



# Make Way for Ducklings Story Sequence Cards

Standard Connection:  
 ELA.RL.PK4.4a  
 ELA.RL.PK4.10  
 M.CC.PK4.2  
 S.PS.PK4.3b  
 S.LS.PK4.3  
 SS.FC.PK4.9  
 PD.FM.PK4.4  
 PD.FM.PK4.5  
 VA.CR2.2.PK

**Enduring Understanding(s):**

- Living things grow and have life cycles.

**Essential Question(s):**

- How do living things respond and adapt to their environments?
- What do systems need in order to function successfully?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Make Way for Ducklings</i></li> <li>• <i>Make Way for Ducklings</i> story sequence cards (see Resource)</li> </ul>	<p><b>ducklings:</b> baby ducks</p> <p><b>first, next, last:</b> the sequence of a story</p> <p><b>sequence:</b> to put a story in the correct order</p>	

Intro to Centers	
<b>Preparation:</b> <i>Set up materials.</i>	
“In <i>Make Way for Ducklings</i> , Mr. and Mrs. Mallard first looked for a safe place to build a nest and hatch their <b>ducklings</b> – baby ducks. What do you notice?”	Show illustrations. <b>Children respond.</b>
“Next, Mrs. Mallard taught the <b>ducklings</b> how to swim, dive, and walk in line. What do you notice?”	Show images. <b>Children respond.</b>
“What happened <b>next</b> ?”	Show illustrations. <b>Children respond.</b>
“What happened <b>last</b> ?”	Show illustrations. <b>Children respond.</b>
“Today in Puzzles (Manipulatives), you can use these materials to <b>sequence</b> <i>Make Way for Ducklings</i> - put the story in order with what happened <b>first</b> , <b>next</b> , and <b>last</b> .”	Show materials.

## **During Centers:**

Encourage children to use sequence words (first, next, last, etc.) After sequencing the cards, encourage children to retell or act out *Make Way for Ducklings*. Provide numeral cards or a piece of tag/poster board divided into boxes as a “storyboard.” Mount sequence cards on blocks, DUPLOs, etc. Encourage children to write and illustrate alternate endings/events of the story.

## **Guiding Questions During Centers:**

- How do you know this is what happened first, next, and last in *Make Way for Ducklings*?
- How is the sequence you created similar to or different from a recipe or map?
- How could you change/show the events/ending to the story?
- How is the sequence of *Make Way for Ducklings* similar to or different from the sequence of *Community Soup/The Ugly Vegetables*, etc.?

## **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

## **Documentation:**

Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

## **Provocation:**

Encourage children to create sequence cards for other read-alouds/routines of the day (lining up for recess, going to lunch, etc.).

## **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, vary the number of cards the child sequences for children that need more support. Provide a variety of materials for children to write and illustrate alternate versions of the story. Provide letter or animal stickers for children who have difficulty writing/drawing.