

# THE UGLY DUCKLING

## Pedagogical proposal

FIRST AND SECOND YEAR OF PRIMARY EDUCATION



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In this didactic guide you will find all the guidelines and recommendations to work with the adaptation of the classical tale *The Ugly Duckling* in your class.

## 1. PEDAGOGICAL PROPOSAL: JUSTIFICATION

Using classic stories is a fun and effective way to help children learn English. Since *The Ugly Duckling* is a well-known tale, students will easily follow the story and connect with the characters.

This version is designed to be both entertaining and educational, supporting the objectives of the English as a Foreign Language area. The language is simple and includes vocabulary and structures used in Infant Education.

It's important to prepare your class before watching the play. We recommend working on the suggested activities, which will help students achieve the learning goals for English. You can include them in your regular lesson plans or use them as a complete teaching unit. The play and its songs offer a fun way for children to learn.

Below, you'll find the educational objectives of this project, aligned with the MEFD and regional education laws.

## 2. *The Ugly Duckling* OBJECTIVES

### GENERAL OBJECTIVE:

To contribute to the students' development of the Foreign Language communicative competence, initiating them in the experimental use of the language.

### SPECIFIC OBJECTIVES:

- To develop a positive attitude towards the foreign language.
- To focus the teaching of the foreign language in the oral expression and comprehension.
- To carry out the teaching process of the foreign language through motivating activities such as games and songs.
- To foster an interest in participating in oral interactions using the foreign language in common and well known communicative situations.
- To express oneself with a good intonation and pronunciation.
- To acquire Basic vocabulary contextualised in a well known situation for the children.
- To understand simple messages, questions and commands.
- To foster the use of social rules to initiate, carry out and end a conversation.
- To understand and reproduce songs.

### 3. METHODOLOGY

We suggest working on the play through simple, engaging activities that help students understand the story and feel involved on the day of the performance.

All materials are now available for download from the website, making it easier for teachers to plan and adapt the activities to their group's level and needs.

You'll find activities to do before the show and others to do afterwards, each with a specific purpose. The before-the-show activities aim to motivate students, introduce the story and songs, and build key vocabulary. The after-the-show activities help reinforce comprehension, encourage reflection, and develop memory and critical thinking.

We recommend listening to the songs in class before attending the performance so that children can participate more actively during the show. A picture dictionary is also included to support vocabulary learning and make the worksheets easier to complete. You could download them from our web page [www.recursosweb.com](http://www.recursosweb.com).

The “**after the play**” activities are intended to contribute to the development of sequential memory, association of ideas and the capacity for critical judgement in children.

At the end of this guide you will find a picture dictionary; this basic vocabulary can help your students to understand the songs and do the worksheets.

Finally, remember that the last song of the show is “Think Teatring!”, which all children will sing together with the actors at the end of the performance. You can download this song, along with the rest of *The Ugly Duckling* songs, from our website.

## 4. ACTIVITIES



### BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. *The Ugly Duckling* STORY

6

SECOND ACTIVITY.

1

7

*Quack, Quack, Quack!*

THIRD ACTIVITY.

2

9

*Who I Am?*

FOURTH ACTIVITY

3

11

*I Am Me*

FIFTH ACTIVITY

4

13

*I Am a Singing Swan*

**THE PERFORMANCE:** *THINK THEATRICAL.* Enjoy the play!



### AFTER THE PLAY ACTIVITIES

SIXTH ACTIVITY. TELLING THE STORY

16



## First Activity: *The Ugly Duckling Story*

To help students understand the play before seeing it, we provide the same version of *The Ugly Duckling* that will be performed at the theatre. You can download it from our website, [www.recursosweb.com](http://www.recursosweb.com).

We suggest reading the story together using the story cards available online. For younger students, first tell the story, check their understanding, and then make puppets as an activity. Once the puppets are ready, tell the story again, asking children to raise the right character and repeat some lines according to their levels.

### You will need:

- ✓ The play
- ✓ Story Cards

45 minutes



### STORYTELLING GUIDELINES:

- Remember the story must be interesting and amusing for the children.
- Create a relaxing and confident atmosphere.
- Foster listening habits.
- Vary your intonation, volume, voice, speed and body gesture to catch children attention.
- "How" the story is told is as important as the "what" is said.
- Foster student interaction with the story.

