

RUDY RACCOON'S HALLOWEEN

By - Karen Dunn
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Genre - Narrative

Set 16 - 407 Words

Building Anticipation - Setting Context

Introduce the topic of Halloween and ask students what they have dressed up as in the past. Ask if any of them have ever worn an eye mask. What were they disguised as when they wore it? Do people wear eye masks today? When do they wear them? Why? What famous people and fictional characters can you think of who have worn masks? What is the purpose of a mask?



Introduction

Ask students what advice their parents give them when they go out on Halloween. List these on chart paper. Ask how many of them say, *I promise*, meaning that they will follow the advice. Recall the character Rudy Raccoon from earlier Porcupine books and tell students that Rudy makes a promise on Halloween. Have students predict what the promise could be, then read to find out what happens.

Discussion – Book Talk

Right there questions:

- What did Rudy wear for his Halloween costume?
- Where did Rudy get his costume?
- Whose houses did Rudy and Freddy visit?
- What did Rudy say when he went to each door?

Think and search questions:

- Why did Rudy eat his first candy?
- Why did Rudy say, *It's not fair*?
- Why did Rudy want to be for Halloween?
- What is another name for a bandit?
- Name the animals that were mentioned in the story.
- What phrases were repeated in the story?

On your own questions:

- In your opinion, did Rudy trick his mother? How did he do that?
- How did Rudy's mother know that he broke his promise?
- How do you think Rudy felt at the end of his Halloween night?
- If you could talk to Rudy, how would you help make him feel better?
- What do you think the scarecrow was thinking when Rudy borrowed his clothes?

Creative Response - Independent Practice

Plot Profile

Review the idea of plot in a story. Refer to the reproducible master for an example of a plot profile for a familiar fairy tale. Ask students to fill in the plot profile for *Rudy's Raccoon's Halloween*.

Art

Discuss masks and their prevalence around the world. Masks come in all shapes and sizes. Show students the masks that are used in Venice. Discuss the colors and patterns. See website <http://slicentime.com/carnival.htm> Students use white bristol board and trace and cut out the shape of a mask. Decorate it. Attach elastic so students can wear it in a parade through the school.

Music

Play Vivaldi's *Ring of Mystery*. If possible, listen to the tape and the story as well.

Writing Workshop

Write the story from the perspective of the scarecrow. What would he be thinking when his clothes were borrowed? What would he see as he stood there on Halloween night? Would he ask Rudy to make a promise?

Read Aloud and Poetry Connections

A Tiger Called Thomas by Charlotte Zolotow, Hyperion Books for Children.

Making Masks - Kids Can Do It by Renee Schwarz, Kids Can Press, 2002.

Sam's First Halloween by Mary Labatt, Kids Can Press, 2002.

The Berenstain Bears Trick or Treat by Stan and Jan Berenstain, Random House Children's Books.

Backyard Animals by Kerry Acker, Kidsbooks Inc., 1998.

Raccoons - Raccoon Magic for Kids by Jeff Fair, Faith Stevens Publishing, 1995.

Masks by Ting and Neil Morris, Franklin Watts Inc., 1993.

Related Websites

<http://www.mta.ca/~kvernes/mammalweb/raccoon/raccoon.htm>

<http://kaweahoaks.com/html/raccoon.htm>

Learning about Language – Focused Teaching

High Frequency Words - tried, always

Interest Words - Alliteration: Rosie Rabbit, Rudy Raccoon, Freddy Fox, Bobby Bear

Word Families and Letter Clusters - *ask* family: ask, mask, task, bask

- *est* family: best, rest, test, west - *ire* family: *vampire*, *fire*, *wire*

Structural Features of Words – Endings: bandit, bandana

- Silent *k*: knock – Contractions: don't, won't

Text Features - Familiar characters: Rudy Raccoon and Mrs. Mitchell

- Use of capitals for emphasis - Repetitive phrase: *Trick or Treat*

- Repetitive question - Use of bold type for emphasis

Reproducible Master - Rudy Raccoon's Halloween

List the events in the story. Use the events to fill in the plot profile.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

PLOT PROFILE

