



***Dawdle Duckling* Teaching Guide** by Toni Buzzeo, MA, MLIS

Many Science and Common Core English Language Arts standards can be addressed when sharing *Dawdle Duckling* in your classroom or library. In addition, *Mapping the Cove* addresses Social Studies standards, while many of the activities, particularly *Hiding Here*, *Hiding There*, address Information Literacy standards as outlined by the American Association of School Librarians in *AASL Standards for the 21st Century Learner*. **NOTE: For a full chapter of standards based curriculum activities for *Dawdle Duckling*, see the book *Toni Buzzeo and You*.**

CURRICULUM ACTIVITIES



BOOK PAIRING

Most students are familiar with ducks from their earliest days. Yet there are many facts to learn about ducks, their habitats, their adaptations, and their life cycles that will extend children's knowledge. To learn more about ducks in the wild, read *Ducks Don't Get Wet* by Augusta Goldin (Revised Edition, Harpercollins, 1999) and *Ducks* by Gail Gibbons (Holiday House, 2001).



FIND OUT MORE

- ❖ **About Wetland Habitats:** Consider subscribing to [Ducks Unlimited Puddler](#) magazine for children up to age 11. For only \$15 a year, your class can join as a Greenwing member and receive four issues of the magazine.
- ❖ **About the Author:** Students may wonder what life experiences led Toni Buzzeo to write a duck story. Read more about her friend Mike and her son Topher and view photographs at the Story Behind the Story.



Researching Ducks: When Toni Buzzeo wrote *Dawdle Duckling*, she researched mallards, a common duck where she lives in Maine, and included details about them in her story. But there are many different kinds of ducks in the world. Invite students, in groups, to research four different ducks that live in the United States: mallard, wood duck, ring-necked, and American black.

Ask each group to find information on its duck's physical appearance, summer and winter nesting areas, size of clutch and incubation period, and facts about raising young in the library media center. Each group may record its information on a large wall display matrix with an illustration highlighting the physical differences from the other ducks. On a large, blank map of the United States, each group may color the range of its duck.



Quacky Vocabulary: *Dawdle Duckling* is rich in interesting vocabulary. Make a class glossary for the book, using your favorite dictionary to define the words and student illustrations. For primary grades students, words you might consider including are:

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|-----------|----------|-----------|--------|---------|----------|
| dawdles | dips | downy | dreams | dunks | flaps |
| fluff | flutters | foamy | leaps | nibbles | nips |
| paddles | plays | preens | quacks | spins | splashes |
| splatters | spray | sprouting | tasty | trail | zigzag |



Mapping the Cove: Encourage students to create a wall map of Dawdle's habitat by drawing the various locations in *Dawdle Duckling* on a large piece of chart paper. Before beginning, study the geographic terms in the story with students (bay, cove, shore, marsh, island). As a group, work to define these terms using context clues and a dictionary. When the map is complete, students may practice reciting the story and retracing the ducks' routes. As an introduction to mapping for young children, you may want to begin by reading *Me on the Map* by Joan Sweeney (Dragonfly, 1998) and *Mapping Penny's World* by Loreen Leedy (Henry Holt, 2000).