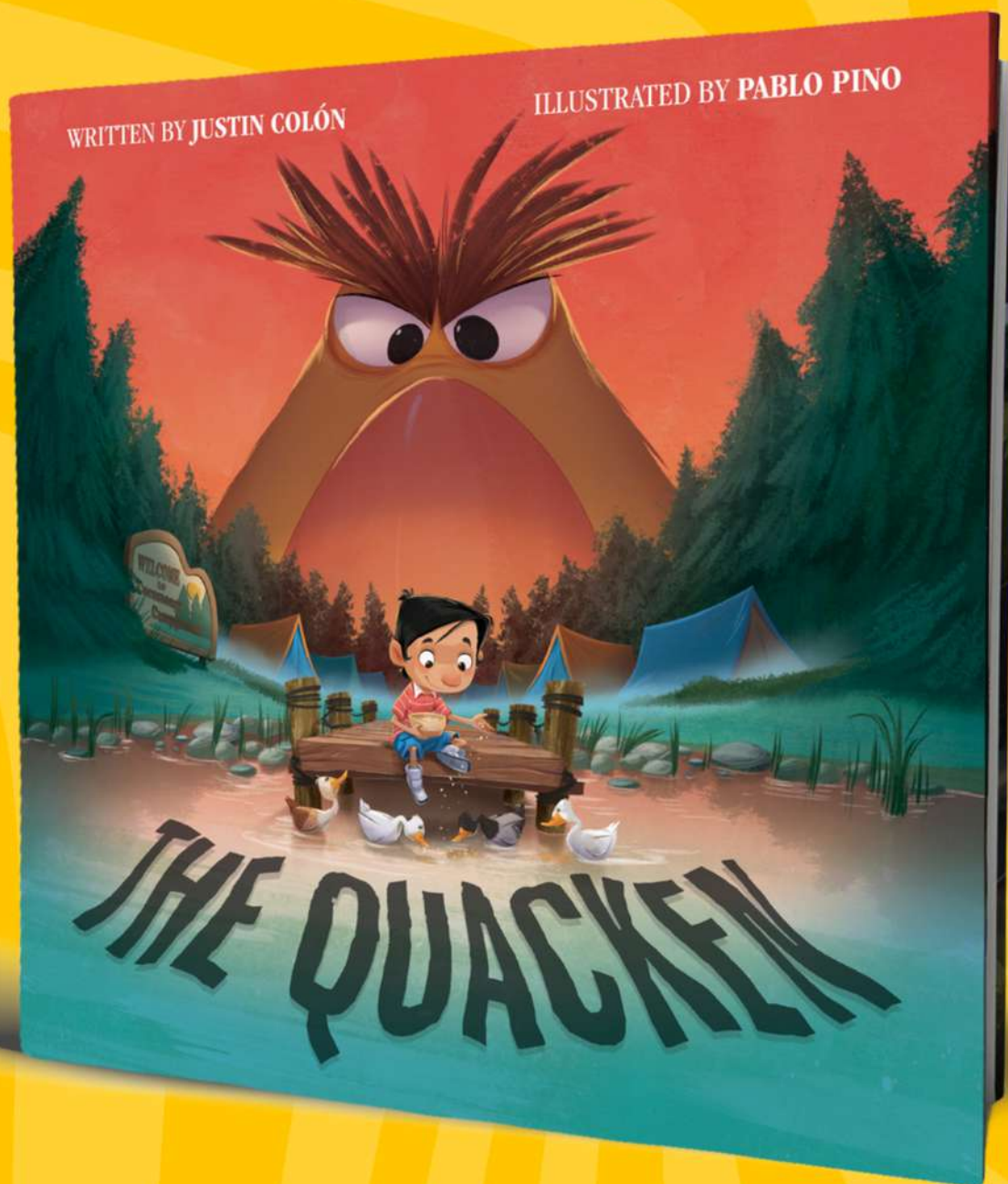


AN EDUCATOR'S GUIDE TO
THE QUACKEN



Simon & Schuster

Written by Justin Colón Illustrated by Pablo Pino

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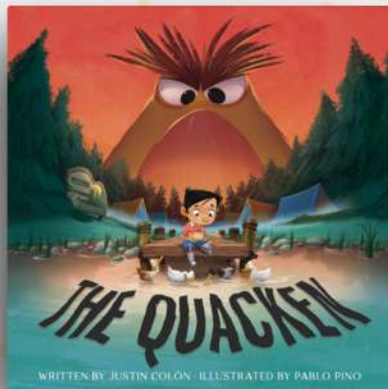
- The art components are dispersed throughout the activity sheets.
- The drama components exist within the extension activities.

ASSORTED

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 Simon & Schuster

ABOUT THE BOOK

Lurking in the lake at Cucumonga Campground is a fearsome and frightening creature. Legend says that it swallows kids, canoes, and even whales whole. But all Hector sees are cute, cuddly, quacking ducks. Until he breaks the campground's most important rule—Don't Feed the Ducks—and releases ...
The Quacken.

REVIEWS & PRAISE

"Pitch-perfect tension and delightful silliness . . . Reminiscent of old, cheesy horror films, this tale will make a hilariously over-the-top read-aloud." — **Kirkus Reviews**

"Debut author Colón and Pino (Pumpkin Day at the Zoo) mix broad spoofs of horror tropes...with the silly extravagance and tight pacing of an 11-minute cartoon. And when a gag both comical and literal finally saves Hector, the story proves itself to be all in good fun, resulting in a lighthearted vibe that's nothing to quack at." — **Publishers Weekly**

"Legend has it there's a new campfire tale in town, one to thrill and delight generations for ages, and they call it...THE QUACKEN."
— **Antwan Eady, award-winning author of Nigel and the Moon**

"A fun, suspenseful story about a legendary creature who is equal parts eerie and entertaining." — **Jessie Sima, New York Times bestselling creator of Not Quite Narwhal**

RECOGNITION & NOMINATIONS



Named on the July/August 2024 Kids' Indie Next List by American Booksellers Association

Nominee for The Children's Literature Association of Utah's (CLAU) 2026 Beehive Picture Book Award

