



Grade 4

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

Turtle Island Conservation Ontario Teachers Resource Bundle

Grade 4 Subjects and Corresponding Activities

The Arts	Health and Physical Education	Language	Mathematics	Science and Technology	Social Studies
Activities which meet Ontario CURRICULUM-BASED EXPECTATION for the above subjects					
1.1 Morning Prayer/ The Words That Come Before All Else	5.1 B) Miskwaadesi/ A`nó:wara Finds Habitat	1.1 Morning Prayer/ The Words That Come Before All Else	6.2 Turtle and Bear: The Great Chase	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	7.2 Netting Headaches	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	9.1 My Watermark	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	9.3 Water in the World	4.1 Welcome to My Neighbourhood	8.1 The Rise and Fall of the Great Lakes
4.4 A Living Diorama	11.1 Turtle Tally	3.1 Who Are the Species At Risk?	10.1 A) A Visit to the Pond	4.2 We're All In This Together	9.2 Turtle Island Watershed
6.1 Turtle and Bear Race Storytelling Festival		3.2 Field Trip: Turtles	11.1 Turtle Tally	4.3 Wetland Web of Life	
7.3 Sea Turtle Awareness Poster		4.1 Welcome to My Neighbourhood		4.4 A Living Diorama	
8.2 B) Water Walk		4.4 A Living Diorama		5.1 A) Miskwaadesi/ A`nó:wara Finds Habitat	
9.4 Commitment String		6.1 Turtle and Bear Race Storytelling Festival		5.2 Habitat For a Turtle	
		7.1 Turtles of the World		7.3 Sea Turtle Awareness Poster	
		7.3 Sea Turtle Awareness Poster		10.1 A) A Visit to the Pond	
		8.1 The Rise and Fall of the Great Lakes		10.1 B) A Visit to the Pond	
		8.2 A) Water Walk		11.1 Turtle Tally	
		9.2 Turtle Island Watersheds			
		12.2 Write a Report			
		13.1 Preparation			
		13.3 Saying Miigwetch			

Grade 4

Ontario Provincial Curriculum-based Expectations Guideline

Walking with Miskwaadesi and Walking with A`nó:wara

By
Subject/Strand

Grade 4

SACRED SPACES AND SPECIAL PLACES

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Sacred Spaces and Special Places: Mapping Our Communities	Subject: Social Studies Strand: Canada and World Connections Specific Expectation: - explain the concept of a region - formulate questions to guide research and clarify information on study topics - use primary and secondary sources to locate information about natural resources and their uses - locate on a map community boundaries and adjacent communities within a region	Inquiry-based learning; Community involvement
What Is In My Classroom?	Subject: Social Studies Strand: Canada and World Connections Specific Expectation: - explain the concept of a region	Class mapping activity
Mapping My Room	Subject: Social Studies Strand: Canada and World Connections Specific Expectation: - explain the concept of a region	Individual map

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CHAPTER One- Morning Prayer and Thanksgiving Address

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>Morning Prayer/ The Words That Come Before All Else</p>	<p>Subject: The Arts Strand: Visual Arts Specific Expectation: - D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences</p> <p>Subject: Language Strand: Reading Specific Expectation: - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts - Making Inferences/Interpreting Texts 1.5 make inferences about texts using stated and implied ideas from the texts as evidence - Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p>	<p>Native language integration; Interpretive reading</p>
<p>Gratitude and Giving Thanks</p>	<p>Subject: Language Strand: Writing Specific Expectation: - Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources - Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways and group them into units that could be used to developed a summary, using a variety of graphic organizers - Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop an summary, using a variety of graphic organizers and organizational patterns</p>	<p>Think, Pair, Share; Mind Map; Written response</p>

	<p>Potential Links:</p> <ul style="list-style-type: none"> - Form 2.1 write more complex texts using a variety of forms - Voice 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement - Word Choice 2.3 use specific words and phrases to create an intended impression - Sentence Fluency 2.4 use sentences of different lengths and structures - Punctuation 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech - Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions 	
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CHAPTER Two- Turtle Teachings

