



TITLE: ICE SKATES FOR QUACK  
LEVEL: K



## 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. He wants to ice-skate like all the boys and girls."
- "Turn to pages 2 and 3. It is winter in the city. Everyone is having fun at the park in the snow."
- "Now turn the page. Quack thinks ice skating looks like fun, but his brothers and sister tell him ducks don't skate."
- "Let's look through the book and see if Quack ever gets to ice-skate."
- "Turn back to the beginning and see what happens."

## 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 K 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 do you think Quack wanted to ice-skate?
- Discuss students' experiences with trying something new and if anyone ever discouraged them from trying it.

## 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 *wobbled* on page 11. Make the word with magnetic letters. Slide the word, in parts, to the left (*wob-bl-ed*).
- Review how they can check to see if they are right (look at the picture, read to see if it sounds right, check all of the letters).



## You Will Need:

- Magnetic dry erase easel
- Magnetic letters

## EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson students will break apart words, looking for known parts.*

### Steps:

1. Tell the students they are going to work on breaking up some new words.
2. Place the word *belongs* on the easel.
3. Say "Watch me. I can break this word into smaller parts." (Move letters to the left: *be-longs*). Put the word back together by sliding the letters to the left. Say the parts as you reassemble the word.
4. Say "Let's try another word." Ask students to take turns breaking *farther*, *wonder*, *beginning*, *trusty*, and *ponder* into parts. Then have the students reassemble and read each word.

## SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students understand why Quack's brothers and sister said, "Ducks don't skate."
- You may want to review new vocabulary, such as *stool*, *wobble*, and *rusted*.

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