

Lesson Plan by : C. Kleiner, ESL, Kennedy School
Title : The Ugly Duckling
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The Ten Important Sentences

1. Her five eggs are hatching.
2. Then one big ugly duckling hatches.
3. “Four are quite pretty,” said Mother Duck.
4. “But this one looks very plain.”
5. “I must be very ugly,” said the duckling.
6. So the ugly duckling ran away.
7. His days were sad.
8. “Four beautiful swans!” said the Dog.
9. The ugly duckling looks in the water.
10. And he is one of them.

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Fact & Opinion Sentences

1. Her five eggs are hatching.
2. “Four are quite pretty,” said Mother Duck.
3. “But this one looks very plain.”
4. “I must be very ugly,” said the duckling.
5. His days were sad.
6. He had no one to play with.
7. He had no one to keep him warm.
8. “Four beautiful swans!” said the Dog.
9. The ugly duckling looks in the water.
10. He sees....four beautiful swans!

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Vocabulary Development

Personalization

“His days were sad”

Demonstration

“But this one looks very plain.”

The ugly duckling looks in the water.

Dramatization

“I must be very ugly.”

Exemplification

plain

hatches

Illustration

plain

Definition

hatches

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Lesson Plans

Monday: Objective: to recall facts and details

- ◆ Students listen to the story being read for the first time.
- ◆ Teacher models visualizing characters, setting, etc.
- ◆ Students echo read with teacher.
- ◆ Students read on own sections at a time. Comprehension is guided by teacher-posed questions.
- ◆ The ten important sentences are introduced on sentence strips. The teacher models chanting with students echoing. Marching and chanting is fun, too.
- ◆ Assign sentences to pairs or groups and have them dramatize, sing the sentence, make up a different chant and/or draw a picture of the sentence.

Tuesday: Objective: to distinguish between fact and opinion sentences in the selection

- ◆ Introduce new ten important sentences by creating chants for each. Teacher reads story and students hold up hands (or make any designated movement) when they hear an important sentence.
- ◆ Learners read selection independently or with a bood buddy.
- ◆ Teach or review the distinction between a fact and opinion. Make use of the fact and opinion chant: “It’s a fact, it’s a fact, it’s a real fact.” “It’s a feeling, a thought, an attitude.”
- ◆ In the classroom designate a fact wall and an opinion wall. Choose a sentence and model a “think aloud” and place sentence strip on appropriate wall. Sing fact or opinion chant. Have pairs or groups place their sentences on the walls. Read each sentence, check for agreement and sing fact or opinion chant.

Wednesday: Objective: to sequence the ten important sentences (the original ones)

- ◆ Review by chanting sentences and/or having students create and teach new chants. Adding percussion instruments to keep the beat can be fun. Learners read selection independently while teacher guides individuals.
- ◆ Use large sentence strips in pocket chart to model sequencing. Do one or two. Students given worksheet with the ten important sentences. Cut sentences into strips and place in correct sequence. Have students check with each other or the teacher before gluing.

Thursday: Objective: to recognize cause and effect

- ◆ Review by doing chanting activities. Have learners read independently. Teacher guides individuals.
- ◆ Review or teach cause and effect using examples from students' lives and/or their shared classroom experience.
- ◆ Orally read the selection or use audiotape. Have learners pay close attention to "sentences that make other sentences happen."
- ◆ Model cause and effect using a "think aloud" to link together the large sentence strips. This objective is tricky as there are sentences that can be both cause and effect. For example, no. 4 causes no. 5 which in turn causes no. 6.
- ◆ Give students ten important sentences worksheet and have them cut apart sentences and link into cause and effect chains. Have students explain their thinking.

Friday: Objective: to identify the main idea

- ◆ Teach or review the main idea glove. Use a familiar story, i.e. "The Three Little Pigs". Each student can have a paper glove and fold down each finger while listening to the story. Model writing the story elements and main idea sentence on the glove. Emphasize that the answer to "Did what?" is the culminating action of the story.
- ◆ Read the selection to the class and have them repeat folding down fingers as they hear the story elements.
- ◆ Using the worksheet have pairs identify the story elements from the ten important sentences.
- ◆ Give learners assistance to fill out the main idea glove, combining the elements into one sentence.