

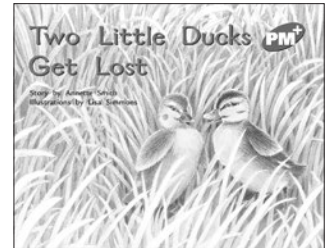
Two Little Ducks Get Lost

PM Level 10

Blue

Text Type Narrative

Running Words 178



Preparing for Guided Reading

Orientation to the Text

- Re-read *Dilly Duck and Dally Duck* (PM level 7). Ask, *Do you think the ducklings will now stay closer to Mother Duck?* Have students support their answers with reasons.

Prior Knowledge

- This is the third story about Dilly Duck and Dally Duck. The two little ducklings become lost when they follow a little green frog into the long grass. This book reinforces an important safety message – if lost, stay where you are.

Key Language Structures

- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

but, can't, friend, long

Content Words

fast, faster, lost, puddles, quacked

Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Read the title. Remind students of the little ducklings' impulsive behaviour. Predict what might happen in this story.
- Notice that Mother Duck has not seen the ducklings go. Remind students of the river which is very near.
- Talk about the illustrations and events as they occur: the frog invites them to play; they follow him into the long grass; the little green frog is faster; the ducklings are lost; Mother Duck calls to them; they are told *Stay where you are*.

- This has been a bewildering experience for the ducklings. Have they learned their lesson this time?
- Discuss comparatives: *fast, faster*.
- Name words that begin like: *frog, green, quack*. Read the **PM Library Alphabet Blends** books to find others.
- Find examples of two adjectives before a noun.
- Study the contractions *let's* and *can't*. Assist students to understand how the contracted form is made.
- Discuss the comparative adjectives *fast* and *faster* in the text. Ask students to suggest other comparative words that could apply to the story, e.g. *small, smaller*. If possible, draw a scale on the board to illustrate the comparisons.

Comprehension

- Where did Dilly Duck and Dally Duck go to play? (*Literal*)
- How did the ducklings get lost? (*Inferential*)
- How did Mother Duck find her ducklings? (*Inferential*)

Follow-up Activities

- Discuss Mother Duck's message to *Stay where you are*. Invite students who have experienced being lost to talk about their feelings of fear and bewilderment. On a chart, list guidelines on what to do if this should happen to them again. Have students draw pictures to paste onto the chart.
- Using crayons, have students draw a picture of the ducklings lost in the grass. Show them how to cover their picture with heavy green crayon and then scratch some of this off – so that it looks like grass. Display with a scribed caption about what happened to the ducklings.

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Learning Intentions

- We are learning to self correct our reading when we make a mistake.
- We are learning to make predictions to help us have a better understanding of what we are reading.
- _____

Success Criteria

- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.
- I can make predictions about the character's feelings and actions as I read.
- _____

Guided Reading Notes

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