



## Grade 2

# Ontario Provincial Curriculum-based Expectations Guideline *Walking with Miskwaadesi and Walking with A`nó:wara* By Subject/Strand

Turtle Island Conservation Ontario Teacher Resource Bundle

## Grade 2 Subjects and Corresponding Activities

The Arts	Health and Physical Education	Language	Mathematics	Science and Technology	Social Studies
<b>Activities which meet Ontario CURRICULUM-BASED EXPECTATION for the above subjects</b>					
1.1 Morning Prayer/ The Words That Come Before All Else	5.1 Miskwaadesi/ A`nó:wara Finds Habitat (Outdoor game)	1.1 Morning Prayer/ The Words That Come Before All Else	7.2 Netting Headaches	3.1 Who Are the Species At Risk?	Sacred Spaces and Special Places: Mapping Our Communities
2.2 A Year of the Turtle- Thirteen Moons	6.2 Turtle and Bear: The Great Chase	1.2 Gratitude and Giving Thanks	9.1 My Watermark	3.2 Field Trip: Turtles	What Is In My Classroom?
3.3 Oh, Turtle Where Are You?	8.2 C) Water Walk	2.1 Creation Stories	9.3 Water in the World	3.3 Oh, Turtle Where Are You?	Mapping My Room
4.3 Wetland Web of Life	10.1 A) A Visit to the Pond	2.2 A Year of the Turtle- Thirteen Moons	10.1 A) A Visit to the Pond	4.1 Welcome to My Neighbourhood	1.1 Morning Prayer/ The Words That Come Before All Else
4.4 A Living Diorama	11.1 Turtle Tally	3.1 Who Are the Species At Risk?	11.1 Turtle Tally	4.2 We're All In This Together	2.1 Creation Stories
6.1 Turtle and Bear Race Storytelling Festival		3.2 Field Trip: Turtles		4.3 Wetland Web of Life	2.2 A Year of the Turtle- Thirteen Moons
7.3 Sea Turtle Awareness Poster		4.1 Welcome to My Neighbourhood		4.4 A Living Diorama	8.1 The Rise and Fall of the Great Lakes
8.2 B) Water Walk		4.4 A Living Diorama		5.1 Miskwaadesi/ A`nó:wara Finds Habitat	9.2 Turtle Island Watershed
9.4 Commitment String		6.1 Turtle and Bear Race Storytelling Festival		5.2 Habitat For a Turtle	13.2 The Feast
		7.1 Turtles of the World		7.2 Netting Headaches	
		7.3 Sea Turtle Awareness Poster		7.3 Sea Turtle Awareness Poster	
		8.1 The Rise and Fall of the Great Lakes		8.1 The Rise and Fall of the Great Lakes	
		8.2 A) Water Walk		8.2 A) Water Walk	
		9.2 Turtle Island Watersheds		9.1 My Watermark	
		12.1 Writing for Turtles		9.2 Turtle Island Watersheds	

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12.2 Write a Report

13.1 Preparation

13.2 The Feast

13.3 Saying Miigwetch

9.3 Water in the World

9.4 Commitment String

10.1 A) A Visit to the Pond

10.1 B) A Visit to the Pond

11.1 Turtle Tally

# Grade 2

## Ontario Provincial Curriculum-based Expectations Guideline

### *Walking with Miskwaadesi and Walking with A`nó:wara*

By  
Subject/Strand

Grade 2

### SACRED SPACES AND SPECIAL PLACES

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p><b>Sacred Spaces and Special Places: Mapping Our Communities</b></p>	<p>Subject: <b>Social Studies</b>                      Strand: <b>Heritage and Citizenship</b>                      Specific Expectation:</p> <ul style="list-style-type: none"> <li>- demonstrate an understanding that communities may be made up of people from many cultures</li> <li>- identify ways in which heritage and traditions are passed on</li> <li>- ask simple questions to gain information and seek clarification</li> <li>- use primary and secondary sources to locate simple information about family history and traditions</li> <li>- use illustrations, key words, and simple sentences to sort, classify, and record basic information about family history and traditions</li> <li>- make and read a variety of graphs, charts, diagrams, maps, and models to understand information about cultural or religious traditions and share it with members of the class</li> <li>- use appropriate vocabulary to communicate the results of inquiries and observations about family traditions and celebrations.</li> <li>- identify community celebrations that reflect their own heritage and/or their Canadian identity</li> </ul>	<p>Inquiry-based learning; Community involvement</p>

