

For students reading at
Literacy Level D/5, including:

- English-language learners
- Students reading below grade level
- K–1 emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Summarize information
- Make connections
- Utilize text and graphic features
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

GRAMMAR AND LANGUAGE DEVELOPMENT

Students will:

- Recognize the sentence structures *Look at _____ and The _____ can _____*
- Use comparatives

PHONEMIC AWARENESS

Students will:

- Listen for initial /d/

PHONICS

Students will:

- Use final-letter cues to solve words
- Recognize words with initial “d”

FLUENCY

Students will:

- Read with phrases

WRITING

Students will:

- Write to a picture prompt

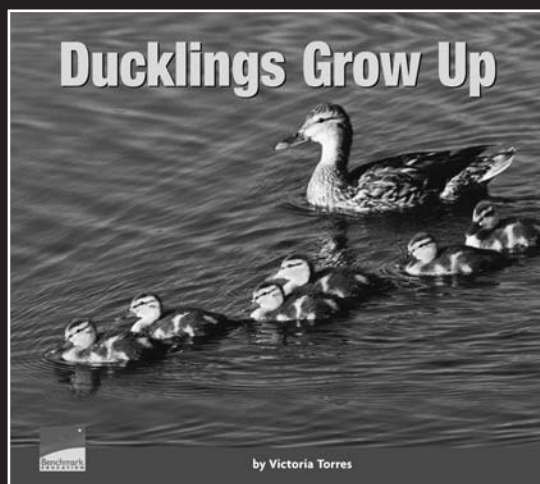
Ducklings Grow Up

Theme: Animal Life Cycles

- A Bear Cub Grows (A/1)
- Ducklings Grow Up (D/5)

Science Big Idea:

Readers observe ducklings hatching and learning to eat, walk, and swim as they grow.



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Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- A Frog Someday F/9
- Watch a Frog Grow F/9
- Caterpillar Can't Wait H/13
- Watch a Butterfly Grow H/13

Fluency and Language Development

- *Ducklings Grow Up* Audio CD

Comprehension Resources

- *Ducklings Grow Up* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Summarize Information poster

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use a Photograph** Display page 7 in the book. **Say:** *We will read a book about baby ducks. Baby ducks are ducklings. I see some ducklings coming out of their eggs. Soon the ducklings will be hungry. The ducklings will eat.* Ask students to Think/Pair/Share other things the ducklings might do after they come out of their eggs.
- **Use a Graphic Organizer** Write the word **Ducklings** on the board and underline it. Read the word and ask students to help you list things ducklings might do. As students respond, write the words under the heading. Then read each word and ask students to echo-read.

Ducklings

eat
walk
swim
fly

Introduce the Book

- Give each student a copy of the book. Remind them they will read about ducklings. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Cover Graphic Feature** *The cover has a **photograph**. Photographs are pictures that show us what the book is about. What does the photograph on the cover show you about the book?* Allow time for students to share their ideas.
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos	duck, ducklings, eggs, swim		
4–5	photo	mother, duck, eggs		Look at ____.
6–7	photo	ducklings	in/en	
8–9	photos	sleep, eat		The ____ can ____.
10–11	photo	walk, grass		
12–13	photo	swim, water		
14–15	photo	bigger		
16	photo			

- **Page 4 Sentence Structure** Write *Look at _____* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We use this sentence structure to point something out. Model using the sentence structure to point something out in the photograph, such as **Look at the nest** or **Look at the eggs**. Then assist students in forming their own sentences using the structure. **Say:** *This sentence structure is in the book. Can you find the structure on page 4? Frame the sentence. Let's read the sentence together.**
- **Page 6 Spanish Cognate** Does **in** sound like a word you know in Spanish? (Allow time for students to respond.) *The English word **in** sounds like the Spanish word **en**. **In** and **en** mean the same thing. What does **in** mean?* (Allow time for students to respond.) Write the word **in** on the board and ask students to locate it on page 6 in the book.

