

Little Quack

Objective

1. Students will use the strategy of making connections to enhance comprehension
2. Students will learn that all people feel scared at times and that bravery is what we use to face those fears.

Setting

- whole group
- small group

Materials

- *Little Quack* by Lauren Thompson
- Draw and Write sheets for each child
- Vocabulary card for *brave*
- chart paper or whiteboard with marker
- drawing/writing materials

Vocabulary

Weave explanations of target vocabulary into the story-telling and refer to the picture cards during story-telling, if needed.

- Vocabulary to teach explicitly before/after reading: *brave*
- Vocabulary to clarify during reading using actions and voice: *clung* and *plunged*

Guiding Question

Will Little Quack be brave enough to join his family in the pond? Why or why not?

Preparation

- Read *Little Quack* prior to the lesson.
- Write/post the guiding question so that it's visible to students.
- Record each during reading talking point on a small sticky note. Place each sticky note in the book at the point it will be used.
- Gather all materials required for the lesson.

INSTRUCTIONAL PLANNING

KINDERGARTEN TEKS

Figure: 19 §110.11 (F):
The student is expected to make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

§110.11 (8) (B) Students are expected to describe characters in a story and the reasons for their actions.

FIRST GRADE TEKS

Figure: 19 §110.12 (F):
The student is expected make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

§110.12 (9) (B) Students are expected to describe characters in a story and the reasons for their actions and feelings.

1 Before Reading

Introduce the book and build background knowledge:

Today we're going to read a book titled *Little Quack* by Lauren Thompson.

One of the words that the author uses in this story is *brave*. Hold up the vocabulary card. Being brave means to do something that you're unsure about or scared to do. This girl has been told that she needs to get a shot at her doctor's appointment. She is being brave. Even though she feels scared, she's letting the doctor do her job.

Let's read the description inside the front cover to learn a little about our story, *Little Quack*. Read the description aloud. Hmm. What do you think this book is going

to be about? Pause for 3-5 seconds of think time. **Turn and talk with your partner.** Listen in on conversations. After 10-20 seconds of talk time select 1-2 students to share. **We have all had a time when we felt unsure about something, just like Little Quack. Stories often remind us of things we already know. This is called a connection. When you make a connection to a story it helps you listen better and understand the story better.**

As we read today I want you to think about this question: Will Little Quack be brave enough to join his family in the pond? Why or why not? Let's read to find out. Read the story. See the During Reading portion of the lesson plan for suggested places to stop to clarify vocabulary, think aloud the comprehension strategy, and ask comprehension questions.

2 During Reading

The following talking points are samples that can be used during the read-aloud. You may want to adapt these talking points to better fit your own personal connections to the story. You will see two types of talking points: 1) Vocabulary elaborations to define a word at the point of use, 2) Think-alouds modeling use of the comprehension strategy, and 3) Comprehension questions

Stop at the end of page 6: **Why are the ducklings so afraid? Pause for 3-5 seconds of think time. Turn and talk with your partner.** Listen in on conversations. After 10-20 seconds of talk time select 1-2 students to share.

Stop at the end of page 8: **This reminds me of my first sleepover at a friend's house when I was your age. I remember that I was so nervous about sleeping in a different house and not having my mom with me, but I really wanted to be with my friends. After talking to my mom about my feelings, I was brave and stayed for the sleepover. Afterwards, I was so glad I did.**

Page 13 (Vocabulary Elaboration): Support the student understanding of *clung* using your voice and actions, as you read the word on the page. **“Now three little ducklings *clung* (act out) *close in the nest.*”** Point to the vocabulary card if needed.

Stop at the end of page 19: **Have you ever felt too scared to try something? Pause for 3-5 seconds of think time. Turn and talk with your partner.** Listen in on conversations. After 10-20 seconds of talk time select 1-2 students to share.

Stop at the end of page 26: **This reminds me of my daughter learning to ride a bike without training wheels. She was so scared of falling that she wouldn't even try at first.**

Stop at the end of page 26: **Does this remind you of anything? Pause for 3-5 seconds of think time. Turn and talk with your partner.** Listen in on conversations. After 10-20 seconds of talk time select 1-2 students to share.

Page 28 (Vocabulary Elaboration): Support the student understanding of *plunged* using your voice and actions, as you read the word on the page. **“— *into the water he plunged* (act out)...”** Point to the vocabulary card if needed.

3 After Reading

Discuss the Guiding Question: **Remember the question we were thinking about as we read: Will Little Quack be brave enough to join his family in the pond? If Little Quack was brave enough to join his family, show me a thumbs up. If he was not brave enough, show me a thumbs down.**

Why does he finally decide to jump in? Pause for 3-5 seconds of think time. **Turn and talk with your partner.** Listen in on conversations. After 10-20 seconds of talk time select 2-3 students to share.

Consider asking these additional questions:

- **Can you make a connection to a time that you have done something just because your brothers or sisters or friends did it?**
- **What connections did we make while reading? How did thinking about connections help us to understand this story better?**

Explain Draw & Write: **Now we're going to draw and write about a time we were scared to do something. Maybe you felt brave enough to do it, or maybe you decided it was something you didn't want to try.**

Model: **I will show you first.** On chart paper or the whiteboard, draw what happened when you had to try something new that felt scary. Think aloud as you draw:

- **I'm going to think about the time I was invited to a sleepover because that was a time I felt scared to do something. I'm going to draw myself and show how I felt on my face. Now I'm going to add details about what happened that day.** Tell students what's happening as you draw it.
- **Now I'm going to write a sentence at the bottom to describe that day. “I was scared to ...” I will be walking around to help when it's your turn to write your message at the bottom of your drawing.**

4 Guided Practice

Now it is your turn. Transition to tables and pass out materials and the Draw and Write sheets to the students. Restate prompt: **When have you felt scared to do something or try something new?** As you walk around supporting students. As needed, help students write a summary sentence in the space provided at the bottom of the page.

SCAFFOLDING

Less Support:

- Restate the original question.
- Ask the student to label him/herself.
- Ask the student what's happening in the picture so far.
- Give encouragement: **You can draw it.**

More Support:

- Ask questions:
 - **What day are you thinking about?**
 - **What else happened that day?**

5 Summarize

Everyone has had a time when they have been asked to try something or do something that feels scary, just like the ducklings in our story. Sometimes, like the first little duckling, we are brave quickly and jump right in. Other times, we're more like Little Quack and it takes us longer to feel brave.

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Teacher Tips

- Be sensitive to what students and their families have experienced. Some student may be reluctant to draw about a time they felt scared. Offer the option to draw and write about someone they know who was faced with a scary experience.
- Students may have varying experiences with Hurricane Harvey and flooding, or other traumatic events. Refer students to a professional social worker or psychologist if needed.
- Consider reading another book related to feelings and caring for others:
 - *Peep: A Little Book About Taking a Leap* by Maria Van Lieshout
 - *The Owl Who Was Afraid of the Dark* by Jill Tomlinson
 - *Scaredy Squirrel* by Mélanie Watt
 - *First Day Jitters* by Julie Danneberg
 - *In the Rain with Baby Duck* by Amy Hest

brave



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plunged



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Name: _____



When have you felt scared to do something or try something new?