



# Grade 1

## 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 1 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	1.2 Gratitude and Giving Thanks
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	7.1 Turtles of the World
8.2 B) Water Walk		4.4 A Living Diorama		5.1 Miskwaadesi/ A`nó:wara Finds Habitat	8.2 A) Water Walk
9.4 Commitment String		5.2 Habitat For a Turtle		5.2 Habitat For a Turtle	9.2 Turtle Island Watershed
		6.1 Turtle and Bear Race Storytelling Festival		7.2 Netting Headaches	13.1 Preparation
		7.1 Turtles of the World		7.3 Sea Turtle Awareness Poster	
		7.3 Sea Turtle Awareness Poster		8.2 A) Water Walk	
		8.1 The Rise and Fall of the Great Lakes		9.1 My Watermark	
		8.2 A) Water Walk		9.3 Water in the World	
		9.2 Turtle Island Watersheds		9.4 Commitment String	
		12.1 Writing for Turtles		10.1 A) A Visit to the Pond	
		12.2 Write a Report		10.1 B) A Visit to the Pond	

13.1 Preparation  
13.2 The Feast  
13.3 Saying Miigwetch

11.1 Turtle Tally  
12.1 Writing for Turtles  
12.2 Write a Report  
13.2 The Feast

**\*\*\*\* To achieve the suggested expectations below, teachers will need to make significant modifications to the instructions in the Curriculum-based Activities document\*\*\*\***

# Grade 1

## Ontario Provincial Curriculum-based Expectations Guideline

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

By  
Subject/Strand

Grade 1

### 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>                      Potential Link:                      - identify important relationships in their lives and name some responsibilities that are part of these relationships                      - describe significant people and places in their lives and the rules associated with them                      - identify significant events in their lives and the rules associated with them                      - describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly                      - brainstorm and ask simple questions to gain information about relationships, rules, and responsibilities                      - use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community identify an area of concern, and suggest changes in rules or responsibilities to provide possible solutions                      - order a sequence of events to demonstrate how relationships, rules, or responsibilities change over time, and in different places</p>	<p>Inquiry-based learning; Community involvement</p>

	<p><b>Strand: Canada and World Connections</b>  <b>Specific Expectation:</b></p> <ul style="list-style-type: none"> <li>- identify the physical and social needs of residents in an area</li> <li>- identify the distinguishing physical features of their community</li> <li>- list the occupations of some people in the community</li> <li>- identify the places in which people work and describe the technologies, tools, and vehicles they use</li> <li>- list the different ways in which people travel around the community</li> <li>- brainstorm and ask simple questions to gain information about their local community</li> <li>- use pictures, maps, print materials, media sources, and/or class trips to locate information about their local community, including safe places in the community</li> <li>- use illustrations, key words, and simple sentences to sort, classify, and record information about their local community</li> <li>- use appropriate vocabulary to communicate the results of inquiries and observations about their local community</li> <li>- make models and read maps of familiar areas in their local community</li> <li>- recognize that different colours represent different things on a map</li> <li>- construct a model of their local community to show how people’s physical and social needs are served within the area</li> </ul>	
<p><b>What Is In My Classroom?</b></p>	<p>Subject: <b>Social Studies</b>  <b>Strand: Heritage and Citizenship</b>  <b>Specific Expectation:</b></p> <ul style="list-style-type: none"> <li>- identify important relationships in their lives and name some responsibilities that are part of these relationships</li> <li>- describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly</li> </ul> <p>Subject: <b>Social Studies</b>  <b>Strand: Canada and World Connections</b>  <b>Specific Expectation:</b></p> <ul style="list-style-type: none"> <li>- demonstrate an understanding of scale</li> </ul>	<p>Class mapping activity</p>

