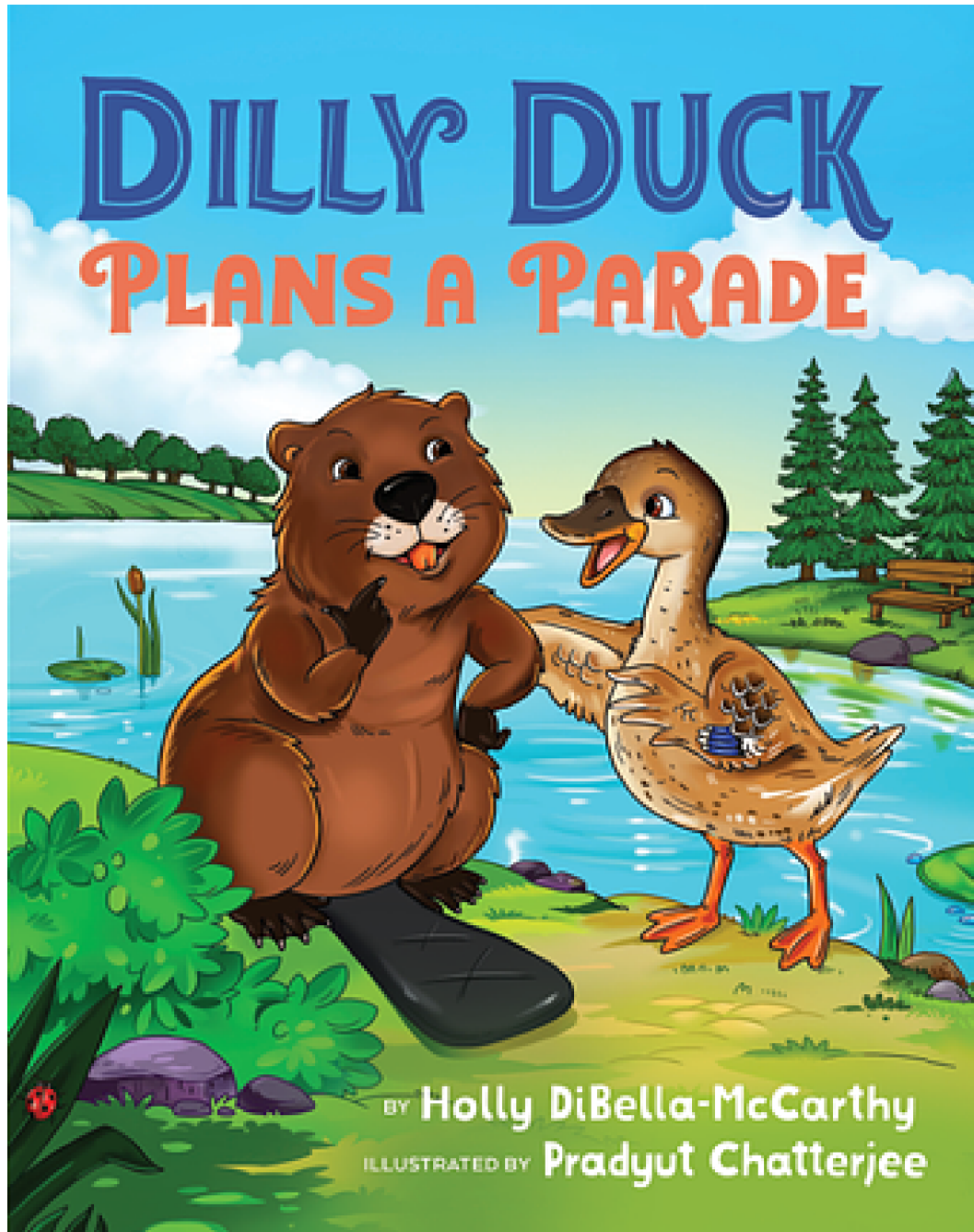


Dilly Duck Plans a Parade



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



BOOK CHATTER PRESS

Activity Guide Resource Design Template and S.T.R.E.T.CH acronym
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Book Chatter Press



PreK - Kindergarten

Author: Holly DiBella-McCarthy

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Illustrator:

Pradyut Chatterjee

Story Summary

Children learn about compassion, colors, and creativity with Dilly Duck Plans a Parade.

