

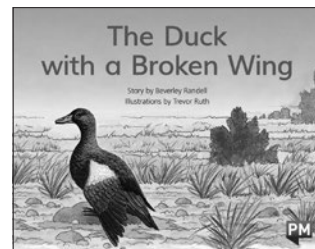
The Duck with a Broken Wing

PM Level 9

Blue

Text Type Narrative

Running Words 168



Preparing for Guided Reading

Prior Knowledge

- This is a factual book about the amazing instinctive behaviour of the paradise duck (New Zealand shelduck, *Tadorna variegata*).
- The strong logical thread in this story encourages students to predict and reason, while the present tense is used to suggest immediacy and truth.

Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

but, broken, flying, jumps, sitting, walking

Content Words

shell, duckling

Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Study the cover illustration. Ensure students notice that the duck's wing is trailing.
- pp. 2–6 Talk about the fact that paradise ducks do sometimes nest in trees and that their ducklings jump to the ground.
- p. 6 Bring students' attention to Father Duck flying in to help. Ensure students notice the different colouring of the drakes and the ducks. The drakes are dark, but the ducks have white heads and bright chestnut bodies.
- pp. 8–9 After reading the text ask students to suggest what Father Duck might do ... then turn the page.

- pp. 10–11 Read the sentence in **bold** type aloud together in voices that emphasise fear and tension.
- p. 12 Discuss the illustration fully before reading the text. Make sure that all students understand that the drake is only pretending that his wing is broken and that it is a trick.
- pp. 14–15 Note that Father Duck can fly perfectly well and that his trick has succeeded – he is leading the dog away from the ducklings.
- Recognise common word endings, e.g. *-ing* – *duckling, sitting, coming, going, walking, flying*; *-er* – *mother, father, after, water*.
- Suggest other words that begin with the blends *br-* – *broken*; *tr-* – *tree*; *st-* – *stay*.

Comprehension

- Why did Father Duck make his wing go down? (*Literal*)
- Why did Father Duck stay at the back of the line of ducklings? (*Inferential*)
- Why did the dog run after Father Duck? (*Inferential*)

Follow-up Activities

- Discuss ducks, where they live, and what they like to eat. List students' ideas on a large chart.
- Make toy ducklings. Cut egg cartons into double segments. Glue a bill and eyes to the top segment and wings and feet to the lower segment. Glue yellow or blue cotton wool to the cartons.
- If the time of year is appropriate (i.e. spring), arrange for some ducklings to be brought into the classroom for students to look at. Form a topic dictionary by encouraging students to brainstorm as many words as possible that describe the ducklings. Use the dictionary in future activities on this topic, particularly when students are writing descriptively.
- Discuss things that students' parents or grandparents do to protect them or look after them. Make a chart of these ideas. Remind students that Father Duck tricked the dog to protect his family.
- Have students look at pictures of animals. Discuss the different things that the animals do to escape danger. Talk about body shape, colour and body features that are used for protection (e.g. goats' horns, hedgehogs' spikes). Draw these animals. Make a large chart with informative captions.

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Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- 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 identify the problem in the narrative and suggest a possible solution.
- 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