	<p>Strand: <b>Canada and World Connections</b></p> <p>Specific Expectation:</p> <ul style="list-style-type: none"> <li>- demonstrate an understanding of the relationship between location and climate</li> <li>- recognize and use pictorial symbols, colour, legends, and cardinal directions on maps of Canada and other countries</li> </ul>	
<b>What Is In My Classroom?</b>	<p>Subject: <b>Social Studies</b></p> <p>Strand: <b>Heritage and Citizenship</b></p> <p>Specific Expectation:</p> <ul style="list-style-type: none"> <li>- demonstrate an understanding that communities may be made up of people from many cultures</li> </ul>	Class mapping activity
<b>Mapping My Room</b>	<p>Subject: <b>Social Studies</b></p> <p>Strand: <b>Heritage and Citizenship</b></p> <p>Potential Link:</p> <ul style="list-style-type: none"> <li>- identify ways in which heritage and traditions are passed on</li> <li>- ask simple questions to gain information and seek clarification</li> <li>- use primary and secondary sources to locate simple information about family history and traditions</li> </ul>	Individual map

Grade 2

**CHAPTER One- Morning Prayer and Thanksgiving Address**

<b>Title of Activity</b>	<b>ONTARIO CURRICULUM-BASED EXPECTATION</b>	<b>ACTIVITY</b>
<b>Morning Prayer/ The Words That Come Before All Else</b>	<p>Subject: <b>The Arts</b></p> <p>Strand: <b>Visual Arts</b></p> <p>Specific Expectation:</p> <ul style="list-style-type: none"> <li>- D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature</li> </ul>	Native language integration; Interpretive reading

	<p>Subject: <b>Language</b>                  Strand: <b>Reading</b>                  Specific Expectation:                  - Variety of Texts 1.1 read some different literary texts, graphic texts, and informational texts                  - Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them                  - Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>Subject: <b>Social Science</b>                  Strand: <b>Heritage and Citizenship</b>                  Specific Expectation:                  - outline traditions of various cultures that are passed down from earlier generations</p>	
<p><b>Gratitude and Giving Thanks</b></p>	<p>Subject: <b>Language</b>                  Strand: <b>Writing</b>                  Specific Expectation:                  - Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources                  - Classifying Ideas 1.4 sort ideas and information for their writing in a variety of ways, with support and direction                  - Organizing Ideas 1.5 identify and order main ideas and supporting details, using graphic organizers And organizational patterns</p> <p>Potential Link:                  - Form 2.1 write short texts using several simple forms                  - Voice 2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling toward the subject or audience                  - Word Choice 2.3 use familiar words and phrases to communicate relevant details                  - Sentence Fluency 2.4 use a variety of sentence types</p>	<p>Think, Pair, Share;                  Mind Map; Written response</p>

	<ul style="list-style-type: none"> <li>- Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: questions marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks</li> <li>- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns <i>me, you, him, her, us, them</i>; adjectives to describe a noun; verbs in the simple present and past tenses; joining words; simple prepositions of place and time</li> </ul>	
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**CHAPTER Two- Turtle Teachings**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p><b>Creation Stories</b></p>	<p>Subject: <b>Language</b>                      Strand: <b>Reading</b>                      Specific Expectation:</p> <ul style="list-style-type: none"> <li>- Variety of Texts 1.1 read some different literary texts, graphic texts, and informational texts</li> <li>- Demonstrating Understanding 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details</li> <li>- Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them</li> <li>- Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</li> </ul>	<p>Shape Go! Map</p>

