Grade 4

Ontario Provincial Curriculum-based Expectations Guideline
*Walking with Miskwaadesi* and *Walking with A`nó:war*

By
Subject/Strand

Turtle Island Conservation Ontario Teachers Resource Bundle
Grade 4 Subjects and Corresponding Activities

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Grade 4 Ontario Provincial Curriculum-based Expectations Guideline

Walking with Miskwaadesi and Walking with A`nów:ara

By
Subject/Strand

SACRED SPACES AND SPECIAL PLACES

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<tr>
<th>Title of Activity</th>
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</table>
| Sacred Spaces and Special Places: Mapping Our Communities | Subject: Social Studies  
Strand: Canada and World Connections  
Specific Expectation:  
- explain the concept of a region  
- formulate questions to guide research and clarify information on study topics  
- use primary and secondary sources to locate information about natural resources and their uses  
- locate on a map community boundaries and adjacent communities within a region | Inquiry-based learning; Community involvement |
| What Is In My Classroom?                       | Subject: Social Studies  
Strand: Canada and World Connections  
Specific Expectation:  
- explain the concept of a region | Class mapping activity |
| Mapping My Room                               | Subject: Social Studies  
Strand: Canada and World Connections  
Specific Expectation:  
- explain the concept of a region | Individual map |
### Grade 4

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

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</table>
| **Morning Prayer/ The Words That Come Before All Else** | Subject: **The Arts**  
Strand: **Visual Arts**  
Specific Expectation:  
- D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences | Native language integration; Interpretive reading |
|                    | Subject: **Language**  
Strand: **Reading**  
Specific Expectation:  
- Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts  
- Making Inferences/Interpreting Texts 1.5 make inferences about texts using stated and implied ideas from the texts as evidence  
- Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them | |
| **Gratitude and Giving Thanks** | Subject: **Language**  
Strand: **Writing**  
Specific Expectation:  
- Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources  
- Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways and group them into units that could be used to developed a summary, using a variety of graphic organizers  
- Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop an summary, using a variety of graphic organizers and organizational patterns | Think, Pair, Share; Mind Map; Written response |
Potential Links:
- Form 2.1 write more complex texts using a variety of forms
- Voice 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement
- Word Choice 2.3 use specific words and phrases to create an intended impression
- Sentence Fluency 2.4 use sentences of different lengths and structures
- Punctuation 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech
- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions

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CHAPTER Two- Turtle Teachings

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<th>Title of Activity</th>
<th>ONTARIO CURRICULUM-BASED EXPECTATION</th>
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</thead>
</table>
| Creation Stories  | Subject: Language  
|                   | Strand: Reading  
|                   | Specific Expectation:  
|                   | - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts  
|                   | - Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details  
|                   | - Making Inferences/Interpreting Texts 1.5 make inferences about texts using stated and implied ideas from the texts as evidence  
|                   | - Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them | Shape Go! Map |
### A Year of the Turtle- Thirteen Moons

**Subject:** The Arts  
**Strand:** Visual Arts  
**Specific Expectation:**  
- D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences

**Subject:** Language  
**Strand:** Reading  
**Specific Expectation:**  
- Making Inferences/Interpreting Texts 1.5 make inferences about texts using stated and implied ideas from the texts as evidence  
- Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

**Traditional Teachings:**  
Thirteen moons on a turtle's back and the Lunar calendar

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

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</table>
| Who Are the Species At Risk? | Subject: Language  
Strand: Reading  
Specific Expectation:  
- Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts  
- Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details  
- Making Inferences/Interpreting Texts 1.5 make inferences about texts using stated and implied ideas from the texts as evidence | Turtle species at risk; Media literacy; Science vocabulary |
<table>
<thead>
<tr>
<th>Strand: Media Literacy</th>
<th>Specific Expectation:</th>
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<tbody>
<tr>
<td>- Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</td>
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<tr>
<th>Subject: Science</th>
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| Strand: Understanding Life Systems |
| Specific Expectation: |
| - 1.2 identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening |
| 2.5 use appropriate science and technology vocabulary, including habitat, population, community, adaptation, and food chain, in oral and written communication |

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<tr>
<th>Field Trip: Turtles</th>
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<tr>
<th>Strand: Reading</th>
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</table>

| Specific Expectation: |
| - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts |
| - Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details |

<table>
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| Strand: Understanding Life Systems |
| Specific Expectation: |
| - 1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities, taking different perspectives into account, and evaluate ways of |

Informative article; Questions
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**CHAPTER Four- Neighbours and Friends**

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</table>
| Welcome to My Neighbourhood       | Subject: Oral Communication | - Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups  
- Demonstrating Understanding 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details | Guess Who? Game; Inquiry-based student interaction |
- Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking
  behaviour in a variety of situations, including paired sharing and small- and large-group
  discussions
- Clarity and Coherence 2.3 communicate in a clear, coherent manner, presenting ideas,
  opinions, and information in a readily understandable form

