

Ranger Rick's

Reading Adventures

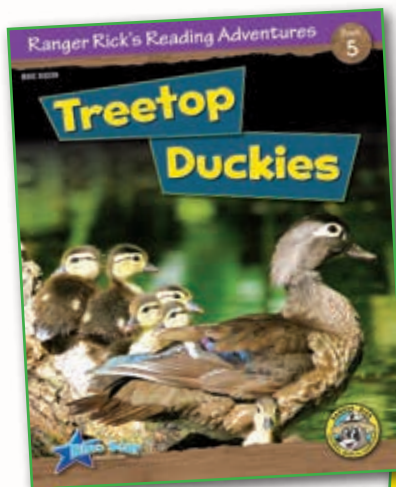
A Wild Reading, Writing,
and Science Journey
with
Ranger Rick and Friends!





Nonfiction Readers

Take a look inside the readers!



Glossary



nearly—not far away;
close



nest—a place where eggs
are laid and hatched



stretch—to reach out
or extend

Discussion Questions

1. Where are Momma Wood Duck's ducklings?
2. How do the ducklings get out?
3. What do the ducklings eat?

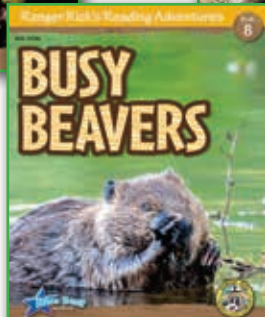
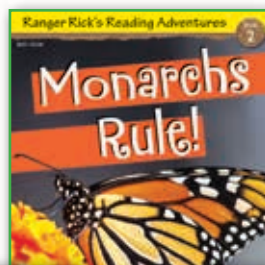
I MAKE APPEARANCES
THROUGHOUT THE SERIES WITH
FUN FACTS AND COMMENTS!

JUST 4 FUN

Grab some brown finger
paint, construction paper,
colorful feathers, and a
googly eye. Use your hand
to create a duck!



- Amazing, real-life photography to engage readers
- Exciting, relevant content written at appropriate grade levels
- Special text features that support and enrich content
- Vocabulary practice to strengthen reading comprehension
- Discussion questions to summarize the reading content
- Fun activities to extend students' reading experience





The lessons and activities in the 10-unit Teacher Resource are designed to inspire curiosity of the natural world. Each unit features step-by-step reading, writing, and science lessons as well as engaging student activities that will foster their understanding of Earth's diverse wildlife while encouraging them to unplug from screens and venture outdoors. This program will motivate students to embrace the wonders of nature and gain a lifelong appreciation for the environment.

Content goals inform teachers about the subject matter and the learning objectives covered in the unit.

Summaries show and explain the various activities included in each of the three sections (reading, writing, and science) of the unit.

The **materials list** informs teachers of the student pages needed to complete the unit.

Reminders from Reggie Otter help teachers get the most out of every lesson.

Unit 5: Treetop Duckies

Unit Overview



Content Goals

In this unit, students will read about wood ducklings. They will learn many different fun facts about these baby ducks. They will discover how the little ducklings leave their nest in a dramatic fashion and what happens after. Through various activities and assessments, students will gain an in-depth understanding and appreciation of these daring ducklings.



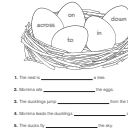
Reading Summary

Students will participate in vocabulary and pre-reading activities. They will perform a close reading of the text, ask and answer questions, and place key details from the text in sequential order.



Writing Summary

Students will work together as a class to write an acrostic poem about ducklings. Then, they will practice using frequently occurring prepositions. Students will demonstrate understanding by picking the correct preposition that completes a sentence. They will complete this section by writing a journal entry.



Science Summary

Students will participate in a science activity in which they learn how ducks stay dry when they swim in water. Students will record their observations and answer questions about their findings.



Materials

- | | | |
|--|----------------------|-----------------|
| 👉 Treetop Duckies readers | 👉 blue food coloring | 👉 paper towels |
| 👉 copies of <i>Boomer Badger's Word App</i> (page 109) | 👉 bowls | 👉 spray bottles |
| 👉 copies of activity sheets (pages 53–56) | 👉 crayons | 👉 vegetable oil |
| 👉 copies of assessments (pages 57–58) | 👉 paintbrushes | 👉 water |



You "Otter" Remember . . .

- 👉 To help improve students' speaking, listening, and social-emotional learning skills, have students complete some of the activities in pairs or small groups.
- 👉 When teaching these lessons, take time to encourage respect for the outdoors and build students' interest in protecting the environment.
- 👉 And don't forget, there is more fun to be had in the *Extension Activities* section starting on page 113.



Teacher Resource

Vocabulary words and various **vocabulary activities** increase depth and understanding of the content vocabulary for each unit.

Each **reading lesson** includes clear and concise steps to guide the teacher seamlessly through the pre-reading, during-reading, and post-reading activities.

Lesson Plan

Unit 5: Treetop Duckies

Key Vocabulary

Step 1: Read each vocabulary word out loud. Have students repeat the words after you. Ask student volunteers to predict what each word means. Then, read each definition out loud.

