

Duck Goes to the Farm

Day One

30 Minutes Fast Track Phonics

20 Minutes Active Instruction

Set the Stage

Introduce text, author and reading goal.

This week, we will be reading Duck Goes to the Farm by Tami Morton, illustrated by Valerie Sokolova. We are going to be identifying the important ideas in the story. Telling the most important events that happened is called summarizing. If we summarize a story, we know that we understand it.

Build Background

Model by summarizing your weekend. Make sure to include people, setting, and events in your summary. Talk to students about how you only told the important points not all of the boring details. Have the students make a mind movie of 3 things they did this weekend. Have the students T-P-S their three events with a partner.

Listening comprehension

Read Giggle, Giggle, Quack by Doreen Cronin. Talk about onomatopoeia a technique that author's use in their writing. Refer back to it in the book (cluck, oink, moo, quack). Model summarizing.

Introduce Vocabulary

noisy

trotted

waddled

Preview questions

1. Why does Duck want to live somewhere different (Drawing conclusions)
2. What happens when Duck gets to the farm? (Summarize)

30 minutes Teamwork

Partner reading

Pages 2-3 with a partner

Pages 4 silently

Team discussion

Guide them through the questions.

Talk with your teams about why Duck wants to live some place different.

- You may want to have structures in place for talking in teams or you may want to partners instead).
- Use numbered heads to call on students

Now, talk with your team about what happened when Duck got to the farm. Remember, we are working on summarizing, so only tell the most important parts.

10 minutes Fluency practice

Have students use peer model format to reread pages from today.

Day Two

30 Minutes Fast Track Phonics

20 Active Instruction

Remind students that reading goal is to summarize.

Build Background

Ask students to summarize Gigggle, Gigggle, Quack with their partners, making sure that they only include the important events. Use numbered heads to call on individuals.

Listening Comp

Remind student of onomopoeia. Read *Night in the Country* by Cynthia Rylant. Discuss the onomopoeia words, making sure to say things like “what was the first sound” and “then what did you hear”? Tell the students that by listing things using the words first, second, then, next, you are putting things in order which helps you summarize. Have the students summarize in partners. Use numbered heads to call on individuals

Review yesterday’s vocabulary. Introduce new vocabulary.

decided

barn

never

may

Preview questions

1. Why is Duck walking all around the farm? (Inferring)
2. Summarize what has happened in the story so far. (Summarizing)

30 Minutes Teamwork

Partner reading

Read pages 5-6 with a partner

Read page 7 silently

Team talk

Guide students through questions as done on day 1.

10 Minutes fluency

Peer tutoring model

Day 3

30 Minutes Fast Track Phonics

20 Active Instruction

Remind students that reading goal is to summarize.

Build Background

Ask students to summarize *Night in the Country* with their partners, making sure that they only include the important events. Use numbered heads to call on individuals.

Listening Comp

Remind student of onomopiea. Read Farmer Duck by Martin Waddell. Ask students what 3 onomopiea words were in the story. Talk with the students about the problem of the story. Then have them T-P-S about how the problem was solved. Discuss with students that in most stories there is a problem and that the problem and the solution are usually important events to include in the summary. Ask the students to summarize the book, making sure to use sequencing words like first, second, then, next and to make sure that they talk about the problem and solution.

Review yesterday's vocabulary. Introduce new vocabulary.

Preview questions

1. What is Duck's problem? (Problem and Solution)
2. Summarize what has happened in the story so far. (Summarizing)
3. What do you think is going to happen next? (Predicting)

30 Minutes Teamwork

Partner reading

Read pages 8-9 with a partner

Read page 10 silently

Team talk

Guide students through questions as done on day 1.

10 Minutes fluency

Peer tutoring model

Day Four-Test Day

20 Minutes Fast Track Phonics

15 Active Instruction

Remind students that reading goal is to summarize.

Build Background

Ask students to summarize Farmer Duck with their partners, making sure that they only include the important events. Remind them of sequencing words and to include the problem and solution. Use numbered heads to call on individuals.

Model filling out the story board and writing a summary.

Review yesterday's vocabulary. Introduce new vocabulary.

lake

path

too

Preview questions

1. Draw the 4 most important events in the story on the story board.
2. Using the storyboard, write 4 sentences that summarize the story.

20 Minutes Teamwork

Team talk

Prepare for test.

The test asks you to draw then write about the 4 important events that occurred in the story. We have already read 3 of the events, today you will be reading about the 4th event on your own. Before we start the test we are going to have a chance to review those first 3 events. With your team (or partner) come to an agreement about what the 3 most important things in the story are. (1. Duck is in the city and it is loud, 2). Duck goes to the farm, 3) While Duck is looking for Gilbert he hears noisy animals).

Now, talk with your team about what you will draw to illustrate the first 3 events.

Discuss with your team possible options for your first three sentences?

Talk with your team about what you will be looking for while you are reading today.

When you are ready to start your test, what is the first thing you need to do? (Draw all 4 pictures)

What will you need to do next? (Write all 4 sentences)

20 Minutes Test

Student silently read pages 11-12, then color the story board and write sentences.

10 Minutes Teamwork

Have teams work together to make sure everyone has 4 pictures and 4 sentences. If a student needs to add to their sentence, have the student write in a different color.

5 Minutes Class Discussion

Using random sticks, ask students how they were able to do the test.

Day 5

30 Minutes Fast Track Phonics

10 Peer Modeling Fluency Practice

10 Minutes Responding to Text

In teams, have students discuss personal responses to the story. Have students read few sentences they enjoyed. Answer questions on inside back cover (for making conclusions, just have them discuss, not draw).

40 Minutes Adventures in Writing

Model writing a short story about going to a place that had animals. Use onomopoeia, sequencing words, and/or a problem. So that they do not spend too much time on creating a character, have them put themselves as the main character.

Example:

Once, I went to the circus with my family. First, we saw elephants and clowns. "ARF" said the seal as it played with a ball. When the tiger came out, he opened his mouth and said "ROAR!" The noise scared me so badly I was shaking. Then, my dad held my hand tight so that I wouldn't be scared.

Have students write their own story about visiting a place with animals. Encourage them to use onomopoeia, sequencing words, and/or a problem. When students are done, let them share their writing with a partner. After the author reads the story, the partner needs to summarize the story.