



# *Quick Quack Quentin* learning resources

Creative writing activities to  
accompany *Quick Quack  
Quentin* by Kes Gray and Jim  
Field

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Age 5-9

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CFE First Level

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**Scottish  
Book Trust**  
inspiring readers and writers

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## About this resource

This resource will help you use *Quick Quack Quentin* to inspire your pupils to write their own story. The resource has been created to support Scottish Book Trust's [Authors Live broadcast with Kes Gray](#), but you can use it at any point to engage learners with this fantastic picture book.

# Vowel volley

ENG 1-12a

This is a reading activity in which children practise breaking down, sounding out and decoding words with or without their vowels.

Give each child a copy of the alphabet cards from the [vowel volley worksheet](#), which you can download from the Scottish Book Trust website. You can choose whether you want to provide the vowels in red to scaffold recall of vowels and consonants or whether you want to provide all the letters in black to encourage independent recall.

Ask each child to cut out the letters in their own name and place the letters in front of them in the right order to spell out their name. You could have the children sit around in a circle on the floor to do this or have them at their desks – whichever works best in your space.

Choose one child to be the first player.

Take away one of the vowels in the first player's name and have them sound out their name without the vowel. E.g 'Jack' becomes 'Jck' or 'Isla' becomes 'Sla' or 'Isl'.

The first player can then go to any other child in the room and 'borrow' one of their vowels – it might be the same as the vowel they lost or it might be something different. They add the vowel to their name and sound it out again. Is it the same or different as their original name?

The child who loaned a vowel to player one is now player two. They have to repeat the process - sound out their name with the missing vowel, choose another child, borrow a vowel from them, sound out their name again with the new vowel.

Continue until the whole class have had their turn.

The game should be fun as the children sound out their new 'nonsense names'. There is also space for lots of discussion during and after the game about long and short vowel sounds. Did changing the letters in your name make you say any of the other letters differently?

# Story sequence

LIT 1-14a, LIT 1-02a

This activity encourages the children to think about the structure of *Quick Quack Quentin* and see how it moves from the beginning, to the middle, to the end.

The children should work in pairs or groups (of 3 at a maximum) for this activity. Pairs or groups should be planned to allow for peer tutoring/scaffolding of the process. Alternatively, the activity could be completed individually to provide additional challenge.

## **Instructions**

Give each pair/group the [story sequence worksheets](#), which you can download from the Scottish Book Trust website. These describe the various different events in *Quick Quack Quentin* and allow the pupils to place the steps along the story map to illustrate the order of events in the story. The map can be enlarged to A3 size if facilities allow.

To provide additional challenge to some groups you could give them fewer story steps and ask them to add in their own wording for any other steps they can remember. To scaffold the process, you could give children a clue as to which are the first and last steps.

Ask the children to arrange the story steps along the line on the story map in the right order.

Once they think they have the right order they should share their map either with another group or with the teacher to confirm that their story steps are in the correct order.

Once the order is agreed they can stick the steps down onto their story map.

As an extension they could add illustrations to the map.

It doesn't matter too much if the middle steps in which Quentin is visiting different animals are not in exactly the right order. The key thing is that the set-up in which Quentin is missing his 'a' is at the start, and that the point where he meets the aardvark is at the end and that the children understand why these are at the beginning and end of the story.

## **Connective caper**

LIT 1-22a

This is a writing activity which provides the opportunity to practise using common connectives/conjunctions in a familiar context.

In this writing activity we are going to take Quentin on a similar quest to the one in the book.

We are going to imagine that instead of going to the other animals to find someone to lend him an 'a' he goes to the shops on the high street. Most children are familiar with their local shops and often have favourite ones to visit so the context should be meaningful and relevant for them. It will also give them the chance to think about and break down words which they see regularly.

The [connective caper worksheet](#) provides some structure for children to think about this piece of writing before they begin. You may need two lessons for this activity - a planning session and a writing session. These could be on the same day, or on consecutive days.

### **Planning session:**

1. Explain that we are going to make a new story for Quentin – taking him on a trip to the high street to find an 'a' for his 'quck'!
2. Explain that we are going to start by planning our stories to ensure that they have a beginning a middle and an end (it might be wise to have completed the story sequence activity first to reinforce the concept of a beginning, middle and end).
3. Beginning: Give the children 5 minutes in which to use the top two boxes on their worksheet to describe what happens at the beginning of the story – what is the problem that Quentin has (he has lost his 'a')? Use the left box to draw pictures of what is happening at the beginning of the story and then the right box to write down key words, not whole sentences, just words that remind them what they will need to write about at the start of the story.
4. Middle: Give the children slightly longer (7 – 10 minutes) to complete the second row of boxes, as this section requires more imagination than recall. Here they should decide where Quentin goes first to look for an 'a'. They need to name a shop or place on the High Street that he goes, unsuccessfully, to look for an 'a'. They should draw a picture in the box on the left and again add key words in the box on the right. At this point, the children should also think about *why* this place/person cannot help. Children in need of additional challenge could be asked to include more than one place/person who Quentin visits without a positive outcome!
5. End: explain that this section of the story is where the problem is solved. Again give the children 7 – 10 minutes to complete the final row of boxes explaining where Quentin goes next and how he successfully finds an 'a'. They should be able to say why this place can give him an 'a'. This may not be as satisfactorily resolved as the ending in the book – not many shops have a 'spare a' like an aardvark but hopefully most of the children will be able to think of somewhere with an 'a'.

