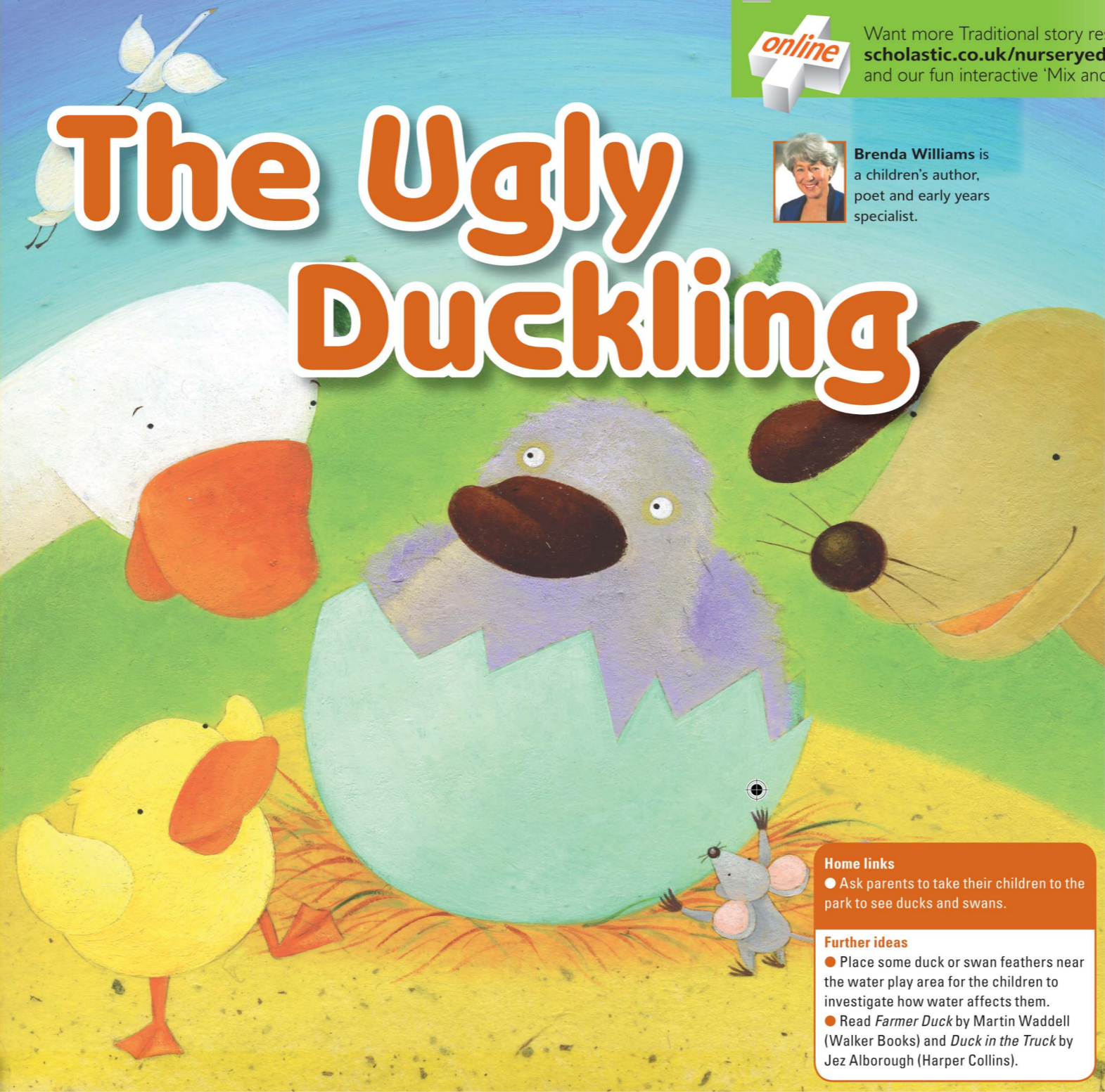


Explore the story of 'The Ugly Duckling' in your very own 'Ducks and swans' area

Ducks and swans

Read and enjoy together the story of 'The Ugly Duckling'.
 In a section of your room, cover a wall in green or blue backing paper to represent water. Display pictures of ducks, ducklings, swans and cygnets on the wall. Point out to the children the similarities and differences between the ducklings and cygnets. To help the children understand how the swan might have been mistaken for a duckling, remind them that both are hatched from eggs, both live near water, and can 'swim' by paddling on the surface. Leave the story of 'The Ugly Duckling' nearby for the children to refer to.
 Place a CD or cassette player in the 'Ducks and swans' area, together with a recording of *The Ugly Duckling* story on a CD or cassette. Encourage the children to use the equipment independently to listen to the story, retell it and follow the pictures in the book.
 Arrange a musical area, including a variety of simple instruments for the children to experiment with, a recording of 'The Ugly Duckling' and a selection of music CDs or cassettes.
 Provide a water tray with plastic ducks, swans and so on, together with heavy items such as stones, to encourage the children to enjoy re-enacting the story, and investigating objects that float and sink.

