

Unit 5

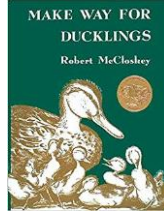


Week 3

Make Way for Ducklings Read Aloud

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2
ELA.RL.LTC.PS.1



Materials:

- *Make Way for Ducklings*, Robert McCloskey

Vocabulary:

- **Bank** – the land alongside a body of water
- **Bursting with pride** – feeling very proud
- **Cozy** – snug and comfortable
- **Ducklings** – baby ducks
- **Enormous** – very large
- **Feather** – one of many very light, thin growths covering the body of the bird
- **Hatch** – to come out of an egg as a newborn
- **Island** – land surrounded by water
- **Molt** – to lose feathers so new ones can grow
- **Proud** – thinking very well of yourself or feeling pleased
- **Traffic** – cars, trucks, bikes, and other vehicles on a busy street
- **Waddled** – walked with short steps, swaying a little
- **Wing** – a part of a bird's or insect's body that moves up and down to make the animal fly

First Read:

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.

- Provide comprehension asides: comment during the story about the main character’s emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. “I’m thinking....”

<p>“The title of our new book today is <i>Make Way for Ducklings</i> The author and illustrator of this story is Robert McCloskey.”</p> <p>“Here, on the cover of the book, are some ducklings and their mother, Mrs. Mallard. You won’t see the ducklings until I’ve read quite a few pages of the story, because Mrs. Mallard, the Mother duck, and Mr.Mallard, the Father duck, have a hard time finding a safe place to build a nest. Let’s read the story and find out why it takes Mr. and Mrs. Mallard so long to find a good place to build a nest for their eggs.”</p>	<p><i>Underline the title with your finger; matching speech to print as you read it; linger under ‘M’ in Make and ‘D’ in Ducklings as you pronounce the first sound in each word. Underline author name as you read.</i></p> <p><i>Introduce main characters -Point to Mrs Mallard and the ducklings</i></p> <p><i>State the story problem</i></p>
<p>“Mr. and Mrs. Mallard were looking for a place to live.”</p>	<p><i>(pgs.1-2) Point to Mr and Mrs Mallard.</i></p>
<p>“When they got to Boston, a big city.....”</p> <p>“There was a nice pond in the Public Garden, with a little island on it, a place where the land was surrounded by water.”</p>	<p><i>(pg.3)</i></p> <p><i>(pgs.3-4)</i></p>
<p>“...a strange enormous, very large, bird came by. It was pushing a boat....”</p>	<p><i>(pg.7) Point to swan boat Sweep under length of boat as you read the word.</i></p>
<p>“...said Mrs. Mallard as they climbed on the bank, the land along the river and waddled along....”</p>	<p><i>(pg.10) Use your body to model waddling</i></p>
<p>“...but there was no place to swim. Ducks need to live near water so they will have to keep looking for a place to live.”</p>	<p><i>(p.16) Comprehension aside.</i></p>
<p>“So they chose a cozy, snug and comfortable spot among the bushes.....”</p>	<p><i>(pg.19)</i></p>

<p>“...they were beginning to molt, starting to lose feathers so new ones can grow.</p>	
<p>“One day the ducklings, the baby ducks hatched out, they came out of the eggs as newborns.”</p>	<p><i>(pg.25-26)</i></p>
<p>“There they waded ashore and waddled along till they came to the highway.”</p>	<p><i>(pg.36) Model waddling with body.</i></p>
<p>“...and Mrs. Mallard and the ducklings kept right on quack-quack-quacking. That looks so dangerous. It looks to me like Mrs. Mallard is trying to make the cars stop! She is so brave.”</p>	<p><i>(pg.38)</i> <i>Point to Mrs. Mallard.</i></p>
<p>“He planted himself in the center of the road, raised one hand to stop traffic, the cars and trucks on the busy street and then beckoned with the other....”</p>	<p><i>(pg.42) Point to officer.</i> <i>Model beckoning motion with hand.</i></p>
<p>“...Mrs. Mallard heard them she was so proud, so pleased she tipped her nose in the air...”</p>	<p><i>(pg.49) Point to Mrs. Mallard and her proud expressions.</i></p>
	<p><i>(pg.52) Point to Mrs. Mallard & ducklings crossing the road.</i></p>
<p>“When they reached the pond and swam across to the little island, there was Mr. Mallard waiting for them, just as he promised. There were 2 islands in this book, one island where the ducklings hatched and this island in the pond at the Public park, the pond where the swan boats are.”</p>	<p><i>(p.58) Point to island.</i></p>
	<p><i>(pg.60) Point to the ducks trailing the swan boat as you read.</i></p>

