



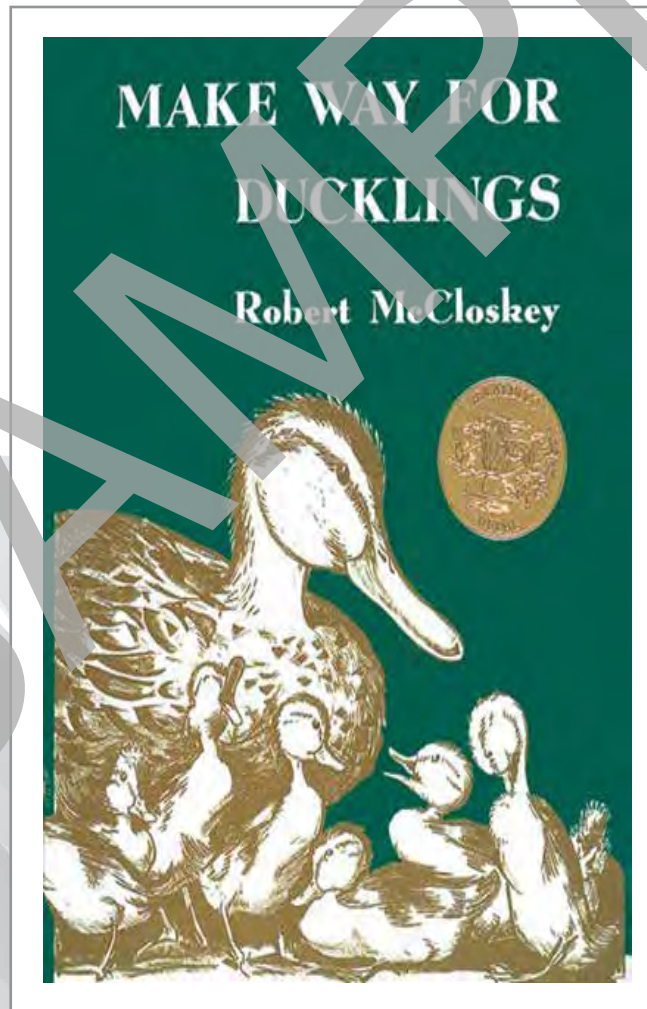
TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Make Way for Ducklings

Robert McCloskey



READ, WRITE, THINK, DISCUSS AND CONNECT

Make Way for Ducklings

Robert McCloskey

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50203-975-0

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
Introductory Information and Activities	3
Six Sections	11
Sections contain: Vocabulary Words and Activities, Discussion Questions, Predictions, Supplementary Activities	
Post-reading Discussion Questions	16
Post-reading Extension Activities	16
Crossword Puzzle	19

Skills and Strategies

Comprehension

Predicting, comparison/
contrast, cause and effect

Writing

Narrative, creative,
expository

Vocabulary

Word mapping, antonyms,
synonyms

Thinking

Brainstorming, research

Listening/Speaking

Music, discussion, viewing,
pantomime

Literary Elements

Characterization, story
elements

Summary

Written and illustrated by Robert McCloskey, this book won the Caldecott Medal as the “most distinguished American picture book for children” in 1941. Mr. and Mrs. Mallard just can’t seem to agree on a place to settle down and raise a family. When Mr. Mallard suggests the Boston Public Garden, Mrs. Mallard decides that it is too dangerous when a boy on a bike nearly runs over her husband. She fears that other spots harbor foxes or turtles, but finally decides that an island on the Charles River near the Public Garden seems safe enough. After befriending a policeman named Michael, Mrs. Mallard lays eight eggs, which hatch into eight ducklings. Eager to explore the river, Mr. Mallard heads off on a trip after agreeing to meet the family at the garden in a week. While he is away, Mrs. Mallard teaches the ducklings such skills as swimming, diving, and keeping safely out of the way of bikes and scooters. At the end of the week, she leads her children across the river and up the bank to the highway. Luckily, Michael wards off disaster by stopping traffic until mother and brood are safely on the other side of the road. The group attracts a great deal of attention as they march down the sidewalk, and—with the help of other policemen—across the road into the Public Garden. Father and family are happily reunited, and the ducklings decide to stay on the new island.

Note: You may wish to choose one or more of the following prereading discussion questions/activities. Each is designed to help students draw from their store of background knowledge about the events and themes they will meet in the story they are about to read.

Introductory Information and Activities

Prereading Discussion Questions

Ducks: What do you know about ducks? How do they act? What do they eat? Where do they live? What are some of their enemies? How many babies do they have? What are some different kinds of ducks?