ABOUT THE CREATORS

AUTHOR:

JUSTIN COLÓN is a professional actor, children's book author, and creator of creatures. His picture books include *The Quacken*, *Impossible Possums*, *Impossible Possum for Mayor*, *The ZomBees*, and *Vampurr*. As a former Boy Scout, Justin spent many summers being snacked on by every insect imaginable, but he never encountered the elusive Quacken. Justin lives in New York, not far from a lake filled with plenty of perfectly ordinary, well-behaved ducks. As far as he knows, they haven't tried to eat any of the local children. You can visit him at www.justincolonbooks.com.



ILLUSTRATOR:

PABLO PINO was born in August 1981 in Buenos Aires, Argentina. He grew up watching cartoons, playing football and drawing a lot. These days, he doesn't watch as much TV and only plays football once a week, but still has the joy of painting every day. Why? Because, for the last 10 years, he's been working as a professional illustrator for different print media. What he enjoys the most is illustrating books for children and teenagers. Besides the 40 published books Pablo's illustrated, among novels and tales he also does characters designs, board games and collaborate on designs for schoolbooks and magazines with various worldwide publishing companies. Pablo is self-taught and his illustrations are mostly computer drawn, but he always adds textures that he makes with pencils, crayons, acrylics and pretty much any material that lets him get messy like when he was a child.



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SUPERCHARGE YOUR LESSONS!

This classroom guide accompanies *The Quacken*. It contains printable activities and interactive lesson plans to complement your daily instruction. Designed for students in first through fifth grade, it complies with the common core curriculum. Areas of focus include English language arts (ELA), math, science, social studies, art, and drama.