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>Creation Stories</p>	<p>Subject: Language Strand: Reading Specific Expectation:</p> <ul style="list-style-type: none"> - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts - Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details - Making Inferences/Interpreting Texts 1.5 make inferences about texts using stated and implied ideas from the texts as evidence - Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them 	<p>Shape Go! Map</p>

<p>A Year of the Turtle- Thirteen Moons</p>	<p>Subject: The Arts Strand: Visual Arts Specific Expectation: - D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences</p> <p>Subject: Language Strand: Reading Specific Expectation: - Making Inferences/Interpreting Texts 1.5 make inferences about texts using stated and implied ideas from the texts as evidence - Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</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>Who Are the Species At Risk?</p>	<p>Subject: Language Strand: Reading Specific Expectation: - Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts - Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details - Making Inferences/Interpreting Texts 1.5 make inferences about texts using stated and implied ideas from the texts as evidence</p>	<p>Turtle species at risk; Media literacy; Science vocabulary</p>

	<p>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</p> <p>Subject: Science Strand: Understanding Life Systems Specific Expectation: -1.2 identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening 2.5 use appropriate science and technology vocabulary, including <i>habitat, population, community, adaptation, and food chain</i>, in oral and written communication</p>	
<p>Field Trip: Turtles</p>	<p>Subject: Language Strand: Reading Specific Expectation: - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts - Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>Strand: Media Literacy Specific Expectation: - Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and construct meaning in media texts</p> <p>Subject: Science Strand: Understanding Life Systems Specific Expectation: - 1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities, taking different perspectives into account, and evaluate ways of</p>	<p>Informative article; Questions</p>

	<p>minimizing the negative impacts</p> <p>- 1.2 identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening</p>	
Oh, Turtle Where Are You?	<p>Subject: The Arts Strand: Visual Arts Specific Expectation: - D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges</p> <p>Subject: Science Strand: Understanding Life Systems - 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life</p>	Artistic representation; Card game
Turtle Quiz		Quiz

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CHAPTER Four- Neighbours and Friends

EXPECTATIONS

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Welcome to My Neighbourhood	<p>Subject: Language Strand: Oral Communication Specific Expectation: - Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups - Demonstrating Understanding 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details</p>	Guess Who? Game; Inquiry-based student interaction

	<ul style="list-style-type: none"> - 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 - Clarity and Coherence 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form <p>Subject: Science Strand: Understanding Life Systems Specific Expectation:</p> <ul style="list-style-type: none"> - 2.2 build food chains consisting of different plants and animals, including humans - 2.3 use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs - 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life - 3.2 demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals) - 3.4 demonstrate an understanding of a community as a group of interacting species sharing a common habitat - 3.6 identify animals that are carnivores, herbivores, or omnivores 	
<p>We're All In This Together</p>	<p>Subject: Science Strand: Understanding Life Systems Specific Expectation:</p> <ul style="list-style-type: none"> - 2.2 build food chains consisting of different plants and animals, including humans - 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life - 3.2 demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals) - 3.4 demonstrate an understanding of a community as a group of interacting species sharing a common habitat - 3.5 classify organisms, including humans, according to their role in a food chain - 3.6 identify animals that are carnivores, herbivores, or omnivores 	<p>Interactive; Experiential</p>

<p>Wetland Web of Life</p>	<p>Subject: The Arts Strand: Visual Arts Specific Expectation: - D1.3 use elements of design in art works to communicate ideas, messages, and understandings - D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made</p> <p>Subject: Science - 2.2 build food chains consisting of different plants and animals, including humans - 3.2 demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals)</p>	<p>Dream Catcher</p>
<p>A Living Diorama</p>	<p>Subject: The Arts Strand: Drama Specific Expectation: - B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places - B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role</p> <p>Subject: Language Strand: Writing Specific Expectation: - Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms - Form 2.1 write more complex texts using a variety of forms</p> <p>Subject: Science Strand: Understanding Life Systems Specific Expectation:</p>	<p>Drama presentation in groups</p>

