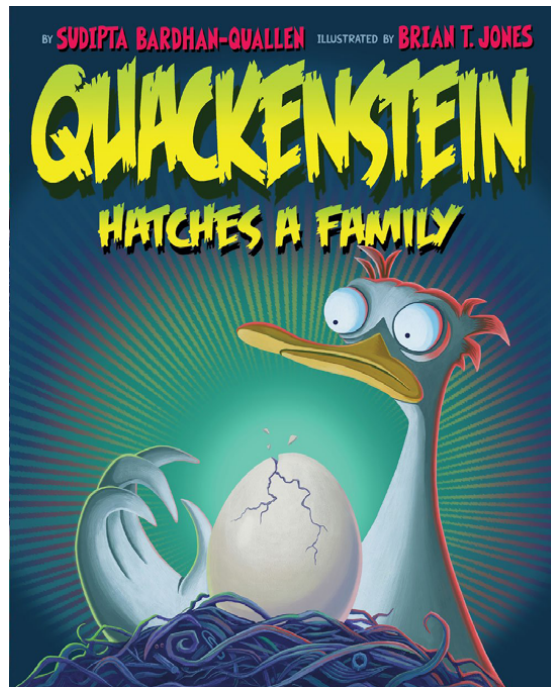




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 1ST - 2ND



QUACKENSTEIN HATCHES A FAMILY

WRITTEN BY SUDIPTA BARDHAN-QUALLEN
ILLUSTRATED BY BRIAN T. JONES

Watch the video of actor
Kristen Bell
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Crack open this tale of family and fright, as cute as it is creepy. All the animals in the zoo have friends and family to play with and love. All of them, that is, except Quackenstein. Lonely and bitter in his ramshackle corner, he decides to adopt an egg. He cares for it diligently, waiting until the moment when it will hatch a baby duck of his own.

THEMES IN THE STORY

Family, Adoption, Responsibility

READING AND WRITING

SUGGESTED GRADE LEVEL: 1ST - 2ND

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 1st and 2nd grades, but can be adapted to kindergarten standards.*

BEFORE VIEWING

Standards: CCSS.SL.1.1, CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure: Build background for students by discussing the following points with students:

- Step 1: Families: Do all families look alike? How are they sometimes different? What makes a family a family?
- Step 2: Introduce the words orphan and adopt. Discuss.
- Step 3: Introduce the title: *Quackenstein Hatches a Family* and ask the students to predict what the story will be about.

DURING VIEWING

Focus: Making predictions

Standards: CCSS.SL.1.2, CCSS.SL.2.2, CCSS.RL.1.7, CCSS.RL.2.7

Objective: Students will listen attentively; describe or recount key details from the read aloud.

Procedure:

Step 1: Stop story at appropriate parts to ask questions or pose prompts:


- Beginning:** Where does the story take place?
What is the problem in the story?
- Middle:** Why does Quack get excited when he decides to adopt?
Do you think the animal will be a baby duckling?
Why does Quack think he's hatched a monster?
Why is Quack afraid?
- End:** Why isn't Quack afraid anymore?
Does Quack solve his problem? How?

Step 2: Go back to students' predictions and discuss.

AFTER VIEWING

Standards: CCSS.RL.1.1, CCSS.RL.1.3, CCSS.RL.2.1, CCSS.RL.2.3

Objective: Students will identify key details in the beginning, middle, and end of the story.

Materials:  **Google It!:** Beginning, Middle, End Graphic Organizer

Teacher Prep: Make a story map/organizer on chart paper or Interactive Whiteboard slide. Be sure to include the following elements and leave room to fill in student answers.

STORY MAP		
BEGINNING:	Characters	Setting Problem
MIDDLE:	Details about how the character(s) attempt to solve problem	
END:	Was the problem solved? How?	

Procedure:

- Step 1:** Explain to students that every story has a beginning, middle, and end. This is called the plot of the story. Tell students that they are going to identify these three parts – beginning, middle, end - in *Quackenstein Hatches a Family*.
- Step 2:** Give students directions for activity: During the replay of the story, listen to recognize the beginning, middle, and end of the story. Students should raise a hand when they believe that a particular part has been shown and you will stop the video.
- Step 3:** Explain that the beginning of a story introduces the setting, characters, and problem. Discuss each element in detail.
- Step 4:** Start the story and tell students to listen for the setting, characters, and problem – this is the beginning. When you believe that each of these have been shown, raise a hand (Allow discussion if students disagree.).
- Step 5:** Stop the video after the setting, characters, and problem have been shown. Call on students to identify the parts of the beginning and write on story map.
(**Setting:** Zoo **Character:** Quackenstein **Problem:** Quackenstein is lonely)
- Step 6:** Next, discuss the middle of the story – it gives details about how the characters try to solve the problem. Instruct students to listen for these details and raise a hand when they think that the problem is almost solved (Allow discussion if students disagree.).
- Step 7:** Stop the video before the end of the story and ask students to give you some key details describing how Quackenstein tried to solve his problem. List on chart paper.
- Step 8:** Tell students that the end of the story tells how the problem was solved. Finish playing the story.
- Step 9:** Ask students to describe how was the problem solved (Think-Pair-Share).
- Step 10:** Call on a student to describe the ending and write on chart paper.
- Step 11:** Have students complete the teacher selected graphic organizer per your directions (Whole class, partner, or independently).

