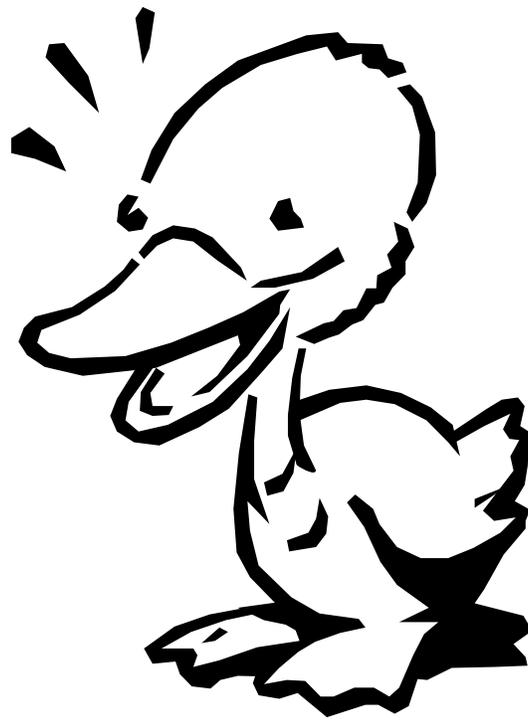


A guide for using
ONE DUCK STUCK

In the Pre-K Classroom
2005-2006



Ideas compiled by Bright From The Start:
Georgia Department of Early Care and Learning

About the Story: The book is perfect for reading aloud. This silly counting book contains bright bold illustrations and has many sound effects that children will love to replicate. The story incorporates math and rhyme with a lesson about cooperation. The book is meant to be a north woods wetland counting book, accurate to the marshes of Minnesota. All of the animals in the book are actually found there. When a duck is stuck, who will help? Several pond friends take turns trying to help free the duck, who is stuck in the muck. The duck is progressively helped by two fish, three moose, four crickets, five frogs... up to ten dragonflies, and soon, with assorted noises and actions, the duck finally becomes unstuck. The vibrant pictures with the sounds and rhythms of the text invite children to anticipate the next animal to help, and to join in the repetitive sections. *One Duck Stuck* has won awards and recognition from the National Council of Teachers of English Notable Children's Books in the Language Arts, Parents Magazine Best Book of the Year and was the Oppenheim Toy Portfolio Gold Award Winner.

About the author: Phyllis Root was born in 1949 in Fort Wayne, Indiana. She attended Valparaiso University and moved to Chicago. She decided she wanted to be an author in the fifth grade, but it wasn't until she was thirty years old that she took a writing course with an influential teacher who gave her "the tools" she says she needed. Since 1979 she has written and sold approximately twenty books. In 1997, *Aunt Nancy and Old Man Trouble* won the Minnesota Book Award for picture book text. Her book *Big Momma Takes The World*, won the prestigious Boston Globe-Horn Book Award. When the author is not writing she teaches at Vermont College's Writing for Children Program. She lives with her two daughters and two cats, Spike and Catalina, in a 100-year-old house in Minneapolis, Minnesota. The author loves to go canoeing and camping and the book, *One Duck Stuck*, is a composite of one of her experiences.

About the Illustrator: Jane Chapman lives with her husband, Tim Warnes who is also an illustrator, her son and 70-year-old turtle in Southwest England in a 300-year-old cottage that overlooks the countryside. Her kitchen is her studio and provides invaluable inspiration since it looks out over her garden. The illustrator has a passion for ducks and was excited to illustrate the book, *One Duck Stuck*. The blue she used as the background in the book is the exact same hue as the paint on her kitchen walls. She claims she is obsessed with the color blue.

All About Ducks



This will give you background information to share with children. Vocabulary is in italics.

Ducks are birds. They are also called *waterfowl* because they are normally found in places with water. They are related to geese and swans. Ducks have shorter necks and wings and a stout body. They can live from 2 - 12 years, depending on the species.

The duck mouth is called a *bill*. It is broad and flat and has rows of fine notches along the edge called *lamellae*. The lamellae help the duck to grip its food so that it will not slip. Duckbills come in different shapes and sizes. Ducks who have broad bills, sift their food for insects, snails and seeds from the mud. They are called *shovelers*. Some ducks have a long narrow bill. The narrow bill is covered with saw-like edges, which help to grab fish. Sea ducks usually have this type of bill. Sea ducks can also dive. Some ducks do not dive for food. Their bill is broad and short. They are called *dabblers*. They eat plants, seeds, grasses and other small insects and animals that they find on or under the water. They put their bottom-end up and stretch their head into the water to reach their food.

Ducks have *webbed feet*, designed for swimming. Their webbed feet act like paddles. A duck *waddles* instead of walks because of its webbed feet. Duck feet have no nerves or blood vessels so they can't feel cold.

Ducks keep clean by *preening* themselves. They put their heads in funny positions and put their *beaks* into their body. They preen themselves very often. Ducks give out a special sound. Not all ducks *quack*. The Wood Duck gives a squeal instead.

