

# THE FIRST DUCK

by Barb McIlquham SOCAN 2014

## Learning Expectations

*The Full Day Early Learning - Kindergarten Program, Ontario Ministry of Education 2011*



### Social Development

- 1.3 demonstrate an awareness of ways of making and keeping friends
- 3.2 demonstrate respect and consideration for individual differences and alternative points of view

### Emotional Development

- 3.2 recognize places and buildings within their community, both natural and human-made, and talk about their functions

### Language

- 1.5 use language in various contexts to connect new experiences with what they already know
- 1.7 use specialized vocabulary for a variety of purposes
- 1.11 demonstrate an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words

### Mathematics

- NS1.1 investigate that quantity is greater when counting forward and less when counting backwards
- NS1.3 begin to make use of one-to-one correspondence in counting objects and matching groups
- NS1.4 demonstrate understanding of the counting concepts of stable order and of order irrelevance
- NS1.7 demonstrate an understanding of number relationships for numbers from 0 to 10
- NS1.8 use ordinal numbers in a variety of everyday contexts

### Science and Technology

- 1.1 ask questions about and describe some natural occurrences
- 3.1 identify similarities and differences between local environments
- 3.3 identify ways in which they can care for and show respect for the environment

### The Arts

- D4.1 express their responses to drama and dance by moving, by making connections to experiences
- M2.2 explore different elements (e.g., beat, sound quality, speed, volume) of music
- M3.1 use problem-solving skills and their imagination to create music
- M4.1 express their responses to music by moving, by making connections to their own experiences
- M5.1 communicate their ideas about something through sounds, rhythms and music

## Lesson Plans

### Before Teaching the Song

Discuss the term “play” and ask the students “how” they play. Make a chart showing the similarities of how children play and how animals play. Take the students on a field trip to a farm to observe how animals play together. Take pictures of the animals at play.

### After Teaching the Song

Make a class collage including student pictures, stories and photographs of how animals play and how children play.