**B**

Before

**The Ugly Duckling SONGS**

The following activities focus on the songs from the play. Working with them in class is very important, as it allows children to take part in the performance by singing along with the actors and the audience.

We suggest listening to the songs, which can be downloaded from our website, while completing the worksheets to help students prepare better for the show.

**GUIDELINES FOR SINGING**

- Make sure they know and understand all the key words in the song.
- Start working with short clips then gradually work up to using the whole song.
- If you find the lyrics too difficult for your students, focus only on the chorus or significant parts.
- Associate physical movements with the lyrics.

**B**

Before

**Second Activity. QUACK, QUACK, QUACK!**

Once they have learnt some parts of the song, hand out the relevant worksheet and ask your students to complete it as they listen to the song again.

**QUACK, QUACK, QUACK!**

*I am small and I am new,  
I don't know just what to do.  
I ask you now, come play with me,  
Tell me, tell me,  
what can I be!*

*Am I a cat? - Nooo!  
Am I a dog? - Nooo!  
Am I a cow? - Nooo!  
Am I a duck? -Yesss!*

*Quack, quack, quack! (repeat)  
Quack, quack, quack! (repeat)*

*I am a duck, so happy and free,  
Quack, quack, quack!  
Come sing with me!*

*I can swim and I can play,  
Waddle, waddle every day.*

*Now I know just who I am,  
I'm a duckling, yes I can!*

*Am I a sheep? - Nooo!  
Am I a horse? - Nooo!  
Am I a frog? - Nooo!  
Am I a duck? - Yesss!*

**You will need:**

- ✓ Song
- ✓ Worksheet 1

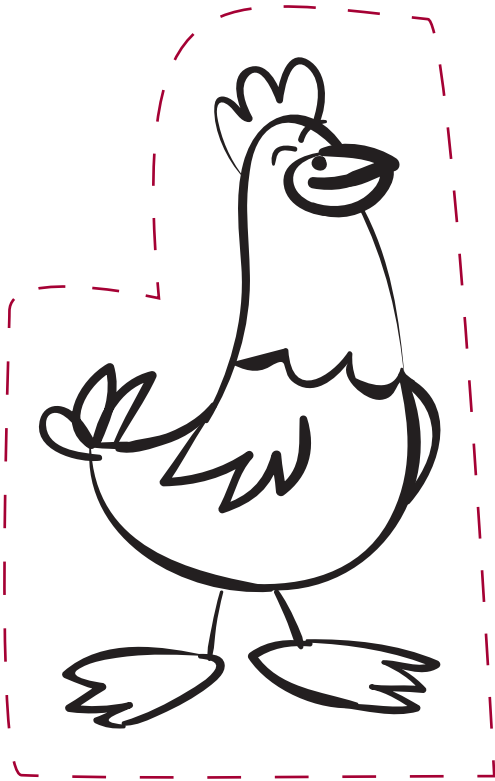
45 minutes

**WORKSHEET 1.**

After telling the class the version of the story they will see at the theatre, we suggest this activity to help them get to know the characters.

# The Ugly Duckling

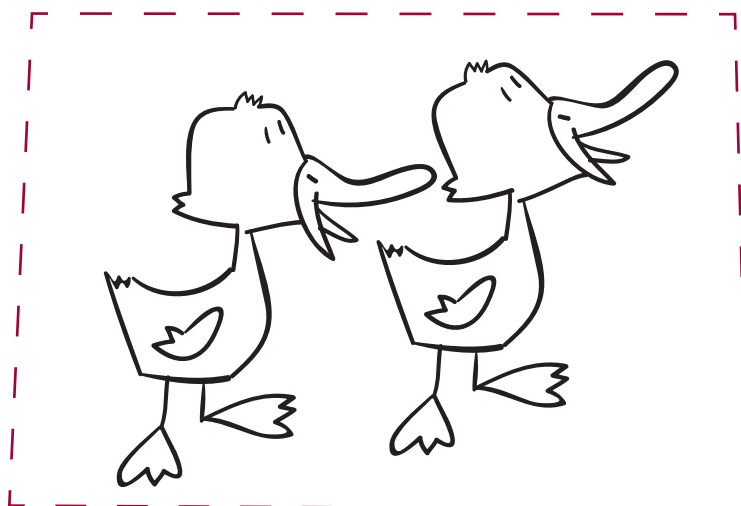
**Worksheet 1.** These are the characters of the play. Make small puppets. Could you perform the play in English?



