

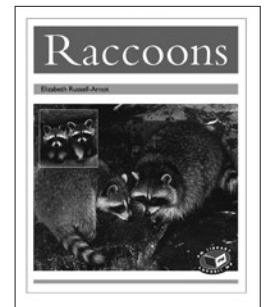
Raccoons

PM Level 22

Gold

Text Type Information Report

Running Words 563



Preparing for Guided Reading

Orientation to the text

- Ask students to share their knowledge of raccoons. Explain that raccoons are similar in size to foxes or possums.
- Show students a photograph of a raccoon and point out its masked face. Use A4 sheets of black paper to make simple raccoon masks.

Prior knowledge

- Use the map on p. 16 to discuss where raccoons live. Talk about other animals unique to that area. Ask students to predict how these animals might live and what they may eat.

Building the Balanced Reader

Vocabulary

Key vocabulary

blind, different, plenty, rubbish, streams, vegetables

Content Words

active, autumn, bandits, bushy, cheeks, cities, den, masks, mussels, nestlings, nocturnal, orchards, periods, purr, raid, scarce, teachers, touch, underground, vineyards

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.

Focusing on the story – guided reading

- Discuss the title and cover photograph, paying particular attention to the inset photograph showing the raccoon cubs.
- Examine the contents page. Ensure that students have an understanding of chapter headings and corresponding page numbers.
- Have the children read p. 2. Focus their attention on the word *nocturnal*. Ensure that all students have a sound understanding of this concept. Ask them whether they know of any other nocturnal animals.
- Examine the photographs on pp. 2–3 and discuss the physical characteristics of a raccoon.

- Read the heading 'Raccoon homes'. Ask students to recall other animals whose homes are called 'dens'.
- Discuss how raccoons prepare for winter. Compare their winter habits with those of the Brown Bear (PM Turquoise Level).
- Look at the photographs on pp. 8–9. Reinforce the ways in which the cubs' mother looks after them until they can fend for themselves. Emphasise the importance of noises for communication.
- Have students read the text on pp. 10–11 and recall the different types of foods that raccoons hunt and eat.

Comprehension

- Where does a raccoon make its den? (*Literal*)
- In which season of the year are raccoons most likely to be seen? (*Inferential*)
- How would a mother raccoon teach her babies to hunt for food? (*Applied Knowledge*)

Follow-up activities

- Recall the sequence of seasons and write them on a flow chart on the whiteboard. Ask students to search in their books to find out how raccoons adapt to seasonal change. Have students write the four seasons in order on a piece of paper to form a circle. Encourage them to write their information under each heading and illustrate appropriately.
- In small groups, ask students to design and paint a large woodland mural including streams, lakes and trees. Have students recall and draw the types of creatures that raccoons hunt and eat. Glue these onto the completed mural and label appropriately.
- Write 'diamanté poems' about raccoons. In a 'diamanté poem', each line has a pre-determined number of words.
- Raccoons have long bushy tails with black and grey rings around them. Find pictures of other animals' tails; cut them out of magazines, and trace them from reference books, etc. Categorise the tails according to their appearance or use. Glue them onto a large wall chart and label each one with a statement. Students could write generalised statements about the categories.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences and vocabulary used in the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict some of the content in the text based on prior knowledge, personal experiences, and the vocabulary used in the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up