Suggested resources
The Ugly Duckling (Flip Up Fairy Tales series, Child's Play www.childs-play.com); pictures of ducks, ducklings, swans and cygnets; CD or cassette player; recording of *The Ugly Duckling* story on a CD or cassette; simple musical instruments such as bells, tambourines, xylophone, cymbals and drum; recording of *The Ugly Duckling* song by Danny Kaye; selection of music CDs or cassettes; water tray; plastic ducks, swans and so on; stones.



Want more Traditional story resources? Visit www.scholastic.co.uk/nurseryedplus for extra activities and our fun interactive 'Mix and match' game

Brenda Williams is a children's author, poet and early years specialist.

The Ugly Duckling

1 The sad duckling
Explore feelings by identifying with the ugly duckling
Personal, Social and Emotional Development
Behaviour and Self-control
Development matters: are aware that some actions can hurt or harm others (22-36 months); begin to accept the needs of others, with support (30-50 months).
Early learning goal: consider the consequences of their words and actions for themselves and others.
What you need
Group size: small groups
 'Ducks and swans' area; *The Ugly Duckling*.

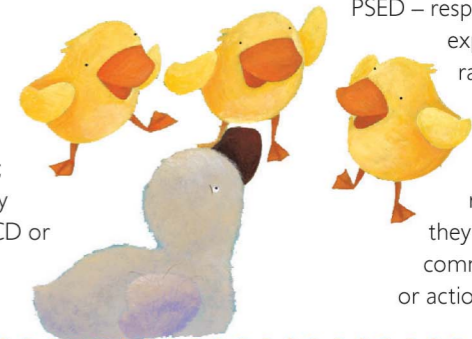
What to do
 Discuss the pictures in the 'Ducks and swans' area and encourage the children to notice any similarities and differences between ducks, cygnets and swans.
 Read the story to the children. 'Why do they think the other ducklings were unkind to him?', 'Why did the ugly duckling hide away?', 'Why didn't the other animals want to be his friend?', 'How did he feel when he became a swan?' and so on.
 Encourage the children to understand that it is unkind to say hurtful things to people who may be different from us, as we all have the same feelings of loneliness, sadness and unhappiness.

Home links
 ● Ask parents to take their children to the park to see ducks and swans.
Further ideas
 ● Place some duck or swan feathers near the water play area for the children to investigate how water affects them.
 ● Read *Farmer Duck* by Martin Waddell (Walker Books) and *Duck in the Truck* by Jez Alborough (Harper Collins).

Support
 Ask the children what they would say to the ugly duckling.
Extension
 Invite the children to draw a sad or happy ugly duckling.
Birth to 36 months
 Listen to and sing *The Ugly Duckling* song by Danny Kaye with the children.
Cross-curricular links
 CLL – sustain attentive listening, responding to what they have heard with relevant comments, questions or actions. KUW – look closely at similarities, differences, patterns and change.

2 Musical expression
Express feelings through music
Creative Development
Being Creative – Responding to Experiences, Expressing and Communicating Ideas
Development matters: express themselves through physical action and sound (16-26 months); begin to use representation as a form of communication (22-36 months).
Early learning goal: express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

What you need
Group size: small groups.
 CD or cassette player; recording of 'The Ugly Duckling' story on a CD or cassette; selection of musical instruments.

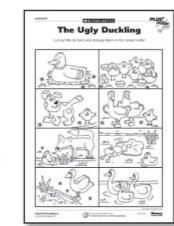


What to do
 Listen to the story together and invite the children to find the musical instruments that best express feelings of sadness and happiness to accompany the story.
 Can the children find sounds to express unkind and noisy teasing?
Support
 Play a game of guessing how each other is feeling by which instrument they play.
Extension
 Provide other music CDs for the children to listen or move to.
Birth to 36 months
 Play soothing music at story time.

Cross-curricular links
 PSED – respond to significant experiences, showing a range of feelings where appropriate.
 CLL – sustain attentive listening, responding to what they hear with relevant comments, questions or actions.

3 Picture story
Recall the story in sequence
Communication, Language and Literacy
Reading
Development matters: show interest in stories, songs and rhymes (16-26 months); begin to be aware of the way stories are structured (30-50 months).
Early learning goal: retell narratives in the correct sequence, drawing on language patterns of stories.

What you need
Group size: small groups.
The Ugly Duckling; 'The Ugly Duckling' photocopiable sheet (back of A2 'Mix and match' poster); thin card; paper; pencils;



What to do
 Share the story of *The Ugly Duckling* with the children.
 Copy and enlarge the photocopiable sheet on to thin card. Look at and discuss the different pictures and help the children to cut out the pictures and retell the story

by placing them in the correct order.
 Write a suitable simple caption for each illustration on a separate card. Show and read these to children, then ask them to place them under each correct picture.
 Leave the pictures and captions in the 'Ducks and swans' area for the children to use in their play.
Support
 Invite the children to make sequential pictures of their own day.
Extension
 Ask older children to make and read their own captions for the story pictures.
Birth to 36 months
 Sing 'Five Little Ducks Went Swimming One Day' from *This Little Puffin...* compiled by Elizabeth Matterson (Puffin Books).
Cross-curricular links
 PSED – work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of people, including adults and children, to work together harmoniously.
 PD – handle tools, objects, construction and malleable materials safely and with increasing control.

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