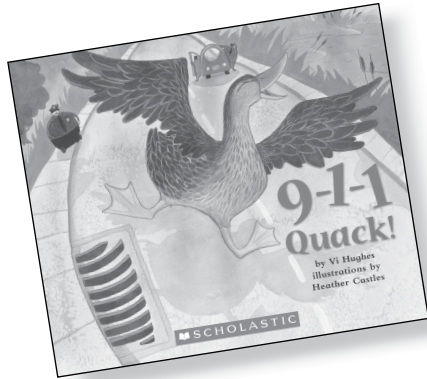


9-1-1 Quack!

Written by Vi Hughes

Illustrated by Heather Castles



Text Type: Info-fiction: Narrative — Humorous Story

Summary: This story, told in a loosely rhyming form, tells of a mother duck who calls her eight ducklings to go for a swim in the pond. They follow behind her, but then each one falls into a grate in the road. A policeman calls 9-1-1 to get help. Students are exposed to numerals in text as well as dialogue.

Audio Available Online
www.lpey.ca

Text Features

Visual Literacy

- ▶ three pictures on one page show sequence
- ▶ bird's-eye view
- ▶ environmental print

Print Concepts

- ▶ quotation marks
- ▶ question mark
- ▶ exclamation mark

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ sequencing: retelling

Working with Words

- ▶ attending to print (words, spaces between words, tracking across lines and down pages)
- ▶ using the illustrations to help solve challenging words

Assessment Opportunities

Note each student's ability to:

- ▶ attend to print
- ▶ make predictions about the problem using the front and back covers and background knowledge
- ▶ retell the events in sequence
- ▶ use illustrations to help solve challenging words



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Use the front and back covers to activate background knowledge. Read the title of the book and the names of the author and illustrator. Say, *This book is called 9-1-1 Quack!. It was written by Vi Hughes, and Heather Castles drew the pictures.* Point out the picture on the front cover and ask, *Where do you think this story takes place? Why do you think so? What kind of bird is this? Why do you think she is flapping her wings, jumping, and quacking? Do you think she is happy or sad? Do we need more information in order to answer that question? What do you think she is trying to tell people? Why do you think the story is called 9-1-1 Quack!? What do you think the story will be about? Why would someone call 9-1-1? That's right—we call 9-1-1 when there is an emergency and we need help.*

Show the back cover and read the text. Ask, *Now why do you think the duck is acting the way it is on the front cover? Do you want to change or add to your predictions about this story? Ask, Who do you think is asking for 9-1-1 to be called? Why?*

Sequencing

Still displaying the back cover, ask students if they can tell you what a duckling is. Ask, *What is happening to the first duckling? Why do you think that has happened? The text on the back cover tells us that “Eight little ducklings have fallen down a crack,” but the picture doesn't show that, does it? Do you think that that is what is going to happen? What problem will then need to be solved? Do we have any hints about how it might be solved? Let's write the events that we can figure out so far in the story and see if they happen in the order we think they do.* Write the suggested events on the board (Ducklings are following their mother. One falls down a grate. The rest fall down the grate. They can't get out. Someone calls 9-1-1 to get help.)

Teaching Tip:

If students do not understand the concept of a sewer grate, try to arrange a walk to the street to investigate an actual grate. This is important background knowledge for understanding the book.

Predicting

Setting a Purpose

Say, *Let's read this book together to see if we were right about who called 9-1-1 and why.*



DURING READING

Tracking print/ visual literacy

Begin with the cover, reading the title, and the name of the author and illustrator. Stop at the title page and say, *This is a different view of the duck and her ducklings, isn't it? It's called a bird's-eye view. Why is that a good name for it?*

Discuss and model how to look at the pictures first and then read the text. Sweep your finger smoothly along below the words, tracking as you read.

Building confidence/ tracking print

Ask students to join you in reading, saying that you will start on the left-hand side of the page, and that you will follow the words with your finger.

