

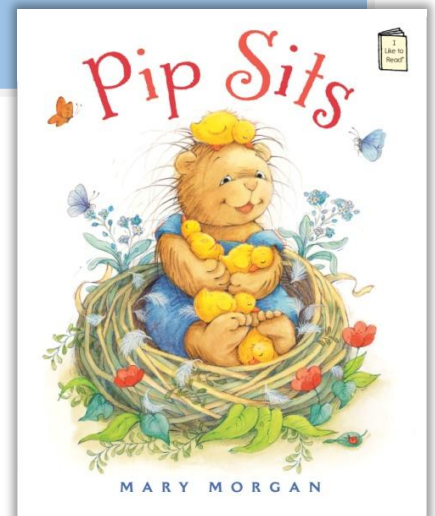
LESSON PLAN

Pip Sits

An I Like to Read® Book, Level D

written and illustrated by Mary Morgan

Pip goes on an adventure to look for fun but he never expected to keep Mother Duck's eggs safe and warm. How will Pip's adventure turn out?



HC-9780823436767/PB-9780823437788
Ages 4–8 • E-book available

Objectives: Students will be able to read for purpose and understanding, answer comprehension questions using text support, identify story elements, discuss setting, characters, and plot development, and use plural nouns with matching verbs by adding(s).

Guided Reading Level: D

Grade Level: K

Interest Level: Pre-K–1

Instructional Standards

Reading Literature: RL.K-1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,6,7

Reading Foundation Skills: RF.K-1.1,2,3,4

Writing: W.K-1.2,3,6,7,8

Speaking and Listening: SL.K-1.1,2,3,4,5,6

Language: L.K.1,1b,1d,1e,1f,2,4,4b,5,6/ L.1.1,1c,1d,1j,2,4,5,6

BEFORE READING

1. Discuss the cover illustration and the book title.
2. What is Pip sitting on? What type of bird nest is it? (duck/duckling)
3. What do you already know about nests?
4. Put the word “duck” on the board. Ask students the word for a baby duck. Write “duckling” on the board.
5. Write “feeling words” on the board: **mad, sad, happy, scared,** and **surprised.** Ask the students to show these feelings on their faces. These are “facial expressions.” They let us know how others are feeling.
6. Look at the facial expressions of the characters. What do they tell you?
7. How can you tell the difference between the main character and the other characters in the story?
8. Identify the author and illustrator, Mary Morgan. Discuss both roles. Explain that many times the author and illustrator is the same person.



Take a picture walk through the book.

1. Write down the class predictions. I think this book is going to be about _____.
2. Notice the words next to the illustrations. Why did Mary Morgan place the words near the pictures?
3. Where do you think this story takes place? (setting)
4. What kind of characters will be in the story?
5. What do you think the story will be about?
6. Do you think this book is real or make-believe, fiction or nonfiction? Explain

Word Work

1. Write the vocabulary words on the board and discuss each word. Identify the beginning sounds, root words, and endings.
2. Circle all of the action words/verbs. Say each word/verb with and without the ending (s).
 - Mom
 - mama
 - Pip
 - Mother Duck
 - sit(s)
 - fun
 - jump(s)
 - peek(s)
 - see(s)
 - feel(s)
 - hear(s)
 - tap(s)
 - poke(s)
 - say(s)
 - pop(s)
 - egg(s)
 - love(s)
 - eat(s)

We add (s) to an action word when the noun is singular, that is, one person or thing.

Ex.: Mama jumps up. Mama hears me. Mama sees me.

We do not add (s) when the noun is plural or more than one person.

Ex.: The chicks jump up. The chicks hear me. The chicks see me.

3. Write all of the sight words on a chart.
 - look, for, goes, up, he, I, have, to, go, will, you, on, my, in, the, it, all, they, one, want, come(s), get(s)
4. Download flash cards for the sight words from the Holiday House website. Practice a few times in small groups.

DURING READING

1. First reading shared: Teacher reads aloud and models as students read along and look at the illustrations.
2. Second reading/independent: Students read silently.



Read to Find Out

1. How does Mary Morgan use singular and plural nouns with matching verbs in the story? Find examples from the book on each page.
2. How do the characters feel? What do their facial expressions tell you?
3. What does Pip do in the beginning of the story? How does he have fun?
4. What happens next?
5. How does Pip take care of the eggs?
6. Why do the ducklings think Pip is their mama?

Discuss

1. "Imprinting" and "instinct"
2. What do the newly hatched ducklings do when they come out of their shell? (sit, sleep, peep, eat)
3. What is the problem in the story?
4. How does the problem finally get solved?

AFTER READING**Make connections**

1. Check your predictions.
2. Go through the book and find details in the illustrations that helped you understand what was happening in the story. Discuss the way the characters are feeling by looking at their facial expressions.
3. Fill in the blanks using "feeling words": tired, happy, confused, worried, scared
 - When the babies want Pip he is _____, but Mother Duck feels _____.
 - Pip feels _____ when the ducks jump in the water.
 - Mama is _____ reading a book.
 - Pip feels _____ when Mother Duck asks him to sit on her eggs.
 - Pip feels _____ when the ducklings begin to peep.
 - In the end, everyone is _____.
4. What are some other feeling words?
5. Why is everyone happy at the end of the story?
6. Go back to the book. Write the name of the character or characters who say:
 - "Quack!"
 - "Peep"
 - "My babies!"
 - "Mama"
7. Write a sentence about something a real baby porcupine would do for fun. Draw a picture and share with the group.
8. Read a book about real ducks and their ducklings. Compare and contrast the fiction and nonfiction book. Are there any true facts in *Pip Sits*? What did you learn?



STEM Group Activity

Imprinting is AMAZING!

1. Conduct a web quest on bird and mammal imprinting. How does this behavior help animals survive?

What's amazing is that researchers have discovered that young birds imprint themselves to the first moving thing they set their eyes on, even if they are **inanimate** objects. During their study, they found young chicks attaching themselves to gum, boots, balls, and even an electric train.

2. Research how birds and mammals have imprinted themselves on unlikely "adoptive mothers," including inanimate objects. There are some pretty crazy stories and videos out there!

Think about it challenge . . .

1. How does learning about imprinting help new innovations in animal rescue?
2. An animal is left alone by its mother who may be lost or hurt. An animal rescue agency finds the baby and needs to help it to survive in captivity. How can studying imprinting help us raise these endangered babies without their birth mothers?

Guide written by Marla Conn, reading/literacy specialist and educational consultant

3.17

