

RACCOONS

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 9 – 118 words

Building Anticipation – Setting the Context

Discuss animals that come out at night. *Can they describe the animal? Do they know where it lives and what it likes to eat?* Fill in the chart on the reproducible master about nocturnal animals.



Animal's Name	Where it Lives	Food	Habits

Introduction

Introduce the book by showing the jacket and saying: *Today we are going to read a non-fiction report. It gives us information. Our report is called 'Raccoons'. It tells us that raccoons can live in attics and like to come out at night.* Give each child a book. Look at the illustration on page 3. Be sure the children see the hole in the tree and the mess. Predict and locate the words *attic*.

Confirm the predictions and praise the word-solving strategies they used. Look at the illustration on page 8 and point out how the picture clues will help with the words, *sharp claws, nuts, frogs*. Predict and locate *garbage*. Allow time for an independent book walk, then ask

the children to read independently to find out one new fact about raccoons.

Discussion - Book Talk

Ask the children to share their new learning about raccoons and read the sentence that supports their new learning. Add information to the chart while discussing the habits of raccoons.

Lead the children to consider whether there is a problem when raccoons live in neighborhoods and point out the safety considerations when they see neighbourhood animals such as raccoons, skunks and squirrels.

Responding Creatively - Independent Practice

Children can:

- make a chart about raccoons using the book as a reference for facts and spelling.
- make a labeled diagram of a raccoon including all the features in the book.
- design and label an ideal environment for a raccoon that includes a place to live and a place to find food.

Read Aloud Connections

Wild in the City, by Jan Thornhill, Owl Books, 1995.

Learning About Language - Focused Teaching		
High Frequency Words	Stay	Provide a double set of cards for known high frequency words. Play <i>Snap</i> with a friend. Read the word to gain the point.
Letters and Letter Clusters	<i>Rr</i> - raccoon, <i>sh</i> - shed, sharp <i>st</i> - stay <i>gr</i> - gray <i>bl</i> - black <i>tr</i> - tree, trees <i>cl</i> - claws, climb	Brainstorm to create a list of words that start with a blend. The children add to the list words they find with the same blend during independent reading time.
Onset and Rimes and Word Families	gray, stay, may hole, sole, stole, mole hide, side, ride, glide, slide, tide	Feature the selected rime at the ABC-Word Study Centre. Children use movable letters to create as many rhyming words as they can. Record the words made.
Word Endings	<i>sk</i> – mask <i>ck</i> – black <i>sh</i> – fish	Find other words ending with these letters. Review plural <i>s</i> and find all the words in the book that end in <i>s</i> , i.e., <i>bugs, claws, roots, trees, frogs and nuts</i> .
Compound Words	daytime	How many other words can be found with <i>day</i> and <i>time</i> in them?
Contractions		Review familiar concepts.
Text Features	Bold face type - mess	Encourage the children to use this feature in their writing.

Habitat Chart

Animal's Name	Where it lives	Food	Habits