	<p>Subject: <b>Social Studies</b>                  Strand: <b>Heritage and Citizenship</b>                  Specific Expectation:                  - outline traditions of various cultures that are passed down from earlier generations                  - identify ways in which heritage and traditions are passed on</p>	
<p><b>A Year of the Turtle- Thirteen Moons</b></p>	<p>Subject: <b>The Arts</b>                  Strand: <b>Visual Arts</b>                  Specific Expectation:                  - D1.1 1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature</p> <p>Subject: <b>Language</b>                  Strand: <b>Reading</b>                  Specific Expectation:                  - Variety of Texts 1.1 read some different literary texts, graphic texts, and informational texts                  - Demonstrating Understanding 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details                  - Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them                  - Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>Subject: <b>Social Studies</b>                  Strand: <b>Heritage and Citizenship</b>                  Specific Expectation:                  - outline traditions of various cultures that are passed down from earlier generations                  - identify ways in which heritage and traditions are passed on</p>	<p>Traditional Teachings:                  Thirteen moons on a turtle's back and the Lunar calendar</p>



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**CHAPTER Three- Ontario’s Turtle Families and Species at Risk**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p><b>Who Are the Species At Risk?</b></p>	<p>Subject: <b>Language</b>                      Strand: <b>Reading</b>                      Specific Expectation:                      - Variety of Texts 1.1 read some different literary texts, graphic texts, and informational texts                      - Comprehension Strategies 1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts                      - Demonstrating Understanding 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details                      - Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them</p> <p>Strand: <b>Media Literacy</b>                      Specific Expectation:                      - Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p>Subject: <b>Science</b>                      Strand: <b>Understanding Life Systems</b>                      Specific Expectation:                      - 1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced                      - 2.5 investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods                      - 2.7 use appropriate science and technology vocabulary, including <i>life cycle, migration, adaptation, body coverings,</i> and <i>classify</i>, in oral and written communication</p>	<p>Turtle species at risk;                      Media literacy</p>

<p><b>Field Trip: Turtles</b></p>	<p>Subject: <b>Language</b>                  Strand: <b>Reading</b>                  Specific Expectation:                  - Variety of Texts 1.1 read some different literary texts, graphic texts, and informational texts                  - Demonstrating Understanding 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details</p> <p>Strand: <b>Media Literacy</b>                  Specific Expectation:                  - Making Inferences/Interpreting Messages 1.2 identify overt and implied messages in simple media texts</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:                  - 1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced</p>	<p>Informative article;                  Reading comprehension</p>
<p><b>Oh, Turtle Where Are You?</b></p>	<p>Subject: <b>The Arts</b>                  Strand: <b>Visual Arts</b>                  Specific Expectation:                  - D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Potential Link:                  - 2.5 investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods                  3.2 describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment</p>	<p>Artistic representation; Card game</p>

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**CHAPTER Four- Neighbours and Friends**

EXPECTATIONS

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p><b>Welcome to My Neighbourhood</b></p>	<p>Subject: <b>Language</b>                      Strand: <b>Oral Communication</b>                      Specific Expectation:                      - Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations                      - Demonstrating Understanding 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details                      - Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, paired sharing and small-and large-group discussions                      - Clarity and Coherence 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p>Subject: <b>Science</b>                      Strand: <b>Understanding Life Systems</b>                      Specific Expectation:                      - 2.2 observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions and a variety of methods and resources                      - 3.1 identify and describe major physical characteristics of different types of animals</p>	<p>Guess Who? Game;                      Inquiry-based student interaction</p>
<p><b>We're All In This Together</b></p>	<p>Subject: <b>Science</b>                      Strand: <b>Understanding Life Systems</b>                      Specific Expectation:                      - 3.3 identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live</p>	<p>Interactive;                      Experiential</p>

