The Ugly Duckling

Learning Experience 4

Foundation/Prep – suggestions for teachers:

Children listen to 'The Ugly Duckling' and make connections between characters, setting and events – then one takes the hot seat and answers the class in character.

Before you begin

- Grab your favourite copy of 'The Ugly Duckling'. This story is mentioned in 'I wish I'd met you earlier, Nannie' on page 20.
- Read it aloud to the class, perhaps a couple of times in different contexts over the week.

Two parts, two rubrics

4a Reading and retelling the story

4b One child in the hot seat as the duckling

The assessment guide carries a rubric for each part – 4a for text features, characters and events, 4b for the child in the hot seat.

4a Reading and retelling

1. **Make connections**
   Focus on the connections between characters, setting and events. Guide children towards their own experiences – for example, discuss how the ugly duckling felt as he flew off with the swans.
2. **Look at pictures and words**
   Focus on the connections between the pictures and the text.
3. **Retell in sequence**
   Retell the story in sequence without looking at the book. What happened at the beginning, in the middle and at the end?

4b The hot seat

1. **Pick a duckling**
   Invite one child to sit in the hot seat and be the duckling.
2. **Question the duckling**
   The class asks the duckling questions, such as 'How did you feel when…?' The second rubric assesses the child in the seat.

What 'at standard' looks like — 4a

- **Identifying key events** — Names at least one major event with teacher guidance.
- **Using print and text features** — Locates the front cover, or points to where the text starts.
- **Identifying characters** — Identifies the main character when prompted by teacher.

Assessment rubric for this activity: nannie-le04-the-ugly-duckling-assessment.pdf