



Read Aloud: *Make Way for Ducklings*

Standard Connection:
ELA.RL.PK4.1-7,9-10
ELA.SL.PK4.1-4,6
ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- Living things grow and have life cycles.
- Living things need food, water, and proper conditions to survive and thrive.

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"> • <i>Make Way for Ducklings</i> • vocabulary word picture cards 	<p>beckon: to call or signal to a person</p> <p>dither: very nervous or excited</p> <p>enormous: huge; very big</p> <p>hatch: to come out of an egg</p> <p>plant: to stay very still and not move</p> <p>raise: to help grow up</p> <p>responsibility: something you must do</p> <p>waddle: taking short steps and moving from side to side</p>	

First Read	
Preparation: <i>Set up materials.</i>	
<p>Children will:</p> <ul style="list-style-type: none"> • listen to a story read aloud • demonstrate increasing levels of sustained and focused engagement • show a steady increase in the number of words in listening vocabulary • develop an understanding of main events 	
“The title of this book is <i>Make Way for Ducklings</i> by Robert McCloskey.”	Show front cover, point to title and author/illustrator.
“ Raise a family’ means that Mr. and Mrs. Mallard would take care of their ducklings as they grew up.”	p. 2
“The swan boat was enormous - very big. Mr. Mallard quacked ‘good morning’ to the swan on the boat, but he didn’t realize that it was pretend - not real.”	pp. 7-8
“ Dither means that Mrs. Mallard was very nervous and frightened by the bicycle.”	p. 11

“ Hatch is when the ducklings came out of their eggs.”	p. 18
“A responsibility is something you have to do.”	p. 26
“‘Bringing up children’ means taking care of them and helping them grow.”	p. 28
“‘Before you could wink an eyelash’ means the ducklings lined up very quickly.”	p. 34
“The ducklings waddled - took short steps and moved from side to side while they walked.”	p. 36
“Michael planted himself in the road - he stood very still and didn’t move. He beckoned - told the ducks it was okay to cross.”	p. 41
<p>Discussion Question(s):</p> <ul style="list-style-type: none"> • Why did Mr. and Mrs. Mallard decide to raise their ducklings in the Boston Public Garden? • How did Michael, the policeman, help Mr. and Mrs. Mallard and the ducklings? 	

Second Read

Children will:

- recall some main events when asked
- link characters’ basic emotions to their actions
- use their own experiences to understand characters’ feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Support children in reconstructing the story by selecting significant plot points (Mr. and Mrs. Mallard looked for a place to live, they went to the Boston Public Garden, they were nervous about the bicycles, they decided to make their nest near the Charles River, etc.). Encourage children to use vocabulary words in context (rush, pesky, etc.).

Discussion Question(s):

- Why did Mr. and Mrs. Mallard decide to hatch their ducklings near the Charles River instead of in the Boston Public Garden?
- Why didn’t Mr. and Mrs. Mallard want to raise their ducklings near foxes or turtles?

Third Read

Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):

- How is the Mallard family similar to or different from the rabbit family in *Rabbits and Raindrops*?
- How is the duck habitat in the Boston Public Garden similar to or different from a woodland habitat?

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- How do you think the Mallards will find food in the winter when the swan boats are closed?
- Where do you think the ducklings will raise their families in the Public Garden when they grow up? Why or why not?