

# Lesson 17 Read “The Raccoon Problem”

## Objective

In this lesson, students learn the names of baby animals and read a short story.

## You Will Need

- Soar with Reading* pages 105-108
- Heirloom Antics* book

## Before You Begin

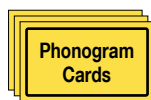
### Help Your Student Read for Meaning

As your student reads today’s story, monitor yourself to see if you interrupt her too often. Instead of immediately correcting your student’s misread words, let her finish the sentence so she has a chance to self-correct.

For example, if the student reads *The sheep was flapping on the clothesline*, she will probably self-correct because the sentence obviously doesn’t make sense. She will look back to see where her error is and reread the sentence as *The sheet was flapping on the clothesline*.

If she does continue reading without correcting herself, prompt her to notice the error after she has completed the sentence: “Try reading that sentence again” or “You’ve almost got that—try it one more time.” If the error resulted in a sentence that didn’t make sense, prompt your student to try again to achieve the correct meaning.

## Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

**New Teaching**

**Read the Warm-Up Sheet for “The Raccoon Problem”**



Turn to page 105 in the *Soar with Reading* activity book.

Have your student practice reading words and phrases that will be encountered in “The Raccoon Problem.”

If your student needs additional help decoding the words in the New Decodable Words section, build the words with letter tiles and refer to the Decoding Tips chart.

Word	Decoding Tips
ownership	Build and decode the base word <i>own</i> and then add suffixes <i>er</i> and <i>ship</i> .
lure	The <u>u</u> says /ō/ in this Name Game syllable.
soccer artist	Follow the Two Consonant Tiles division rule. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 2px 10px; background-color: #f0f0f0;">Closed Syllable</div> <div style="border: 1px solid gray; padding: 2px 10px; background-color: #f0f0f0;">Bossy R Syllable</div> </div> <p style="text-align: center;"><b>soc</b>                      <b>cer</b></p> <p>The second <u>c</u> says its hard sound.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 2px 10px; background-color: #f0f0f0;">Bossy R Syllable</div> <div style="border: 1px solid gray; padding: 2px 10px; background-color: #f0f0f0;">Closed Syllable</div> </div> <p style="text-align: center;"><b>ar</b>                      <b>tist</b></p> <p>This word may also be divided as <b>art ist</b>.</p>
lilac resist	Follow the One Consonant Tile, Part 1 division rule. Both words have an <span style="border: 1px solid gray; padding: 2px 10px; background-color: #f0f0f0;">Open Syllable</span> type followed by a <span style="border: 1px solid gray; padding: 2px 10px; background-color: #f0f0f0;">Closed Syllable</span> type.
solid	Follow the One Consonant Tile, Part 2 division rule. Both syllables are <span style="border: 1px solid gray; padding: 2px 10px; background-color: #f0f0f0;">Closed Syllable</span> types.

**New Teaching**

(continued)

Word	Decoding Tips
granola	Follow the One Consonant Tile, Part 2 and One Consonant Tile, Part 1 division rules.  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Closed Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Open Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Open Syllable</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <span><b>gran</b></span> <span><b>o</b></span> <span><b>la</b></span> </div>
cereal	Follow the One Consonant Tile, Part 1 and Two Vowel Tiles division rules.  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Open Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Open Syllable</div> <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0;">Closed Syllable</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <span><b>ce</b></span> <span><b>re</b></span> <span><b>al</b></span> </div>
constant	Follow the Three Consonant Tile, Part 1 division rule. Both syllables are <div style="border: 1px solid gray; padding: 2px 5px; background-color: #f0f0f0; display: inline-block;">Closed Syllable</div> types.

**Teach Vocabulary and Activate Prior Knowledge**

Point out the illustration of the lilacs on the Warm-Up Sheet. “*Lilacs* are a fragrant flower that can be white, purple, or other colors. They grow as a bush or a tree.”

“Has an animal ever followed you home or perhaps made a nest under your porch or in your yard? What type of animal was it? What did you do?”

“Have you ever had a big problem to solve? What was it and how did you solve it?”

“The main character in today’s story has a funny problem with a wild animal. Let’s see how he solves it.”

**Read “The Raccoon Problem”**

“Turn to page 99 in your reader and read ‘The Raccoon Problem’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

**After page 107:** “What does Ralph mean when he says ‘I’m all ears’? How do you think he’s feeling at that moment?”

## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.



**Read-Aloud Tip!**

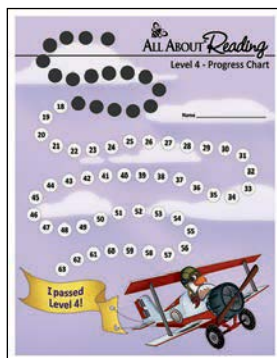
#### Stay Awake During Read-Aloud Time!

Does read-aloud time find you fighting fatigue? Here are some parent-tested ways to keep you from drifting into dreamland in the middle of a story.

- Vary your location, especially if your sofa is too comfy. Try outside or at the kitchen table.
- Read early in the day after breakfast or lunch when you are still fresh and wide awake.
- Distract yourself by sipping tea or nibbling popcorn or, even better, by creating funny voices for the characters.
- Read where there is bright, natural light.
- Have an older student read aloud to younger siblings—while you sneak off for a well-deserved doze!

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 17 on the Progress Chart.

## Read-Aloud Time

### Read a Story or Poem

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**Read-Aloud Tip!**

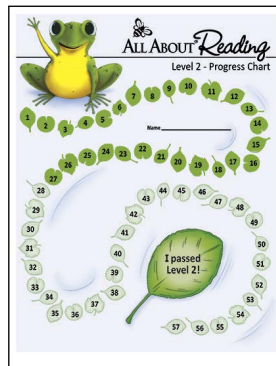
#### Choose a Wide Range of Books

If you've ever picked up a book outside of your expertise (such as a book on musical theory if you aren't a musician), then you've encountered unfamiliar vocabulary words that you don't understand. It would be difficult for you to read these books fluently because you wouldn't know what many of the words mean or how to pronounce them.

In the same way, it is difficult for your student to read fluently if he doesn't understand what the words mean. You can help your student develop a large listening vocabulary by reading aloud from a wide selection of books and discussing unfamiliar words.

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 27 on the Progress Chart.