



# ***The Ugly Duckling*** **Lesson Plan**

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**The Ugly Duckling**  
**Adaptation, Music and Lyrics by Geraldine Ann Snyder**  
**Directed by Paul Lenzi**

**Cast of Characters**

Frederico Frog	Old Blind Maudie
Daphne, a Mother Duck	Sonny the Cat
Chuck, a duckling	Stumpy the Chicken
Cindy, a duckling	Scarecrow
Hedwigg, the Ugly Duckling	The Storm

**The Story**

*Song – Welcome to My Pond*

Frederico Frog is a big frog in a little pond where he watches out for all the creatures. Especially that beautiful Duck Daphne. Daphne's eggs are ready to hatch, and she needs beans to feed her hatchlings. Being the one who knows what's what around the pond, Frederico tells Daphne where to find those beans and lets her know that if she needs anything else, he's the one to see.

*Song – Big Frog*

While Daphne is off to find beans, her beautiful eggs hatch. Well, two of them are beautiful. One of them doesn't match the others, and Daphne doesn't know where it came from. When they hatch, it is obvious the mystery egg doesn't belong. Daphne returns to find her perfect ducklings Cindy and Chuck and one ugly Hedwigg. None of the ducks like him. They don't like his purple nose or anything about his hideous appearance. He doesn't even know how to swim or quack.

*Song – Quack*

The ducks meet Frederico. He, too, doesn't know what to make of the strange creature, Hedwigg. But the Ugly Duckling must belong somewhere. Everyone has a family to which they belong. Is he a turkey? A chicken? A cuckoo? They can't figure it out. They encourage him, but not in a very nice way, to go find his family.

*Song – Get Out*

Just then, a flock of swans flies overhead. Hedwigg thinks he must be a swan, but the ducks laugh that thought right out of his head and send him on his way. Daphne finally has her beautiful ducks all to herself.

*Song – Beautiful Ducks*

Daphne feels a change in the weather coming on. It's time for the ducks to fly south for the winter – to Florida! After they are gone, Hedwigg returns to the pond disappointed that he did not find his family. Frederico tells him to go see Old Blind Maudie. She has the answers to everything. If Hedwigg goes to see her and her cat and chicken, he will discover what he is. So off he goes to meet the wacky trio. On the way he sees another flock of swans in the sky. Could they be his real family?

*Song – Sonny, Maudie, and Stumpy*

Chaos has erupted in the household of Old Blind Maudie. She wants eggs and the chicken, Stumpy, can no longer lay them. Hedwigg enters, and when Maudie feels his feathers and his beak, it is obvious to her he is a duck. He will lay her eggs. What?! Hedwigg doesn't know how to lay eggs. She gives him till the morning. If he has laid an egg, there will be omelets for everyone. If not, he must hit the road. Well, he can't lay an egg, so in the morning he's back on his way to discover what he is. There he meets a Scarecrow.

*Song – Scarecrow*

Hedwigg thinks he's found the answer. He's a scarecrow, but the scarecrow tells him he's the only scarecrow in those parts. If Old Blind Maudie said he was a duck, that's what he is, but there is one new question. What kind of duck is he? That's really the answer he should try to find. Once more, swans fly overhead. Hedwigg wishes he could be like those "ducks." The scarecrow just laughs and sends him on his way back to the pond.

Back at the pond, Hedwigg tells Frederico what he has learned, which at this point is nothing. Frederico tries to encourage him and tells him it will take time to find his family. Maybe he should think of family differently. His family might just be made up of everything around him. The whole world could be his family. Frederico tells him things will be better in the spring. He should concentrate on staying warm for the winter. But Hedwigg is focused on finding a family who loves him, because he feels pretty unloved.

*Song – Why Doesn't Anybody Like Me*

A wintery storm blows over the pond and freezes everything, including Hedwigg. He wakes up with the spring, and something has changed. While singing, Hedwigg looks into the clear pond and sees that he has become a beautiful swan, just like the ones he saw flying by. He has become more beautiful than he ever dreamed, but the most important thing is he hasn't changed on the inside.

