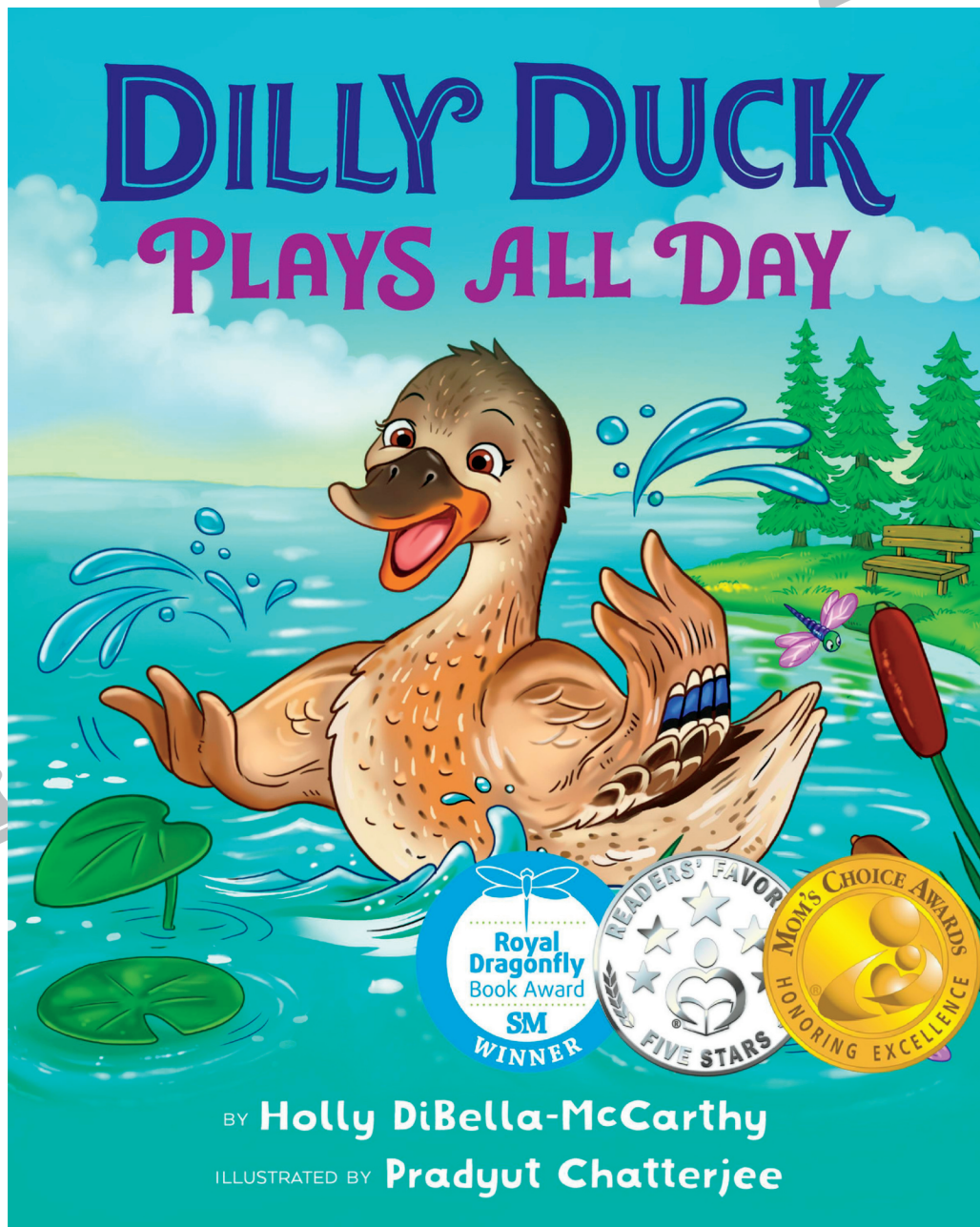


Dilly Duck Plays All Day

S.T.R.E.T.CH Activity Resource Guide



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Dilly Duck Plays All Day

Ages: 2-6 Grades: Pre.K - K

By Holly DiBella-McCarthy

Hardcover ISBN- 9798988330806
Paperback ISBN- 9798988330813

Illustrated By Pradyut Chatterjee

Story Summary

On the bank of a great big lake in a park called Wonder Wake, Dilly Duck sits all alone, so sad and bored on her own. There is just one thing to do. Find her friends, her flock, her crew! DILLY DUCK PLAYS ALL DAY is a rhyming picture book written to expand pre-reading skills, math skills, and emotional vocabulary for children ages 2-6. Parents and teachers will use this book as a school readiness tool as well as an anchor for extension activities. A fun-captivating read from author Holly DiBella-McCarthy. Enjoy a day with Dilly Duck and her friends in this interactive, rhythmic story!