Language predictability

On page 2, discuss where the duck might be (in a park in the city or town). On page 2 pause slightly at the word *called*, allowing students to read it with you if possible. You may model by referring to the picture to confirm your guess.

Read each page in the same manner, stopping as students encounter words that are difficult or whose meanings are unclear.



AFTER READING

Predicting

Ask, *Were we right about who called 9-1-1? Yes, it was the police officer. He called 9-1-1 on his cell phone to get help for the ducklings.* Refer to page 12 if necessary.

Sequencing: retelling

Ask students to retell the story, using the illustrations for support as necessary. You may wish to write a sentence strip for each event recalled, and have students read them chorally as they are placed in a pocket chart. If events were recalled out of order, model rereading the sentences to place them in the correct order.

Analyzing

Direct students' attention to page 7. Ask, *What is mother duck doing?* Discuss how the three pictures show all the things the mother duck did to find her ducklings.

On page 8, ask, *How can you tell that each one of the ducklings is calling to its mother?* (eight peeps)

Inferring

Turn to page 10. Ask why the policeman said "shoo" and to whom he was speaking. Ask, *Why was he shooing her off the road?*

Find the yield sign on page 7. Ask, *Why do you think the yield sign was there? What does the picture on the yield sign indicate?*

Second Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to world

Working with Words

- ▶ attending to print (words, spaces between words, tracking across lines and down pages)
- ▶ language predictability: associating meanings to words (vocabulary)

Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable and familiar language patterns
- ▶ track print using a pointer
- ▶ make text-to-world connections
- ▶ analyze: recognize the problem and its solution in a story
- ▶ locate and identify high-frequency words



BEFORE READING

Print concepts

Activating and Building Prior Knowledge

Show the book cover, and ask students if they remember this book and what it is called and what it is about. Confirm or correct their responses by reading the title and looking through the first few pages as a reminder. If sentence strips were made during the previous session, reread them to remind students of the story.

Say, *Today we are going to read this book again. When the people or the ducks speak, let's try to say the words the way they might say them.* Point out the quotation marks on page 2 and model how to read the dialogue with expression. Ask students to join in with you as you do so again. Tell students that every time they see those marks, it means someone is speaking. If they try to say the words in the way that the speaker would say them, the story will be more interesting for them to read. Tell them you will help them to do this.

Repeat this same process for exclamation marks, using page 5 as an example, and question marks, using page 5 as an example.

Analyzing

Setting a Purpose

Say, *Let's read the book today to see if we can find out more about these ducklings and how they were rescued.*



DURING READING

Tracking print/ building confidence

Invite students to join in with you as you read. Track the print smoothly with your finger, and read so that the expression is obvious to students.

Language predictability

Clarify any challenging words that puzzle students. Be careful not to interrupt the flow of the story.



AFTER READING

Analyzing

Ask, *How did the 9-1-1 call help to solve the problem in this story?* Discuss, focusing on how the people probably came quickly and had the right equipment.

Ask, *How did they rescue the ducklings?* Discuss, including the fact that the grate is very heavy, so it stays flat on the road, and that the people could not lift it on their own. Refer to the illustration to demonstrate how big the hook on the tow truck is and how everyone had to stand back while the rope pulled up the grate.

Making connections: text to world and text to self

Ask, *What is the purpose of grates such as the one we see in the story? Have any of you ever lost anything down a grate? How did it happen? Were you able to get the item back? How did you feel? How do you think the mother duck must have felt when she saw where her ducklings were?*

Visual literacy

Invite students to read the sign on the truck on page 13. Encourage them to think about what the sign *might* say, focusing on the kind of truck it is, and using the sentences on the page to help predict the words on the truck. Draw attention to the fact that all three words on the sign begin with the same sound. Who might “Tony” be?

Word solving and building

Point out the word *Quack* on the cover of the book. Say, *We can use this word to help us to read and spell other words.* Print the word *quack* on the board or on chart paper. Invite students to spell the word with you as you print it. Read the word together after printing it.

