

The Duckling

Written by Roger Carr

Illustrations by Peter Paul Bajer

Level 14

Getting ready for reading

Talk about how baby animals know which animal is their mother. You could talk about the tendency of birds to imprint on the first moving things they see once they are hatched. Ask children to share any experiences they have had involving ducklings. Ask: *What did they do? How did they behave?*

Talking through the book

Direct the children's thinking about the book by asking them to predict what it will be about. You might say: *This book is called 'The Duckling'. What do you think it will be about? Why do you think this?* Have children read a few pages, then stop and discuss their predictions in the light of what has been read. You might say something like: *John, you thought the book would be about a duckling that came to school and caused trouble. Do you still think that? Why or why not? What do you think will happen next?* This can also be repeated at later stages of the book.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.

Why was the duckling all alone?

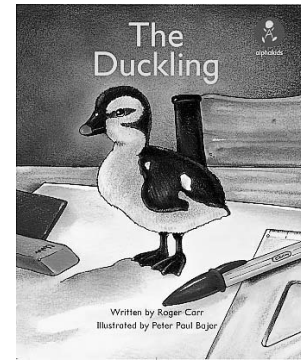
Why did the duckling think that Adam was its mother?

How did Adam feel about being the duckling's mother?

Being a code breaker

Children may like to explore the following language features:

- the range of sounds represented by the letter 'a' at the start of words: *Adam, and, all, a, alive, after, all, almost, are, always, afternoon, ate, asleep.*



TEXT FEATURES

- **This book is a narrative telling the story of an orphan duck that imprints on a young boy and believes he is its mother.**
- **It uses direct speech.**
- **Illustrations support and extend the text.**
- **The story finishes with a short rhyme.**

Being a text user

Discuss:

What type of book is this? Fiction or factual?

What information about ducks can you learn from this book?

Being a text critic

Discuss:

Could this be a true story?

What did the author need to know about to write this book?

Literacy learning centres – follow-up activities

WRITING CENTRE

Children could work with a partner to write another rhyme about the duckling based on the 'Mary had a little lamb' nursery rhyme. You could also provide an outline for children to complete. A collection of these could be displayed, or made into a class book as a resource for the writing centre or book browsing centre.

___	had a little	___
___	___	___
___	___	___
It followed	___	to school one day
___	___	___
___	___	___

WORD CENTRE

Have children read through familiar books to find words that begin with the letter 'a'. These could be written onto small cards and grouped according to the sound represented.

Adam	and	all	a	alive
after	all	almost	are	always
afternoon	ate	asleep		

INTERACTIVE LITERACY CENTRE

Children could work in cooperative groups to practise and record the story on audiotape.



Keeping track

Children can reflect on their own learning. They can talk about what they have learned by completing the literacy learning centre activities, and set goals for what they need to learn next, for example: *Today I learned about reading talking marks. I want to learn more about this.*