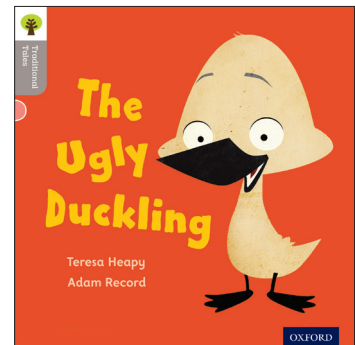


The Ugly Duckling

Written by Teresa Heapy and illustrated by Adam Record

Teaching notes written by Teresa Heapy

Information about assessment and curriculum links can be found at the end of these Teaching Notes.



Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These wordless stories, many of which will be familiar to the children, are the perfect introduction to reading and storytelling.
- 'The Ugly Duckling' was written by Hans Christian Andersen in 1842. It follows the emotional and physical journey of the ugly duckling as he eventually becomes a swan. Its moral is that we should not judge others by their appearance.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title to the children. Ask if any of the children have heard this story before. Ask: *What do you think might happen in this story?*
- Wordless stories are a perfect introduction to reading. Children can enjoy reading them with you/in groups or by themselves. They allow children to access traditional tales before they are able to decode any text. They teach key skills including how to hold a book, which way to turn the pages and what key elements make a story, such as character and plot.

Reading the extended story

- Read the extended story (on page 24 of the *Traditional Tales Handbook*) to the children. Use the pupil book to show the images to the children as you read, and pause during the story to ask questions.
- Stop reading at the end of page 3 and talk about the big blue-coloured egg. Ask: *What do you think the mother duck is thinking? Do you think she will look after the big egg?*
- Pause at page 4 where the ugly duckling hatches. Ask: *What do you think the mother duck is thinking now? How do you think the other ducklings feel about the ugly duckling?*
- At the end of the extended story, ask: *Did you feel sorry for the ugly duckling at the start of the story? How did you feel at the end of the story when he became a swan?*

Reading the story

- Ask the children to point to the title as you read it to them.
- Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.
- Look at page 5 and talk about what is happening in the picture. Ask: *What do you think the other ducklings are saying to the ugly duckling?*
- Look at page 7 and talk about how the ugly duckling has changed.

Returning to the story

- Talk about what happened in the story. Look again at pages 6 – 8 and ask: *What is happening to the ugly duckling?* Talk about how he has changed and grown up as the seasons have changed.
- Look at page 10 and ask: *How do you think the ugly duckling is feeling at this point in the story? What do you think the other swans are saying to him?*
- Talk about the end of the story and ask: *Do you think everyone was happy at the end of the story? What do you think the other ducks thought when they saw the ugly duckling with his swan family?*

Storytelling and Drama

- As a class, talk about the events in the story using the story map as a prompt.
- Tell the children that you are a member of the ugly duckling's new swan family and that you want to hear his life story before you found him. Tell the children that they are the ugly duckling and they are going to retell the story.
- Ask them to work in pairs or small groups and to discuss what happened in the story and how the ugly duckling felt about the events. Help the children to complete the activity in their groups, and encourage them to use copies of the story map available on www.oxfordprimary.co.uk/tradtales as a prompt.
- Gather the class back together and ask them to tell you what happened from the ugly duckling's point of view, taking it in turns around the class. If necessary, prompt the children with questions about the events and how the ugly duckling might have been feeling.

Writing

- Ask the children to draw a picture of the ugly duckling. Tell them they can choose whether the picture is from the beginning or end of the story – but remind them that he is a swan at the end!
- Ask the children to tell you about their picture. Encourage them to write key words about their ugly duckling, if they can. Ask: *Is he big or small in your picture? What colour is he? How is he feeling?* Ask them to write their name on their work.

Links to the wider curriculum

Science

- Help the children to research the life cycles of birds – how cygnets become swans and ducklings become ducks.

Geography

- Go on a class trip to see swans and ducks at your local park or wildlife centre.

Art and design/Design and technology

- Draw and cut out large feather outlines. Ask each child to decorate a feather, using crayons, paints or by sticking on glitter/feathers, etc. Then stick all the feathers together, to make a large picture of a (fantastical!) bird.

PSHE and Citizenship

- Discuss the importance of not judging others on their appearance and being kind to everyone, whatever they look like.

For more ideas on how to use this book in the classroom use the *Traditional Tales Handbook*.

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The Ugly Duckling (Oxford Level 1) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can hold books the right way up and turn the pages. (READ) [ORCS Pre-Reading Standard, 1]
- Listens attentively to stories and other texts as they are read aloud (at an age-appropriate interest level). (READ) [ORCS Pre-Reading Standard, 6]
- Can gain simple meaning from texts using illustrations, when not yet able to read the text itself. (D) [ORCS Pre-Reading Standard, 7]
- Shows curiosity about content of texts. (D) [ORCS Pre-Reading Standard, 9]

ENGLAND The National Curriculum in England: Statutory framework for the early years foundation stage

EYFS

The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Early level

Listening and talking	<p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c)</p> <p>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen (LIT 0-02a / ENG 0-03a)</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-09a)</p>
Reading	<p>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things (LIT 0-14a)</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)</p>
Writing	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write (ENG 0-12a / LIT 0-13a / LIT 0-21a)</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)</p>

WALES Foundation Phase Framework: Nursery

Oracy	<p>Learners are able to participate in discussions with other children and/or adults (N_OracColl.1)</p> <p>Learners are able to imitate real-life and make believe experiences within role play (N_OracSpea.7)</p>
Reading	<p>Learners are able to follow picture books and texts read to them and respond appropriately (N_ReadResp.2)</p> <p>Learners are able to make meaning from pictures in books (N_ReadStrat.8)</p>
Writing	<p>Learners are able to communicate by using symbols and pictures (N_WritMean.3)</p> <p>Learners are able to write letters, numbers and/or symbols randomly (N_WritMean.6)</p>

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

Talking and listening	<p>Pupils can take on the role of someone else (L1_com_talk.1ii)</p> <p>Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</p> <p>Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)</p>
Reading	<p>Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1)</p> <p>Pupils can talk about what they read and answer questions (L1_com_read.5)</p>
Writing	<p>Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)</p> <p>Pupils can write personal and familiar words (L1_com_writ.4ii)</p>