



Grade 3

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 3 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 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		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 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		7.2 Netting Headaches	
		7.3 Sea Turtle Awareness Poster		9.4 Commitment String	
		8.1 The Rise and Fall of the Great Lakes		10.1 A) A Visit to the Pond	
		8.2 A) Water Walk		10.1 B) A Visit to the Pond	
		9.2 Turtle Island Watersheds		11.1 Turtle Tally	
		12.1 Writing for Turtles			
		12.2 Write a Report			
		13.1 Preparation			
		13.2 The Feast			
		13.3 Saying Miigwetch			

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Walking with Miskwaadesi and Walking with A`nó:wara

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Grade 3

SACRED SPACES AND SPECIAL PLACES

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>Sacred Spaces and Special Places: Mapping Our Communities</p>	<p>Subject: Social Studies Strand: Heritage and Citizenship Specific Expectation: - identify factors that helped shape the development of early settlements - compare and contrast aspects of life in early settler and/or First Nation communities in Upper Canada and in their own community today - compare and contrast buildings/dwellings in early settler and/or First Nation communities in Upper Canada with buildings and dwellings in present-day Ontario - compare and contrast tools and technologies used by early settlers and/or First Nation peoples with present-day tools and technologies</p> <p>Strand: Canada and World Connections Specific Expectation: - use primary and secondary sources to locate key information about urban and rural communities - construct and read graphs, charts, diagrams, maps, and models to clarify and display information about urban and rural communities</p>	<p>Inquiry-based learning; Community involvement</p>

	<ul style="list-style-type: none"> - make and use maps of urban and rural communities containing the necessary map elements of title, scale, symbols and legend, and cardinal directions; - describe ways in which they and their families use the natural environment 	
What Is In My Classroom?	<p>Subject: Social Studies Strand: Canada and World Connections Specific Expectation:</p> <ul style="list-style-type: none"> - consult map legends when looking for selected features - recognize a range of features that may be represented by different colours on maps 	Class mapping activity
Mapping My Room	<p>Subject: Social Studies Strand: Canada and World Connections Specific Expectation:</p> <ul style="list-style-type: none"> - consult map legends when looking for selected features - recognize a range of features that may be represented by different colours on maps 	Individual map

Grade 3

CHAPTER One- Morning Prayer and Thanksgiving Address

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Morning Prayer/ The Words That Come Before All Else	<p>Subject: The Arts Strand: Visual Arts Specific Expectation:</p> <ul style="list-style-type: none"> - D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject <p>Subject: Language Strand: Reading Specific Expectation:</p> <ul style="list-style-type: none"> - Variety of Texts 1.1 read a variety of literary texts, graphic texts, and informational texts 	Native language integration; Interpretive reading

	<ul style="list-style-type: none"> - 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 and experience, to other familiar texts, and to the world around them 	
<p>Gratitude and Giving Thanks</p>	<p>Subject: Language Strand: Writing Specific Expectation:</p> <ul style="list-style-type: none"> - 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 - Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a short, simple paragraph, using graphic organizers <p>Potential Link:</p> <ul style="list-style-type: none"> - Form 2.1 write short texts using a variety of forms - Voice 2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling toward the subject or audience - Word Choice 2.3 use words and phrases that will help convey their meaning as specifically as possible - Sentence Fluency 2.4 vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences - Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences 	<p>Think, Pair, Share; Mind Map; Written response</p>

	<p>- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns <i>my, mine, your, yours, his, hers, its</i>; action verbs in the present and simple past tenses; adjectives and adverbs; questions words</p>	
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Grade 3

CHAPTER Two- Turtle Teachings

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Creation Stories	<p>Subject: Language Strand: Reading Specific Expectation: - Variety of Texts 1.1 read a variety of literary texts, graphic texts, and informational texts - Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some 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 and experience, to other familiar texts, and to the world around them</p>	Shape Go! Map
A Year of the Turtle- Thirteen Moons	<p>Subject: The Arts Strand: Visual Arts Specific Expectation: - D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject</p>	Traditional Teachings: Thirteen moons on a turtle's back and the Lunar calendar

	<p>Subject: Language Strand: Reading Specific Expectation:</p> <ul style="list-style-type: none"> - 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 and experience, to other familiar texts, and to the world around them 	
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Grade 3

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:</p> <ul style="list-style-type: none"> - Variety of Texts 1.1 read a variety of 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 - Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways - Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a short, simple paragraph, using graphic organizers <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 techniques 	<p>Turtle species at risk; Media literacy</p>

