

Learning possibilities

Text: Waddell, M 1991, *Farmer Duck*, Candlewick Press, Cambridge, Massachusetts.

Engage

- Step 1. If you have this book at home, encourage your child/children to predict what the story is about from the cover for example: 'Where do you think the story is set? How do you know?' If not use the suggested video link in the Resources box and watch the story together.
- Step 2. Read/watch the story and encourage your child/children to join in using the key line, 'How goes the work?'
- Step 3. Encourage your child/children to recall the characters in the story.
- Step 4. Here are some questions to ask your child/children about the story.
1. What did the farmer say to the duck as he did his work?
 2. What was the first job that the duck had to do?
 3. How do you think the duck was feeling?
 4. What did the animals do to help the duck?

Respond

Draw your child/children's attention to the differences in the farm depicted in the story compared to the farms in Australia (cold climate/hot climate, the animals that are kept). Explore what children know about farming generally and their local and community experiences.

Extend

- Act out the story with your child/children. Encourage them to use the key line, 'How goes the work?' while performing, for example: the duck's actions as he carried the sheep, dug the garden, washed the dishes, ironed the clothes, picked the fruit and collected the eggs.
- Talk about ways your child/children can help one another to tidy up after play. Brainstorm ways of helping to tidy up, for example: pack away the dough and wipe the table, sweep under the table with a dustpan and brush, put away the books, and check that the puzzles have all their pieces in place. Take photos of your child/children doing each of the tasks that they have negotiated with you and create a 'Helpers at our house' book or photo story.
- Alternatively, place photographs on a large piece of cardboard and encourage your child/children to put their name next to a task that they choose to do. This promotes independence and encourages children to be responsible around the home. To support this, provide a dustpan and brush, cover tables with plastic to make it easier to clean and have a small bucket of soapy water with a cloth available where they won't be knocked but can be used to help clean up.

Resources

Song

'Friend of mine' (Tune: 'Mary had a little lamb')

Will you be a friend of mine,
friend of mine, friend of mine?

Will you be a friend of mine
and (*insert an action*) around with me?

... is a friend of mine,
friend of mine, friend of mine,

... is a friend of mine,
who (*insert same action*) around with me.