<p><b>Wetland Web of Life</b></p>	<p>Subject: <b>The Arts</b>                  Strand: <b>Visual Arts</b>                  Specific Expectation:                  - D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature                  - D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:                  - 3.3 identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live</p>	<p>Dream Catcher</p>
<p><b>A Living Diorama</b></p>	<p>Subject: <b>The Arts</b>                  Strand: <b>Drama</b>                  Specific Expectation:                  - B1.1 engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places                  - B1.3 plan and shape the direction of a dramatic play or role play, building on their own and others' ideas both in and out of role, with support</p> <p>Subject: <b>Language</b>                  Strand: <b>Writing</b>                  Specific Expectation:                  - Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing                  - Form 2.1 write short texts using several simple forms</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:</p>	<p>Drama presentation in groups</p>

	<ul style="list-style-type: none"> <li>- 1.1 identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced</li> <li>- 1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live</li> <li>- 2.7 use appropriate science and technology vocabulary, including <i>life cycle</i>, <i>migration</i>, <i>adaptation</i>, <i>body coverings</i>, and <i>classify</i>, in oral and written communication</li> <li>- 3.3 identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live</li> </ul> <p>Strand: <b>Understanding Structures and Mechanisms</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 3.3 describe ways in which living things, including humans, depend on air and water</li> </ul>	
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**CHAPTER Five- Healthy Habitats**

EXPECTATIONS

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p><b>Miskwaadesi/ A`nó:wara Finds Habitat (Food, Shelter, Water, and Space Chart)</b></p>	<p>Subject: <b>Science</b>                      Strand: <b>Understanding Life Systems</b>                      Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced</li> <li>- 2.7 use appropriate science and technology vocabulary, including <i>life cycle</i>, <i>migration</i>, <i>adaptation</i>, <i>body coverings</i>, and <i>classify</i>, in oral and written communication</li> <li>- 3.1 identify and describe major physical characteristics of different types of animals</li> </ul>	<p>Group discussion;                      Graphic organizer</p>

<p><b>(Outdoor Game)</b></p>	<p>- 3.2 describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment</p> <p>Subject: <b>Health and Physical Education</b>                  Strand: <b>Active Living</b>                  Specific Expectation:                  - Active Participation A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</p>	<p>Outdoor game</p>
<p><b>Habitat For a Turtle</b></p>	<p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:                  - 1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced                  - 2.7 use appropriate science and technology vocabulary, including <i>life cycle, migration, adaptation, body coverings</i>, and <i>classify</i>, in oral and written communication                  - 3.1 identify and describe major physical characteristics of different types of animals                  - 3.2 describe an adaptation as a characteristic body part, shape, or behaviour that helps a plant or animal survive in its environment</p>	<p>Graphic organizer</p>

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**CHAPTER Six- Turtle Stories**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p><b>Turtle and Bear Race Storytelling Festival</b></p>	<p>Subject: <b>The Arts</b>                  Strand: <b>Visual Art</b>                  Specific Expectation:</p>	<p>Storytelling; Art</p>

	<ul style="list-style-type: none"> <li>- D1.3 use elements of design in art works to communicate ideas, messages, and understandings</li> <li>- D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</li> </ul> <p>Subject: <b>Language</b>                  Strand: <b>Oral Communication</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</li> <li>- Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small-and large-group discussions</li> <li>- Clarity and Coherence 2.3 communicate orally in a clear, coherent manner using simple but appropriate organization patterns</li> <li>- Vocal Skills and Strategies 2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning</li> <li>- Visual Aids 2.7 use a few different visual aids, to support or enhance oral presentations</li> </ul> <p>Strand: <b>Reading</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- Variety of Texts 1.1 read a variety of literary texts, graphic texts, and informational texts</li> </ul>	
<p><b>Turtle and Bear: The Great Chase</b></p>	<p>Subject: <b>Health and Physical Education</b>                  Strand: <b>Active Living</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- Active Participation A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</li> </ul>	<p>Outdoor experience/game</p>

