

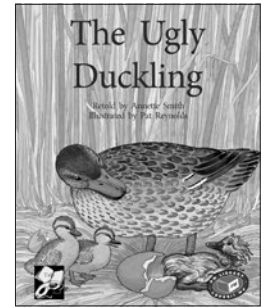
# The Ugly Duckling

PM Level 18

Turquoise

**Text Type** Narrative

**Running Words** 1064



## Preparing for Guided Reading

### Orientation to the text

- Look at a variety of pictures of different water birds, e.g. ducks, swans, geese, etc., and discuss their features, habits and habitats. Compare and contrast the similarities and differences between these birds, i.e. feather colour, body shape, etc.

### Prior knowledge

- Talk about how people have feelings and that these are influenced by what other people say. Ask students if they have heard other people saying kind or unkind things about them. Discuss how each of these types of comments makes them feel. Encourage students to say only positive comments about others.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*ice, ugly, warmer, wild*

#### Content Words

*crack, die, farmyard, froze, geese, hatch, nearby, nobody, quacked*

### Decoding

- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### Focusing on the story – guided reading

- Discuss the season in which most baby animals are born. Explain that this tale begins in spring and takes place over a whole year. Encourage students to look for and identify four seasons while reading the tale.
- Explain that when eggs hatch the shells break into two pieces, one piece being one-third of the shell and the other two-thirds of the shell. Point out the size, colour and wet feathers of the ugly duckling in comparison to the fluffy yellow ducklings. Discuss the yellow ducklings' rejection of the ugly duckling.

- Read the text on pp. 8–9 with students. Discuss how the illustrator has shown the feelings of the wild geese and the ugly duckling. Draw students' attention to the body language of the ugly duckling and the geese.
- On pp. 12–15, point out that it is winter. Talk about the colours used to show the freezing temperatures. Ask students to predict what might happen next: What is going to become of the ugly duckling? How will he survive the freezing temperatures? Where will he get his food?
- Point out that it is springtime on pp. 16–17. It has been a year since the ugly duckling hatched from his shell. Direct students' attention to the flowering pussy willows and water lilies. Ask students who the ugly duckling is looking at. Discuss how the ugly duckling has changed and is looking at his reflection in the water. Mention the down feathers on his back and explain that the ugly duckling is still a very young bird.
- Discuss this first year in the ugly duckling's life. Explain to students that despite the troubles of his first year of life, the ugly duckling at last feels wanted.
- Revise the use of commas to break sentences into meaningful parts to assist the reader, e.g. *The next day, the egg began to crack, and out came a big grey duckling.*
- Identify nouns that have two adjectives, e.g. *beautiful yellow ducklings; great white birds*

### Comprehension

- How many yellow ducklings did mother duck have? (*Literal*)
- Why was the ugly duckling different to the other ducklings? (*Inferential*)
- What does the author want you to learn from reading this text? (*Inferential*)

### Follow-up activities

- Read *The Duck with a Broken Wing* (PM Story Books Blue Level). Discuss some of the habits of ducks, e.g. where they live, what they eat, and list students' ideas on a large chart.
- Ask students to think about how the ugly duckling must have felt when he was sent away and encourage them to share their feelings. Discuss being kind to others and having respect for their feelings. Some students may like to write about how the ugly duckling may have felt.

# The Ugly Duckling

Date \_\_\_\_\_

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

| Student's name | Reading focus | Observations/notes | For follow-up |
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