	<ul style="list-style-type: none"> - 2.5 use appropriate science and technology vocabulary, including <i>habitat, population, community, adaptation, and food chain</i>, in oral and written communication - 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life - 3.2 demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals) - 3.3 identify factors that affect the ability of plants and animals to survive in a specific habitat - 3.4 demonstrate an understanding of a community as a group of interacting species sharing a common habitat - 3.5 classify organisms, including humans, according to their role in a food chain - 3.6 identify animals that are carnivores, herbivores, or omnivores 	
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CHAPTER Five- Healthy Habitats

EXPECTATIONS

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>Miskwaadesi/ A`nó:wara Finds Habitat (Food, Shelter, Water, and Space Chart)</p>	<p>Subject: Science Strand: Understanding Life Systems Specific Expectation: -2.5 use appropriate science and technology vocabulary, including <i>habitat, population, community, adaptation, and food chain</i>, in oral and written communication - 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life - 3.3 identify factors that affect the ability of plants and animals to survive in a specific habitat - 3.7 describe structural adaptations that allow plants and animals to survive in specific habitats - 3.9 demonstrate an understanding of why all habitats have limits to the number of</p>	<p>Group discussion; Graphic organizer</p>

	plants and animals they can support	
Miskwaadesi/ A`nó:wara Finds Habitat (Outdoor Play)	<p>Subject: Health and Physical Education</p> <p>Strand: Active Living</p> <p>Specific Expectation:</p> <ul style="list-style-type: none"> - 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 	Outdoor Experience/game
Habitat For a Turtle	<p>Subject: Science</p> <p>Strand: Understanding Life Systems</p> <p>Specific Expectation:</p> <ul style="list-style-type: none"> -2.5 use appropriate science and technology vocabulary, including <i>habitat</i>, <i>population</i>, <i>community</i>, <i>adaptation</i>, and <i>food chain</i>, in oral and written communication - 2.6 use a variety of forms to communicate with different audiences and for a variety of purposes - 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life - 3.3 identify factors that affect the ability of plants and animals to survive in a specific habitat - 3.7 describe structural adaptations that allow plants and animals to survive in specific habitats - 3.9 demonstrate an understanding of why all habitats have limits to the number of plants and animals they can support 	Graphic organizer

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CHAPTER Six- Turtle Stories

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>Turtle and Bear Race Storytelling Festival</p>	<p>Subject: The Arts Strand: Visual Art Specific Expectation: - D1.3 use elements of design in art works to communicate ideas, messages, and understandings - D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made</p> <p>Subject: Language Strand: Oral Communication Specific Expectation: - Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups - 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 - Clarity and Coherence 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form - Vocal Skills and Strategies 2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences - Visual Aids 2.7 use a variety of appropriate visual aids to support or enhance oral presentations</p> <p>Strand: Reading</p>	<p>Storytelling; Art</p>

	<p>Specific Expectation:</p> <ul style="list-style-type: none"> - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts 	
<p>Turtle and Bear: The Great Chase</p>	<p>Subject: Health and Physical Education Strand: Active Living Specific Expectation:</p> <ul style="list-style-type: none"> - 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>Outdoor experience/game</p>

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CHAPTER Seven- Turtles of the World

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>Turtles of the World</p>	<p>Subject: Language Strand: Reading Specific Expectation</p> <ul style="list-style-type: none"> - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts - Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts - Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details 	<p>Map development</p>
<p>Netting Headaches</p>	<p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation:</p> <ul style="list-style-type: none"> - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements 	<p>Hands-on simulation; Tally chart</p>

	<ul style="list-style-type: none"> - collect and organize discrete primary data and display the data in charts, tables, and graphs that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools - read, interpret, and draw conclusions from primary data and from secondary data, presented in charts, tables, and graphs <p>Subject: Science Strand: Understanding Life Systems Specific Expectation:</p> <ul style="list-style-type: none"> - 1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities, taking different perspectives into account, and evaluate ways of minimizing the negative impacts - 1.2 identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening 	
<p>Sea Turtle Awareness Poster</p>	<p>Subject: The Arts Strand: Visual Arts Specific Expectation:</p> <ul style="list-style-type: none"> - D1.2 demonstrate an understanding of composition, using selected 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 determine solutions to design challenges <p>Subject: Language Strand: Media Literacy Specific Expectation:</p> <ul style="list-style-type: none"> - 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>Media literacy</p>

