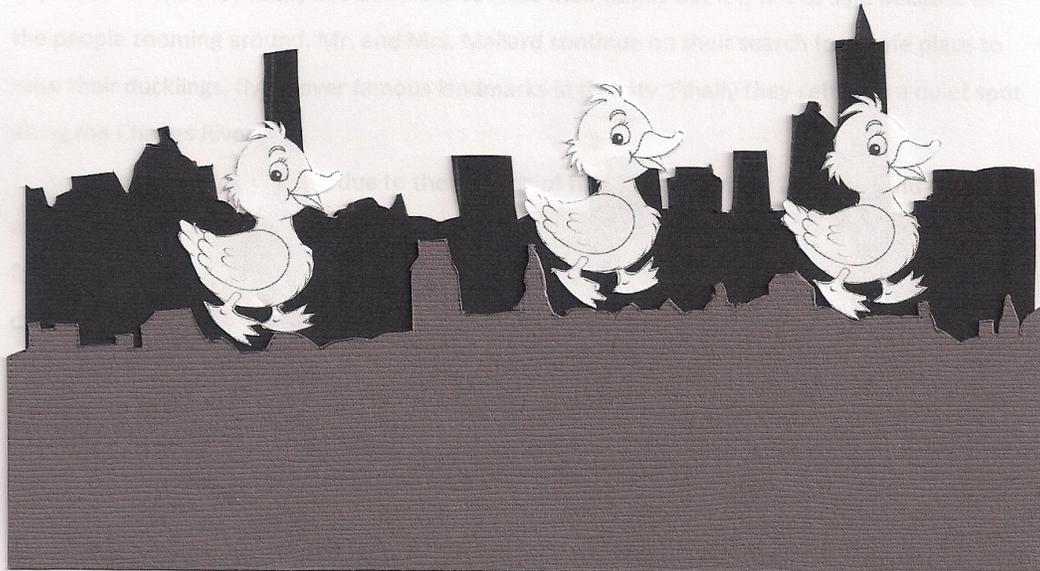


# MAKE WAY FOR DUCKLINGS

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## **Summary:**

The story takes place in the 1940s in Boston, Massachusetts. In the opening pages you meet Mr. and Mrs. Mallard, two ducks who are looking for a place to raise their upcoming family. The first few places they survey are rural New England settings and Mr. Mallard thinks they are a fine place to live; however Mrs. Mallard is worried they are not safe because of the predators that could potentially be there.

When they arrive in Boston they are exhausted and decide to spend the night on the island in the Public Gardens. While looking for food the following morning they come across another bird; however it is not a real bird but one of the Swan Boats that are so famous in the city. They decide they really like this place to raise their family but it is not as safe because of the people zooming around. Mr. and Mrs. Mallard continue on their search for a safe place to raise their ducklings, flying over famous landmarks in the city. Finally they settle on a quiet spot along the Charles River.

Unable to fly anymore, due to the molting of their feathers, they travel around the park and meet a policeman, Michael. He fed them peanuts everyday and therefore they became friends with Michael. Mrs. Mallard finally lays eight eggs and begins taking care of them. The ducklings hatch and are named: Jack, Kack, Lack, Mack, Nack, Ouack, Pack and Quack. The new additions to their family keep Mr. and Mrs. Mallard very busy.

Mr. Mallard decides to leave and explore more parts of the river, leaving Mrs. Mallard with the eight ducklings. She teaches them how to swim and dive, walk in a line, and how to stay safely away from humans in the city. After learning all they could they went on an adventure, led by Mrs. Mallard.

After crossing the river they came upon the busy streets of Boston, encountering cars that would not stop for them to cross. Michael, the policeman, comes to their rescue and stops the traffic for the Mallard family to cross the street carefully. Realizing that the family would need more police escorts through the city, Michael calls the headquarters and has them send a car.

Mrs. Mallard and her eight ducklings continue to walk through the city, amazing the humans as they walk neatly through the streets. When they finally got to the busy intersection of Beacon Street they were met with police cars and officers, all holding the traffic in place so the Mallard family could cross the street and into the Public Garden.

Once inside the Garden they swam across the pond and met Mr. Mallard at the island, which the ducklings liked very much. They decided to call it their home and spent the days following the swan boats around and eating peanuts.

**Rationale:**

Children of all ages seem to love learning about animals and the world around them. However, first and second graders would greatly enjoy learning about the ducklings, especially once they learned it was based in part on a true story. According to Chip Wood, in the books *Yardsticks*, the average seven year old is very interested in their neighborhood (page 95) as well as being driven by curiosity (page 88). Furthermore, the children will be established or about ready to enter Kegan's Imperial Stage—a stage where the individual is able to take on the perspective of another individual.

Given the fact that children will be developmentally ready to hear this story and perhaps read parts of it, I would definitely use this book in the late part of First Grade and the early to mid-part of Second Grade. I would initially introduce the book as a read aloud, just so all the students will be able to hear the story and understand it without getting distracted with decoding the text. I would also have copies available for students to explore on their own during reading time, as this has been proven to be an important part of classrooms I've worked in. By having the additional books available for the students they can practice reading on their own if they wish or refer back to the book when we're working with it in the related activities.