Extension Skill Development Aligned to Common Core Standards

Pre-reading (print awareness, rhyme, recognize sight words, sequence story, retell story)

Math (recognize numerals & number words, count, 1:1, add by 1)

Social-Emotional (expand emotional vocabulary, build empathy, relate to Zones of Regulation*) *<https://zonesofregulation.com/index.html>

CCSS: RF.K.2.A, RF.K.3.C, RL.K.1-4, 7, K.CC.B.4.C, K.CC.B.5



Detailed CCSS Alignment

In addition to addressing Common Core English Language Arts Standards in Reading: Informational, *Dilly Duck Plays All Day* fosters specific skill development in:

Foundational Skills:

CCSS.ELA-LITERACY.RF.K.2.A

Recognize and produce rhyming words.

CCSS.ELA-LITERACY.RF.K.3.C

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Counting & Cardinality:

CCSS.MATH.CONTENT.K.CC.B.4.C

Understand that each successive number name refers to a quantity that is one larger.


CCSS.MATH.CONTENT.K.CC.B.5

Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.



STRETCH Activities Before Reading

Dilly Duck Plays All Day



Discuss new vocabulary in the book. New words may include driftwood, flock, crew, coo, jitterbug, chug-a-lug, patty-cake, frazzled, waddle. Ask children to act out what waddle or frazzled might look like; or what coo might sound like. Ask them to dance the jitterbug or pretend they are chug-a-lugging water. Ask where they have seen a duck and what they think ducks do all day. Use the Duck Facts on page 8 to build background knowledge.


Review sight words* included in this story:
the, and, is, for, she, me, of, on, in, all, so, her, there, jump, with, they,
then, away, who, by, and number words one through ten.

Find some of them in the book.

*High frequency sight words are words children need to learn as a whole because they do not follow conventional letter-sound rules.

Download FREE Sight Word matching game at:

www.hollydibellamccarthy.com



Spark interest and build background knowledge by doing a Picture Book Walk. Ask questions such as “What does this picture tell us?” “How many ducks are there now?” Can you count them? Have you ever visited a place like this? What did you see?
to allow children to anticipate story events, and begin to make real world connections.

Identify the front cover, back cover, and title page of
Dilly Duck Plays All Day.


Name the author and the illustrator and define the roles of each.

Sing related songs (lyrics listed on pages 11-12 of this STRETCH Guide.) Use duck counters to count to ten and back again. Color a picture of a duck and trace the word 'duck'



STRETCH Activities **During** Reading

Dilly Duck Plays All Day



First Read: Enjoy the story stopping to discuss when child(ren) expresses interest in what they see or hear.

Future Reads: Use voice inflection to emphasize feeling words (lonely, excited), or end of sentence rhyming words (float, boat), or movement words (splash, swish). Emphasize a different concept with each read!

Think-alouds during reading will engage, encourage language, turn-taking, and active use of cognitive thinking! (i.e. I think this duck is feeling scared because...I will reread this page because I heard a rhyme...This part made me think of...)



Making Predictions is a perfect reading strategy for emerging readers. Find a few good stopping points while reading and ask "What do you think will happen next?"



Discuss feelings: The ducks are feeling excited here...Have you ever felt excited? Can you show me what excited looks like? Why are the ducks feeling excited? Where were you when you felt excited?


Compare the number words with numerals.
Count to 10 and back again. Count the ducks together after new friends join the crew.

1:1 correspondence with rubber duckies.

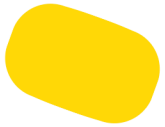




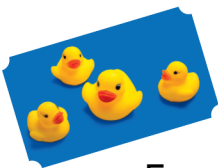
STRETCH Activities **After Reading** Dilly Duck Plays All Day



Encourage retelling and sequencing by looking at the illustrations. Ask 'what' questions. What happened first? Next what happened? Ask 'why' questions. Why do you think the ducks are so tired here? Ask 'where' questions. Where was Dilly when the story started? Where was she at the end of the story




Read the story again stopping before the second rhyming word so children can try adding different rhyme endings (these can be nonsense words too!) For example, read "Three excited ducks dance the jitterbug, race to their friend then they all want a ___"
mug, hug, tug, bug, lug, pug



Count to answer: How many ducks do you see.