When the children have completed their plans it is ideal if you can find time to give verbal or written feedback on their plans, or allow for peer feedback to iron out any issues there might be with the structure they have planned.

**Note:** The box at the bottom of the planning sheet is a success criteria frame for self/teacher assessment to be used at the end of the writing session, so you do not need to use this just now.

### **Writing session:**

1. The writing session should begin with a discussion / revision of connectives – how they are used and which words function as connectives.
2. Refer the children to the success criteria frame at the bottom of the planning sheet – this can of course be amended for your class or annotated by individual children to reflect their own targets.

The children could be set differentiated targets at the start of the session as to how many and what range of connectives they should use in their piece. More confident connective-users might be asked to use two different connectives not including 'and', those who are less confident might just be asked to use any one connective.

3. The writing session can function just as the planning session did. To start the children could be given 5 minutes to write the opening of their story using the ideas from their planner. Followed by 7 – 10 minutes for the middle of the story – reminding them to use connectives when talking about *why* the characters cannot help Quentin. Lastly there should be 7 – 10 minutes for the resolution / end of the story.

## **Duck drama**

LIT 1-09a

This is a drama-based activity which allows the class to work in groups to put together a new story based on *Quick Quack Quentin* which will form the narrative for a class book.

1. Divide the class into small groups.
2. Explain that this story will be about another character who has lost one of their vowels.
3. Initiate a class discussion on who this person might be, what their name might be, what vowel they might have lost.

4. Nominate one group to be the group who *are* able to help at the end of the story. The other groups should be *unable* to help.
5. Having established who the main character is and who can/cannot help them, the children should go into their groups and each group should decide what sort of place/people they are. E.g. we are pigs on a farm, we are teachers in a school. They should think about what vowel they can offer the main character, and why they are/are not happy to give it to him.
6. Each group should be prepared to talk to the main character when he comes to visit them.
7. After around 10 minutes in their groups the class should come back together.
8. Identify 2 volunteers from the class – one to play the main character and one to record a map of this new story on the board or on a large sheet of paper. You could also take one of these roles yourself – either teacher in role as the main character (this might be a good way to scaffold the drama as it is happening) or teacher as recorder of the narrative.
9. The main character should then visit each of the groups in turn and engage in a short scene / conversation with them about the missing vowel. The person recording the story should keep a note of the narrative which is created.

## Creating a class book

At this point there are a number of ways you could develop this new story into a class book. Here are some suggestions:

### **Each group creates their own picture book**

The children could now go back to their groups and the group could create their own picture book version of the story – perhaps each person could illustrate their own scene. The various versions created could be compiled into the class book or the class could vote for their favourite end-product.

### **The class creates a collaborative picture book**

Each group could create an illustration for their own scene – this could be done through drawing, through collage or even by creating a 3D model (clay or playdough?) of the scene and photographing it.

### **Book Production**

There are a number of ways to create a class book which can be shared beyond the classroom:

- **Cut-and-Stick Books:** Groups of children can work together to build large-format floor books using sheets of card bound with tape or sewn together. They can type and print sections of text and stick their text and illustrations into the book. This gives them the experience of physically building the book and placing the information in the correct order.
- **Miniature folded book:** Using one piece of A4 paper, you can make a mini book just by folding and ripping pages which pupils can then write and draw in. Watch the Scottish Book Trust [video showing you how to make your own mini book](#).
- **Digital Books:** You can create a digital version of the book using apps such as Book Creator for iPad. Or you can create a PDF and upload it to a site such as issuu.com which allows you to share digital publications free of charge. Digital books are ideal for displaying on an interactive whiteboard to other classes or sharing online.
- **Printed Books:** It is also possible to have single copies of books printed using online photo-album printers such as Photobox and Snapfish. The children's illustrations can be scanned or photographed and uploaded to the site as photographs and the text added as an annotation. There is a cost associated with this but children will be very excited to have a 'real' copy of the class book.

If this is something you might be interested in doing then perhaps you could raise funds for the printing by holding a second-hand book sale within school? If children bring in books from home which they are finished with and your class set up a stall and sell all contributed books to other children for a small donation then you should easily raise enough money to print a class book whilst also ensuring that children across the school have affordable access to new books!

Alternatively if you have a local printer or reprographics company you might even be able to ask them to assist with your project. It would be great to take the opportunity to visit a printing company and find out how books and other printed materials are put together and the different job roles which are involved in the process. Even better if you could see them printing up your class book!

When you have your class book it would be fantastic to find time for the children to read the book to another class, perhaps even children in your school nursery. Their pride in their work and their creative writing will be infectious!

If your book is in a digital format don't forget to share it online where possible and [tweet us](#) a link!