*Song – Look How Beautiful I Am*

The ducks return to the pond after their Florida vacation, and they can't believe their eyes. There is a swan in their pond. How did they get so lucky? Hedwigg is shocked by their change in attitude toward him. It wasn't long ago they were telling him to leave the pond. Now they want him to stay. Is it only because of his new looks? They called him ugly before and really hurt his feelings. The ducks feel very bad for having called him ugly and other mean names. They apologize to Hedwigg, and he forgives them. He gives them a second chance to be his family.

*Song – Family of Friends*

## PREPARING THE CLASS FOR THE THEATER EXPERIENCE

When you attend a play you are entering a special world. Remind your students what they are expected to do as members of an audience. A good audience member will:

- Listen attentively to the actors on stage.
- Stay in his or her seat during the performance.
- Suspend disbelief and pretend the characters and stage action are real.
- Respond vocally to the action on stage only when the actors address the audience directly. This is a form of audience participation Blue Apple Players incorporates in every show.
- Clap at the end of the production to show your appreciation of the hard work actors and other people in the production have done.

## MEET THE STANDARDS BY ATTENDING LIVE THEATER

- Before seeing a production, students can make predictions about what they will experience at the show based on knowledge of theater terms and familiarity with the story.  
*State Standards Met: KY: RD-E-2.0.9, IN: Eng. Lang. Arts Standard 2, TN: 1.09, OH: Reading Process, GA: Reading (Draws conclusions, makes predictions and comparisons), WV: RLA.S.1*
- While watching the production, students can immediately identify the elements of drama you have introduced and practiced in the classroom and practice the role of an audience.  
*State Standards Met: KY: AH-E-3.1.31, 3.1.33, IN: Theater Standard 3, TN: Audience, Concentration, Technical Elements, OH: Historical, Cultural, and Social Contexts, GA: Artistic Knowledge, WV: TH.S.3*
- After the production, students can practice knowledge of age-appropriate theater vocabulary by critiquing the performance.  
*State Standards Met: KY: AH-E-3.1.36, IN: Theater Standards 4, 5, TN: Aesthetic response, Elements of Drama, OH: Analyzing and Responding, GA: Critical Analysis and Aesthetic Understanding, WV: TH.S.7*

## THE UGLY DUCKLING PRE-SHOW TALKING POINTS

- What type of story is *The Ugly Duckling*? Can you name other stories that are in the same “genre”?
- What is the importance of those types of stories? Why have they been told for so many years?
- What lesson can we learn from *The Ugly Duckling*?

## WORD WORK

**Duck**-A bird that lives near water and has short legs, webbed feet, and a broad bill

**Frog**-A small animal with webbed feet, short front legs, and long back legs suitable for jumping; an amphibian

**Pond**-A body of still water smaller than a lake

**Swan**-A large bird that lives near water and has a long neck and usually has bright white feathers

**Winter**-The coldest season of the year

**Spring**-The season when plants start to bloom and grow

**Different**-Not the same; unusual

**Unique**-Being the only one of its kind

**Environment**-The circumstances and things on the outside that affects the development of an individual or group

## THEATER TERMS

**Acting**-Pretending something and communicating what is being pretended

**Character**-The person, animal, or object in a story

**Dialogue**-The passages of talking in a play, at least two characters talking to each other

**Drama**-Written work that tells a story and is intended to be acted out on stage

**Foreshadowing**-Something that gives the audience advance suggestion of what will happen next

**Monologue**-A speech given by one person who is speaking to himself, the audience, or others on stage

**Plot**-The pattern of events or main story in the narrative or drama

**Props**-The objects on stage used to create the setting of a play

**Scenery**-Painted screens, backdrops, hangings used on the stage to represent surroundings and places in a play

**Set**-The arrangement of scenery where a play is enacted

**Setting**-The time and place a story takes place

**Theme**-The main idea of the story that connects the characters, setting, and plot

**POST-SHOW ACTIVITIES**

- Have the students fill out this KWL Chart. Students could complete it individually or use a similar chart on the board for a whole class discussion.

What did you know before you saw <i>The Ugly Duckling</i> ?	What did you want to learn from the show?	What did you learn?

