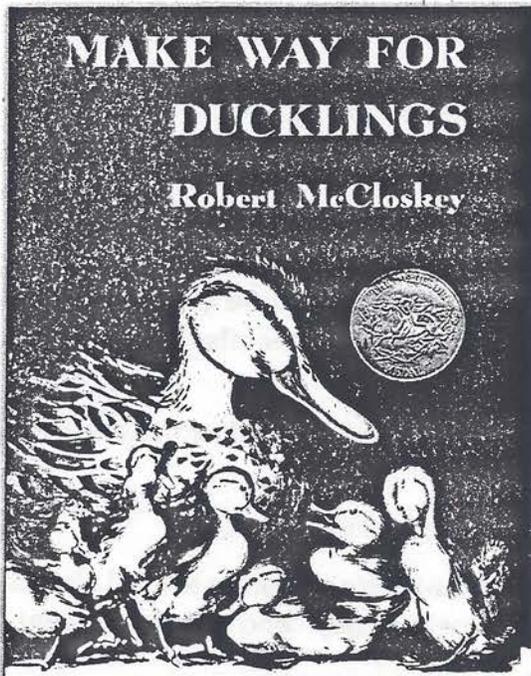


Make Way for Ducklings

WRITTEN AND ILLUSTRATED BY
ROBERT McCLOSKEY (VIKING, 1941)



Mr. and Mrs. Mallard were looking for a place to live. But every time Mr. Mallard saw what looked like a nice place, Mrs. Mallard said it was no good.

—FROM *MAKE WAY FOR DUCKLINGS*

With foxes in the woods and turtles in the water, a duck can't raise a family just anywhere. So Mr. and Mrs. Mallard fly on and on until they come to the Charles River in Boston and declare it "just the right place." Hint: Have a duck call and police whistle handy for sound effects when you read this story aloud!

An Inside Look

Students who wonder "Could this really happen?" will be interested to hear the story behind Robert McCloskey's classic. "I first noticed the ducks when walking through the Public Garden every morning on the way to art school," he writes. "... I noticed the traffic problem of the ducks, and heard a few stories about them. Then the book just sort of developed from there." (from the book's back-flap copy)

To get the ducks in his drawings just right, McCloskey brought a few live mallards home. In *Meet the Authors and Illustrators: Volume One*, McCloskey says, "No effort is too great to find out as much as possible about the things you are drawing. It's a good feeling to be able to put down a line and know that it is right."

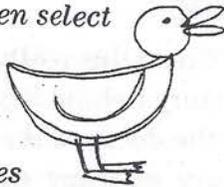
An Art Lesson

Like Robert McCloskey, children will discover that observing something up close can help them get the details just right in their own drawings. Though you may not be able to invite ducks into your classroom, students will be happy to bring in stuffed animals. (Or, if you have a class pet such as a fish or hamster, use that instead.)

Materials

- * class pet or stuffed animals
- * drawing paper
- * colored pencils or pastels

[TIP] *To guide students in their drawings, introduce the concept of gesture drawings. Explain that a gesture drawing is like a quick scribble that shows the shape of what you're drawing. Let students make several gesture drawings of their animal(s) and then select one each to work into a drawing, darkening lines and adding details.*



If students are drawing stuffed animals, suggest that they turn them upside down. This will encourage them to draw what they see—instead of being distracted by what they think the animals are supposed to look like.

1 Have children observe their animal(s) from all sides. Ask questions to guide their observations. For example:

- * How many legs (wings, paws, claws, and so on) does the animal have?
- * Is this a soft, furry animal? Slimy? Prickly? Bumpy?
- * What shades of light and dark do you see in this animal?
- * How big is the animal? What object is about the same size?
- * What shapes and patterns do you see?

2 Before students begin drawing, have them experiment with various drawing techniques. Look at the book for inspiration, noticing the following:

- * the color of the illustrations (all done in shades of brown; children can use brown pencils to achieve a similar effect)
- * shading (try smudging colored pencil or pastels with a finger or tissue)
- * shadows (notice where real shadows fall)

3 Let children draw their animal(s), making several sketches until, like Robert McCloskey, they “know that it is right.”



LANGUAGE ARTS LINKS

Book Talk

Make Way for Ducklings presents several problems and solutions as the ducks decide where to live and find their way around Boston's busy streets. After sharing the story, use these questions to help children recognize the problem-solution structure.

- * What problem did Mr. and Mrs. Mallard have? (They couldn't agree on a place to live.)
- * How did they solve it? (They kept looking until they found a place they both agreed was safe.)
- * What problem did Mrs. Mallard have? (She had to get her baby ducks safely from the Charles River to the Public Garden.)
- * How did she solve her problem? (She and her ducks kept quacking at the traffic until the police officer came and stopped traffic so that they could cross safely.)
- * Ask children to share problems and solutions in their own lives. In the same way that Robert McCloskey wrote about a problem he saw (ducks in Boston's traffic), your students' own experiences with problems and solutions will make wonderful story starters.