When a flock of ducks asks for help to find color from around the lake for their parade, Dilly Duck convinces her beaver friend to join the crew. How will Billy Beaver be able to help when the only color he can see is brown? This fun rhyming adventure will have kids cheering for the pair as Billy learns to use his other senses to find each new color to make the parade shine.

DILLY DUCK PLANS a PARADE is a fun rhyming picture book written to expand: pre-reading rhyming, sight word, and comprehension skills, color identification sense and sensation awareness, creativity, compassion

DILLY DUCK PLANS a PARADE includes:

Questions for Readers and Super Listeners

If you were a beaver, you would... Fun Beaver Facts

Skill Development Aligned to:

English Language Arts- reading informational, foundational skills, key ideas and details, writing, language. Raise awareness in: print awareness, rhyme, recognize sight words, sequence and retelling story.

Social and Emotional Learning Standards- (expand emotional vocabulary, build empathy, explore friendship and kindness, relate to Zones of Regulation*)

*<https://zonesofregulation.com/index.html>

Science- The Five Senses, Sense and Sensation; Social Studies: Habitat, Community

Common Core ELA State Standards

RL.K.1-7, 9, 10 * RI.K.1-10 * RF.K.1.A-D * RF.K.2.A-E

W.K.1.1-3 * SL.K.2-6 * L.K.6

Other Skills This Story Reinforces

In addition to addressing English Language Arts Learning Standards,

Dilly Duck Plans a Parade

fosters specific skill development in:

Social-Emotional Learning- developing self-efficacy (confidence/competence)

Display empathetic characteristics, recognize diversity and demonstrate respect for others, develop relationship and friendship skills and demonstrate the ability to communicate with others in a variety of ways.

Science: The Five Senses

Develop greater understanding of the five senses and how those senses can be used to experience one's surroundings.

Additional Books to Reinforce Skills in Reading, Social-Emotional Development and The Five Senses

Giraffes Can't Dance by Giles Andreae
Rhyming Dust Bunnies by Jan Thomas
Dilly Duck Plays All Day by Holly DiBella-McCarthy
Llama Llama picture books by Anna Dewdney

Brown Bear, Brown Bear, What Do You See? by B. Martin, Jr.
The Five Senses (It's Science) by Sally Hewitt
The Magic School Bus Explores the Senses by Joanna Cole
My Eyes Are for Seeing by Jane Belk-Moncure
My Five Senses by Alikei
My Five Senses by Margaret Miller

S.T.R.E.T.CH Activities BEFORE Reading

Dilly Duck Plans a Parade

Review high-frequency sight words* included in this story:
her, the, so, she, to, here, for, want, you, what, and, was, all, our, that, be, could,
there, out, some, then, would, from, how, are, go (and color words.)

Find some of these words in the book.

Play a concentration or matching card game with the words;
or place sight words on floor and have children touch the word when it is read.

*High frequency sight words are words that do not follow conventional letter-sound rules.

Discuss vocabulary that may be unknown in the story:
lodge, shelter, den, dam, surfaced, sighed, color-blind, paddled, chatter,
unsinkable, afloat, clever, gushed, proud, chime.

Ask children to act out what a 'sigh' might look like; or what a 'chatter' might
sound like. Ask them what type of 'shelter' they live in. Pretend to 'paddle' while
swimming. Have they ever 'gushed'? What are they proud of?

Ask, What do you know about beavers? Then,
Review Facts About Beavers (page 31 in picture book)

PICTURE BOOK WALK

Spark interest and build background knowledge by doing a 2 minute
Picture Book Walk to allow children to anticipate story events, and begin to
make connections. Ask questions such as "Look at this book cover. Can you
predict what this book will be about?" "What does this picture tell us? Have you
ever done something like this? When? With whom?
to allow children to anticipate story events, inference,
and begin to make connections.

Identify the front cover, back cover, and title page of
Dilly Duck Plans a Parade

Name the author and the illustrator and define the roles of each.
Write! Complete the sentence 'The best part about going to a parade is...or I
can help a sad friend by...'