	Subject: Science Strand: Understanding Life Systems Specific Expectation: - 1.2 identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening	
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CHAPTER Eight- Importance of Water

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
The Rise and Fall of the Great Lakes	Subject: Language Strand: Media Literacy Specific Expectation: - Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and construct meaning in media texts Subject: Social Studies Strand: Canada and World Connections Specific Expectation: - identify the physical regions of Ontario and describe their characteristics - explain how the St. Lawrence River and the Great Lakes systems shape or influence the human activity of their surrounding are - use graphic organizers and graphs to sort information, clarify issues, solve problems, and make decisions	Short film; Venn diagram
Water Walk (Planning)	Subject: Language Strand: Media Literacy Specific Expectation: - Form 3.2 identify an appropriate form to suit the specific purpose and audience for a	Media literacy

	<p>media text they plan to create</p> <ul style="list-style-type: none"> - 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 	
Water Walk (The Water Song)	<p>Subject: The Arts Strand: Music Specific Expectation: - C1.3 create musical compositions for specific purposes and audiences</p>	Music composition
Water Walk (Walking)	<p>Subject: Health and Physical Education Strand: Living Skills Specific Expectation: - Critical and Creative Thinking 1.5 use a range of critical and creative thinking 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: Active Living Specific Expectation: - 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>	Walking; Community involvement

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CHAPTER Nine- Water: Our Business

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>My Watermark</p>	<p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation: - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements - collect and organize discrete primary data and display the data in charts, tables, and graphs that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools - read, interpret, and draw conclusions from primary data and from secondary data, presented in charts, tables, and graphs</p>	<p>Personal survey; Graph</p>
<p>Turtle Island Watersheds</p>	<p>Subject: Language Strand: Writing Specific Expectation: - Developing Ideas 1.2 generate ideas about a potential topic using a variety of strategies and resources - Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways - Form 2.1 write more complex texts using a variety - Voice 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement of forms - Word Choice 2.3 use specific words and phrases to create an intended impression - Sentence Fluency 2.4 use sentences of different lengths and structures - Vocabulary 3.3 confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose - Punctuation 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation</p>	<p>Map use; Writing activity</p>

	<p>marks to indicate direct speech</p> <ul style="list-style-type: none"> - Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions <p>Subject: Social Studies Strand: Canada and World Connections Specific Expectation:</p> <ul style="list-style-type: none"> - explain the concept of a region - identify the physical regions of Ontario and describe their characteristics - locate on a map of Ontario and label the Great Lakes and other major bodies of water and waterways - use cardinal and intermediate directions, pictorial and non-pictorial symbols, scale and colour to locate and display geographic information on various maps. 	
<p>Water in the World</p>	<p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation:</p> <ul style="list-style-type: none"> - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements - collect and organize discrete primary data and display the data in charts, tables, and graphs that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools - read, interpret, and draw conclusions from primary data and from secondary data, presented in charts, tables, and graphs 	<p>Hands-on simulation; Discussion</p>
<p>Commitment String</p>	<p>Subject: The Arts Strand: Visual Arts Specific Expectation:</p> <ul style="list-style-type: none"> - D1.1 produce two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences 	<p>Bead work</p>

	<ul style="list-style-type: none"> - D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges - D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present - D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made 	
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CHAPTER Ten- Frog Friends

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>A Visit to the Pond (Frog Watch)</p>	<p>Subject: Health and Physical Education Strand: Active Living Specific Expectation:</p> <ul style="list-style-type: none"> - 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>Subject: Mathematics Strand: Data Management and Probability Specific Expectation:</p> <ul style="list-style-type: none"> - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements - collect and organize discrete primary data and display the data in charts, tables, and graphs that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools - read, interpret, and draw conclusions from primary data and from secondary data, presented in charts, tables, and graphs 	<p>Outdoor experience; Graph</p>

