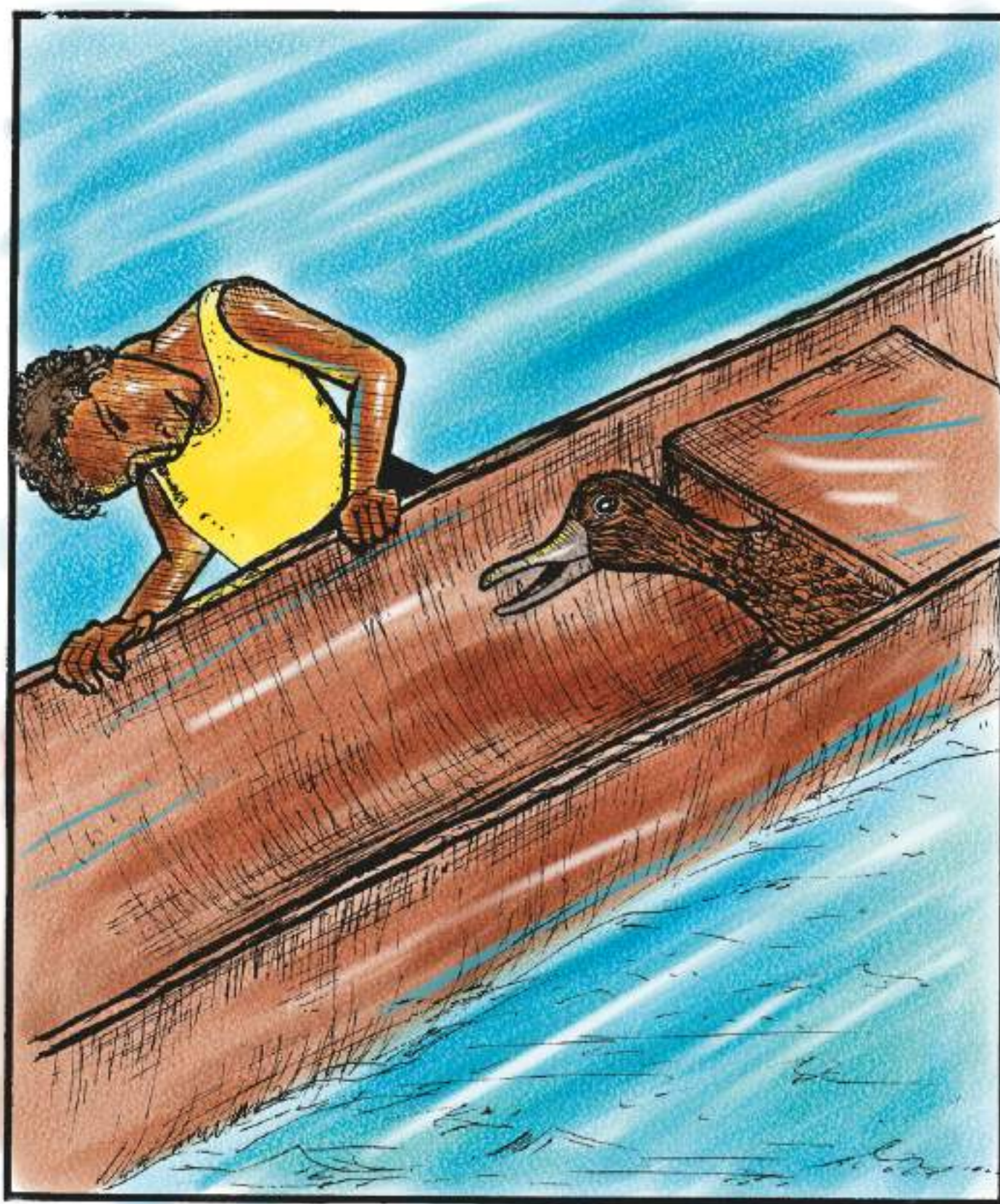


A DUCK IN THE CANOE



By John Hilsum
Pictures by Frank Misi

Nguzu Nguzu Reading Books

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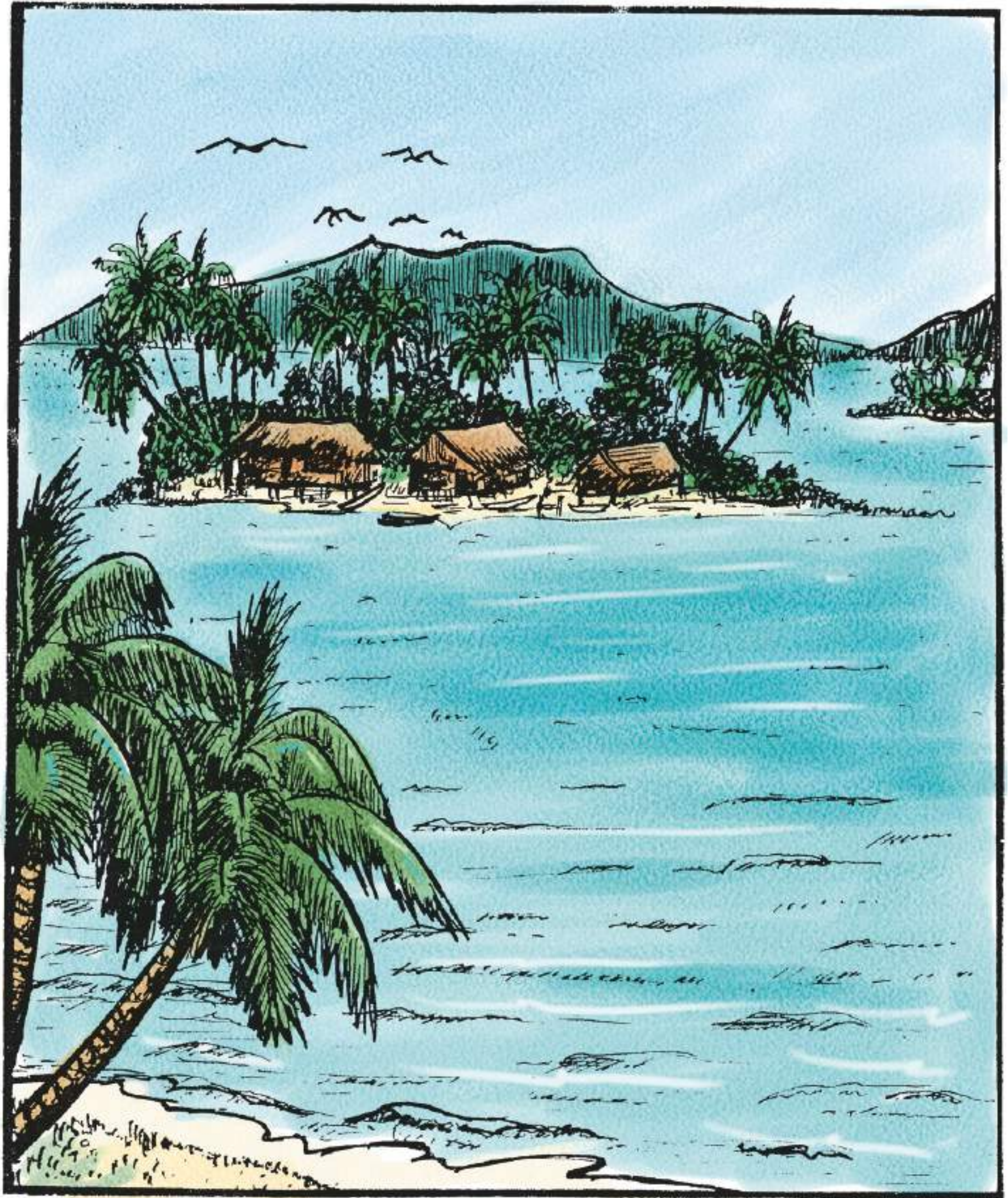
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Development 2015