Encourage children to add by 1 using duck cut outs or counters.
Match a numeral to the number words found in the book.

Develop emotional intelligence. Ask What does proud look like?
What does worried feel like?



Identify Zones of Regulation. When Dilly Duck was feeling lonely what zone was she in (blue)? At the end of the story the ducks feel proud; what zone are they in (green)? Find information about Zones of Regulation at www.hollydibellamccarthy.com

STRETCH Activities for Music, Movement, Art



Let children move! When reading to a group, ask the children to act out the story by having one child in the middle of the circle acting lonely. That child then chooses a friend to join and now they are both happy. The second child chooses a friend, and all three children now show what excited looks like, and so forth until 10 ducks (children) waddle back to their seats.

Play Duck, Duck, Goose!

Foster musical intelligence while teaching an emerging concept like prepositions by singing a well-known tune such as the 'We're Going on a Bear Hunt' (We're going on a duck hunt, going on a duck hunt. Where is Dilly? Where is Dilly?) Have children say where she is- in, on, under, next to, behind, in front of, between (the box, or the chair.) Sing 'Five Little Ducks.' Find adapted words for both on Pages 11-12. Sing 'Six Little Ducks' Find words to song on page 12.



ART Activities:

See all Duck Art suggestions on Pinterest at:
https://www.pinterest.com/authorhollydm/_created/
Free Downloads at www.hollydibellamccarthy.com
Duck Art - Cut & Count - Ducky Cube Activities & More!

Dilly Duck Plays All Day is written in Rhyming Couplets.
Download our **FREE Rhyming Couplets Lesson Plan** for extension learning at: www.hollydibellamccarthy.com
on my website **FREE RESOURCES** page.

Purchase a Dilly Duck 6" Plush, Dilly & Friends Coloring Activity Book, Dilly and Pals Beginner Reader, and more Ducky Items in **DILLY'S BOOK SHOP** at: www.hollydibellamccarthy.com



If you were a duck...

...you would want friends near you all the time on land and in the water. A group together in the water is called a paddling of ducks. If you were a duck, you would feel lonely and blue if you did not have friends around to look after you and keep you safe and calm.

...you could quack, but also coo, yodel, grunt and even whistle. Ducks use vocalizations or calls and body language to communicate with each other.

...you could eat fish, or fish eggs, worms, grubs, mollusks, and plants. You would even eat sand and small rocks to help you digest food. Ducks should not eat bread or other human food like popcorn because human food gives them a tummy ache.

...you could see super far and very close at the same time because you would have 3 eyelids; and you could see 340 degrees all around because your eyes would be on the side of your head. Most people have a field of vision of just 190 and can not see behind them like a duck can.

...you could use your webbed feet to paddle fast in water or waddle slow on very hot pavement or snowy cold land. Ducks do not have feeling in their feet. Your body would always be toasty warm because of all your feathers.

If you were a duck, you could fly as high as an airplane and as fast as a car on the highway.

More **STRETCH** Discussion Questions for Super Listeners & Readers

Questions to ask Before Reading:

Touch the front of the book; Can you find where the author information is?

Look at the cover, what do you predict this book is about?

Why do you already know from reading the title?

What questions do you have about this book before we read it?

Questions to ask During the Reading:

Can you count the seven ducks shown in this book illustration? Where is the word seven? Can you find the number 7?

What time of day do you think it is in this story?

What do you think will happen next?

How is this duck feeling? Why are the ducks scared here?

Do you think you would like to visit Wonder wake? Why?

I heard 2 words that rhyme! Can you think of more words that rhyme with ___?

Questions to ask After reading:

What new words did you hear in the story?

How many rhyming words can you find in this story?

Why isn't play time with friends happy all of the time?

Can you show me what 'happy' looks like? (lonely, sad, surprised, nervous, excited)

What are some things you can do to make sure play time is happy?

What was your favorite part of the story? Why? (Turn to the corresponding page.)

Tell me what happened here (showing an illustration in the book.)