	<p>Subject: Science Strand: Understanding Life Systems Specific Expectation: - 3.6 describe ways in which plants and animals depend on each other</p> <p>Strand: Understanding Earth and Space Systems Potential Link: - 3.4 describe ways in which the components of various soils enable the soil to provide shelter/homes and/or nutrients for different kinds of living things</p>	
<p>Field Trip: Turtles</p>	<p>Subject: Language Strand: Reading Specific Expectation: - Variety of Texts 1.1 read a variety of literary texts, graphic texts, and informational texts - Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details</p> <p>Strand: Media Literacy Specific Expectation: - Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and make meaning in simple media texts</p> <p>Subject: Science Strand: Understanding Life Systems Specific Expectation: - 3.8 identify examples of environmental conditions that may threaten plant and animal survival</p>	<p>Informative article; Reading comprehension</p>
<p>Oh, Turtle Where Are You?</p>	<p>Subject: The Arts Strand: Visual Arts Specific Expectation: - D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p>	<p>Artistic representation; Card game</p>

	<p>Subject: Science Strand: Understanding Life Systems Potential Link: - 1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration, and suggest ways in which humans can protect plants - 3.6 describe ways in which plants and animals depend on each other</p>	
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Grade 3

CHAPTER Four- Neighbours and Friends

EXPECTATIONS

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>Welcome to My Neighbourhood</p>	<p>Subject: Language Strand: Oral Communication Specific Expectation: - Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups - Demonstrating Understanding 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details - Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions - Clarity and Coherence 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence</p> <p>Subject: Science Strand: Understanding Life Systems Specific Expectation:</p>	<p>Guess Who? Game; Inquiry-based student interaction</p>

	<ul style="list-style-type: none"> - 3.1 describe the basic needs of plants, including air, water, light, warmth, and space - 3.4 describe how most plants get energy to live directly from the sun and how plants help other living things to get energy from the sun 	
We're All In This Together	<p>Subject: Science Strand: Understanding Life Systems Specific Expectation:</p> <ul style="list-style-type: none"> - 1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration, and suggest ways in which humans can protect plants - 1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects - 3.4 describe how most plants get energy to live directly from the sun and how plants help other living things to get energy from the sun - 3.6 describe ways in which plants and animals depend on each other 	Interactive; Experiential
Wetland Web of Life	<p>Subject: The Arts Strand: Visual Arts Specific Expectation:</p> <ul style="list-style-type: none"> - D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject - D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places <p>Subject: Science Strand: Understanding Life Systems Specific Expectation:</p> <ul style="list-style-type: none"> - 1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration, and suggest ways in which humans can protect plants - 3.4 describe how most plants get energy to live directly from the sun and how plants help other living things to get energy from the sun - 3.6 describe ways in which plants and animals depend on each other 	Dream Catcher

<p>A Living Diorama</p>	<p>Subject: The Arts Strand: Drama Specific Expectation: - B1.1 engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places - B1.3 plan and shape the direction of a dramatic play or role play by building on their own and others' ideas, both in and out of role</p> <p>Subject: Language Strand: Writing Specific Expectation: - Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing - Form 2.1 write short texts using a variety of forms</p> <p>Subject: Science Strand: Understanding Life Systems Specific Expectation: - 1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration, and suggest ways in which humans can protect plants - 1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects - 2.7 use a variety of forms to communicate with different audiences and for a variety of purposes - 3.1 describe the basic needs of plants, including air, water, light, warmth, and space - 3.4 describe how most plants get energy to live directly from the sun and how plants help other living things to get energy from the sun - 3.6 describe ways in which plants and animals depend on each other</p>	<p>Drama presentation in groups</p>
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	<p>Potential Link:</p> <ul style="list-style-type: none"> - 3.3 describe the changes that different plants undergo in their life cycles - 3.5 describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing - 3.8 identify examples of environmental conditions that may threaten plant and animal survival <p>Strand: Understanding Structures and Mechanisms</p> <p>Potential Link:</p> <ul style="list-style-type: none"> - 1.2 assess the environmental impact of structures built by various animals and those built by humans <p>Strand: Understanding Earth and Space Systems</p> <p>Specific Expectation:</p> <ul style="list-style-type: none"> - 3.3 describe the interdependence between the living and non-living things that make up soil - 3.4 describe ways in which the components of various soils enable the soil to provide shelter/homes and/or nutrients for different kinds of living things 	
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Grade 3