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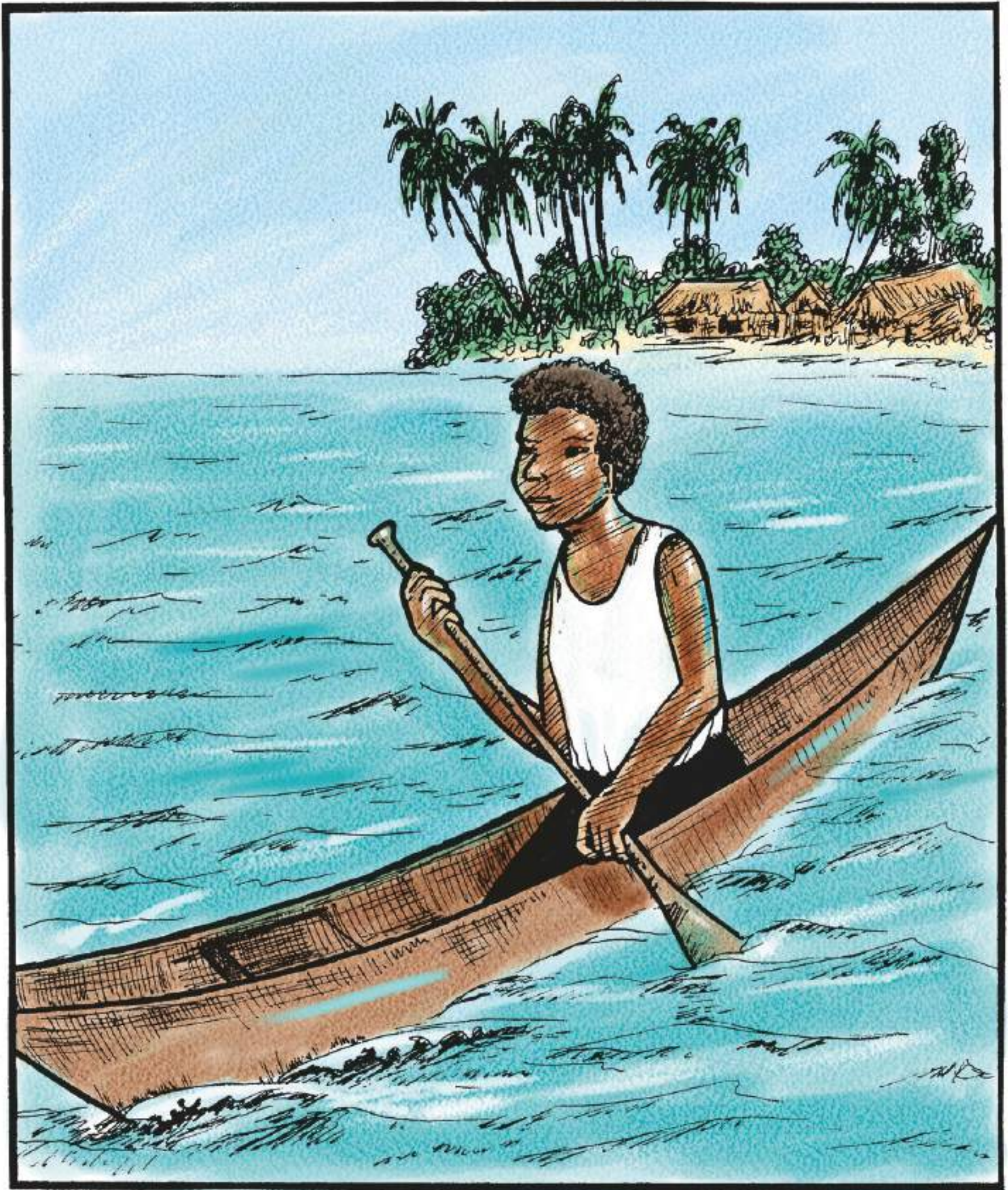
A DUCK IN THE CANOE



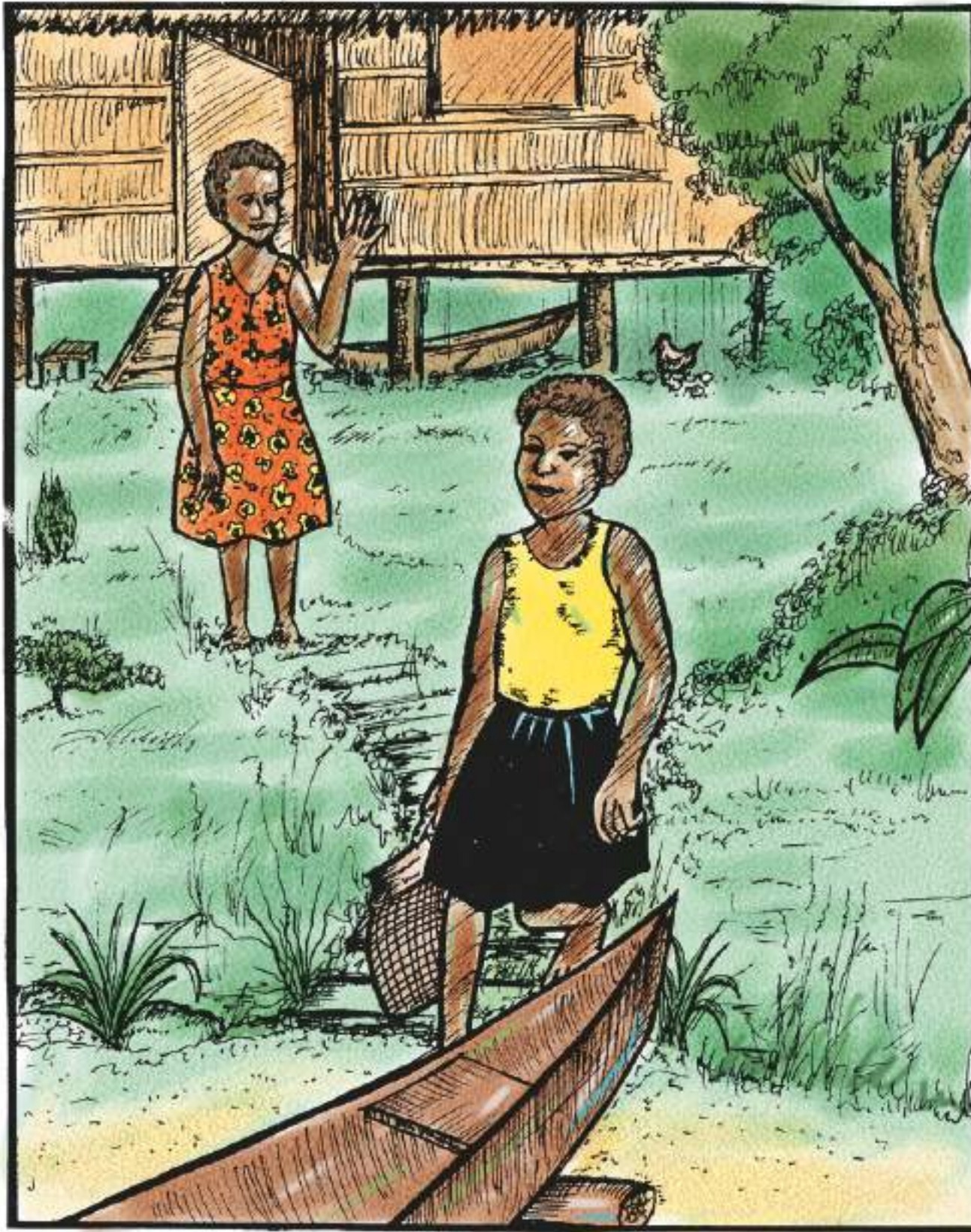
By **John Hilsum**
Pictures by **Frank Misi**



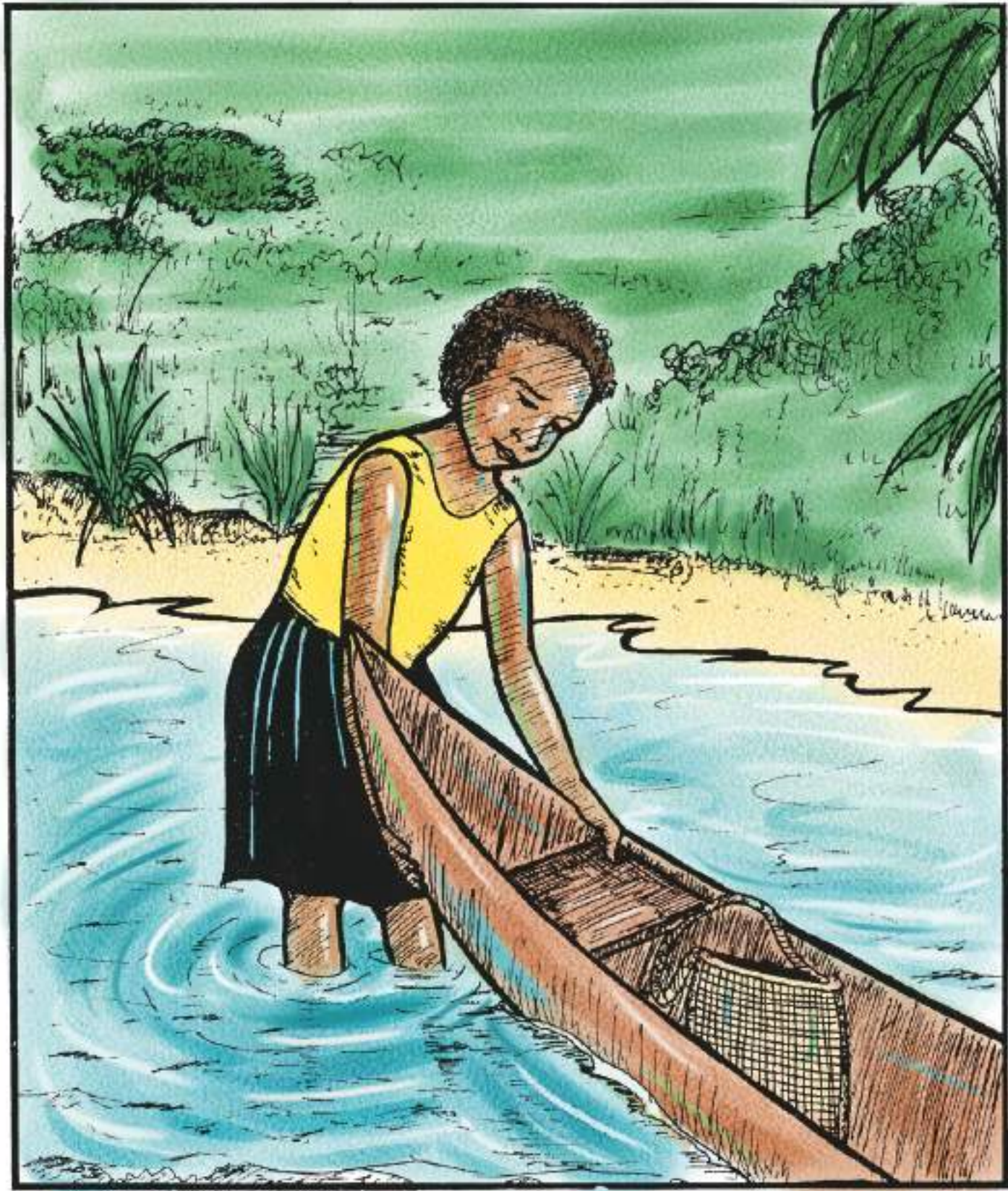
Anna lived on a small island in a lagoon.