Word	Definition
ducklings	young ducks
hatch	to break open and come out of an egg
insects	small animals that have six legs and a body made up of three parts
nearby	not far away; close
nest	a place where eggs are laid and hatched
stretch	to reach out or extend

Step 2: Distribute copies of the *Boomer Badger's Word App* activity sheet (page 109) to students. This sheet can be utilized in different ways.

- Divide the class into six groups. Assign each group one word. Have groups share their completed sheets with the class.
- Place students in groups of six. Assign each group member one word. Have students share their completed sheets with their groups.
- Have students work independently. Ask each student to choose a word from the glossary that they consider the most challenging and use that word to complete the sheet.

Step 3: If time permits, try a few of the fun vocabulary activities listed below.

- Have students write a couple of sentences using the words.
- Have students draw a picture example of a few of the words.
- Have students connect the words to real-world examples (maybe they *stretch* before they exercise, have collected *insects*, or have seen a bird's *nest* in a tree).

Reading Lesson

Objectives

- Students will read and comprehend, with prompting and support, informational text proficiently.
- Students will demonstrate understanding by asking and answering questions about key details of a text.

Step 1: Distribute copies of *Treetop Duckies* to students. Take students on a picture walk of the book. Have students make predictions about the text. Write these predictions on the board.

Step 2: Ask students the "Pre-Reading" Discussion Questions (page 51). Ask students if they have any additional questions.

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Lesson Plan

Reading Lesson

Step 3: Read the *Treetop Duckies* book aloud to students. Stop to ask the "Guided" Discussion Questions. When you have finished the book, ask the "Post-Reading" Discussion Questions.

Step 4: Have students read the book independently. Have them write down their thoughts.

Step 5: Distribute copies of the *Duckling Flow Chart* graphic organizer (page 54) to students. Have students complete the organizer in pairs or small groups. The "You Can Do It!" activity sheet (page 54) can be used as an extension activity or assessment.

Step 6: To conclude the reading lesson portion of the unit, select a "Wrap-Up Activity" from the bottom of the page for students to complete. The *Show What You Know About... Wood Ducks!* quiz (page 57) and the *Running Record* assessment (page 58) can be given at this time or upon completion of the entire unit.

Discussion Questions

Pre-Reading	Guided	Post-Reading
<ol style="list-style-type: none"> What do baby ducks do? Where do baby ducks live? What do you think baby ducks eat? 	<p>Page 3: What do you think is inside the eggs?</p> <p>Pages 4–5: How do the eggs stay warm? How long does Momma have to wait for her babies to hatch?</p> <p>Pages 6–7: Why do the ducklings have to leave the nest?</p> <p>Pages 8–9: How do the ducklings leave the nest? Where do they go?</p> <p>Pages 10–11: What does Momma teach her ducklings? What do they do when they are two months old?</p>	<ol style="list-style-type: none"> What happens after the ducklings pop out of the eggs? Why do the ducklings make the big jump? How do ducklings change as they grow?

Wrap-Up Activity

Select one activity sheet from the list below. Students may complete their activity sheets independently, in pairs, or in small groups.



Becky's Blog (page 110): Students will answer questions about their favorite parts of the *Treetop Duckies* book.

Reggie's Recap (page 111): Students will write summaries of the *Treetop Duckies* book. They will be challenged to draw a picture that summarizes the text, as well.

Scarlett Fox's Fast Facts (page 112): Students will list three interesting facts they learned from the *Treetop Duckies* book. They will then draw a picture about one of those facts.

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The before, during, and after reading **discussion questions** scaffold students' learning and help them activate prior knowledge, engage with the text, and think critically about the text.

Wrap-Up activities include engaging and fun sheets students can complete independently, in pairs, or in small groups.



Teacher Resource

Each **writing lesson** is designed to improve students' writing skills and knowledge of the English language.

Each hands-on **science lesson** highlights and further supplements the science content for the wildlife topic covered in the reader.

Lesson Plan

Writing Lesson

Unit 5: Treetop Duckies

Objectives

- Students will write an acrostic poem.
- Students will learn about frequently occurring prepositions.
- Students will demonstrate understanding by picking the correct preposition to complete a sentence.

Step 1: Write the following question on the board: *What words best describe ducklings?* Ask students to think about this question. Have students do a five-minute free write to answer the question. Have student volunteers share their responses, and write them on the board.

Step 2: Remind students what an acrostic poem is. Write the word **DUCKLING** vertically down the board. Work together as a class to write an acrostic poem. Encourage students to use their free writes to help think of words or phrases for the poem. A sample poem can be seen on the right.

Step 3: Explain to students what a preposition is. Read aloud a short list of frequently occurring prepositions to help students better understand. Write a handful of them on the board.

Step 4: Distribute copies of the *Pick a Preposition* sheet (page 55) to students. When students have completed the sheet, go over the answers as a class.

Step 5: Finally, distribute copies of the *Ranger Rick Journal* sheet (page 115) to students. Have them choose from one of the following: write an entry discussing your opinion of the book, write an informative entry telling about what you learned, or write a fictional entry from the point of view of a duckling about to jump from a tree.