	<p>Subject: Science Strand: Understanding Life Systems Specific Expectations:</p> <ul style="list-style-type: none"> - 2.1 follow established safety procedures for working with soils and natural materials - 2.3 use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs - 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life 	
<p>A Visit to the Pond (Wetland Report Card)</p>	<p>Subject: Science Strand: Understanding Life Systems Specific Expectations:</p> <ul style="list-style-type: none"> - 2.1 follow established safety procedures for working with soils and natural materials - 2.3 use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs - 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life - 3.3 identify factors that affect the ability of plants and animals to survive in a specific habitat - 3.9 demonstrate an understanding of why all habitats have limits to the number of plants and animals they can support 	<p>Outdoor experience; Hands-on learning; Scientific inquiry</p>

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CHAPTER Eleven- Turtle Tally

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>Turtle Tally</p>	<p>Subject: Health and Physical Education Strand: Active Living Specific Expectation:</p> <ul style="list-style-type: none"> - A1.1 actively participate in a wide variety of program activities, according to their 	<p>Outdoor experience; Graph</p>

capabilities, while applying behaviours that enhance their readiness and ability to take part

Subject: **Mathematics**

Strand: **Data Management and Probability**

Specific Expectation:

- collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements
- collect and organize discrete primary data and display the data in charts, tables, and graphs that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools
- read, interpret, and draw conclusions from primary data and from secondary data, presented in charts, tables, and graphs

Subject: **Science**

Strand: **Understanding Life Systems**

Specific Expectations:

- 2.1 follow established safety procedures for working with soils and natural materials
- 2.3 use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs
- 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life

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CHAPTER Twelve- What Else Can We Do?

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>Writing for Turtles</p>	<p>Subject: Language Strand: Writing Specific Expectation:</p> <ul style="list-style-type: none"> - Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms - 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 and group them into units that could be used to develop a summary, using a variety of graphic organizers and organizational patterns - Review 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary - Form 2.1 write more complex texts using a variety of forms - Voice 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement - Word Choice 2.3 use specific words and phrases to create an intended impression - Sentence Fluency 2.4 use sentences of different lengths and structures - Preparing for Revision 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features - Revision 2.7 make 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 identified criteria based on the expectations related to content, organization, style, and use of conventions - Spelling Familiar Words 3.1 spell familiar words correctly - Punctuation 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech 	<p>Culminating writing activity</p>

	<ul style="list-style-type: none"> - Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions - Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher - Publishing 3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout - Producing Finished Works 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies 	
<p>Write a Report</p>	<p>Subject: Language Strand: Writing Specific Expectation:</p> <ul style="list-style-type: none"> - Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms - 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 and group them into units that could be used to develop a summary, using a variety of graphic organizers and organizational patterns - Review 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary - Form 2.1 write more complex texts using a variety of forms - Voice 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement - Word Choice 2.3 use specific words and phrases to create an intended impression - Sentence Fluency 2.4 use sentences of different lengths and structures - Point of View 2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view - Preparing for Revision 2.6 identify elements of their writing that need improvement, 	<p>Culminating writing activity</p>

	<p>using feedback from the teacher and peers, with a focus on specific features</p> <ul style="list-style-type: none"> - Revision 2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies - Spelling Familiar Words 3.1 spell familiar words correctly - Punctuation 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech - Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions - Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher - Publishing 3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout <p>Strand: Media Literacy Specific Expectation:</p> <ul style="list-style-type: none"> - Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and technique 	
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Grade 4

CHAPTER Thirteen- Celebration

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Preparation	<p>Subject: Language Strand: Media Literacy Specific Expectation:</p> <ul style="list-style-type: none"> - Form 3.2 identify an appropriate form to suit the specific purpose and audience for a 	Checklist/Preparation

	<p>media text they plan to create</p> <ul style="list-style-type: none"> - 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 	
The Feast	<p>Subject: Language Strand: Oral Communication Specific Expectation:</p> <ul style="list-style-type: none"> - Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups - Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand 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 	Feast
Saying Miigwetch	<p>Subject: Language Strand: Writing Specific Expectation:</p> <ul style="list-style-type: none"> - Form 2.1 write more complex texts using a variety of forms - Voice 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement - Word Choice 2.3 use specific words and phrases to create an intended impression - Publishing 3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout - Producing Finished Works 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies 	Thank-you cards

**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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