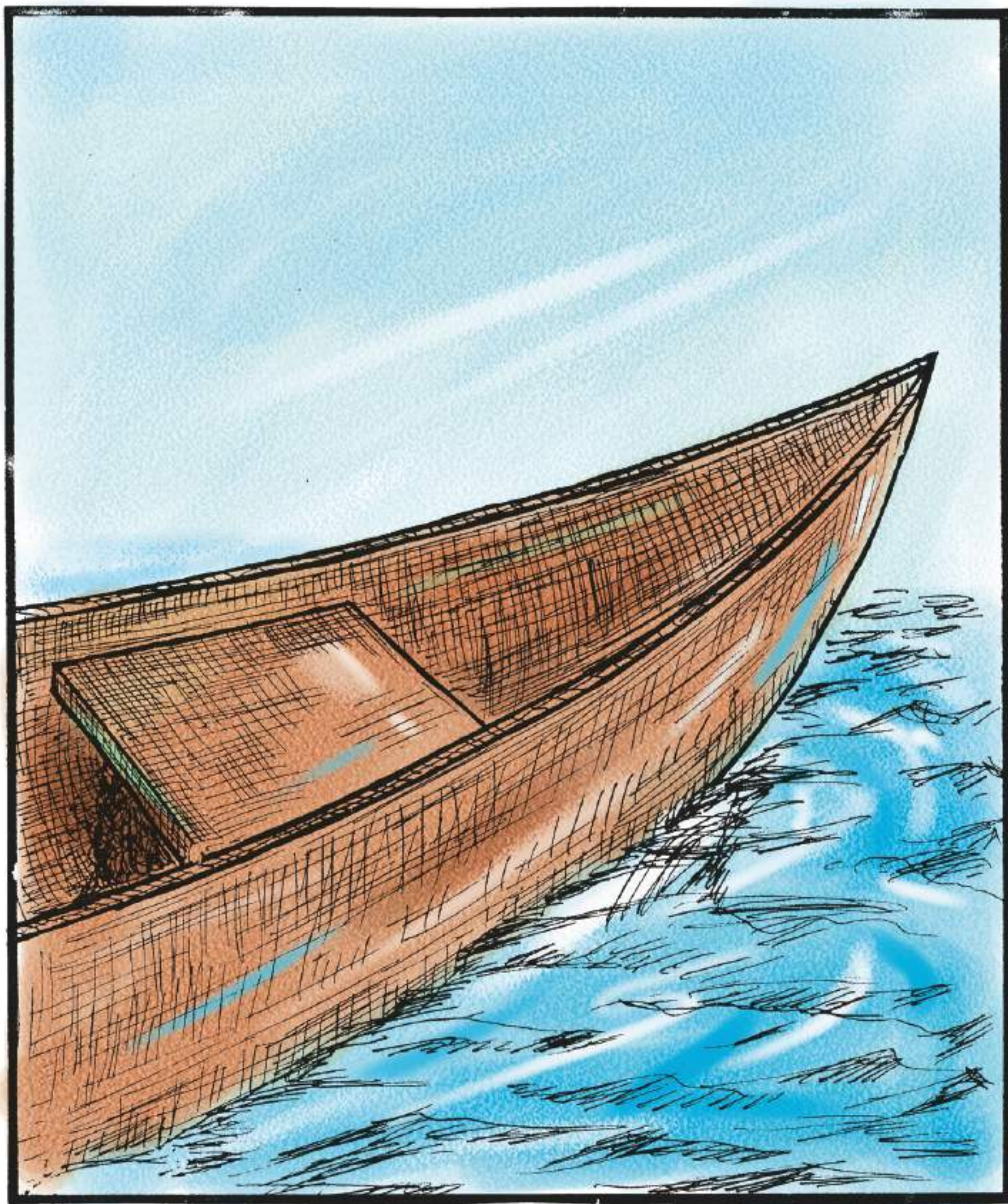
**Each day she went to
school in her canoe.**



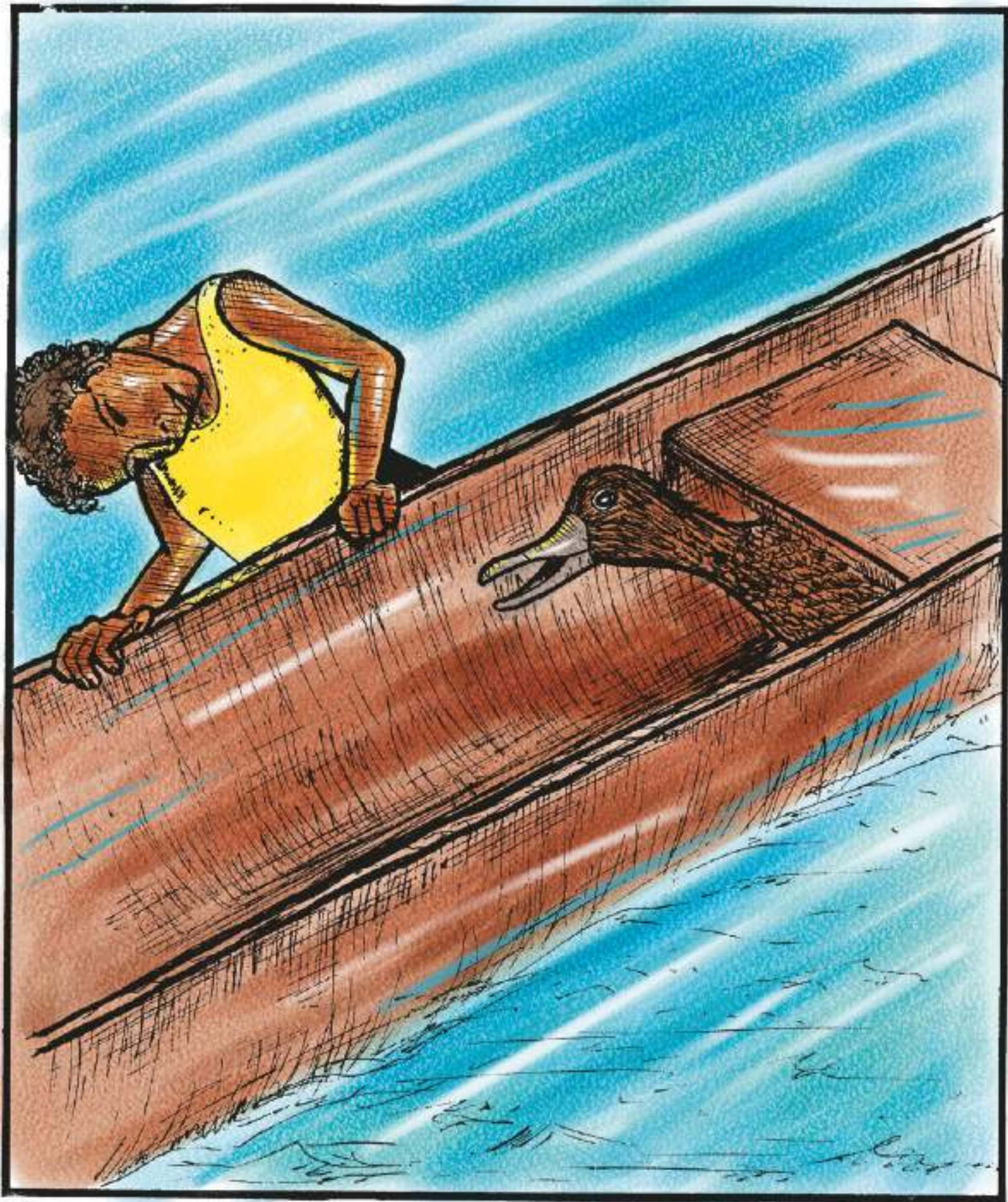
**One morning Anna
kissed her mother
goodbye, skipped
down the steps and
ran to her canoe.**



