

Unit 5

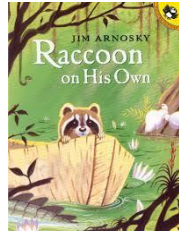


Week 1

## ***Raccoon on His Own Read Aloud***

### **Standards:**

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3  
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2  
ELA.RL.LTC.PS.1



### **Materials:**

- *Raccoon on His Own*

### **Vocabulary:**

- bank – the higher ground along the edge of a stream
- crawfish – animal that looks like a small lobster
- draped
- drifting – moving slowly on water
- merganser – fish-eating diving duck
- nudged – pushed
- paddled
- reflection
- scatter
- sturdy - strong
- swamp – land that is always wet and often partly covered with water

### **First Read:**

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking...."

"I have a new story to read to you today. The title of this book is *Raccoon On His Own*. The author and illustrator is Jim Arnosky. He also wrote *Rabbits And Raindrops*."

"On the cover of this book, we see this story's main character, a little raccoon. The little raccoon has a mother, and two siblings who are not in the picture here on the book's cover. We'll see them when we read the story.

"One day, something happened that separated this little raccoon from the rest of his family. When this happened, the little raccoon was all alone and scared. Let's read this story to find out whether the little raccoon ever got back to his family."

"A small wooden boat floated, **nudged** -pushed – against some mud."

"Mother found a crunchy **crawfish**."

"A chill ran down his spine."

"He was **drifting** in the boat, alone."

"The raccoon reached up to grab a **sturdy** – strong – branch."

"But the raccoon saw the shape of a long snake **draped** across the branch and he ducked down."

"Here you see raccoon's **reflection**. The water was so smooth-still - it looked like a mirror and

*Show cover, underline the title, author's, and illustrator's name.*

*Introduce the main character and the story problem, using the illustrations on the cover*

*p. 1 Point to boat and mud*

*p. 5 Point to crawfish*

*p. 7 Make digging motion and make floating gesture with arm.*

*p. 9 Model*

*Make drifting gesture with your arm*

*p. 12 Model reached and point to branch*

*p.13 Trail the shape of the snake with your finger, model ducking down.*

*p. 15 Finish reading the page, then give comprehension aside.*

raccoon could see himself when he looked down. It made him feel like he wasn't alone."

"The little raccoon looks very scared: his ears are folded back, and he is peeking over the top of the boat."

"...and all three **scattered** away."

"A mother **merganser paddled** by,..."

"Raccoon looked sad because watching the merganser with her babies reminded him of his family. I don't think he had noticed that his family had followed him along the **bank** – the higher ground along the edge of a stream."

*p. 20 Finish reading the page and give comprehension aside.*

*p. 21 Point at Warblers. Make a "churring" sound*

*p. 24 Gesture scattered.*

*p. 25 Point to merganser. Make paddling motion with hands.*

*Give comprehension aside.*

### **Discussion Questions:**

- Why didn't raccoon's family climb in the boat with him?
- What might have happened if the raccoon fell or jumped out of the boat?

### **Second Read**

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

"We have read this book the other day and I know you remember it..."

"We remember that the little raccoon saw some pretty scary things as he was floating down the stream in the boat all alone. Let's read the story one more time."

"In the dark **swamp** – land that is always wet and at often partly covered with water - a new day dawned..."

"Mother found a crunchy **crawfish** – an animal that looks like a small lobster. "

"The two siblings are looking worried because their brother was floating away in the boat downstream."

"A chill ran down his spine – a shiver down the middle of his back."

"He was **drifting** – moving slowly on water – in the boat."

"Do you see mother raccoon looking at her cub? She is worried about him and follows him along the edge of the **bank**."

"Now the little raccoon's family is looking really worried because I think they're afraid the alligator is going to try to eat him."

"The raccoon reached into the water to touch one turtle's shell, and all three **scattered** – swam away fast."

"The turtles were afraid that the raccoon would try to catch them just like the raccoon was afraid that the alligator was trying to catch him."

*Hold up book, show cover.*

*Take the responses the children provide and read and underline the title again.*

*p. 10 Re-orient children to the book.*

*p. 1*

*p. 5*

*p. 7 Comprehension aside*

*p. 9*

*p. 16 Comprehension aside*

*p.18*

*p. 24*

*Comprehension aside.*



“What is raccoon thinking here?”	<i>p. 5 – 8</i>
“What is happening here?”	<i>p. 10</i>
“Why didn’t raccoon try to catch this low branch?”	<i>p. 11-12</i>
“And here....”	<i>p. 13 – 14</i>
“We remember.....”	<i>p. 16 Point to reflection</i>
“What was raccoon thinking here?”	<i>p. 17 – 18</i>
“What is happening here?”	<i>p. 19 – 20</i>
“What is happening here?”	<i>p. 21 – 22 Read</i>
“Why is the little raccoon looking so sad?”	<i>p. 23 – 24</i>
“And here we remember....”	<i>p. 25 – 26</i>
	<i>p. 27 – 28 Read</i>
	<i>p. 29</i>

**Discussion Questions(s):**

- The little raccoon was afraid of some of the animals he met on his boat ride but not of others. Why?

**Fourth Read:**

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

***Discussion Questions(s):***

- Dog, in *Dog's Colorful Day*, went on an adventure like the little raccoon did. Whose adventure was more exciting? Why?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by numbers in your family. For example, "It looks like there were 4 raccoons in the raccoon family in <i>Raccoon on his Own</i>. (Show book.) "If there are 4 people in your family you may . . ."</p>	<p><b>Direct</b> -Numeracy concepts</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I will use ending sounds again to dismiss you." Use sounds from <i>Raccoon on His Own</i>. "If your name <b>ends</b> in /n/ like raccoon; /p/ like swamp; /r/ like river; you may . . ."</p>	<p><b>Direct</b> - Ending sounds Vocabulary supports</p>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the numbers of people in your family. If you have ten people in your family like the ten merganser ducks...(nine, eight, seven, six, five like the warblers, four like the raccoons, you may . . ."</p>	<p><b>Direct</b> - Numeracy concepts</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the ending sounds in your names. If your name ends /n/ like raccoon../r/ like alligator.../•e/ like lilly.../ch/ like branch...you may . . ."</p>	<p><b>Direct</b> - Ending sounds Vocabulary supports</p>