- Discussion/Writing: The following statements are useful for starting a discussion or doing individual exploratory writing.

*The moment I liked best in the play was. . .*  
*My favorite costume was. . .*  
*If I could learn one of the songs in the play, I would choose. . .*  
*What I learned from the play is. . . .*

- Extension of the Writing Experience: Transactive/Persuasive Writing

Now that your class has had the opportunity to think about and discuss the theater experience, have the students write a persuasive letter about the show.

First, write a Purpose Statement:

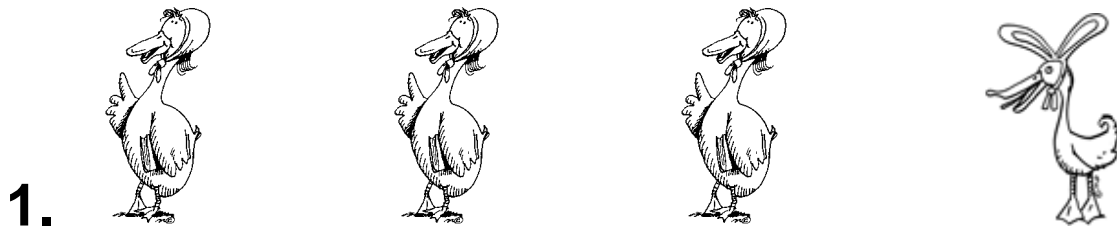
***We are writing a persuasive letter to \_\_\_\_\_ (audience) because we want \_\_\_\_\_.***

They could write to a friend to recommend the show, write to Blue Apple Players to suggest a change in the production, to the sponsor of the show (information given to the teacher at the show) to express appreciation of their support of the arts, or another audience and request of their choice. The letter should make it clear to the audience what you want them to do after reading it.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** For each group, circle the picture that is different from the others. On the line below the pictures, write an explanation of the difference.

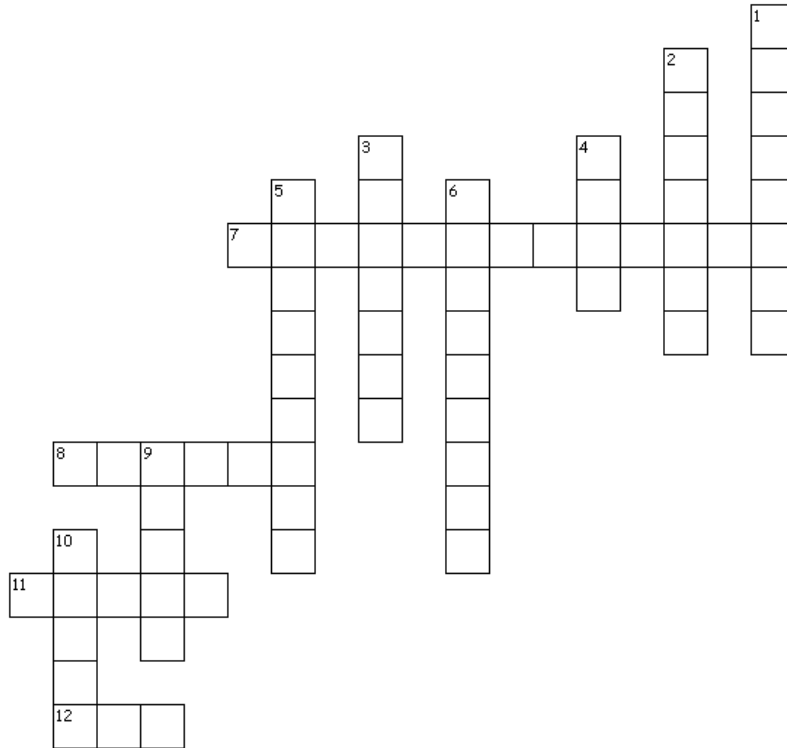




Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Theater Terms



**Across**

- 7. Something that gives the audience advance suggestion of what will happen next.
- 8. Pretending something and communicating what is being pretended.
- 11. Written work that tells a story and is intended to be acted out on stage.
- 12. The arrangement of scenery where a play is enacted.

