



Teachers' Guide and Lesson Plan for *Lemon the Duck*

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Part 1: Vocabulary

Here are fourteen words which appear in the text of *Lemon the Duck*. After reading the book, have your students work together to understand the meanings of these words, and to use them in context:

incubator

oviparous animals

tuft

pinfeathers

webbed feet

veterinarian

down

adopted

waterproof

siblings

oil gland

sling

chorus

flock

Part 2: Conversations for deeper level of meaning

Here are some discussion questions which can follow a reading of *Lemon the Duck*:

How would you feel if you were not able to do the things your friends and family could?

How could you help someone who was disabled?

How are individuals with disabilities the same as everyone else?

Comparison exercise:

Read the book *Be Good to Eddie Lee* by Virginia Fleming (Putnam Juvenile, 1997). Make the connection between how Ms. Lake's class accepted Lemon and discuss how students can accept others with disabilities.

Part 3: Comprehension Questions

Literal:

What kind of animals were the children studying?

How long did it take for the eggs to hatch?

How did Lemon get her name?

In what ways was Lemon different from her siblings?

Name some of the ways Lemon was given extra special care.

What made Lemon a natural swimmer?

Why did the children hold worms by Lemon's tail?

Inferring:

What do you think Dr. Bill meant when he said, "She may just need some time to get her land legs"?

What did the author mean when she said that Lemon was part of 'both flocks'?

At the end of the story, what was the second idea that Holly's whispered into Ms. Lake's ear?

Critical:

Compare Lemon's visit with her siblings at the farm with the visit that takes place at the end of the story. How were the two visits different?

What do you think about Ms. Lake's decision to keep Lemon? Why?

Balance is necessary for walking. What are some other activities or movements that require balance?

What do you think the author's purpose was for writing this story?

Why was Lemon able to swim but not walk?

What does it mean to be waterproof?

The children in Ms. Lake's class wanted Lemon to be able to stand up. Why was this important to them?

What are some things Lemon can do when she is in the sling that she wasn't able to do laying on her side in her basket?

Creative:

Does this story remind you of something that has happened in your life or of another story you have read?

What are some other ways the children could help Lemon?

The children try several different ways to help Lemon stand up before they find a solution. Draw and write about a different idea you have to help Lemon stand up.

Caring for a pet is a big responsibility. How would you care for a duckling and keep it healthy and happy?

The children used a doggie life vest for Lemon's sling. Can you think of an item that can be used for more than one purpose?

Why do you think ducks like to muck around in the grass?

Part 4: Extensions

Language arts:

1. **Vivid Vocabulary** – help the reader make a “movie” in their mind. Vivid Vocabulary adds interest and liveliness that may not exist with more common vocabulary.

List of Vivid Vocabulary from the story:

burst
squealed
frisky
poke
slapped
waddled
flapped
tumbled
loomed
flutter
perch
bark
spotted
tuft
grasped
craned

This activity can be completed as an independent or whole group or activity.

Find/chart the Vivid Vocabulary related to ducks in the story:

Example:

<i>Vivid Vocabulary</i>	<i>General words with similar meanings</i>
squealed	yelled
frisky	lively
tuft	bunch, clump
poke	push
tumbled	Fell

Now have students create a list of Vivid Vocabulary for one of their favorite animals. Use the list to create sentences or write a story about the animal. This is also a good activity to introduce the use of a thesaurus.

Example:

Dog

<i>Vivid Vocabulary</i>	<i>General words with similar meanings</i>
sprint, scamper, dart, dash	run
yap, howl, growl, yowl	bark
wiggle, shake, jiggle	wag
sniff, snuffle	smell

2. Draw and/or write about a piece of equipment that can help an individual or animal with a disability.
3. Draw and/or write about a new idea/variation that could help an individual or animal with a disability.

4. Draw and/ or write about what you would do if you where a duck.

5. Eggs come in many different shapes & colors. Can you guess why this might be useful?

Some eggs are very pointy at one end, birds that make their nests on cliffs and ledges lay these eggs. The pointy eggs roll in very tight circles so they don't fall off.

Some eggs have markings and colors that make them look like their surroundings - this way predators have a harder time finding them. (camouflage)

SUGGESTION: Get pictures of eggs from different birds and animals. Brainstorm about who laid them. Describe the color, size, and shape of the egg. Discuss why each egg looks the way it does.