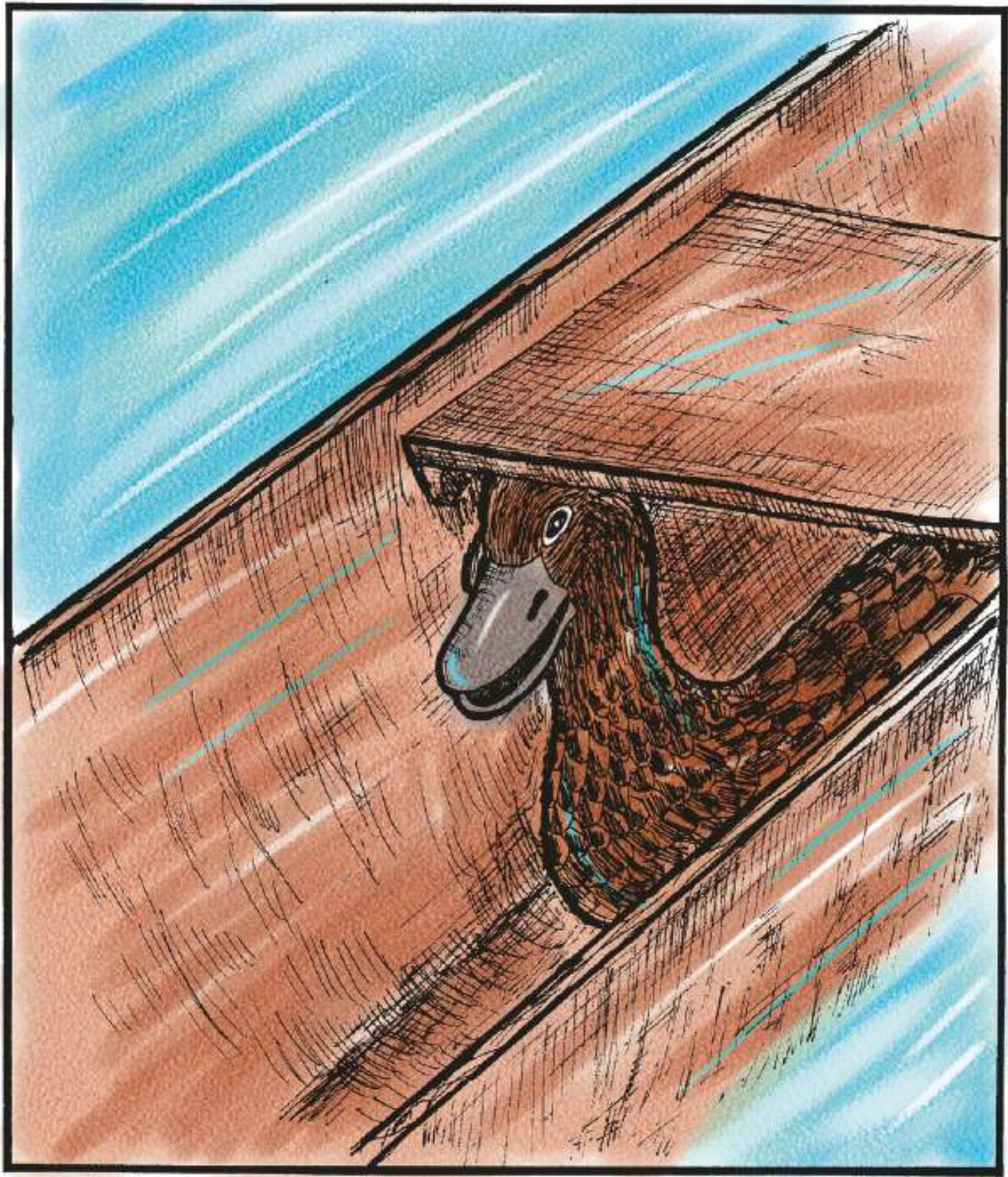
As usual, she put her school bag into the canoe and started to push it deeper into the water.



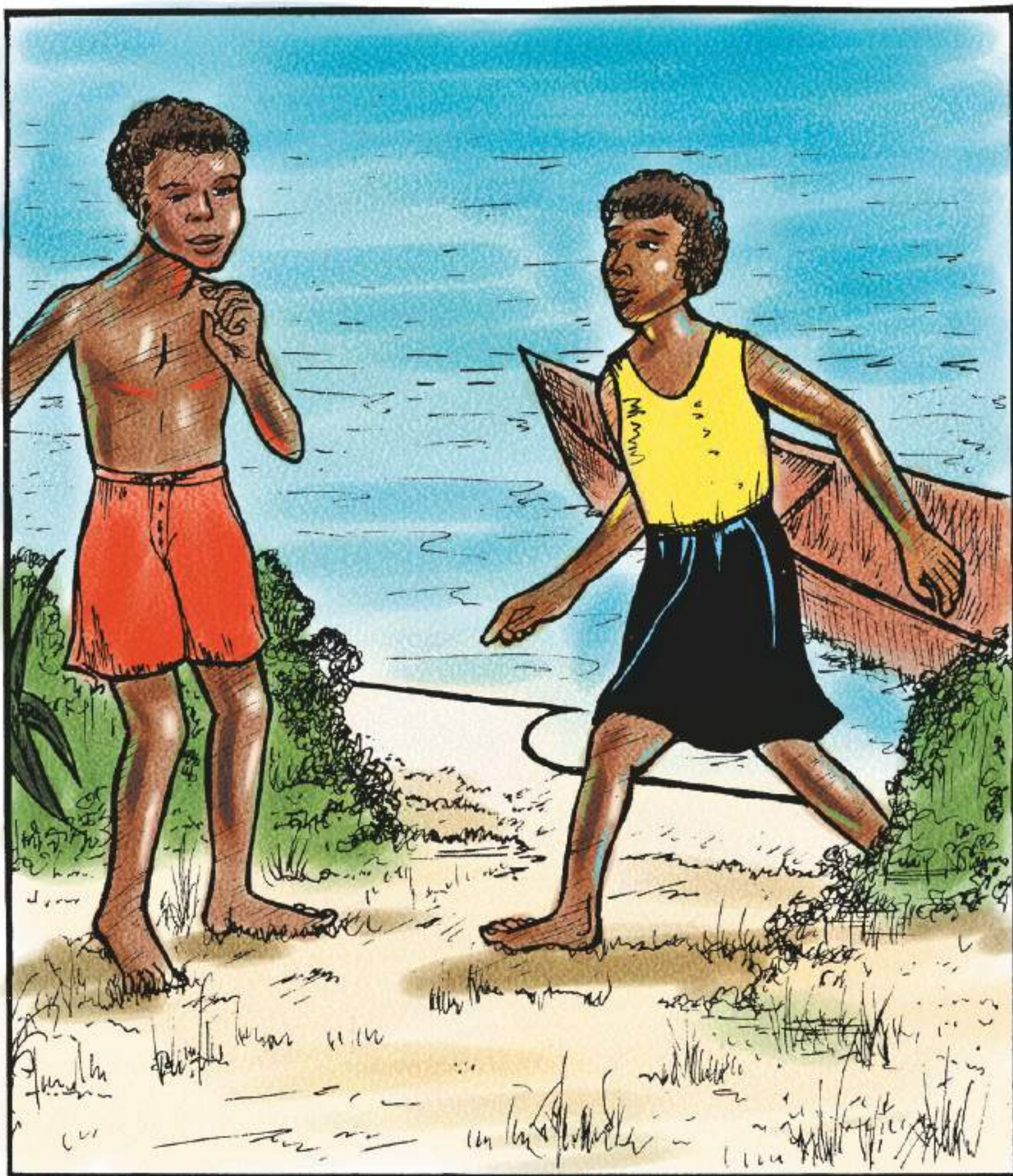
**“ Quack, quack!” went
the canoe.**



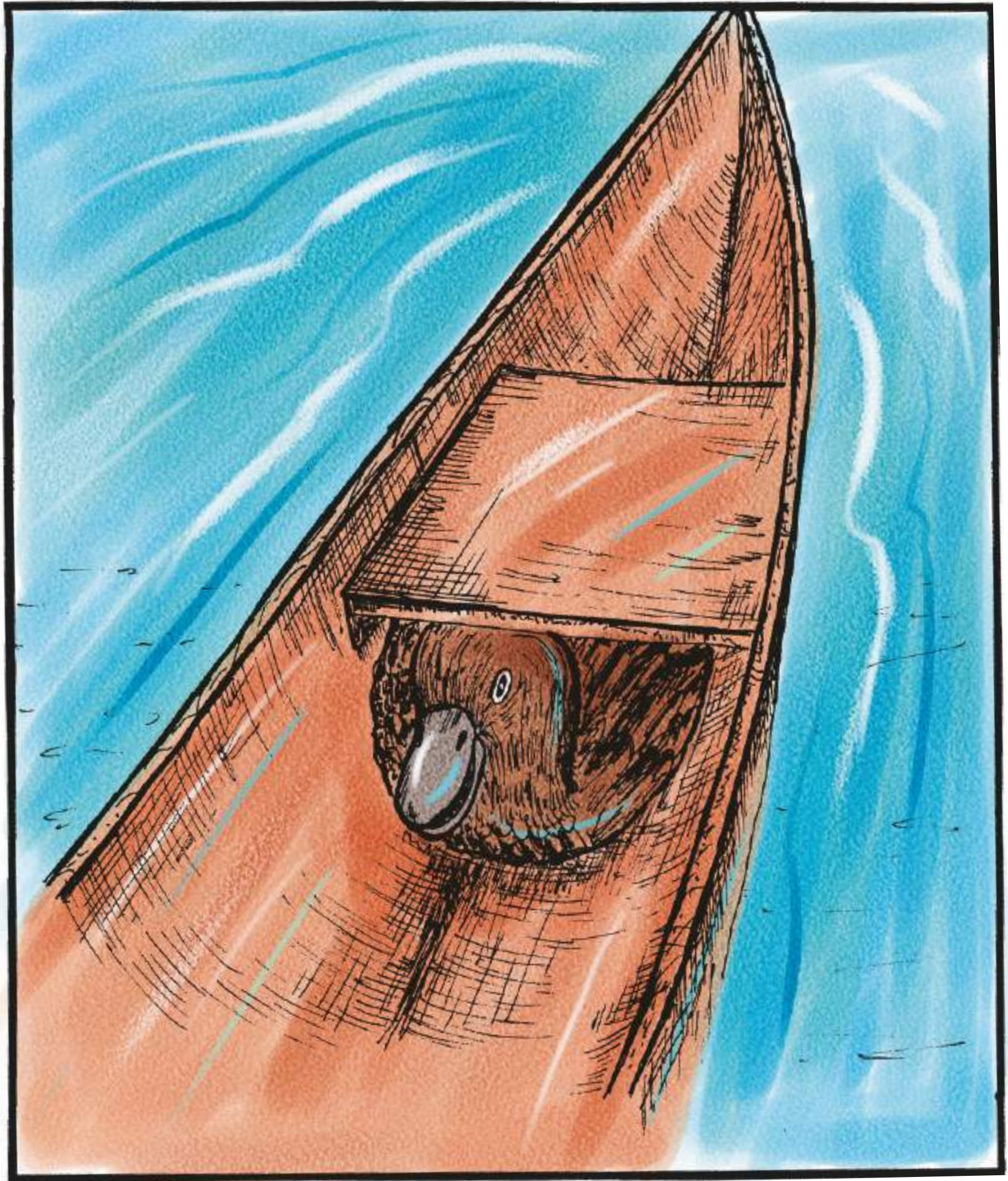
**Ann a peered inside
and saw Emily the
duck. “Shoo, shoo,”
said Anna.**



