



TITLE: A RAINY DAY FOR QUACK  
LEVEL: E



## 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 the Duck, who goes outside and plays with a frog on a rainy day."
- "Turn to pages 2 and 3. The dog and cat say, 'Oh, no!' when they see it is raining. Turn the page, and let's see how Quack feels about the rain!"
- "He says, 'Oh, good! It is raining.' Repeat that with me: Oh, good! It is raining. Turn the page to see what he does in the rain."
- "Now turn to page 8. See where it says, *Splash! Splash! Splash!?* He is having fun with the frog! Turn the page, and it says, *Squish! Squish! Squish!* They are having fun in the mud!"
- "Turn back to the beginning of the book to read about Quack and the rainy day."

## 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 E 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.

- Why did Quack think the rain was fun?
- Ask about students' experiences with fun in the rain.

## 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 *outside*. Make the word *outside* with magnetic letters. Show students how you can break the word into *out-side*. Slide *out* to the left, and then add the ending *side* back on.
- Talk about how reading and making the first sound can help them if they come to something they don't know.



## You Will Need:

- Magnetic dry-erase easel
- Magnetic letters

## EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson, students will listen for words that sound the same.*

### Steps:

1. Explain to students that they are going to listen to three words.
2. Ask "What part sounds the same in *sat*, *cat*, and *rat*?"
3. Place *at* on the easel. Make each of the words, and ask students to read the words.
4. Say, "Notice how the words look and sound alike!"
5. Repeat with *look*, *hook*, and *took*.

## SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Make sure that students understand that Quack is enjoying the rain.
- You may want to practice several language structures, such as, *Splash! Splash! Splash!* and *Squish! Squish! Squish!*

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