Some species of ducks *migrate* or travel long distances every year. They usually travel to warmer places where the water does not freeze. Here they can rest and raise their young. Some travel thousands of miles away. Ducks are found everywhere in the world except Antarctica, which is too cold.

Male ducks are called *drakes*. They are usually the bright colored ones while the females are usually dull-colored and brown so they can hide. This will *camouflage* them from their enemies when they are in their nests. The males use their colorful *plumage* (*feathers*) to attract females. The males *molt* their colorful feathers when the females are busy *hatching* the eggs. When this happens they are unable to *fly* temporarily. They will molt again in early fall and get back their colorful feathers and be able to fly again. The females also molt. They replace their feathers and get new ones after their *ducklings* hatch.

The female duck builds her nest from grass or reeds or might build in a hole in a tree. The males will guard their territory by chasing away other couples. Once the female lays 5-12 eggs, she will start to sit on her eggs to keep them warm so they can hatch into ducklings. The eggs will hatch within 28 days. The mother duck will keep her *brood* of ducklings together and protect them from *predators*. Animals like the raccoon, turtle, hawk, large fish and snakes will eat the ducklings. Ducklings are able to fly within 5 - 8 weeks. Their feathers develop really fast. When the young are ready to fly, all ducks will gather in *flocks* and *migrate* to their winter home.

Vocabulary Word List



beak: the mouthpart of a duck (bill)

bill: another name for the mouthpart of a duck

brood: a family of young ducks

camouflage: to hide

dabbler: a duck that feeds by shoveling; not diving

drake: a male duck

duckling: a baby duck

feathers: the external coverage of the duck

flock: a group of ducks

fly: to move in the air by flapping wings

hatch: to produce young from an egg

hen: a female duck

lamellae: rows of notches along the duck bill to help the duck grip its food

migrate: to move from one place to another. Ducks typically migrate to warmer climates

molt: to shed feathers periodically

plumage: the feathers of a bird

predator: an animal that preys upon other animals

preen: to trim or dress with a bill

quack: characteristic cry of a duck

shoveler: ducks that have broad bills and sift their food for insects, snails and seeds from mud

webbed feet: characteristic of duck feet to help them swim

waddle: characteristic walk of a duck; to walk with short steps swinging the forepart of the body from side to side

waterfowl: a bird that lives on freshwater lakes and streams

Science Ideas



Sensory Table: Add yellow rubber bathtub ducks to your sensory table (or small wading pool). Several ideas you can incorporate depending on the skill level of the children in your classroom:

1. Use a sharpie to write numbers on the bottom of the ducks. Write the same number on 2 different ducks. Let the children take turns playing match. You can do the same thing with letters or shapes. **MD3a**
2. Use a sharpie to write numbers on the bottoms of the ducks and put some small items that don't float into the bottom of your water table. When the children pick-up a duck and look at the number on the bottom, they must count out that many objects from the bottom of the water table. **MD1c, MD1g**
3. Use a sharpie to write numbers on $\frac{1}{2}$ of the rubber ducks. On the other $\frac{1}{2}$ draw dots to represent the numbers. The children must match the correct numeral to the correct number of dots. **MD1c, MD1g**

Muck: You can make muck to add to your sensory table. You can make muck by simply adding water to dirt and stirring. Yes, it is messy, but what fun! With aprons and a plastic or vinyl cover on the floor, clean up should be a breeze. Add in some rubber ducks and some of the other animals and props from the story so children can practice re-telling the story. If you don't want to add this to your sensory table, then find a large tub or container you could use. **SD1c, SD3a, SD3b, CD1a, SE2a**

Duck Eggs: Use a classroom incubator to hatch duck eggs. It takes 28 days for the eggs to hatch so make your plans accordingly. You can order eggs or you can find a local breeder in your area that might donate them for free. Talk about the hatching process and how ducks make their nests. Try <http://www.mcmurrayhatchery.com> **SD1a, SD1c, SD2b, SD2d**

Field trip: Visit a local state park that has ducks your class can observe. You might also try a local farmer who raises ducks. Have children record their observations. If you can't participate in a field trip, invite someone who can bring a duck to your classroom. After the visit, record your student's dictations about their experience on chart paper. **SD1a, SD1c, SD1e, SD2a, LD3c**

Pictures: Find pictures or photographs of real ducks by searching magazines or by going on-line. Add these to your science area or make teacher-made flipbooks. **SD2a**

Label Parts: Draw a duck on chart paper or poster board and label the parts: webbed feet, beak, feathers, etc. to help the children learn the new vocabulary. You could also use one of the photographs you might have found. This can be done during large or small group time. **SD1a, SD1e, SD2a**

Where does muck (mud) come from? Explain to children that muck or mud is formed by water being added to soil. This is a great chance to explore soil! Try some of these ideas: **SD1a, SD1e, SD2a**

