

Beach Lane Books · ISBN 9781481424226 · Grades P – 3

## Days of the Week

Match the day of the week with where the five little ducks explored.

Monday	Paddock
Tuesday	Road
Wednesday	Hills
Thursday	Woods
Friday	Fields

What happened on Saturday?

What happened on Sunday?

## Learning the Days of the Week

Preschoolers learn the days of the week by saying Today is \_\_\_\_, Yesterday was \_\_\_\_, Tomorrow is \_\_\_\_.

Sometimes they sing a song to help them learn the days:

*Today is \_\_\_\_, Today is \_\_\_\_. All day long. All day long.*

*Yesterday was \_\_\_\_, Tomorrow will be \_\_\_\_.*

*Let's have fun! Let's have fun! (using the Frère Jacques tune)*

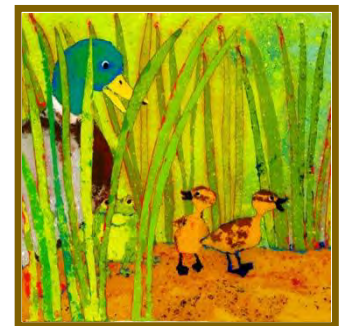
There's a **5 Little Ducks** days of the week wheel at the end of this guide.

**Discussion:** Do you have special routines during the day or for different days? Connecting learning with background knowledge to what your child already experiences helps them relate to new learning experiences. Talk about duckling 1 exploring the woods, what do you do on Mondays? Compare duckling 4's adventure with the pigs in the mud on Thursday with what you do on Thursdays. When Father duck was sad on Saturday, what has made you sad before? On Sunday the whole family was together again. Do you have a day that your family gets together?

## Alike and Different

In **5 Little Ducks**, the ducks might seem like they are all alike.

Children need to understand how things are alike and how they are different. We can help with this in simple ways. Take two plastic forks and a plastic spoon and set them out. Talk about how the forks are



alike and the spoon is different. You can use other things you

have close at hand, try two rubber duckies and another toy. Talk about how the two ducks are alike and the other toy, say a truck, is different. Discuss that different means that the truck and the duck are not the same. We can now use the terms alike and different for other learning. Transfer this to numbers by writing two number 3s and a number 5. Talk about how the 3s are the same and the number 5 is different. This continues with letters and sounds. Use any two letters like a *D* and an *S*. And with the sound, discuss how *dog* begins with /d/ and *dinosaur* begins with /d/ but *snake* begins with /s/, a different sound. In this way children begin to recognize how sounds and letters are alike and different. Just like when we sing a song and we clap our hands and then we stomp our foot, two different actions.

# Talk Sing Read Write Play

**Talk** – Discuss families. In *5 Little Ducks* we have a Mallard duck family. What other kinds of families are the children familiar with? Who is in their family?

**Sing** – The original song is fun to sing! What other 5 animals are there songs for? There's the 5 monkeys and 5 speckled frogs. I bet you and your class can find or invent even more!

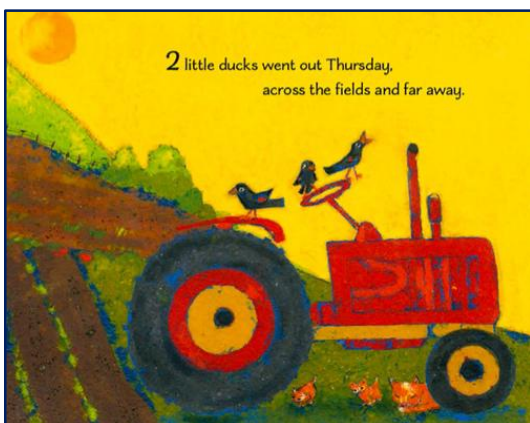
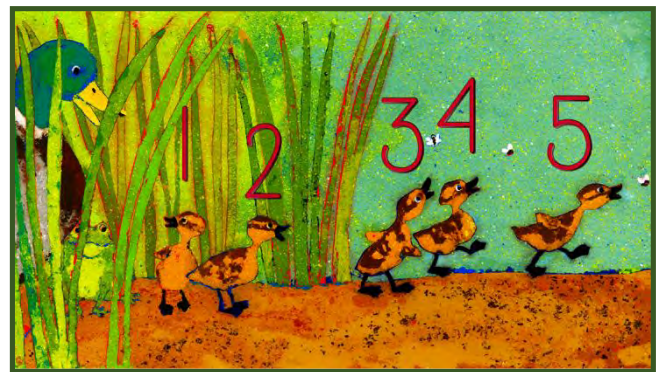
**Read** – Read the whole story and then talk about how this story has a couple of new twists. First Dad follows the little ducks everywhere! Did you notice that? Did you see that the ducklings acted like the animal friends they followed? And then Mama duck decides that Sunday is when the family will rest.