CHAPTER Five- Healthy Habitats

EXPECTATIONS

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Miskwaadesi/ A`nó:wara Finds Habitat (Food, Shelter, Water, and Space Chart)	<p>Subject: Science</p> <p>Strand: Understanding Life Systems</p> <p>Specific Expectation:</p> <ul style="list-style-type: none"> - 3.1 describe the basic needs of plants, including air, water, light, warmth, and space - 3.4 describe how most plants get energy to live directly from the sun and how plants help other living things to get energy from the sun 	<p>Group discussion; Graphic organizer</p>

<p>(Outdoor Game)</p>	<ul style="list-style-type: none"> - 3.6 describe ways in which plants and animals depend on each other <p>Strand: Understanding Earth and Space Systems Specific Expectation:</p> <ul style="list-style-type: none"> - 3.3 describe the interdependence between the living and non-living things that make up soil - 3.4 describe ways in which the components of various soils enable the soil to provide shelter/ homes and/or nutrients for different kinds of living things <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 game</p>
<p>Habitat For a Turtle</p>	<p>Subject: Science Strand: Understanding Life Systems Specific Expectation:</p> <ul style="list-style-type: none"> - 1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration, and suggest ways in which humans can protect plants - 3.4 describe how most plants get energy to live directly from the sun and how plants help other living things to get energy from the sun - 3.8 identify examples of environmental conditions that may threaten plant and animal survival 	<p>Graphic organizer</p>

Grade 3

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 works of art and artistic traditions from diverse communities, times, and places</p> <p>Subject: Language Strand: Oral Communication Specific Expectation: - Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups - Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions - Clarity and Coherence 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence - Vocal Skills and Strategies 2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning - Visual Aids 2.7 use a variety of appropriate visual aids to support or enhance oral presentations</p>	<p>Storytelling; Art</p>

	<p>Strand: Reading Specific Expectation: - Variety of Texts 1.1 read a variety of literary texts, graphic texts, and informational texts</p>	
<p>Turtle and Bear: The Great Chase</p>	<p>Subject: Health and Physical Education Strand: Active Living Specific Expectation: - Active Participation A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</p>	<p>Outdoor experience/game</p>

Grade 3

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: - Variety of Texts 1.1 read a variety of 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 identifying important ideas and some supporting details</p>	<p>Map use</p>
<p>Netting Headaches</p>	<p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation: - collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject - collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate</p>	<p>Hands-on simulation; Tally chart</p>

	<p>titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence</p> <ul style="list-style-type: none"> - interpret and draw conclusions from data presented in charts, tables, and graphs <p>Subject: Science Strand: Understanding Structures and Mechanisms Specific Expectation:</p> <ul style="list-style-type: none"> - 1.2 assess the environmental impact of structures built by various animals and those built by humans 	
<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 principles of design to create narrative art works or art works on a theme or topic - D1.4 use a variety of materials, tools, and techniques to respond to design challenges <p>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>

Grade 3

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 make meaning in simple media texts Subject: Social Studies Strand: Heritage and Citizenship Specific Expectation: - identify factors that helped shape the development of early settlements	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 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	Media literacy
Water Walk (The Water Song)	Subject: The Arts Strand: Music Specific Expectation: - C1.3 create compositions for a specific purpose and a familiar audience	Musical composition
Water Walk (Walking)	Subject: Health and Physical Education Strand: Living Skills Specific Expectation:	Walking; Community involvement

	<p>- 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, resolving conflicts, 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>	
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Grade 3

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 simple survey about themselves, their environment, issues in their school or community, or content from another subject - collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence - interpret and draw conclusions from 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</p>	<p>Map use; Writing activity</p>

- Classifying Ideas 1.4 sort ideas and information for their writing in a variety of ways
- Form 2.1 write short texts using a variety of forms
- Voice 2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience
- Word Choice 2.3 use words and phrases that will help convey their meaning as specifically as possible
- Sentence Fluency 2.4 vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences
- Vocabulary 3.3 confirm spellings and word meanings or word choice using several different types of resources
- Punctuation 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences
- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns *my, mine, your, yours, his, her, hers, its*; action verbs in the present and simple past tenses; adjectives and adverbs; question words

Subject: **Social Studies**

Strand: **Heritage and Citizenship**

Specific Expectation:

- explain how the early settlers valued, used, and looked after natural resources

