

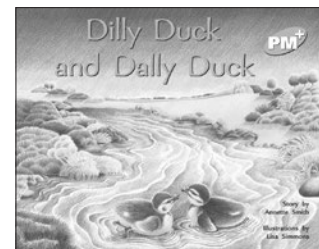
Dilly Duck and Dally Duck

PM Level 7

Yellow

Text Type Narrative

Running Words 139



Preparing for Guided Reading

Orientation to the Text

- Read a well-known story about ducklings, e.g. *Make Way for Ducklings* by Robert McCloskey (Puffin, 1999). Talk about ducks. Discuss what they look like, where they live and what they like to eat.

Prior Knowledge

- Two little ducklings play down in the river while Mother Duck sleeps up on the hill. There is an important safety message for students about the dangers of playing in and near water.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

down, look, play, went

Content Words

asleep, river, water, Splash, quack

Decoding

- Locate most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Read the title to students. Look closely at the names of the ducklings. Help students notice the visual difference and hear the difference in the medial sounds. Read the title again on the title page and identify each duckling by its markings.
- **Pages 2–3** Provide time for students to think about the text and to respond to it in their own way.
- **Pages 4–5** Point out the splash made by each duckling. Write the word *splash* on a chart. Have students repeat the word slowly as it is pointed to on the chart.

- **Pages 6–13** These pages encourage logical thought. Allow time for students to reason and predict.
- **Pages 14–16** Ask students if they think that the little ducks have learned their lesson. Encourage them to justify their answers.

Comprehension

- What was Mother Duck doing when the ducklings went down to the water? (*Literal*)
- Why did the ducklings decide to go back to Mother Duck? (*Inferential*)
- Why did the ducklings run up the hill? (*Inferential*)

Follow-up Activities

- Invite students to make ducklings from cardboard, egg cartons and pipe cleaners.
- Have students draw and write about dangerous situations that they should avoid.

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Learning Intentions

- We are learning to make predictions whilst reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can make predictions based on what I have read.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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