Say, *If we know how to spell quack then we can spell other words. For example, we can spell back. “I sit in the back seat of the car.” How could we spell back using the pattern for quack?* If students respond correctly, write the word under *quack* as they dictate it. If they do not respond correctly, spell the word *back* aloud as you print it under the word *quack*.

Say, *We can also spell the word rack, using the pattern from quack. "My coat is hanging on the rack."* Ask students to spell the word for/with you. Print it under *quack*. Follow the same procedure for the word *tack*.

Teaching Tip: You may wish to ask students if they can provide the word instead of giving it to them. In this case, provide a hint such as, *I am thinking of something that has a sharp point. We use it to hang things on the wall. It rhymes with quack, back, and rack. It starts with "tuh."* Do you know what word I am thinking of? If students can supply the word *tack*, ask them to spell it with you as you write it on the list. If not, say the word and write it as you spell it on the chart. Reread the entire list of words.

Third Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ tracking print
- ▶ recognizing words with "ed" endings

Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable and familiar language patterns
- ▶ track print using a pointer
- ▶ evaluate: present opinions about the story and the author's craft
- ▶ make inferences to extend understanding of the story
- ▶ recognize "ed" endings



BEFORE READING

Activating and Building Prior Knowledge

Inferring

Show the book cover and ask, *Who can remind me what this book was about? Say, When we were reading it before, did you have any questions that weren't answered in the story? The author might have hinted at some of the answers, but we sometimes had to try to figure the answers out for ourselves. Let's see if we can come up with some questions and then look for the answers to them when we reread the story.* Encourage students to look at some of the pages and come up with questions they might try to answer on this next reading. For example: on page 7, why couldn't the mother duck find her ducklings? On page 8, how do we know the ducklings survived the fall? Why didn't they fly out of the grate? Write students' questions on the board or on chart paper.

Evaluating

Ask students how this book might have been different if the author had used photographs to tell the story instead of illustrations. What kinds of things can an illustrator add to a scene that might not be in a photograph? Invite students to look at the illustrations carefully as they read the story again, to see what kinds of "extras" the illustrator added for their enjoyment.

Print concepts

Invite them to look at page 5 and to read the first and third lines. Point out that these aren't sentences that tell a complete thought, but they are very expressive. We know that something bad has happened because of the "oops" and the exclamation mark.

Inferring

Setting a Purpose

Say, *Let's read the story again together and see if we can answer some of the questions we had about the story.*



DURING READING

Tracking print/ building confidence

Read the book with students. Track with your finger smoothly as you read. As in the previous reading, read so that the expression is evident.

Inferring

As you read, stop to discuss the suggested questions. For example, *Why couldn't the mother duck find her ducklings?* (page 7) (They were out of sight—under the road.) *How do we know the ducklings survived the fall?* (page 8) (They were peeping and we can see them.) *Why didn't they fly out of the grate?* (page 8) (They were too young to fly.) *Why did the police officer call 9-1-1 for help?* (page 9) (He couldn't lift the heavy grate himself.)

Teaching Tip:

Some of these questions may be posed at the end of the story, so as not to disrupt the flow. Use your judgement regarding comprehension, and whether some/all students may benefit from pausing to discuss their understanding.



AFTER READING

Inferring

Ask, *Did we answer all of our questions? As we were reading, did you think of any others? Where do you think the wooden plank came from that the ducklings walked up on their way out of the grate? How did the ducklings know how to walk up the plank? Why is the dog on page 13 pulling on its leash?* Encourage students to add to their enjoyment of the story by questioning what they see in the illustrations and imagining what the answers might be.

Evaluating

Ask, *Was this a true story or was it a made-up story? What makes you think so? Could it have happened, or could any part of it had happened?* Tell students that this story is, in fact, based on a real event—that means some parts are real and some parts are made-up. Turn to the inside front cover and read aloud the boxed text that describes what really happened.