EXTENSION ACTIVITIES:

ACTING & IMPROVISATION: At the end of the story, the main character, Hector, is interviewed by the news about his encounter with the Quacken. However, the spread contains no written dialogue. Ask students to play the roles of reporters and interviewees, taking turns asking questions and responding to those questions as if they've just escaped the Quacken.



QUACKEN CRAFTING: Provide students with assorted supplies such as paper plates, construction paper, paint, markers, crayons, feathers, felt, pom poms, pipe cleaners, yarn, and more. Encourage them to craft their own versions of the Quacken. They can experiment with color, patterns, proportions, and more.

RAISE A QUACKEN: Have students research the vital role ducks play within an ecosystem. Perhaps even focus on the species of ducks native to your region. Then, using an ethical source, hatch a brood of ducklings in your classroom. As you rear the ducklings, students can discuss a duck's life cycle, anatomy, nutritional needs, unique behaviors, and more.

BEFORE READING

➤ 1

What are some reasons you should not feed wildlife?

➤ 2

What are healthy and unhealthy things to feed ducks?

➤ 6

What is a legend? Why do you think people make up legends?

➤ 3

What are some ways manmade food can throw off the balance of an ecosystem?

➤ 5

Why do you think it's important to follow rules?

➤ 4

What are some animals that live in the lakes and forests where you live?

QUACK-wise



DISCUSSION QUESTIONS


01. How do you think the author came up with the for the Quacken?
02. How and why do you think the duck turned into the Quacken?
03. Who do think started the legend of the Quacken at Cucumonga Camoground?
04. Would you break the rule and feed the ducks if they looked hungry?
05. How did Hector feelings change throughout the story?
06. Would you visit Cucumonga Campground, why or why not?
07. What do you think happened after the duck followed Hector out of Cucumonga Campground?
08. What do you think is the funniest part of the book, and what do you think makes it funny?
09. How did the author use language, such as adjectives and verbs, to build tension and suspense?


Name: _____


Teacher: _____


QUACKEN SEQUENCING


Directions: Cut and glue the story events from The Quacken in the order that they happened.


_____ 


_____ 


_____ 


_____ 


_____ 

_____ 

_____ 

_____ 

_____ 

_____ 



Hector broke the most important rule and fed the ducks.

Hector and his family left Cucumonga Campground.

The Quacken caught Hector and tasted him.

Hector arrived at Cucumonga Campground

Hector and his family left Cucumonga Campground.

The Quacken chased Hector.

The Quacken threw everything up.

Hector released the Quacken.

The Quacken followed Hector home.

The Quacken became small again.

NAME:

TEACHER:

WORD WORK (PRIMER)

Trace each word:

Write the sight word again:

quack

quack

whale

whale

quiet

quiet

hungry

hungry

sniff

sniff

lick

lick

Use each sight word in a sentence.

1.

2.

3.

4.

5.

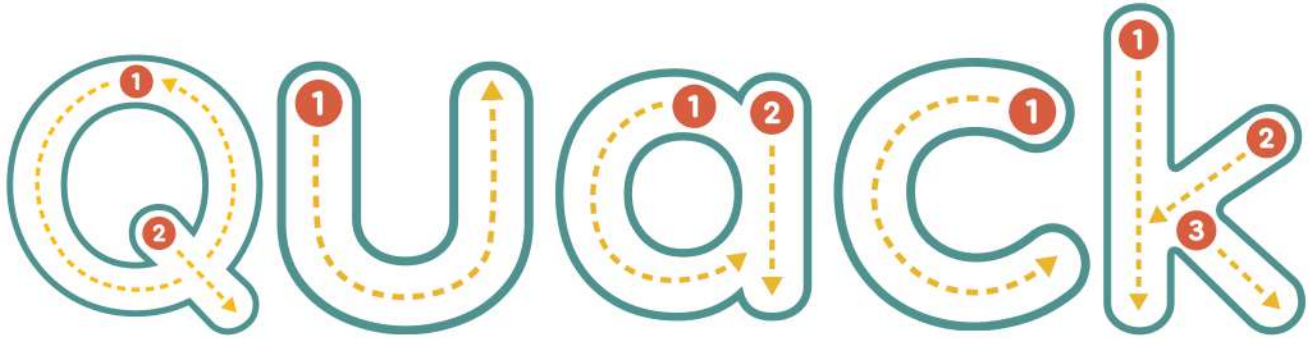
6.



