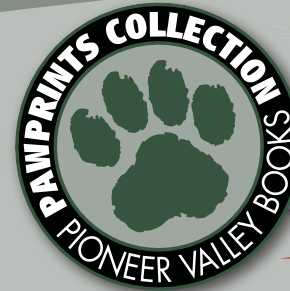


TITLE: WHERE IS QUACK?
LEVEL: C



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 Mother Duck who is calling all her ducklings."
- "Turn to pages 2 and 3. Mother Duck wants her ducklings to come. She says, *Quack, quack!* Turn the page and let's see what happens. The duckling says, *Here I am.* Repeat that with me: *Here I am.*"
- "Now turn to page 12. Quack says, *Here I am. I am here!*"
- "Turn back to the beginning and read about Mother Duck and the ducklings."

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 C 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.

- The ducklings came one at a time.
- Discuss where they think the duck family is going. 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.
- Talk about how reading and making the first sound can help if you come to something you don't know.



You Will Need:

- Magnetic dry erase easel
- Magnetic letters

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will be looking at words that are like can.

Steps:

1. Explain to the students that you are going to show them something new about words.
2. Assemble the word *can* on the magnetic dry erase easel.
3. Assemble the word *ran* underneath *can*.
4. To the right of the words, make another *can*.
5. Say "Watch how I can take the *c* away and make a new word." Take away the *c* and replace it with *r*.
6. Say "Watch me change it back to *can*."
7. "Now listen to how the part sounds the same." Say the two words and then have the students repeat. "What sounds the same?" (*an*)
8. Ask a volunteer to change the word *can* to *ran*. Have another student make *ran* into *can*.
9. Ask students if they can think of other words that look and sound like *can* and *ran*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that the students understand that Quack is one of the ducklings—it is his name and also the noise that ducks make.
- You may want to practice several structures, such as *Here I am*.

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