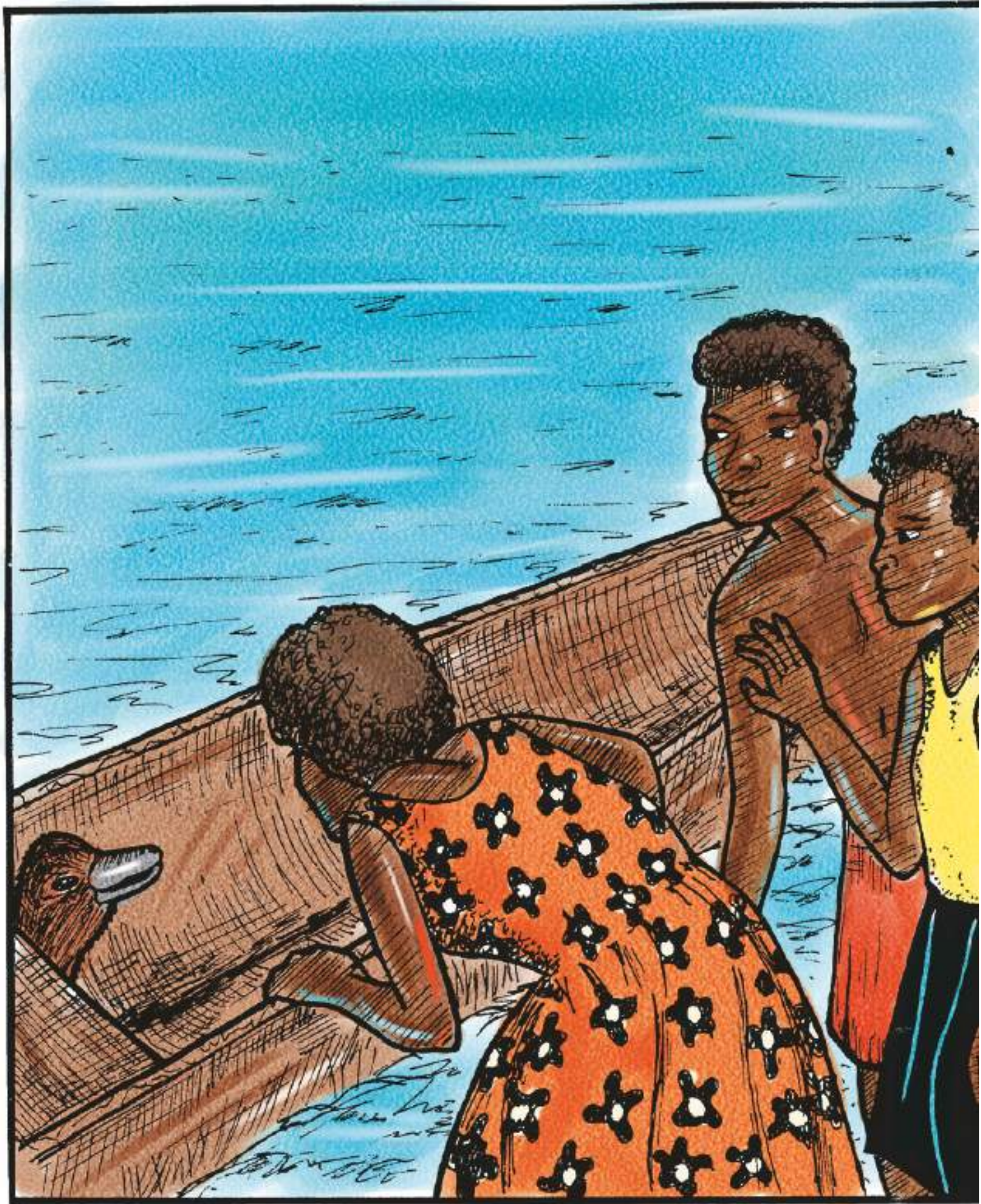
**Anna peered inside
and saw Emily the
duck. “Shoo, shoo,”
said Anna.**



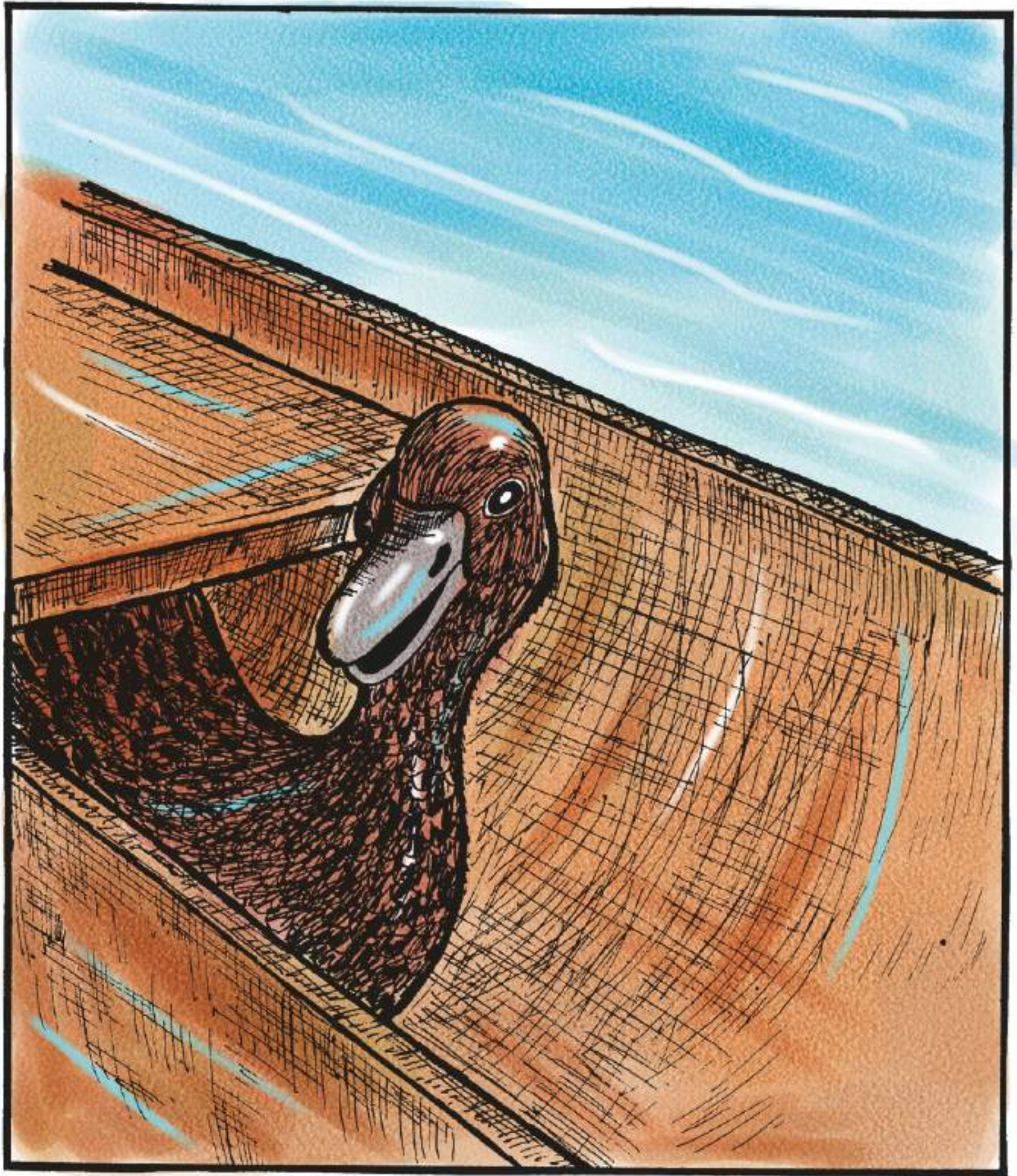
Anna ran to fetch her brother. “Shoo, shoo,” said Anna’s brother.