Deciding Where to Live: How do people decide where to live? What do you like about your neighborhood? What don’t you like? Do you feel safe there? Why or why not?

City Parks: Have you ever visited a city park? What did you see there? What sorts of people and animals did you notice? Have you ever been to Boston? What was it like?

Prereading Activities

1. Visit a park or zoo and observe mallard ducks.
2. Display photographs and drawings of mallards.
3. Display a map of the Boston area. Explain that the story students are about to hear/read takes place in Boston. After showing students where Boston is in relation to their hometown, have children help you find and highlight areas to be mentioned in the story, such as the Charles River and Beacon Hill.

Attribute Web

The attribute web below will help you gather clues the author provides about a character in the novel. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.

The diagram is an attribute web. It consists of a central circle with a horizontal line inside. Four lines radiate from the circle to four rectangular boxes. The boxes are labeled 'Acts', 'Feels', 'Looks', and 'Says'. Each box has four numbered lines (1., 2., 3., 4.) extending from its bottom-left corner for writing notes.

Acts

1. _____
2. _____
3. _____
4. _____

Feels

1. _____
2. _____
3. _____
4. _____

Looks

1. _____
2. _____
3. _____
4. _____

Says

1. _____
2. _____
3. _____
4. _____

Section 1: (From the first page beginning “Mr. and Mrs. Mallard,” to the page ending “We’ll have to look somewhere else.”)

Vocabulary

mallard
suit

island
dither

enormous

ducklings

Vocabulary Activity

Choose the word from the list which fits in each blank below.

1. Six _____ hatched from the eggs. (*ducklings*)
2. The giant was _____. (*enormous*)
3. The pet store owner was in a _____ (*dither*) as he chased the puppies and kittens around the shop.
4. A _____ (*mallard*) is a type of duck with colorful feathers.
5. Does this restaurant _____ (*suit*) you, or should we look for another one?

Discussion Questions

1. What are Mr. and Mrs. Mallard looking for? (*a home for raising their children*)
2. Why doesn't Mrs. Mallard want to live near foxes and turtles? (*They are enemies of the duck and might eat the ducklings.*)
3. What are Mr. and Mrs. Mallard doing in the picture showing their heads underwater? How are they feeling? Why? (*They are looking for food somewhat unsuccessfully, so they are probably feeling frustrated.*)
4. The “strange enormous bird” doesn't answer Mr. Mallard. What does Mr. Mallard think is the reason? What can you tell about the bird from looking at the picture? (*He thinks the bird is too proud to answer; the bird is just a decoration on the swanboat carrying passengers around the pond.*)
5. Why do Mr. and Mrs. Mallard follow the boat around the pond? (*The people are tossing peanuts to the ducks.*)
6. Just as Mr. and Mrs. Mallard are about to settle down and build a nest on the island, a new problem comes up. What is it? How do the ducks solve the problem? What else could they have done? (*A boy rushes by on a bicycle; the ducks could have decided to stay and keep out of the bikers' way, but they decided to leave and look for another home.*)

7. How are Mr. and Mrs. Mallard alike? How are they different? Complete the T-chart below.

Mr. Mallard	Mrs. Mallard
1. Wants a nice home for family	1. Wants a nice home
2. Sees many "nice places"	2. Picky about where to live

8. **Prediction:** Where do you think the ducks will make a home?

Section 2: (from "So they flew over Beacon Hill" to "...the Mallards called on Michael every day.")

Vocabulary

molt

Vocabulary/Research Activity

Find out about different kinds of molting. Why do some birds "molt"? (*"Molting" refers to birds, insects, reptiles, etc. which shed feathers, skin, or the like. Sometimes the new growth accommodates a larger body as the animal grows; when ducks molt, their old feathers are replaced by new ones.*)

Discussion Questions

1. What is the big building with the dome and flag? (*the State House*)
2. Where is the "square" in the picture showing the ducks flying over Louisburg Square? How is it different from a "square" in math? Why don't the ducks stop there? (*The "square" is the open area planted with trees and grass where the streets meet—somewhat rectangular, not necessarily having four equal sides; there is no water.*)
3. Where do the ducks settle? What are their reasons for choosing this spot? (*They choose an island on the Charles River because it looks quiet and it is close to the garden, and therefore, the peanuts that people toss the ducks.*)
4. What problem would the ducks have had if they hadn't decided to settle on the island when they did? (*They would have been forced to settle wherever they happened to be because they wouldn't have been able to fly after starting to molt.*)
5. Who is Michael? Why do the ducks "call on him" every day? What is he like? (Have students begin an attribute web, pages 8-9 of this guide.)
6. **Prediction:** Why will Mrs. Mallard stop visiting Michael?