

Here's What You'll Get in the Make Way for Ducklings Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Determining Importance Lesson Plan

Determining Importance
By Robert McCloskey
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
Think about the text you read when you get confused

Summary
Make Way for Ducklings is the story of Mr. and Mrs. Mallard trying to find a place to call home. Foxes, turtles, bicycles, and scooters all pose a problem for this couple as they hunt for a place to make their nest. They happen upon a little island in the river that is close to Michael, the policeman who enjoys feeding the ducks peanuts each day. Their warm, safe nest soon becomes home to eight eggs and Mrs. Mallard patiently awaits the arrival of the ducklings. Shortly after the ducklings hatch, Mr. Mallard goes off to explore the river, leaving Mrs. Mallard in charge of preparing the ducklings for an adventure they won't soon forget!

Link to What You Know
Do you think ducks are picky about the places they choose to live?
Is it important for people to be picky about choosing a place to live? Why or why not?

Important Words to Know and Understand
Bank - The higher ground that is along the edge of a river.
Dither - A very nervous, confused, or excited state.

Why Readers Determine Importance While Reading
Readers determine importance in order to decide which information is most important to remember.
When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.
On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.
Cause no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.

Guided Reading Level

Determining Importance Lesson Plan

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3
Determine Importance While Reading
Look for big ideas and supporting details
Notice when you learn something new that are important to the text

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Pages 13 to 14 - These pages show Mr. and Mrs. Mallard looking for a place to live, but they don't find anything they like. Why is this important to the story?
Pages 19 to 20 - The author explains that the ducks begin to molt and won't be able to fly until their feathers grow back. Are the details about the molting process important to the story? Why or why not?
Pages 23 to 24 - Mrs. Mallard lays eight eggs and sits on them all the time except for when she gets a drink of water, eats, and counts the eggs. Are these details important in understanding the story? Why or why not?
Pages 33 to 34 - The text says "before you could wink an eyelash" the ducklings got into a line behind Mrs. Mallard. Why is it important to know that the ducklings got in line that fast? How does knowing this important detail help you as a reader?
Pages 37 to 38 - Mrs. Mallard and the ducklings want to cross the road, but the cars won't stop. The ducks all start quacking at the cars as they speed by. Why is it important to know that the ducks all started quacking loudly?

Time to Reflect
Think - What information did you learn while reading Make Way for Ducklings? Pick 3 big ideas or facts that you think you should remember about the story? Why are these ideas or facts important to you?
Talk - Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.
Reflect - Think about the determining importance work you did while reading Make Way for Ducklings. How does thinking about the most important fact and ideas make you a better reader?
Write - Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading Make Way for Ducklings. (Remember to include examples from the book!)

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

1
Get Ready To Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
Think about the text you read when you get confused

3
Make Predictions While Reading
Look for clues that tell you what might happen next
Use what you know to make predictions about what will happen next

4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

1
Get Ready To Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
Think about the text you read when you get confused

3
Understand Text Structure
Notice the work you did while reading
Think
Talk
Reflect
Write

4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Answer Key for Determining Importance with Make Way for Ducklings

Your Turn to Practice Determining Importance with Make Way for Ducklings

Pages 13 to 14: These pages show Mr. and Mrs. Mallard looking for a place to live, but they don't find anything they like. Why is this important to the story?

Answer Key for Making Predictions with Make Way for Ducklings

Your Turn to Practice Making Predictions with Make Way for Ducklings

Pages 11 to 12: The Mallards are on a hunt for a place to live once more. Make a prediction about what will happen next.

Answer Key for Understanding Text Structure with Make Way for Ducklings

Your Turn to Practice Understanding Text Structure with Make Way for Ducklings

Pages 3 to 11: The author uses sequence on these pages to tell about the quest for finding a place to live. What happens after the ducks find a place to live?

Answer Key for Asking Questions with Make Way for Ducklings

Your Turn to Practice Asking Questions with Make Way for Ducklings

Pages 10 to 11: The author uses a cause and effect text structure. Mallard to change her mind about living on the pond.

Answer Key for Synthesizing with Make Way for Ducklings

Your Turn to Practice Synthesizing with Make Way for Ducklings

Page 23: Even though Mrs. Mallard enjoys visiting Michael for peanuts, she has to stop going because she must keep her eggs warm. How do you feel about Mrs. Mallard now?