1. **What is soil?** Ask children what they think soil is? Guide children into summarizing that soil is really dirt. Now, plan an activity to go check it out. Give each child a Ziploc bag and a small child-sized digging tool. (You can improvise and provide large craft sticks or spoons). Find a safe place to dig around your school. Have children dig up a bag full of soil. When you return to the classroom, have children explore their soil and compare to others. Let children pour out their soil onto paper plates or use plastic trays. Provide magnifying glasses and craft sticks so children can explore their soil. Ask children questions: How does it feel? Smell? What kinds of things are you finding? Have children record their findings on paper. You can later add this to their portfolios. **SD1b, SD3a, SD1b**

2. Are there different types of soil? Ahead of time, gather different types of soil for children to explore (potting soil, sand, peat moss, clay, and topsoil). Pour each different type into small plastic buckets or foil pans. Provide spoons, large craft sticks, magnifying glasses, small sand molds, scoops, funnels and wire strainers. Encourage children to explore the samples and discuss the differences they find. You can follow up by asking these questions: Which soil is the softest? How does each soil smell? Which soils can be molded? Which ones fall apart? Which soils will go through the funnel? Which soils can be sifted through the wire strainer? **SD1a, SD1c, SD1d, SD1e, SD3b, SE2a**

3. Weighing Soil: After the soil types have been explored; find out if the children think the types weigh the same? Ahead of time, gather the soil samples, a measuring cup and a small scale. Measure out the same amount of each type of soil in the cup and measure each type. Record the weights on a chart. When each sample has been weighed, compare the differences. Do any weigh the same? Which one was heavier? The lightest? You could also bring in your balance scale. Find two identical measuring cups. Fill one cup with a soil sample and place on one end of the balance. Place the other measuring cup on the other end of the balance and begin to fill it with some type of small counters (wooden blocks work well). Continue to fill the cup until the scale balances out. You can do this for several different soil samples and compare how many counters it took to balance the scales. **SD1c, SD1d, MD5b, MD5e, MD5f, SE2a**

4. Wet or Dry? You can continue the study by asking the children if they think the same soil that was dry will weigh the same if it is wet? Encourage them to find out for themselves. Pour the same amount of the dry sample as previously weighed and balanced with the counters into the measuring cup, add some water and stir. Now balance with the counters. What happened? Record the results. **SD1b, SD1f**

5. Muddy Fun: After you have completed your soil studies; add some small watering cans, spray bottles, spoons, measuring cups, etc. so children can explore the mud they create. Mud pie anyone? **CD1a, SD1b**

Duck Cupcakes: Adults should prepare cupcakes using a yellow cake mix ahead of time. Let children help make yellow frosting by adding yellow food coloring to butter cr eam frosting. Let children add in coconut to give added texture. Children can spread frosting on their cupcake and add 2 chocolate chips for eyes and a candy corn for the bill. **CD1a**

Website: Visit www.projectwebfoot.org for duck and wetland related materials to have sent to your classroom. If you don't have access to the web you can call 800-45-DUCKS.

Vinegar and Eggs: Place a hard-boiled egg in a cup of vinegar, and see what happens. It bubbles. After one day, take out the egg, wipe it off with a paper towel and feel the egg. Ask the children questions about what they see and feel. Let them compare it to another hard-boiled egg that hasn't been placed in vinegar. **SD1b**

Creative Ideas



Puppets: Use yellow feather dusters to create duck puppets. You also need a supply of wiggly eyes, and pieces of orange felt to make beaks and feet. Turn the feather duster upside down so that the feathers are sticking up. Glue the wiggly eyes on and then cut a large bill and 2 feet from the orange felt. Use hot glue to attach. The children can hold the duster by the handle. Make a momma duck, a daddy duck and five baby ducks to help out when singing the "Five Little Ducks". **CD1a, CD3b, SS1a**

Geometric Recreations: Select pre-cut geometric shapes (diamonds, circles, squares, etc.). Provide glue, wiggly eyes, collage materials and large sheets of construction paper. Discuss the animals from the story. Look through the book and discuss ideas the children might have about recreating some of the animals from the story with the materials you have set out. Let the children recreate one of the animals from the story using the provided materials. While they are designing their animals, assist the children in identifying the geometric shapes they have chosen. Be sure and place the same materials in the art area for work time for several days so children can extend their ideas and use the materials again. Record student's dictations about their creations. **MD4a, CD1c, SE1d, LD4b, LD5i, LD6d**

Eggshell Collage: Use food coloring to color crushed eggshells. Let children help to crush eggshells and add the food coloring for a small group activity. Talk about how the shells feel. Add the completed product to your art area. **CD1a, SD1b**

Language and Literacy Activities



Story Retelling:

1. Make a flannel board story set to go along with the story. Let children re-tell the story. You can place this with your flannel board during center time. It is suggested that the activity be introduced during a small group activity before placing the activity out during work time. **LD2b, LD4d, LD5a, LD5f**
2. Make stick puppets (on Popsicle sticks) to go along with the story. It is suggested that the activity be introduced during a large group and small group activity before placing the activity out during work time. **CD3b, CD1d**

