

Book Summary

The little ducklings each set off down the trail until Mother Duck calls them back.

Repeated Phrases

— little ducklings went down the trail.

Text Type – Narrative

Materials

- copies of words and punctuation for this book from page 126
- copies of BLM, pencils, scissors, glue
- Popsicle sticks, material, glue

Little Ducklings

by Meryl-Lynn Pluck
illustrations by Donna Cross



Set E

Skills and Strategies

Reading *Little Ducklings* will reinforce the following objectives and give the children the opportunity to:

- W** identify high-frequency or interest words
- S** emphasize left-to-right movement to reinforce directionality
- T** use the context of the story to make predictions
- W** innovate on the story to create own version of stories, plays, and songs

Word Study

- High-frequency words: Little, little, went, down, the, said
- Punctuation: periods, exclamation point, quotation marks, capital letters
- Phonics and phonemic awareness:
 - D, d – Duck, Ducklings, down, duck, ducklings
 - Th, th – Three, the
 - onsets and rimes – d/own, tr/ail, w/ent

Speaking and Listening

Use this text to help the children:

- predict the story line using illustrations from the book;
- sequence the story using own words.

The Guided Reading Lesson

Introducing the text

When you are playing in the park and you go too far away, how does your mom or dad call you back?

How would a mother duck call her little ducklings back to her?

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – *How many little ducklings does this mother duck have? Let's count them together.*

Title page – Together, read the title and the names of the author and the illustrator again.

Page 3 – *What is happening here? What do you think might happen next?*

Pages 4 and 5 – *Two little ducklings went down the trail. Can you find the word “two”?*

Page 7 – *Why have they gone down the trail?*

Pages 8 and 9 – *How many little ducklings are going down the trail now? What letter does the word “ducklings” start with? Is there another word that starts with this letter on the page?*

Page 11 – *Let's count the little ducklings now. What do you think will happen on the next page?*

Page 13 – *What has happened? How do you know they are having fun?*

Page 15 – *How do you think Mother Duck is feeling? Why is she calling them?*

Page 16 – *Have all the ducklings gone back? How do you know?*

The children can now read the book again independently.

Revisiting the Text

- Retell the story to the group while the children mime the actions of the little ducklings.
- Locate the word “trail” on page 2. Write it on the board and practice articulating the sound of this blend.
- List any other words the children know that begin with the same sound.
- Find the quotation marks and exclamation points on page 14. Discuss the purpose of these and how we would read this page.
- Using the words and punctuation for this book from page 126, reassemble the sentences with the children.

Following Up

W Innovate on the story to create own version of stories, plays, and songs.

- Using the repeated phrase “One little _____ went down the _____,” the children could create their own story. The children could make simple Popsicle stick or finger puppets and present the story as a play to the class.

B On the BLM activity opposite, children cut and glue the duckling pictures into the corresponding boxes.