**HEN**

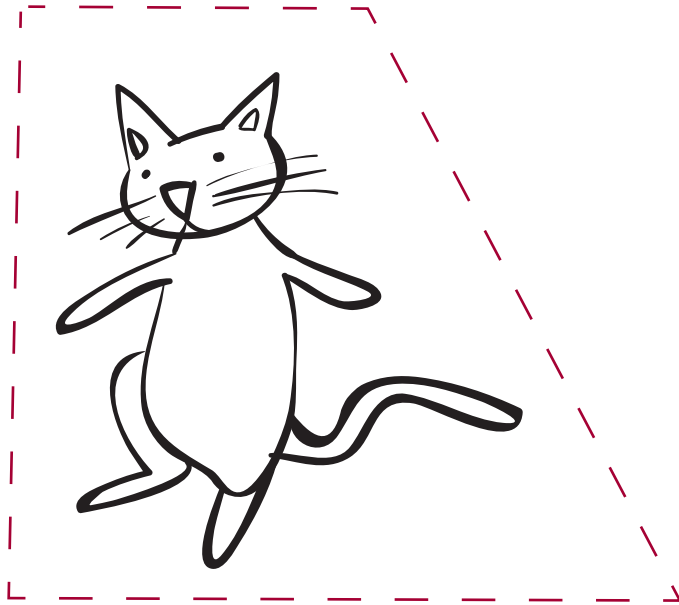


**DUCKLING**

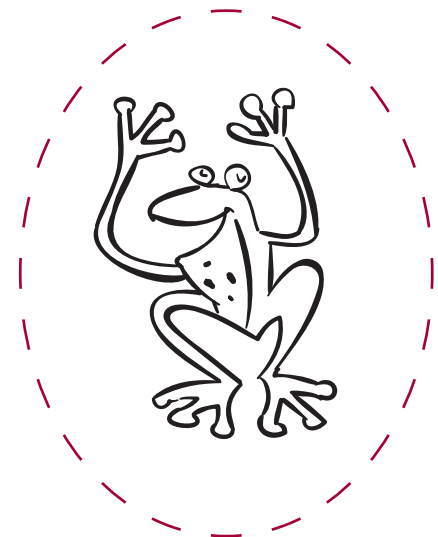


**BROTHERS**

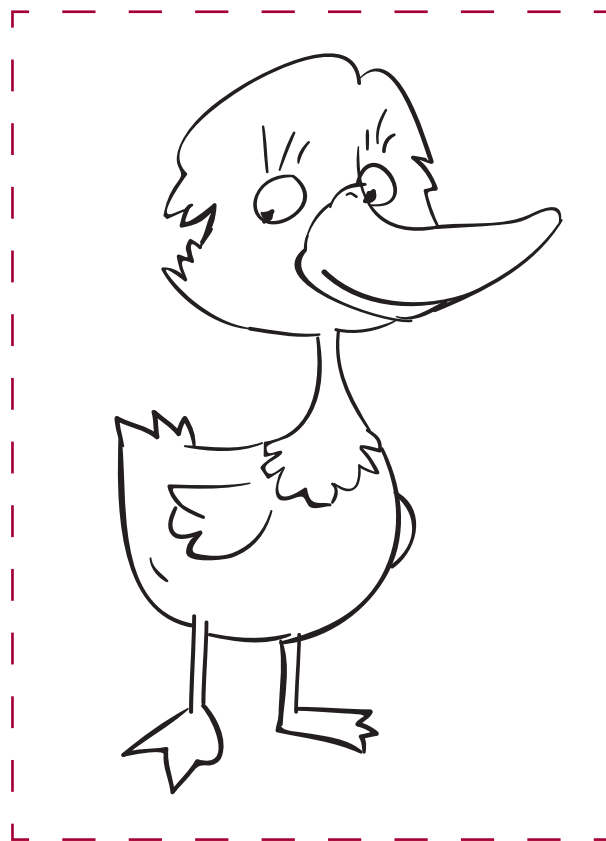
# The Ugly Duckling



**CAT**



**FROG**



**MOTHER DUCK**



### Third Activity. *Quack, Quack, Quack*

Once they have learnt some parts of the song, hand out the relevant the worksheet out asking your students to complete it as they listen to the song again.

