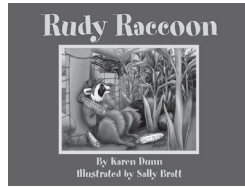


RUDY RACCOON

By - Karen Dunn
 Illustrated by - Sally Bratt
 Genre - Narrative
 Set 15 - 300 Words

Building Anticipation – Setting the Context

Ask students what they know about raccoons. Record their information on a T chart with the headings: *What We Know* and *What We Think We Know*. Recall the earlier Porcupine book *Raccoons* by Pat Etue from set 9. Talk about the characteristics of raccoons and initiate a discussion about the mischief raccoons sometimes get into.



Introduction

Show students the cover of the book and ask them to guess whether this will be an informational book about raccoons or a storybook. What are the clues?

Model the way we question as we read by reading the first page aloud and posing the thought: *I wonder what Rudy Raccoon will do in this story? I wonder if he will get into mischief*. Have students read independently. Give each student two or three sticky notes to mark the things they wonder about as they read. Tell the students to mark their questions with a star if they are answered later in the story.

Discussion – Book Talk

Talk about the students' questions on their sticky notes. Invite students to tell how they arrived at the answers to their questions.

Remind students that asking themselves questions as they read helps them know if they are understanding the story. It also helps them know where there are points of confusion. Ask students what they might have done if they were Mrs. Mitchell.

Responding Creatively – Independent Practice

Children can:

- create an opinion piece about the story by using the organizer on the reproducible master.
- make masks for the characters in the story.
- make a mural of the story with the words of the characters in speech bubbles.

Read Aloud Connections

Clever Raccoons by Kristin L. Nelson, Lerner Publishing Group, 2000.

How Animal Babies Stay Safe (non-fiction) by Mary Ann Fraser, Harper Collins Juvenile Books, 2002.

Hungry Animals, by Pamela Hickman and Heather Collins, Kids Can Press, 1997.

The Big Book of Baby Animals (non-fiction) by Nancy Jones, DK Publishing, 2001.

The Kissing Hand by Audrey Penn, Child Welfare League of America, 1993.

Learning about Language – Focused Teaching		
High Frequency Words	knew, really, while, heard	Find these words on the word wall or in other books.
Word Families and Letter Clusters	Different sounds of <i>ow</i> - crow, how Words ending in <i>cb</i> - crunch, catch	Create a word sort with <i>ow</i> words. Sort the words into the two sounds. Make a list of words ending in <i>cb</i> . Look in books for other words ending in <i>cb</i> .
Structural Features of Words	Two syllable words - raccoon	Go on a word hunt in this story for two syllable words.
Text Features	Repetition of a rhyming verse	Have the children write, learn and chant the verse that Mrs. Mitchell says to Rudy.

Opinion Writing

I _____ raccoons because they are

Also, they _____

Some people think that raccoons _____

That's why I _____ raccoons.