6. Make a Class Book, "Look What's Hatching?" (This is a good activity to practice fluency.)

* Make a list of animals that hatch from eggs (Oviparous Animals).

* Have each child complete a page for the book following the same sentence pattern:

"Crack, Crack. A _____ is hatching from an egg."

* Each child should illustrate/paste a picture of an oviparous animal above the sentence.

7. Egg Riddles – Make an egg-shaped page that can be opened with the fold at the top. On the outside of the "egg," write the words:

I am an animal that hatches from an egg. I _____. I also _____. What am I?

Let each child fill the blanks on the outside with two descriptive clues about the oviparous animal. Have the children draw the animal's picture on the inside of the "egg."

Art activities:

1. Eggshell Collages

Save clean eggshells and dye them. Crush the dyed eggshells into small pieces. Let the children use glue to apply the eggshells to construction paper in various patterns.

2. Feather Painting

At the art table, provide feathers, thin paper and paint. Let the children experiment with different paint consistencies and types of feathers.

3. Tissue Paper Eggs

Cover the egg with one-inch squares of tissue paper by laying each tissue paper square on the egg shape and painting over the square with watered-down glue. Overlapping the tissue paper will cause variations of color.

4. 3-D Ducks

Cut out duck shapes and have the children glue feathers onto the duck.

Science:

1. Feathers

Have you ever heard the saying: "Just let it run off like water on a duck's back"? Find out if the saying is true! Buy large feathers at a craft store, or find someone who raises ducks who can donate feathers. Get eyedroppers and plastic trays and place them on the science table with the feathers. Let the children experiment with the water and the feathers.

Students will be able to demonstrate why ducks don't get wet. Have them gently spread oil on feathers, then spray water on the feather and see that oil and water don't mix, proving why ducks don't get wet.

2. Duckling Sequence Cards

Make simple sequence cards. Draw the different stages of a duck hatching from an egg. Draw an egg in its nest, an egg cracking, a duckling partly out of the egg, and a duckling that is completely hatched. Have children put the cards in order.

3. Booklet

Have students cut pictures of ducks from magazines or from print-outs of Web sites and paste them on sheets of paper to make pages for a booklet. Help the students learn about the different species of ducks. Label each duck, make a cover for the booklet and bind together. Let each child have a turn taking the booklet home to share with its family.

4. What Do We Call Them?

Animal	Male	Female	Baby	Group
duck	drake	duck	duckling	flock or a paddling of ducks (on the water)
goose	gander	goose	gosling	gaggle
swan	cob	pen	cygnet	team or wedge (flying in a V formation)
chicken	rooster	hen	chick	flock
turkey	tom	hen	poult	rafter or flock
cat	tomcat	queen	kitten	clutter
dog	dog	bitch	puppy	litter, pack
horse	stallion, stud	mare, dame	foal (filly = girl; colt = boy)	herd
cow	bull	cow	calf	herd
sheep	ram	ewe	lamb	flock
goat	buck	doe	kid	herd
rabbit	buck	doe	bunny (or kit)	warren
pig	boar	sow	piglet	herd or drove
donkey	jack	jenny	foal	herd or pace

5. Field trip!

Visit a Waterfowl Sanctuary in person or on-line: www.majesticwaterfowl.org

Dramatic Play/Games

1. Hatching

Children can pretend to be a duckling hatching from an egg. Say, "Close your eyes and lie on your side. Curl up very small. It's dark inside your egg. You're teeny and curled up and quiet. It's very dark and warm. Now try to wiggle, just a little bit because your eggshell is all around you. Try to wiggle your wings a bit, and now your toes. You can move your head just a little too. Wait! Your beak is touching the eggshell! Tap the shell gently with your beak. Do you hear that sound? That's you making that noise. Keep tapping. A bit harder now. Something is starting to happen. The shell has cracked. It's bright out there! Now wiggle a little more. The shell is falling away. You can stretch out; stretch out as long as you can make yourself. Stretch your feet. Stretch your wings. After being in that little egg, it feels so good, doesn't it? You're a newborn duckling. Can you stand up, slowly? Can you see the other new baby birds?"

2. Duck Walk

Have your children pretend to be ducks as they walk.

3. Play Duck, Duck, Goose or Follow the Mama Duck

Math:

1. The average laying hen lays 257 eggs a year. How many hours does it take the hen to lay a single egg?

2. Duck Sizing

Cut out many different sized duck shapes. Ask the children to line up the duck shapes from largest to smallest.