**Write** – Pick one of the other animals to find out more information about. Maybe find a book on the flying squirrels, like *Flying Squirrels* by Judith Jango-Cohen. After reading more about flying squirrels, have your child draw a picture and write a short paragraph about what they learned. If your child is younger, the adult can write down what the child says to go along with their picture.

**Play** – Make different spots in your room to make the places for each day of the week. One area can be the woods, the other areas can be the fields, hills, paddock, and road. Decorate each area to represent those areas where the 5 little ducks wandered. Now have each child make a duck puppet to take to each spot. They can play at each spot and pretend to be the duck wandering around. Have each child create his own idea for a duck finger or hand puppet (eg. Popsicle stick, paper bag, cut paper, paper plate) or search preschool > duck > puppets on Pinterest to find a plethora of choices.

## MATH

With *5 Little Ducks*, you count down and you count up. When you take 1 away each time children are learning subtraction and when they add 1 each time they are learning addition. So let's play a duck math game.



Print out the game board [attached] and laminate it or print on cardstock.

Have each player use a dry erase marker or erasable crayon to color the number of ducks. Have each player use a dice to see how many ducks he/she gets to color.

**Instructions:** Rolling a 1-4 means you color that many ducks. If you roll a 5, you lose (erase) 2 ducks, if you roll a 6 you lose (erase) all your ducks. The first one with 10 ducks colored in wins! Just erase to play again.

## Early Literacy Skills



**Narrative Skills** are learning how stories work. *5 Little Ducks* has a predictable storyline and repeat action, which is the perfect way to learn how a story works. This story is set at a farm—a rural setting. If it took place in the city, how would the story change? What if it was in the jungle? How else could it change if the main characters were not ducks, but jellyfish? Have fun with your child(ren) when considering all the possibilities of changing the narrative.

**Letter Knowledge** is learning that letters have names and sounds and how they are alike and different. With so many animals in *5 Little Ducks*, find an animal that fits with your child's name (has the same letter), focus on it, and bring out the same letter in both the animal and the name to connect the two. Children need to learn by connecting background knowledge to new learning. When they connect the letters they are learning with their name first, and then adding new letters as they go—they have background knowledge to help them.

**Print Awareness** is being able to understand how a book works: how to hold a book, that the print has meaning, and that the pictures have meaning (and those meanings are two different things). When you run your finger under the sentence as you read it, you are showing that these are the words you are speaking. You can draw attention in so many other ways also. On the page where Papa Duck is sad, point out the *s* in the word *sad*, and trace the curve of the ducks neck. Doesn't his head hang sadly like the *s* in *sad*?



**Vocabulary** is easy to interject. There are no mention of the names of the plants in the book, but you can look up what duckweed is and find it in another book and show your child and see that it looks like the grasses by the duck's nest. There are so many ways to help your child learn new words. How did the little ducks go out each day? Find a different word to describe it. You and your child can also find the names of the other animals in the settings, then refer to the final pages to learn more about that "friend".

