

# Duck on a Tractor/Un Pato en Tractor

## Duck on a Tractor/Un Pato en Tractor

by David Shannon

Ages: 4-8, Grades PreK-3

Themes: Animal Stories, Farm Stories, Humor

Running Time: 11 minutes

### SUMMARY

Duck sometimes gets wild ideas, like the time when he decided to ride a bike. This time, he spots a tractor. Ever confident, Duck decides to take it for a spin. At first it jerked along slowly, but Duck began to get the hang of it. He invited the other animals to climb on. Soon, all of the animals in the farmyard were riding on the tractor, with Duck at the wheel. Viewers will love watching Duck's latest adventure unfold as he joyrides yet again!

### Common Core State Standards Connections:

#### CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### 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.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.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### OBJECTIVES

- Students will compare and contrast Duck on a Bike with Duck on a Tractor.
- Students will differentiate fiction from nonfiction.
- Students will make an animal collage and write thought-bubbles for the animals.

### BEFORE VIEWING ACTIVITIES

Read or watch *Duck on a Bike* by David Shannon. Discuss the story with the students. Guiding questions:

- What kind of character is Duck? What in the story makes you think that?
- What do the other animals think of Duck? Why do you think that?
- How does the story end? What makes the ending funny?

Tell students that they are about to watch another funny movie about

Duck and his friends on the farm. Tell them that after watching the movie, they will discuss how the movies were similar and different. (CCRA.R.3; CCRA.SL.1)

Read aloud a nonfiction book about a farm and farm animals. Tell students that this is a true book about life on a farm. Introduce the term nonfiction. Tell students that true or real books are called nonfiction. Ask students:

- How can you tell that this is a true book? (photographs, real animals, real people, real place)
- What can we learn from this book? (what it's like to be on a farm, what kinds of animals live on a farm)

Tell students that now they will watch a **fake or make believe** movie about a duck that lives on a farm, who does some funny things. Encourage students to pay attention to things that happen in the movie that are make believe.

Suggested nonfiction resources:

*Living on Farms* by Allen Fowler (Scholastic)

*Farm Animals* by Wade Cooper (Scholastic)

*Farm Animals* by Phoebe Dunn (Random House)

*Animals on the Farm* by Susan Barraclough (Heinemann Raintree)

### AFTER VIEWING ACTIVITIES

Revisit the fiction/nonfiction discussion from before the movie. Ask:

- What are books that are **real or true** called?
- Was the movie *Duck on a Tractor* real or fake? How do you know?
- What things happened in *Duck on a Tractor* that couldn't happen in real life?

Make a T-chart labeled Fiction/Nonfiction. Glue a copy of the cover of the nonfiction text on one side and a copy of the cover of *Duck on a Tractor* on the other side. Add the copies of other book covers that you read throughout the year to foster a beginning understanding of genre. (CCRA.R.9)

Lead a discussion to compare and contrast the stories of *Duck on a Bike* and *Duck on a Tractor*. Guiding questions:

- How does Duck act in *Duck on a Bike*? Does he act similar or different in *Duck on a Tractor*? What in the story makes you think that?
- How do the other animals act in *Duck on a Bike*? Do they act similar or different in *Duck on a Tractor*? What in the story makes you think that?
- What other similarities do you notice between the two stories?
- What is different about the two stories?

Synthesize the students' responses on a Venn diagram or three-column chart. Example:

Duck on a Bike	Same	Duck on a Tractor
Duck rides a bike.	Duck gets a wild idea to ride or drive something.	Duck drives a tractor.
The animals don't think that Duck can ride a bike very well.	The animals and people say different things than what they're thinking.	The animals think that Duck can drive a tractor since he was able to ride a bike.
No one sees the animals on the bikes.		The townspeople see the animals on the tractor – but they don't admit it.

(CCRA.R.1; CCRA.R.9; CCRA.SL.1)

Provide students with magazines with pictures of animals and places or interesting events. Model for students how to cut out an animal and a picture of a place or event. Then, glue the pictures onto a piece of construction paper so that it looks like the animal is looking at the place or event. Provide students with a blackline master of a thought-bubble and a speaking-bubble. Model how to cut the bubbles out. Glue the thought-bubble above the animal's head and glue the speaking-bubble by the animal's mouth. Brainstorm with students ideas to write in each bubble. Ask:

- What does a \_\_\_\_ (animal) say? Write the animal's sound in the speaking-bubble.
  - What do you think the \_\_\_\_ (animal) is thinking about this place/event? Have students share ideas verbally and write one in the thought-bubble.
- After the model, have students complete their own project.

### Other Titles from Weston Woods about Farms and Farm Animals:

*Click, Clack Moo: Cows that Type* – written by Doreen Cronin, ill. by Betsy Lewin

*The Red Hen* – written by Rebecca Emberley and Ed Emberley

*Rosie's Walk* – by Pat Hutchins

*Duck on a Bike* – by David Shannon

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