

THE DUCKLING GETS A COOKIE!?

THE DUCKLING GETS A COOKIE!?

by Mo Willems

Ages: 3-6; Grades: PreK-1

Themes: Animal Babies & Parents, Birds

Running time: 7 minutes

NEW! COMMON CORE CONNECTIONS:

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SUMMARY

Pigeon and Duckling are back in this humorous new story from Mo Willems. This time, Duckling has acquired a cookie, and Pigeon just can't believe it. Through expressive dialogue, Duckling teaches Pigeon an important lesson about sharing (while still looking out for his own interests). Children will continue to get a kick out of Pigeon's melodrama and Duckling's sly responses.

OBJECTIVES

- Students will describe the character traits of Pigeon and Duckling.
- Students will compare and contrast Pigeon's and Duckling's characters in this story with *The Pigeon Finds a Hot Dog!*.
- Students will practice reading with fluency and expression.

BEFORE VIEWING ACTIVITIES

Common Core Connection Activities:

Connect with students' background knowledge and personal experiences by facilitating a discussion about getting what you want and fairness. Guiding questions:

- What do you do when you really want something?
- How does your voice sound? What kinds of words do you use?

- What happens when you don't get what you want? How do you feel?
- How do you feel when someone else has something that you want? What do you do about it?
- What if someone wants something that you have? How do you handle that?
- Have you ever felt like something was unfair? Why? Tell about the time.

Tell students that they will be watching a movie about a Duckling who gets a cookie and a Pigeon who thinks it is really unfair and wants a cookie also. Encourage students to watch and listen for how the problem gets solved.

Read the story, or watch the movie, *The Pigeon Finds a Hot Dog!*. Encourage students to pay attention to what kinds of characters Pigeon and Duckling are in this movie. After the movie, make a list of character traits with the students for Pigeon and Duckling. Then, tell students that they're going to watch another movie about Pigeon and Duckling. This time, Duckling has something that Pigeon wants. Encourage students to watch and listen for how Pigeon and Duckling are similar and different from the way they were in the other movie.

AFTER VIEWING ACTIVITIES

Common Core Connection Activities:

Revisit the comparing and contrasting discussion from the **Before Viewing Activities**. Return to the character traits list that you made for Pigeon and Duckling. Ask students:

- Did Pigeon act similarly or differently than he acted in the hot dog movie? What examples can you share?
- Did Duckling act similarly or differently than he acted in the hot dog movie? What examples can you share?
- Are there any new character traits we can add to Pigeon or Duckling? What do they do or say to show this trait?

Culminate the discussion by giving students a picture of Duckling and a picture of Pigeon to color and cut out. Students should write one word to describe each character on the character's picture.

Share the book, *The Duckling Gets a Cookie!?*, with the students. Pay close attention to the fonts and punctuation that the author uses to express the Pigeon's feelings. Point out text features such as:

- The use of the !? in the title and other sentences in the book. Explain to students what this means and generate examples together of other times someone might use this type of punctuation.
- Larger and smaller text and bolded text. Ask students how the Pigeon might sound when he's saying these lines. Have students practice reading different lines with the expression and voice indicated by the text size and features.

After reviewing some of the text features in the book, reread the story, inviting students to chime in to choral read the Pigeon's lines with fluency and expression.

Discuss the ending of the book with students. Guiding questions:

- What happens to make Pigeon change the way he feels?
- Why does Duckling give Pigeon the cookie? *If students say, "He wants to be nice," try the following prompts:*
 - What in the story makes you think that?
 - What else is the Duckling focused on when he first gets the cookie? (the nuts)
 - What does Duckling ask for at the end of the story?
- Does Pigeon know why Duckling gave him the cookie? Why do you think that?
- How do you think Pigeon feels about Duckling at the end of the story?
- How is Pigeon different in the end of the story than he was at the beginning

OTHER WESTON WOODS TITLES BY MO WILLEMS:

- **Don't Let the Pigeon Drive the Bus!**
- **The Pigeon Finds a Hot Dog!**
- **Don't Let the Pigeon Stay Up Late!**
- **Edwina The Dinosaur Who Didn't Know She Was Extinct**
- **Hooray For Amanda & Her Alligator!**
- **Knuffle Bunny: A Cautionary Tale**
- **Knuffle Bunny Free: An Unexpected Diversion**
- **Knuffle Bunny Too: A Case of Mistaken Identity**
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