Strand: **Canada and World Connections**

Specific Expectation:

- identify geographic and environmental factors that explain the location of various urban and rural communities, with examples from Ontario

<p>Water in the World</p>	<p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation: - collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject - collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence - interpret and draw conclusions from data presented in charts, tables, and graphs</p>	<p>Hands-on simulation; Discussion; Graphing</p>
<p>Commitment String</p>	<p>Subject: The Arts Strand: Visual Arts Specific Expectation: - D1.1 produce two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject - D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places</p> <p>Subject: Science Strand: Understanding Life Systems - 1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects</p>	<p>Bead work</p>

Grade 3

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: - 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: Mathematics Strand: Data Management and Probability Specific Expectation: - collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject - collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence - interpret and draw conclusions from data presented in charts, tables, and graphs</p> <p>Subject: Science Strand: Understanding Life Systems Specific Expectations: - 2.1 follow established safety procedures during science and technology investigations</p>	<p>Outdoor experience; Graphing</p>
<p>A Visit to the Pond (Wetland Report Card)</p>	<p>Subject: Science Strand: Understanding Life Systems Specific Expectations: - 2.1 follow established safety procedures during science and technology investigations - 2.2 observe and compare the parts of a variety of plants</p>	<p>Outdoor experience; Hands-on learning; Scientific inquiry</p>

	<p>Strand: Understanding Earth and Space Systems Specific Expectation: - 1.2 assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soils</p> <p>Potential Link: - 2.2 investigate the components of soil, using a variety of soil samples from different local environments, and explain how the different amounts of these components in a soil sample determine how the soil can be used</p>	
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Grade 3

CHAPTER Eleven- Turtle Tally

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Turtle Tally	<p>Subject: Health and Physical Education 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> <p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation: - collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject - collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence</p>	<p>Outdoor experience; Graphing</p>

	<ul style="list-style-type: none"> - interpret and draw conclusions from data presented in charts, tables, and graphs <p>Subject: Science Strand: Understanding Life Systems Specific Expectations:</p> <ul style="list-style-type: none"> - 2.1 follow established safety procedures during science and technology investigations 	
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Grade 3

CHAPTER Twelve- What Else Can We Do?

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Writing for Turtles	Subject: Language Strand: Writing Specific Expectation: <ul style="list-style-type: none"> - Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing - Developing Ideas 1.2 generate ideas about a potential topic using a variety of strategies and resources - Organizing Ideas 1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers - Review 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary - Form 2.1 write short texts using a variety of forms - Voice 2.2 establish a personal voice in their writing, with a focus on using concrete words and images that convey their attitude or feeling towards the subject or audience - Word Choice 2.3 use specific words and phrases that will help to convey their meaning as specifically as possible - Sentence Fluency 2.4 vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences 	Culminating writing activity

	<ul style="list-style-type: none"> - 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 to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences - Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns <i>my, mine, your, yours, his, her, hers</i>, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words - 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, audience, and form for writing - Developing Ideas 1.2 generate ideas about a potential topic using a variety of strategies and resources - Organizing Ideas 1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers 	<p>Culminating writing activity</p>

- Review 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary
- Form 2.1 write short texts using a variety of forms
- Voice 2.2 establish a personal voice in their writing, with a focus on using concrete words and images that convey their attitude or feeling towards the subject or audience
- Word Choice 2.3 use specific words and phrases that will help to convey their meaning as specifically as possible
- Sentence Fluency 2.4 vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences
- Point of View 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view
- 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
- Spelling Familiar Words 3.1 spell familiar words correctly
- Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences
- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns *my, mine, your, yours, his, her, hers*, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words
- 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

	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	
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Grade 3

CHAPTER Thirteen- Celebration

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Preparation	Subject: Language Strand: Media Literacy Specific Expectation: - Form 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create - Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create - Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques	Checklist/Preparation
The Feast	Subject: Language Strand: Oral Communication Specific Expectation: - Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups - Comprehension Strategies 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts - Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small- and large-group discussions	Feast

Saying Miigwetch	Subject: Language Strand: Writing Specific Expectation: <ul style="list-style-type: none">- Form 2.1 write short texts using a variety of forms- Voice 2.2 establish a personal voice in their writing, with a focus on using concrete words and images that convey their attitude or feeling towards the subject or audience- Word Choice 2.3 use specific words and phrases that will help to convey their meaning as specifically as possible- 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
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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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