Name:

Teacher:

Directions: Trace the word, then write it on the lines below.



Four sets of handwriting lines for practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Name:

Teacher:



RELEASE THE QUACKEN!

Directions: Write about what you would do if you released the Quacken.



CREATE A CREATURE!

Name:

Teacher:

Legend had it that a creature lurked in the lake.
A fearsome, ferocious, frightening creature.
Some said it swallowed canoes. Campers. Even whales. **WHOLE!**



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Art © 2024 by Pablo Pino

Directions: Using the legend from The Quacken, create your own creature and draw it in the box above.

Name: Teacher:

CHARACTER TRAITS OF THE QUACKEN

Directions: Fill in each box with a word that describes the Quacken.



Name:

Teacher:

Directions: Respond to the writing prompt below, then draw inside the box to show your thinking.



I would NOT break the most important rule at Cucumonga Camground and feed the ducks because:



Name:

Teacher:



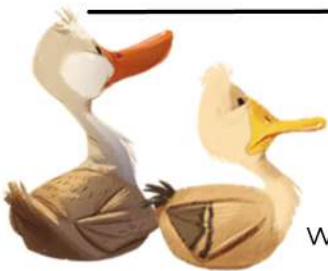
Directions: Respond to the writing prompt below, then draw inside the box below to show your thinking.



A large empty rectangular box with a red border, intended for drawing.

I WOULD break the most important rule at Cucumonga Camground and feed the ducks because:

Four horizontal lines for writing the answer to the prompt.





MISSING!



Name:

Teacher:

Directions: Draw something in the box below that you think the Quacken would eat if it were on the loose at your school. Then describe the missing item on the lines beneath your drawing.

WHAT IS IT?

WHAT IS IT USED FOR?

HOW MUCH MONEY IS IT WORTH?

WHAT COLOR IS IT?

DOES IT HAVE A PATTERN?

DOES IT HAVE A DESIGN ON IT?

HOW HEAVY IS IT?

HOW OLD IS IT?

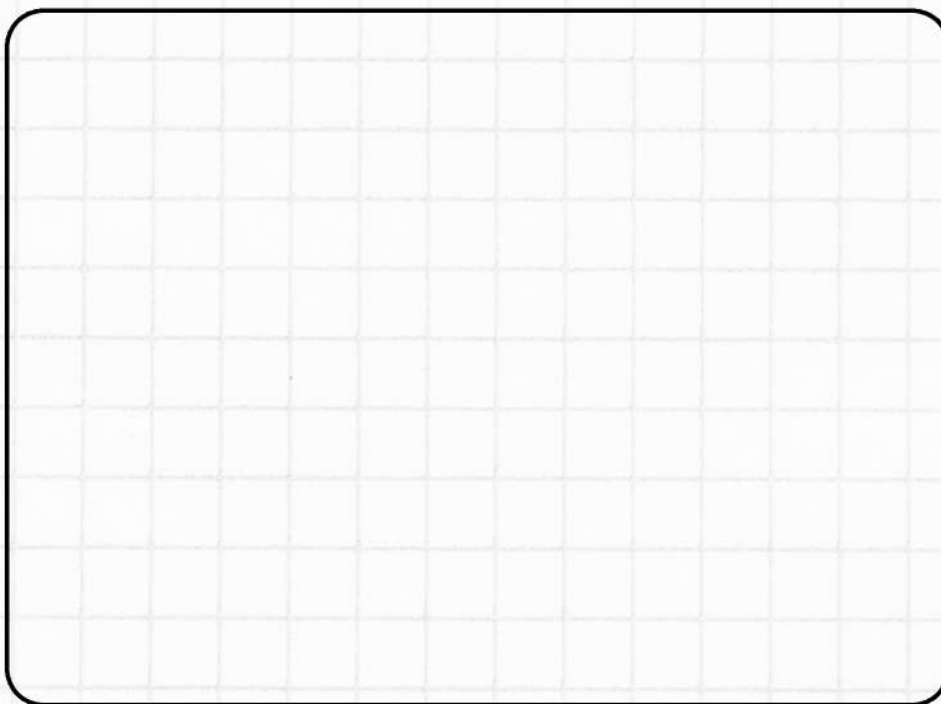
WHAT DOES IT SMELL LIKE?