#### You will need:

- ✓ Songs
  - ✓ Worksheet 2
  - ✓ Coloured film
  - ✓ Rubber band
- 45 minutes



#### WHO I AM?



*Am I a duckling?  
Quack quack quack!  
I am grey. Is that OK?  
Quack, quack, quack  
(Kids) Yes!*

*Am I sad? Am I alone?  
Quack quack quack  
Do I have a home?  
Quack, quack, quack*

*Will you play with me?  
Quack, quack, quack  
(Kids) Yes!*

*Am I a duckling? Am I big?  
Quack, quack, quack*

*Am I ugly? What do you think?  
Quack, quack, quack  
(Kids) No!*

*Thank you guys!  
Quack quack quack*



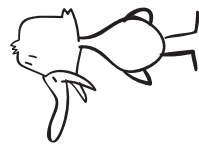
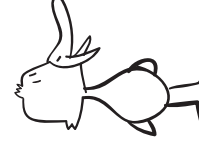
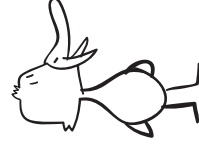
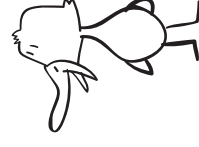
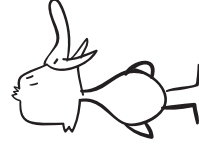
#### WORKSHEET 2.

Fill in the missing gap following the description.



WORKSHEET 2. Who Am I?

This little duck has a **big beak**. It is **grey**. Its feet and head are **large**. Its feathers are **messy**. Its wings are **short**.



**It's your turn!**  
**Draw a group**  
**of ducklings**  
**that are all**  
**different from**  
**each other.**



## Fourth Activity. *I am me*

Once they have learnt some parts of the song, hand out the relevant worksheet asking your students to complete it as they listen to the song again.

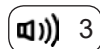
You will need:

- ✓ Songs
- ✓ Worksheet 3

45 minutes



≡AM ME



Other ducks say, "You are grey!"  
"Go away! Go away!"  
But I don't care, not today.  
I feel good, I feel great.

I am happy!  
(Kids) Yes, you are!  
I am free!  
(Kids) Yes, you are!  
I am me!  
(Kids) Yes, you are!

(Kids) Yes, you are!  
Frogs say, "You are tall!"  
"You will stumble, you will fall!"  
But I don't listen, no, not at all.

I am brave, I stand tall!

Chorus  
I am happy!  
(Kids) Yes, you are!  
I am free!  
(Kids) Yes, you are!  
I am me!  
(Kids) Yes, you are!

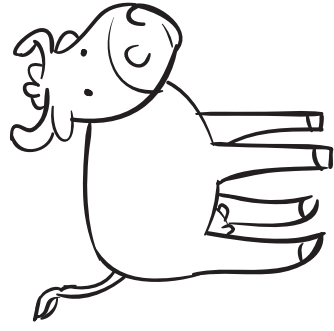
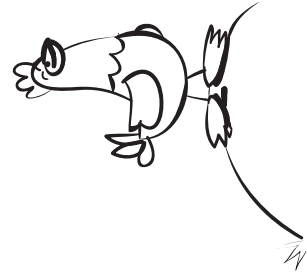


### WORKSHEET 3.

Ask your students to imitate the sounds of the animals they see in the picture. Work in groups and imitate their movements.