**Phonological Awareness** is really all about rhyming and understanding that words are made up of smaller sounds. Playing rhyming games, like saying a word fast (*duckling*) and then saying it slow (*duck-ling*) while clapping with each syllable of the word (or rhyme or sing/song chant), help children hear those smaller sounds.

### Connect with Denise



Find Denise Fleming online at her website, [www.denisefleming.com](http://www.denisefleming.com). Find *5 Little Ducks* activities and play the *5 Little Ducks* online matching game at [5littleducks.denisefleming.com](http://5littleducks.denisefleming.com).

**Print Motivation** is about following your child's interest. What did they focus on in this book? Try asking them questions about what is going on and what will happen next. This will help them find how their interest wanders. If they focus on the horse, then go find some horse books and help them find more info.

# Storytelling Elements to Nonfiction to Social Studies

**Characters** – With *5 Little Ducks*, the main characters are easy, but it gets highly exciting with all the new friends the little ducks meet as they wander along each day. For each new setting, there is a specific animal featured. On Monday there is a flying squirrel, Tuesday a turkey, Wednesday a turtle, Thursday pigs, and on Friday it's the child (Anna). Did you notice that the ducklings try to act like the friends they meet? Talk about this with your children. There are other auxiliary animals also. You and your children can look up any of the other animals and find out more information at your public library. Discuss why that setting is the right choice for that animal. What other animals might be around but not seen?



**Setting** – Each day as the little ducks wander to a slightly different setting, explore how they are broadening their neighborhood. You may have already talked about the animals in those settings. Talk about the foods found for those animals. Can they care for themselves or are they being cared for? Are they a wild or domesticated animal and what is the difference? Begin to plot out the neighborhood, making a mural or designating different areas around the classroom for the different settings.

## Match the animal to where you find it in *5 Little Ducks*.

Rabbit	Paddock
Sheep	Road
Horse	Hills
Kittens	Woods
Dog	Pond
Mama Duck	Fields

Who kept an eye on the little ducks?

**Plot** – It isn't necessary for *5 Little Ducks* to have a deep plot for students to understand how a plot works. The fact that each day one duck doesn't come back as he/she wanders around the neighborhood playing and exploring may be a brand new idea for some of your children. It may even be a scary idea, so having a conversation about getting lost or being afraid of getting lost might be quite real to them and needed.

**Tie It Together** – Help your students build a familiar neighborhood, such as the school neighborhood or their actual neighborhood, to help give them background knowledge and to tie it into familiar knowledge. This would be a great way to bring parents into a classroom project and have them help their student draw and diagram their neighborhood.

## Common Core Standards Used

[CCSS.ELA-LITERACY.RL.K.1](#) - With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RL.K.2](#) - With prompting and support, retell familiar stories, including key details.

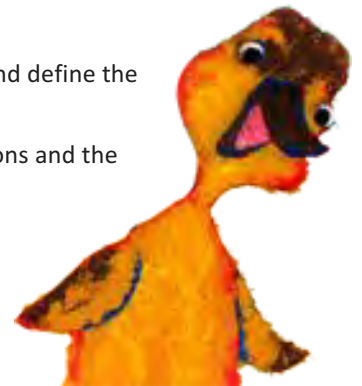
[CCSS.ELA-LITERACY.RL.K.3](#) - With prompting and support, identify characters, settings, and major events in a story.

[CCSS.ELA-LITERACY.RL.K.6](#) - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

[CCSS.ELA-LITERACY.RL.K.7](#) - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

[CCSS.ELA-LITERACY.RL.K.9](#) - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

[CCSS.ELA-LITERACY.RL.K.10](#) - Actively engage in group reading activities with purpose and understanding.



