
Duck, Duck, Moose!

a teacher's guide

Created by marcie colleen

Sudipta Bardhan-Quallen, Author

Duck, Duck, Moose!

Sudipta Bardhan-Quallen has never had a moose for a roommate, though she did raise three ducklings for two days in college. She's the award-winning author of over three dozen children's books, including *Chicks Run Wild*, *Hampire!*, and *Tyrannosaurus Wrecks*. She lives in New Jersey with her family and absolutely no animals (except for a fancy Russian dwarf hamster and an imaginary pony). Visit her online at www.sudipta.com.

Noah Z. Jones, Illustrator

Duck, Duck, Moose!

Noah Z. Jones is an American animator, writer and illustrator. He is the creator of the television series *Fish Hooks* and *Almost Naked Animals*. He lives with his family in Glendale, CA. You can visit him at www.noahzjones.com.

Marcie Colleen, Curriculum Writer

Although her friends called her "Moosey" in elementary school, Marcie has never crashed through a living room wall. She actually considers herself more of a Duck. She is a former teacher with a bachelor's degree in English Education from Oswego State and a master's degree in Educational Theater from New York University. Marcie lives in Brooklyn, NYC. Visit her at www.thisismarciecolleen.com.

Copyright Information

Guide content copyright © 2014 by Marcie Colleen. Available free of charge for educational use only; may not be published or sold without express written permission.

How to Use This Guide

This classroom guide for *Duck, Duck, Moose!* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Duck, Duck, Moose!* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Table of Contents

English Language Arts (ELA)

Reading Comprehension	4
Writing Activities	5
The Adventures of Moose	
“What’d Ya Say?” ~ Narrative and Dialogue	6
Dear Moose, Dear Duck	
Language Activities	7
The Adjective Box	
“My Name” Adjective Acronyms	8

Math

Word Problems	
Teaching Patterns	

Science 9

Animal research project	
Duck, Moose or Both trivia challenge	10
Mixed Up Science	

Social Studies 11

Paper Bag Puppets with Personality	
Are You a Duck or a Moose? survey	
Happy Moose Day! Happy Duck Day!	12

English Language Arts

Reading Comprehension

Before reading *Duck, Duck, Moose!*,

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover and the Title Page ~

- Who are the three characters?
- Describe the two ducks.
- Describe the moose.
- Can you guess what the story might be about? What are some clues you can find in the cover and title page illustrations?

The Copyright and Dedication pages ~

- Describe what is happening in this spread.
- Describe the ducks.
- Describe the moose.
- How does this illustration compare with the cover?
- Does this spread influence what you think the story will be about?

The Title pages ~

- What is happening in this spread?
- What time of day do you think it is?
- Why do you think this picture comes after the previous illustration?
- Describe the ducks.
- Describe moose.
- Did Moose have breakfast? How can you tell?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- What do Duck, Duck and Moose do in the following sequences:
 - The cleaning scene?
 - The art scene?
 - The balloon scene?
 - The baking a cake scene?
- What do Duck and Duck do after they yell at Moose? What does Moose do?

- Why doesn't Moose show up at the party?
- What do you think the Ducks say to Moose when they find him?
- What happens when Moose does come to the party?

Let's talk about the people who made *Duck, Duck, Moose!*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a close look at the illustrations throughout the book.

Can you find some fun details?

Compare the "crash into the table" spread with the "party" spread.

- What is the same about these illustrations? What is different?
- What have Duck and Duck done to prepare for the party?

As a class, read *Harriet, You'll Drive Me Wild!* by Mem Fox and/or *No, David!* by David Shannon.

- Which characters are like Moose? Which characters are like the ducks?
- In your own words, describe what Harriet and David are doing in each illustration.
- Why do you think the adults get angry?
- What happens at the end of either story? Why do you think the story ends this way?
- Have you ever felt like Moose, Harriet or David? If so, when and why?

Writing Activities

The Adventures of Moose

Poor Moose is always finding himself in a mess, but these messes sure are funny to see and read about.

Have the students write a story about their own day with Moose. Maybe Moose comes to school with them. Or has a sleepover. Or goes on family vacation with them.

Each story should include a beginning, a middle with Moose in 3 different situations and an ending.

Optional: Create the story together as a class.

“What’d Ya Say?” ~ Narrative and Dialogue

Duck, Duck, Moose! is a book without much text. The only text that the book does have is the repeat of two words over and over again. So much of the story is told in illustration. This provides a great springboard to discuss narrative and dialogue in a story.