Rhyming Words: Find the rhyming words in the story and list them on chart paper. See if the children can add any more rhyming words to the list. Now the children can re-tell the story using a new rhyming word by replacing one of the original words from the story. Your result will be a silly story. Let each child add in their silly illustrations to go along with their creations. Each child can create his/her own or you can create a class book. Small group. **LD2a, LD2b, LD2e**

Rhyme Match: Record the rhyming words from the story on index cards or sentence strips. Turn all the cards over like a matching game. Let children take turns flipping over a card and then trying to find it's rhyming match. The one with the most matches at the end gets to shuffle the cards and lay them face down to begin a new game. **LD6a, LD6b**

Letter Identification: List the animals from the story on chart paper. Have children identify the beginning letter and sound (initial phoneme) for each animal. Do any of the animals begin with the same sound? Can you think of any other animals that begin with the same sound that aren't in the book? This could turn into a great animal alphabet class book. It could also turn into a recreation of the story by replacing new animal names with the ones in the book. Small group. **LD2a, LD2c, LD5g**

Phrase Recognition: Teach children the phrase from the book, "Help! Help! Who can help?" so they can call it out before you turn each page. **LD5k, MD2e**

Word Watch: I identify new vocabulary words from the story after reading it through at least once. List the new vocabulary and discuss the meanings. You can also add the vocabulary words to sentence strips or index cards and add to your writing area. Remember to add a picture or icon next to as many as you can. (Refer to the vocabulary list at the beginning of these lesson ideas.) LD5m, LD3a, LD3b, LD3c

As you read the story: Encourage children to predict what will happen next in the story. Point out interesting pictures and/or words as you read. LD1f, LD1h, LD4b

After you read the story: Ask questions to extend children's thinking.

What were some of the funny sounds the animals made in this story?

How did the duck get unstuck?

Have you ever gotten stuck somewhere? How did you get out?

LD1b, LD3a, DL5b, LD5j

Animal sounds: Have each child choose one of the fun, silly noises the animals make in the story. Re-enact the story by having each child (or you can use groups of children) in turn act and sound like the animal they chose. At the end, have everyone join hands to pull the duck out of the muck! Let children take turns being the duck that is stuck in the muck! Small or large group. LD3b, LD4a, LD4d, LD5k

Interview: Have the children imagine they are reporters. Let them take turns interviewing the duck. You can use a puppet or let children take turns being the duck. You might encourage some questions like: Duck, did you like the muck? What kind of thing is a zing, zing? Small group. LD1b, LD4d, LD4c

Poem: Brainstorm a silly poem with the children using silly nonsense words and sounds that rhyme, such as boggy and loggy, or muggy and buggy. Small group. LD2a, LD2e

Phoneme Manipulation: After reading the story, gather children in small groups and have them recall some of the animals from the story. List one animal at a time on chart paper. Encourage children to replace the initial phoneme (sound) with another letter sound to create silly words. Examples: /F/ish might become /m/ish or /d/ish. /D/uck might become /l/uck or /t/uck. LD2a, LD6d, LD6e



Social Studies



Wetland Study: Study other animals that can be found in wetlands. What are wetlands? Where are they? This story is based from animals found in the marshes of Minnesota. **SS3e**

Helping Book: Tell the children about a time you helped someone. Then each child can tell you a time they helped someone and you can dictate it for them, they draw the illustrations. Compile them for a class made book. **SE4c**

Duck prints: Start a conversation with children about being a friend and helping someone. Let children share experiences when they helped someone. Make a plan to help someone as a class or as individual children. It might be as simple as picking up trash on the playground or setting the table at lunch or holding a door for someone. For the next week or so, have children tell you about good deeds they have done themselves or they see someone else doing. Record them on pre-cut duck feet and display in the room. At the end of each day discuss the good things the children did and encourage the children to make a plan of something good they can do to help out the next day. You can also use this a plan or recall strategy. **CD1d, CD3c**

Physical Development



Duck, Duck, Goose: Teach children how to play duck, duck goose. You can then replace duck, duck goose with other familiar animals from the story. Duck, duck, moose! Frog, frog, possum! **SE3b, HPD1b, HPD1c, LD2e**

Moving like animals: The book refers to the silly sounds the animals make, but you can take it one step further by making movements to go along with those silly sounds. You can jump like a frog or slither across the floor like a snake. **HPD1b, CD2a, CD2c**

Large Motor Activity: Instead of the traditional game, you can add in some of the animals from the story and their movements. You might have children jump like a frog or stomp like a moose. You can also add in the silly sounds the animals made in the story. **HPD1b, CD2a, CD2c**

What Time Is It Mr. Duck? Have the children all line up against a wall or fence. Select one child to be Mr. Duck. Have Mr. Duck face away from the other children. The children yell, "What time is it Mr. Duck?" and he answers one o'clock. All the children take one step toward Mr. Duck. The children again yell the same question and Mr. Duck can give any time he wants and the children will take the number of steps accordingly. This continues until the children are very close to Mr. Duck and then he will answer, "It is midnight!" He will then chase all the children back to the wall or fence where he started. The first one Mr. Duck touches is the next Mr. Duck. **SE3b, HPD1b, HPD1c, LD1a, MD1a**