	<ul style="list-style-type: none"> <li>- use their own symbols on a map to identify buildings and places in their local community</li> <li>- recognize that different colours represent different things on a map</li> <li>- use appropriate words to describe relative locations of places and objects</li> <li>- identify and describe routes within the school</li> </ul>	
<b>Mapping My Room</b>	<p>Subject: <b>Social Studies</b>                  Strand: <b>Heritage and Citizenship</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- identify important relationships in their lives and name some responsibilities that are part of these relationships</li> </ul> <p>Strand: <b>Canada and World Connections</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- demonstrate an understanding of scale</li> <li>- use their own symbols on a map to identify buildings and places in their local community</li> <li>- recognize that different colours represent different things on a map</li> <li>- use appropriate words to describe relative locations of places and objects</li> </ul>	Individual map

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**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>                  Strand: <b>Visual Arts</b>                  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 personal experiences</li> </ul>	Native language integration; Interpretive reading

	<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 a few different types of literary texts, graphic texts, and informational texts</li> <li>- Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in texts, initially with support and direction, 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><b>Gratitude and Giving Thanks</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>- Organizing Ideas 1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers</li> </ul> <p>Potential Link:</p> <ul style="list-style-type: none"> <li>- Form 2.1 write short texts using a few simple forms</li> <li>- Voice 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling toward the subject or audience</li> <li>- Word Choice 2.3 use familiar words and phrases to convey a clear meaning</li> <li>- Sentence Fluency 2.4 write simple but complete sentences that make sense</li> <li>- Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end</li> <li>- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly,</li> </ul>	<p>Think, Pair, Share;                  Mind Map; Written response</p>

	<p>with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns <i>I, you, he, she, it we, they</i>; verbs to tell what they do and feel; some adjectives; and simple prepositions of place</p> <p>Subject: <b>Social Science</b>                  Strand: <b>Heritage and Citizenship</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- state in simple terms what “relationships”, “rules”, and “responsibilities” are</li> <li>- identify important relationships in their lives and name some responsibilities that are part of these relationships</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 a few different types of 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, including the main idea</li> <li>- Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in texts, initially with support and direction, 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><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 create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences</p> <p>Subject: <b>Language</b>                  Strand: <b>Reading</b>                  Specific Expectation:                  - Variety of Texts 1.1 read a few different types of 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, including the main idea                  - Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in texts, initially with support and direction, 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>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 a few different types of literary texts, graphic texts, and informational texts</p>	<p>Turtle species at risk;                  Media literacy</p>

	<ul style="list-style-type: none"> <li>- Comprehension Strategies 1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction</li> <li>- Demonstrating Understanding 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea</li> <li>- Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them</li> </ul> <p>Strand: <b>Media Literacy</b> Specific Expectation:</p> <ul style="list-style-type: none"> <li>- Producing Media Texts 3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</li> </ul> <p>Subject: <b>Science</b> Strand: <b>Understanding Life Systems</b> Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 2.6 use appropriate science and technology vocabulary, including <i>investigation, explore, needs, space, and food</i>, in oral and written communication</li> <li>- 3.1 identify <i>environment</i> as the area in which something or someone exists or lives</li> <li>- 3.2 identify the physical characteristics of a variety of plants and animals</li> </ul>	
<p><b>Field Trip: Turtles</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 a few different types of 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, including the main idea</li> </ul> <p>Strand: <b>Media Literacy</b> Specific Expectation:</p>	<p>Informative article; Reading comprehension</p>