Subject: Science
Strand: Understanding Life Systems
Specific Expectation:
- 2.2 build food chains consisting of different plants and animals, including humans
- 2.3 use scientific inquiry/research skills to investigate ways in which plants and animals in
  a community depend on features of their habitat to meet important needs
- 3.1 demonstrate an understanding of habitats as areas that provide plants and animals
  with the necessities of life
- 3.2 demonstrate an understanding of food chains as systems in which energy from the
  sun is transferred to producers (plants) and then to consumers (animals)
- 3.4 demonstrate an understanding of a community as a group of interacting species
  sharing a common habitat
- 3.6 identify animals that are carnivores, herbivores, or omnivores

### We’re All In This Together

Subject: Science
Strand: Understanding Life Systems
Specific Expectation:
- 2.2 build food chains consisting of different plants and animals, including humans
- 3.1 demonstrate an understanding of habitats as areas that provide plants and animals
  with the necessities of life
- 3.2 demonstrate an understanding of food chains as systems in which energy from the
  sun is transferred to producers (plants) and then to consumers (animals)
- 3.4 demonstrate an understanding of a community as a group of interacting species
  sharing a common habitat
- 3.5 classify organisms, including humans, according to their role in a food chain
- 3.6 identify animals that are carnivores, herbivores, or omnivores

Interactive; Experiential
### Wetland Web of Life

**Subject:** The Arts  
**Strand:** Visual Arts  
**Specific Expectation:**
- D1.3 use elements of design in art works to communicate ideas, messages, and understandings  
- D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made

**Subject:** Science  
- 2.2 build food chains consisting of different plants and animals, including humans  
- 3.2 demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals)

### A Living Diorama

**Subject:** The Arts  
**Strand:** Drama  
**Specific Expectation:**
- B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places  
- B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role

**Subject:** Language  
**Strand:** Writing  
**Specific Expectation:**
- Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms  
- Form 2.1 write more complex texts using a variety of forms

**Subject:** Science  
**Strand:** Understanding Life Systems  
**Specific Expectation:**

| Dream Catcher | Drama presentation in groups |
- 2.5 use appropriate science and technology vocabulary, including *habitat*, *population*, *community*, *adaptation*, and *food chain*, in oral and written communication
- 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life
- 3.2 demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals)
- 3.3 identify factors that affect the ability of plants and animals to survive in a specific habitat
- 3.4 demonstrate an understanding of a community as a group of interacting species sharing a common habitat
- 3.5 classify organisms, including humans, according to their role in a food chain
- 3.6 identify animals that are carnivores, herbivores, or omnivores

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### CHAPTER Five- Healthy Habitats

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| Miskwaadesi/A’nó:wara Finds Habitat (Food, Shelter, Water, and Space Chart) | Subject: **Science**  
Strand: **Understanding Life Systems**  
Specific Expectation:  
- 2.5 use appropriate science and technology vocabulary, including *habitat*, *population*, *community*, *adaptation*, and *food chain*, in oral and written communication  
- 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life  
- 3.3 identify factors that affect the ability of plants and animals to survive in a specific habitat  
- 3.7 describe structural adaptations that allow plants and animals to survive in specific habitats  
- 3.9 demonstrate an understanding of why all habitats have limits to the number of | Group discussion; Graphic organizer |
| Miskwaadesi/A'no:wara Finds Habitat (Outdoor Play) | 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 | Outdoor Experience/game |
| --- | --- | --- |
| Habitat For a Turtle | Subject: **Science**  
Strand: **Understanding Life Systems**  
Specific Expectation:  
- 2.5 use appropriate science and technology vocabulary, including *habitat, population, community, adaptation, and food chain*, in oral and written communication  
- 2.6 use a variety of forms to communicate with different audiences and for a variety of purposes  
- 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life  
- 3.3 identify factors that affect the ability of plants and animals to survive in a specific habitat  
- 3.7 describe structural adaptations that allow plants and animals to survive in specific habitats  
- 3.9 demonstrate an understanding of why all habitats have limits to the number of plants and animals they can support | Graphic organizer |
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**CHAPTER Six- Turtle Stories**

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</table>
| Turtle and Bear Race Storytelling Festival             | Subject: The Arts  
Strand: Visual Art  
Specific Expectation:  
- D1.3 use elements of design in art works to communicate ideas, messages, and understandings  
- D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made  
Subject: Language  
Strand: Oral Communication  
Specific Expectation:  
- Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups  
- Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions  
- Clarity and Coherence 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form  
- Vocal Skills and Strategies 2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences  
- Visual Aids 2.7 use a variety of appropriate visual aids to support or enhance oral presentations  
Strand: Reading  | Storytelling; Art                                                                                                                                                |                   |
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**CHAPTER Seven - Turtles of the World**

