

### Book Summary

Level 1 (Grades K–1) Text Type: Fiction/Fantasy Word Count: 193

Duck gets blown off course and needs to find his way back home. Fortunately, he has a map to help him. Along the way he sees animals building in sand, boats on a lake, a cat in the bushes, some eggs ready to hatch, and a checkers game in progress. Tired, with feathers sagging, he finally gets back home to his welcoming family.

### Skills for the Week

USE THE  
PROJECTABLE  
AS YOUR  
SHARED BOOK.  
PRINT COPIES  
OF THE BOOK  
FOR STUDENTS  
TO TAKE HOME.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Print Concepts		Identify print concepts			
Reading	Listen for fluency and expression	Choral read Ask and answer questions Monitor and self-correct	Cloze read: Rhyme		
Vocabulary/ Word Work	Predict through vocabulary		Review vocabulary		
Phonics/ Phonological Awareness			<b>Phonological Awareness:</b> Segment onset and rime	<b>Phonics:</b> Short vowel a <b>Phonics:</b> Word families -ack, -ap	
Comprehension	Make predictions: Monitor and self-correct	Text-to-self connections <b>Story elements:</b> Identify and analyze characters	<b>Comprehension Check:</b> Cause and effect Problem and solution Analyze character Make inferences / Draw conclusions		<b>Comprehension Check:</b> Sequence events
Grammar and Mechanics					End punctuation
Shared Writing				Complete a rhyme using short a words	
Home Connection	Read for enjoyment			Identify short vowel a	

### DAY 1

#### MAKE PREDICTIONS

#### PREDICT THROUGH VOCABULARY



#### Read 1 LISTEN FOR FLUENCY AND EXPRESSION

#### Build Background

- Ask students:
  - Have you been on a long walk?*
  - What did you see along the way?*
  - What things did you take with you?*
  - How did you know which way to go on your walk?*

#### Book Walk

- Discuss front/back covers, title, author, and illustrator.
  - Ask students what they see on the cover.
    - On the cover, I see \_\_\_\_\_.*
    - The title of this book is \_\_\_\_\_.*
- Encourage students to predict what the text will be about, based on the title and pictures.
  - Ask:
    - What do you think this story will be about?*
    - What can you tell about this book just by looking at the cover?*
    - Where is the title of this story? (Ask a student to point to it.)*
    - Where is the author's name? (Ask a student to point to it.)*
    - What does an author do?*
    - Where is the illustrator's name?*
    - What does an illustrator do?*
- Do a brief picture walk to highlight elements relating to the story and the concept that pictures support what is read. This should NOT be a discussion of a potential story sequence.

#### Introduce Vocabulary

##### Vocabulary Words

**build** (v.), **checkers** (n.), **hatch** (v.), **map** (n.), **nest** (n.), **path** (n.), **rustle** (v.), **sails** (n.), **tired** (adj.)

- Use **vocabulary cards** to introduce vocabulary. Show students one **vocabulary card** at a time.
- Discussion:**
  - Can you tell me what this is a picture of?*
  - What does this picture remind you of?*
  - This word says \_\_\_\_\_. Does anyone know what this word means?*
  - Let's read the definition of this word.*
  - I can use this word in a sentence: \_\_\_\_\_. (Use the word in a sentence aloud.)*
  - Who can use this word in a different sentence?*
  - These words are all in this book. What do you think this book might be about? (If students made predictions during the Book Walk, ask them whether they want to change their predictions or keep them the same.)*
  - What other words might be in this book?*

### DAY 1 *continued*

#### READ FOR ENJOYMENT

#### Read the Book

- Read to illustrate fluency and expression. Stop occasionally to make brief predictions or think aloud (self-query, prediction). The focus should be on reading for enjoyment. Have each student turn to a partner and retell the story in their own words.

#### Home Connection

- Send printed books home with students to read with a parent or another trusted adult. The focus should be on reading for enjoyment.

## DAY 2

#### IDENTIFY PRINT CONCEPTS

#### Introduce the Book

- Review the front/back covers, title, author, and illustrator.
  - Ask:
    - Where is the title of this story?* (Ask a student to point to it.)
    - Where is the author's name?* (Ask a student to point to it.)
    - What does an author do?*
    - Where is the illustrator's name?*
    - What does an illustrator do?*
- Invite student volunteers to do the following Concept About Print tasks:
  - Point to where you would begin reading the story.*
  - Show me with your finger which way I go as I read this page.*
  - Where do I go once I get to the end of the line?*
  - Point to the words while I read the sentence.*
  - Show me the first word on this page. Now, show me the last word on this page.*

#### Read 1 CHORAL READ

#### ASK AND ANSWER QUESTIONS

#### Read the Book

- Read at a slightly slower pace, tracking print with a pointer. Students should be encouraged to join in the reading if they want to. The overall focus should be on enjoyment of the text and reading experience and not on total participation among students. Then have students work with a partner to write a question that would require a reader to search the text in at least two places to find the answer. Have them share their questions aloud and answer them as a group, highlighting the evidence in the book that supports each answer.