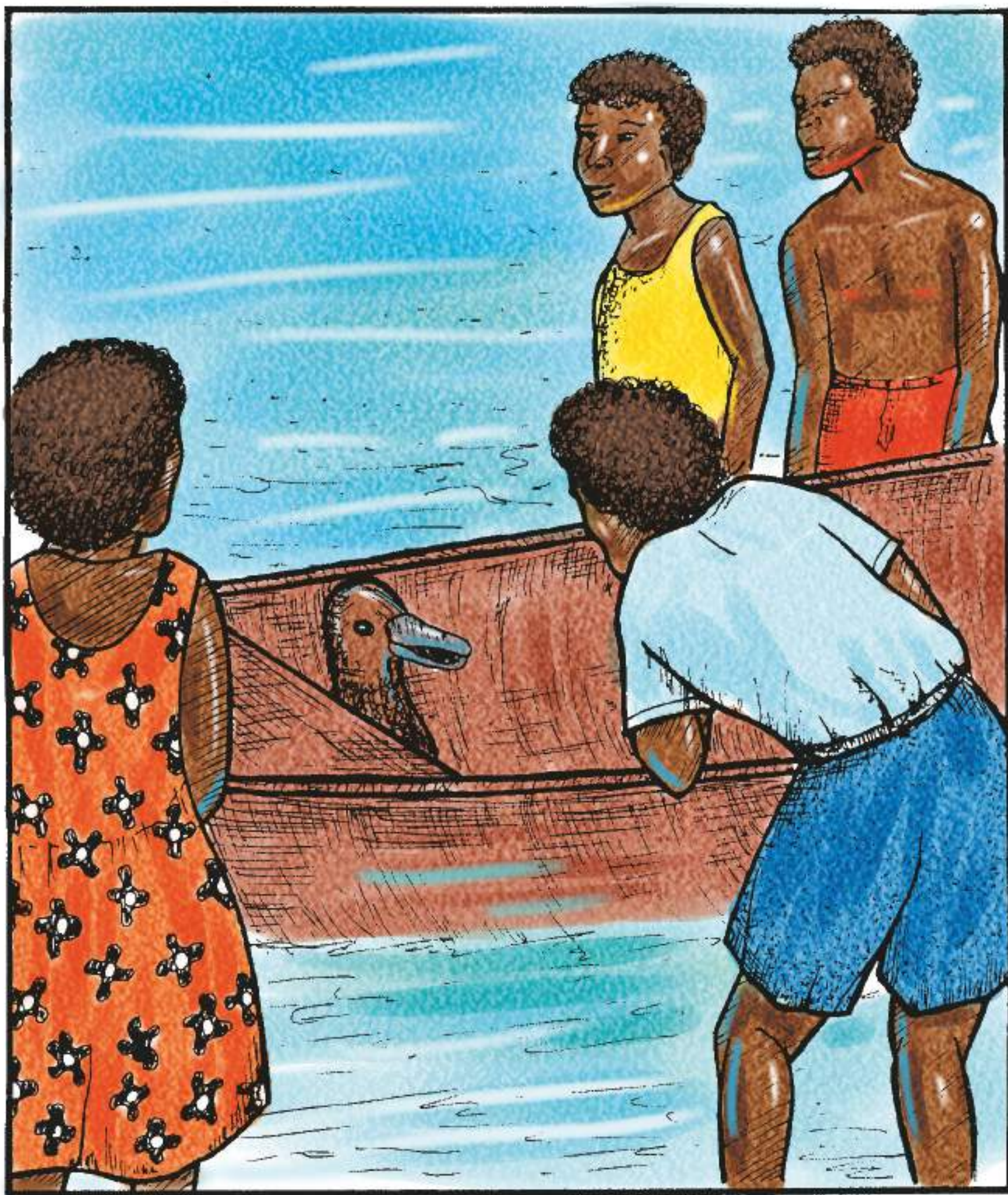
“Quack, quack!” said Emily, but she didn’t move.



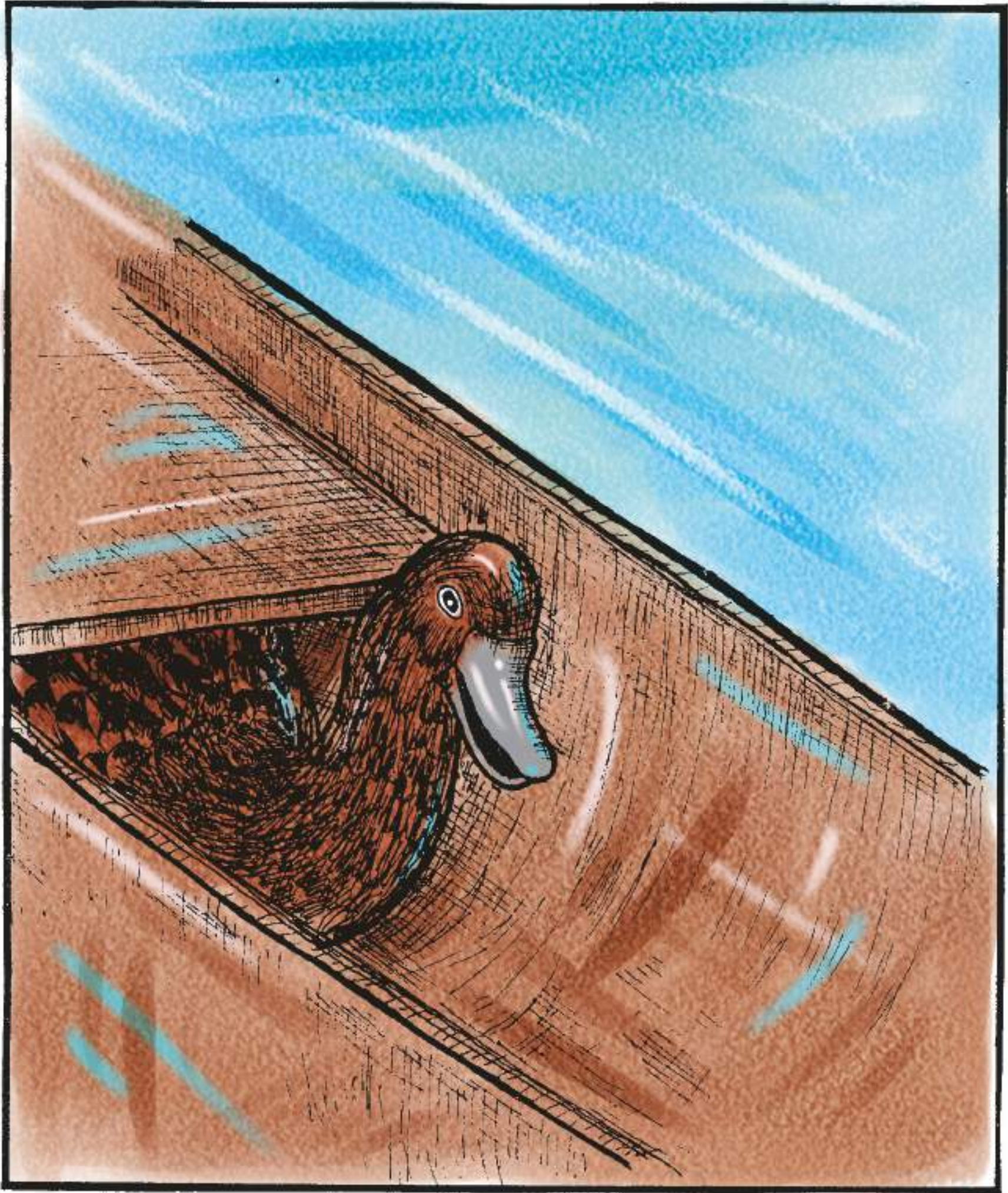
Anna ran to fetch her mother. “Shoo, shoo,” said Anna’s mother.