Answer Key for Asking Questions with Make Way for Ducklings

Your Turn to Practice Asking Questions with Make Way for Ducklings

Page 1: Why do you feel this way?

Page 28 to 31: Mr. Mallard goes off to explore the river, leaving Mrs. Mallard alone to teach the ducklings of their world. Do you think that Mrs. Mallard does a good job on her own with the ducklings?

Making Predictions

Understanding Text Structure

1
Get Ready To Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
Think about the text you read when you get confused

3
Ask Questions While Reading
Write questions you have while reading
Ask your reading partner for help

4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

1
Get Ready To Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
Think about the text you read when you get confused

3
Synthesizing
Look for pieces of information that are related
Notice when you learn something new that changes your understanding of the text

4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Asking Questions

Synthesizing

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Make Way for Ducklings: Making Predictions

Imagine you are Michael the policeman. Do you think he enjoys his job as a police officer at the park? Use the pictures and words in the story to write 3-4 sentences about how Michael feels about his job.

I can use words and pictures to help me tell about the characters, setting, and plot. CCSS: RL.2.7

Make Way for Ducklings: Making Predictions

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Make Way for Ducklings: Making Predictions

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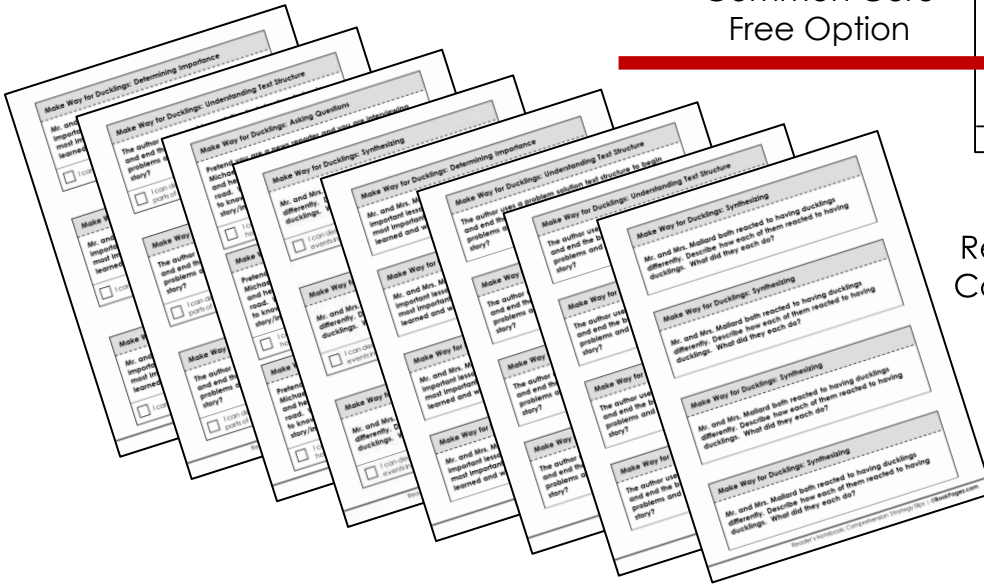
Make Way for Ducklings: Making Predictions

Imagine you are Michael the policeman. Do you think he enjoys his job as a police officer at the park? Use the pictures and words in the story to write 3-4 sentences about how Michael feels about his job.

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Making Predictions

Title:

Predictions of the Beginning Write your predictions below.	Predictions while Reading Write your predictions below.	Check Predictions at the End Predictions that were not helpful.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Determining Importance

Title:

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1

#2

#3

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Asking Questions

Title:

Question	Answer
I wonder... Why didn't... How does... when... I am curious about... I am not sure why...	
Question	Answer
Question	Answer
Question	Answer

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Understanding Text Structure

Title:

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page:	
	Page:	
	Page:	

Text Structures You might see while reading:
Narration, Sequence, Compare and Contrast, Cause and Effect, Problem and Solution.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Synthesizing

Title:

At First I was Thinking...	My new Thinking is...	I used to Think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After Reading about...
Because...	Because...	I conclude...
		Because...