Writer's Corner: Postcard Shop



Turn your writing center into a postcard shop. First, research places mentioned in the story, including the Public Garden, Beacon Hill, the State House, the Charles River, Louisburg Square, Charles Street, and Beacon Street. Find out about famous Bostonians, too, such as Ben Franklin, Paul Revere, and Louisa May Alcott. Then have children use the postcard pattern (see page 16) to draw and write about favorite places and people. Display postcards and invite other classes to "shop" at your stand.



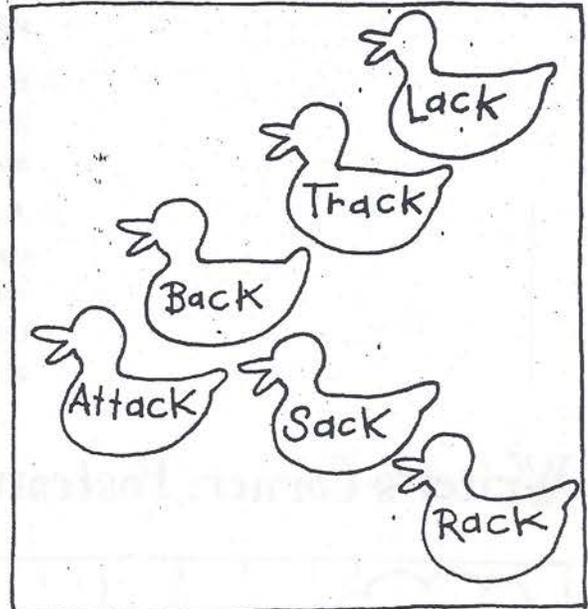
Take a look at more of Robert McCloskey's stories and settings. Feel the sand in your toes and taste the salt in the air in *One Morning in Maine* (Viking, 1952; a Caldecott Honor book) and *Time of Wonder* (Viking, 1957; a Caldecott Medal book). Find Maine on a map and then locate places the author mentions, such as Penobscot Bay, Camden, Spectacle Island, Blastow's Cove, and Cape Rosier (all from *Time of Wonder*). Follow up by letting children tell about their own special places. This could be a park down the street or a favorite family vacation spot. Locate these places on maps too.

Word Watch: The ack Cluster

quack

Let ducklings Jack, Kack, Lack, Mack, Nack, Ouack, Pack, and Quack help children learn the letter cluster *ack* to help in decoding new words.

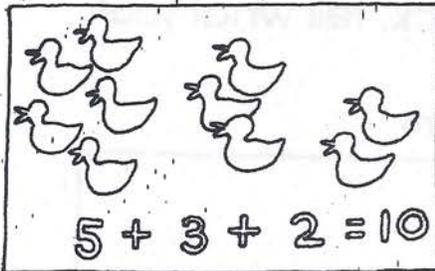
✧ Introduce the cluster by inviting children to make duck sounds. Write the word *quack* on the board. Ask: "What letters make the *ack* sound?" Underline the letters *ack*. Then reread the story, asking children to quack when they hear the *ack* sound. (They'll hear it in the ducklings' names and as the ducks step out onto a busy road: Qua-a-ack!! Quack! Quack! Quack! Quack!)



- ✧ Write *ack* words from the story on duck-shaped cards and use them to start a Ducks-in-a-Row display. Invite children to suggest other *ack* words, too.
- ✧ Leave duck patterns, blank paper, scissors, and pencils next to the display. Let children cut out duck-shaped cards to add more *ack* words on their own.
- ✧ What rhymes with *Jack*? Don't stop with his siblings' names. Follow up on Word Watch by letting children use the first letters of their names to make more names that rhyme with *Jack*. Have children write their new names on duck-shaped cards and display on their desks.

STORY EXTENSIONS

Math: Ducks in a Row

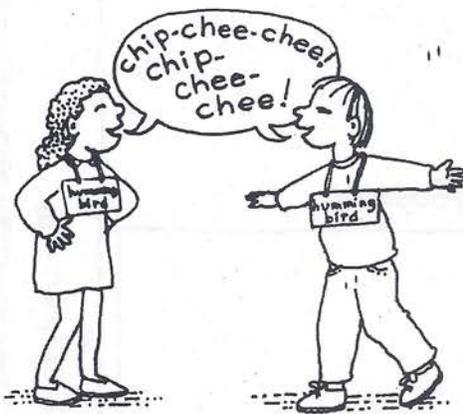


Ask students to count the number of ducks in the story (10). Ask: "If the ducks lined up in two equal rows, how many ducks would there be in each row?" Explore other configurations (7 and 3, 4 and 6, 2 and 8, and so on), including configurations for 3 rows. Have children draw and cut out ten ducks each (provide patterns to trace). Let them glue their ducks on blue construction paper in groups that combine to equal ten. Then have them write math sentences to represent their arrangements—for example $5 + 3 + 2 = 10$.

Social Studies: What Makes a Home?

Use the story as a springboard to learn more about homes. Begin by sharing the quote on page 11. Ask: "What did the ducks need in a home?" (water, food, safety from predators) "What do we need in our own homes?" Divide the class into groups, one for each kind of thing we need (such as food, clothing, and so on). Children can cut out pictures of these objects, paste them to poster paper, and label. When students are finished, discuss their choices. Encourage children to explain their reasoning and recognize the difference between things we need and things we want.