3. Graphing

Ask children to bring in stuffed animals or pictures of animals that hatch from eggs. Then graph on a large floor graph by number of legs, types of animals (reptiles, birds etc.), and where they hatch (in or out of water).

4. Weighing Eggs

Weigh eggs in a balance scale with unifix cubes or other objects. Which egg weighs more? Does the size matter?

Part 5: Teacher resources

Books About Waterfowl:

Fiction:

Title: *Come Along, Daisy!*

Author: Jane Simmons

Title: *Farmer Duck Big Book*

Author: Martin Waddell

Title: *Have You Seen My Duckling?*

Author: Nancy Tafuri

Title: *In the Small, Small Pond*

Author: Denise Fleming

Title: *Make Way For Ducklings*

Author: Robert McClosky

Title: *Rechenka's Eggs*

Author: Patricia Polacco

Title: *The Ugly Duckling*

Author: Hans Christian Andersen

Nonfiction

Title: *Chickens Aren't The Only Ones*

Author: Ruth Heller

Title: *Ducks Don't Get Wet*

Author: Augusta Goldin

Title: *The Little Duck*

Author: Judy Dunn

Title: *Duck*

Author: Claire Llewellyn

Title: *The Emperor's Egg*

Author: Martin Jenkins

Books About Children With Disabilities:

Title: *Be Good to Eddie Lee*

Author: Virginia Fleming

Title: *Crow Boy*

Author: Taro Yashima

Title: *Danny and the Merry-Go-Round*

Author: Nan Holcomb

Title: *Knots on a Counting Rope*

Author: Bill Martin and John Archambault

Title: *Leo the Late Bloomer*

Author: Robert Kraus

Title: *What It's Like to Be Me*

Author: Helen Exley

Helpful Web Links:

Lemon's Website: <http://lemontheduck.com/>

Majestic Waterfowl Sanctuary: <http://www.majesticwaterfowl.org/>

Enchanted Learning: <http://www.enchantedlearning.com/themes/duck.shtml>

Hatching/Candling Movies: <http://lancaster.unl.edu/4h/Embryology/movie.shtml>

4-H candling videos: <http://lancaster.unl.edu/4h/Embryology/candlingphotos.shtml>

2-day-old chick embryo heart beating: <http://ag.ansc.purdue.edu/poultry/movies/hloop.mov>

Boy or Girl? Sexing a duck by its quack: <http://www.majesticwaterfowl.org/artquacks.htm>

How to draw a duck: <http://www.majesticwaterfowl.org/mmissue25.htm>
<http://www.majesticwaterfowl.org/mmissue26.htm>

This Duck is No Lemon: <http://www.majesticwaterfowl.org/mmissue20.htm>

All about feathers: <http://www.majesticwaterfowl.org/mmissue15.htm>

What to feed ducks at the local pond or park: <http://www.majesticwaterfowl.org/mmissue8.htm>

Background information for teachers:

* Birds, fish, insects, reptiles, amphibians, and worms – practically all living things lay eggs except mammals (exceptions: duck-billed platypus and spiny anteater). Some fish and reptiles are able to hold their eggs inside their bodies until they hatch.

* An egg grows into a baby through a process called incubation. During incubation the embryo grows from a few cells into a fully developed baby.

* A duck is waterproof because it has an oil gland that it rubs to gather the oil and spread over its feathers. (Preening)

* Ducks are part of a group of birds known as waterfowl. They have webbed feet for swimming, and glands at the base of their tails that produce oil, which they can spread on their feathers to keep them waterproof.

* Male vs. Female ducks. Most males are more colorful than females. Most mallard-type and domestic ducks have a 'drake-feather' in the males. This is a curled tail-feather that can be seen on top of the base of the tail. Mallard-type ducks can also be distinguished by their voices: the females quack; the males' voices are rather hoarse.

* Ducks (waterfowl) are different from chickens (land fowl). They have a bill vs. beak, webbed feet, thick down (chickens don't have down under their feathers), an oil gland, the legs of waterfowl are farther back on their bodies (better for swimming but not for walking), the legs of waterfowl are usually shorter and not as strong as those of land fowl.

* Ducks eat mostly weeds and grains/seeds, some insects, as well as small fish, tadpoles, and frogs.