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Make Way for Ducklings
By: Robert McCloskey
Grade Level: 2 / Guided Reading Level: L

Word Work

Instructional Focus:
Diphthongs -ou and -ow

Background:
A diphthong is two vowels that make one sound. The diphthongs -ou and -ow both have the /ou/ sound that is in the word "ouch".
The -ou diphthong is found in the words ouch, loud, our, house.
The -ow diphthong is found in the words how, cow, crowd, town.

Examples:

Diphthong	Word
-ou	ouch
-ou	loud
-ou	our
-ou	house

Materials and Preparation:

- A Copy of *Make Way for Ducklings*
- Anchor Chart
- Two Markers (one blue, one red)
- Tape or Magnifying Glass
- Diphthongs! Dig student!
- Optional - Word cards

Step 1: Introduce the Focus of Word Work

Introduce Diphthongs -ou and -ow

- Tell students you will be talking about diphthongs today.
- Draw attention to the anchor chart you prepared ahead of time.
- Point to the words on top of the anchor chart as you say, "A diphthong is a combination of two letters that make one sound." Say, "We will be studying two diphthongs today. Both diphthongs make the /ou/ sound like in the word 'ouch'." Repeat after me and say "ouch", (students all say "ouch" out loud). Repeat the /ou/ sound after me, /ou/ (students all say /ou/ out loud).
- Uncover the -ou side of the anchor chart. Say, "The first diphthong is spelled with -ou. It's spelled differently but makes the same /ou/ sound as the diphthong -ou." Read the words in the anchor chart under the -ou heading out loud and point to them as you say them: about, count, cloud, sound.
- Say, "Repeat each word after me. About (about), Count (count), Cloud (cloud), Sound (sound)."
- Say, "Notice that the -ou in each of these words is in the middle of the words."
- Take one of your markers and underline the -ou in each word on the anchor chart.
- Uncover the -ow side of the anchor chart. Say, "The second diphthong is spelled with -ow. It's spelled differently but makes the same /ou/ sound as the diphthong -ou." Read the words in the anchor chart under the -ow heading out loud and point to them as you say them: how, cow, crowd, town.
- Say, "Repeat each word after me. How (how), Cow (cow), Crowd (crowd), Town (town)."
- Say, "Notice that the -ow in these words are in the middle and end of the words."
- Use the second marker (a different color than the first) and underline the -ow in each word on the anchor chart.

Step 2: Connect Word Work to Reading

Diphthongs -ou and -ow in the Text

- Tell students that the book they will be reading today has some -ou and -ow diphthongs.
- Show students page 3 of *Make Way for Ducklings*. Tell the class to listen carefully and look at the words as you read.
- Instruct the students to put their finger on their nose when they hear or see an -ou or -ow diphthong.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Make Way for Ducklings
By: Robert McCloskey
Grade Level: 2 / Guided Reading Level: L

Word Work

Step 2: Connect Word Work to Reading (continued)

Diphthongs -ou and -ow in the Text

- Read, "When they got to Boston, they felt too tired to fly any further. There was a nice pond in the Public Garden, with a little island on it. 'The very place to spend the night,' quacked Mr. Mallard. So down they flapped."
- After reading, ask the students to identify the diphthong (down).
- Tell students you are going to read the book once from beginning to end. While you are reading, the students should look and listen for diphthongs.
- Read *Make Way for Ducklings*.

List of words in the text that are examples of Instructional Focus:

down	ound	about	count	me
proud	out	house	how	now
followed	found	now	loud	

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with the guided word work practice page *Diphthongs! Diphthongs! Read All About It!*
- Read the directions while the students silently follow along.
- Instruct students to complete the work independently.
- As students are working, walk around, observe and provide support as needed.
- After 5 minutes, go over the answers with the students. Take this time to address any wrong answers.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the *Find the -ou and -ow Diphthongs Practice Page*.
- Read the directions while the students silently follow along.
- Complete an example with the class.
- Instruct students to complete the rest of the page practice page.
- Monitor students as they work.

Word Work Lesson Plan | @BookPagez.com

List of words in the book that match the instructional focus

Interactive Activity

Diphthongs! Diphthongs! Read All About It!
Word Work Practice

Directions: Read the headline of each newspaper. Circle the word that has the -ou or -ow diphthong. Under the newspaper, write the diphthong you circled and underline the -ou or -ow.