Duck Waddle Race: Have the children grasp their ankles while squatting down and waddle like ducks. Now set up a finish line and race! **HPD1b, HPD1c**

Duckie May I? Play this just like Mother May I? The duckie stands facing away from the children at the opposite end of the room or outdoor play area. The children ask the “duckie, “Duckie may I please take three baby steps forward? The answer would be either, “Yes, you may” or “No, you may not”. The first child to reach the “duckie” wins. Encourage children to use descriptive words such as little, big, huge, tiny, and giant. **HPD1b, HPD1c, SE3b, CD2c, LD1a**

Duck Waddle Chairs: Arrange chairs in a circle. Add enough chairs for the number of children playing. Have the children waddle like a duck around the chairs until the music stops. Then everyone finds a chair. Encourage quacking while waddling. Another variation would be to put the children's names on the chairs by taping down index cards and then having the children find their name on the chair. The next time they could find any chair and tell you what letter the person's name starts with on the chair they found or maybe they can tell you what sound that letter makes. Some children will be able to tell you whose chair they found. **HPD1b, HPD1c, CD2c, SE3b, CD2b, LD5g**

Duckie Says: Play this just like Simon Says except say “Duckie says”. Encourage children to use some of the ideas from the book as part of the directions. A teacher will need to model first and then children can begin to become the leader. Example: “Duckie says pretend you have one foot stuck in the muck”. **HPD1a, HPD1b, HPD1c, SE3b, CD2a, LD1a**

Math Ideas



Count and compare animals: Cut two large circles from brown construction paper or brown felt to represent muck. Gather a variety of small toy animals to use as counters. Ask one child to count a designated number of animals to put in one of the circles. Ask another child to count a designated number of animals to put in the other circle. Count the animals on each circle and compare the quantities. Which circle of muck has the most animals? The fewest animals? **MD1c, MD1d, MD1g**

Duck Sizing: Cut out many different sized duck shapes or webbed feet prints. Let the children practice seriation. **MD5g**

Duck Numbers: Cut out ten ducks. Number them from one to ten. Have the children line them up from one to ten. To extend, try lining up the ducks and leaving out a number and let the children figure out which one is missing. You can do this also by lining up the numbers and asking which one comes next or which number would come before this one. **MD1f, MD1g**

Number Help: To practice counting and to reinforce the story, cutout the animals from the story with the corresponding number from the story. Let the children use the book to guide them in putting the animals from the story into the correct groupings. You could also do this by having numbers on cards 1 – 10 and letting the child draw a number from the pile. They must then match the correct number card with the correct number of the same animal from the story. **MD1b, MD1f**

Simple Addition and Subtraction: Extend learning to help children create and solve word problems. “If three animals got stuck in the muck and one got out, how many animals would be left stuck in the muck?” “If there were two animals stuck in the muck and one more tried to help them get out, but got stuck, how many animals are now stuck in the muck?” Use the manipulatives from the above activity to help children visualize the concept. **MD1c, MD1g**

More addition activities to extend learning:

Adding Chips: Gather a supply of inexpensive poker chips or colored counting disk. Place some in a cup or container and shake. Pour out the chips and name two colors. Have children count only those two colors you name and add them together. Help them verbalize their learning. "We have three red chips and two white chips, so that is 3 plus 2 equals five chips all together." You can even write the problems down on paper so children can see the written version of the problem ($3+2=5$). **MD1c**

Adding Plates: Gather a supply of inexpensive, three-section plates. Provide each child with a plate and a supply of manipulatives. Give each child a problem (written or verbal or both). Have them place the designated number of manipulatives into two of the sections of the plate, the restate the problem. To find the solution, children would count all the manipulatives from the two sections into the third section of the plate. **MD1b, MD1d, MD3b, MD3e, MD3d**

Domino Addition: Gather a supply of dominoes. Help children create simple addition problems from the two dotted sections of the domino block. Ask each child to add the two sections together to find out how many dots are on the domino. **MD1c, MD1f, MD1g**

Number Cube Addition: You can do this with one number cube or two. If you use one then you will simply roll the number cube twice. If you use two, then you roll both at the same time. Have children roll the number cube and record the numbers to create a simple addition problem. Count to add them together. Beginning children can count the dots to help them with the mat. Advanced children may simply record the numbers on paper and then add. **MD1c, MD1f, MD1g**

Ice Cube Tray Math: This activity will help with number recognition that is a future pre-requisite for addition and subtraction. Gather ice-cube trays and affix a vinyl numeral sticker to the bottom of each section. Place the tray and a supply of small manipulatives together. To use the activity, a child counts out the number of manipulatives corresponding to the numeral in each section, and then puts them in that section. Provide tweezers or tongs to add in small motor development. For advanced children, have a partner call out two numbers. The first partner will then count out the manipulatives and place them in those two numbers sections called out. Then, the child must add those two sections together. The partner can check the other's work and then change roles. **MD3b, MD3c, MD3d**



SONGS, FINGERPLAYS AND RHYMES

Five Little Ducks Went Out To Play

Five little ducks went out to play
Over the hill and far away
Mama duck said, "Quack, Quack, Quack"
And four little ducks came waddling back.