WHAT DOES IT TASTE LIKE?

WHAT DOES IT FEEL LIKE?

WHERE WAS IT LAST SEEN?

WHEN WAS IT LAST SEEN?



IMPORTANT INFORMATION ABOUT THE MISSING ITEM:





Name:

Teacher:

Directions: Write about the story's problem and solution.



PROBLEM:

SOLUTION:



NAME:

TEACHER:



STORY ELEMENTS

Directions: Illustrate the story elements below.

A large, empty rectangular box with a thick black border, intended for drawing the characters of the story.

CHARACTERS

A large, empty rectangular box with a thick black border, intended for drawing the setting of the story.

SETTING

A large, empty rectangular box with a thick black border, intended for drawing the problem of the story.

PROBLEM

A large, empty rectangular box with a thick black border, intended for drawing the solution of the story.

SOLUTION

Name: _____

Teacher: _____

SETTING

MAIN CHARACTERS

RISING ACTION

CONFLICT

STORY MAP

Identify the story elements and write them in the boxes.

CLIMAX

FALLING ACTION

RESOLUTION



Compare and Contrast

Name:

Teacher:



THE QUACKEN

OTHER DUCKS

BOTH



NAME:

TEACHER:

NOUNS, VERBS & ADJECTIVES

Directions: Identify whether each word in the Word Bank below is a noun, adjective, or verb. Then write it in the box it belongs to.



NOUN

A person, place, animal, thing, idea, or thought

ADJECTIVE

A 'doing' or action word

VERB

A words that describes something

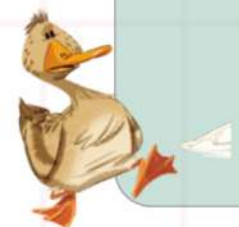
WORD BANK

DUCKS	MUSTACHE	WARNED	WATCHED	LURKS
ENORMOUS	SILENCE	DUCKS	LEGEND	SPRINTED
STRANGE	CRUMB	SHIVERED	FRIGHTENING	BIG
CHILDREN	HUNGRY	POWERFUL	CANOE	ESCAPED

NOUNS

ADJECTIVES

VERBS



NAME:

TEACHER:

PREPOSITIONS, CONJUNCTIONS & INTERJECTIONS

Directions: Identify whether each sentence below contains a conjunction, preposition, and/or interjection. Then circle it.

PREPOSITION:

A "FUNCTION WORD" THAT SITS BEFORE A NOUN OR PRONOUN. IT TELLS YOU WHERE OR WHEN SOMETHING IS IN RELATION TO SOMETHING ELSE. IT SHOWS DIRECTION, LOCATION, TIME, OR INTRODUCES SOMETHING.

Example: Hector was never the same after he visited Cucumonga Campground.

CONJUNCTION:

IT EXPRESSES A STRONG EMOTION OR FEELING SUCH AS ANGER, EXCITEMENT, DISGUST, AND SURPRISE. USUALLY IT STANDS ALONE AND HAS AN EXCLAMATION MARK AFTER IT, BUT IT CAN ALSO HAVE A COMMA OR QUESTION MARK. E.G.

Example: The Quacken ate two canoes and a whale.

INTERJECTION:

A "JOINING WORD" THAT LINKS TWO PARTS OF A SENTENCE TOGETHER.

Example: Woah! What was that?