1. Boston Gazette Mallard Ducks choose our town to raise ducklings	2. Boston Gazette Mrs. Mallard counts her eggs many times a day
3. Boston Gazette Ducklings quack loud enough to get policeman Michael's attention	4. Boston Gazette Crowd of people watch mother duck, ducklings cross busy street
5. Boston Gazette Ducks chow down on peanuts from people on boat	6. Boston Gazette Will the new fountain at Public Garden scare ducks away?

Name: _____ Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Find the -ou and -ow Diphthongs
Word Work Practice Page

Part 1: Read each word in the box. Circle the words that have the -ou and -ow diphthongs. Cross out the words that do not have the -ou and -ow diphthongs.

couch	store	donut	bounce	frown	cow
lawn	brown	pout	shoes	shout	your

Part 2: Write the words you circled on the lines.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Part 3: Choose two of the words you wrote on the lines. Create a sentence for each word.

1. _____
2. _____

Name: _____ Independent Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Short I Sound -it, -ip, -in Word Families
Extension Activity

Directions:
Be a word detective! Be on the lookout for short i sound -it, -ip, and -in word families while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

Assessments

Running Record				
Title: <i>Make Way for Ducklings</i>		Guided Reading Text Level: L	Word Count: 100	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____		
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT
				INFORMATION USED
Page		E	SC	E MSV
1	Mr. and Mrs. Mallard were looking for a place to live. But every time Mr. Mallard saw what looked like a nice place, Mrs. Mallard said it was no good. There were sure to be foxes in the woods or turtles in the water, and she was not going to raise a family where there might be foxes or turtles. So they flew on and on.			
2	When they got to Boston, they felt too tired to fly any further. There was a nice pond in the Public Garden, with a little island on it. "The very place to spend the *..."			
Analysis and Comments:				
Tested By: _____				©BookPagez.com

Running Record Assessment

Make Way for Ducklings CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Make Way for Ducklings</i> to answer each of the following questions.		
1. Where does <i>Make Way for Ducklings</i> take place?		
<input type="radio"/> A	The zoo	
<input type="radio"/> B	A barn	
<input type="radio"/> C	Various areas in Boston including the Public Garden	
<input type="radio"/> D	The ocean	
2. What is <i>Make Way for Ducklings</i> mainly about?		
<input type="radio"/> A	A family of ducks looking for a safe place to live.	
<input type="radio"/> B	A policeman who helps various animals.	
<input type="radio"/> C	The city of Boston and its parks.	
<input type="radio"/> D	Riding bikes.	
3. Which of the following events happened first?		
<input type="radio"/> A	The eight ducklings hatched.	
<input type="radio"/> B	Mr. Mallard left to explore the river.	
<input type="radio"/> C	Mrs. Mallard and the ducklings crossed the river.	
<input type="radio"/> D	The people on the boat fed Mr. and Mrs. Mallard.	
4. Which of the following words rhyme?		
<input type="radio"/> A	river, giver	
<input type="radio"/> B	care, car	
<input type="radio"/> C	real, list	
<input type="radio"/> D	trip, trap	
5. What are Mr. and Mrs. Mallard looking for at the beginning of the story? (RL.2.5)		
<input type="radio"/> A	Michael the policeman	
<input checked="" type="radio"/> B	A place to live and raise their family	
<input type="radio"/> C	A good meal	
<input type="radio"/> D	The highway	
6. Who is telling the story in <i>Make Way for Ducklings</i> ? (RL.2.6)		
<input type="radio"/> A	Michael the policeman	
<input type="radio"/> B	The ducklings	
<input type="radio"/> C	Mr. Mallard	
<input checked="" type="radio"/> D	A narrator	
7. How do the illustrations show that Mrs. Mallard is a good Mom? (RL.2.7)		
<input type="radio"/> A	The illustrations show Mrs. Mallard leaving the ducklings alone.	
<input checked="" type="radio"/> B	The illustrations show Mrs. Mallard watching over the ducklings and teaching them how to swim, walk in line, and stay safe.	
<input type="radio"/> C	The illustrations show Mrs. Mallard eating all the food, leaving none for the ducklings.	
<input type="radio"/> D	The illustrations show Mrs. Mallard taking naps and not watching her babies.	
8. How are Mr. Mallard and Mrs. Mallard alike? (RL.2.9)		
<input type="radio"/> A	They both teach the ducklings how to swim.	
<input type="radio"/> B	They both leave the ducklings to explore the rest of the river.	
<input checked="" type="radio"/> C	They are both full of pride when they see all of their ducklings hatch.	
<input type="radio"/> D	They both are very particular about where to find a place to live.	
9. Based on what happened in the story, what kind of place will the ducklings want to live when they get older and are ready to start their own families? (RL.2.10)		
<input checked="" type="radio"/> A	A place that has water, land, bushes, and no turtles or foxes	
<input type="radio"/> B	A busy park where there are lots of people riding bikes	
<input type="radio"/> C	A spot right next to a police station or police headquarters	
<input type="radio"/> D	A place on a school playground	
CCSS Assessment 2 nd Grade Reading Standards for Literature BookPagez.com		