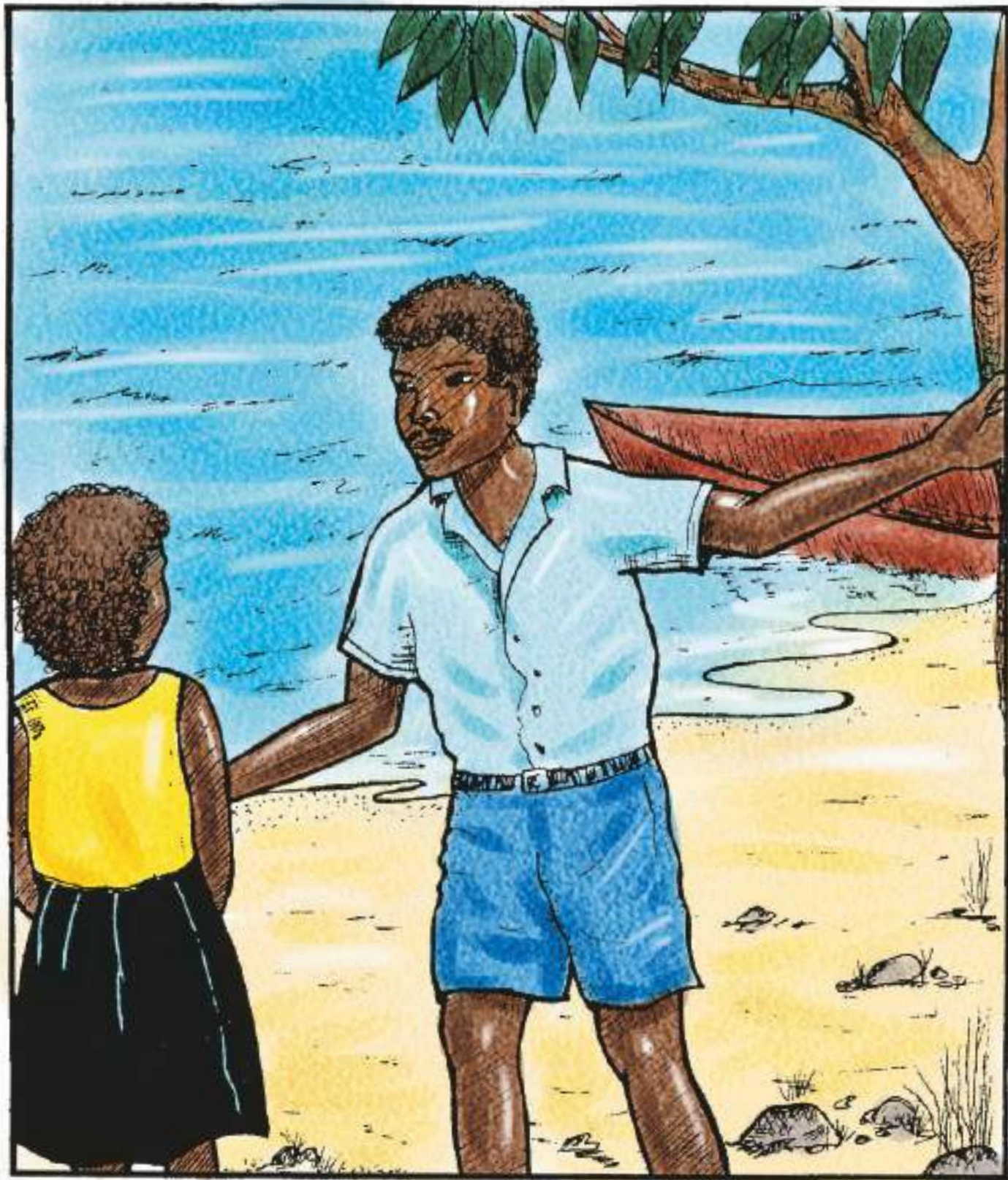
“ Quack, quack!” said Emily, but she didn’t move.



Anna ran to fetch her father. “Shoo, shoo,” said Anna’s father.

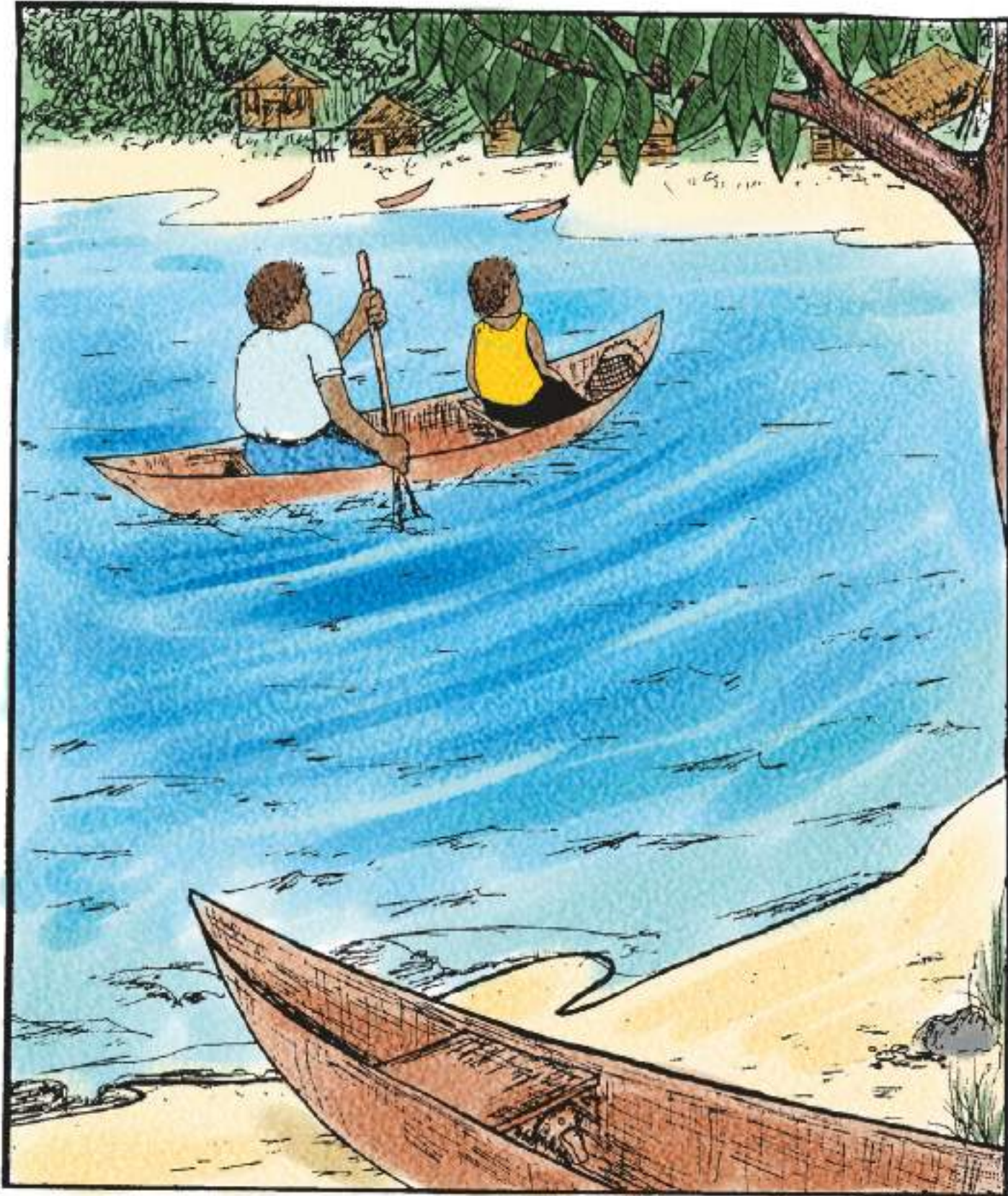


“ Quack, quack!” said Emily, but she didn’t move.

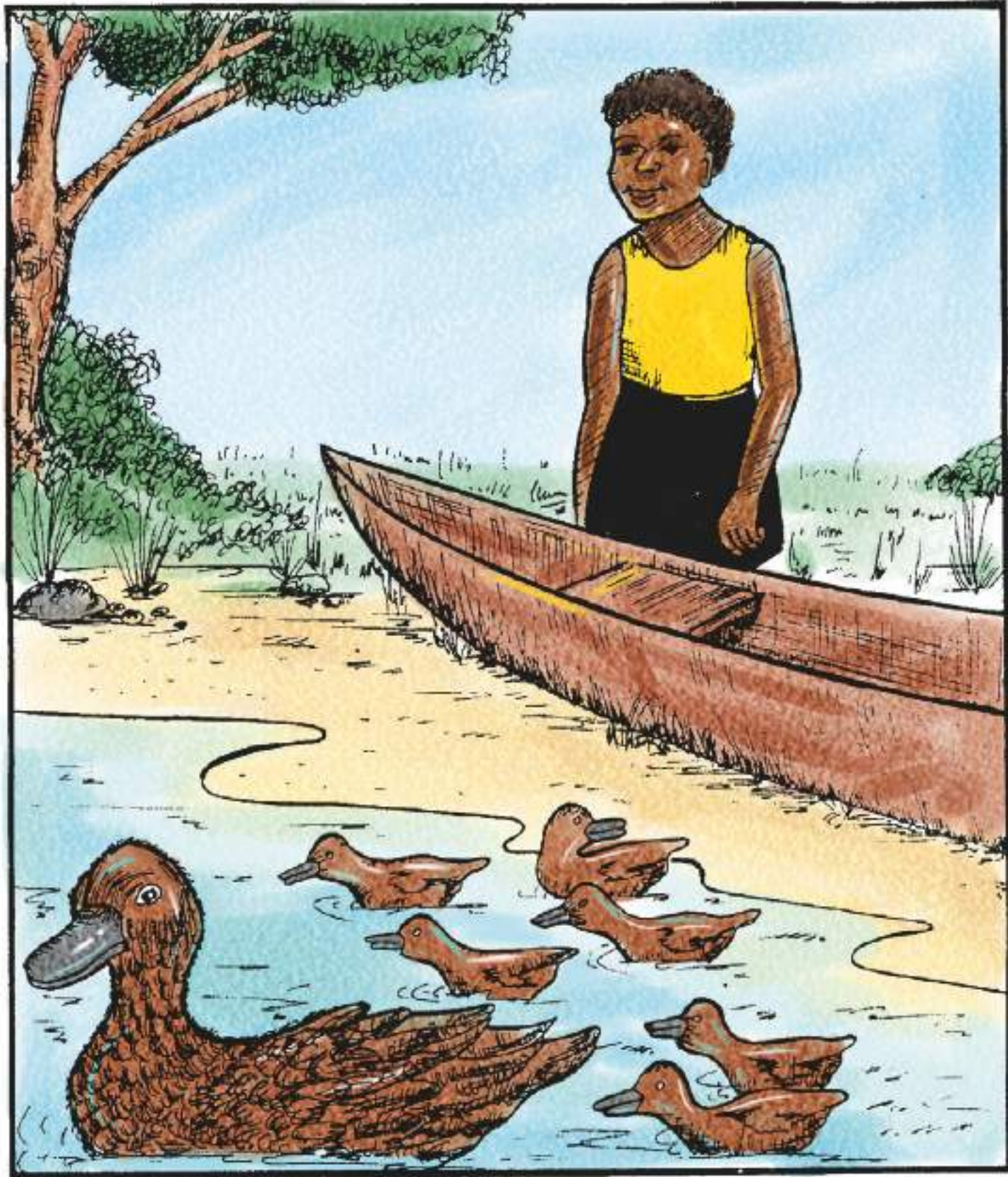


**“Emily wants to stay
in your canoe,” said
Anna’s father.**

**“I will take you to
school in my canoe.”**



For three weeks Emily stayed in the canoe and Anna went to school in her father's canoe.



