

Guided reading

SECTION

2

First reading

Look together at the cover of *Farmer Duck*. Ask the children to point to the name of the author and then to the title of the book. What do they think is meant by *Farmer Duck*? Look at where the duck is standing. Ask the children to describe the field. What word is used to describe a field that has been worked on in this way? (Ploughed.) How do the children think the lines were made? Do farmers use machines to plough fields? Why do they plough them? What is the duck doing in the picture? Can the children offer any reasons as to why he is doing this? Do they know what he is holding?

From the clues on the front cover, ask the children to consider whether this is going to be a true story and see if they can give any reasons why it might not be. Ask if anyone knows the word that is used to describe stories that are not true. (Fiction.) Using the title and picture clues, ask the children to offer suggestions about other characters that might be in the story. Turn to the back cover and read the blurb together. Now do we know anything else about the story and the characters in it?

‘And that was the plan!’

Start reading the story with the children, encouraging them to join in. Read up to the point where the animals meet in the barn: ‘And that was the plan!’ What do the children think the ‘plan’ is going to be? Ask them to offer a number of suggestions for different ‘plans’ and make a note of these to refer to later. Encourage the children to offer their first impressions of the farmer and the duck. Which character do they like best and why?

‘It was just before dawn...’

Before reading the page that begins ‘It was just before dawn...’, recap the characters and events in the story far. Pay particular attention to the animals making the plan. Remind the children of some of the ideas they suggested

for the plan. Ask the children to point to the word ‘dawn’. What does it mean? Discuss how Helen Oxenbury illustrates dawn (for example, she uses a lighter colour for the sky). Do the children notice anything about this light and the effect upon the sheep? (As the light hits them it highlights their backs.) Next, ask the children to identify the word ‘still’ in the text. What does this mean?

Look together at the illustration on this double page. What are the sheep doing? Why might they be on their hind legs? Ask the children if they have ever seen sheep behaving like this. Why not?

Read the next page of text beginning ‘They stole down the hall.’ Have any of the children changed their opinions about what the animals are going to do? If they have, encourage them to tell you why.

Read on together to the end of the story. Did it end as the children had anticipated? What do they think happened to the farmer?

Second reading

Invite the children to retell the story in their own words. Then turn back to the first page of text and read it together. Ask the children to list the things the farmer likes to do – staying in bed all day, reading the paper, eating chocolates. The farmer is described as a ‘lazy old farmer’. Why is that? Encourage the children to suggest words that could describe the duck, for instance, ‘busy’, ‘hard-working’ and ‘tired’.

Describing the farmer

Read together the next four pages of text, up to ‘...fed up with working all day.’ What is the question that the lazy farmer keeps asking? Why does he keep asking this? What is the duck’s answer each time to the farmer’s question? What do the children think the duck means by this word?

Examine the illustration of the farmer eating chocolates in bed. Encourage the children to describe his appearance in their own words.

PAGE

4