

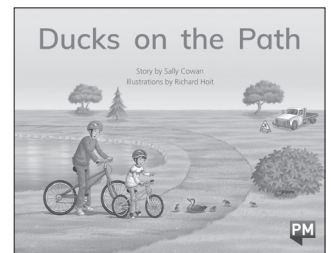
Ducks on the Path

PM Level 8

Yellow

Text Type Narrative

Running Words 172



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the idea that mother animals try to protect their babies.
- Students should understand that we have to be careful when we encounter animals in their environment.

Orientation to the Text

- When Alex and his dad are riding their bikes in the park, they come across a family of ducks crossing the path. Alex is worried about what will happen when the ducks try to cross back to their nest.

Key Language Structures

- Regular and irregular past-tense verbs are featured in the narration of the text.
- Direct speech in the text includes a range of present-tense verbs.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

by, her, Off, one, park

Content Words

bike, ducklings, ducks, mother, path, ride, safe, sign, worker

Decoding

- Look at the 'ed' ending on past-tense verbs. Discuss with students how the letter combination makes two different sounds, like in *shouted* and *raced*.
- Read the word *sign* on page 13. Ask, *What is the tricky part of this word?*

Fluency and Phrasing

- Support students to re-read the entire sentence when they stop to identify an unfamiliar word, to build fluency and maintain meaning.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Invite students to explain what is happening and to suggest what they think they will find in the text.

- Look at page 2. Point to the words *park* and *path*. Ask, *How does knowing how to read park help you to read the word path?*
- Continue to page 5. Ask, *What do you think will happen next? What do you already know that makes you think that?*
- Read to page 8. Point to the word *ducklings*. Ask, *What smaller word can you see at the start of this word?*
- Continue to page 11. Discuss what is happening in the text and the picture, and ask students to predict what each of the characters will do next.
- Read page 14. Ask students to find the smaller words at the start of *worker* and *riders* as they read.
- Read to the end of the story. Compare what happened with students' predictions, and discuss whether they think the solution was a good one.

Comprehension

- Who put up the sign to protect the ducks? (*Literal*)
- Why do you think the ducks wanted to get to the lake? (*Inferential*)
- How do you think the boy felt when he saw the bikes coming towards the ducks? (*Inferential*)

Follow-up Activities

- Invite students to share their experiences of safe and unsafe behaviours at parks or playgrounds. Discuss the different things they can do to stay safe at the park when they are riding a bike and when they are on foot. Write the sentence starter *To stay safe at the park, I . . .* and have students copy and complete it and draw a matching picture.
- Learn about the role that park rangers play in looking after the welfare of humans and animals. Invite a representative from your local park to come and speak to the group, and guide students to write questions that they might prepare to ask at the session.
- Ask students to close their eyes and imagine what happened next either to Alex or the ducks in the story. Pair students up and have them share their ideas with a partner. Come back together and write a shared story using students' suggestions.
- Read other books that involve animal parents interacting with their babies, such as *Hug* by Jez Alborough or *Owl Babies* by Martin Waddell. Discuss the similarities between how the animals treat their family members and students' own experiences with those close to them.

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Learning Intentions

- We are learning to read unfamiliar words.
- We are learning to predict as we read.
- _____

Success Criteria

- I can use words I know to help me read new words.
- I can use the text and the pictures to predict what will happen next.
- _____

Guided Reading Notes

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