**Down**

- 1. The passages of talking in a play, at least two characters talking to each other.
- 2. The time and place a story takes place.
- 3. Painted screens, backdrops, hangings used on the stage to represent surroundings and places in a play.
- 4. The pattern of events or main story in the narrative or drama.
- 5. A speech given by one person who is speaking to himself, the audience, or others on stage.
- 6. The person, animal, or object in a story.
- 9. The main idea of the story that connects the characters, setting, and plot.
- 10. The objects on stage used to create the setting of a play.

## Lesson One

### The Ugly Duckling: A Hans Christian Andersen Tale

#### Grades K-1

Hans Christian Andersen wrote *The Ugly Duckling* in 1844. It is one of his many famous stories that teach readers of all ages meaningful life lessons. Common themes in his stories include a character that is outcast or doesn't belong. However, these are often the characters that bring the truth in the story to light. In this lesson, students will read a version of the original *The Ugly Duckling*. Through discussion and retelling, students will relate the story to contemporary life and situations.

#### Objectives

- Students will read or listen to *The Ugly Duckling* and comprehend the dramatic elements of the story.
- Students will recognize the reason for the fairy tale (the moral).
- Students will contribute to constructing the timeline of the story.
- Students will write or draw pictures to create their own version of *The Ugly Duckling*.

#### Instructional Materials

Text of *The Ugly Duckling*

Paper, pencils, and crayons

#### Vocabulary

- **Fairy Tale**-An incredible or highly imaginative story
- **Moral**-The lesson or teaching to be learned from a story
- **Dramatic Elements (Who, What, and Where)**  
Characters: The people, animals, or objects in a story  
Plot: The pattern of events or main story in a narrative or drama  
Setting: The time and place a story takes place

#### Pre-Assessment

- **Prior Knowledge:** Elicit from the class what the story of *The Ugly Duckling* is about. Who are some of the characters, what happens to them, and where does it take place? Students are going to give varying answers to these questions. Use it as an opportunity to discuss the oral tradition of folk tales, and how every version is not exactly the same, but the main ideas are.
- **Genre:** Elicit from the class what type of story *The Ugly Duckling* is. Why is this type of story told? Is it simply to entertain, or does it also teach a lesson. What lesson do we learn from *The Ugly Duckling*?

#### Suggested Activities

1. **Read a version** of *The Ugly Duckling* with your class. Introduce Title and Author. *A good online source for the text is: [http://www.childrensbooksonline.org/The\\_Ugly\\_Duckling/index.htm](http://www.childrensbooksonline.org/The_Ugly_Duckling/index.htm). This site includes pictures that go along with the text, and versions of the story in other languages. Your students might like to see what the story looks like to a child in Spain or Germany.*  
**Strategies for Shared Reading:** Echo Reading – As the teacher reads the text, the students echo certain words in the story, for example students might echo the “peep, peep” of the new ducklings in the story.  
Choral Reading – Students read at the same time as the teacher.  
Fill-in-the-Gap-Reading – Teacher pauses at certain points during the reading of the story so students can fill in rhyming or predictable words.  
Make Predictions – Stop at various times in the story and ask the students to predict what they think will happen next.
2. **On the board make a story timeline and retell the story.** As a class, review what happened first, next, and last in the story. List as many parts of the story as your students remember. Make sure the students include who the characters were in each part of the story, where each part took place, and what happened.
3. **Have each student choose** his or her favorite part of the story, and draw a picture and/or write one sentence that retells his/her favorite part. What makes it his/her favorite part?
4. **Put all the pages together in a class book.**

#### Post-Show Connection

After seeing the play, reread your class book version of *The Ugly Duckling* and compare and contrast the two stories.

- Are the characters the same in your story and the one you saw on stage? Who was the same and who was different?
- Do the story and the play take place in the same location? Do the same events occur in the play and the story?
- Was there anything you saw in the performance you weren't expecting? What was it?
- Was there something you expected to see in the show and didn't? What?
- Was the lesson you learned the same in the story and the play? Explain.

