

Unit 3: Awesome Animals
Week 3: Sound It Out!

Objectives:

To read *Duck on a Bike* with your preschooler, help your preschooler read common words in text, and talk about animals.

Materials:

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

Week 3 Lesson Steps:

1. Begin by telling your preschooler that this is the last week that you will be reading *Duck on a Bike*. See what your preschooler can tell you about the book.

Some example questions:

- What is *Duck on a Bike* about?
- What is your favorite part of *Duck on a Bike*?

Introduction/Ice Breaker

Sing “B-I-N-G-O” with your preschooler.

There was a farmer had a dog
And Bingo was his name-o
B-I-N-G-O B-I-N-G-O
B-I-N-G-O and Bingo was his name-o

2. Read *Duck on a Bike* with your preschooler. Remember that you do not have to read every word! Have your preschooler help you by telling the story aloud or reading some words that he or she recognizes.

Fun and Easy Reading Tips:

- Help your preschooler sound out common words. Pick a single sentence (or a page if your preschooler has a really strong reading ability) and help your preschooler read it with you. Practice sounding out the beginnings of words and talking about what the sentence means. It is important that you do not give your preschooler a task that is too difficult for him or her. Tasks that are too difficult will make your preschooler frustrated, so just stick with a short sentence so that your preschooler can feel proud!
- Go through the book and find all of the words that start with a certain letter or sound that is familiar to your preschooler. (For example, find all of the words that start with “B” or the “buh” sound).
- Help your preschooler make predictions. What would have happened if the other animals did not get to ride bikes? What different ending would the story have had?
- Talk about the pictures. How can you tell what the animal is feeling or thinking by the way that the pictures are drawn?

- Connect what you are reading to what your preschooler knows about animals. Talk with your preschooler about whether he or she has a pet, what animals he or she has seen at the zoo, and so on.

Conclusion:

Today you read *Duck on a Bike* with your preschooler and practiced some emergent literacy skills. You are providing your preschooler with the tools and support to be a great reader!

Follow-Up Activity:

Help your preschooler do some research. What questions does your preschooler have about animals? You can look up the answers to your questions on the internet, by reading books, or by asking people.

Writing Extension:

Help your preschooler write and illustrate the new ending to *Duck on a Bike* that you talked about while reading.

Early Developmental Standards Taught in Week 3

- With guidance and support discuss the use of illustrations to support the descriptions of characters, settings, or predict the events in the stories.
- With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences.
- With guidance and support discriminate words with the same and different first letter sounds.
- With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events.