Refer to the list of BEFORE READING Questions on page 8

S.T.R.E.T.CH Activities DURING Reading

Dilly Duck Plans a Parade

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

Future Reads: If child(ren) shows interest, focus on specific skill development such as:

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?"

Pause and read familiar words or rhymes together.

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...

(door-floor, today-say, wake-lake, end-friend, shout-about, line-shine, fit-bit, well-swell, found-sound, sniff-whiff, coo-blue, boat-afloat, fellow-yellow, face-place, down-brown, heard-bird, blue-you, chime-time)

This part made me think of...

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?

Can you imagine being colorblind? What would the trees look like? What might your house look like? A flower? A bird? My shirt?

Point out the color words.

Invite the children to finish the end rhyme.

Refer to the list of DURING READING Questions on page 8

S.T.R.E.T.CH Activities AFTER Reading

Dilly Duck Plans a Parade

Encourage retelling and sequencing by looking at the illustrations. Ask who, what, where, why, how questions.

What happened first? Next what happened?
Why was Dilly excited? Why did Dilly ask a colorblind beaver for help? How do you make friends feel included in your activities?
The sense of taste was not used by Billy to find color. Why?

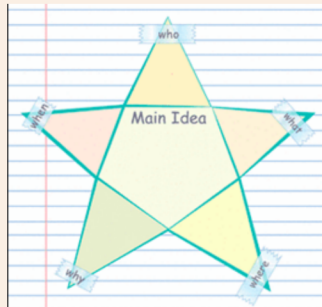
Read the story again stopping before the second rhyming word so children can try adding different rhyme endings (these can be nonsense words too!) For example, read

“As Dilly worked Billy’s ears were wiggling up and down.
Then Billy soon discovered red, white and _____”
clown, gown, town...

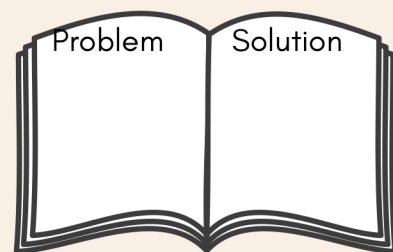


5-Finger Retell

1. Characters
2. Setting
3. Beginning
4. Middle
5. End



COLOR or WRITE



Pretend Play! Cooperative Learning! Plan a Color Parade.

In groups of 4 or 5 give students a color parade checklist. Students work together to gather materials, (colors to match the color words on the checklist, something they smell, touch, and hear) and then work together to decide the line order and route they will take around the classroom for the march. Student groups perform their march with the gathered colors with spectators cheer!
SEE page 12 for a fun parade crown template!

S.T.R.E.T.CH Activities for Music, Movement, Art



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.' Sing 'Six Little Ducks.'

Children love to March!

Children respond to 'loud' or 'soft' direction while marching in place.

Play 'When The Band Comes Marching In' or other fun marching tune and lead the parade line on a march.



Color Scavenger Hunt

Give each child an index card with a color word written. Read the word. Find the matching color. For older kids write a sentence clue such as The color blue can be found in the coat closet.

Creative Drama "What do I sense?"

Tell children that they are going to become ducks. Have them walk as ducks, make sounds as ducks, rest as ducks, and pretend to eat and drink as ducks. Then gather as a group and talk about what students' experienced. Ask such questions as: What was it like to be a duck? What did you see as you waddled by the lake? What sounds did you hear? What smells did you notice? What did you taste? What did you touch and feel?

Discuss students imaginary sensory experiences.



Art - Sound Shakers

Materials: paper plates, staplers, kidney beans, pasta, cotton balls, rice, pennies, small paper clips, pebbles, marbles.

Invite each child to decorate the backs of two plates and create sound shakers.

Staple students sets of plates together, leaving a 2-inch opening for inserting small items. Staple students plates shut. Encourage them to test their shakers. Guide students to compare the sounds different items make in the shakers. Encourage students to identify which items make the loudest, softest, highest, and lowest sounds.

More ART Fun:

More Art Free Downloads at www.hollydibellamccarthy
Duck Art - Cut & Count - Ducky Cube Activities & More!

S.T.R.E.T.CH Discussion Questions

BEFORE Reading Comprehension Questions

Looking at the cover, what do you think the book will be about?