#### Journal Entry

How would you describe the way the Ugly Duckling felt throughout most of the story? Can you remember a time when you felt that way? What happened that made you feel better? Write or tell someone who can help you write about your experience.

**Kentucky Academic Expectations** <http://www.education.ky.gov/KDE/Default.htm>

1.2 Students make sense of the variety of materials they read.

**Kentucky Core Content** <http://impweb1.jefferson.k12.ky.us/corecontent/>

**RD-E-1.0.10** Connect literature to students' lives and real world issues.

**RD-E-1.0.8** Describe characters, plot, setting, and problem/solution of a passage.

**RD-E-2.0.7** Identify the organizational pattern in a passage: sequence, cause and effect, and/or comparison and contrast.

**RD-E-2.0.8** Identify main ideas and details that support them.

**AH-E-3.1.31** Identify and discuss the dramatic elements in literature, films, and plays.

**Georgia Performance Standards** <http://www.georgiastandards.org>

**Reading**

ELAKR1-ELA1R1 – The student demonstrates knowledge of concepts of print

ELAKR6 – The student gains meaning from orally presented text.

ELA1R6 - The student uses a variety of strategies to understand and gain meaning from grade-level text.

**Listening, Speaking, and Viewing**

ELAKLSV1-ELA1LSV1 – The student uses oral and visual skills/strategies to communicate.

**Tennessee Learning Expectations** <http://www.state.tn.us/education/ci/standards/index.php>

**Reading**

1.02 Develop listening skills.

1.08 Develop and use pre-reading strategies.

1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

1.13 Experience various literary genres.

**Ohio Academic Content Standards** [http://www.ode.state.oh.us/academic\\_content\\_standards/](http://www.ode.state.oh.us/academic_content_standards/)

**English Language Arts**

**Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard**

A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.

E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).

**Literary Text Standard**

B. Use supporting details to identify and describe main ideas, characters and setting.

C. Recognize the defining characteristics and features of different types of literary forms and genres.

E. Identify the theme of a literary text.

**Indiana Academic Standards** <http://www.indianastandardsresources.org>

**Reading: Comprehension**

K.2.3 Connect the information and events in texts to life experiences.

K.2.4 Retell familiar stories.

K.2.5 Identify and summarize the main ideas and plot of a story.

1.2.3 Respond to *who, what, when, where, why*, and *how* questions and discuss the main idea of what is read.

1.2.7 Relate prior knowledge to what is read.

**Reading: Literary Response and Analysis**

K.3.3 Identify characters, settings, and important events in a story.

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.

**Listening and Speaking: Skills, Strategies, and Applications**

K.7.2 Share information and ideas, speaking in complete, coherent sentences.

1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why*, and *how* questions.

**West Virginia Education Standards** <http://wvde.state.wv.us/csos/>

**Reading and Language Arts**

**Standard 1: Reading (RLA.S.1)**

Students will:

- Recognize basic comprehension concepts
- Identify author's purpose
- Make connections between literary work and people in own life and other cultures

**Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will:

- Listen, recite and respond to familiar stories

## Lesson Two

### The Duck and the Swan: Relatives or not?

#### Grades 2-4

How could the ugly duckling of the famous story be confused for a duck when it was really a swan? In this lesson students will research just that. In small groups, students will have an aquatic bird to focus on. Using the Internet and other reference sources, students will gather information about the birds and make a presentation on their findings to the class. After all groups have presented, decide as a class whether a swan could be confused for a duck.

#### Objectives

- Students will work cooperatively and constructively with a small group.
- Students will utilize research skills to learn about aquatic birds.
- Students will present accurate information to classmates.

#### Instructional Materials

Text of *The Ugly Duckling*

Access to research materials

Access to computers with Internet access

#### Vocabulary

- **Aquatic Bird**-A feathered, egg-laying, winged animal that lives near water
- **Classification**-The act of arranging into certain groups based on resemblances or differences; Scientific term - Taxonomy
- **Species**-A category of animals

#### Pre-Assessment

- Think of the story *The Ugly Duckling*. Describe the setting of the story.
- What types of animals live in that setting?
- What are the similarities between a duck and a swan?
- What are the differences?

