

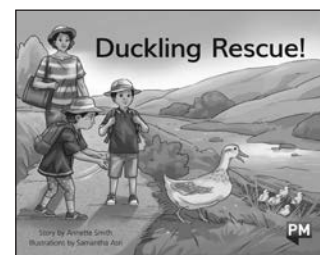
# Duckling Rescue!

PM Level 12

Green

**Text Type** Narrative

**Running Words** 217



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with common punctuation such as speech marks, and their meaning.

### Orientation to the Text

- Josh and Lily are walking home with their mum when they see a mother duck calling her babies. Lily wants to go and get the babies from the mud by the river but Mum says it's not safe. Lily thinks of a better way to help the mother duck.

### Key Language Structures

- Direct speech is used to convey the story throughout this text. *"This is a good way to go home," said Josh.*
- Verbs and adverbs with endings that change the meaning are introduced. *walked, slowly, calling*

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*along, calling, if, stop, time, was*

**Content Words**

*ducklings, frogs, lizards, muddy*

### Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *walk*. Ask, *What is the base word? How does adding 'ed' change the meaning?*
- Guide students to run their finger underneath longer words such as *laughed* and *slowly* and to read every sound that is there. Identify each of the phonemes together.

### Fluency and Phrasing

- Read p. 4 aloud to students. Discuss how students would say the words if they were not reading them. Reread the page together, focusing on making the direct speech sound like it is talking.
- Look at p. 6 together. Ask students to suggest how the ellipsis and the exclamation marks change the way you read *Quack ... Quack! ... Quack!* Practise reading with appropriate expression together.

## Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration and ask students to describe what is happening. List words that students think might be in the text.
- Ask students to find all the words with more than five letters on p. 4. Practise reading the longer words together.
- Read p. 6 together. Ask, *Where do you think the baby ducks might be?*
- Look at p. 12 together. Ask, *How do you think Lily is feeling?* Practise reading what Lily says in a way that shows this.
- Read p 14. Ask students to retell in their own words how Lily helped the mother duck.
- Read to the end of the text. Return to the words that students thought might be in the text and identify which ones were.

## Comprehension

- What did Josh want to look for near the river? (*Literal*)
- Why do you think Lily and Josh's mum said it wasn't safe to go down to the river? (*Inferential*)
- Why did Mum call Lily and Josh her ducklings? (*Inferential*)

## Follow-up Activities

- Look at some songs or rhymes about ducks together, such as *Five Little Ducks*. Choose one and use a Venn diagram to compare the behaviour of the ducks in the song or rhyme with the ducks in the story.
- Discuss with students why the mother duck was calling her babies. Share ideas for what might have happened if Lily's plan had not worked. In pairs, have students make a short cartoon of the story with a different ending.
- Talk with students about how they get home from school and what they see on the way. Ask each student to write one or two sentences and illustrate the most interesting thing that has happened to them on the way to or home from school. Display students' work around the room.

# Duckling Rescue!

Date \_\_\_\_\_

PM Level 12

Blue

## Learning Intentions

- We are learning to read each part of longer words.
- We are learning to use speech marks to help with expression.

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## Success Criteria

- I can accurately read words with more than five letters.
- I can make it sound like talking when I read.

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## Guided Reading Notes

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