WORKSHEET 3. I AM ME



**BARK**

**SING**

**CROACK**

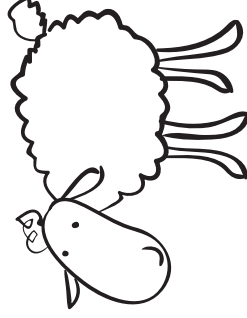
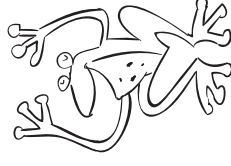
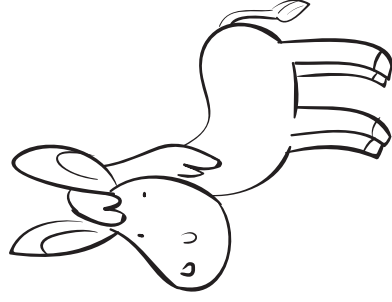
**CLUCK**

**BLEAT**

**MEOW**

**MOO**

**BRAY**





## Fifth Activity. I Am Singing Swan

Once they have learnt some parts of the song, hand out the relevant worksheet asking your students to complete it as they listen to the song again. Listen to the song using physical movements to help understanding, focus on those actions worked in the worksheet proposed.

You will need:

- ✓ Songs
- ✓ Worksheet 4

45 minutes



### I AM SINGING SWAN



*Do I have to look like you?  
(Kids) No!*

*What's inside is what's true,  
And I believe in me and you!*

*Can I sing and be me too?  
Yes!*

*Do I need to change to shine?  
(Kids) No!*

*Is my heart so bright and strong?  
Yes!*

*Can I sing and still be fine?  
(Kids) Yes!*

*Was I a swan all along?  
(Kids) Yes!*

*Is my voice a special song?  
(Kids) Yes!*

*I'm a singing swan (swan!)  
I'm a singing swan (swan!)  
Feathers white and heart so strong  
I was a swan all along!*

*Was I a swan all along?  
(Kids) Yes!*

*Now I see, I'm not too small,  
I was different - that is all!*

*I'm a singing swan (swan!)  
I'm a singing swan (swan!)  
Feathers white and heart so strong  
I was a swan all along!*



### WORKSHEET 4.

Explore the different feelings in this story.



## WORKSHEET 4. I AM SINGING SWAN



**Sad**

When nobody wants to be your friend



**Lonely**

When you feel all alone



**Scared**

When things feel frightening



**Happy**

When wonderful things happen

### Your Turn!: Act and Imitate!

**Act like the duckling feeling SAD**

What made him sad?

Act it out and say one sentence.

**Act like the duckling feeling**

**HAPPY**

What made him happy?

Act it out and say one sentence

**Act like yourself!**

When do you feel like the duckling?

Act it out and share your feelings.



### **Sixth Activity:** ***Telling the story***

After seeing the play, the children will have experienced the magic of the theatre. They will have seen the characters and will have sung with them. Their motivation will be at maximum level, we must take advantage of this moment to develop certain activities.

We propose two activities: the first one is to get the children to analyse the story by sequencing it or working with values; the second is to foster their critical sense, encouraging them to give opinions about the play from their own point of view.

Recall the play with your students setting some oral questions about the play.










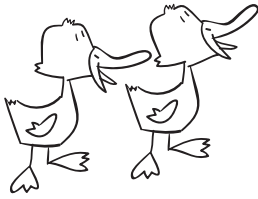



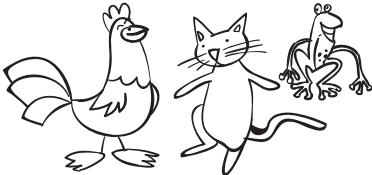











#### **WORKSHEET 5.**

The aim of this activity is to make children think (within their possibilities) about the play, not only from a performance point of view, but also about the characters, music, lights...

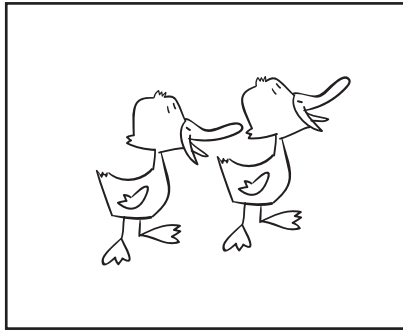
Ask your students to colour the most appropriate face according to their level of satisfaction about the following aspects of the play.