#### Suggested Activities

1. **Read a version** of *The Ugly Duckling* with your class. Introduce Title and Author. *A good online source for the text is: [http://www.childrensbooksonline.org/The\\_Ugly\\_Duckling/index.htm](http://www.childrensbooksonline.org/The_Ugly_Duckling/index.htm). This site includes pictures that go along with the text, and versions of the story in other languages. Your students might like to see what the story looks like to a child in Spain or Germany.*
2. **Discussion Questions:** Why did the ducks and other characters believe the Ugly Duckling was a duck? Name the characteristics he had that were similar to ducks. What characteristics set him apart? Why was he considered so ugly?
3. **Develop a hypothesis.** As a class do you believe that it is possible to confuse a baby swan and its egg as a duckling? Post the hypothesis on the board so the students know what they are trying to prove or disprove.
4. **Divide the class into small groups.** Assign each group either ducks or swans to focus on. Let each group research their aquatic bird. They should be looking for animal characteristics, habits, and living environment. Timelines of the birds' development would be helpful.
5. **With the information they find,** each group should put together a presentation of facts about each bird. Encourage groups to use visual aids to help their presentation.
6. **Give each group a set amount of time** to make their presentation. Groups should strive to fill the time without going over.
7. **Once all the groups have presented,** discuss the findings. What are the similarities between the two animals? What are the differences? Would it have been possible to mistake a baby swan for a baby duck? Compare your discoveries to your hypothesis. Was it proven or disproved?

#### Resources

[www.wwtlearn.org.uk](http://www.wwtlearn.org.uk) - The Wildfowl and Wetlands Trust: Downloadable articles about wetland wildlife. Click on Resources & Links

[www.feathersite.com](http://www.feathersite.com) - Pictures and descriptions of various types of birds.

<http://pages.cpsc.ucalgary.ca/~becker/HatchingProgram/index.html> - Ducks in the Classroom

#### Post Show Connection

After seeing *The Ugly Duckling*:

- Did the musical *The Ugly Duckling* support your hypothesis? If not, write a new version of *The Ugly Duckling* that does.
- What is the important lesson in *The Ugly Duckling*? Why do you think authors have used these particular animals to get that message across? In what other ways could you tell the same story?

**Kentucky Academic Expectations** <http://www.education.ky.gov/KDE/Default.htm>

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.2 Students make sense of the variety of materials they read.
- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.16 Students use computers and other types of technology to collect, organize, and communicate information and ideas.
- 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.

**Kentucky Core Content** <http://fmpweb1.jefferson.k12.ky.us/corecontent/>

- RD-E-1.0.10 Connect literature to students' lives and real world issues. Informational Reading includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts.
- RD-E-4.0.6 Locate and apply information for authentic purposes.
- CS-E-TC.P2.06 TC.P2.06: Student will use web page to find specific information.
- SC-E-3.1.3 Each plant or animal has structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.

**Georgia Performance Standards** <http://www.georgiastandards.org>

**Reading**

- ELA2R4-ELA3R3 – The student uses a variety of strategies to gain meaning from grade-level text.
- ELA4R1 – The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

**Writing**

- ELA2W1-ELA3W1 – The student demonstrates competency in the writing process.
- ELA4W3 – The student uses research and technology to support writing.

**Listening, Speaking, and Viewing**

- ELA2LSV1-ELA3LSV1 – The student uses oral and visual strategies to communicate.
- ELA4LSV2 – The student listens to and views various forms of text and media in order to gather and share information.

**Science**

- S2CS5-S3CS5-S4CS5 - Students will communicate scientific ideas and activities clearly.
- S2CS6-S3CS7-S4CS7 - Students will be familiar with the character of scientific knowledge and how it is achieved.
- S2L1 - Students will investigate the life cycles of different living organisms.

**Tennessee Learning Expectations** <http://www.state.tn.us/education/ci/standards/index.php>

**Reading**

- 1.01 Develop oral language.
- 1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
- 1.12 Read independently for a variety of purposes.