Rehearse Reading Strategies

- **Say:** *One word in this book is **out**. Say the word **out**. What letter do you expect to see at the end?* Allow time for students to respond, assisting as needed. Then ask them to find the word out on page 6. **Say:** *Use final-letter sounds to help you when you read.*
- Remind students to use other reading strategies they are learning as well, such as checking the pictures and returning to the beginning of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the list about ducklings. **Say:** *Now it's time to whisper-read the book. Read to learn what the ducklings do.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the final letter.	walk	10
Syntactic	Think about the sentence structure. make it sound right.	Look at the eggs.	6
Semantic	Check the picture.	bigger	14

During Reading

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

After Reading

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our list. Which of these activities did we read about in the book?* Put a ✓ beside any matching responses. Then ask students to name other things the ducklings do in the book. Add these to the list and put checkmarks beside them. Choral-read the checkmarked words. Then ask students to use the graphic organizer to tell a partner about the book.

Ducklings

eat ✓
walk ✓
swim ✓
fly
sleep ✓
get bigger ✓

Reading Strategy Mini-Lesson: Make Connections

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. One way is to connect. Page 8 makes me think of a connection. Read the page aloud, and then say: I have cared for a baby. The baby needed lots of sleep. Thinking about the baby helps me understand that ducklings need a lot of sleep, too.*
- **Guide** Invite students to read page 9 with you. **Ask:** *Have you ever gone to a pond to feed ducks? What did you bring for the ducks to eat? Did the ducks like it?* Allow time for students to share their connections. Then invite them to tell how making connections helped them better understand page 9.
- **Apply** Ask students to read their favorite page to a partner and then make a connection to their own experiences. Observe students as they share their connections, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can make connections any time you read. Remember to make connections to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students today they will practice answering Look Closer! questions. **Say:** *The answer to a Look Closer! question is in the book. You have to look in more than one place, though. You find the different parts of the answer. Then you put the parts together to answer the question.*
- **Model** Use the first Look Closer! question on the question card. **Say:** *I will read the question to figure out what to do. What happens after the ducklings get bigger and bigger? This question asks me to find a sequence of events. I know because the question has the cue word **after**. What other words in the question will help me?* (Allow student responses.) *Yes, I'm looking for the words **ducklings** and **bigger**.* Model looking through the book. **Say:** *On page 14, I read: The ducklings get bigger and bigger. On page 16, I read: The ducklings are ducks now. Putting this information together answers the question. The answer makes sense. I have found the answer in the book.*
- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension:
Summarize Information

- **Explain** Create an overhead transparency of the “Ducklings Grow Up” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books have lots of information. We look for the most important ideas. Then we **summarize** the information. To summarize, we put the ideas together into one sentence about the book.*
- **Model Say:** *Let’s figure out the important ideas in Ducklings Grow Up. On page 6, we read that ducklings come out of eggs. Write **come out of eggs** in the first box on the graphic organizer. Then **say:** On page 8, we read that ducklings sleep. Write **sleep** in the second box.*
- **Guide Say:** *Let’s find out more about the ducklings. Look at pages 9 and 10. What do the ducklings do? (Allow time for students to respond, assisting if needed.) Yes, the ducklings eat. What else do the ducklings do? (Again allow time for students to respond.) Yes, the ducklings walk. Write **eat** and **walk** in the next two boxes on the graphic organizer.*

- **Apply** Ask students to work with a partner to find other things that ducklings do as they grow up. Remind them to use the photographs for help. If more support is needed, utilize all or part of the “Guide” process on pages 12 (**swim**) and 14 (**get bigger**). Once the graphic organizer is complete, read it aloud and invite students to echo-read. Then work together to compose a sentence that summarizes the information in the book, such as *Ducklings sleep, eat, walk, and swim as they get bigger.*

Name: _____ Date: _____

Ducklings Grow Up	
Important Ideas	Summary
come out of eggs	Ducklings sleep, eat, walk, and swim as they get bigger.
sleep	
eat	
walk	
swim	
get bigger	

DUCKLINGS GROW UP

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Home Connection

- Give students the take-home version of *Ducklings Grow Up* to read to family members. Encourage students to work with a friend or family member to draw a picture of a duckling and a duck. Invite them to bring their pictures to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Pretend you are a duckling breaking out of an egg.
- Tell something you learned from the book.
- Tell what you wondered as you read about ducklings.
- Write a question you would like to ask the author.
- Tell your favorite part of the book to a partner.
- Name another book about ducklings that you have seen or read.