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____

Alphabetical Names

Part 1: Mrs. Mallard needs your help getting her duckings in line. She puts them in alphabetical order. Use the names in the word box and write them in the correct order.

Nack	Jack	Pack	Lack
Kack	Ouack	Mack	Quack

1. 🐥 _____

2. 🐥 _____

3. 🐥 _____

4. 🐥 _____

5. 🐥 _____

6. 🐥 _____

7. 🐥 _____

8. 🐥 _____

Part 2: Let's pretend that Mr. and Mrs. Mallard have four more duckings a couple of years later. They want to choose names that rhyme with their other brothers and sisters (Hint: -ock word family). Choose four names and write them in the box. Then put the names in alphabetical order.

--	--	--	--

1. 🐥 _____

2. 🐥 _____

3. 🐥 _____

4. 🐥 _____

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation

Make Way for Duckings Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Make Way for Duckings correlate with the following English Language Arts Common Core State Standards for second grade.

Determining Importance Lesson Plan and Resources

Reading: Literature
RI.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RI.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.2.1 - Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including objectives and adverbs to describe (e.g., when other kids are happy that makes me happy).

Make Way for Duckings CCSS Alignment | @BookPagez.com

Make Way for Duckings CCSS Alignment | @BookPagez.com

Common Core State Standards Correlation

Make Way for Duckings Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Make Way for Duckings correlate with the following English Language Arts Common Core State Standards for second grade.

Understanding Text Structure Lesson Plan and Resources

Reading: Literature
RI.2.4 - Describe how words and phrases (e.g., regular beats, alliteration/rhyme, repeated lines, couplets, and onomatopoeia) in a story, poem, or song, create the overall structure of the story, including describing how the beginning introduces the story and the ending concludes the action.
RI.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
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Make Way for Duckings CCSS Alignment | @BookPagez.com

Common Core State Standards Correlation

Make Way for Duckings Lesson Plans, Resources, and Activities

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Inferring Lesson Plan and Resources

Reading: Literature
RI.2.3 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.
RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.2.1 - Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including objectives and adverbs to describe (e.g., when other kids are happy that makes me happy).

Make Way for Duckings CCSS Alignment | @BookPagez.com

Common Core State Standards Correlation

Make Way for Duckings Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Make Way for Duckings correlate with the following English Language Arts Common Core State Standards for second grade.

Synthesizing Lesson Plan and Resources

Reading: Literature
RI.2.3 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.
RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.2.1 - Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including objectives and adverbs to describe (e.g., when other kids are happy that makes me happy).

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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Make Way for Duckings Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Make Way for Duckings correlate with the following English Language Arts Common Core State Standards for second grade.

Vocabulary Lesson Plan and Resources

Language
L.2.4a - Use the sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b - Identify readable connections between words and their use (e.g., describe foods that are spicy or juicy).
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation

Make Way for Duckings Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Make Way for Duckings correlate with the following English Language Arts Common Core State Standards for second grade.

Word Work Lesson Plan and Resources

Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

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Word Work
Common Core Alignment

Student Facing Resources in Spanish for Make Way for Ducklings Super Pack

5 Comprehension Strategy Practice Pages

Synthesizing Practice Page

Tu turno para practicar: Sintetizar
con Make Way for Ducklings (Abran paso a los patitos)

Página 1:
¿Qué sabes de la señora Mallard hasta ahora?