Discussion Questions(s):

- How can you tell that Mrs. Mallard was a very good mother to her ducklings?

Second Read

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

<p>“We read this story the other day and we remember that the title is....<i>Make Way for Ducklings</i> and the author is Robert McCloskey.</p> <p>“Remember this is the story about Mr. and Mrs. Mallard who needed to find a safe place to build a nest for their eggs. Mother ducks can’t lay their eggs, until they have built their nest. Let’s read this story again.”</p>	<p><i>Show cover of book.</i></p> <p><i>Then turn to (pg. 23).</i></p>
<p>“There were sure to be foxes in the woods or turtles in the water, and she was not going to raise a family where there might be foxes or turtles. So they flew on. Foxes and turtles will eat the ducklings so Mrs. Mallard does not want to live near foxes or turtles.”</p>	<p><i>(p.2) Comprehension Aside.</i></p>
<p>“...But they didn’t find much. They must be hungry after flying such a long way. Mrs. Mallard has her head all the way under the water looking for food on the bottom of the pond.”</p>	<p><i>(p.5) Comprehension Aside.</i></p>
<p>Read page. “Mr. Mallard tried to say hello to the enormous swan, but it is not a real bird- it is a boat taking people for a ride around the pond.”</p>	<p><i>(pg.7) Point to swan boat.</i></p>
<p>“...We’ll have to look somewhere else. They decide this was not a safe place for baby ducks because of all the things rushing around.”</p>	<p><i>(p.11) Comprehension Aside.</i></p>
<p>“...All their old wing feathers started to drop out, and they would not be able to fly until the new feathers grew in. When ducks molt the old feathers in their wings fall out which means they</p>	<p><i>(pg.19) Point to the feathers on ground near the nest.</i></p>

will not be able to fly until the new strong feathers grow back in.”	
“...Mr. and Mrs. Mallard were bursting with pride , feeling very proud . It was a great responsibility taking care of so many ducklings , and it kept them very busy.”	(p.25)
“They made so much noise that Michael came running, waving his arms and blowing his whistle. Mrs. Mallard couldn’t stop the cars but police officers can blow their whistle to get the traffic , all the cars and trucks, to stop.	(pg. 39) <i>Comprehension Aside.</i>
“...the way police officers do, for Mrs. Mallard to cross over. Michael is stopping the traffic to make way for the ducklings - which is also the title of this book- Make Way for Ducklings.”	(pg.41)
Read page. “Michael could see that the ducklings were walking more traffic and knew he needed to help keep them safe.”	(pg.41) <i>Point to ducklings heading for the next intersection.</i>
Read page. “Michael called other police officers to help him stop all the traffic to keep the ducklings safe while they crossed the street.”	(pg. 52)
“When they reached the pond and swam across to the little island , there was Mr. Mallard waiting for them, just as he promised. There were 2 islands in this book, one island where the ducklings hatched and this island in the pond at the Public park, the pond where the swan boats are.”	(p.58) <i>Point to island and Mr. Mallard on the bank.</i>

Discussion Questions(s):

- Why do you think that Michael, the policeman, helped the ducks to cross the street?”
- Why was Mrs. Mallard feeling proud in this story?

