

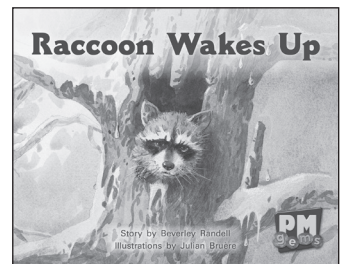
Raccoon Wakes Up

PM Level 3

Red

Text Type Narrative

Running Words 66



Preparing for Guided Reading

Prior Knowledge

- Talk with students about the way many animals in cold climates hibernate through the coldest months of the year. Talk about the raccoon, a nocturnal, medium-sized mammal, native to North America.

Orientation to the Text

- In this story, a raccoon sleeps through the snow, waking when the sun begins to break through. The hungry raccoon leaves his tree nest to hunt for food.

Building the Balanced Reader

Concepts About Print

- Recognise the following initial letters within the context of the story: *Rr* – Raccoon, river; *Hh* – here, hungry.
- Recognise the *oo* sound in *Raccoon*.
- Talk about first and last letters of a word.

Vocabulary

Key High-frequency Words

a, at, comes, here, in, is, look, on, the, to, too, up

Content Words

Raccoon, snow, tree, sun, snow, moon, worm, fish, river

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and model the difference between the purpose of a full stop and a comma.

Focusing on the Book – Guided Reading

- **Cover** Identify the animal on the cover. Talk about the *oo* sound in *Raccoon*. Ask, *Do you think Raccoon has been asleep for a long time?*
- **pp. 2–3** Direct students to find Raccoon in the illustration. Ask, *Do you think Raccoon is warm enough in his nest?*

- **pp. 4–5** Ask, *Do you think Raccoon's nest would be a good place to sleep?*
- **pp. 6–7** Ask, *What is the sun doing to the snow? How do you think Raccoon feels as he wakes up?*
- **pp. 8–9** Talk about the fact that some animals are active at night, and that these animals are known as nocturnal animals. Ask, *Do you think Raccoon is a nocturnal animal? What do you think Raccoon might be looking for now?*
- **pp. 10–11** Direct students' attention to the worm that Raccoon has found. Ask, *Do you think the worm will be enough for hungry Raccoon?*
- **pp. 12–13** Talk about the size of the fish in relation to the size of the worm. Ask, *What do you think Raccoon will try to do now?*
- **pp. 14–15** Draw students' attention to Raccoon's dive and big splash. Ask, *Do you think Raccoon has tried to catch fish before?*
- **p. 16** Ask, *How do you think Raccoon feels to be eating a big meal after being asleep all winter?*

Comprehension

- Why do you think Raccoon was hungry? (*Inferential*)
- What did Raccoon find to eat? (*Literal*)

Follow-up Activities

- Link the visual pattern and the sound of the initial consonants in: *here, hungry; winter, wakes, worm*. Ask students to name other words that have the same initial consonants.
- Make a list of students' suggestions of other foods that Raccoon might be able to eat. Inform students that raccoons can eat all sorts of things, including insects, fish, small mammals, nuts, fruits, berries and plants
- Direct students to draw a picture of Raccoon. Have them copy a sentence from the story that best describes their drawing.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can change my voice to display the purpose of a full stop and comma.
- _____

Guided Reading Notes

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