

# MAKE WAY FOR DUCKLINGS

## MAKE WAY FOR DUCKLINGS

By Robert McCloskey (Viking)

Themes: Animals/Families

Grade Level: Pre-K-2

Running Time: 11 minutes, iconographic

## SUMMARY

MAKE WAY FOR DUCKLINGS is about a family of ducks looking for a home in the city of Boston. When Mr. and Mrs. Mallard target the Public Garden as their new home, they are driven away by the dangers they discover as bicycles zoom past them across the sidewalk. Mrs. Mallard is so content to have her babies on a small island in the Charles River. She befriends a police officer that often feeds her and her babies. Toward the end of the story, Mr. Mallard leaves the family to have a better look "down river." He promises to meet Mrs. Mallard and their babies at the Public Garden. In his absence, Mrs. Mallard teaches the ducklings to swim and care for themselves. Finally, she leads them, with the help of her friend, police officer Michael, and other police officers, through the busy streets of Boston to the Garden. When they reach their destination, Mr. Mallard is waiting for them. The ducklings enjoy the Public Garden so much that the family decides to make it their new home.

## OBJECTIVES

- Children will learn about families.
- Children will understand more about city life.
- Children will explore the meaning of home.

## BEFORE VIEWING ACTIVITIES

Talk with children about the different ways adult animals care for their young. Explain that ducks lay eggs and care for them by sitting on them to keep them warm until they

are ready to hatch. Talk about other ways animals care for their young, including feeding them (birds), cleaning them (cats), and teaching them survival skills (bears).

Explain to children that the story they are about to see MAKE WAY FOR DUCKLINGS, involves a family of ducks who discover a new home for themselves. As children listen to the story, encourage them to pay close attention to the different ways the duck cares for her young.

Have children describe large cities they may have visited. Ask:

- How is this city different from the town or city you live in?
- What did you like most about the city? Least?
- What kinds of noises did you hear in the city?
- What kinds of work do people in cities do?
- What kinds of animals might you find in the city?
- Is the city a good place for animals? Why? Why not?

Tell children that the story they are about to hear takes place in the city of Boston.

Ask children if they have ever visited Boston, and if so, what they saw there. (If the children in your classroom live in Boston, talk with them about how the Public Garden or the Charles River might be a good place for mallards to make their home.)

## AFTER VIEWING ACTIVITIES

Help children recall the different parks, streets and other sites of Boston that the mallards visited. Then have children make their own map of their city. Supply a large sheet of craft paper and crayons that children can use to create their map. Have children work together, discussing the various streets, parks, rivers, etc. (Try using the names of children in the group as the names of the city streets.) After, have each child draw and cut out a duckling from

construction paper. Instruct children to move their ducklings along the city streets on their map by listening carefully to your directions. Continue the activity until each child in the group has had an opportunity to participate.

Supply construction paper, glue, colorful feathers, and crayons that children can use to make their own ducks. After drawing the duck outlines let children glue feathers to the bodies of their ducks. When finished, have children write (or dictate to you) simple stories about their duck family's search for a home. Before working on their stories, have children think about the following questions:

- What kind of a place would a duck need for a home?
- What would help to make a duck's home comfortable?
- What do you like most about your own home?
- What things about your home make it especially nice?

As children work, help them to understand that being together as a family is as much a part of making a protected place a home as other factors. Ask each child to draw a picture of his/her home.

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