

# DUCK ON A BIKE

## DUCK ON A BIKE

by David Shannon

Themes: Animals, Humor, Bike Riding

Grade Level: PreK-1; Ages: 3-6

Running Time: 7 minutes

## SUMMARY

When Duck sees the boy's bike left out in the driveway, he gets the wild idea to ride it. At first he is wobbly, but as he gains his confidence, the other animals begin to notice. They are all surprised, but keep their thoughts to themselves. Things get exciting, however, when a group of the boy's friends ride over on their bikes. What will happen in the barnyard?

## OBJECTIVES

- Students will make text-to-self connections.
- Students will differentiate fiction from nonfiction.
- Students will make a collage that sorts farm animals from non-farm animals.

## BEFORE VIEWING ACTIVITIES

Ask students what kinds of animals they would probably see at a farm. On a large chart paper, write "Farm Animals" and scribe the students' answers. Have pictures of different farm animals available to put on the chart paper next to the animals' names. Ask:

- What does the (cow) do on a farm?
- What sound does a (cow) make?

Repeat these questions for all of the farm animals on the list. Sing "Old MacDonald Had a Farm" to reinforce the animal sounds. Tell students that they're going to watch a funny movie about a duck on a farm. Encourage them to watch and listen for the farm animals that they identified and to keep an eye out for any to add to the list.

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 made up or make-believe movie about a duck that lives on a farm, which 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

Introduce children to the comprehension strategies of making text-to-self and text-to-text connections. Explain that when there is something in a book or video that reminds them of something in their lives, it is called a text-to-self. Ask students to share text-to-self connections that they had with the movie (these could be anything from, "I can ride a bike" to "I have visited a farm"). Teach students a hand motion that they can make whenever they make a text-to-self connection (hands together in front of face like a book; fingers pointing to self; hands clasped together to indicate a connection).

Make a list on butcher or chart paper of the text-to-self ideas that the students came up with. These can be hung in the classroom as reminders of a good strategy that helps students understand books and movies more.

Provide students with magazines with different kinds of animals they can cut out. Encourage students to cut out as many animals as they can find. After students have at least

10 animals cut out, give them construction paper and glue. Tell them to fold the construction paper in half the short way. Model this for them. On one side write the word Farm for them to copy. On the other side write Not Farm. Then, have students glue their animal pictures onto the appropriate sides of the paper. Display the collages in the classroom.

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 Bike** real or make believe? How do you know?
- What things happened in **Duck on a Bike** 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 Bike** on the other side. Add the copies of other book covers that you read throughout the year to foster a beginning understanding of genre.

## OTHER STORIES ABOUT ANIMALS AND NATURE FROM WESTON WOODS:

**Bear Wants More**, by Karma Wilson, ill. by Jane Chapman

**Bugs! Bugs! Bugs!**, by Bob Barner

**Click Clack Moo: Cows That Type**, by Doreen Cronin, ill. by Betsy Lewin

**Dooby Dooby Moo**, by Doreen Cronin, ill. by Betsy Lewin

**First the Egg**, by Laura Vaccaro Seeger

**Fletcher and the Falling Leaves**, by Julia Rawlinson, ill. by Tiphanie Beeke

**Giggle Giggle Quack**, by Doreen Cronin, ill. by Betsy Lewin

**The Little Red Hen**, retold and ill. by Paul Galdone

**Petunia**, by Roger Duvoisin

**Rosie's Walk**, by Pat Hutchins

**What Do You Do With a Tail Like This?**, by Robin Page and Steve Jenkins

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