	<p>- Making Inferences/Interpreting Messages 1.2 identify overt and implied messages, initially with support and direction, in simple media texts</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans</li> <li>- 3.1 identify <i>environment</i> as the area in which something or someone exists or lives</li> </ul>	
<p><b>Oh, Turtle Where Are You?</b></p>	<p>Subject: <b>The Arts</b>                  Strand: <b>Visual Arts</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- D1.4 use a variety of materials, tools, and techniques to respond to design challenges</li> </ul> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 3.1 identify <i>environment</i> as the area in which something or someone exists or lives</li> <li>- 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment</li> <li>- 3.6 identify what living things provide for other living things</li> </ul> <p>Strand: <b>Understanding Earth and Space Systems</b>                  Potential Link:</p> <ul style="list-style-type: none"> <li>- 3.1 identify the sun as Earth’s principal source of heat and light</li> <li>- 3.3 describe changes in the amount of heat and light from the sun that occur throughout the day and the seasons</li> <li>- 3.5 describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes</li> </ul>	<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:</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 few different situations</li> <li>- 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</li> <li>- Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, paired sharing and small-and large-group discussions</li> <li>- Clarity and Coherence 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner</li> </ul> <p>Subject: <b>Science</b>                      Strand: <b>Understanding Life Systems</b>                      Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 3.1 identify <i>environment</i> as the area in which something or someone exists or lives</li> <li>- 3.2 identify the physical characteristics of a variety of plants and animals</li> <li>- 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy Environment</li> <li>- 3.6 identify what living things provide for other living things</li> </ul>	<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:</p> <ul style="list-style-type: none"> <li>- 1.2 describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life</li> </ul>	<p>Interactive;                      Experiential</p>

	<ul style="list-style-type: none"> <li>- 2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources</li> <li>- 2.6 use appropriate science and technology vocabulary, including <i>investigation, explore, needs, space, and food</i>, in oral and written communication</li> <li>- 3.1 identify <i>environment</i> as the area in which something or someone exists or lives</li> </ul>	
<b>Wetland Web of Life</b>	<p>Subject: <b>The Arts</b>                      Strand: <b>Visual Arts</b>                      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 personal experiences</li> <li>- D3.2 demonstrate an awareness of a variety of works of art from diverse communities, times, and places</li> </ul> <p>Subject: <b>Science</b>                      Strand: <b>Understanding Life Systems</b>                      Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans</li> <li>- 3.1 identify <i>environment</i> as the area in which something or someone exists or lives</li> <li>- 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment</li> </ul>	Dream Catcher
<b>A Living Diorama</b>	<p>Subject: <b>The Arts</b>                      Strand: <b>Drama</b>                      Specific Expectation:</p> <ul style="list-style-type: none"> <li>- B1.1 engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places</li> <li>- B1.3 plan and shape dramatic play by building on the ideas of others, both in and out of role</li> </ul>	Drama presentation in groups

Subject: **Language**

Strand: **Writing**

Specific Expectation:

- Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction
- Form 2.1 write short texts using a few simple forms

Subject: **Science**

Strand: **Understanding Life Systems**

Specific Expectation:

- 3.1 identify *environment* as the area in which something or someone exists or lives
- 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy Environment

Strand: **Understanding Earth and Space Systems**

Potential Link:

- 1.2 assess ways in which daily and seasonal changes have an impact on society and the environment
- 3.1 identify the sun as Earth's principal source of heat and light
- 3.2 define a cycle as a circular sequence of events
- 3.3 describe changes in the amount of heat and light from the sun that occur throughout the day and the seasons
- 3.4 describe and compare the four seasons
- 3.5 describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes
- 3.6 describe how humans prepare for and/or respond to daily and seasonal changes

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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><b>(Outdoor Game)</b></p>	<p>Subject: <b>Science</b>                      Strand: <b>Understanding Life Systems</b>                      Specific Expectation:                      - 2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources                      - 3.1 identify <i>environment</i> as the area in which something or someone exists or lives                      - 3.2 identify the physical characteristics of a variety of plants and animals                      - 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment                      - 3.6 identify what living things provide for other living things</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>Group discussion; Graphic organizer</p> <p>Outdoor game</p>
<p><b>Habitat For a Turtle</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, initially with</p>	<p>Graphic organizer</p>