Ask, *How did the illustrator's work add to your enjoyment? What kinds of details did she add that didn't have to be there but that make her pictures more interesting?* There is plenty of area for discussion here, depending on how far you want to take it, but it would be worthwhile to encourage students to notice details such as the various other creatures that she includes in her pictures (bee, ladybug, wasps, dragonfly, spider, squirrels). They all add to the charm of the illustrations.

Word solving and building

Draw students' attention to the word *called* on page 2. Write it on the board. Then ask them to look at *followed* and *walked* on page 4. Ask if there is anything they notice that is the same about those three words. For each one, write the stem word, leave a space, then write the "ed" ending. Point out that by adding the "ed" ending, we make the action into something that happened in the past. Challenge students to look through the book and find other words with "ed" endings.

ESL Note: List the words that end in “ed” on the board or on chart paper. Point out the differences in pronunciation. The “ed” sound at the end of “called” sounds like a letter “d” while the “ed” in “looked” sounds like the letter “t.” Draw their attention to “stumbled” and “tumbled” and have them clap out the two syllables.



FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable in taking turns and using a pointer to track print.

For each rereading, we suggest that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Text features/print concepts

Review the title, author, and back cover text, as well as the text box on the inside front cover.

Tracking print

Continue to track print but offer individual students roles in print tracking during rereadings. Offer as much support as necessary (e.g., by guiding the pointer with any student who needs assistance).

Add concepts that offer learning opportunities for the range of students in the classroom, e.g., *Where do we start reading? Where do I go now?*

Evaluating/making connections: text to world

Focusing on Comprehension

Ask students if they think the policeman did the right thing when he called 9-1-1. *Was it truly an emergency? Was there something else he could have done?*

Analyzing

Ask students how the policeman found out that the ducklings were under the grate. Ask, *What tells you that he didn't know what the problem was? What tells you that he realized something was wrong? How did he know where to look?* (First, he tried to shoo the mother duck off the road, then said, “Wait,” because he heard a noise and realized it came from the grating, so he looked down it and saw the ducklings.)

Phonological and phonemic awareness

Working with Words

Orally stretch words (e.g., *grate*: gr–a–te and *pond*: p–o–nd). Blend to reform the words.

Letter knowledge

► Frame “w” in words such as *down* on page 2, *followed* and *walked* on page 4, *were* and *where* on page 7, *were* and *water* on page 8 with coloured acetate if some students still need assistance with letter recognition.

► Locate words that start with “c,” e.g., *called* on page 2, *came* on page 3, *could* on page 7, *calling* on page 8, *could* on page 9, *called* on page 12, *came* on page 13, *called* and *came* on page 15. Challenge students to find a word that starts with “c” on the back cover.

High-frequency words

Frame a selection of high-frequency words to introduce or review the words. (See list of high-frequency words recommended for kindergarten in the Working with Words Guide.)



RESOURCE LINKS

Writing

As a class, create a narrative about what happens to the ducklings when they fall through the grate. Consider questions such as: What does the first one say when it falls down? How does it feel when the second one joins it? How do they feel when they realize they are all down there? How do they feel when they see the grating being moved? What do they say when they see their mother again? See the Narrative text-type study in the Writing Guide.

Have students work in pairs to prepare an “emergency sheet” that tells when to call 9-1-1. They can use the symbols that are shown in the telephone directory, but they should explain what those symbols mean. They should also add at least one example of a situation when a person should call the local police number, rather than 9-1-1.

Independent Reading

Make the six small versions of *9-1-1 Quack!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip:

The online audio for this book includes a cloze reading of this text. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Ask students to look at home, with a family member, at the front pages of the telephone directory to find information about the 9-1-1 number. Have them draw the three symbols that indicate when 9-1-1 should be called. These can be posted in the classroom. Encourage them to have their families write the local police number in their phone book on the page where the 9-1-1 information is given, so that it is readily available if required.

Gather a selection of picture books about baby animals for individual or partner reading.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it.

See also the Building Words lesson (“Mother”) in the Working with Words Guide.

Read Aloud

Read to the class another example of an animal rescue story.