Science: A Symphony of Birds



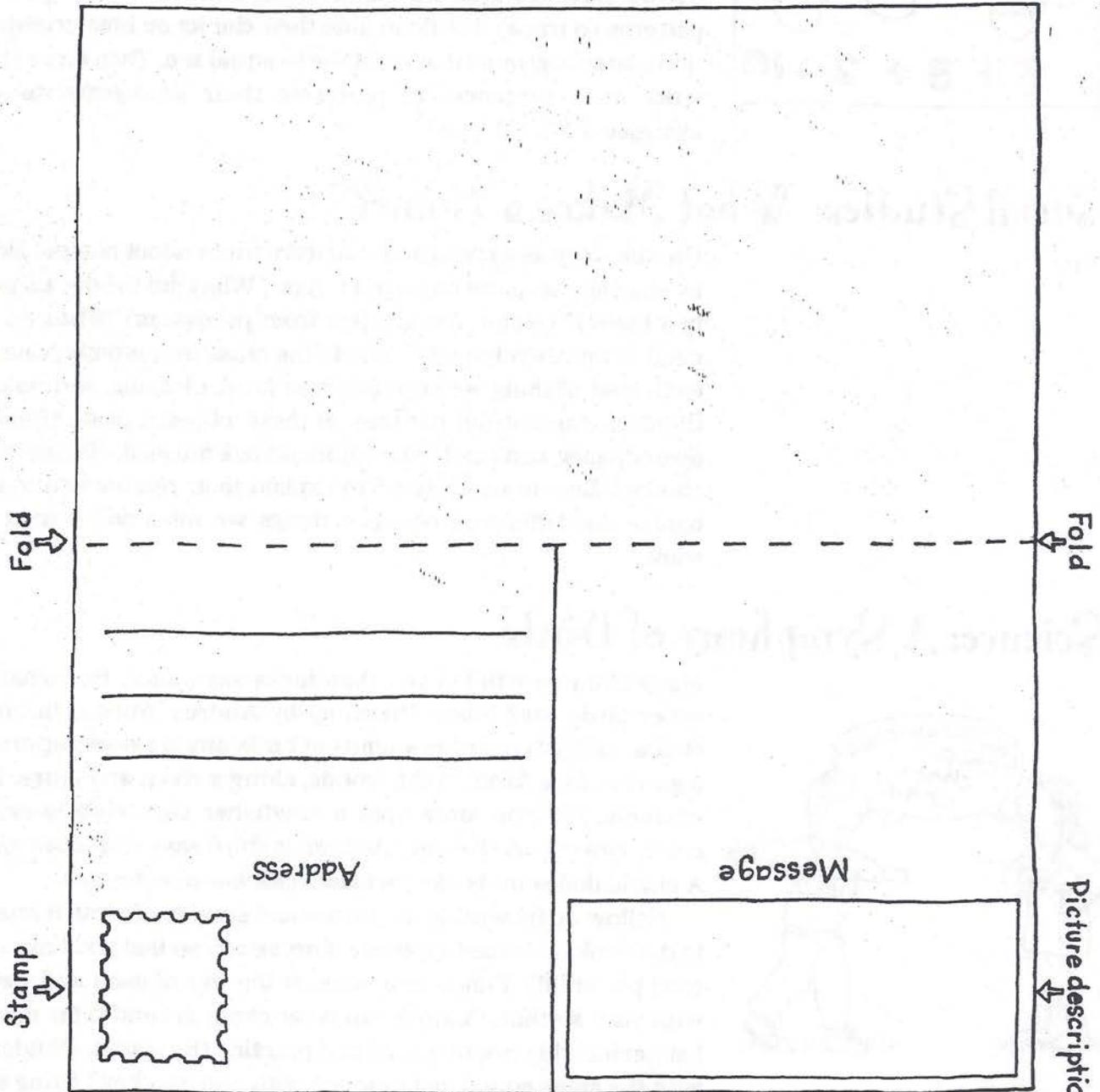
Many children will tell you that ducks say *quack*. But what do other birds say? Share *Birdsong* by Audrey Wood (Harcourt Brace, 1997) to hear the sounds of birds among skyscrapers, in a garden, on a farm, in the woods, along a river, and more. For example, did you know that a kingfisher says *rickety-crick-crick*, *rickety-crick-crick*? A hummingbird says *chip-chee-chee*. A chickadee sounds like its name: *chick-a-dee-dee-dee*.

Follow up by writing the names and sounds of birds featured in the book on cards (duplicate if necessary so that you have one card per child). Punch two holes at the top of each and string with yarn so that children can wear cards around their necks. Let each child choose a card and practice the sound. (Students with the same sound can practice with one another.) Bring students together for a birdsong symphony!

Make Way for Ducklings

Cut out the postcard. Put paste on the back, then fold the postcard in half along the ----- line. On the front, draw a picture. In the upper left corner on the back, tell what your picture is. Add a message then address!

Front of postcard: Draw picture



Back of postcard