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**CHAPTER Seven- Turtles of the World**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<b>Turtles of the World</b>	Subject: <b>Language</b> Strand: <b>Reading</b> Specific Expectation: - Variety of Texts 1.1 read a variety of literary texts, graphic texts, and informational texts - Comprehension Strategies 1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts - Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by retelling the story or restating information from the text, with the inclusion of a few interesting details	Map use
<b>Netting Headaches</b>	Subject: <b>Mathematics</b> Strand: <b>Data Management and Probability</b> Specific Expectation: - collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately - read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, and describe the data using mathematical language  Subject: <b>Science</b> Strand: <b>Understanding Life Systems</b> Specific Expectation: - 1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced	Hands-on simulation; Tally chart



<p><b>Sea Turtle Awareness Poster</b></p>	<p>Subject: <b>The Arts</b>                  Strand: <b>Visual Arts</b>                  Specific Expectation:                  - D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic                  - D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> <p>Subject: <b>Language</b>                  Strand: <b>Media Literacy</b>                  Specific Expectation:                  - Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create                  - Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:                  - 1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced</p>	<p>Media literacy</p>
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**CHAPTER Eight- Importance of Water**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p><b>The Rise and Fall of the Great Lakes</b></p>	<p>Subject: <b>Language</b>                  Strand: <b>Media Literacy</b>                  Specific Expectation:</p>	<p>Short film; Venn diagram</p>

	<p>- Making Inferences/Interpreting Messages 1.2 identify overt and implied messages in simple media texts</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Earth and Space Systems</b>                  Specific Expectation:                  - 3.3 describe ways in which living things, including humans, depend on air and water</p> <p>Subject: <b>Social Studies</b>                  Strand: <b>Understanding Earth and Space Systems</b>                  Specific Expectation:                  - 3.6 state reasons why clean water is an increasingly scarce resource in many parts of the world</p>	
<p><b>Water Walk (Planning)</b></p>	<p>Subject: <b>Language</b>                  Strand: <b>Media Literacy</b>                  Specific Expectation:                  - Form 3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create                  - Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create                  - Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Earth and Space Systems</b>                  Specific Expectation:                  - 1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration, and plan a course of action to help keep the air and water in the local community clean                  - 2.7 use a variety of forms to communicate with different audiences and for a variety of purposes</p>	<p>Media literacy</p>

<p><b>Water Walk (The Water Song)</b></p>	<p>Subject: <b>The Arts</b>                  Strand: <b>Music</b>                  Specific Expectation:                  - C1.3 create simple compositions for a specific purpose and a familiar audience</p>	<p>Musical composition</p>
<p><b>Water Walk (Walking)</b></p>	<p>Subject: <b>Health and Physical Education</b>                  Strand: <b>Living Skills</b>                  Specific Expectation:                  - Critical and Creative Thinking 1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education</p> <p>Strand: <b>Active Living</b>                  Specific Expectation:                  - Active Participation A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</p>	<p>Walking; Community involvement</p>

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**CHAPTER Nine- Water: Our Business**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p><b>My Watermark</b></p>	<p>Subject: <b>Mathematics</b>                  Strand: <b>Data Management and Probability</b>                  Specific Expectation:                  - collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately</p>	<p>Personal survey;                  Graph</p>

	<ul style="list-style-type: none"> <li>- read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, and describe the data using mathematical language</li> </ul> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Earth and Space Systems</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 1.2 assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount</li> <li>- 3.6 state reasons why clean water is an increasingly scarce resource in many parts of the world</li> </ul>	
<p><b>Turtle Island Watersheds</b></p>	<p>Subject: <b>Language</b>                  Strand: <b>Writing</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources</li> <li>- Classifying Ideas 1.4 sort ideas and information for their writing in a variety of ways with support and direction</li> <li>- Form 2.1 write short texts using several simple forms</li> <li>- Voice 2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience</li> <li>- Word Choice 2.3 use familiar words and phrases to communicate relevant details</li> <li>- Sentence Fluency 2.4 use a variety of sentence types</li> <li>- Vocabulary 3.3 confirm spellings and word meanings or word choice using a few different types of resources</li> <li>- Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks</li> <li>- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal objective pronouns <i>me, you, him, her, us, them</i>; adjectives to describe a noun; verbs in the simple present and past tenses; joining words; simple</li> </ul>	<p>Map use; Writing activity</p>

