

# ANGUS AND THE DUCKS

## ANGUS AND THE DUCKS

Based on the book by Marjorie Flack ©1930

(Doubleday, Doran & Company, Inc.)

Themes: Animals/Curiosity

Grade Level: PreK - 2

Running Time: 12 minutes

### SUMMARY

One day, Angus, a curious little terrier, finds out about the strange noises coming from the other side of the hedge.

### OBJECTIVES

- Children will learn about animal sounds and behaviors.
- Children will come to appreciate the clever, repetitive use of language.
- Children will understand that the use of physical power is not the best way to solve a problem.

### BEFORE VIEWING ACTIVITIES

Talk with children about pets they may have. Encourage them to discuss their pets' behaviors and the foods they eat. In particular, encourage children to talk about the personalities of their pets and the way these pets exhibit these personalities.

Encourage children to discuss the kinds of things they are curious about. Ask: What did you do to satisfy your curiosity? When you found out what you were curious about, was it what you expected? How was it different? What is the hardest thing about being curious about something?

Share the book **Angus and the Ducks** with children. Then ask:

- What was Angus curious about?
- How did Angus satisfy his curiosity?
- What did Angus do to solve his problem with the ducks? Did this work? Why not?
- What do you think Angus will do about his curiosities from now on?

### AFTER VIEWING ACTIVITIES

Talk with children about the different sounds Angus and the ducks make in the story. Visit your school or local library and select cassettes and or CDs that include animal sounds. Play the tapes and CDs for children and see if they can identify the animal sounds they hear. Later, discuss the ways animals use sound to signal happiness, distress, or sadness. See if children can imitate some of these animal sounds.

Talk with children about the way Angus satisfied his curiosity in the story. Then ask:

- What else could Angus have done to investigate the world beyond the hedge?
- What was wrong with the way Angus behaved with the ducks?
- What could Angus have done to make friends with the ducks?
- How would the end of the story be different if Angus had made friends with the ducks?

If possible, visit a pet shop or petting zoo with children. Encourage children to note the different sounds and behaviors of the animals. Have children watch for the ways the animals try to communicate with one another, indicate hunger or distress, make sounds and exhibit behaviors when they want to be playful.

Have children dramatize the story of **Angus and the Ducks**, alternating the parts of the dog, the ducks and the dog owners while you narrate.

### OTHER VIDEOS AND FILMS ABOUT ANIMALS AND CURIOSITY AVAILABLE FROM WESTON WOODS INCLUDE:

- **THE CAMEL WHO TOOK A WALK** by Jack Tworikov, illus. by Roger Duvoisin
- **CAPS FOR SALE** by Esphyr Slobodkina
- **CORDUROY** by Don Freeman
- **THE COW WHO FELL IN THE CANAL** by Phyllis Krasilovsky and illus. by Peter Spier
- **CURIOUS GEORGE RIDES A BIKE** by H. A. Rey
- **THE DAY JIMMY'S BOA ATE THE WASH** by Trinkia Hakes Noble
- **THE FOOLISH FROG** by Pete and Charles Seeger
- **THE HAPPY LION** by Louise Fatio, illus. by Roger Duvoisin

**CALL 1-800-243-5020 TO ORDER THESE AND OTHER WESTON WOODS VIDEOS!**

*This guide may be photocopied for free distribution without restriction.*

# ANGUS LOST

## ANGUS LOST

by Marjorie Flack

Themes: Animals, Families, Feelings, Music, Seasons and Nature

Grade Level: pre-K–3 (ages 3-9)

Running Time: 11 minutes

### SUMMARY

Angus, a mischievous black Scottish terrier, is the star of this adventure that leads from town to country and back. The video tells the story without words, with the music adding excitement and emotion. The tale begins one morning, just as the milkman is delivering the milk. Angus chases the family cat, which leads to overturned furniture and exile into the yard. When the mailman leaves the gate open, Angus escapes. His subsequent adventures include encountering a goat, falling into a hole and getting rescued by another dog, and running through downtown alleys to escape a policeman. Angus manages to get out of town by hiding in the back of a delivery truck. From the truck, he escapes into the woods, gets caught in the rain and spends a miserable wet night under a rock ledge. The next morning, he makes his way through a field of cows, reaches a dairy and hitches a ride back into town with the milkman. At the end, his worried family welcomes him home.

### OBJECTIVES

- Children will watch and listen to a fictional story about a pet dog.
- Children will follow a narrative made up of a sequence of events.

- Children will compare life in town and life in the country.

### BEFORE VIEWING ACTIVITIES

Introduce the title of the program and explain that the story is about a dog that gets lost. Ask children to predict what kinds of trouble a dog like Angus might get into if he ran away from home and to watch the video carefully to see if their predictions were correct. Explain that the video has only music, not words, so that they should pay extra-close attention to what they are seeing.

### AFTER VIEWING ACTIVITIES

Ask children to recall the sequence of events in the story. Encourage children to list the events in sequence. Then check their memories of events by going back over the video, fast-forwarding through the action and pausing at each change of scene. For each new scene, ask children to tell what Angus did, how it affected other animals and people and how Angus got out of that particular situation. Encourage children to tell and write the story in their own words.

For more fun with storytelling and writing, have students retell the story from the points of view of the other animals: the cat, the goat, the dog who rescues Angus and the cows. Encourage children to use sights, sounds and smells in their stories. Some children might tell the story in the form of a poem or song.

Have students draw the story in map form to connect the story to geography and social studies. The maps should include all the scenes from the story: the house and its yard, the neighbor's houses, downtown streets and alleys, roads into the country, the woods, the field and the dairy. To expand children's understanding of maps, display a map of your neighborhood and surrounding areas and ask children to imagine Angus getting lost somewhere on this map. Trace a route around the map and ask children to describe what Angus would encounter at each place.

Use this video to encourage children to read works of fiction about dogs. The book on which this video is based is a good starting point. *Lassie, Come Home* and similar titles are especially appropriate. Have children compare the dogs and events in their books to the video.

Connect the story to science by having children learn about terriers and their characteristics. Have them identify the characteristics displayed by Angus in the story. Children can also compare the characteristics of terriers to those of other dog breeds, especially the breeds of their own pets or of dogs in fiction.

Other related videos and films available from Weston Woods include:  
*ANGUS AND THE DUCKS*, by Marjorie Flack  
*HARRY, THE DIRTY DOG*, by Gene Zion, illustrated by Margaret Bloy Graham  
*MOUSE AROUND*, by Pat Schories

**CALL 1-800-243-5020 TO ORDER THESE AND OTHER WESTON WOODS VIDEOS!**

This guide may be photocopied for free distribution without restriction