**Science**

- Content Standard: 4.0 Heredity and Reproduction
  - The student will understand the basic principles of inheritance.
- Content Standard: 5.0 Diversity and Adaptation Among Living Things
  - The student will understand that living things have characteristics that enable them to survive in their environment.
  - Learning Expectations:
    - 5.1 Recognize the differences among plants and animals of the same kind.
    - 5.2 Recognize that living things have features that help them to survive in different environments.

**Ohio Academic Content Standards** [http://www.ode.state.oh.us/academic\\_content\\_standards/](http://www.ode.state.oh.us/academic_content_standards/)

**English Language Arts**

**Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard**

- K-3
  - C. Draw conclusions from information in text.
  - D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
  - E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).
- 4-7
  - B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
  - C. Make meaning through asking and responding to a variety of questions related to text.

**Informational, Technical and Persuasive Text Standard**

- K-3
  - A. Use text features and structures to organize content, draw conclusions and build text knowledge.
  - C. Identify the central ideas and supporting details of informational text.
- 4-7
  - A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
  - C. Explain how main ideas connect to each other in a variety of sources.

**Research Standard**

- K-3
  - A. Generate questions for investigation and gather information from a variety of sources.
  - B. Retell important details and findings.
- 4-7
  - A. Identify a topic of study, construct questions and determine appropriate sources for gathering information.
  - B. Select and summarize important information and sort key findings into categories about a topic.
  - C. Create a list of sources used for oral, visual, written or multimedia reports.
  - D. Communicate findings orally, visually and in writing or through multimedia.

**Science**

**Life Sciences**

- K-2
  - C. Describe similarities and differences that exist among individuals of the same kind of plants and animals.
- 3-5
  - A. Differentiate between the life cycles of different plants and animals.

**Indiana Academic Standards** <http://www.indianastandardsresources.org>

**READING: Comprehension**

- 2.2.5 Restate facts and details in the text to clarify and organize ideas.
- 3.2.5 Distinguish the main idea and supporting details in expository (informational) text.
- 3.2.6 Locate appropriate and significant information from the text, including problems and solutions.

**LISTENING AND SPEAKING: Skills, Strategies, and Applications**

- 2.7.5 Organize presentations to maintain a clear focus.
- 2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).
- 2.7.9 Report on a topic with supportive facts and details.
- 2.7.10 Report on a topic with facts and details, drawing from several sources of information.
- 3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.
- 3.7.7 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.
- 4.7.6 Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
- 4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.
- 4.7.12.1 Make informational presentations that: focus on one main topic, include facts and details that help listeners focus, incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).

**SCIENCE: The Living Environment**

- 2.4.1 Observe and identify different external features of plants and animals and describe how these features help them live in different environments.
- 3.4.1 Demonstrate that a great variety of living things can be sorted into groups in many ways using various features, such as how they look, where they live, and how they act, to decide which things belong to which group.
- 3.4.3 Observe that and describe how offspring are very much, but not exactly, like their parents and like one another.

**West Virginia Education Standards** <http://wvde.state.wv.us/csos/>

**Reading and Language Arts**

- Standard 1: Reading (RLA.S.1)  
Students will: Use reading skills and strategies to understand a variety of informational resources
- Standard 2: Writing (RLA.S.2)  
Students will: Use a variety of sources to gather information to communicate with others
- Standard 3: Listening, Speaking and Viewing (RLA.S.3)  
Students will: Listen, recite and respond to familiar stories

**Science**

- Standard 4: Science Subject Matter/Concepts (SC.S.4)  
Students will: Demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models

## Extensions to the Lesson

For students interested in taking their experience with *The Ugly Duckling* a step further, here are some activities that help them gain more knowledge and strengthen their research skills.

- There are many instances of foreshadowing in the story of *The Ugly Duckling* and in the stage version. Have students identify these instances and write an essay on why the use of foreshadowing was effective at those times.
- Hans Christian Andersen wrote many other stories. Have students find and read another one and compare and contrast it to *The Ugly Duckling*. Are there any similar themes that prevail?
- Have students listen to Tchaikovsky's *Swan Lake*. Using different pieces of the score, have students create a movement piece that shows the difference in the Ugly Duckling before and after he grew into a beautiful swan.