Summary  A duckling and a chick explore all the ways they are the same and then learn how they are different.

Before Reading
Preview and Predict  Hold up the book and read the title aloud. Help children identify the Chick and the Duckling. Ask: What do you think is special about the Chick and the Duckling? We can read to find out.

Build Background  Explain that when chickens and ducks are babies, they are called chicks and ducklings. Tell children that baby chicks and ducklings are alike in many ways and different in one important way.

Preview Vocabulary  Display the Key Words: shell, page 3 swim, page 18 walk, page 6 worm, page 12

Show children the picture of the duckling coming out of its shell (page 3). Identify the little pieces as parts of the shell. Point to the word shell in the text and have children say it aloud.

As you preview the book, help children locate and read aloud Key Words. Use gestures and visual elements to clarify each word. Have children add new words to My Vocabulary Notebook.

Vocabulary Strategy: Synonyms  Remind children that synonyms are words that have the same meaning. Display these words: small, little, big. Have children identify the two synonyms.

Text Structure: Compare and Contrast  Distribute the Venn diagram. Review: When you compare and contrast, you tell how things are alike and different. Ask volunteers to recall things that are alike and different in “For Pete’s Sake.” Have children add the labels Chick, Duckling, and Both to their diagrams, and help them use the diagram to compare and contrast as they read The Chick and the Duckling.

Read the Book
Set a Purpose  Tell children that they will read to find out how the Chick and the Duckling are alike and different.

Have children read their assigned leveled book silently or aloud. Use the Guided Reading Routine if this book is at children’s instructional level. Use the Independent Reading Support if this book is at children’s independent level.
After Reading

Read and Talk  
Use these questions as children discuss *The Chick and the Duckling* with their group. Encourage children to use **Key Words** in their answers.

1. **Compare and Contrast**  What things do the Chick and the Duckling both do? What things do they do differently?
   
   The Chick and Duckling both _______. Then the Duckling ________, but the Chick ________.

2. **Make Connections**  What connections did you make as you read *The Chick and the Duckling*?
   
   I read _______. This reminds me of ________.

3. **Big Question**  Both the Chick and the Duckling are special in some way. Draw a picture of one of them, and then use it to tell how that animal is special.

Share and Compare  
Organize children into heterogeneous groups. Use these strategies and questions to support all proficiency levels in the discussion. Distribute **BLM 5.17**. Encourage children to use **Key Words** in their responses.

1. Have children take turns summarizing their books.

### Multi-Level Strategies for Sharing

**BEGINNING**  
Have children use pictures from *The Chick and the Duckling* to tell how the Chick and the Duckling are alike and different.

**INTERMEDIATE**  
Have children retell the story of *Jenna’s Pet* and explain why Jenna chooses a fish for her pet.

**ADVANCED**  
Have children summarize *Is Your Mama a Llama*? and tell how the animals in the story are different from each other.

2. **What did you discover about animals?**
3. **How are the books alike? How are they different?**
4. **Big Question**  How are animals different?

**Connect to Grammar: Complete Sentences**

To review initial capitalization and end punctuation, display the following sentences. Have children tell how to correct the sentence.

- the Duckling finds a **worm**
- the Chick goes for a **walk**
- the Duckling goes for a **swim**

Have children edit their writing. Focus on initial capitalization and end punctuation.

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