Third Read:

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

<p>“We have read this book twice before so we remember the title isMake Way for Ducklings and today we are going to talk and tell the story together.”</p>	<p><i>Show cover and pause for children to chime in on title.</i></p>
<p>“Mr. and Mrs. Mallard were looking for a place to live. But every time Mr. Mallard saw what looked like a good place, Mrs. Mallard said it was no good.....What was Mrs. Mallard worried about?”</p>	<p><i>(pgs. 1-2)</i></p>
<p>“So then what did they do?”</p>	<p><i>(pg.3-4)</i></p>
<p>“And when they woke up the next morning....”</p>	<p><i>(pg.5-6)</i></p>
<p>“Then what happened? What did the people do?”</p>	<p><i>(pg.7-8)</i></p>
<p>“So what are Mr. and Mrs. Mallard are thinking about here?”</p>	<p><i>(pg.9-10)</i></p>
<p>“But then what happened? And what did they decide”</p>	<p><i>(pg.11-12)</i></p>
<p>“So what is happening here?”</p>	<p><i>(pg.17-18)</i></p>
<p>“So what did they do next? Why were they lucky?”</p>	<p><i>(pg.19-20)</i></p>

“While they waited for their feathers to grow back, what did they do?”	<i>(pg.20-22)</i>
“But Mrs. Mallard couldn’t visit Michael anymore because something happened....”	<i>(23-24)</i>
“Then what happens to the eggs? How did Mrs. Mallard feel?”	<i>(pg.25-26)</i>
“Then what happens?”	<i>(pg.27-28)</i>
“So then what does Mrs. Mallard do?”	<i>(pg.29-30)</i>
“Once she is satisfied with the ducklings what happens?”	<i>(pg.33-34)</i>
“And here?”	<i>(pg.35-36)</i>
“What is happening here?”	<i>(pg.37-38)</i>
“And then....”	<i>(pg.39-40)</i>
“And then Michael....”	<i>(pg.41-42)</i>
“Then what does he notice? What happens next?”	<i>(pg.43-46)</i>
“What is happening here?”	<i>(pg.47-48)</i>
“And here is Mrs. Mallard....”	<i>(pg.49-50)</i>
“And all the police officers come.....”	<i>(pg.51-52)</i>
“Where are they now?”	<i>(pg.53-54)</i>
“What is happening here?”	<i>(pg.55-58)</i>

"And during the day..."	(pg.59-60)
Read last page.	(pg.61)

Discussion Questions(s):

- How do you think Mrs. Mallard knew where to go when she was walking through the city with her ducklings?
- We've read two stories with animal characters who take care of babies- Mother Rabbit and her baby rabbits in *Rabbits and Raindrops* and Mrs.Mallard and her ducklings in *Make Way for Ducklings*. How are the mothers similar?

Fourth Read:

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Questions(s):

- Do you have any ducks in your neighborhood? Why or why not?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I will dismiss you by matching vowel sounds from Make Way for Ducklings"</p> <p>"If you have an /i/ sound like island anywhere in your name you may..."</p> <p>"If you have an /u/ sound like duck anywhere in your name you may..."</p> <p>"If you have an /a/ sound like make and way anywhere in your name you may..."</p> <p>"If you have an /e/ sound like enormous anywhere in your name you may..."</p>	<p>Direct</p> <p>-phoneme awareness</p> <p>-</p> <p>Indirect</p> <p>-Vocabulary</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I will dismiss you today by using the letters in the book title <i>Make Way for Ducklings</i>."</p> <p>(Point to the individual letters as you dismiss children)</p> <p>"If you have an D anywhere in your name you may..."</p> <p>"If you have an U anywhere in your name you may..."</p> <p>"If you have an C anywhere in your name you may..."</p> <p>"If you have an K anywhere in your name you may..."</p>	<p>Direct</p> <p>-Letter ID</p>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I will use the first sounds in the ducklings' names to dismiss you."</p> <p>"If your name begins with /j/ like Jack you may..."</p> <p>"If your name begins with /k/ like Kack you may..."</p> <p>"If your name begins with /l/ like Lack you may..."</p>	<p>Direct</p> <p>-Beginning sounds</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I will transition you in groups of three and ask you to quack three times."</p> <p>For example: "Jeanette, Ahmed and Chela- you may quack three times and then..."</p>	<p>Direct</p> <p>-Numeracy concepts</p>