UNIT 5: SHADOWS AND REFLECTIONS / WEEK 1

Read Aloud: *Raccoon on His Own*

Standard Connection:
ELA.RL.PK4.1-7,9-10
ELA.SL.PK4.1-4,6
ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):
- Light comes from natural and artificial sources.
- Light affects people, animals, and things.

Essential Question(s):
- What are sources of light?
- How does light affect the way things look?

Materials	Vocabulary	Books
• *Raccoon on His Own* • vocabulary word picture cards	**bank:** the edge where the mud and the water touch **chill:** a little shiver **nudge:** gently push against **reflection:** an image that bounces off a surface **scatter:** move away quickly **sturdy:** strong **swamp:** a flooded woodland **vine:** a long, thin, woody stem that climbs up a support or creeps along the ground	

First Read

Preparation: *Set up materials*

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 an understanding of main events

"The title of this book is *Raccoon on His Own*. The author and illustrator is Jim Arnosky. He also wrote *Rabbits and Raindrops*."	**Underline the title, author, and illustrator as you say them.**
"A **swamp** is a flooded woodland. Trees and **vines** grow in the **swamp** water."	**Show illustrations.**
"The boat **nudged** - gently pushed against - the mud."	**p. 1**
"A **chill** is a little shiver. Raccoon was scared. He was alone, away from his family, for the very first time."	**p. 9** **Model.**
"**Sturdy** means strong."	**p. 12**

"Raccoon saw his own **reflection**. Raccoon missed his family, but seeing his **reflection** made him feel less alone."	**p. 15**
"The turtles **scattered** - moved quickly away - from the boat!"	**p. 24**
"Here is the raccoon family. I wonder if the baby raccoon will be able to get back to them."	**p. 28**
"The mud **bank** is the edge, where the mud and the water touch."	**p. 27**
"The raccoon looks happy now that he is back with his family. The boat took him downstream. I wonder if he will tell his family all the things he saw during his adventure."	

Discussion Question(s):
- Why did the baby raccoon climb into the boat?
- Why didn't Raccoon's family climb in the boat with him?

Second Read

Children will:
- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Support children in reconstructing the story by selecting significant plot points, i.e., when he encounters the snake and/or alligator or when he is reunited with his family.

Encourage children to use vocabulary words in context, i.e., *glided, scattered, downstream,* etc.

Discussion Question(s):
- How did the baby raccoon/his family feel as he drifted downstream? How do you know?
- How did Raccoon's reflection keep him company?

Third Read

Children will:
- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):
- How is the swamp in *Raccoon on His Own* similar to or different from the woodland in *Play with Me*?
- How is the baby raccoon similar to or different from the rabbits in *Rabbits and Raindrops*/ Max in *Max's Dragon Shirt*?

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 Question(s):
- Will the baby raccoon stay with his family the next time they look for food? Why or why not?
- How did the raccoon react to the animals he saw in the swamp? Why?