

Hello, Duck!




Leveling Systems
Avenues: ● Beginning
DRA: 2
Fountas and Pinnell: B
Lexile: BR

This story illustrates a duck's life cycle. It provides simple sentences with photos for good visual support. Included are graphic frames and duck footprints that lead children from one page to the next.

8 pages, 31 words

In This Guided Reading Lesson:

Background and Vocabulary	Read the Book	Respond to the Book
<p>Duck Life Cycle: duck egg hatch mama pond swim wait</p>		<p>Summarize the Story: Illustrate and Reorder Story Events</p> <p>A Duck's Life: Life Cycle Wheels</p>

Build Background

Duck Dance Display pictures of ducks and ducklings. Recite the chant with movement and have children echo and copy:

I am mama duck. (*Say in an adult voice.*)
 Watch me fly. (*Flap arms.*)
 I fly up high! (*Point up.*)
 I am baby duck. (*Say in a baby voice.*)
 I quack and swim. (*Quack. Act out swimming.*)
 Watch me jump in! (*Jump forward.*)

Materials

- photographs of ducks and ducklings from www.liveducks.com

Build Vocabulary

Duck Rebus Display this poem and have children echo as you present it:

Mama duck quacks and says,
 "It is time for my eggs to hatch."
 "The baby chicks are here," she says,
 "They look the same. They match!"

One little duck quacks and says,
 "We want to swim and play!"
 "Follow me to the pond," Mama says,
 "Wait! I know the way!"

Draw pictures of the Key Vocabulary on self-stick notes and place them over the words in the poem. Then recite the poem again, saying the key words and pointing to the pictures. Remove the pictures to reveal the key words as you come to them. Continue the activity. You can have children

- point to the rebus or key word as you recite
- provide the key word as you recite
- recite the poem on their own.

Key Vocabulary

duck
 egg
 hatch
 mama
 pond
 swim
 wait

1 Preview the Book

Cover In this story, we can read about how **ducks** are born. A duck is a bird. Let's read on to see what a duck looks like.

Pages 2–3 This is **mama** duck. *Mama* is another word for mother, or mom. This duck is the mother of this **egg**. Inside the egg is a baby duck.

Page 4 Good readers know where sentences begin. *Point to the capital letter M.* This letter *M* is called a capital letter. The other letters are small letters. We use capital letters to start a sentence. We use small letters for the rest of the words.

Page 5 Mama duck sits and **waits** for her baby ducks to **hatch**, or come out of the eggs. Look at the sentence. Where does it start? How do you know? *Elicit that the sentence begins with a capital letter A and that sentences begin with capital letters. Point to the small letters.* We use small letters for the rest of the words in a sentence.

Pages 6–7 All the ducks walk with mama duck. Where do you think they are going? Let's follow the baby ducks' footprints to the next page and find out!

Page 8 The ducks are going to **swim** in the **pond**. A pond is a quiet little area of water. Do you know any other animals that swim in ponds? (fish, turtles, frogs)



2 Read the Book

Independent Reading Have children read the book silently or to a partner. Observe as each child reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach children as they read.
- **Spotlight Strategy: Letters** Remind children to look for print clues, such as capital and small letters that help them know where a sentence begins.

3 Respond to the Book

Summarize the Story Have children help you summarize the story from mama duck's point of view:

1. I am mama duck.
2. This is my egg.
3. I wait.
4. My baby ducks hatch!
5. Follow me to the pond!
6. We all swim!

Have children draw pictures that show each event. Mix up the drawings and have them put the pictures in order.

A Duck's Life Use a Cycle Diagram to record the duck's life cycle. Then have children use the diagram to make life cycle wheels. To make the wheels:

- Divide a paper plate into four quarters. Draw a stage of the duck's life cycle in each quarter.
- Cut a quarter from another plate.
- Place that plate on top of the first plate. Fasten the brad in the center.
- Invite children to tell about the stages of the life cycle as you turn the top plate.

Materials

- paper plates, 2 per child
- brads, 1 per child
- art supplies
- Cycle Diagram from *Picture It! Big Book*, page 4

Answers will vary. Sample response:

Cycle Diagram

Hello, Duck!

egg

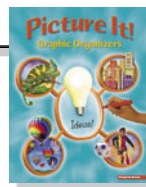
egg hatches

duck

baby duck

4

Use only a black dry-erase marker.



Picture It! Big Book, page 4

Hello, Duck!

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	This is mama duck.		
3	This is one of her eggs.		
4	Mama duck waits.		
5	A baby duck hatches.		
7	Mama duck and her babies walk to the pond.		
8	They go for a swim!		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

$(31 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 31 \text{ words} = \text{_____} \%$
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Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
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Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	The rocket is gro... going very fast.	<ul style="list-style-type: none">Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
	Hesitates or self-corrects after a miscue	
The shuttle orbits the Earth.	The shuttle...?	<ul style="list-style-type: none">Prompt student to find clues in pictures and/or surrounding context.Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.Have student skip the word and read on.
	"Freezes" when faced with an unfamiliar or long word	
No one has been to Mars.	Nobody has been to Mars.	<ul style="list-style-type: none">Ignore if the miscue does not affect comprehension.Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
	Substitutes an incorrect word that makes sense	
There is no liquid water on the Moon.	There is no little water on the Moon.	<ul style="list-style-type: none">Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.
	Substitutes an incorrect word that does not make sense	

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.