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<td><strong>Turtles of the World</strong></td>
<td>- Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts,</td>
<td>Map development</td>
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<td>graphic texts, and informational texts</td>
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<td></td>
<td>- Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them</td>
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<td>appropriately before, during, and after reading to understand texts</td>
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<td>- Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by summarizing</td>
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<td>important ideas and citing supporting details</td>
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<td><strong>Netting Headaches</strong></td>
<td>Subject: <strong>Mathematics</strong></td>
<td>Hands-on simulation; Tally chart</td>
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<td>Strand: <strong>Data Management and Probability</strong></td>
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<td>Specific Expectation:</td>
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<td></td>
<td>- collect data by conducting a survey or an experiment to do with themselves, their environment,</td>
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<td></td>
<td>issues in their school or the community, or content from another subject, and record observations</td>
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<td></td>
<td>or measurements</td>
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</tbody>
</table>
- collect and organize discrete primary data and display the data in charts, tables, and graphs that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools
- read, interpret, and draw conclusions from primary data and from secondary data, presented in charts, tables, and graphs

**Subject:** Science  
**Strand:** Understanding Life Systems  
**Specific Expectation:**
- 1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities, taking different perspectives into account, and evaluate ways of minimizing the negative impacts
- 1.2 identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening

| Sea Turtle Awareness Poster | Subject: The Arts  
**Strand:** Visual Arts  
**Specific Expectation:**
- D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic
- D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges

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

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#### CHAPTER Eight- Importance of Water

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| The Rise and Fall of the Great Lakes | Subject: Language  
Strand: Media Literacy  
Specific Expectation:  
- Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and construct meaning in media texts  
Subject: Social Studies  
Strand: Canada and World Connections  
Specific Expectation:  
- identify the physical regions of Ontario and describe their characteristics  
- explain how the St. Lawrence River and the Great Lakes systems shape or influence the human activity of their surrounding area  
- use graphic organizers and graphs to sort information, clarify issues, solve problems, and make decisions | Short film; Venn diagram |
| Water Walk (Planning)             | Subject: Language  
Strand: Media Literacy  
Specific Expectation:  
- Form 3.2 identify an appropriate form to suit the specific purpose and audience for a Media literacy |
| 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 |
| Water Walk (The Water Song) | Subject: **The Arts**  
Strand: **Music**  
Specific Expectation:  
- C1.3 create musical compositions for specific purposes and audiences |
| Water Walk (Walking) | Subject: **Health and Physical Education**  
Strand: **Living Skills**  
Specific Expectation:  
- Critical and Creative Thinking 1.5 use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education  
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>| Music composition | Walking; Community involvement |</p>
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<td><strong>My Watermark</strong></td>
<td>Subject: <strong>Mathematics</strong></td>
<td>Personal survey;</td>
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<td></td>
<td>Strand: <strong>Data Management and Probability</strong></td>
<td>Graph</td>
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<td>Specific Expectation:</td>
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<td></td>
<td>- collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements</td>
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<td></td>
<td>- collect and organize discrete primary data and display the data in charts, tables, and graphs that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools</td>
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<td></td>
<td>- read, interpret, and draw conclusions from primary data and from secondary data, presented in charts, tables, and graphs</td>
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| **Turtle Island Watersheds** | Subject: **Language**               | Map use; Writing activity |
|------------------------------| Strand: **Writing**                 |                           |
|                              | Specific Expectation:               |                           |
|                              | - Developing Ideas 1.2 generate ideas about a potential topic using a variety of strategies and resources |
|                              | - Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways |
|                              | - Form 2.1 write more complex texts using a variety |
|                              | - Voice 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement of forms |
|                              | - Word Choice 2.3 use specific words and phrases to create an intended impression |
|                              | - Sentence Fluency 2.4 use sentences of different lengths and structures |
|                              | - Vocabulary 3.3 confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose |
|                              | - Punctuation 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation |
Subject: **Social Studies**  
Strand: **Canada and World Connections**  
Specific Expectation:  
- explain the concept of a region  
- identify the physical regions of Ontario and describe their characteristics  
- locate on a map of Ontario and label the Great Lakes and other major bodies of water and waterways  
- use cardinal and intermediate directions, pictorial and non-pictorial symbols, scale and colour to locate and display geographic information on various maps.

