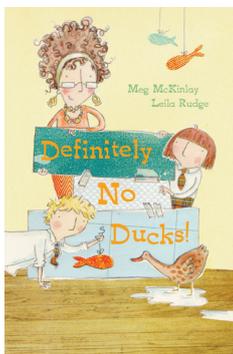




Walker Books Classroom Ideas



Definitely No Ducks!

Author: Meg McKinlay
Illustrator: Leila Rudge
ISBN: 9781921977855
ARRP: \$13.95
NZRRP: \$15.99
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*Notes may be downloaded and printed for regular classroom use only.

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Outline:

Max, the class duck, is in trouble. The Antarctica display has been totally destroyed. Ripped. Torn. Chewed. And everyone knows Max is to blame. Or is he? Abby and Noah are determined to uncover the truth. If they can't, they will have to say goodbye to Max forever.

A sequel to the CBCA short-listed *Duck For A Day* (Younger Readers, 2011).



Author/Illustrator Information:

Meg McKinlay grew up in Bendigo, Victoria, in a book-loving, TV- and car-free household. A poet as well as a children's writer, Meg developed an affinity with the Japanese language after going on an exchange year in high school, and went on to complete a PhD in Japanese Literature. She lives with her family near the ocean in Fremantle, Western Australia, and is an Honorary Research Associate at the University of Western Australia, where she has taught Australian Literature, Japanese, and Creative Writing. Meg divides her time between teaching and writing, a balance that swings wildly between chaos and calm but she is always busy cooking up more books.

Leila Rudge was born in England and grew up making mud pies with six siblings and Jeni from number 15. After completing an Illustration Degree at Bath Spa University, Leila headed to Australia to seek her fortune (and the sunshine). Creating tiny characters for books is her favourite part of illustrating.

How to use these notes:

This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

<p>These notes are for:</p> <ul style="list-style-type: none"> • Primary years 2-4 • Ages 7-9 	<p>Key Learning Areas:</p> <ul style="list-style-type: none"> • English 	<p>Example of:</p> <ul style="list-style-type: none"> • Chapter book • Junior fiction • Illustrated fiction 	<p>Themes/ Ideas:</p> <ul style="list-style-type: none"> • Justice • Friendship • Responsibility • Teamwork • Problem solving
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National Curriculum Focus:*

English content descriptions include:

Year 2		Year 3		Year 4	
ACELA1462	ACELT1590	ACELA1477	ACELT1600	ACELA1490	ACELT1606
ACELA1463	ACELT1591	ACELA1478	ACELT1601	ACELA1492	ACELT1607
ACELA1465	ACELY1665	ACELT1594	ACELY1675	ACELA1496	ACELY1687
ACELA1466	ACELY1666	ACELT1596	ACLEY1678	ACELT1602	ACELY1690
ACELA1469	ACELY1668	ACELT1598	ACELY1682	ACELT1603	ACELY1694
ACELT1587	ACELY1671	ACELT1599			
ACELT1589					

*Key content descriptions have been identified from the Australian National Curriculum. However, this is not an exhaustive list of National Curriculum content able to be addressed through studying this text.

Meg McKinlay on *Definitely No Ducks!*

I had so much fun writing *Definitely No Ducks!* From the very beginning, I felt there should be an exclamation mark in the title because this was going to be a story with some dramatic happenings and wacky shenanigans. When I finished *Duck for a Day* I had no plans to write a sequel, but I found the characters staying with me, taking on a life after the story. I found myself wondering what would happen next, and while I was wondering, a new story began to grow.

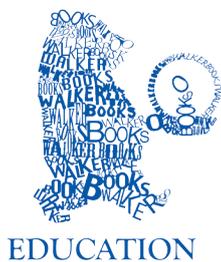
In *Definitely No Ducks!*, something I wanted to do was to explore Noah's character a little bit more. Although I'm fond of all the characters in *Duck for a Day*, to me, Noah is the heart of the story, and I've grown very attached to this scruffy little boy. I think he is exactly the sort of boy I would have wanted to be friends with when I was a kid – quiet, thoughtful, a little unusual. I wanted readers to get to know him a little better, too, and I thought it would be interesting to observe the developing friendship between Abby and Noah, who of course have very different backgrounds and personalities.