Write to a Picture Prompt

- **Write a Description** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 7.
Say: *I can describe this picture in my own words: **The eggs are cracked. Yellow and black ducklings come out. The ducklings have soft feathers.** Now I will write my idea.* Model writing your sentences on the board. Ask students to choose a picture and describe it to a partner. Allow time for students to share their descriptions, providing assistance as needed. Then **say:** *You described a picture in the book. Now write your idea. After you are finished, read your writing to a partner.*

Phonemic Awareness: Initial /d/

- Tell students you will read a sentence from *Ducklings Grow Up*. Ask them to listen for a word that begins with the **/d/** sound: *Look at this mother duck* (page 4). Reread the sentence if needed so students can identify the word **duck**.
- **Say:** *I will name some animals. Some begin with the **ld** sound and some do not. Please listen carefully. Say **ddddddd** if you hear a word that begins with **ld**: **deer, donkey, lion, dog, horse, cat, dolphin.***

Phonics: Initial “d”

- Write the letter “**d**” on the board. Tell students they will go on a letter “**d**” hunt in *Ducklings Grow Up*. Ask them to locate words that begin with “**d**” on each page of text.

- Ask students to brainstorm words that begin with /d/. List the words on the board. Read each word, inviting students to echo-read.
- **Say:** *I will give a clue about one of the words. You can guess which word it is. I will circle the letter “d” in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list, such as *I know an animal that barks. (dog)* Then invite each student to make up a clue about one of the words and circle the letter that makes the /d/ sound.

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **eager** and ask students to repeat it. **Say:** *To be **eager** is to want something very much. The ducklings are hungry so they are **eager** to eat. The ducklings are **eager** to learn, too. They are eager to learn how to walk and swim.* Discuss things the students are eager to do or learn, such as going to recess or reading a chapter book. Then model a sentence, such as *I am eager to visit my sister this weekend.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—eager. Let’s try to use the word **eager** many times today. We can use the word at school and at home.*
- **Tier Three Vocabulary** Review the book with students and write the words **duck** and **ducklings** on the board. Then record the words **eggs**, **swim**, **mother**, **sleep**, **eat**, **walk**, **grass**, **water**, and **bigger** on index cards. Ask students to read the words with you. Mix the cards and place them

facedown on the table. Choose a card, read the word, and model an oral sentence using that word and either **duck** or **ducklings**. Finally, invite students to take turns making their own sentences. Continue the game until each student has had several turns with different word pairs. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar and Language Development

Comparatives

- **Model** Explain that authors sometimes compare two things by putting **-er** at the end of the word. Ask students to read the sentence on page 14 with you: *The ducklings get bigger and bigger.* **Say:** *The word **bigger** tells how the size of the ducklings has changed.* Use two classroom objects to support the concept of bigger as you model oral sentences, such as:
*The book is **bigger** than the pencil.*
*The clipboard is **bigger** than the book.*
*The chalkboard is **bigger** than the clipboard.*
- **Guide** Write the sentence *A chick is **smaller** than a chicken.* Read it aloud and ask students to echo-read. Ask the following questions, allowing time for students to respond to each one: *What two things do we compare in this sentence? (a chick and a chicken) How are the two animals different? (one is not as small as the other) What is added to the end of the word **small** to make the word **smaller**? (-er)*

- **Apply** Pair students. Ask them to complete the following sentence: *The lion is _____ than the cub.* As they share their sentences with the group, write them on the board. Ask students which words show how the lion and cub are different. Then ask a volunteer to circle the **-er** at the end of each comparative word.

Fluency: Read with Phrases

- **Say:** *We do not pause or stop between each word. Instead, we look for groups of words that belong together. Words that belong together are phrases.*
- Ask students to turn to page 6. Read the page in a choppy, word-by-word manner. Discuss how this makes the listener feel. **Say:** *Now I will read the sentences in phrases. I will look for groups of words that belong together.* Read the sentences again using phrases, such as *Little ducklings I are in the eggs. The ducklings I are coming out!* Then invite students to echo-read the page with you.
- Ask students to turn to page 8. Discuss groups of words that belong together, such as “mother duck” and “little ducklings.” Then choral-read the page together.
- Invite students to take turns reading *Ducklings Grow Up* with a partner. Remind them to watch for groups of words that belong together so they can read with phrases.

Name: _____

Date: _____

Vocabulary

Read each sentence. Look at the underlined word. Draw a picture for each word.

<p><u>Ducklings</u> come out of eggs.</p> 	<p>Ducklings can <u>swim</u>.</p> 
<p>The ducklings walk on <u>grass</u>.</p> 	<p>Ducklings <u>eat</u> and grow bigger.</p> 

Ducklings Grow Up

Important Ideas	Summary