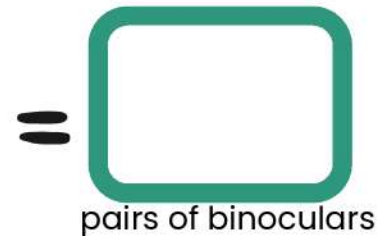
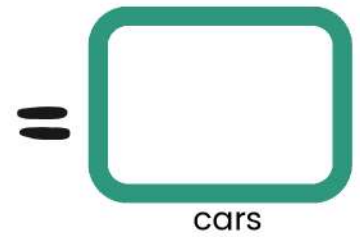
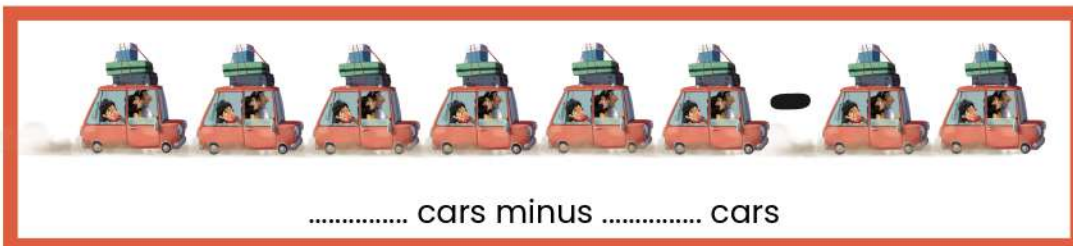
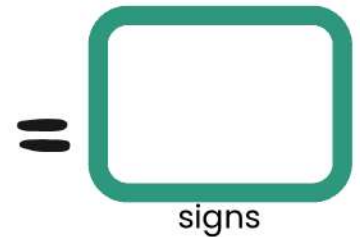
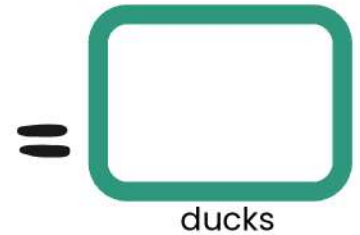
1. Something strange was happening at Cucumonga Campground.
2. Legend had it that a creature lurked in the lake.
3. Some said swallowed campers. Canoes. Even whales. WHOLE!
4. Don't look at the ducks!
5. Hector broke the most important rule of all.
6. Ducks flocked from near and far. Dozens of ducks, Oodles of ducks. Ducks upon ducks.
7. Soon Hector was all out of food.
8. He found one last crumb and tossed it into the lake.
9. Hector sprinted toward safety.
10. Hector stumbled through the deep, dark woods until he discovered the perfect hideaway.
11. Hey! You're no park ranger!
12. PHEW! Safe at last.
13. Hello?! Who's there?
14. BLEEEGGGGHHH!
15. And that's how Hector escaped the Quacken and lived to tell the tale.
16. "Wait a minute . . . "

NAME:

TEACHER:

ADDITION

Directions: Count the pictures, write the numbers, and find the total.



NAME:

TEACHER:

SUBTRACTION

Directions: Count the pictures, write the numbers, and find the difference.



..... ducks and ducks

=

ducks



..... signs and signs

=

signs



..... campfires and campfires

=

campfires



..... cars and cars

=

cars



..... pair of binoculars and pair of binoculars

=

pairs of binoculars

NAME:

TEACHER:

MULTIPLICATION

Directions: Count the pictures, write the numbers, and find the product.



.....boats times boats

=

ducks



..... birds times birds

=

signs



..... telephones times telephones

=


campfires



..... lanterns times lanterns

=

cars



..... soccer balls times soccer balls

=

pairs of binoculars

NAME:

TEACHER:

DIVISION

Directions: Count the pictures, write the numbers, and find the quotient.