	<p>support and direction, using simple graphic organizers</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources</li> <li>- 3.1 identify <i>environment</i> as the area in which something or someone exists or lives</li> <li>- 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment</li> <li>- 3.6 identify what living things provide for other living things</li> </ul>	
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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> <ul style="list-style-type: none"> <li>- D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences</li> <li>- D3.2 demonstrate an awareness of a variety of works of art from diverse communities, times, and places</li> </ul> <p>Subject: <b>Language</b>                  Strand: <b>Oral Communication</b>                  Specific Expectation:</p>	<p>Storytelling; Art</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 few different situations</li> <li>- Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, paired sharing and small-and large-group discussions</li> <li>- Clarity and Coherence 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner</li> <li>- Vocal Skills and Strategies 2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning</li> <li>Visual Aids 2.7 use one or more appropriate 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 few different types 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> <p>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 experience/game</p>

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**CHAPTER Seven- Turtles of the World**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p><b>Turtles of the World</b></p>	<p>Subject: <b>Language</b> Strand: <b>Reading</b> Specific Expectation:</p>	<p>Map use</p>

	<ul style="list-style-type: none"> <li>- Variety of Texts 1.1 read a few different types of literary texts, graphic texts, and informational texts</li> <li>- Comprehension Strategies 1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction</li> <li>- Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by retelling the story or restating information from the text, including the main idea</li> </ul> <p>Subject: <b>Social Studies</b>                  Strand: <b>Canada and World Connections</b>                  Specific Expectation:                  - recognize that different colours represent different things on a map</p>	
<p><b>Netting Headaches</b></p>	<p>Subject: <b>Mathematics</b>                  Strand: <b>Data Management and Probability</b>                  Specific Expectation:                  - collect and organize primary data that is categorical, and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods                  - read primary data presented in concrete graphs and pictographs, and describe the data using comparative language                  - pose and answer questions about collected data</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:                  - 2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources</p>	<p>Hands-on simulation;                  Tally chart</p>
<p><b>Sea Turtle Awareness Poster</b></p>	<p>Subject: <b>The Arts</b>                  Strand: <b>Visual Arts</b>                  Specific Expectation:</p>	<p>Media literacy</p>

- 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

Subject: **Language**

Strand: **Media Literacy**

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

Subject: **Science**

Strand: **Understanding Life Systems**

Specific Expectation:

- 1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans
- 1.2 describe changes or problems that could result from the loss of some kinds of living things that are part of everyday life
- 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment
- 3.5 describe how showing care and respect for all living things helps to maintain a healthy environment

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**CHAPTER Eight- Importance of Water**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<b>The Rise and Fall of the Great Lakes</b>	Subject: <b>Language</b> Strand: <b>Media Literacy</b> Specific Expectation: - Making Inferences/Interpreting Messages 1.2 identify overt and implied messages, initially with support and direction, in simple media texts	Short film; Venn diagram
<b>Water Walk (Planning)</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  Subject: <b>Science</b> Strand: <b>Understanding Earth and Space Systems</b> Potential links: - 1.2 assess ways in which daily and seasonal changes have an impact on society and the environment - 3.1 identify the sun as Earth’s principal source of heat and light - 3.2 define a cycle as a circular sequence of events - 3.3 describe changes in the amount of heat and light from the sun that occur throughout the day and the seasons - 3.4 describe and compare the four seasons	Media literacy

	<p>Subject: <b>Social Studies</b>                  Strand: <b>Heritage and Citizenship</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- explain why rules and responsibilities have been established</li> <li>- identify important relationships in their lives and name some responsibilities that are part of these relationships</li> <li>- describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly</li> <li>- construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about relationships, rules, and responsibilities in their daily lives</li> <li>- identify an area of concern, and suggest changes in rules or responsibilities to provide possible solutions</li> </ul>	
<p><b>Water Walk (The Water Song)</b></p>	<p>Subject: <b>The Arts</b>                  Strand: <b>Music</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- C1.3 create compositions for a specific purpose and a familiar audience</li> </ul>	<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:</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p>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>Walking; Community involvement</p>