	<p>prepositions of place and time</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Earth and Space Systems</b>                  Specific Expectation:                  - 3.2 identify water as a clear, colourless, odourless, tasteless liquid that exists in three states and that is necessary for the life of most animals and plants</p> <p>Subject: <b>Social Studies</b>                  Strand: <b>Canada and World Connections</b>                  Specific Expectation:                  - identify similarities and differences between their community and a community in another part of the world                  - recognize and use pictorial symbols, colour, legends, and cardinal directions on maps of Canada and other countries                  - locate on a globe or map their local community in Ontario; Canada; and the various countries and continents studied;</p>	
<p><b>Water in the World</b></p>	<p>Subject: <b>Mathematics</b>                  Strand: <b>Data Management and Probability</b>                  Specific Expectation:                  - collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately                  - read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, and describe the data using mathematical language</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Earth and Space Systems</b>                  Specific Expectation:                  - 2.1 follow established safety procedures during science and technology investigations</p>	<p>Hands-on simulation;                  Discussion; Graphing</p>

<p><b>Commitment String</b></p>	<p>Subject: <b>The Arts</b>                  Strand: <b>Visual Arts</b>                  Specific Expectation:                  - D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature                  - D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Earth and Space Systems</b>                  Specific Expectation:                  - 1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration, and plan a course of action to help keep the air and water in the local community clean</p>	<p>Bead work</p>
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Grade 2

**CHAPTER Ten- Frog Friends**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p><b>A Visit to the Pond (Frog Watch)</b></p>	<p>Subject: <b>Health and Physical Education</b>                  Strand: <b>Active Living</b>                  Specific Expectation:                  - Active Participation A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</p> <p>Subject: <b>Mathematics</b>                  Strand: <b>Data Management and Probability</b>                  Specific Expectation:</p>	<p>Outdoor experience;                  Graphing</p>

	<ul style="list-style-type: none"> <li>- collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately</li> <li>- read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, and describe the data using mathematical language</li> </ul> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 2.1 follow established safety procedures and humane practices specific to the care and handling of live animals, where appropriate, during science and technology investigations</li> <li>- 2.2 observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using student-generated questions and a variety of methods and resources</li> <li>- 2.6 use scientific inquiry/research skills, and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behaviour, and adaptations of an animal of their choice</li> </ul>	
<p><b>A Visit to the Pond (Wetland Report Card)</b></p>	<p>Subject: <b>Science</b>                  Strand: <b>Understanding Earth and Space Systems</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 2.1 follow established safety procedures during science and technology investigations</li> <li>- 2.5 investigate water in the natural environment</li> </ul>	<p>Outdoor experience;                  Hands-on learning;                  Scientific inquiry</p>

Grade 2

**CHAPTER Eleven- Turtle Tally**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p><b>Turtle Tally</b></p>	<p>Subject: <b>Health and Physical Education</b>                      Strand: <b>Active Living</b>                      Specific Expectation:                      - Active Participation A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</p> <p>Subject: <b>Mathematics</b>                      Strand: <b>Data Management and Probability</b>                      Specific Expectation:                      - collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately                      - read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, and describe the data using mathematical language</p> <p>Subject: <b>Science</b>                      Strand: <b>Understanding Life Systems</b>                      Specific Expectations:                      - 1.1 identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced                      - 2.1 follow established safety procedures and humane practices specific to the care and handling of live animals, where appropriate, during science and technology investigations</p>	<p>Outdoor experience;                      Graphing</p>



	Strand: <b>Understanding Earth and Space Systems</b> Specific Expectations: - 2.5 investigate water in the natural environment	
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Grade 2

