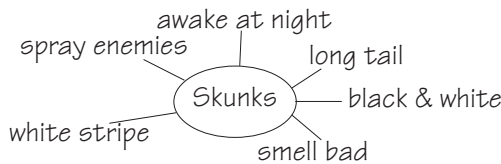
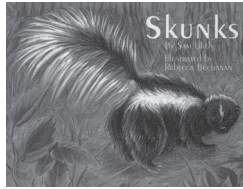


SKUNKS

Written by - Sam Likely
 Illustrated by – Rebecca Buchanan
 Set 6 – 83 words

Building Anticipation - Setting the context

Discuss animals that might be out in the neighbourhood at night and lead the children to think of skunks. Hold a stimulating discussion about skunks and create a web chart as the children share their knowledge of skunks.



Introduction

Introduce the book by showing the cover and looking at the picture of the skunk. Tell the children: *This book is written as a report about Skunks. It is a non-fiction book that will give us interesting information about skunks. It tells us that skunks eat slugs.* Give each child a book and have them turn to page six. Have the children predict the initial and final consonants for the word *slugs* and *frogs*, locate the word and check to see if they were right. Choose one or two high frequency words for children to locate to build their confidence. After time for an independent book walk, ask the children to read the text independently to find out new information about skunks.

Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share some of the strategies they used. Refer back to the web, confirming the original information and adding new information in another color. Praise the children for the new information they learned by reading the book.

Discuss the format of a report (i.e., gives information, illustrations support the information), and make connections to any reports that may have been read or written with the whole class.

Responding Creatively – Independent Practice

Children can:

- draw a skunk in its environment and write one fact about a skunk.
- make a skunk word web using reference books.
- survey the class to determine how many children have seen and smelled a real skunk.
- use the reproducible master to list things they know about skunks.

Read Aloud Connections

Some Smug Slug by Pamela Edwards, Harper Collins, 1996.
Wild in the City by Jan Thornhill, Owl Books, 1995.

Learning About Language - Focused Teaching

High Frequency Words	have, all	Use movable letters to practice making these words. Check the word wall to see if they were right. Children can edit their own writing for these words.
Letters and Letter Clusters	<i>Ss</i> – skunk, small, sleep, slug, smell <i>sl</i> – slug, sleep <i>bl</i> - black	Read the book <i>Some Smug Slug</i> to reinforce the <i>s</i> blend. Children can enjoy the rhythm and rhyme of the English language.
Onset and Rimes and Word Families	<i>ight</i> - night, fight, might, tight, right, light <i>unk</i> - skunk, bunk, trunk, hunk, dunk	Make the rime <i>ight</i> with movable letters. What letter do we need at the beginning to make the word night? Make the word, check the book to see if it is right. Make other words that feature the rime <i>ight</i> .
Word Endings	<i>s</i> - skunks, plants, slugs, frogs, likes, makes	Have the children locate all the <i>s</i> words in the text to review the forming of plurals. Remind the children to think about the forming of plurals as they write today.
Compound Words		Review familiar concepts.
Contractions		Review familiar concepts.
Text Features	Bold font – you, very, no one	Feature the use of these text features in the daily message and shared writing. Encourage the children to try using bolding in their writing.
Poetry Links	<i>have</i> - Meeting Bear <i>all</i> - Happy Hippo, Dreaming, Penguins, Going Places	Feature these poems in shared reading. Cover some of the words in the poem. Children predict the word. Remove the cover and check to see if they were right. Look for rhyming words and frame them with a word mask.

Reproducible Master - Skunks

List facts about skunks.