Grade 1

**CHAPTER Nine- Water: Our Business**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<b>My Watermark</b>	<p>Subject: <b>Mathematics</b>                      Strand: <b>Data Management and Probability</b>                      Specific Expectation:</p> <ul style="list-style-type: none"> <li>- collect and organize primary data that is categorical, and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods</li> <li>- read primary data presented in concrete graphs and pictographs, and describe the data using comparative language</li> <li>- pose and answer questions about collected data</li> </ul> <p>Subject: <b>Science</b>                      Strand: <b>Understanding Life Systems</b>                      Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans</li> <li>- 3.5 describe how showing care and respect for all living things helps to maintain a healthy environment</li> </ul>	Personal survey; Graph
<b>Turtle Island Watersheds</b>	<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 a few simple forms</li> <li>- Voice 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience</li> </ul>	Map use; Writing activity

	<ul style="list-style-type: none"> <li>- Word Choice 2.3 use familiar words and phrases to convey a clear meaning</li> <li>- Sentence Fluency 2.4 write simple but complete sentences that make sense</li> <li>- Vocabulary 3.3 confirm spellings and word meanings or word choice using one or two resources</li> <li>- Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end</li> <li>- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns <i>I, you, he, she, it, we, they</i>; verbs to tell what they do and feel; some adjectives; and simple prepositions of place</li> </ul>	
<p><b>Water in the World</b></p>	<p>Subject: <b>Mathematics</b>                  Strand: <b>Data Management and Probability</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- collect and organize primary data that is categorical, and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods</li> <li>- read primary data presented in concrete graphs and pictographs, and describe the data using comparative language</li> <li>- pose and answer questions about collected data</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>- 2.1 follow established safety procedures during science and technology investigations</li> </ul>	<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:</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 personal experiences</li> <li>- D3.2 demonstrate an awareness of a variety of works of art from diverse communities,</li> </ul>	<p>Bead work</p>

	<p>times, and places</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans</li> <li>- 3.1 identify <i>environment</i> as the area in which something or someone exists or lives</li> <li>- 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment</li> <li>3.5 describe how showing care and respect for all living things helps to maintain a healthy environment</li> </ul>	
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Grade 1

**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:</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>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, and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods</li> <li>- read primary data presented in concrete graphs and pictographs, and describe the data using comparative language</li> <li>- pose and answer questions about collected data</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 during science and technology investigations</li> <li>- 2.3 investigate and compare the physical characteristics of a variety of plants and animals, including humans</li> <li>- 3.1 identify <i>environment</i> as the area in which something or someone exists or lives</li> <li>- 3.2 identify the physical characteristics of a variety of plants and animals</li> <li>- 3.6 identify what living things provide for other living things</li> </ul>	
<p><b>A Visit to the Pond (Wetland Report Card)</b></p>	<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 during science and technology investigations</li> <li>- 2.3 investigate and compare the physical characteristics of a variety of plants and animals, including humans</li> <li>- 3.1 identify <i>environment</i> as the area in which something or someone exists or lives</li> <li>- 3.2 identify the physical characteristics of a variety of plants and animals</li> <li>- 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment</li> <li>- 3.6 identify what living things provide for other living things</li> </ul>	<p>Outdoor experience;                  Hands-on learning;                  Scientific inquiry</p>

Grade 1

**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, and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods                      - read primary data presented in concrete graphs and pictographs, and describe the data using comparative language                      - pose and answer questions about collected data</p> <p>Subject: <b>Science</b>                      Strand: <b>Understanding Life Systems</b>                      Specific Expectation:                      - 2.1 follow established safety procedures and humane practices during science and technology investigations                      - 2.3 investigate and compare the physical characteristics of a variety of plants and animals, including humans                      - 3.1 identify <i>environment</i> as the area in which something or someone exists or lives                      - 3.2 identify the physical characteristics of a variety of plants and animals                      - 3.6 identify what living things provide for other living things</p>	<p>Outdoor experience;                      Graphing</p>