Why do you think the author used this title?

After doing a picture walk of the book, what do you predict is the author's purpose in writing this book?

After reading the summary of the book, what connections do you have?

What do you already know about beavers? Ducks? (see page 31)

What do you think the problem will be?

What questions do you have before we read this book?

DURING Reading Comprehension Questions

Can you share any type of connection you have so far with this book?

How is Billy Beaver feeling here?

Based on what we have read so far, what do you think will happen next?

Do you relate to any of the characters? Why or why not?

Did you hear two words that rhyme?

How would you summarize what we have read so far?

What would you do if you went to this place?

AFTER Reading Comprehension Questions

Where did the story take place?

If you could step into this book, what's the first thing that you would do and why?

What part of the book did you find most interesting and why?

What's an alternative ending that could have worked well?

What questions would you ask the author and why?

Did you learn any new vocabulary?

Describe how Billy felt in the story's beginning, middle, and end.

Was Dilly Duck a good friend? How did Dilly show kindness?

What was your favorite part of the story? Why?

Big Picture Personal Connections Questions

How would you feel if you couldn't see very well?

What are some ways to show kindness to others who are having a hard time?

If you were planning a parade which of your senses would make your parade shine?

What does empathy mean?

Additional Resources

Organize a Senses Library



Gather sensory-related books from the library. Display the books in a quiet corner in the room.

Invite children to peruse the books individually or in pairs during free time. Have children gather as a class to talk about the books they've explored. Encourage them to tell what they liked and what they learned.

See suggested books on page 3



Play a traditional **"I Spy"** game describing the visual characteristics of an item in the classroom or home. For example, you might say, "I spy something big and yellow."

- Children can ask questions about the item until someone guesses what it is.

The Ants Go Marching One by One

Young students love this song!

Counting for kindergarten and preschool

Reinforces rhyming

Replace the word 'Ants' with the word 'Ducks!'



Pin the Tail on the Beaver Game



About the Book Creators

Dilly Duck Plans a Parade



About the Author

Like Dilly Duck, [Holly DiBella-McCarthy](#) likes to keep very busy. She loves reading, writing, and brainstorming new ideas with others. Learning facts about animals is fun for Holly. She has had her own cats, dogs, bunnies, birds, fish, and yes, even a duck named Dilly! Holly loves family time and often travels to New England from her home in North Carolina to visit. She also enjoys exploring new places and traveling to new beach towns in the United States and beyond. Holly has taught students in preschool through college. Her picture books are written to make learning fun for children and the adults who read to them.



About the Illustrators

[Pradyut Chatterjee](#) is the artist and team coordinator who created Dilly Duck and her duck friends. When author Holly asked Pradyut to draw 10 different colored ducks for her first book *Dilly Duck Plays All Day*, he did! Pradyut enjoys designing illustrations matched to stories that help children develop positive mental health.

[Pratyush Chaterjee](#) (who spells his last name with one t instead of 2,) is the illustrator who created Billy Beaver for the picture book *Dilly Duck Plans a Parade*. Both illustrators have spent over 15 years working in the art and entertainment business in design, publication, and digital media projects.

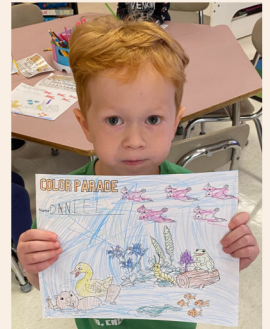
Contact Information

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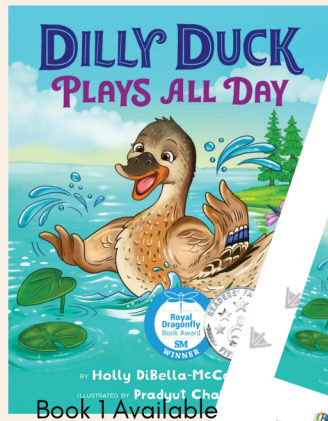
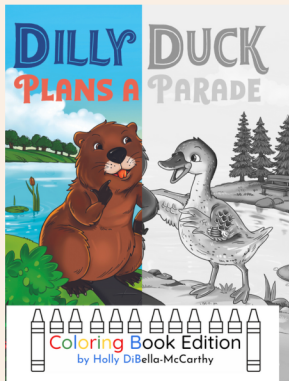