.....boats divided by boats

=

ducks



..... birds divided by birds

=

signs



..... telephones divided by telephones

=

campfires



..... lanterns times lanterns

=

cars



..... soccer balls times soccer balls

=

pairs of binoculars

Name: _____

Teacher: _____

ADDITION WORD PROBLEMS

Directions: Count the pictures, write the numbers, and find the total.



01.

There were four things missing at Cucumonga Campground. Then three more things went missing. How many things are missing in total?

Number Path



Ten Frame

Equation

Answer

02.

The Quacken swallowed an entire canoe. Then it swallowed two more canoes. How many canoes did the Quacken swallow in total?

Number Path



Ten Frame

Equation

Answer

Name: _____

Teacher: _____

SUBTRACTION WORD PROBLEMS

Directions: Count the pictures, write the numbers, and find the difference.



01.

There were eight canoes at Cucumonga Campground. The Quacken ate three of them. How many canoes are left?

Ten Frame

Number Path



Equation

Answer

02.

There were nine ducks on the lake. Seven ducks flew away when Hector ran out of food. How many ducks are left?

Ten Frame

Number Path



Equation

Answer

NAME:

TEACHER:

MULTIPLICATION WORD PROBLEMS



1

Before Hector arrived, there were only five ducks on the lake. After Hector fed them, there were ten times as many ducks. How many ducks are now on the lake?

$$\square \times \square = \square$$

2

On Monday, there were seven 'Missing' fliers on the 'Lost and Not Found' board. By Friday, there were eight times as many 'Missing' fliers on it. How many 'Missing' fliers are now on the board?

$$\square \times \square = \square$$

3

There were seven 'Do Not Feed the Ducks' signs. But soon, there were six times as many ducks signs as there were before. How many 'Do Not Feed the Ducks' signs are now at Cucumonga Campground?

$$\square \times \square = \square$$

4

For breakfast, the Quacken ate three canoes. For lunch it ate twice as many canoes as it ate for breakfast. And for dinner, it ate three times as many canoes as it ate for lunch. How many canoes did the Quacken eat all together?

$$\square \times \square = \square$$

5

Hector used nine nails to board up the window. He used four times as many nails to board up the door. How many nails did Hector use all together?

$$\square \times \square = \square$$

NAME:

TEACHER:



DIVISION WORD PROBLEMS

1

Cucumonga Campground has 42 visitors. Each cabin at Cucumonga Campground can fit four visitors. How many cabins does Cucumonga Campground need to fit everyone?

$$\square \div \square = \square$$

2

Hector is making smores for him and his new friends at Cucumonga Campground. He has 36 graham crackers. If each smore requires two graham crackers, how many smores can Hector make for him and his friends?

$$\square \div \square = \square$$

3

If Hector makes 56 smores, how many smores can him and his 7 friends have if they each eat the same amount?

$$\square \div \square = \square$$

4

56 ducks flew onto the lake and split up into 8 equal groups. How many ducks are there in each group?

$$\square \div \square = \square$$

5

Hector used nine nails to board up the window. He used four times as many nails to board up the door. How many nails did Hector use all together?