Four little ducks went out to play
Over the hill and far away
Mama duck said, "Quack, Quack, Quack"
And three little ducks came waddling back.

Three little ducks...
Two little ducks...

One little duck went out to play
Over the hill and far away
Mama duck said, "Quack, Quack, Quack"
And no little ducks came waddling back.

No little ducks went out to play
Over the hill and far away
PAPA duck said "QUACK, QUACK, QUACK"
And five little ducks came waddling back!

Five Little Ducks

Five little ducks went in for a swim.
(Hold up hand, extend fingers)

The first little duck put his head in.
(Point to each finger in turn)

The second little duck put his head back.

The third little duck said, "Quack, quack, quack."

The fourth little duck with his tiny brother
Went for a walk with his father and mother.
(Walk fingers up opposite arm)

Ducks

Look, look, look!
Three ducks in a brook!
One is white and one is brown,
And one is swimming upside down.

Little Ducklings

All the little ducklings line up in a row
Quack, quack, quack! And off they go.
They jump in the water
And bob up and down.
Quack, quack, quack!
They swim all around!

Little White Duck

There's a little white duck (quack)
Sittin' in the water
There's a little white duck (quack)
Doin' what he ougther.
He took a bite out of the lilly pad
Flapped his wings and he said,
"I'm glad, I'm a little white duck
Sittin' in the water."
(Quack, quack, quack)

I'm a Little Duckling

(sung to the tune of 'I'm a Little Teapot')

I'm a little duckling
(crouch down inside your egg)
Ready to hatch.
Pecking at my shell
(pecking motion)
Scratch, scratch, scratch!
(scratching motion)
When I crack open, out I'll jump
(jump out of shell)
Fluff my feathers, quack, quack, quack!



Little Yellow Duck

If I were a little yellow duck, little yellow duck, little yellow duck.

If I were a little yellow duck, this is what I would do!

I'd give a little quack, quack, little quack, quack, little quack, quack. That is what I would do!

I'd flap my wings with a flap, flap, flap. Flap, flap, flap. Flap, flap, flap. I would flap my wings with a flap, flap, flap, and say good-bye to you.

Six White Ducks

Six white ducks that I once knew,
Fat ducks, skinny ducks, they were, too.
But the one little duck with the feather on his back,
He led the others with a, "Quack, quack, quack!"

Down to the river they would go.
Wobble, wobble, wobble, wobble all in a row.
But the one little duck with the feather on his back,
He led the others with a, "Quack, Quack, quack!"

Up the river they would come
Ho, ho, ho, ho, hum, hum, hum.
But the one little duck with the feather on his back,
He led the others with a, "Quack, quack, quack!"

Downy Duck

One day I saw a downy duck
With feathers on his back.
I said, "Good morning, downy duck."
And he said, "Quack, quack, quack."



Ten Little Ducklings

Ten little ducklings,
(Move hands back and forth in waddling motion.)
Dash, dash, dash!
Jumped in the pond,
(Motion of jumping.)
Splash, splash, splash!
When the mother called them,
"Quack, quack, quack,"
Ten little ducklings
(Hold up ten fingers.)
Swam right back.
(Motion of swimming.)

Quack Quack By Dr. Seuss

We have two ducks. One blue. One black.
And when our blue duck goes "Quack, quack quack,"
Our black duck quickly quack quacks back.
The quacks blue quacks, makes her quite a quacker;
But black is a quicker, quacker, backer.



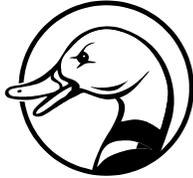
I'm a Duck

(sung to the tune: « Frere Jacques »)

I'm a duck, I'm a duck,
Watch me waddle, watch me waddle.
Hear me when I talk,
Hear me when I talk.
Quack, quack, quack;
Quack, quack, quack.

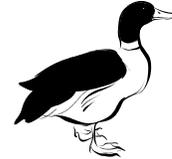
Ducks

Ducks are lucky, don't you think?
When they want to take a drink,
All they do is duck their bill.
(Doesn't matter if they spill.)
When they want to take a swim,
All the do is dive right in;
And they never seem to sink.
Ducks are lucky, don't you think?



The Duck

Behold the duck.
It does not cluck.
A cluck it lacks.
It quacks.
It is especially fond
Of a puddle or pond.
When it dines or sups,
It bottoms up.



The Little Duckling

All the little ducklings
Line up in a row.
Quack, quack, quack
And away they go.

They follow their mother
Waddling to and fro.
Quack, quack, quack
And away they go.

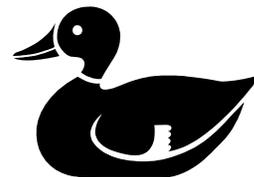
Down to the big pond
Happy as can be.
Quack, quack, quack
They are full of glee.