#### Read 2 MONITOR AND SELF-CORRECT

#### Read with Students

- Read at a slower pace and have students join in when they can. Track print with a pointer.
- Model one example of how you self-correct as you read. For example, you could read *soil* for *sand* on page 5. After reading the page, comment that *soil* doesn't rhyme with *grand* and that you may have misread. Then go back to self-correct and read the page again. On page 7 you could read *soil* for *sails* and self-correct because it doesn't make sense. However, don't break up the reading too much since the focus should be on reading for enjoyment.

### DAY 2 *continued*

#### TEXT-TO-SELF CONNECTIONS (optional)

#### Connect to the Reading: **Text-to-self** (optional)

Explain that good readers think about how the people they know and the events from their own lives are like the people and events in whatever they are reading. Good readers also think about times they've felt the same way as characters or subjects do. These kinds of connections are called *text-to-self connections*.

#### • Discussion

- Discuss the idea of being adventurous while still being careful. Ask students to share in what way Duck was adventurous and in what way he was calm about getting back home.
- Invite students to share examples of a time when they were adventurous or when they had to remain calm when something didn't go according to plan.
- Encourage students to make additional text-to-self connections:  
*This story reminded me of \_\_\_\_\_ because \_\_\_\_\_.*  
*When I heard the word(s) \_\_\_\_\_, it reminded me of \_\_\_\_\_.*  
*In this story, the character \_\_\_\_\_ felt \_\_\_\_\_ because \_\_\_\_\_.*  
*I had this same feeling when \_\_\_\_\_.*
- Invite students to locate and use the **stamp tool** ★ to show the part(s) of the story in which they made a text-to-self connection.

#### IDENTIFY AND ANALYZE CHARACTERS



#### Story Elements: **Identify and analyze characters**

- Place the **character cards** in a visible spot. Use a pointer to point to the character and say his name.
- Write the word *character* on the board. Explain that the characters in a story are the people, animals, or imaginary creatures that the story is about.
- Encourage students to discuss Duck's personality on the basis of his name, picture, and words or actions students remember from the story. Remind them that words that describe personalities such as *adventurous*, *smart*, or *tired*, are called *character traits*.
- **Discussion**
  - Have students describe Duck using clues from the **character card**. Help students find places in the story that help describe Duck's character. Explain that Duck is the *main character* because he is the character that the story is mostly about.  
*What do the pictures tell you about Duck?*  
*What words from the story tell about Duck?*  
*What do Duck's actions tell you about him?*
  - Invite students to use the **pen tool** ✎ to circle words, pictures, or actions in the story that tell Duck's traits.

### DAY 3

#### Introduce the Book

- Review the front/back covers.
- Using the **vocabulary cards** and the **character card** as prompts, ask students to retell the story. (This can include dramatization, working with a partner to retell the story, and so on.)


### DAY 3 *continued*

#### Read 1 RHYME

#### COMPREHENSION CHECK

#### SEGMENT ONSET AND RIME

#### Cloze Read with Students

- Using the **masking tool** , cover the second word of a rhyming pair on each page. For example, on page 3, show the word *crash* but cover the word *splash*.
- Read at a slower pace. Hesitate at the masked parts of the story and have students fill in the blanks. Have students guess the correct words. As they suggest words, ask students: *Does this word rhyme with the first word, \_\_\_\_\_? Does it make sense in the sentence?* Have students show thumbs up if they agree and thumbs down if they do not agree.

#### Comprehension Check: **Text-dependent**

- Ask students comprehension questions related to the story to help them think critically about the text. Have students highlight evidence in the book that supports their answers.

*Why did Duck land in the lake?* (Cause and effect)

*What problem does Duck have?* (Problem and solution)

*Why can't Duck stay to build things in the sand?* (Make inferences / Draw conclusions)

*Reread page 12. Besides feeling tired, how else might Duck be feeling?* (Analyze character)

*How do you think Duck's mom feels when he comes home?* (Make inferences / Draw conclusions)

#### Phonological Awareness: **Segment onset and rime**

- Say the words *sand* and *grand* aloud. Explain to students that the two words end with the same sounds: *and*. Explain that you can split the words into the beginning and ending sound chunks (or the onset and rime). Repeat each word and then segment it into its onset and rime (*s-and*, *gr-and*). Say the word *grand* and have students repeat the word and then segment it into onset and rime.
- Say the following words one at a time: *crack*, *track*. Ask students to repeat each word and then segment it into its onset and rime.

## DAY 4



#### Read 1 (optional)

#### IDENTIFY SHORT VOWEL **a**

#### Read with Students

- Read with students as needed for fluency and expression. You may choose to have the only reading on this day be part of the skill lesson.