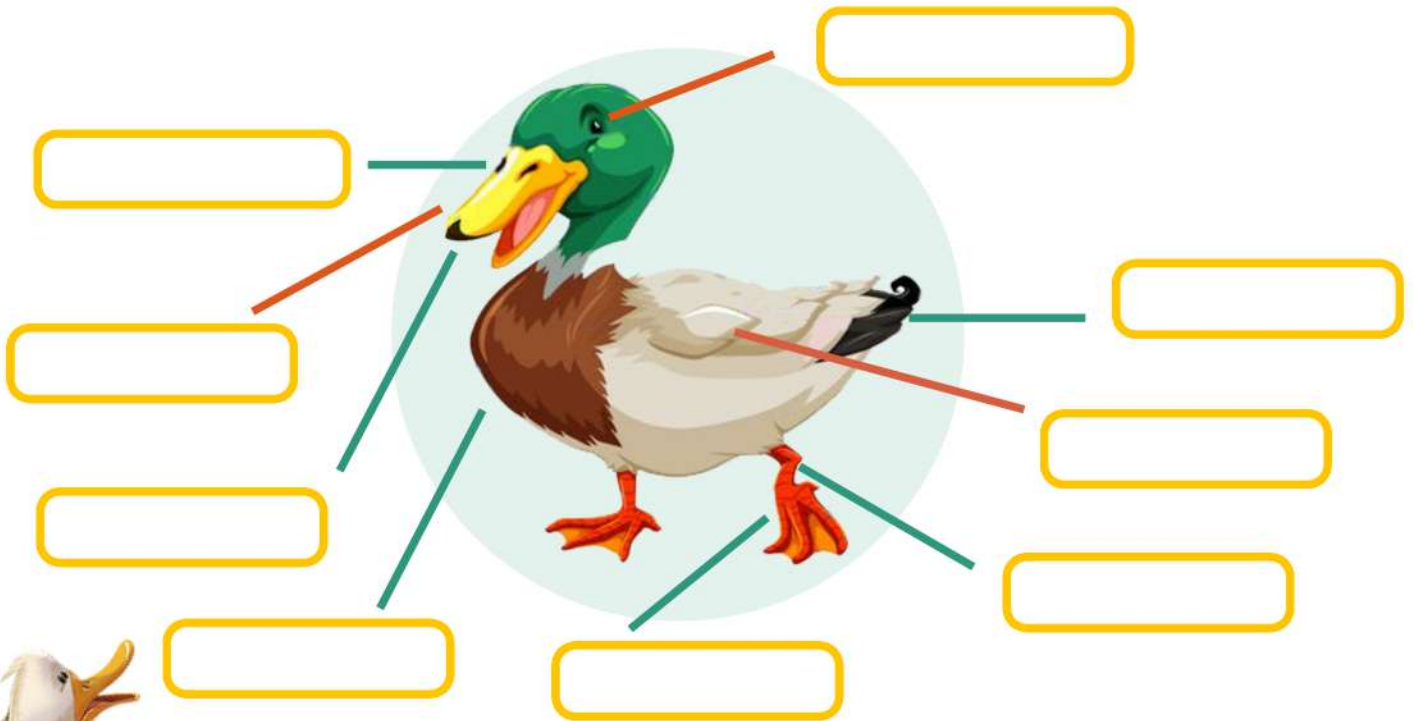
$$\square \div \square = \square$$

NAME:

TEACHER:

FROM BILL TO BOTTOM: THE ANATOMY OF A DUCK

Directions: Count the pictures, write the numbers, and find the quotient.



- WINGS
- TAIL
- SHANK
- FEET
- NOSTRILS
- EYES
- BILL
- NAIL
- BREAST



NAME:

TEACHER:



FROM BILL TO BOTTOM: THE ANATOMY OF A DUCK



Directions: Fill in the blanks with the correct body parts listed in the Word Bank.

- 1) My are strong and muscular, allowing me to take off quickly and fly long distances.
- 2) Wide and flat with a sharp tip, I use my for feeding and preening.
- 3) My are located on the side of my head, allowing me to see almost 360 degrees.
- 4) I use my to swim, float, move through water quickly, and walk on soft surfaces like sand and mud.
- 5) My helps me balance and steer when flying. If it has curly feathers then I'm probably a male.
- 6) I have great hearing thanks to my
- 7) Feathers called cover my ears to protect them from water and debris.
- 8) I have a flexible and can use it to tuck my head into my body to help me fly better.
- 9) My are located on my bill, and are similar to a human's nostrils.
- 10) The is what you call the top of my head.
- 11) Muscular and strong, the is the lower part of my leg just above my foot.
- 12) The is at the top of my bill and helps me root through mud and grass to find food.



Word Bank: Eyes Ears Auriculars Bill Nail Shank
Neck Tail Wings Nostrils Crown Feet



BRING THESE

JUSTIN COLÓN

BOOKS INTO YOUR
CLASSROOM OR LIBRARY!

