

Have You Seen My Duckling?

Synopsis A mother duck cannot find one of her eight ducklings. She sets out in search of her missing duckling, asking other animals. Careful observation reveals the duckling has simply wandered off and is always nearby. Early readers will love discovering the secrets hidden in the illustrations.

Introduction: Explore Fiction

Discuss with students that *Have You Seen My Duckling?* is a fiction story. Ask students to look at the front cover. Read the title aloud as students follow along. Point out the question mark at the end of the title. Discuss what a question mark means. *Who do you think is asking the question?* (the mother duck) *How many ducklings are shown on the cover?*

In this story the mother duck cannot find one of her eight ducklings. Talk about how easy it might be for a busy mother duck to lose sight of one duckling in a pond full of animals. Ask volunteers if they have ever wandered off after their mother has told them to stay in one place.

Vocabulary

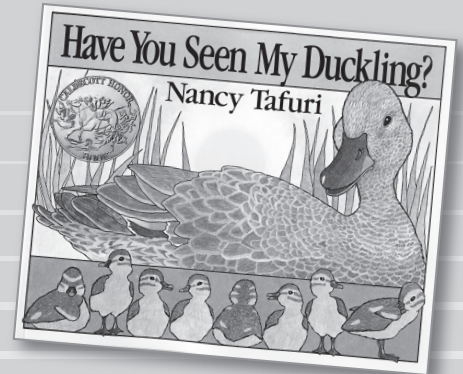
Tier One: one, seen

Tier Two: duckling, early, morning, you

Word Work

Introduce vocabulary in context as it appears within the book before or during reading. Write the word *duckling* on the board. Pronounce the word for students. Underline *duck* in the word *duckling* and remind students that a *duckling* is a baby duck. Ask, *What are other words used to describe young animal children?* (e.g., cubs, kittens, puppies, seal pups, joey, chicks, gosling). Ask for a few volunteers to share their words. *Who has seen a mother duck and her young in real-life? Where were you? What did you see?*

Write *early* and *morning* on the board. Lead a discussion about students' early morning activities (e.g., waking up, eating breakfast). Discuss outdoor changes, such as the rising sun. Write *late* and *night* on the board. Lead a discussion about their late night activities (e.g., brushing their teeth, going to bed). Discuss outdoor changes, such as the moon. Tell students that the pairs of words *early* and *late* and *morning* and *night* are opposites. Ask, *What are other opposites?* (tall/short, dark/light, big/small, happy/sad, quiet/noisy, new/old)



Author: Nancy Tafuri

Genre: Fiction

Guided Reading Level: A

TEKS: K.3.D, K.6.A, K.8.B,
K.110.11.A, K.110.11.C

English Language Support

Offer realia, gestures, or photos to support the introduction of the new vocabulary. Borrow some informational books from the school library with photos of animals and their young. Display several wildlife pictures of a mother and her young. If your classroom has a female class pet, tell students that one day she may have to take care of her young.

Understanding the Text

Literal: What kind of animal is the mother in the story? (duck) Where do the ducks live? (pond) What other animals live in the pond? (fish, turtle, beaver, bird)

Interpretive: Why did the mother duck ask if others had seen her duckling? Why do you think the duckling wandered off? Do you think the duckling wanted to be found? Do you think the duckling will get lost again? Give reasons for your answers.

Applied: Do you ever hide at your house? Where is your favorite place to hide at home? Do you have to give clues to where you are hiding, such as make a noise? Have you ever lost your pet? How did you feel? Give reasons for your answers.

Phonics and Word Recognition

K.3.D Identify and read at least 25 high-frequency words from a commonly used list.

Write the word *you* on several index cards and *my* on several index cards. Tape one *you* word card to a student and one *my* card to yourself. Then say, *Have you* (pointing to the *you* student) *seen my* (points to self) *duckling*. Then repeat the sentence using other personal possessions, such as a crayon, chair, or pencil. Have the group members work with a partner and the word cards and practice using *you* and *my* and then switch roles.

Fluency

K.110.11.A Discuss the purposes for reading and listening to various texts. (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).

K.110.11.C Monitor and adjust comprehension. (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).

Write on index cards: *duckling*, *early*, *have*, *morning*, *my*, *one*, *seen*, *you*. Distribute to the group members. As you read the book aloud, ask students to hold up their card when their word is read. Have students switch cards. Then have a student read the book aloud while others hold up the words.

Reading Literature

K.6.A Identify elements of a story including setting, character, and key events.

K.8.B Describe characters in a story and the reasons for their actions.

Write *pond* on the board. Explain to students that the setting is where a story takes place. The setting for *Have You Seen My Duckling?* is in a pond. Ask, *Why did the author choose a pond for the setting? How does the reader know it is a pond? Who do you think is the most important character in the book, the mother duck or the missing duckling? Why? Is there another important character in the book?*

Writing

Say, *An author writes the story's text. An illustrator draws the pictures. In Have You Seen My Duckling?, the author and illustrator is the same person, Nancy Tafuri. Not all books are like this one. Some books have one person who is the author and another person who is the illustrator. Say, Look at the first page that does not have text. How does Nancy Tafuri let the reader know how many ducklings are in the story? How does she tell readers that one is the mother duck? How does Nancy Tafuri tell the reader that one duck is missing without using words?*

Distribute manilla drawing paper. Have students draw a picture that shows a kitten missing from a litter of kittens. Remind them to include setting details.