#### Phonics: **Short vowel a and word families -ack, -ap**

- Use the **masking tool**  to show just the word *map* on page 4 of the projectable book. Say the word aloud with students.
- Ask students to tell you what vowel sound they hear in the word *map*. Ask them what letter stands for this sound. Use the **pen tool**  to circle the letter *a* in the word *map*.
- Ask students to name other words with the short vowel sound /a/. Write the words on the board as students say them. Circle the letter *a* in each word.

### DAY 4 *continued*

#### WORD FAMILIES -ack, -ap



#### COMPLETE A RHYME

#### IDENTIFY SHORT VOWEL **a**

#### • Read the Book

- Read aloud pages 3 and 4 in the book. Ask students to watch for words that have the short /a/ sound. Encourage them to find words other than just the rhyming words. For example, on page 4 they will find the words *paddle*, *map*, *path*, and *snap*. Have them use the **pen tool** to circle the words they find.
- Repeat with several more pages in the book, having students watch for and listen to words with short a.
- Use the **highlight tool** to point out the short a word family -ap on page 4. Ask students to think of other words in this word family. Use the **pen tool** to write the words they suggest on the page.
- Repeat with the -ack family on page 6.
- Give students the **phonics word cards** and have them sort the cards into the different short a word families, -ap and -ack.

#### Shared Writing: **Complete a rhyme using short a words**

- Write the following example on the board: *I have a little striped cat. If he eats too much he will get fat.*
- Explain to students that you have written a rhyme. Ask students to tell you which words rhyme and circle the words.
- Have students work with you to write a shared rhyme using words from a short a word family. Write the first part of the rhyme on the board, for example: *We made a house out of sand.*
- Invite students to brainstorm words they might use to complete the second part of the rhyme. Write their words on the board. Then help them write a sentence that completes the rhyme, using one of the words, for example: *And it was really very grand* or *It was the biggest in the land.*
- Continue to write other shared rhymes with students, using short a rhyming words. If you feel students are able, ask them to work in pairs either to complete a rhyme that you start as a group or to write their own rhyme.
- See the **Home Connection** on the back of the printed book for a short a phonics extension activity.

## DAY 5

#### Read 1 (optional)

#### Read 2 END PUNCTUATION

#### Review Home Connection

- Ask volunteers to share the words they found in their books that have short a. Write the words next to the book cover projectable or on the page where they are located using the **pen tool** or the **text tool** T.

#### Read with Students

- Read with students as needed for fluency and expression. You may choose to have the only reading on this day be part of the skill lesson or Comprehension Check or both.



#### Grammar and Mechanics: **End punctuation**

- Project the cover of the book. Use the **highlight tool** to indicate the end punctuation: an exclamation mark and a question mark. Point out that the exclamation mark after the word *quack*, tells you to read the word with excitement. The question mark tells you to raise your voice a bit at the end to ask a question.







### DAY 5 *continued*









#### SEQUENCE EVENTS

- Project page 3 and use the **highlight tool**  to indicate the period at the end of the first sentence. Explain that we use a period at the end of regular sentences, when we aren't asking a question or showing that something is read with excitement.
- Ask students to use the **highlight tool**  to indicate the different punctuation marks used in the book, using a different color for each of the different marks.

#### Comprehension Check: **Sequence events**

- Explain to students that the author writes a story in a particular sequence or order. One event follows another event. Explain that when we sequence the events in a story, we tell it in the order in which the story happened.
- Turn to pages 3 and 4 and read the text aloud to students. Explain this text tells what happened in the beginning of the story: The duck got blown out of the sky so he decides to find his way home along a path. Use the **highlight tool**  to highlight the words that tell what happened: *I crash, I land, I paddle to shore, look at my map.*
- Then use the **pen tool**  to write the word *Beginning* along the top of pages 3 and 4 in the projectable book.
- Read aloud pages 5–12. As you read, stop occasionally and have students use the **highlight tool**  to highlight the words that tell what the Duck saw in the middle of the story.
- Ask students what happened at the end of the story. Use the **pen tool**  to write *End* at the top of pages 13 and 14.
- Have students use the **vocabulary cards** and the **character cards** to tell the story in order to a partner.

### SUBSEQUENT READINGS USING THE PROJECTABLE TOOLS

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Use the <b>stamp tool</b>  to identify the most interesting words in the text.</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Use the <b>highlight tool</b>  to highlight story vocabulary and then connect it to its picture in the illustration.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use the <b>highlight tool</b>  to identify a word in the text.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Use the <b>highlight tool</b>  to find as many words with the beginning or ending sound as X in one minute.</li> </ul>         | <ul style="list-style-type: none"> <li>• Use the <b>masking tool</b>  to mask the verbs on one page of text. Have the students tell that page in present tense.</li> </ul> | <ul style="list-style-type: none"> <li>• Use the <b>pen tool</b>  to write in the sides as many words as possible that rhyme with the highlighted word.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Use the <b>masking tool</b>  to hide the text on any page. Have students write the text they think should go there.</li> </ul> |   | <ul style="list-style-type: none"> <li>• Use the <b>pen tool</b>  to write the numerals above the number words.</li> </ul>   |