Narrative ~ An account of the connected events. Often through a narrator who gives information on the feelings and actions of the story.

Dialogue ~ The written conversational exchange between two or more characters.

Advanced classes will be able to fully re-write *Duck, Duck, Moose!* with a combination of narrative and dialogue. However, if the class is less-advanced, simply have them create captions and thought-bubbles for each spread.

Additional Challenge: Introduce the idea of 1st person point-of-view and re-write *Duck, Duck, Moose!* from Moose’s POV. Or the ducks. First person POV narrative should include the word “I”.

Dear Moose, Dear Duck

Sometimes we upset people unintentionally. It’s easy to get mad, but it’s best to look at the situation from the other person’s perspective.

Moose doesn’t mean to upset the ducks. And the ducks don’t mean to hurt Moose’s feelings.

Using a moment from *Duck, Duck, Moose!* as inspiration, write a letter of apology. The letter should include

- a brief re-cap of the situation,
- an apology for what happened
- a solution to make sure it doesn’t happen again.

The letter can be from Moose or the ducks.

For example:

Dear Ducks,

The other day when I was reading my book, I accidentally walked into your cake and ruined it. I am so sorry. It looked like you had worked for a long time on such a special cake. I promise that in the future I will try not to read in the kitchen.

Sincerely,

Moose

Or

Dear Moose,

The other day when you walked into our cake we got very angry and yelled at you. We know you didn't mean to do it. A good book is always easy to get sucked into. We are sorry we hurt your feelings. In the future, we will be sure to look out for reading moose when we are decorating a cake.

Sincerely,

The Ducks

For a further activity, have your students write letters of apology to someone they upset, whether or not they were the moose or the ducks in the situation.

Language Activities

The Adjective Box

Decorate an empty shoe box and cut a hole in one of the ends.

You can attach a sock (with the toes cut off) to the hole on the end to make it easy to guide little hands in and out of the box. Attach one end of the sock around the hole and the rest of the sock serves as a tube into the box.

One at a time, place various items in the box (ie. A Lego, pinecone, play-doh, feather, etc.) These should be very tactile items. The kids will not be able to see inside the box, but only feel around.

Although they might be able to identify the object, the game is to DESCRIBE the item using adjectives. (ie. Hard, soft, squishy, bumpy, etc)

Each child should have a chance to reach inside the box. See how many adjectives the class can come up with and create a list.

Once students have an understanding of adjectives, ask them to describe Moose and the ducks.

"My Name" Adjective Acronyms

Using the word "moose" have students create an acronym. Maybe the 'm' stands for messy. The first 'o' stands for "oh no!" and so on.

The same can be done by turning the word "duck" into an acronym.

Then, have the students create acronyms from their own names. The students should come up with an adjective for each letter in their names that they think best describe them.

For an added art activity, have students create a poster with their name on it and all of the adjectives that make up their acronyms. Additionally, they can create a collage of their adjectives and pictures that represent those words.

Math

Word Problems *For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) Duck and Duck make breakfast. They start by frying 3 eggs. They then decide to fry an additional 3 more. How many eggs do they fry?
- 2) Duck fills 5 balloons with helium. Moose pops 4 of those balloons. How many balloons are left?
- 3) Duck and Duck light 6 candles on the cake. They decide to add 2 more candles. How many candles are on the cake?
- 4) Duck and Duck set up 7 cartons of paint on the table. Moose bumps into the table and 3 of the cartons fall onto the floor. How many cartons of paint are left on the table?
- 5) Duck and Duck give Moose 5 presents. Moose's friends bring 4 more presents. How many presents does Moose have?

Teaching Patterns

Patterning teaches similarities and differences, in addition to the order, or sequence, things occur.

Essentially, the text in *Duck, Duck, Moose!* is a pattern. Help students determine the pattern by substituting "A" for Duck and "B" for Moose. Therefore, the first sequence (the title) would be AAB. This can be done for the entire book.

To teach pattern recognition:

1. Build a simple pattern on the table using M&Ms, buttons or pieces of paper. Start with an alternating pattern (called an AB pattern): one red candy, one green candy, one red, one green, and so forth. Be sure to repeat the pattern at least once.
2. Challenge the students to identify the pattern.
3. Next, students should continue the pattern by building a sequence that's exactly like the initial pattern. "How did you know to start with a red?" or "Why did you use a green here?"

