

## Duck or Rabbit

**Standards:**

**Goal:** Students will learn to be open minded and listen to the opinions of others to exemplify the pillar of fairness.

**Materials:**

- Book: *Duck! Rabbit!* By Amy Krouse Rosenthal and Tom Lichtenheld Link:
- Copies of Duck/ Rabbit Template
- Writing Utensils
- Writing Paper

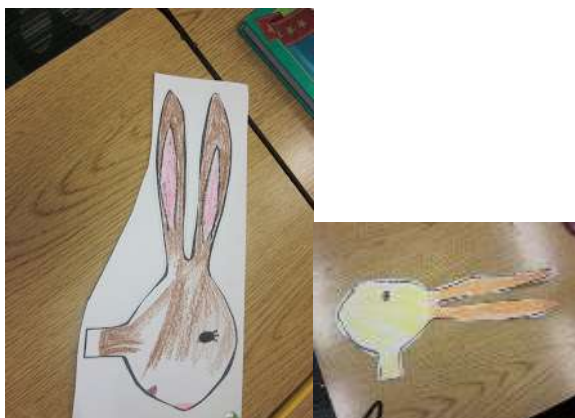
**Procedure:**

**DQ2: Intro/Review/Engage:** Ask: Have you ever had an argument with someone and felt that they were wrong and you were right. How did it make you feel?

**DQ2: Direct Instruction:** Read *Duck! Rabbit!* and stop at various locations to discuss the character, setting and problem.

**DQ2: Shared Practice:** After the story, take a vote to see if students think if the animal in the book is a duck or rabbit. Say: If you think the animal is a duck, raise your hand? Have them give their opinion on why they think it is a duck? If you think the animal is a rabbit, raise your hand? Have them give their opinion on why they think it is a rabbit? Show the students the duck/ rabbit template and tell the students that the are going to have the opportunity to decorate the template as a duck or rabbit.

**DQ3, 4: Independent Practice:** Give the student the template and give them time to decorate it to look like a dock or rabbit, whichever they think it is.



After they have decorated, they have to write. Have them start with their opinion of what their animal is. Then they have to back it up with at least three supporting details. This part will not be easy for them but have them think out loud and verbally tell you their reasons and then write or have them talk to their neighbor.

**Extension Activity:****Reflection:**

Lesson adopted from: <http://thefirstgradefairytales.blogspot.com/2013/04/duck-rabbit-oooh-i-have-opinion-freeb>

# Ducks or Rabbits?

Handwriting practice lines consisting of 10 rows. Each row has a solid top line, a dashed middle line, and a solid bottom line.

