



One Duck Stuck Creative Writing Stories

Domain:

- Creative Writing, Reading and Phonemic Awareness

Objectives:

- Child will use a combination of drawing, dictating, and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Child will use creative spelling to form words.
- Child will dictate words and thoughts to an adult to express meaning.
- Child will use imagination to expand on concepts introduced in the story.
- Child will understand the purpose of writing as a means to convey thoughts and ideas.
- Child will identify and print his/her name.

Materials:

- *Storyteller Writing Cover pages/Writing Prompts*
- *Storyteller Writing Pages*
- crayons, markers, or pencil
- *One Duck Stuck* storybook



Instructions:

- Read *One Duck Stuck*.
- The following are prompts that can be given for creative writing activities. These prompts are meant to be used in multiple small group settings/activities. The following prompts are provided (see the notes provided below the prompts for additional description):

- **How do you think the duck got stuck in the muck?**

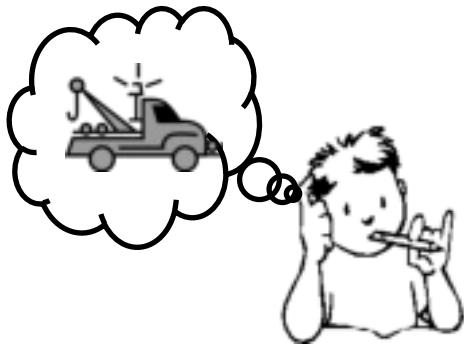
Encourage the child or children to be creative and use their imagination. You may need to help children to begin to think of different situations where the duck may have gotten stuck. Was he trying to cool his feet



in the cool mud? Did a big wave wash mud over his foot?

- **Let's pretend that the duck lost something in the muck and he's trying to find it with his foot. What do you think the duck is searching for in the muck?**
- **If you were stuck in the muck, which animal would you most like to come and help you?**

Review the animals that came to help the duck. Would they choose one of those animals, or would they prefer a different animal? How might that animal get them out of the muck? Could a dog dig in the muck to get the duck out? Would an elephant use his trunk to pull the duck out?



- **Who or what else might be able to help the duck get out of the muck? Would a tow truck be able to pull the duck out of the muck? Do they have a super hero character that would pull the duck out of the muck?**
- **Pretend that you were stuck in the muck. What would you look like? What part of your body would be stuck in the muck?**

- Introduce the writing prompt. Pass out the corresponding *Storyteller Cover Page and Writing Page*.
- The children can decorate the cover page and write their names.
- Ask the children to draw, write and/or dictate what they would do, say, or feel in response to the question asked.
- If the teacher writes down the dictation, be sure to write down the child's words, word for word. It is important that the child understands that his/her words can be written down. After writing the child's words, read the words back to the child. The teacher can also model running a finger across the text, moving from left to right, top to bottom.
- Along with the dictation, have the child draw a picture that helps illustrate his/her words or dictations.
- Encourage the children to be creative and use inventive spelling. Help the child sound out the letters in the words.

- Use *The Duck's Favorite Words and Action Cards* (pp. 71-77) if the child needs additional visuals. These can be cut, colored, and glued on his/her paper, or just used as a visual while drawing.

Suggestions:



- Use one writing prompt cover page for the entire class in a small group setting, or allow the children to write their names and attach it like a cover to their pictures and dictations.
- At circle, have the children share their drawings with each other. The teacher may need to help by reading the dictations to the children.
- Use the book or *The Duck's Favorite Words and Actions* on pages 71-74 in the Phonemic Awareness section. This will give the children a model to practice writing familiar words from the story.

If you were stuck in the muck, which animal would you most like to come and help you?

A black and white line drawing of a monkey and a moose standing on a patch of muck. The monkey is on the left, and the moose is on the right. A pencil is pointing towards the muck.

Name Alice



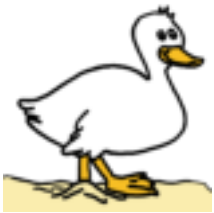
How do you think the duck got stuck in the muck?



What do you think the duck is searching for in the muck?



If you were stuck in the muck, which animal would you most like to come and help you?



Who or what else might be able to help the duck
get out of the muck?



Pretend that you were stuck in the muck.
What would you look like?



Handwriting practice lines consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid). Each set has five yellow dots placed on the top solid line, serving as starting points for writing.

The image shows a writing template for a page. It consists of five identical sets of horizontal lines. Each set is composed of three lines: a top solid line, a middle dashed line, and a bottom solid line. On the top solid line of each set, there are five small yellow dots, one in each of the five columns. The sets are arranged vertically, with a larger gap between the bottom solid line of one set and the top solid line of the next set. The entire page is enclosed in a thin black border.