Doesn't live in trees
Unbelievably brave
Cute
Knows how to swim
Little
Insects—yum!
Needs to jump
Great fluffy feathers

Science Lesson

Objectives

- Students will learn why ducks are dry when they get out of the water.
- Students will demonstrate understanding by performing an experiment in which they color ducks and spray them with water to see what happens.

Step 1: Ask students what they look like when they get out of a swimming pool. Are they dry or wet? Is their hair dripping water? Are their hands and feet wrinkly? Now, have students think about what a duck looks like when it gets out of the water. Is it soaking wet with wrinkly feet?

Step 2: Explain that ducks do not get soaking wet when they swim. Tell students they will be conducting an experiment to learn why that is.

Step 3: Place students into small groups. Distribute copies of the *Staying Dry* sheet (page 56) to students. Go over the steps carefully with the class. When the experiment is finished, discuss the results and findings as a class.

Note: To prepare for this activity, give each group a spray bottle to share. In the spray bottle, have water that has been dyed blue with food coloring. Be sure to have paper towels handy, and go over the rules of using the spray bottle (e.g., only spray the duck, not one another!).

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Unit 5: Treetop Duckies

Running Record

Name: _____ Age: _____
Title: Treetop Duckies Result: _____

Text	Errors	Meaning/Structure
This is Momma Wood Duck. She has a nest in a hole in a tree. The nest is full of eggs! Momma sits on the eggs. She keeps them warm. After four weeks, the eggs will hatch. What will pop out? Baby wood ducks! Baby ducks are called ducklings. But ducks don't live in trees.		
Comprehension Questions	Responses	
What is a duckling?		
Where do ducklings go when they leave the nest?		
How do ducklings learn how to eat?		
Analysis of Reading Behaviors	Recommendations	
Reads with understanding		
easy instructional difficult		
Self-corrects		
always mostly sometimes		
Self-corrects using mostly		
meaning structural visual clues		
Reads fluently		
easy instructional difficult		

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A **running record** allows the teacher to note errors and the self-correction process as a student reads the first 100+ words of the text. This sheet assists the teacher with analyzing data, evaluating reading behaviors, and making recommendations.



Student Pages

Vocabulary Sheet

Assessment
Name: _____

Boomer Badger's Word App

Directions: Boomer Badger is Ranger Rick's friend. Boomer loves high-tech gadgets. He is working on a word app for Ranger Rick. Can you help Boomer with his app? Use one glossary word from the book to fill in the tablet.

Word _____

Sentence _____

Picture _____

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Graphic Organizer

Activity Sheets
Name: _____

Duckling Flow Chart

Directions: Cut out the events on the right side of the page. Use them to tell the story of a duckling. Paste them in the correct order on the left side of the page.

1	eggs in a nest
2	time to jump
3	ready to
4	out pops
5	Let

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Reading Activity Sheet

Unit 5: Treetop Duckies
Name: _____

"You Can Do It!"

Directions: The duckling is nervous about jumping from the tree. Pretend you are Momma Wood Duck. What would you tell your baby to help it jump from the tree? Write your encouraging words in the speech bubbles below.

Directions: Write about a time you were nervous.

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Writing Activity Sheet

Activity Sheets
Name: _____

Pick a Preposition

Directions: Read each sentence. Pick the correct preposition from the eggs. Write the preposition on the line to complete the sentence.

1. The nest is _____ a tree.

2. Momma sits _____ the eggs.

3. The ducklings jump _____ from the tree.

4. Momma leads the ducklings _____ a lake.

5. The ducks fly _____ the sky.

Directions: Write a sentence about a duckling using at least one preposition from the nest.

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Science Activity Sheet

Unit 5: Treetop Duckies
Name: _____

Staying Dry

Are ducks soaking wet when they get out of the water? Nope! Why? Ducks have special oils in their bodies. They use their beaks to spread oil on their feathers. This is called *preening*. The oil keeps the water feathers. Do you want to see how this works? Follow the steps below.

Step 1: Use crayons to color the duck below. Color in the duck's body.

Step 2: Dip your paintbrush into the oil. Paint your duck with the oil.

Step 3: Use the spray bottle to lightly spray your duck with water. Watch what happens to the water on your duck!

What did you learn by conducting this experiment? Write about it on a separate sheet of paper.

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Assessment

Assessment
Name: _____

Show What You Know About... Wood Ducks!

Directions: Choose the best answer for each question.

1. How does a mother duck keep her eggs warm?

☐ A She puts a blanket on them.

☐ B She sits on them.

☐ C She puts them in a hole.

☐ D She hides them in leaves.

2. What do ducklings do when they are two months old?

☐ A They fly.

☐ B They hatch.

☐ C They lose their feathers.

☐ D They build a nest.

3. What do ducklings have to do after they hatch out of their eggs?

4. Draw a picture of a duckling in the box. Be as detailed as possible.

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Extension Activities

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Date:

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Ranger Rick Journal

