



CORBIAN and LIGHT WIRE THEATER
PRESENT

The Ugly Duckling



THE UGLY DUCKLING

The Ugly Duckling is an old fairy tale that has been retold in many ways.

In today's show you will see a very unique interpretation performed by dancers and glow in the dark puppets.

The story won't always be said aloud, so you have to figure out what is going on by the movement on stage.

Below is the version of *The Ugly Duckling* you will see when you watch the play.

WORD BANK

Using the words below, fill in the blanks to complete the story.

ducks

different

cried

nest

cat

stolen

hero

swan

There once were five eggs in the _____ of Mother Duck.



Out came four baby _____.



When the fifth egg hatched, he looked _____ than the other ducks.

Because he looked different, he was rejected and made fun of. He was so sad, he went out into the wilderness alone and _____.



While in the wilderness, the ugly duckling saw a _____ creeping in the direction of Mother Duck's nest.



The ugly duckling followed and watched as one lagging duckling was _____ and taken back to the cat's lair.

The ugly duckling is a _____ because he saved the captured duckling.

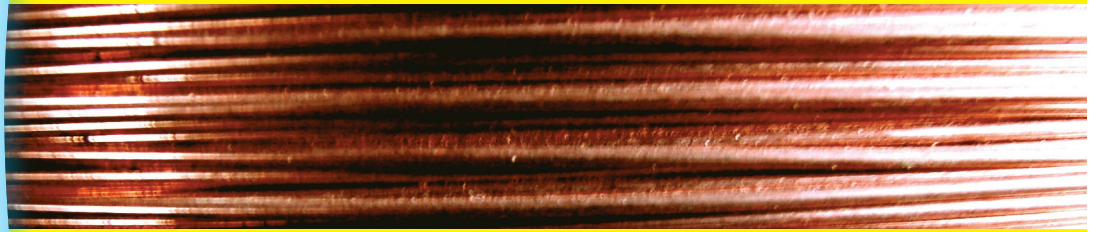


Mother Duck and her ducklings celebrated the ugly duckling for his heroism. They all realized that he may have been an ugly duckling, but he had grown into a beautiful and powerful _____.

HOW DOES IT WORK?

Through art, science and technology, the characters of *The Ugly Duckling* come to life! All of the puppets are lined with electroluminescent wire (EL wire) which glows in the dark.

1: Copper in the middle of the EL wire conducts electricity, letting it travel from one place to another.



2: A material called phosphor surrounds the copper wire. The phosphor glows when electricity runs through the wire.



3: A colored plastic tube surrounds the phosphor and copper, completing the EL wire.



4: When the EL wire is attached to a power source, such as a battery, it glows! A battery pack that powers the EL wires is hidden on each creature in the show.



CREATING THE SHOW



First they drew what they wanted the animal to look like.

Then they made the puppet with a helmet and aluminum wire.



Then they put it on and started to rehearse.

Finally, they added the EL wire and a power pack, turned it on and this is what the finished cat head looks like in the dark.



What kind of animal would you want to make a puppet of?
Draw a picture of your animal here →

FUN FACTS ABOUT SWANS

At the end of the story, *The Ugly Duckling*, it turns out that the duck is actually a baby swan. See if you can complete some fun facts about swans...



The area where swans live is called their _____.

- A. HOMELAND**
- B. HABITAT**
- C. WETLAND**



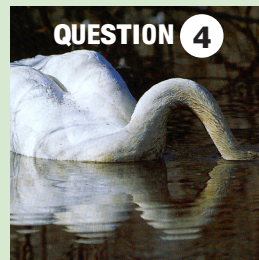
A swan's eggs usually hatch in _____ weeks.

- A. FOUR**
- B. EIGHT**
- C. TWELVE**



Baby swans are called _____.

- A. DUCKLINGS**
- B. CYGNETS**
- C. GOSLINGS**



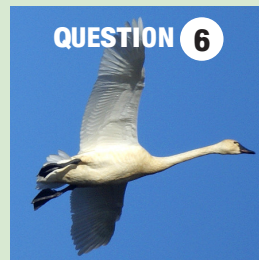
Swans put their heads underwater to _____.

- A. HIDE**
- B. EAT**
- C. COOL OFF**



Baby swans are in danger of other animals called _____.

- A. HUNTERS**
- B. SCAVENGERS**
- C. PREDATORS**



Before the winter, swans _____.

- A. FLY SOUTH TO WARMER PLACES**
- B. USUALLY STAY WHERE THEY ARE**
- C. FLY NORTH TO COLDER PLACES**

One of the best things about seeing theatre and dance is being able to have a conversation after the show. Here are some questions to think about:

1. How was the show the same or different from other versions of *The Ugly Duckling*?
2. What was your favorite part about the play and why?
3. What did you think about the puppets? How did they help tell the story?
4. How was music used in the show? How did music help tell the story?
5. What was the moral or lesson of each story? How might you apply these lessons to your own life?
6. In *The Ugly Duckling*, the duckling gets very sad when people make fun of him for being different. What are ways you can make somebody feel better if they are feeling sad or left out?

National Standards Addressed in Study Guide

LANGUAGE ARTS

NL-ENG.K-12.1 READING FOR PERSPECTIVE

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NL-ENG.K-12.7 EVALUATING DATA

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

SCIENCE

NS.K-4.2 PHYSICAL SCIENCE

As a result of the activities in grades K-4, all students should develop an understanding of

- Light, heat, electricity, and magnetism

NS.K-4.3 LIFE SCIENCE

As a result of activities in grades K-4, all students should develop understanding of

- The characteristics of organisms
- Life cycles of organisms
- Organisms and environments

NS.K-4.5 SCIENCE AND TECHNOLOGY

As a result of activities in grades K-4, all students should develop:

- Abilities of technological design
- Understanding about science and technology
- Abilities to distinguish between natural objects and objects made by humans

THEATRE

NA-T.K-4.8 UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE IN DAILY LIFE

- Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions

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