



TITLE: QUACK THE DUCK'S FAMILY  
LEVEL: B



## 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 Quack, a duck, and his family. Let's see what Quack's family is doing."
- "Turn to pages 2 and 3. What is Quack's mom doing? Yes, she is singing. Quack says, *Here is my mom. My mom is singing.* Repeat that with me: *Here is my mom. My mom is singing.*"
- "Now turn to page 12 to see what Quack's family is doing. *Here is my family. My family is swimming.* Say *Here.* What letter comes at the beginning of *Here*? Yes, *H.* Find *Here* and put your finger under it. Say *Here.*"
- "Turn back to the beginning and read about what Quack's family 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 B 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.

- Quack is a duck with a family.
- Discuss other things that Quack's family could do.


## 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 *Here*. Have them make the word *Here* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- Talk about how the pictures can help you know what will make sense and how you can check it against the first letter of the word (e.g., picture of walking, *w*).




## You Will Need:

-  **Picture cards** (fan, feet, fish, fork, frog, hammer, hand, hat, horse, house, saw, sock, spider, star, sun)
- **Pocket chart**

## EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson students will be saying words slowly to hear the beginning sounds. They will match pictures to the letters f, h, and s.*

### Steps:

The  icon indicates that some of the resources needed to complete these steps are available for downloading at [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).

1. Explain to the students that they are going to learn about the beginning sounds in words.
2. Place three cards with the letters *Ff*, *Hh*, and *Ss* in the pocket chart.
3. Have the students say the word *frog* slowly and think about the sound at the beginning of the word. Say "Look at my mouth and listen as I say the word." Say the word *frog* slowly. "What do you hear at the beginning of *frog*? That's right it's *f*." Place the picture under the *Ff* card.
4. Continue with the rest of the cards. Hold up the picture card. Say "This is a \_\_\_\_\_. Say \_\_\_\_\_. Say the first sound in \_\_\_\_\_. What is the first sound of \_\_\_\_\_?"

## 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 things in the pictures in the new book and on the word cards. You may want them to point to the objects.
- You may want to talk more about each of the action words.

*For the Lesson Extension Activity for this book, go to [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).*