

This book features a simple black line drawing that may be a duck or may be a rabbit depending on how you see it. This story line provides opportunities for children to talk about what animal they think it is and why.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### COMMUNICATE



#### Children will:

- ◆ Attend to, understand, and respond to communication

#### Teachers will:

- ◆ Maintain 3-5 back and forth exchanges

### TEACHING TIP

When adults make shared reading interactive by building a dialogue with children around the book, the story comes to life. An important skill to develop during shared reading is active engagement with the story as seen by reactions and opinions about the characters and events. Encouraging conversation about this during the shared reading actually serves many different purposes in building children's listening and understanding. It encourages closer listening to the story and higher order thinking about the book. Encouraging talk within a group also provides a context for building peer-to-peer communication skills. It becomes a time to guide children in listening – not only to the story – but to the ideas of others.

### 1. INTRODUCE

- ◆ "I'm going to read this book called *Duck! Rabbit!*. As we're reading this book, some of you might think it's about a duck and some of you might think it's a rabbit, so we'll talk about why you think that!"

### 2. READ THE BOOK

- ◆ Pause 2-3 times to engage multiple children in sharing opinions related to the book.
- ◆ Ask a simple question and prompt children's responses as needed.
- ◆ Encourage peers to consider each other's responses.

### Maintain 3-5 Back and Forth Exchanges

**Read:** "Hey, look! A duck! That's not a duck. That's a rabbit!"

**Ask:** "What animal do you think it is? Why do you think it is that animal? (Child), what do you think? (Child), what about you?"

**Encourage Peers:** "(Child) thinks it's a rabbit because they see the long ears. And (Child) said they see a cute little nose like a bunny. Does anyone see a duck? What do you see?"

**Read:** "Wait. Listen. Did you hear that? I heard duck sounds. That's funny. I distinctly heard rabbit sounds."

**Ask:** "What does a duck sound like? What does a rabbit sound like?"

**Encourage Peers:** "That's true (Child), rabbits just move their nose and don't make a lot of sound! Do you all agree with (Child) that rabbits are very quiet? (Child), tell us again what you said about duck sounds. Listen everyone."

**Read:** "Hey, look! An anteater! That's no anteater. That's a brachiosaurus!"

**Ask:** "What animal do you think that it is – an anteater or a dinosaur? Why do you think it is that animal?"

**Elaborate:** "Turn to your neighbor – that is the person sitting next to you – and tell them what animal you think it is. Do you agree? Do you both think the same thing or something different?"

### 3. REVIEW

- ◆ "You answered questions about the animals and told your friends what animal you thought you saw and why."

### 4. KEEP IT GOING

- ◆ Intentionally pair children to play and have conversations together during specific activities. Stay nearby as children engage in play together. As you observe, support children to take turns, listen, and respond to each other's ideas.