**How the book will be introduced:**

Children are usually very interested in hearing about a teacher's favorite something or something interesting from their life. I would introduce the book by showing them a picture of the statue of the Ducklings in the park and tell about the time I went to Boston to see the ducklings and not only did I see the ducklings in the Public Garden but I also saw the statue that was inspired by the book. The pictures would then be displayed where they could see them as we work with the book.

We would then read it through once and just take note of the pictures, of the story, what they noticed and what they found interesting—basically a book walk. I would read the book to them and they would listen to the story and take in anything they could, or make any connections they could.

After reading it once we would talk about the main ideas that Robert McCloskey wanted us to take away from this story. As we discuss the main ideas I would make sure to record any that came up as well as any questions they may have. I believe it is important to have a record of their thinking as we work with the book, just so they can refer back to them or add to them as we go. This shows them, in

my opinion how important continuing to think, or adding to our schema and synthesis are when reading a book—it is not just something that we do to fill time during the day.

After the initial reading and discussion I would show them where the additional copies are and discuss how we are going to be using the book during our reading time as well as some of our theme time in the future.

Depending on where I am located when I teach this, I may have to give them the context of what Boston is as well. This would be done by showing them maps and pictures of the city and explaining where it is in relation to our town or city. While this may be somewhat abstract for students this age, I firmly believe that children are never too young to be exposed to areas outside of their zone.

In terms of the vocabulary in this book I believe it is appropriate and nothing really needs to be addressed prior to the book. There are references to certain locations in Boston; however I would make sure we knew where those were on the map when we read about them, and compare them to similar things in their immediate area.

## Mini-Lesson #1: Rhyming Families

<b>Standards and skills being addressed</b>	Onset and Rime of words The phoneme parts of words Rhyming families Proper writing and letter formation 1.RFS.2: Demonstrate understanding of spoken words, syllables, and sounds 1.RFS.1: Demonstrate understanding of the organization and basic features of print 2.RFS.3: Know and apply grade-level phonics and word analysis skills in decoding words
<b>Items needed for the lesson</b>	Strips of papers for students to write names Scissors and pencils Recording paper Alphabet cards, a set for each child
<b>Introduction to the lesson</b>	Mr. and Mrs. Mallards have eight ducklings in the story. All their names end with –ack. This helps us learn the names because they all rhyme and are fun to say. We are going to create our own duckling names, using our own names as the rhyming family. Today you are going to write your name on a strip of paper and then cut off the first letter of it. So I would have Kate and then cut off the K. That leaves me with –ate. I would then take my alphabet cards and replace the K with a new letter, like J. That creates the word, Jate. Now, some of these words are going to be nonsense words, or words that don't make any sense. That is okay, because Mr. and Mrs. Mallard had a duckling named Ouack. Once you have created a new name you should record it on the paper. You should have eight ducklings as well.
<b>Lesson</b>	Students will work independently and create their own duckling names. Students who have longer names or difficult names may use nicknames, such as Matthew could become Matt. Teachers will support with cutting.
<b>Follow-up</b>	Once everyone has completed their duckling names we will share them in a group.

This lesson would be done as a large group and then broken into groups based on skills. Those who could do it on their own and follow the directions would be independently while those who needed assistance with cutting and the overall directions would get the help.

By having the students creating their own duckling names using their own name they are connecting to the book as well as learning about rhyming patterns.

If time allows they would be able to illustrate their own picture of their own ducklings and label them using the new names.

## Mini-Lesson #2: Fluency Passage

<b>Standards and Skills being addressed</b>	Identifying trick words and parts of words we've learned 1.RFS.2: Demonstrate understanding of spoken words, syllables, and sounds 1.RFS.3/2.RFS.3: Know and apply grade-level phonics and word analysis skills in decoding words 1.RFS.4/2.RFS.4: Read with sufficient accuracy and fluency to support comprehension
<b>Items needed for the lesson</b>	Copies of page 6 for each student Colored pencils
<b>Introduction to the lesson</b>	Today we are going to work on our fluency, or how well we can read a passage of a book. We're going to use a page from <u>Make Way for Ducklings</u> . You are all going to be detectives though and look for trick-words from our word wall, digraphs, blends, vowel teams or glued sounds that we have been working with so far. Once you find them you'll make them as we've been doing with other texts. Here let's look at some of the ways we can mark words (review the markings). By marking the story and parts of the words we know, we'll be able to easily recognize them and that will help as clues to how we should read the words. Once everyone has marked everything then can, we'll work in pairs to read the paragraph together, working on our fluency.
<b>Lesson</b>	Students will work independently to find the parts of the words we were talking about and then mark them. Once they are done marking they will read the passage together twice, each taking turns at each sentence. They will then switch who goes first so they each get a turn reading the sentences.
<b>Follow-up</b>	Students will keep their passages and continue to work on them throughout the week.

