



TITLE: DUCKS  
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 is a nonfiction book about ducks. We are going to learn some true things about ducks."
- "Turn to pages 2 and 3. Look, *Here is a duck. A duck is a bird.* Turn the page, and let's see what we can find out about ducks. What do you see?"
- "Now turn to page 6. *Here is a baby duck. A baby duck is a duckling.* Can you find the word *duckling*?"
- "Turn to page 12. Here is the picture glossary. It will show us important words in the story."
- "Turn back to the beginning of the book to read about ducks."

## 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 book. Encourage students to make connections to their own experiences and/or other books on the topic they have read. Below are some discussion ideas.

- Ask students what they learned about ducks.
- Ask students if they have any questions about ducks.

## FOLLOW-UP TEACHING

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

- Have students locate the word *can*. Have them make the word *can* 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 them if they come to something they don't know.



## You Will Need:

- Chart paper
- Marker

# EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson, students will say words slowly to hear all of the sounds.*

## Steps:

1. Explain to students that you are going to make a list of some things they already know about ducks.
2. Refer back to the book for ideas of what they might want to say.
3. Select one sentence to record on the chart.
4. Have students say the first word slowly.
5. Ask, "What can you hear?" Have students come up and record the sounds they hear.
6. Work until students have heard all of the sounds they can. Fill in any missing letters yourself.
7. Read the sentence.

# SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Review the pictures in the picture glossary.
- Make sure that students understand that this is a nonfiction book and that they will be learning about ducks.

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