About the Book Creators



Holly DiBella-McCarthy

Holly DiBella-McCarthy found her voice and grew confidence as a young girl when she walked her pet duck Dilly around the neighborhood. A former preschool and elementary special education teacher and administrator, Holly's current passion is writing stories aimed at making learning fun for young children and the adults who read to them. Rhyming up new characters, writing Raising Kindergarten Ready Kids resources and STRETCH activity guides to support parents and teachers are on-going. Most of all, Holly loves planning the next family gathering back home in New England while exploring new beach towns in North Carolina.

Pradyut Chatterjee

Pradyut Chatterjee is an artist and team coordinator. He has years of experience in art and print publication. He finds enjoyment in illustrating children's books. His life revolves around books, illustration, and art. Pradyut works toward optimum success in media production and prides himself on his creativity and dedication to each of his projects.





5 Little Ducks

traditional children's song (adapted)

This rhyme also has associated finger play

Five little ducks went out to play
Over the hill and far away
The mother duck said, "Quack quack quack quack"
And four little ducks came running back!
Four little ducks went out to play
Over the hill and far away
The mother duck said, "Quack quack quack quack"
And three little ducks came running back!
Three little ducks went out to play
Over the hill and far away
The mother duck said, "Quack quack quack quack"
And two little ducks came running back!
Two little ducks went out to play
Over the hill and far away.
The mother duck said, "Quack quack quack quack"
And only one little duck came running back!
One little duck went out to play
Over the hill and far away
The mother duck said, "Quack quack quack quack"
And zero little ducks came running back
So the mother duck said Quack, Quack, Quack,
Quack!
And five little ducks came running back!

Alternative:

*Five little ducks went swimming one day
Around the lake and far away*

Six Little Ducks

Six little ducks
That I once knew
Fat ones, skinny ones
Fair ones, too
But the one little duck
With the feather on his back
He led the others
With a quack, quack, quack
Quack, quack, quack
Quack, quack, quack
He led the others
With a quack, quack, quack

Down to the river
They would go
Wibble, wobble, wibble, wobble
To and fro
But the one little duck
With the feather on his back
He led the others
With a quack, quack, quack
Quack, quack, quack
Quack, quack, quack
He led the others
With a quack, quack, quack

Back from the river
They would come
Wibble, wobble, wibble, wobble
Ho, hum, hum
But the one little duck
With the feather on his back
He led the others
With a quack, quack, quack
Quack, quack, quack
Quack, quack, quack
He led the others
With a quack, quack, quack!



RESOURCES

Going on a Duck Hunt

adapted from "Goin' on a Bear Hunt"
Kids in Action (2000) by Greg and Steve

Hey everybody! We're going on a Duck hunt! Are you excited? (Kids: I'm excited!)

For younger kids to practice prepositions:

We're going on a duck hunt! (Kids: Going on a Duck hunt!)

Gonna find Dilly (Kids: Gonna find Dilly)

Where is Dilly? (Kids: Where is Dilly?)

Leader has placed Dilly on, under, in, next to, etc. a box and/or kids take turns placing Dilly in various positions

for older kids:

We're going on a duck hunt! (Kids: Going on a Duck hunt!)

Take pictures with my camera! (Kids: Take pictures with my camera!)

Coming to a lake! (Kids: Coming to a lake!)

Can't go under it. Can't go over it. Have to go through it! Got through the lake.

Continue song with other nouns:

"Coming to a bridge, boat, float, etc."

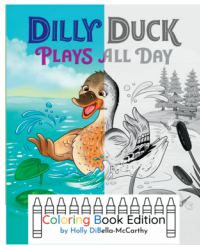


Coloring Activity Book

ISBN: B09XFH9C1S

Christmas Coloring Countdown

ISBN: 9798988330851



Dilly Duck Plays All Day COLORING BOOK EDITION

Order Coloring Books,
Easy Reader, Picture Books
on Amazon

or

Order all books and 6" Dilly
Plush at:



www.hollydibellamccarthy.com

Dilly and Pals:

See Me Read! Easy Reader

K-1 Reader- Lexile range 210L - 400L.

Word Count=289

Dilly's friend is learning how to read and is excited to read a whole book to anyone who will listen. But what will happen to Dilly when her friend forgets to watch her while searching for his next big audience?



6" Dilly Plush

