

# LUCKY DUCKLINGS

## LUCKY DUCKLINGS

by Eva Moore

Ages: 4-8; Grades: PreK-3

Themes: Families, Nature, Community Helpers

Running time: 9 minutes

### NEW! COMMON CORE CONNECTIONS:

**CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CCSS.ELA-Literacy.CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### SUMMARY

Mama Duck unknowingly leads her brood, Pippin, Dippin, Bippin, Tippin, and Little Joe, into danger when she walks across a storm drain. Can the town's firemen and a helpful tow-truck driver save the ducklings? Based on a true story, this movie brings to life the resourcefulness of a community coming to the assistance of their animals neighbors.

### OBJECTIVES

- Students will compare and contrast a newspaper article about the author and the event that the story is based on with the movie.
- Students will learn about the lifecycle of ducks.
- Students will use a mentor text to participate in a shared writing activity.

### BEFORE VIEWING ACTIVITIES

#### *Common Core Connection Activities:*

Discuss community with students. Guiding questions:

- What is a community?
- What different communities are you a part of?
- How do people in a community help each other?
- What responsibilities do people in a community have?

Tell students that they are going to watch a movie about how different people in a community helped a family of ducklings that got trapped in a storm drain. Encourage students to watch and listen for ways that the people worked together to help the ducks

Discuss fiction and nonfiction with students. Show students an anchor chart defining each genre:

| Fiction   | Nonfiction   |
|---|--|
| <ul style="list-style-type: none"><li>- Made up</li><li>- Characters and events aren't real</li><li>- Tells a story</li></ul> | <ul style="list-style-type: none"><li>- Real</li><li>- Characters and events are real</li><li>- Tells a <b>true</b> story or teaches about something</li></ul> |

Tell students that the movie they are about to watch is based on a true, or nonfiction, story that the author read about in her local newspaper. Tell students that after the movie they will be working together to find an interesting story from their local newspaper to write about. Encourage students to watch and listen for ways that the author, Eva Moore, wrote the story in an interesting way.

### AFTER VIEWING ACTIVITIES

#### *Common Core Connection Activities:*

Share a newspaper article from the Easthampton Star, the newspaper that originally reported on the ducks. A link to the article can be found here:

<http://www.easthamptonstar.com/Books/2013402/All-Her-Ducks-Row>

The article chronicles the author's journey in the creation of the book, as well as recounts the original story that the book is based upon. After reading the article, ask students:

- What additional information did you learn from the article, that you didn't know from watching the movie?
- What did you learn about the author? Why is that information important?
- Why do you think Eva Moore thought the story about the ducklings would make a good children's story?
- How did the story of the ducklings in the article sound different from the story of the ducklings in the movie?
- Did you like reading the article or watching the movie more? Why?

Use this discussion to launch the shared writing activity, described below.

Share human interest stories from the local newspaper with students. Encourage them to listen for one that they think would make a good story. Review the discussion that the class had about the lucky ducklings. Guiding questions:

- Why is this story interesting?
- What is your favorite part of this story? Why?
- How would you retell this story in a new way? What will you change to make your audience like it more?

Challenge students to choose a story that they would like to try to retell. Remind them about the ways that Moore used the facts from the story and wove them into an entertaining tale. Have students practice retelling the story to a partner, reminding them to include the setting, important characters, and most important events, but to practice using their own language. Finally, work through the writing process with students to craft a shared writing piece that retells a newspaper story in the form of a children's story or for another audience, as determined by the students. Make a copy of the story for each student to practice rereading for fluency, and to illustrate.

Make a lifecycle matching game. On index cards, draw the stages of a duck's lifecycle. On separate cards, write simple sentences that describe each picture. Attach pieces of Velcro to the back of each card. Then, draw a large circular flowchart on a piece of poster board or chart paper. For each stage of the lifecycle, draw a space for the picture card and description card. Attach a piece of Velcro in each spot, so that the index cards can be stuck onto the appropriate parts. To play:

- Students turn all cards upside down.
- The first student selects a card, he or she reads or shows it to the group and together they decide where to place it on the lifecycle chart.
- The process is repeated, each student taking a turn, until the lifecycle chart is complete with picture and description cards matching in the correct spaces.

### OTHER THEME-RELATED TITLES FROM WESTON WOODS

- **Angus and the Ducks** by Marjorie Flack
- **Hi! Fly Guy** by Tedd Arnold
- **Make Way for Ducklings** by Robert McCloskey
- **No Roses for Harry!** by Gene Zion, ill. by Margaret Bloy
- **A Sick Day for Amos McGhee** by Philip C. Stead, ill. by Erin E. Stead

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