Some more difficult patterns to practice are: AAB, ABB, AABB, and ABC.

Using sounds, create:

- An AAB snoring pattern for Moose.
- An ABB snoring pattern for Duck.
- An AABB balloon inflating pattern.
- An ABC cake making (eggs cracking, stirring, etc) pattern.
- What other fun patterns can be created from the book *Duck, Duck, Moose!?* Be creative.

Science

Animal research project.

Divide the class into the Duck Group and the Moose Group.

Take a trip to the school library. With the help of the librarian, the Duck Group gathers information about ducks and the Moose Group research moose.

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following 6 topics:

- Physical traits

- Food
- Habitat
- Babies
- Predators/Survival
- Other fun facts

Once the information is gathered, each group should work to create either an illustrated poster or booklet of their findings.

How do the characters in *Duck, Duck, Moose!* compare to moose and ducks in the natural world? What are the similarities? What are the differences? Why do you think Bardhan-Quallen chose these two animals for her story?

Duck, Moose or Both trivia challenge

Students can test their Moose and Duck knowledge.

The teacher will read a fact (ie. I have feathers).

Students must determine if the fact is about a duck, a moose or both.

If the fact is about a duck, students will use their hands to make a beak. If the fact is about a moose, the students will make moose antlers with their hands. If the fact is about both, students will do the clap three times, jump into the air and yell Yee-haw!

If a student gives the wrong response, they are "out". Facts should increase in difficulty and play continues until there is only one player who is the winner.

Mixed Up Science

For this activity you will need a stack of index cards, or several small scraps of paper. Write one fact about a moose or a duck on each index card.

Examples can include "I have large antlers." "I have feathers." "I am covered in fur." "I hatched from an egg."

Shuffle the cards and instruct each student to choose 3 cards.

Using the facts on the three cards, students must create an illustration and a fake encyclopedia entry about their mixed up animal. What does each fact say about the animal? What can you determine about its habitat and eating?

Social Studies

Paper Bag Puppets with Personality

Materials:

- Brown paper lunch bags
- Crayons and markers
- Glue
- Yellow construction paper for beaks and webbed feet
- Brown construction paper for noses, ears and antlers

Using the provided art materials, students will create duck and moose paper bag puppets. Provide a finished example, if possible, for students to use as a guideline.

Encourage children to decorate their duck and moose. Remind them that their duck or moose does not have to look like the characters in the book. Students should be free to be creative.

Once puppets are finished, read *Duck, Duck, Moose!* aloud.

“Interview” moose and duck puppets regarding what they are feeling throughout the story.

- Why are you sad?
- Why did you yell?
- What went wrong?
- How can we make you feel better?

Use this as a lead into a discussion about how we treat people and how our actions affect how others feel.

Are You a Duck or a Moose? survey

Are you the type of person who is always running late? Do you get bumps and bruises a lot or are you always getting into an accident? You might be a moose!

Are you organized? Do you like to plan? Do you clean up your room and like to be tidy? You might be a duck!

Create and conduct a survey of students and teachers in the school to determine who is a duck and who is a moose. Display the findings on a bulletin board or wall.

Happy Moose Day! Happy Duck Day!

At the end of *Duck, Duck, Moose!* there is a surprise party for Moose.

Plan a Moose Day party in class. What are some ways to celebrate who Moose is and what Moose likes? Search the illustrations of the book for suggestions.

- What would you eat? (Pineapple Upside Down Cake? Tossed Salad?)
- What kind of games would you play? (Twister? Tug of War?)
- What kinds of presents would you give Moose?
- In what ways can we show Moose that we love him just the way he is?

Have each student make a card for Moose stating what they like about him and why they appreciate him.

THEN...

Plan a Duck Day party in class. What are some ways to celebrate who Duck is and what Duck likes? Search the illustrations of the book for suggestions.

- What would you eat? (Sandwiches with the crust cut off? Pigs in a Blanket?)
- What kind of games would you play? (Tic-Tac-Toe? Jenga?)
- What kinds of presents would you give Duck?
- In what ways can we show Duck that we love him just the way he is?

Have each student make a card for Duck stating what they like about him and why they appreciate him.

Further Activity: Using the surveys created in the previous activity, throw a party to celebrate the ducks and moose in the school. Highlight what is special about each person and why they are appreciated just the way they are.