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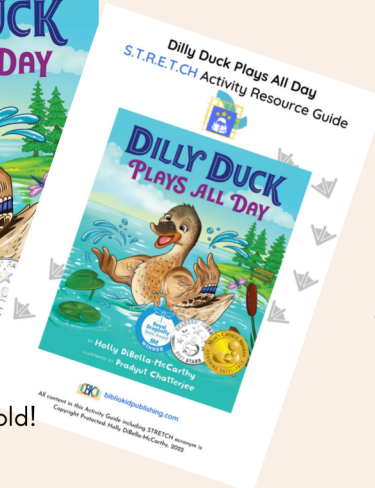
More free resources on author website
www.hollydibellamccarthy.com



Activity Books and Free Resource Guides on author website



wherever books are sold!

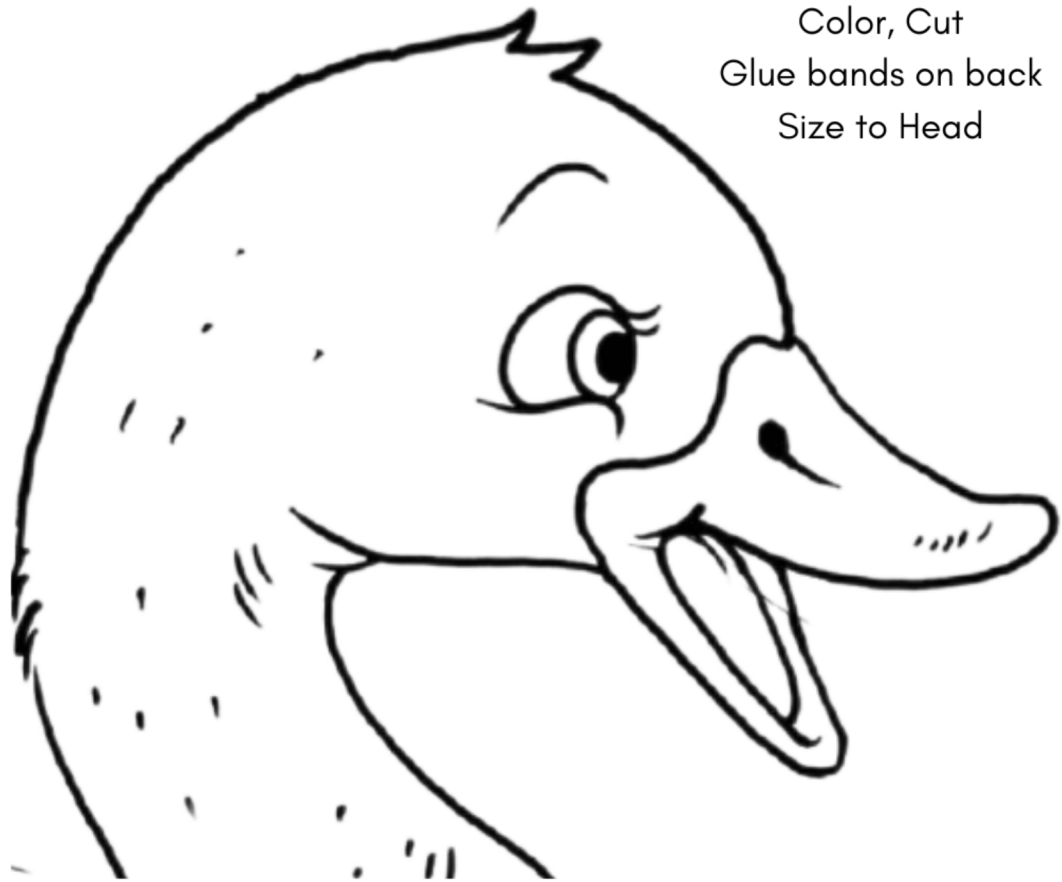


Plan a Color Parade!
Find Colors, Make Music!
Dilly and Billy Crown Template
next page.

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Color, Cut
Glue bands on back
Size to Head



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Beaver Tails

