

TITLE: QUACK THE DUCK
LEVEL: A



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about a little duck named Quack and things he is doing."
- "Turn to pages 2 and 3. What is Quack doing here? Yes, swimming! It says, *I am swimming*. Repeat that with me: *I am swimming*."
- "Now turn to pages 6 and 7 to see what Quack is doing. *I am flying*. Say *am*. What letter comes at the beginning of *am*? Yes, *a*. Find *am* and put your finger under it. Say *am*."
- "Now turn to page 12. Quack is saying, *I am talking*."
- "Turn back to the beginning and read about all of the things Quack is doing." (If necessary, read the first page together.)

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level A Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- This is a fictional story.
- Discuss where Quack might live. (Note: Quack is a city duck that lives in a city park. Look for evidence in the pictures.)

FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *am*. Have them make the word *am* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- You may want to call students' attention to the word *walking* and the ending *ing*. Have them clap the syllables of the word *walking*. Show the students the ending *ing*. (Note: working on more than one unfamiliar word in one lesson can be challenging.)



You Will Need:




Picture cards (banana, bus, butterfly, cap, car, hammer, monkey, mouse, rug, sun, tiger)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will be saying words and clapping syllables.

Steps:

The  icon indicates that some of the resources needed to complete these steps are available for downloading at pioneervalleybooks.com/pawprints.

1. Explain to the students that they will clap the parts of words.
2. Show the picture card of a bus. Ask the students to say and clap the word. Say “When we say words, we can clap the parts we hear. They are called syllables.” (Demonstrate with *bus*.)
3. Say and clap the remaining one-syllable words.
4. Now demonstrate and practice the lesson with two-syllable words, and then three-syllable words.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for second language learners.

- Check to see that the students can name all of the actions in the pictures in the new book. You might want to have them act out each action.
- Ask the students to repeat the language structure in the new book several times.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.