Grade 1

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

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p><b>Writing for Turtles</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, initially with support and direction</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, initially with support and direction, using simple graphic organizers</li> <li>- Review 1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose</li> <li>- Form 2.1 write short texts using a few simple forms</li> <li>- Voice 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience</li> <li>- Word Choice 2.3 use familiar words and phrases to convey a clear meaning</li> <li>- Sentence Fluency 2.4 write simple but complete sentences that make sense</li> <li>- Preparing for Revision 2.6 identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers</li> <li>- Revision 2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies</li> <li>- Producing Drafts 2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations</li> <li>- Spelling Familiar Words 3.1 spell some high-frequency words correctly</li> <li>- Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end</li> <li>- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly,</li> </ul>	<p>Culminating writing activity</p>

	<p>with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns <i>I, you, he, she, it, we, they</i>; verbs to tell what they do and feel; some adjectives; and simple prepositions of place</p> <ul style="list-style-type: none"> <li>- Proofreading 3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher 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>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans</li> <li>- 3.1 identify <i>environment</i> as the area in which something or someone exists or lives</li> <li>- 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment</li> <li>3.5 describe how showing care and respect for all living things helps to maintain a healthy environment</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, initially with support and direction</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, initially with support and direction, using simple graphic organizers</li> <li>- Review 1.6 determine, after consultation with the teacher and peers, whether the ideas</li> </ul>	<p>Culminating writing activity</p>

- and information they have gathered are suitable for the purpose
- Form 2.1 write short texts using a few simple forms
  - Voice 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience
  - Word Choice 2.3 use familiar words and phrases to convey a clear meaning
  - Sentence Fluency 2.4 write simple but complete sentences that make sense
  - Point of View 2.5 begin to identify, with support and direction, their point of view and one possible different point of view about the topic
  - Preparing for Revision 2.6 identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers
  - Revision 2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies
  - Spelling Familiar Words 3.1 spell some high-frequency words correctly
  - Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end
  - Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns *I, you, he, she, it, we, they*; verbs to tell what they do and feel; some adjectives; and simple prepositions of place
  - Proofreading 3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher 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 some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

Subject: **Science**

Strand: **Understanding Life Systems**

	<p>Specific Expectation:</p> <ul style="list-style-type: none"> <li>- 1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans</li> <li>- 3.1 identify <i>environment</i> as the area in which something or someone exists or lives</li> <li>- 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment</li> <li>3.5 describe how showing care and respect for all living things helps to maintain a healthy Environment</li> </ul>	
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Grade 1

**CHAPTER Thirteen- Celebration**

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<b>Preparation</b>	<p>Subject: <b>Language</b>                      Strand: <b>Media Literacy</b>                      Specific Expectation:</p> <ul style="list-style-type: none"> <li>- Form 3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create</li> <li>- Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create</li> <li>- Producing Media Texts 3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and technique</li> </ul> <p>Subject: <b>Social Studies</b>                      Strand: <b>Heritage and Citizenship</b>                      Specific Expectation:</p> <ul style="list-style-type: none"> <li>- identify an area of concern, and suggest changes in rules or responsibilities to provide possible solutions</li> </ul>	Checklist/Preparation

<p><b>The Feast</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 few different situations                  - Comprehension Strategies 1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction                  - Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions</p> <p>Subject: <b>Science</b>                  Strand: <b>Understanding Life Systems</b>                  Specific Expectation:                  - 1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans                  - 3.1 identify <i>environment</i> as the area in which something or someone exists or lives                  - 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment                  - 3.5 describe how showing care and respect for all living things helps to maintain a healthy environment</p>	<p>Feast</p>
<p><b>Saying Miigwetch</b></p>	<p>Subject: <b>Language</b>                  Strand: <b>Writing</b>                  Specific Expectation:                  - Form 2.1 write short texts using a few simple forms                  - Voice 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience                  - Word Choice 2.3 use familiar words and phrases to convey a clear meaning                  - Sentence Fluency 2.4 write simple but complete sentences that make sense</p>	<p>Thank-you cards</p>

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|  | <ul style="list-style-type: none"><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> |  |
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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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