¿Cuál es tu opinión de ella?

¿Por qué piensas eso?

Página 9:
A la señora Mallard le gusta el Jardín Público porque no hay tortugas, ni zorros, y la gente les da cacahuetes a los patos. ¿Cómo ha cambiado su opinión sobre la Sra. Mallard desde que comenzó la historia?

¿De qué manera el pensar en tu opinión de la Sra. Mallard te ayuda como lector?

Nombre: _____



Page by Page Guided Questions

Answer Key

Tu turno para practicar: Sintetizar
con Make Way for Ducklings (Abran paso a los patitos)


Página 23:
A pesar de que a la señora Mallard le gusta visitar a Michael por sus cacahuetes, tiene que dejar de ir porque debe mantener sus huevos calientes. ¿Cómo te sientes acerca de la señora Mallard ahora?

¿Por qué piensas eso?

Páginas 28 a 31:
El Sr. Mallard se va a explorar el río, dejando a la Sra. Mallard sola para enseñarle a los patitos todo lo que necesitan saber. ¿Crees que la señora Mallard hace un buen trabajo sola con los patitos?

¿Por qué o por qué no?

Nombre: _____



Sample answers written in Spanish

Hacer predicciones
con Make Way for Ducklings (Abran paso a los patitos)

Páginas 11 a 12:
Los Mallards predicen: ¿Tu predicción tiene sentido? ¿Michael, en todos los días y a la Sra. Mallard se le dan los patitos por los días? ¿Cómo te ayuda tu predicción leyendo?

Nombre: _____

Tu turno para practicar: Hacer predicciones
con Make Way for Ducklings (Abran paso a los patitos)


Páginas 11 a 12:
Los Mallards, están en busca de predicción sobre lo que sucederá.

Páginas 13 a 14:
Estas páginas muestran al señor y a la señora Mallard buscando un lugar para vivir, pero no encuentran nada que les guste. ¿Por qué es esto importante para la historia?

Páginas 19 a 20:
El autor explica que los patos comienzan a mudar y no podrán volar hasta que sus plumas vuelvan a crecer. ¿Los detalles sobre el proceso de muda son importantes para la historia? ¿Por qué o por qué no?

Páginas 23 a 24:
La Sra. Mallard pone ocho huevos y se sienta sobre ellos todo el tiempo, excepto cuando toma un trago de agua, come y cuenta los huevos. ¿Son estos detalles importantes para entender la historia? ¿Por qué o por qué no?

Nombre: _____



Entender la estructura del texto
con Make Way for Ducklings (Abran paso a los patitos)

Páginas 3 a 11:
El autor usa la secuencia en estas páginas para hacer que los patos busquen el desayuno en el fondo del Jardín Público.

Páginas 10 a 11:
Aquí el autor utiliza una estructura de texto de causa y efecto para explicar cómo la señora Mallard cambia de opinión acerca de vivir en el Jardín Público.

Página 19:
En esta página, el autor utiliza la descripción para introducir el proceso de muda. ¿Qué cambio importante ocurre cuando los patos mudan?


Nombre: _____

Hacer preguntas
con Make Way for Ducklings (Abran paso a los patitos)

Páginas 27 a 28:
El Sr. Mallard se va para explorar el río y le dice a la Sra. Mallard que se reúna con él en una semana. ¿Qué te hace preguntarte esto?

Páginas 43 a 44:
Cuando Michael ve que la señora Mallard y sus patitos están a salvo, él comienza a comer hacia su cabina de policía a toda prisa. ¿Qué preguntas te estás preguntando sobre lo que está haciendo Michael?

Nombre: _____



Making Predictions

Understanding Text Structure

Determining Importance

Asking Questions

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Make Way for Ducklings (Abran paso a los patitos): Hacer predicciones

Imagina que eres Michael el policía. ¿Crees que disfruta de su trabajo como oficial de policía en el parque? Usa las imágenes y las palabras de la historia para escribir 3-4 oraciones sobre cómo se siente Michael acerca de su trabajo.