They jump in the water
And bob up and down.
Quack, quack, quack
They swim all around.

All the little ducklings
Swimming far away
Quack, quack, quack
They'll play another day.

Little Duck

I am a little duck that goes quack, quack, quack.
(Make hand be duck's mouth and it quacks).
And I've got lots of feathers on my back, back, back.
(Wave hands near bottom to indicate tail feathers).
And when I go down to the lake,
I wiggle and I wobble and I shake, shake, shake.
(Wobble and shake around like a duck).
And when I go to sleep at night
(Pretend to be sleeping with hands as pillows).
I close my eyes very tight.
But in the morning when I wake,
I wiggle and I wobble and I shake, shake, shake.



RELATED BOOKS

TITLE	AUTHOR	CONCEPT
<i>10 Little Rubber Ducks</i>	Eric Carle	Ducks
<i>A House For Wanda Wood Duck</i>	Patricia Barnes-Svarney	Ducks
<i>A Sunshine Duck Story</i>	Carolyn C. Ott	Ducks
<i>A Wetland Walk</i>	Sherry Amsel	Wetland study
<i>All My Little Ducklings</i>	Monica Wellington	Ducks
<i>At The Edge of The Woods: A Counting Book</i>	Cynthia Cotton	Counting
<i>Barn Cat</i>	Carol Saul	Counting
<i>Bear Snores On</i>	Jane Chapman	Illustrator study
<i>Bear Wants More</i>	Jane Chapman	Illustrator study
<i>Big Fat Hen</i>	Keith Baker	Counting
<i>Big Momma Makes The World</i>	Phyllis Root	Author study
<i>Box Turtle at Long Pond</i>	William T. George	Wetland study
<i>Captain Duck</i>	Jez Alborough	Ducks
<i>Count!</i>	Denise Fleming	Counting
<i>Duck (Starting Life)</i>	Claire Lewellyn	Ducks
<i>Duck For President</i>	Doreen Cronin	Ducks
<i>Duck In The Truck</i>	Jez Alborough	Ducks
<i>Duck Is Dirty</i>	Satoshi Kitamura	Ducks
<i>Duck On A Bike</i>	David Shannon	Ducks
<i>Ducks Don't Get Wet</i>	Augusta Goldin	Ducks
<i>Duncan The Dancing Duck</i>	Syd Hoff	Ducks
<i>Farmer Duck</i>	Martin Waddell	Ducks
<i>Feast For 10</i>	Cathryn Falwell	Counting
<i>Fish Eyes</i>	Lois Ehlert	Counting
<i>Five Little Ducks</i>	J. Geering	Ducks
<i>Five Little Ducks</i>	Raffi	Ducks
<i>Five Little Monkeys Jumping On The Bed</i>	Eileen Christelow	Counting
<i>Fix It Duck</i>	Jez Alborough	Ducks
<i>Giggle, Giggle, Quack</i>	Doreen Cronin	Ducks
<i>Have You Seen My Duckling?</i>	Nancy Tafuri	Ducks
<i>Here Comes Tabby Cat</i>	Phyllis Root	Author study
<i>Here is the Wetland</i>	Madeleine Dunphy	Wetland study
<i>Hey, Tabby Cat!</i>	Phyllis Root	Author study
<i>Hop!</i>	Phyllis Root	Author study
<i>How do Dinosaurs Count To Ten?</i>	Jane Yolen & Mark Teague	Counting
<i>How Many Kisses Do You Want Tonight?</i>	Varsha Bajaj	Counting
<i>I Wish I Had Duck Feet</i>	Theodore Lesieg	Ducks
<i>In The Rain With Baby Duck</i>	Amy Hest	Ducks
<i>Kiss the Cow!</i>	Phyllis Root	Author study
<i>Leapfrogging Through Wetlands</i>	Nancy Field	Wetland study
<i>Let's Build!</i>	Jane Chapman	Illustrator study
<i>Let's Count</i>	Tana Hoban	Counting
<i>Let's Go!</i>	Jane Chapman	Illustrator study
<i>Let's Go Visiting</i>	Sue Williams	Counting