If I'm honest, though, my other goal was to dress a duck up in a penguin suit. And to sneakily slip the awesome word "penguin-y" into another story. Mission(s) accomplished!



Discussion Questions and Activities

- Before reading *Definitely No Ducks!*, view the cover and title of the book. Identify the following:
 - » The title of the book
 - » The author
 - » The illustrator
 - » The publisher
 - » The blurb.
- From the title of the book only, what do you think the story might be about? What genre do you think it will be? How do your predictions change after looking at the cover? What about after reading the blurb?
- What is the first thing you look at on the cover of the book? Then where does your eye go? And then where? This is called "the reading path" (the way your eye travels about an image). Why do you think it is called this? Sketch a rough copy of the book cover and draw your reading path on it.
- What feelings do you think the two characters on the cover have towards the duck? What gives you this impression? Consider body language, positioning, facial expressions and gaze (the direction the characters are looking).
- What sort of personalities do you think the characters on the cover have? Why?
- What words could you use to describe the title font (lettering) used by the designer? Why do you think they have chosen this font?
- Working in small groups, choose an episode from the book and compose a play script based on it. Perform this for the class.
- Create character maps for Abby, Noah, Mrs Melvino, Melanie and Mr Oswald. Draw a picture of each character in the centre of the page and then around it write:
 - » their name
 - » information about their age, appearance, family, hobbies, etc.
 - » their role in the story
 - » words to describe their personality
 - » three quotes from the novel which demonstrate their personality
 - » how they have changed since we first met them in *Duck for a Day*?



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Discussion Questions and Activities

- Abby acts as a detective in *Definitely No Ducks!* as she searches for clues to clear Max's name. Fill out information under the below headings based on information Abby finds out about the display being destroyed:
 - » What was the crime?
 - » Who are the suspects?
 - » What evidence is there?
- Write a report for the school paper on the destruction of the Antarctica display. Make sure your report only includes facts and not your feelings.
- How does Mr Oswald change by the end of the book? Does he really like Max?
- Noah isn't very good at public speaking at the beginning of the book. List five tips that might help him be more confident when speaking in public.
- Do you think Melanie should have brought Lulu to school? Why or why not?
- Design a poster advertising the school assembly. Include information and pictures that will persuade people to come and watch the assembly.
- Max is blamed for destroying the Antarctica display even though he is innocent. How could this have been avoided?
- What clues do Abby and Noah collect that convince them that Max is innocent and Lulu is the culprit?
- "Glitter was one thing for a Chihuahua but it was no good for a dignified duck like Max." What does dignified mean? Why is glitter no good for a dignified duck?
- Why doesn't Abby tell on Melanie when she catches Lulu destroying the penguin? (see pages 84-85)
- Max has a number of different quacks he uses to communicate with people. People also use noises other than words to communicate sometimes. As a class, make a list of some of these noises and what they mean (e.g. sigh – frustration/boredom, gasp – surprise, etc.).
- Body language can also be used as non-verbal communication. Make a list of gestures a person can make with their body and what they mean (e.g. nodding – agreement, smiling – happy, etc.)
- What kind of text is *Definitely No Ducks!* (i.e. narrative, procedural, persuasion, information)? What features of the text make this apparent? Who is the intended audience of this book?
- What begins and ends most sentences? Find examples of different types of punctuation in the book and explain what each type means.
- Look at Leila Rudge's illustrations. How would you describe her style? What is unique about it? Choose one page of the story and illustrate it in your own style.
- Compare the illustrations in this book to another fiction book and an information book. How are they different? How do these different types of illustrations serve the text in their respective books?
- Have you ever been blamed for something you didn't do? How did you prove your innocence?
- Write a review of *Definitely No Ducks!* Include what you liked and disliked about it and compare it to similar books. Recommend who would enjoy the book the most.
- Draw a timeline of events that happened in the book.
- Whose point of view is this book written from? Rewrite the chapter "Definitely No Ducks" (p 29) from Mr Oswald's point of view.

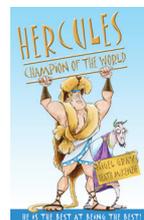
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