

The Porcupine's _____
helps it to _____.



The Porcupine's _____
helps it to _____.