<i>Life In A Wetland</i>	Allan Fowler	Wetland study
<i>Little Duck</i>	Peggy Tagel	Ducks
<i>Little Quack</i>	Lauren Thompson	Ducks
<i>Little White Duck</i>	Bernard Zaritzky	Ducks
<i>Make Way For Ducklings</i>	Robert McCloskey	Ducks
<i>Marshes and Swamps</i>	Gail Gibbons	Wetland study
<i>Meow Monday</i>	Phyllis Root	Author study
<i>Miss Spider's Tea Party</i>	David Kirk	Counting
<i>Mouse Count</i>	Ellen Stoll Walsh	Counting
<i>Mouse Goes Out</i>	Phyllis Root	Author study
<i>Mouse Has Fun</i>	Phyllis Root	Author study
<i>Oliver Finds His Way</i>	Phyllis Root	Author study
<i>Oliva Counts</i>	I an Falconer	Counting
<i>One Hungry Monster: A Counting Rhyme Book</i>	Susan Heyboer O'Keefe	Counting
<i>One Small Square: Swamp</i>	Donald Silver	Wetland animals
<i>One TinyTurtle</i>	Jane Chapman	I llustrator study
<i>One Windy Wednesday</i>	Phyllis Root	Author study
<i>Quack!</i>	Phyllis Root	Author study/ducks
<i>Over In The Meadow</i>	Ezra Jack Keats	Counting
<i>Rattletrap Car</i>	Phyllis Root	Author study
<i>Read and Share: Old MacDonald Had A Far</i>	Jane Chapman	I llustrator study
<i>Roar! A Noisy Counting Book</i>	Pamela Duncan Edwards	Counting
<i>Roll Over! A Counting Song</i>	Merle Peek	Counting
<i>Runaway Duck</i>	David Lyon	Ducks
<i>Sing a Song of Sixpence</i>	Jane Chapman	I llustrator study
<i>Sitting Ducks</i>	Michael Bedard	Ducks
<i>Soggy Saturday</i>	Phyllis Root	Author study
<i>Splash!</i>	Ann Jonas	Counting
<i>Squish! A Wetland Walk</i>	Nancy Luenn	Wetland study
<i>Ten Black Dots</i>	Donald Crews	Counting
<i>Ten In The Bed</i>	Penny Dale	Counting
<i>Ten Little Mice</i>	Joyce Dunbar	Counting
<i>Ten, Nine, Eight</i>	Molly Bang	Counting
<i>Ten Sleepy Sheep</i>	Phyllis Root	Author study/Counting
<i>Ten Terrible Dinosaurs</i>	Paul Strickland	Counting
<i>The Emperor's Egg</i>	Jane Chapman	I llustrator study
<i>The House That Jack Built</i>	Phyllis Root	Author study
<i>The Little Duck</i>	Judy Dunn	Ducks
<i>There's A Duck In My Closet</i>	John Trent	Ducks
<i>This Old Man</i>	Pat Adams	Counting
<i>The Story About Ping</i>	Marjorie Flack	Ducks
<i>Three Ducks Went Wandering</i>	Ron Ray	Ducks
<i>Turtle Splash! Countdown at the Pond</i>	Cathryn Falwell	Ducks
<i>Wetlands</i>	Diane R. Stille	Wetland study
<i>What Are Wetlands?</i>	Bobbie Kalman	Wetland study
<i>While You Were Sleeping</i>	John Butler	Counting

Changes to Learning Areas for One Duck Stuck

Current topic, interest or study: <i>One Duck Stuck</i>	
House/Dramatic Play <ul style="list-style-type: none"> ➤ Plastic animal noses ➤ Large brown paper cut into "pond" shape and laminated for children to stand on and re-tell the story 	Blocks <ul style="list-style-type: none"> ➤ Plastic or cutout animals from the story ➤ Laminated brown shapes from construction paper or brown felt pieces to represent the mud ➤ A copy of the book, <i>One Duck Stuck</i>
Manipulatives/Puzzles/Math <ul style="list-style-type: none"> ➤ Small animal counters ➤ Brown felt or construction paper pieces ➤ Duck puzzle ➤ Duck shaped lacing cards 	Art <ul style="list-style-type: none"> ➤ Brown playdough and small plastic animals ➤ Brown finger paints ➤ Brown tempera for the easel along with other colors for recreating animals from the story ➤ Duck shaped sponges or rubber stamps
Books Books about ducks, wetland animals and pond life. See related book list included in this packet for ideas.	Listening One Duck Stuck is a great book to make a class-made book on tape. The children can make the sounds of the animals getting un-stuck. A parent or special reader can be the narrator.
Language and Literacy Props <ul style="list-style-type: none"> ➤ Animal puppets ➤ Stick puppets for <i>One Duck Stuck</i> ➤ Feather duster duck puppets 	
Science <ul style="list-style-type: none"> ➤ Fill baby food jars with different types of mud (red clay, brown and gray dirt) ➤ Books and pictures about wetland animals ➤ Books and pictures about ducks ➤ Books about mud and dirt 	Computer Help children find websites with pictures of ducks and other wetland animals.
	Flannel Board Teacher-made flannel board pieces from the story.
Music and Movement <ul style="list-style-type: none"> ➤ Feathers to dance with (duck feathers) ➤ Move like animals in the story 	Sensory Table <ul style="list-style-type: none"> ➤ Add mud ➤ Add water and yellow rubber ducks ➤ Add plastic eggs
	Writing/Language <ul style="list-style-type: none"> ➤ Vocabulary word cards from the story ➤ Duck shaped paper ➤ Duck shaped erasers ➤ Duck stickers
Social Studies <ul style="list-style-type: none"> ➤ Find on the map where wetland animals live ➤ Find on the map where ducks fly for the winter 	Outside <ul style="list-style-type: none"> ➤ Play duck, duck, goose ➤ Small animal beanbags and a bucket to represent muck (throw the animals in the muck)