

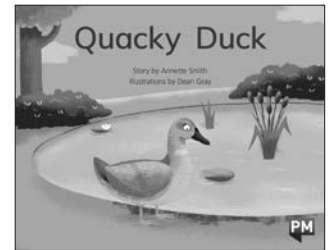
Quacky Duck

PM Level 3

Red

Text Type Narrative

Running Words 63



Preparing for Guided Reading

Prior Knowledge

- Students should understand that many animals search for food early in the morning.
- Students should also be familiar with common animals found in a pond or park, such as ducks and frogs.

Orientation to the Text

- Quacky Duck is hungry. The frog is too big, and the bug is too fast. What will be just right for Quacky Duck to eat?

Key Language Structures

- Some pages feature two or three sentences and more than one return sweep.
- Consonant-vowel-consonant words, such as *big*, *bug* and *sun*, support confident reading of the text.

Building the Balanced Reader

Concepts About Print

- Talk to students about the function of capital letters in the text, including for proper nouns.

Vocabulary

Key High-frequency Words

at, comes, here, in, is, little, Look, looks, No, said, the, too, up

Content Words

bug, frog, happy, hungry, worm

Decoding

- Remind students to think about whether what they have read looks right, sounds right and makes sense.
- Look at the words *big* and *bug*. Ask students what is the same and what is different about these words.

Fluency and Phrasing

- As students gain confidence, model using a ruler above the line being read rather than finger pointing.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students who Quacky Duck is and what Quacky Duck is doing in the front and back cover illustrations.

- Read page 2 with students. Ask them to find all the words with the 'k' sound. Together, look at the letters that make the sound.
- Look at page 4. Point to the word *hungry* and ask students where they could break the word up to make it easier to read.
- Continue to page 8. Ask students how Quacky Duck would say the words in real life. Practise reading the text together, with expression.
- Continue to page 10. Ask students to find all the words with two syllables.
- Look at page 14. Discuss the punctuation on the page and how it changes the way the words are read.
- Re-read the text together, focusing on fluency and expression.

Comprehension

- What did Quacky Duck have to eat? (*Literal*)
- Why do you think Quacky Duck was hungry? (*Inferential*)

Follow-up Activities

- Ask students to share any experiences that they have had with feeding animals. Talk about what the animals ate and where the students were when they fed them.
- Discuss with students how the story would have been different if it had been another animal that was hungry, such as an elephant or a pet dog. Invite students to tell their own version of the story using another animal.
- Ask students to close their eyes and imagine that they are where Quacky Duck lives. Brainstorm and record what that place looks like, sounds like and feels like on a Y-chart. Have students draw a picture that incorporates some of the images and words discussed.
- Talk about the story from the perspective of one of the other characters, such as the frog. Ask students what the character might have been thinking and feeling when they saw Quacky Duck.

Quacky Duck

Date _____

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Learning Intentions

- We are learning strategies to read unknown words.
- We are learning to use punctuation to help us read.

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Success Criteria

- I can break down words into smaller parts to make them easier to read.
- I can change the way I read when I see speech marks.

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Guided Reading Notes

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