

TEACHERS ACTIVITIES



Theme:

The wondrous adventures of a wooden duck provide an opportunity for us to investigate real-life ducks and geese.

Topics For Discussion:

Before viewing the program, ask students if they have ever lost a favorite toy. What did it feel like to lose it?



Pose the question to the class, "What are the differences between a duck and a goose?" Record the students' ideas on the board and then ask what types of resources they could consult to learn more about ducks and geese. Encourage them to think broadly and include both print and nonprint resources, such as computer software, the internet, and community experts.

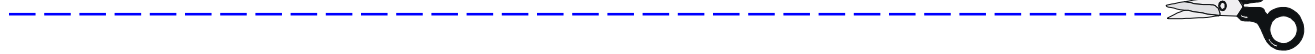


Discuss the concept of migration. Are there animals besides birds that migrate? (Revisit the monarch butterfly segment of the **Reading Rainbow** program, "Bugs," as an example of an animal that migrates.)

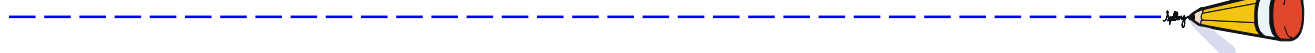
Curriculum Extension Activities:

Before viewing the program, brainstorm a list of waterfowl with which students are familiar. Add to the list after watching the program. With the help of the library media specialist, obtain some nonfiction books that show different types of waterfowl and have students add others to the list. Discuss where these birds live, i.e., primarily near the ocean, near freshwater lakes, etc. Locate other interesting facts, such as what they eat, where they build their nests, what their eggs look like, and their migratory habits. Have the students choose one of the waterfowl to sketch. Display their sketches on a bulletin board that has been divided into appropriate habitat sections for these birds.

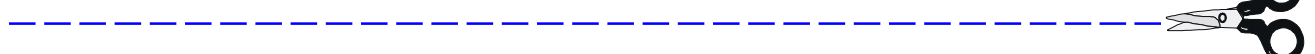
Based on their research findings, have students do a semantic feature analysis comparing different types of waterfowl. Along the left side of a chart, list types of waterfowl. Across the top of the chart, list general characteristics of these types of birds. Create a grid of intersecting lines on the chart. For each bird, enter a "+" or a "-" in the box beneath each characteristic ("+" if the bird possesses that characteristic; "-" if it does not). Discuss these decisions as they are entered on the chart.



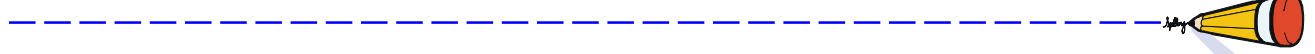
Have students map out Egbert's adventures, from the moment he was tied to the car bumper until he arrived safely back home, on a large mural. They might want to divide the mural into sections, such as Egbert's car ride, Egbert in the water, Egbert on the island, etc., with different students working on each section.



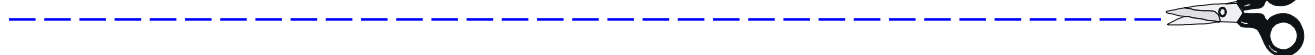
Have students work in small groups to design a pull-toy. After they have a plan on paper, supply the groups with a variety of materials (e.g., cardboard rolls, film canisters, pipe cleaners, string or yarn, plastic containers of different sizes, toothpicks, craft sticks, styrofoam balls, scraps of wood, etc.) with which to make their design.



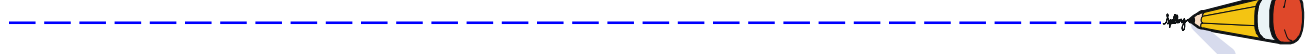
Invite a woodcarver into the classroom to demonstrate how he/she creates objects.



In the story, both Sebastian and Jacques loved Egbert as if he were an actual pet. Brainstorm with the students a list of advantages and disadvantages of having a real duck or goose as a pet.



Using maps of the world and the United States, locate Chesapeake Bay from the program and Paris, France from the book. Based on the students' research on waterfowl, locate flyways on maps and label summer and winter homes of these birds.



Set up a display of pull-toys that students bring from home. Allow students to share a bit of information about their toy. Invite them to choose one of the pull-toys on display and write and illustrate an adventure for it. Have them make their stories into books.

Have students make a graph of their favorite kinds of waterfowl.



As a class, contact the state or local Game and Parks Commission to find out what the laws are regarding the protection of ducks, geese, and other birds.

SUPPLEMENTARY BOOKLIST:

DUCKY

by Eve Bunting, illus. by David Wisniewski (Clarion)

WILLIAM AND BOOMER

by Lindsay Barrett George (Greenwillow)

THE DAY THE GOOSE GOT LOOSE

by Reeve Lindbergh, illus. by Steven Kellogg (Dial)

DUCKS DISAPPEARING

by Phyllis Reynolds Naylor, illus. by Tony Maddox (Atheneum)

I CAN HEAR THE SUN

by Patricia Polacco (Philomel)

CATCHING THE WIND

by Joanne Ryder, illus. by Michael Rothman (Morrow)

THE GIRL WHO WANTED A SONG

by Steve Sanfield, illus. by Stephen T. Johnson (Harcourt Brace)

A FIRST LOOK AT DUCKS, GEESE AND SWANS

by Millicent Selsam & Joyce Hunt, illus. by Harriet Springer (Walker)

DON'T FIDGET A FEATHER!

by Erica Silverman, illus. by S.D. Schindler (Macmillan)

HAVE YOU SEEN MY DUCKLING?
by Nancy Tafuri (Greenwillow)

HONKERS
by Jane Yolen, illus. by Leslie Baker (Little, Brown)

Distributed by:



P.O. Box 80669
Lincoln, NE 68501-0669
Phone: 800-228-4630
Fax: 800-306-2330
Email: gpn@unl.edu
Web site: gpn.unl.edu