

# One Duck

*A story that illustrates how nature and human interests can co-exist.*

## Vocabulary:

- empathy
- stubble field
- down (feathers)
- cultivator
- alight
- lure
- wily
- clamour
- idle
- scowl
- taunt

## Objectives:

*Students will...*

- discuss the importance of respect for living things;
- demonstrate empathy for animals and the environment;
- determine definitions and synonyms for new vocabulary;
- write stories that show empathy toward animals using imagery and literary techniques.

## Reading Activities

### A: Pre-Reading

*Class discussion questions:*

- By looking at the cover of the book, what is the setting of the story?

- How is the setting similar to or different from where you live?
- In what ways have you experienced rural communities?
- The author of this book creates imagery through word choice and literary techniques such as personification. While listening to the story, have students focus on the language as well as the content. What example of personification does the author use? (The truck roars.) What example of alliteration does the author use? (...watches close his wily ways)

### B: Discussion Questions

- What do you think the author means when she writes: “He shakes his head at the foolishness of ducks. ...he shakes his head at the foolishness of farmers.”?
- What action does the farmer take that threatens the life of the duck and the eggs? What action does the farmer take to protect the duck and the eggs?
- Do you think the crow is a significant character in this story?
- Why does the crow cry “Robbed! Robbed! Robbed!”?
- Why do you think the author ended the story with “one duck”? (Possible



answers include: a writing technique for symmetry {in this case, of the page and the entire book} and to emphasize what an animal undergoes to save itself and its offspring.)

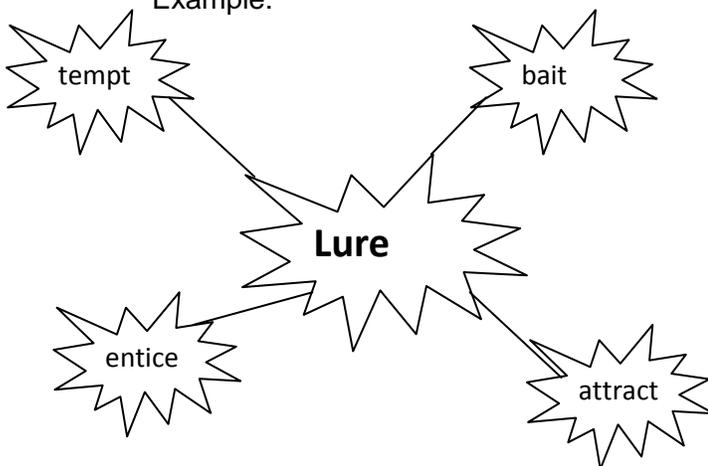
- Why is it important we show respect for animals? The environment?

## C: Post Reading Activities:

### 1. Vocabulary Explosion

Write some of the vocabulary (blue box on reverse side of this page) on the board and have students use a dictionary to find definitions that are appropriate for the context of the story. Then have students use a thesaurus to find synonyms. Students can create “word explosions” to display in the classroom.

Example:



### 2. What do you see?

The author creates imagery throughout the story. Read some or all of the following

phrases and have students draw what they visualize:

- one duck at first light feeds on a prairie pond
- one duck waddling over the stubble field followed by twelve ducklings
- one small cloud on the horizon, building, darkening into thunderclouds moving towards the farm
- a sudden wall of loudness, fumes and rolling dust

### 3. Creating imagery

Write a story, either fiction or non-fiction, about a character showing empathy toward an animal or nature. Use some of the vocabulary from Post Reading Activity #1. Use one alliteration and one personification in your story.

or

Retell the story from the perspective of the duck. Use some of the vocabulary from Post Reading Activity #1. Use one alliteration and one personification in your story.

Teachers may use the following process for the writing exercise:

- Brainstorming** – Students brainstorm their ideas using a visual organizer.
- Drafting** – Students use visual organizer to help them organize ideas and create their writing piece.
- Revising** – In small groups, students read their drafts then add, delete or change words to improve their writing.
- Editing** – In pairs or small groups, students check each other’s work to correct

errors in spelling and grammar and to ensure there are examples of descriptive word choice, personification and alliteration. (Teacher can create editing checklist based on rubric to help students look for common errors and to understand how their text will be graded)

**5. Publishing** –Students write their final copies. Computers can be used for the final draft.

An *Assessment Rubric* based on the program of studies for English Language Arts has been included.

#### 4. Brainstorms!

Loss of habitat is one way that ducks and other wetland species are threatened by human action.

1. Brainstorm different ways that wetland species and habitats are threatened by human action.

Examples can include pollution, trapping, hunting, major disasters such as oil spills, etc.

2. Next have students take one of the ways species are threatened and generate a list of actions (individual or group) that can be taken to combat this problem. Students can use the internet and other books to research possible solutions

Example: Problem: Loss of habitat

Solutions: Create and maintain protected areas where people cannot build, support wildlife rehabilitation centres, etc)

3. Informing Others:

Have students create a poster encouraging ways in which they can help preserve wetlands and wetland species. Hang posters around your classroom and school and send some of them to us!

(We will return student work upon request)



## One Duck

Alberta Education Program of Studies: *Curriculum Connections*

### English Language Arts

#### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

##### Express ideas and develop understanding

- read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts

##### Consider others' ideas

- select from others' ideas and observations to expand personal understanding

#### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

##### Construct meaning from texts

- identify or infer reasons for a character's actions or feelings
- make judgments and inferences related to events, characters, setting and main ideas of oral, print and other media texts

#### General Outcome 3

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

##### Appraise own and others' work

- work collaboratively to revise and enhance oral, print and other media texts

##### Expand knowledge of language

- show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists

##### Attend to grammar and usage

- use complex sentence structures and a variety of sentence types in own writing

##### Expand knowledge of language

- choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose

##### Attend to spelling

- use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns
- use complex sentence structures and a variety of sentence types in own writing
- identify past, present and future verb tenses, and use throughout a piece of writing

### Science

#### ATTITUDES

**6–4** *Students will show growth in acquiring and applying the following traits:*

- a sense of personal and shared responsibility for



actions taken

- a respect for living things and environments and commitment for their care.

