



***Duck in the Truck***  
**by Jez Alborough**

**1. Ready...Read** - Begin by pointing out the title of the book and name of the author and illustrator on the front cover. Read the book *Duck in the Truck* to the children. When you encounter difficult words (e.g., knot, suddenly etc.) while reading, ask the children the meaning of these unknown words. If children are unsure of the meanings, prompt them to use the accompanying pictures for clues.

**2. Letter-Sound Basket** – During Center Time, after reading the book to the class, give a small group of children (3-5) a basket and ask them to collect items from around the classroom with the letter sound /d/. After they have collected several items, ask them to collect items with the letter-sound /tr/. You can continue this activity with other groups and more beginning word sounds as time permits.

**3. Identify Beginning Sounds** – Place 3 to 4 picture cards on the table. Two of these should begin with the same sound and one should begin with a different sound. (Example: duck, dog, truck.) Ask students to group the objects together that have the same beginning sounds (the teacher may name each object slowly and clearly). See if any students can identify the beginning sounds as /d/ and /tr/. Repeat this process with other words in the book.

**4. Shaving Cream Phonics** – Spread shaving cream on a tray or a paper plate. Draw a beginning letter-sound from the book (/d/ /g/ /fr/ /tr/ /b/ etc.) and ask the children to pronounce the letter-sound you have written in the shaving cream. After a few different letter-sounds, give children turns writing letter-sounds in the shaving cream for the class to pronounce.

**5. Picture Match Game** – Create a worksheet with rows of pictures and ask the students to circle the pictures that rhyme in a row. Example- pictures in row 1 - sheep, ball, cow, jeep, mouse. The students will circle sheep and jeep.

**6. Make Words** – Velcro/Magnetic letters to "create" words for a word family chart. Provide a rime of letters (e.g., -uck) and have the children take turns placing different letters in the onset position to create new words (e.g., duck, truck, stuck etc)

**7. Sequence the Story** - First match the words to the pictures and then sequence the story. Then, get the children to re-tell the story using story props. Ask the children to say in what order the characters come into the story, using the sequenced pictures to help them.

**8. Using Technology** – If you have access to a computer classroom, children can take this online quiz with questions about *Duck in the Truck*.  
<<http://www.quia.com/cb/114608.html>> you can also send the link home to parents for extra enrichment activities at home.

Activities by:

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