



ONE DUCK STUCK

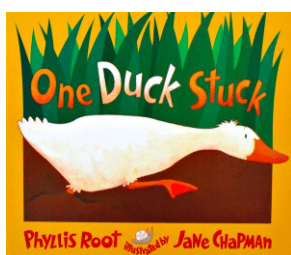
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

DID YOU KNOW READING BOOKS IS A GREAT OPPORTUNITY TO SUPPORT STEM LEARNING?

Reading with older toddlers and preschoolers uses **PEER**:

- Use additional Prompts if needed,
- Evaluate and
- Expand your child's answers, and
- Repeat the prompts.

ABOUT THIS BOOK



One Duck Stuck is a book written by Phyllis Root and illustrated by Jane Chapman. In this book, a duck gets stuck in the sticky, squishy mud. She sees lots of different animal friends in the marsh. Who can help pull her out?

WHERE CAN I FIND THIS BOOK?

Search [YouTube](#), [BookShare](#), [Archive.org](#), and your local library.

ADAPTATIONS

STEMIE's tips for making adaptations to the storybook reading process

<https://stemie.fpg.unc.edu/resource/a-guide-to-book-adaptations/>

Scan the QR code to download or view online.



Expanding | S, T, & M

One Duck Stuck

By Phyllis Root

Complete a sentence



"The duck is _____ (stuck)."

Recall



"What animals did you see in the book?"

Open-ended questions



"How did the duck get unstuck?"

WH questions



"What is the mud like?"

Distancing questions



"What would you do if you were stuck in the mud?"

STEM Words & Ideas to Explore

- Numbers & Counting
- Forces & Motion
- Repetition & Looping
- Sound
- Animals





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ADAPTATIONS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested literacy activity. These are only suggested activity adaptations. Consider consulting your child's care team first.



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.

SUPPORT CHILDREN WITH VISUAL IMPAIRMENT, DEAF-BLINDNESS, OR MULTIPLE DISABILITIES:



Storybox:

Select corresponding items and place them in a container or a box. Items may include:

- Stuffed animals
- Rubber duck
- Braille number blocks

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children with sensory challenges

SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



Pictures, Symbols, Signs, or Icons:

- Select pictures that correspond to items, objects, or animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children's learning
- Support children who are deaf or have a hearing impairment



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VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

Check out STEMIE's tips for creating and using visual supports with

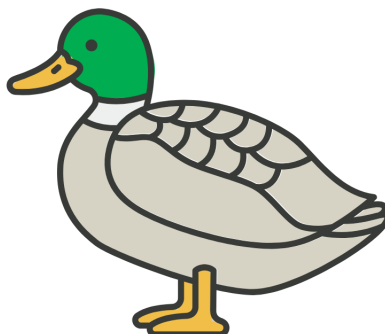
[A Guide to Visual Supports.](#)



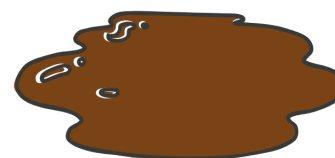
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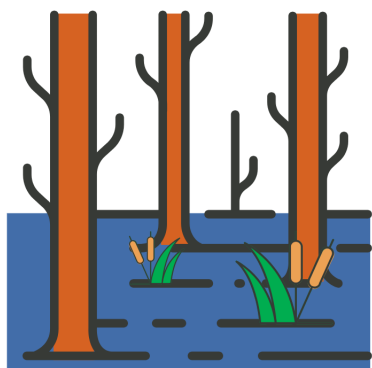
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Duck



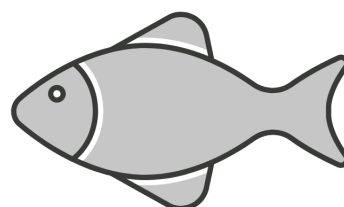
Mud



Swamp



Help



Fish



Moose



Cricket



Frog

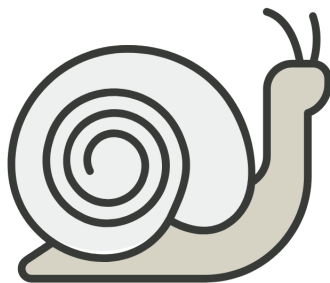


ONE DUCK STUCK

VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD



Skunk



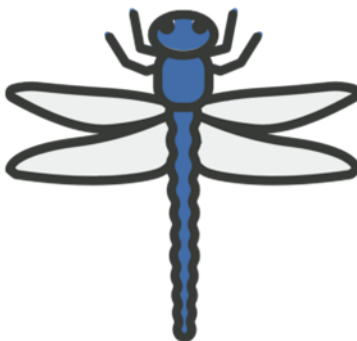
Snail



Possum



Snake



Dragonfly



Need more visual cues?

Use the empty squares above to create your own or visit [STEMIE's Visual Cue Library](#).



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

NOTICING ANIMALS

Description: Help your child **notice** and identify **living things**. Talk about why the **animal might live where they do**. Also talk about how they **move**.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to make connections between words and real-life experiences. This helps children develop fundamental critical thinking and problem-solving skills.

Go on a walk together and encourage your child to be aware of any animals or places animals might live. Examples of questions you might include:

- "You're right, there is a **bunny** in the **bushes**! Why might it **live** there instead of in **water**?"
- "I see a **worm wiggling** in the **dirt**. Why might it **live** there? Do you think it is **cold or hot** in the dirt?"
- "You pointed at the **bird** in the **tree**. Do you think looking for **food** is easier or harder from up there?"

COUNTING AND SORTING ANIMALS

Description: Help your child learn to **count**, **classify**, and **take data** by keeping a running record of **animals (birds, bugs)** they **observe** while they are outside playing or on a nature walk. Talk about what they saw the **most** of and why that might be.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to make connections between words and real-life experiences. This helps children develop fundamental critical thinking and problem-solving skills, as well as math skills.

Give your child the lead to **count**!

- Ask, "**How many animals (birds, mammals, reptiles, bugs)** do you **notice**?"

Encourage your child to document their observations through creative arts and crafts (take/draw pictures).



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

ADDITIONAL ACTIVITY IDEAS:

- Try visiting a nearby lake, creek, or pond to look for **ducks** and other **animals**. Ask your child, "What kind of **animal** is a **duck**?" "Where do you think they **live**?" "Why do **they live near water**? Do other **birds like to live near water**? Why or why not?" If you don't live near a body of water, try a virtual visit to the Mississippi River Flyway Webcam here: <https://explore.org/livecams/raptor-resource-project/mississippi-river-flyway-cam>
- Check out our [Discovery Play Activities](#) for Nature Scavenger Hunt and for Counting Things That Fly
- Talk with your child about what certain **animals** do. As an example, ask your child, "Can you see any **animals that can fly**? Do you think all animals are able to fly? Why or why not."
- Do an activity with your child with **sticky material** like tape or magnets. Talk about why some things stick and some things don't.

