

I AM HUNGRY

Learning Expectations

The Full Day Kindergarten Program, Ministry of Education, Ontario

Personal and Social Development

- 1.1 - recognize personal interests
- 1.2 - identify and talk about their own interests and preferences
- 1.3 - express their thoughts and share experiences

Language

- 1.1 - explore sounds, rhythms, and language structures with guidance and on their own
- 1.5 - use language in various contexts to connect new experiences with what they already know
- 1.11 - demonstrate awareness that words can rhyme, can begin or end with the same sound

Mathematics

- NS1.1 - investigate the idea that quantity is greater when counting forwards and less when counting backwards
- NS1.4 - demonstrate understanding of the counting concepts of stable order
- M2.1 - compare and order two or more objects according to an appropriate measure
- P4.2 - identify and describe informally the repeating nature of patterns in everyday contexts using oral expressions
- DM5.1 - sort, classify, and compare objects and describe the attributes used
- DM5.4 - use mathematical language in informal discussions to describe probability

Health and Physical Activity

- 1.1 - begin to demonstrate an understanding of the effects of healthy, active living on the mind and body
- 1.2 - investigate the benefits of nutritious foods and explore ways of ensuring healthy living

The Arts

- M1.1 - demonstrate an awareness of personal interests and a sense of accomplishment in music
- M5.1 - communicate their ideas about something through sounds, rhythms and music

Lesson Plans

Before Teaching the Song

1. On chart paper print the following headings: Bag, Can, Garden. Have the students list what foods can be found in these three categories.
2. Review counting up to ten.
3. Discuss nutritious food and its benefits.

After Teaching the Song

1. Have the students keep a week long diary of what they eat at each meal. Each page can have the titles: Breakfast, Lunch and Dinner. Under each title the students can draw a picture and print the word of what they have eaten. At the end of the week the students can share and compare these booklets with classmates.
2. Paste a paper plate, plastic fork, knife and spoon to a large piece of construction paper to make a place setting. Have the students cut out pictures from magazines of healthy food to paste on the plates. Check to see that students are cutting out pictures from each food group. Decorate with crayons and markers and display in the classroom.

