

Unit 3: Awesome Animals
Week 2: How Many Syllables?

Objectives:

To read *Duck on a Bike* with your preschooler, practice letter sounds, and talk about animals.

Materials:

A copy of *Duck on a Bike* by David Shannon.

Week 2 Lesson Steps:

1. Begin by reminding your preschooler that you are reading *Duck on a Bike* this week. Start by talking about the role of the author and illustrator.

For example:

- David Shannon is the author and illustrator of *Duck on a Bike*.
- What does the author do? (Writes the words)
- What does the illustrator do? (Draws the pictures)
- So David Shannon wrote the words **and** drew the pictures for *Duck on a Bike*.

Introduction/Ice Breaker

Say this classic nursery rhyme with your preschooler. Define new words for him or her.

Little Bo Peep

Little Bo Peep has lost her sheep,
And doesn't know where to find them.
Leave them alone and they'll come home,
Wagging their tails behind them.

2. Read *Duck on a Bike* with your preschooler. See if your preschooler can read some of the words (such as "on," "the," "a," "I," "at," and "it") by himself or herself. Make sure to congratulate your preschooler for great reading!

Fun and Easy Reading Tips

- Help your preschooler learn about the sounds that letters and words make by clapping out syllables. Choose a word and clap the number of syllables with your preschooler. Explain that syllables are simply ways to divide words into sound. For example:
 - The word "duck" has one syllable, so clap once.
 - The word "waddled" has two syllables, so clap twice.
- Help your preschooler learn about the beginning sounds that words make. Choose a few words and ask your preschooler if they begin with the same sound. For example:
 - Does "duck" have the same first sound as "bike" or "dog"?

- If your preschooler has a hard time choosing, sound out the words together: “duh duh *duck* is like duh duh *dog* not *buh buh* bike.”
- Name colors throughout the text with your preschooler to practice color words.
- Connect what your preschooler knows about animals to *Duck on a Bike*.
 - What other stories have you read about animals?
 - What were the animals doing in those stories?
 - How are the stories similar or different to this story?
- Talk about the difference between real and pretend. Is *Duck on a Bike* about a real duck? Can ducks really ride bikes?

Conclusion:

Today you read *Duck on a Bike* with your preschooler and practiced emergent literacy skills. You are helping your preschooler learn to love reading!

Follow-Up Activity:

Find some time to ride bikes with your preschooler. If you don't have bikes, go for a walk! You are helping your preschooler learn healthy exercise habits!

Writing Extension:

Help your preschooler write and illustrate a few pages called “(Name) on a Bike.” Who would your preschooler pass when riding a bike? What would he or she do? Where would he or she go?

Early Developmental Standards Taught in Week 2

- Show awareness of conventional letter-sound relationships through invented spelling in writing.
- With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.
- With modeling and support, use frequently occurring (often theme-based) vocabulary words.
- Speak clearly and audibly to express thoughts, feelings, and ideas
- Demonstrate the ability to recall information for short periods of time and retell, act out, or represent information from a familiar text read aloud, a recording, or a video.