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

Subject: **The Arts**  
Strand: **Visual Arts**  
Specific Expectation:  
- D1.1 produce two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences
- D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges
- D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present
- D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made

Grade 4

CHAPTER Ten- Frog Friends

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</table>
| A Visit to the Pond (Frog Watch) | 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 in physical activity
| Outdoor experience; Graph |
|                      | Subject: Mathematics
Strand: Data Management and Probability
Specific Expectation:
- collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements
- collect and organize discrete primary data and display the data in charts, tables, and graphs that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools
- read, interpret, and draw conclusions from primary data and from secondary data, presented in charts, tables, and graphs |
Subject: Science  
Strand: Understanding Life Systems  
Specific Expectations:  
- 2.1 follow established safety procedures for working with soils and natural materials  
- 2.3 use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs  
- 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life  

A Visit to the Pond (Wetland Report Card)  
Subject: Science  
Strand: Understanding Life Systems  
Specific Expectations:  
- 2.1 follow established safety procedures for working with soils and natural materials  
- 2.3 use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs  
- 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life  
- 3.3 identify factors that affect the ability of plants and animals to survive in a specific habitat  
- 3.9 demonstrate an understanding of why all habitats have limits to the number of plants and animals they can support  

Grade 4  
CHAPTER Eleven- Turtle Tally  

<table>
<thead>
<tr>
<th>Title of Activity</th>
<th>ONTARIO CURRICULUM-BASED EXPECTATION</th>
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</thead>
</table>
| Turtle Tally      | Subject: Health and Physical Education  
Strand: Active Living  
Specific Expectation:  
- A1.1 actively participate in a wide variety of program activities, according to their | Outdoor experience; Graph |

Outdoor experience; Hands-on learning; Scientific inquiry
capabilities, while applying behaviours that enhance their readiness and ability to take part

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

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

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Grade 4

CHAPTER Twelve- What Else Can We Do?

<table>
<thead>
<tr>
<th>Title of Activity</th>
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</table>
| Writing for Turtles     | Subject: **Language**  
Sub: **Writing**  
Specific Expectation:  
- Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms  
- Developing Ideas 1.2 generate ideas about a potential topic using a variety of strategies and resources  
- Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers and organizational patterns  
- Review 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary  
- Form 2.1 write more complex texts using a variety of forms  
- Voice 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement  
- Word Choice 2.3 use specific words and phrases to create an intended impression  
- Sentence Fluency 2.4 use sentences of different lengths and structures  
- Preparing for Revision 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features  
- Revision 2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies  
- Producing Drafts 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions  
- Spelling Familiar Words 3.1 spell familiar words correctly  
- Punctuation 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech | Culminating writing activity                  |
- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions
- Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher
- Publishing 3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
- Producing Finished Works 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

| Write a Report | Subject: **Language**  
| Strand: **Writing**  
| Specific Expectation:  
| - Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms  
| - Developing Ideas 1.2 generate ideas about a potential topic using a variety of strategies and resources  
| - Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers and organizational patterns  
| - Review 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary  
| - Form 2.1 write more complex texts using a variety of forms  
| - Voice 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement  
| - Word Choice 2.3 use specific words and phrases to create an intended impression  
| - Sentence Fluency 2.4 use sentences of different lengths and structures  
| - Point of View 2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view  
| - Preparing for Revision 2.6 identify elements of their writing that need improvement, | Culminating writing activity |
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
- Spelling Familiar Words 3.1 spell familiar words correctly
- Punctuation 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech
- Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions
- Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher
- Publishing 3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout

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 technique

Grade 4
**CHAPTER Thirteen- Celebration**

<table>
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<tbody>
<tr>
<td>Preparation</td>
<td>Subject: Language&lt;br&gt;Strand: Media Literacy&lt;br&gt;Specific Expectation:&lt;br&gt;- Form 3.2 identify an appropriate form to suit the specific purpose and audience for a</td>
<td>Checklist/Preparation</td>
</tr>
</tbody>
</table>
| 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 |  
|---|---|---|---|
| **The Feast**  
Subject: **Language**  
Strand: **Oral Communication**  
Specific Expectation:  
- Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups  
- Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts  
- Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions | **Feast** |
| **Saying Miigwetch**  
Subject: **Language**  
Strand: **Writing**  
Specific Expectation:  
- Form 2.1 write more complex texts using a variety of forms  
- Voice 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement  
- Word Choice 2.3 use specific words and phrases to create an intended impression  
- Publishing 3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout  
- Producing Finished Works 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies | **Thank-you cards** |
These Expectations Guidelines have been obtained from the Ontario Provincial Curriculum Grades 1-8.

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

- The Ontario Curriculum, Grades 1-8: The Arts, 2009
- The Ontario Curriculum, Grades 1-8: 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

Please direct inquiries to:
Programme Coordinator
Turtle Island Conservation
361A Old Finch Avenue
Toronto Zoo M1B 5K7
turtleisland@torontozoo.ca