

**LESSON 34: THE LITTLE DUCKS****I GRAMMAR SNAPSHOT • OBSERVATION & READING COMPREHENSION**

• **Reading the Rhyme:** Look at the picture and read the rhyme carefully about the colors and number of ducks.

• **Complete Statements:** Make each answer a full sentence telling about the ducks. Begin with a **Capital letter** and end with a **period (.)**.

**POEM • RHYME TO READ**

*One little black duck,  
One little gray;  
Six little white ducks  
Running out to play.*

**• WRITE ANSWERS TO THESE QUESTIONS . MAKE EACH ANSWER A COMPLETE STATEMENT :**

1. What is the color of the first duck?

\_\_\_\_\_

2. What is the color of the second duck?

\_\_\_\_\_

3. How many white ducks are there?

\_\_\_\_\_

4. How many ducks in all?

\_\_\_\_\_

5. What are they doing?

\_\_\_\_\_

**SELF  
CHECK**

Every response is a full statement • Capital letter at start • Period (.) at end • Correct spelling of numbers and colors.

LESSON 34: THE LITTLE DUCKS — ANSWER KEY & GUIDE

CURRICULUM FOCUS & LEARNING OBJECTIVES

- **Reading Comprehension:** Extracting facts from rhyme text and visual illustration (identifying colors, counting items).
- **Full Declarative Syntax:** Converting question stems into complete answers with subject-verb agreement and terminal periods.

|                                          |                               |                                                                                                                    |
|------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 1. What is the color of the first duck?  | The first duck is black.      | Acceptable: <i>The color of the first duck is black.</i> Reinforce capitalization of <i>The</i> and period at end. |
| 2. What is the color of the second duck? | The second duck is gray.      | Acceptable: <i>The color of the second duck is gray.</i> (American: <i>gray</i> ; British: <i>grey</i> ).          |
| 3. How many white ducks are there?       | There are six white ducks.    | Model uses existential <i>There are</i> with plural noun phrase <i>six white ducks</i> .                           |
| 4. How many ducks in all?                | There are eight ducks in all. | Math integration: 1 black + 1 gray + 6 white = 8 ducks. Word form <i>eight</i> is strongly preferred.              |
| 5. What are they doing?                  | They are running out to play. | Present continuous tense matching the poem: <i>They are running out to play</i> .                                  |

PHONICS & RHYME INTEGRATION

Point out the rhyming word pair at the ends of lines 2 and 4: **gray** and **play** (both ending with the long /eɪ/ sound written -ay). Encourage rhythmic choral reading.

CROSS-CURRICULAR MATH LINK

Connect the reading with elementary math addition: 1 + 1 + 6 = 8. Ask students to verify by counting each duck individually in the illustration from left to right.

| Evaluation Metric | Target Standard (Exemplary)                                                                      | Common Correction Points                          |
|-------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Complete Sentence | Answers in full declarative syntax, not single word fragments.                                   | Avoid single-word answers (e.g. "Black", "8").    |
| Accuracy & Math   | All 5 answers accurately reflect the facts in the rhyme (8 total).                               | Ensure total count is 8, not 6 or 7.              |
| Mechanics         | Capital letter at start of every sentence; period (.) at end.                                    | Check for missing periods and lowercase start.    |
| Spelling          | Correct spelling of color words ( <i>black, gray, white</i> ) and numbers ( <i>six, eight</i> ). | Watch silent letters in <i>eight</i> (e-i-g-h-t). |