Puedo usar palabras e imágenes para ayudarme a contar los personajes, el escenario y la trama. CCSS: RL.2.7

Make Way for Ducklings (Abran paso a los patitos): Hacer predicciones

Imagina que eres Michael el policía. ¿Crees que disfruta de su trabajo como oficial de policía en el parque? Usa las imágenes y las palabras de la historia para escribir 3-4 oraciones sobre cómo se siente Michael acerca de su trabajo.

Puedo usar palabras e imágenes para ayudarme a contar los personajes, el escenario y la trama. CCSS: RL.2.7

Make Way for Ducklings (Abran paso a los patitos): Hacer predicciones

Imagina que eres Michael el policía. ¿Crees que disfruta de su trabajo como oficial de policía en el parque? Usa las imágenes y las palabras de la historia para escribir 3-4 oraciones sobre cómo se siente Michael acerca de su trabajo.

Puedo usar palabras e imágenes para ayudarme a contar los personajes, el escenario y la trama. CCSS: RL.2.7

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Make Way for Ducklings (Abran paso a los patitos): Hacer predicciones

Imagina que eres Michael el policía. ¿Crees que disfruta de su trabajo como oficial de policía en el parque? Usa las imágenes y las palabras de la historia para escribir 3-4 oraciones sobre cómo se siente Michael acerca de su trabajo.

Make Way for Ducklings (Abran paso a los patitos): Hacer predicciones

Imagina que eres Michael el policía. ¿Crees que disfruta de su trabajo como oficial de policía en el parque? Usa las imágenes y las palabras de la historia para escribir 3-4 oraciones sobre cómo se siente Michael acerca de su trabajo.

Make Way for Ducklings (Abran paso a los patitos): Hacer predicciones

Imagina que eres Michael el policía. ¿Crees que disfruta de su trabajo como oficial de policía en el parque? Usa las imágenes y las palabras de la historia para escribir 3-4 oraciones sobre cómo se siente Michael acerca de su trabajo.

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Entender la estructura del texto

Título: _____

Estructura del texto	Dónde he usado la estructura del texto	Cómo la estructura del texto me ayudó
Página: _____		
Página: _____		
Página: _____		

Estructura que puedes ver mientras lees:

Resúmenes	Secuencias	Causa y efecto
Compara y contrasta	Caricatura y metáfora	

Instrucciones:

1. Contesta la pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno de lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Determinar la importancia

Título: _____

Piensa en el libro. Escribe todo la información importante en la burbuja de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para hacer las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Instrucciones:

1. Contesta la pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno de lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Hacer preguntas

Muéstame para empezar una oración

¿Quién sabe...?	¿Por qué no...?	¿Cómo funciona...?
Me confundió cuando...	Estoy curioso por saber...	No estoy seguro por qué...

Pregunta	Respuesta

Instrucciones:

1. Contesta la pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno de lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Entender la estructura del texto

Título: _____

Estructura del texto	Dónde he usado la estructura del texto	Cómo la estructura del texto me ayudó
Página: _____		
Página: _____		
Página: _____		

Estructura que puedes ver mientras lees:

Resúmenes	Secuencias	Causa y efecto
Compara y contrasta	Caricatura y metáfora	

Instrucciones:

1. Contesta la pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno de lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Sintetizar

Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...

Mi nueva forma de pensar es...

Ahora entiendo... Después de pensar sobre...

Porque... Porque... Puedo concluir que... Porque...

Instrucciones:

1. Contesta la pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno de lector.

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Synthesizing









Extension Activity

Nombre: _____ La fecha: _____

Nombres alfabéticos





Parte 1: La señora Mallard necesita tu ayuda para poner a sus patitos en línea. Ella los pone en orden alfabético. Use los nombres en el cuadro de palabras y escribalos en el orden correcto.

Nack	Jack	Pack	Lack
Kack	Ouack	Mack	Quack

1.  _____
2.  _____
3.  _____
4.  _____
5.  _____
6.  _____
7.  _____
8.  _____

Parte 2: Supongamos que el Sr. y la Sra. Mallard tienen cuatro patitos más un par de años después. Quieren elegir nombres que rimen con sus otros hermanos y hermanas (Pista: familia de palabras -ack). Elige cuatro nombres y escribelos en el recuadro. Luego ponga los nombres en orden alfabético.

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1.  _____
2.  _____
3.  _____
4.  _____