

TITLE: QUACK IS A DUCK
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 a duck named Quack who isn't sure what sound he should be making."
- "Turn to pages 2 and 3. Look, the cow says, 'I am a cow. Moo, moo!' Turn the page, and let's see what Quack says. Look! Quack says, 'I am a cow. Moo, moo!'"
- "Turn to page 12. All of the animals are happy because Quack has figured out what he is! They say, 'Yes, you are a duck.'"
- "Turn back to the beginning of the book to read about Quack and the other animals."

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.

- What animals does Quack think he is?
- What other farm animals might he meet?


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 *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.
- Review how students can check to see if they are right (look at the picture, read to see if it sounds right, check the first/last letter).




You Will Need:

-  **Picture cards** (bee, car, cheese, chin, hand, hike, house, pig, sock)
- **Pocket chart**

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson, students will blend word parts together.

Steps:

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

1. Tell students they are going to play a listening game.
2. Say, "I'm going to say the first part of a word, and then I'll say the last part (p-ig). I can put those parts together to make a word (p-ig, pig)."
3. Repeat with *sock*, *hike*, and *chin*.
4. Place the collection of pictures (bee, car, cheese, chin, hand, hike, house, sock) in the pocket chart.
5. Say, "I'm going to say the first part and the last part of a word, and you point to the picture that goes with what I am saying."
6. Say the two parts of the words and have students find the matching picture.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Make sure that students understand that Quack is confused about what type of animal he is.
- You may want to practice several language structures, such as, *You are a duck*.

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