READING RESPONSE

Standards: CCSS.RL.1.1, CCSS.RL.2.1

Objective: Students will answer the prompt details from text to support the response.

Reading Prompt: Why did Quackenstein think he had hatched a monster instead of a duck?

Procedure:

- Step 1:** Read prompt and allow students to discuss.
- Step 2:** Have students complete the prompt according to the ability of your class.

WRITING - INFORMAL

Standards: CCSS.W.1.2, CCSS.W.2.2

Objective: Students will write an animal report using grade appropriate sentence structure and spelling.

Materials: *Teacher Prep:* 🔍 **Google It!: Animal Report Graphic Organizer:**
Choose an organizer that has a section for each topic of the assignment: What the Animal Looks Like, Where it Lives, What it Eats, and Interesting Facts.

Lined paper for elementary students

Students will need one sheet of paper for each section on the graphic organizer. Each page should be labeled with a topic: What the Animal Looks Like, Where the Animal Lives, What the Animal Eats, Interesting Facts. Make a copy of each for the number of students in your class.

Grade appropriate non-fiction books on animals
Construction paper (for cover of book)
Writing tools

Procedure:

- Step 1:** Remind students that *Quackenstein Hatches a Family* takes place in a zoo. Ask students to name animals that were in the story, as well as other zoo animals (elephant, giraffe, heron, duck, platypus, etc). Make a list.
- Step 2:** Tell students that they will write a report on one of these animals. You can allow students to choose an animal or assign an animal. An option is to assign one animal to a group of students to allow them to work together on the project.
- Step 3:** Show students the books you have collected and the graphic organizer they will be using to gather information. Model how to complete the organizer.
- Step 4:** Have students begin researching their animal to find information to complete the organizer.
- Step 5:** Guide students through the rest of the Writing Process until book is published.

ACROSS THE CURRICULUM ACTIVITIES

TECHNOLOGY

RESEARCH —

Students use the internet to research animals and complete a report.

MATERIALS —

Teacher Prep:

Find grade appropriate internet sites for students to use for researching animals. Make a list to display during research time.

 **Google It!:** Animal Report Graphic organizer

Internet access

Word Processing program

Printer

PROCEDURE —

Follow the same procedure listed in Writing component (previous), making the following adjustments:

- Use internet to gather information to complete organizer.
- Use pictures of animals found online in place of student illustrations.
- Use a printer to publish finished product

SCIENCE

OBJECTIVE —

Students compare and contrast a duck with a duck billed platypus.

MATERIALS —

Computer

Projector and screen

Compare/Contrast Graphic Organizer ( **Google It!**)

Internet Access

National Geographic site: <https://kids.nationalgeographic.com>

Teacher Prep: Search this site for duck billed platypus and mallard duck. Bookmark for easy access.

PROCEDURE —

Step 1: Remind students that in *Quackenstein Hatches a Family*, Quackenstein hatches a duck billed platypus. Tell students that the duck billed platypus is one of the five mammal species that lay eggs instead of giving birth to live young. The duck billed platypus is found only in Australia.

Step 2: Explain to students that they are going to learn more about this animal and that they will compare and contrast the duck billed platypus to a duck.

Step 3: Go to National Geographic for Kids and present the information about a duck billed platypus on screen and discuss. Next present the information about the mallard duck and discuss.

Step 4: Explain the graphic organizer to students.

Step 5: Work with students to complete the organizer, according to the ability of your class.

SOCIAL STUDIES - THE FAMILY

OBJECTIVE —

Students will be able to identify differences in families and give an example of what makes their family important.

MATERIALS —

Chart paper or Interactive board

Drawing paper

Pencils, crayon, markers

String or yarn

Tape

Teacher Prep: Make a large circle on 11x17 paper and write **Families are Different** in the center.

PROCEDURE —

- Step 1:** Discuss with students how Quackensteins's family is different from other duck families. Explain that all families are different.
- Step 2:** Have students brainstorm all the different kinds of families they know. For example, some have adopted children, grandparents, brothers, sisters, different races, etc. Make a list on chart paper or interactive board.
- Step 3:** Point out that no two families are exactly alike – everybody's family is different in some way.
- Step 4:** Give an example using your own family make up and compare to another student's family in the class. Allow other students to tell how their family is different from the families that were described.
- Step 5:** Discuss the importance of families. Tell students to think of something about their family that makes them important.
- Step 6:** Share: Use the sentence frame, My family is important because...
- Begin the activity by giving an example of why your family is important and have students randomly call on each other to tell why their family is important.
- Step 7:** Distribute drawing paper and supplies to students. Have them draw a picture of their family that illustrates:
- 1) something about their family that makes them different
 - 2) something about their family that is important to them
- Step 8:** Make a Family Web: Create a web using the students' pictures on a wall or bulletin board.
- Tape the circle, **Families are Different**, in the center of the display area.
 - Link the students' illustrations to the center circle using yarn or string.

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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