# 5 Little Ducks Math Game



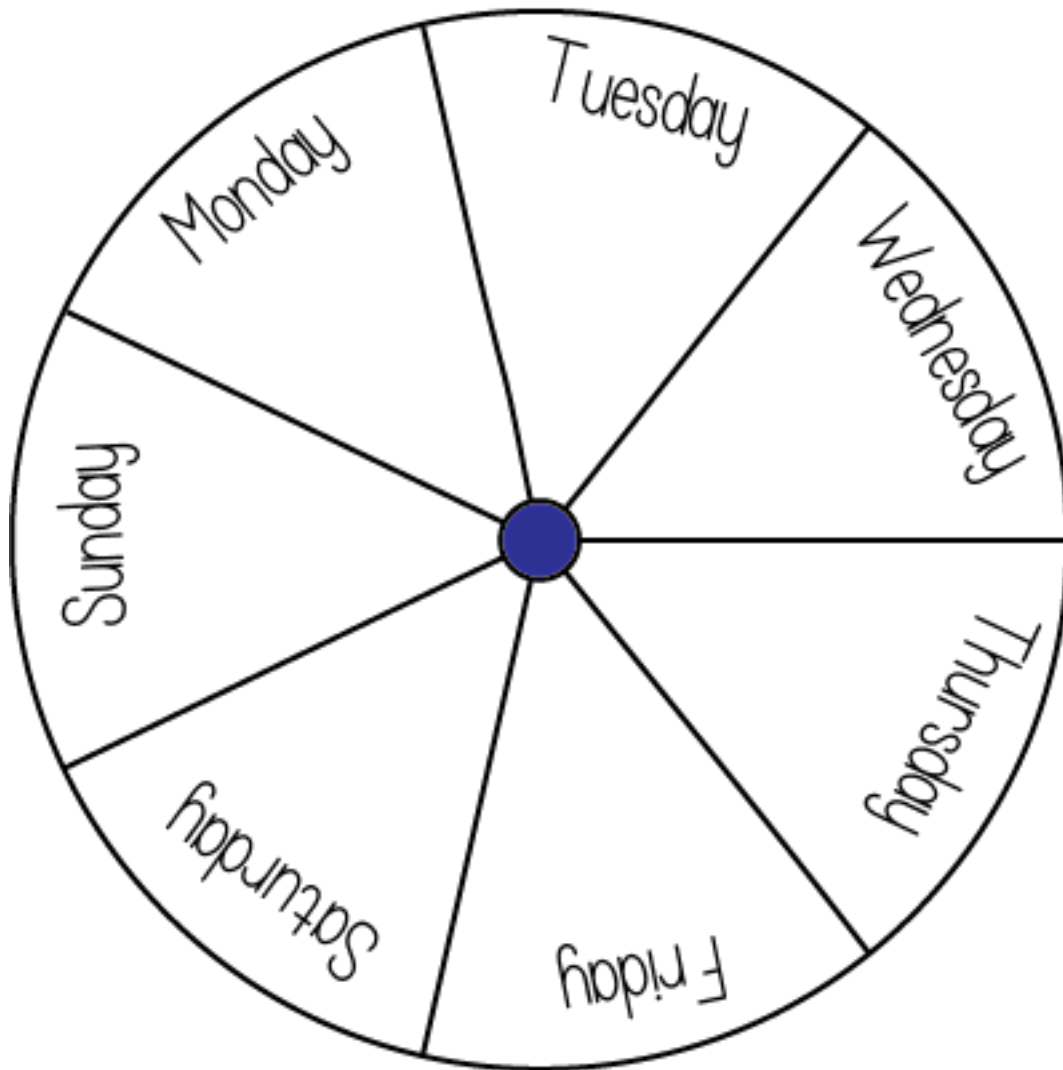
# 5 Little Ducks Math Game



Separate cards by cutting along the dotted lines. Game instructions can be found on page 2 of the teaching guide, under "Math." **Tip:** Print game cards on cardstock or laminate them so they can be reused.

# Day of the Week Wheel

Color (or you can draw the friends, animals, or places you would like to see each day in that day's wedge) and cut out the days of the week wheel (this page) and attach it to the top of the wheel on the other page using a wire brad through the blue circle. Finish by coloring the completed Day of the Week Wheel!



5 Little Ducks

# Day of the Week Wheel