**Then one morning
Anna saw why Emily
wanted to stay in her
canoe. Emily had a
family of ducks.**

Text:	<i>A Duck in a Canoe</i>
Level:	Year 1
Message:	Animals protect their young
Discussion focus:	How animals protect their young
Vocabulary focus:	Past tense verbs (for recounting events)
Letters and sounds:	Medial <i>u</i>
Print focus:	Sound words + speaking marks
Writing opportunity:	Innovation of the story: ____ <i>in a</i> ____

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Show the learners the front cover and explain: <i>This story is called A Duck in a Canoe and is about a girl called Anna</i> (point to Anna on the front cover). <i>Every day she goes to school in her canoe.</i> (point to the canoe on the front cover). <i>One day she finds something strange in her canoe.</i> Ask the learners to look at the picture and tell you what they can see inside the canoe (a duck). <i>She tries to move the duck but the duck wants to stay inside the canoe. Why do you think a duck wants to stay in a canoe?</i></p> <p>Now open the book and look at the pages. Talk about what is happening on each page. Do NOT show them the final p. 16.</p>	V/P	1.3.3.1 1.4.4.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. Read the words <i>quack, quack</i> with expression, so the learners understand that these words tell us the sound that is being made. Read the words <i>shoo, shoo</i> strongly, to show that the people in the story are trying hard to get the duck to move.</p>	E	1.6.1.1
<p><u>Review the story: Understanding the story</u></p> <p>Look at each page again. On each page, ask the learners to explain what is happening. On pp. 8 -13, see if the learners can remember the family members in the story, as well as some of the repeated words used (<i>quack, shoo</i>). On the last page, ask the learners to explain why the duck wanted to stay in the canoe.</p>	V/P + E	1.6.1.2 1.4.1.2
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners: <i>Do you think the canoe was a safe place for the ducklings? Why do mummy and daddy animals need to hide their babies?</i> Make the link back to the book <i>Seven Eggs</i> that they read earlier in the year and how that mother hen looked after her eggs.</p> <p>Now think of other animals and their young. Choose one animal to talk about. Ask the learners to think of a nice, safe place where this animal could keep its babies safe. Do this with a few animals, thinking about where this animal keeps its babies. Encourage the learners to explain why these places are safe for the baby animals.</p>	V/P	1.3.1.2

<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Before reading, turn the pages in the book and ask the learners to tell you what is happening on each page. Find the pages in the book that have the words <i>quack, quack</i> and <i>shoo, shoo</i>. Practice reading these words together.</p> <p>Read the story, giving the learners a chance to join in when Emily the duck says <i>quack, quack</i> and when the family members say <i>shoo, shoo</i>.</p>	E	1.4.1.3 1.6.1.1
<p><u>Focus on English: past tense verbs</u></p> <p>Make sure learners have copies of the small books and ask them to read pp. 3 and 4 with a partner. As they do that, they need to notice each of the actions that take place. They should find 5 actions. When the learners have talked together, make the list on the board, making sure the learners find these in their books: <i>kissed, skipped, ran, put, started to push</i>. Notice that these are all words that happened in the past (already happened) so sometimes they use <i>-ed</i>. Underline the words with <i>-ed</i>: <i>kiss<u>ed</u>, skip<u>ed</u>, start<u>ed</u> to push</i>. Other words changed their form: <i>ran</i>, and some don't change: <i>put</i>.</p> <p>Try this pattern <i>Yesterday I _____; Today I _____</i> and use these words to change form past to present, eg. <i>Yesterday I <u>kissed</u> my mother; Today I <u>kiss</u> my mother; Yesterday I <u>ran</u> to school; Today I <u>run</u> to school</i>.</p> <p>Ask learners to find other actions in the book, including those that are repeated (<i>ran to fetch, didn't move, said</i>) and try with the sentences. Be careful of the negative: <i>Yesterday I <u>didn't move</u>; Today I <u>don't move</u></i></p> <p>Game: you say the past tense sentence using an action from the text. The learners have to give you the matching sentence for today. If they are very good at this, try saying <i>Tomorrow, I will _____</i> and find the correct word.</p>	E + V/P	1.6.2.4 1.6.1.3 1.6.2.6 1.7.2.5

ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Tell the learners that you are going to read the story again. Explain that this time you will put the learners into groups. Each group is going to be a person (or an animal) from the story. Each group will read the speaking parts for their person or animal. Ask the learners to remember what people and animals are in the story. Divide the learners into 5 groups and give each group and person/animal from the story. (<i>Anna, Emily the duck, Anna's brother, Anna's mother, Anna's father</i>). Now turn the pages of the book. On the pages where there are speaking marks ask the learners to look at the picture and tell you who is speaking (or making noises) on that page. See if the learners can remember what that person or animal said. See if the learners can find the words on the page that tell us what the person said.</p> <p>Now read the story, pausing to let each group read their part.</p>	E	1.6.1.4 1.3.3.1
<p><u>Focus on print: sound words + speaking marks</u></p> <p>Turn to page 5 and ask the learners <i>What noise does the duck make on this page?</i> Point to the speaking marks around the words <i>quack, quack</i>. Remind the learners that these marks are speaking marks. Tell the learners that in this story, they are also used to show that an animal is making a noise. Now turn to a page where the duck says <i>quack, quack</i> and point to the speaking marks.</p> <p>Think of other noises that animals make. Choose one animal and write a sentence using this structure: (noise)(noise) said the (animal) (eg. "Moo, moo," said the cow). Repeat this for 2 or 3 more animals, thinking of an animal, thinking of the sound it makes then writing a sentence. For each sentence, see if the learners can point to the speaking marks and see if the learners can tell you what words in the sentence tell us the noises being made.</p>	E + V/P	1.4.2.5
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners <i>Who would like to try to read a page in the book?</i> Choose some volunteers. Now read the first page of the story and then choose a learner to read the next page. Continue like this - reading one page of the story then choosing a different learner to read the next page until finished.</p>	E	1.6.1.1
<p><u>Focus on letters and sounds: medial u</u></p> <p>Point to the word <i>duck</i> on the front cover. Ask the learners to find the letter <i>u</i> in the word. Practice saying the <i>u</i> sound together, then say the word <i>duck</i> carefully, so that learners can hear the <i>u</i> sound in the middle.</p> <p>Now write the word <i>sun</i> on the board. Say each sound in the word (<i>s-u-n</i>). Now erase the letter <i>s</i> and write the letter <i>f</i> in its place to make the word <i>fun</i>. As you do this, tell the learners: <i>Watch as I rub out the letter s and put in f. Now this word starts with a fff sound. Listen as I sound out this new word f-u-n.</i> Continue like this, erasing either the first or last letter from the word (do not rub out the <i>u</i>), and then writing in a new letter to make a new word that has <i>u</i> as its middle sound. After you have changed the words two or three times, encourage the learners to try and sound out the words themselves, before you read the whole word. You can use these words: <i>sun → fun → bun → but → hut → hug → bug</i></p> <p>Turn to p. 4 and point to the word <i>put</i>. Explain that this word has the letter <i>u</i> in the middle, but we don't use the <i>u</i> sound when we read it, it has an <i>oo</i> (as in <i>cook</i>) sound. Point to the word <i>push</i> and explain that this word also has an <i>oo</i> sound.</p>	E + V/P	1.4.2.4 1.1.2.2 1.4.2.3
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Hand out copies of the book for learners to read by themselves or with a partner. Remind learners to point to each word as they read.</p>	E	1.4.3.1
<p><u>Shared Writing: innovation of the story</u></p> <p>Write the title of the story on the board (<i>A duck in a canoe</i>). Now ask the learners to think of a different animal that could be living inside a canoe. Choose one animal, then rub out <i>duck</i> and write a new animal (eg. <i>A cat in a canoe</i>).</p> <p>Now encourage the learners to think of a different type of transport where an animal might like to stay. Listen to some ideas, then rub out <i>canoe</i> and write a new type of transport (eg. <i>A cat in a truck</i>).</p> <p>Together, the class can recreate the new story of the cat in the truck, thinking about what noise the cat would make, who would find the cat, who would they fetch to help with the cat etc.</p> <p>This could be made into a class book</p> <p>OR if some learners are confident, they could write their own version in pairs.</p> <p>Give the learners time to illustrate and then read to each other. These books can go into the classroom library to read later.</p> <p>Make sure you are moving around the room while learners are writing, to help them with new words and the punctuation.</p>	E + V/P	1.9.1.4 1.7.2.7 1.8.1.5 1.9.2.2 1.9.2.3