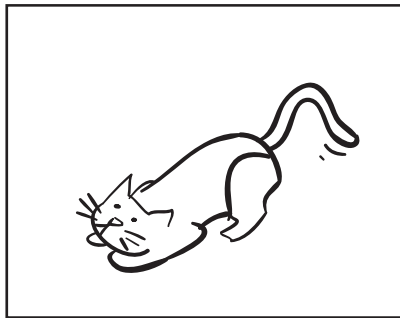
# WORKSHEET 5. GIVING OPINIONS

CHARACTERS			
			
			
			
			
			

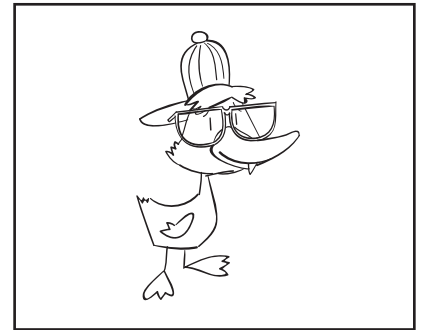
5. PICTURE DICTIONARY



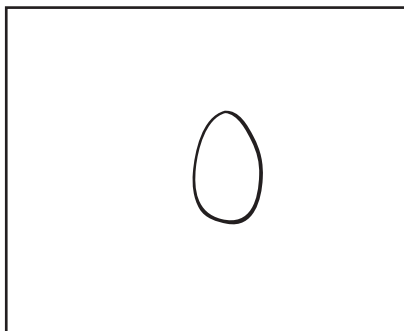
Brothers



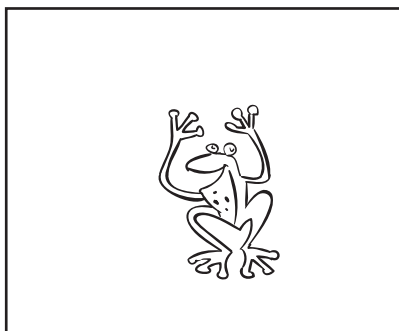
Cat



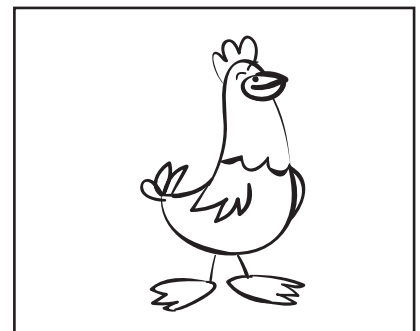
Duck



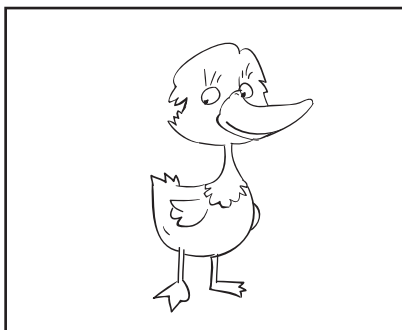
Egg



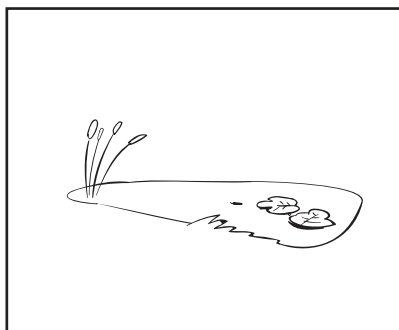
Frog



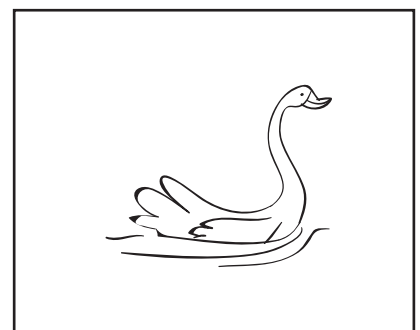
Hen



Mother Duck



Pond



Swan

## OTHER SHOWS

FIRST AND SECOND YEAR OF  
PRIMARY EDUCATION

Cenicienta solo quiere bailar

The Jungle Book *(In English)*

Jingle Bells *(In English)*

## THE UGLY DUCKING

Didactic Project developed by  
Elena Valero Bellé



This show in English offers a simple and adorable adaptation of the classic tale, ideal for working on self-esteem, acceptance and respect for others. Through songs, humour and audience participation, students will reinforce basic language structures in an entertaining and approachable environment. The perfect plan for starting students out with a foreign language and promoting a positive attitude to themselves and towards others.

