

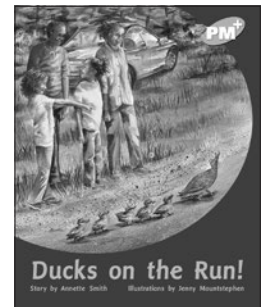
Ducks on the Run!

PM Level 17

Turquoise

Text Type Narrative

Running Words 393



Preparing for Guided Reading

Orientation to the text

- Re-read *The Duck with a Broken Wing* (PM level 9). Talk about the problem encountered by this family of ducks on their way to the water. Also, read *The Nest on the Beach* (PM level 14) and *Saving Hoppo* (PM level 15).

Prior knowledge

- Once their ducklings have hatched, ducks will immediately go in search of water. At these times, crossing a busy road is hazardous. Luckily, Grace and Amy's family (new characters to the PM series) come to the rescue.

Building the Balanced Reader

Vocabulary

Key vocabulary

ahead, corner, crept, empty, know, think

Content Words

belong, carried, most, trapped, twins

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations, attending to print details.

Focusing on the story – guided reading

- Read the title. Study the cover and title page illustrations. Anticipate what the story might be about.
- Read the story together, focusing on how the family members worked together to help get the ducks to safety.
- Study the sign on pp. 2–3. Discuss other similar signs that might indicate that there are animals on the road. Talk about what drivers should do when they see such signs.

- Explain that nesting ducks often wander off when making their nests. They then have to find their way back to the water once the ducklings have hatched. Talk about Amy's idea.
- Discuss the obvious safety issues. Talk about the meaning of the words *crept slowly*.
- Read the text with appropriate intonation. Discuss the strategies involved in catching the family of ducks.
- Explain to students that helping the ducks was dangerous. Discuss the safety issues, using the text and pointing out the road sign.
- Recall the caring attention given to this family of ducks. Discuss caring for animals as an aspect of caring for one's environment.
- Encourage discussion of other incidents of animal rescue.
- Discuss verbs that double the last consonant before adding *ing* or *ed*, e.g. *running, stopped*.
- Revise blends: *drove, through, slowed, trapped, crossed, twins, stopped, swung*.
- Revise the digraphs *ch* in *watch* and *catch*.

Comprehension

- Where were Grace and Amy going when they saw the ducks? (*Literal*)
- Did Dad catch all of the ducks at first? (*Inferential*)
- How did each family member help catch the ducks? (*Inferential*)

Follow-up activities

- Re-read the books featured in 'Orientation to the text'. Discuss how the animals in these books and the ducks in *Ducks on the Run!* are rescued. Have students write stories about animals that have been rescued. Display their writing as a wall chart.
- Observe examples of standard signs that indicate to drivers when there are road hazards ahead. Discuss how they often use a combination of visual and graphic information. Provide firm card and have students design their own signs. Discuss actions that drivers should take when these signs are observed.
- Re-read other **PM Plus** and **PM Library** books about ducks, e.g. *Mitch to the Rescue* (PM level 16) or *Two Little Ducks Get Lost* (PM level 10).
- Role-play safe practices when stopping a car at the side of a road. Ask students to write messages about the role-play on the computer. These could be printed out and glued onto posters.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up