**CHAPTER Twelve- What Else Can We Do?**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<b>Writing for Turtles</b>	Subject: <b>Language</b> Strand: <b>Writing</b> Specific Expectation: - Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing - Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources - Organizing Ideas 1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns - Review 1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary - Form 2.1 write short texts using several different forms - Voice 2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience - Word Choice 2.3 use familiar words and phrases to communicate relevant details - Sentence Fluency 2.4 use a variety of sentence types - Preparing for Revision 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice - Revision 2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies - Producing Drafts 2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations	Culminating writing activity

	<ul style="list-style-type: none"> <li>- Spelling Familiar Words 3.1 spell many high-frequency words correctly</li> <li>- Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks</li> <li>- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal objective pronouns <i>me, you, him, her, us, them</i>; adjectives to describe a noun; verbs in the simple present and past tenses; joining words; simple prepositions of place and time</li> <li>- Proofreading 3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference</li> <li>- Publishing 3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout</li> <li>- Producing Finished Works 3.8 produce pieces of published work to meet identified criteria identified by the teacher, based on the expectations</li> </ul>	
<p><b>Write a Report</b></p>	<p>Subject: <b>Language</b>                  Strand: <b>Writing</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing</li> <li>- Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources</li> <li>- Organizing Ideas 1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns</li> <li>- Review 1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary</li> <li>- Form 2.1 write short texts using several different forms</li> <li>- Voice 2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience</li> <li>- Word Choice 2.3 use familiar words and phrases to communicate relevant details</li> <li>- Sentence Fluency 2.4 use a variety of sentence types</li> <li>- Point of View 2.5 identify, initially with support and direction, their point of view and one</li> </ul>	<p>Culminating writing activity</p>

- or more possible different points of view about the topic
- Preparing for Revision 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice
- Revision 2.7 make simple revisions to improve the content, clarity, and interest of their written
- Spelling Familiar Words 3.1 spell many high-frequency words correctly
- Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks
- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns *me, you, him, her, us, them*; adjectives to describe a noun; verbs in the simple present and past tenses; joining words; simple prepositions of place and time
- Proofreading 3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference
- Publishing 3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout

Strand: **Media Literacy**

Specific Expectation:

- Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

Grade 2

**CHAPTER Thirteen- Celebration**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<b>Preparation</b>	Subject: <b>Language</b> Strand: <b>Media Literacy</b> Specific Expectation: - Form 3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create - Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create - Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques	Checklist/Preparation
<b>The Feast</b>	Subject: <b>Language</b> Strand: <b>Oral Communication</b> Specific Expectation: - Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations - Comprehension Strategies 1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts - Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large- group discussions  Subject: <b>Social Studies</b> Strand: <b>Heritage and Citizenship</b> Specific Expectation: - outline traditions of various cultures that are passed down from earlier generations - identify ways in which heritage and traditions are passed on	Feast

<b>Saying Miigwetch</b>	Subject: <b>Language</b> Strand: <b>Writing</b> Specific Expectation: <ul style="list-style-type: none"><li>- Form 2.1 write short texts using several different forms</li><li>- Voice 2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience</li><li>- Word Choice 2.3 use familiar words and phrases to communicate relevant details</li><li>- Sentence Fluency 2.4 use a variety of sentence types</li><li>- Publishing 3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout</li><li>- Producing Finished Works 3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations</li></ul>	Thank-you cards
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**These Expectations Guidelines have been obtained from the Ontario Provincial Curriculum  
Grades 1-8.**

<http://www.edu.gov.on.ca/eng/curriculum/elementary/grades.html>

- The Ontario Curriculum, Grades 1-8: The Arts, 2009
- The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010
- The Ontario Curriculum, Grades 1-8: Language, 2006
- The Ontario Curriculum, Grades 1-8: Mathematics, 2005
- The Ontario Curriculum, Grades 1-8: Science and Technology, 2007
- The Ontario Curriculum, Grades 1-6: Social Studies, 2004

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