Students will be partnered in a heterogeneous partnering. I believe this will help benefit those children who are struggling with reading as their classmates' model or help them with reading. It will also help balance out which groups finish first.

Markings will be displayed in the room so students can refer to them as needed, as well as examples of what certain things are.

For students who really struggle with the markings teachers would be available to help with the markings.

## Focusing Questions:

Questions	Standards and Skills Addressed
Do you think this could really happen in a city? What clues lead you to think this?	1.RL.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
What do you think will happen to Mrs. Mallard and the ducklings as they walk through the city?	Predicting text 1.RL.9: Compare and contrast the adventure and experiences of characters in stories.
When does this story take place—current or long ago? How do you know?	2.RL.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. 2.RL.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
How do you know Officer Michael cares for the ducklings?	2.RL.3: Describe how characters in a story respond to major events and challenges.
Do the humans enjoy having the ducks walking through their city? How do you know?	2.RL.6: Acknowledge differences in the points of view of characters. 1.RL.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Why do you think this book won an award for its illustrations?	1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
What would you have done if you saw ducks walking into a dangerous area?	Text-to-self
If you were to write a sequel, what would it be about?	Text-to-self

## Related Activity #1: Mapping the Journey of the Mallards, then vs. now

<b>Standards and Skills being addressed</b>	1.RIT.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
<b>Materials needed</b>	Projector and map of Boston streets Individual maps for all the students Markers Copies of the book Pictures from the book and then what the locations look like now
<b>Introduction</b>	Students will find places and names of streets within the text and then as a class we will find them on the map and mark them. They will also have their own copies of the maps and will mark the places as well. Once we have marked the path as a class we will explore how that would look now, as clearly the city has changed. We would talk about what has changed and how those changes happened
<b>Activity</b>	In small groups they will re-write part of the story based on what they would see now compared to then. They can also illustrate their part of the journey. Each person will be responsible for writing one sentence of the journey. Each group will have pictures of what the city looks like now and have them match the part of the story they are rewriting. This will allow them to have something to compare and contrast.
<b>Follow-up</b>	Once the pages have been published we will read the original story and then the page that matches it from the modern day.

By working in small groups they are not having to create their own stories and will have the social piece as well. Groups will be created based on skills and will make sure there is a balance in levels of writing and understanding.

Kids do not really need to know a lot about the actual city of Boston, as the pictures will help them understand what is there as well as what has changed since the story was originally published.

The students will only rewrite the journey Mrs. Mallard and the ducklings take because it can be easily sequenced and they refer to specific intersections, instead of general areas within the city. This will help the students focus better on the changes.

## Related Activity #2: Drawing Animals

<b>Standards and Skills being addressed</b>	Perspective drawing Usage of multi-media art supplies
<b>Materials needed</b>	Various stuffed animals Coloring supplies
<b>Introduction</b>	<u>Make Way for Ducklings</u> received the Caldecott award for the illustrations done in the book. This didn't happen because he was an amazingly skilled artist, but instead because he practiced and observed different ways ducks moved. Each student will pick a stuffed animal and will observe it and move it different ways.
<b>Activity</b>	Once students have picked a way the animal should look, they will draw it best they can and then pick how they wish the picture should be colored, as anything is possible.
<b>Follow-up</b>	Students will display their pictures and share them with their classmates. We will take pictures of the actual animal and how it is positioned to include in the sharing.

Knowing that drawing can be a brutal task for some students, I would model that it doesn't need to be perfect and that we are just having fun. Nothing is wrong during the drawings and the colors can be whatever they wish them to be.

The pictures that are taken of the actual stuffed animal will be helpful for students who need more time to finish their drawings, as well as a nice comparison for the art display once they are done.

### Related Activity #3: Writing the Sequel

<p><b>Standards and Skills being addressed</b></p>	<p>1.RL.9L Compare and contrast the adventure and experiences of characters in stories            1.W.3/2.W.3: Write narratives, in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words or signal event order, and provide some sense of closure.            1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.            2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
<p><b>Materials needed</b></p>	<p>Paper with the elements of a story            Copies of the story</p>
<p><b>Introduction</b></p>	<p>As a class we will reread the story and then ask, what would happen next?            We'll discuss what a sequel is, giving examples and then explain that we're going to do that as well.</p>
<p><b>Activity</b></p>	<p>Students will be given a paper to brainstorm the next part of the book. This can be limited to what happens the next day, or what happens the next months or even years. There needs to be a conflict or issue though and the characters need to be the same characters as the original story had.            Once the brainstorm has been completed and gone over with a teacher they can start writing their own sequel. Review of the work with a teacher will continue until it is completed, reviewing issues as they come up with a group of students or individual students.</p>
<p><b>Follow-up</b></p>	<p>Students will read the last page of the book and then go onto their story. We will share these with other members of the class and school, as well as parents if they wish. Illustrations can be included if the students wish.</p>

This is basically a writers' workshop to create a sequel to the book. Students will enjoy writing their own adventures for the Mallard family and the creativeness will be basically unlimited. Because this is the first time students may have encountered writing their own stories I will have graphic organizers available for them to organize their thoughts if they need them.