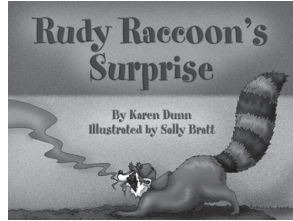


# RUDY RACCOON'S SURPRISE

By - Karen Dunn  
Illustrated by - Sally Bratt  
Genre - Narrative  
Set 17 - 467 Words

## Building Anticipation - Setting the Context

Pass around paper bags containing cotton balls with various smells on them, one smell per bag. Suggested smells for this activity are, cinnamon, peppermint, vanilla, orange and lemon. Ask students to use a scrap piece of paper to write down their guesses as they try to identify the smells. Compare answers. Ask students what smells make their mouth water.



## Introduction

Tell students they are going to read another book about Rudy, the raccoon. Review the plot of *Rudy Raccoon's Halloween* from the previous set. Tell the students in this book, Rudy couldn't resist a wonderful smell. Ask them read the book to see why the author called it *Rudy Raccoon's Surprise*.

## Discussion – Book Talk

*Right there questions:*

- What did Mrs. Mitchell grow on her farm?
- What did she put on the windowsill to cool?
- Where did the smell from the pies go?
- What did Mrs. Mitchell do while she waited for Rudy to return?
- How did Mrs. Mitchell describe the new pie she baked for Rudy?

*Think and search questions:*

- How did Mrs. Mitchell know it was the raccoon who took her pies?
- How do you know that Rudy had a brother or a sister?
- How did Rudy's mother react when she knew what he had done?
- What word describes how Rudy went over to the pies?
- What words are bigger and bolder? Why did the author do that?
- What part did you find funny? What made it funny?

*On your own questions:*

- What kind of a party was Mrs. Mitchell having?
- Who do you think was coming to the party?
- Why do you think the author had Rudy say, *Perhaps?*
- What will Mrs. Mitchell serve now that her pies are gone?
- What is a promise? How do you feel when you break a promise?
- How is the story of Rudy's Halloween similar to story you just read?
- Why did the author call it *Rudy Raccoon's Surprise*?
- What is another title for this story?

## Creative Response – Independent Practice

*Police Search*

Use the reproducible master and ask students to draw a picture of Rudy Raccoon in the box at the top of the page. Underneath the box ask students fill in the facts so that the thief can be caught.

*Writing Workshop*

Refer to the previous Porcupine books, *How Bear Lost His Tail* and *How Buzzard Got His Clothing*. Remind students that these were how and why stories. After some discussion ask them to write their own tale for *How Raccoon Got His Mask*.

## Read Aloud and Poetry Connections

*Animal Poems: A to Z*, Scholastic, 1994.

*Little Raccoon and Poems from the Woods* by Lilian Moore, McGraw-Hill Companies, 1975.

*Raccoon Moon* by Nancy Carol Willis, Birdsong Books, 2002.

*Raccoons* by K.M. Kostyal, National Geographic Society, 1987.

*Strange Neighbors* by Mary Labatt, Kids Can Press, 2001. Part of a series with an animal character that talks.

## Related Websites

<http://www.aliexplorer.com/ecology/m172.html>

<http://www2.biology.ualberta.ca/uamz.hp/coon.html>

<http://www.raccoonlodge.ca/raccoon.htm>

## Learning about Language – Focused Teaching

High Frequency Words - along, knew, both, never, place

Interest Words - raccoon, perhaps, crept, chomp, promise

Word Families and Letter Clusters - *ew* family: knew, flew, blew, new

- *ap* family: trap, clap, map, sap, flap - *aps* letter cluster: traps, perhaps

- *oon* family: raccoon, soon, moon

Structural Features of Words - *ie*: replied, pies - Ending *en*: take, taken

- Adverbs: quickly, quietly - Soft *c*: special - Opposites: raced, crept

- Compound words: windowsill, footprints

Text Features - Rhyme - Speech bubble - Large bold print: pages 14,

15 - Use of the word, replied instead of said - Familiar character from

earlier books - Animal characters who are able to talk

# Police Search

*Draw a picture of Rudy Raccoon.*

Thief's name: \_\_\_\_\_

Description of crime:

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What the thief looks like:

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Most outstanding feature:

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Reward:

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