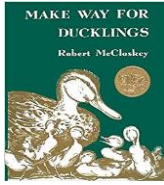


Make Way for Ducklings Story Sequencing



Standards:
ELA.RL.KID.PS.1 -3
ELA.RL.IKI.PS.1-2
ELA.SL.CC.PS.1-3

Materials:

- *Make Way For Ducklings*
- *Make Way For Ducklings* sequence cards

Vocabulary:

- sequence
- ducklings
- first, next, last

Preparation: Set up materials.

Intro to Centers:

“In *Make Way for Ducklings*, Mr. and Mrs. Mallard **first** looked for a safe place to build a nest and hatch their **ducklings**--baby ducks. What do you notice?”

“**Next**, Mrs. Mallard taught the ducklings how to swim, dive, and walk in line. What do you notice?”

“What happened **next**?”

“What happened **last**?”

“Today in Puzzles and Manipulatives, you can use these materials to **sequence** *Make Way for Ducklings*--put the story in order with what happened first, next, and last.”

Show illustrations.

Children respond

Show illustrations. Children respond.

Show illustrations. Children respond.

Show illustrations. Children respond.

Show materials.

During Centers:

Encourage children to use sequence words (*first, next, last, etc.*) Encourage children to retell or act out *Make Way For Ducklings* after sequencing the cards. Provide numeral cards or a piece of tag/poster board divided into boxes as a “storyboard”. Mount sequence cards on blocks, DUPLOs, etc. Encourage children to write and illustrate alternate endings/events of the story.

Guiding Questions during Centers:

- How do you know this is what happened *first, next, last* in *Make Way for Ducklings*?
- How could you change /show the events/ending to the story?
- How is the sequence of *Make Way For Ducklings* similar to or different from the sequence of *Community Soup*, etc.?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to create sequence cards for other read alouds/routines of the day, i.e., lining up for recess, going to lunch, etc.

