



Grade 5

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

By
Subject/Strand

Turtle Island Conservation Ontario Teachers Resource Bundle

Grade 5 Subjects and Corresponding Activities

The Arts	Health and Physical Education	Language	Mathematics	Science and Technology	Social Studies
Activities which meet Ontario CURRICULUM-BASED EXPECTATIONS for the above subjects					
1.1 Morning Prayer/ The Words That Come Before All Else	5.1 B) Miskwaadesi/ A`nó:wara Finds Habitat	1.1 Morning Prayer/ The Words That Come Before All Else	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	8.1 The Rise and Fall of the Great Lakes	What Is In My Classroom?
3.3 Oh, Turtle Where Are You?	7.2 C) Water Walk	2.1 Creation Stories	9.3 Water in the World		Mapping My Room
4.3 Wetland Web of Life	10.1 B) A Visit to the Pond	2.2 A Year of the Turtle- Thirteen Moons	10.1 A) A Visit to the Pond		2.1 Creation Stories
4.4 A Living Diorama	11.1 Turtle Tally	3.1 Who Are the Species At Risk?	11.1 Turtle Tally		2.2 A Year of the Turtle- Thirteen Moons
6.1 Turtle and Bear Race Storytelling Festival		3.2 Field Trip: Turtles			
7.3 Sea Turtle Awareness Poster		4.1 Welcome to My Neighbourhood			
7.2 B) Water Walk		4.4 A Living Diorama			
9.4 Commitment String		6.1 Turtle and Bear Race Storytelling Festival			
		7.1 Turtles of the World			
		7.2 A) Water Walk			
		7.3 Sea Turtle Awareness Poster			
		8.1 The Rise and Fall of the Great Lakes			
		9.2 Turtle Island Watersheds			
		12.1 Writing for Turtles			
		12.2 Write a Report			
		13.1 Preparation			
		13.3 Saying Miigwetch			

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Ontario Provincial Curriculum-based Expectations Guideline

Walking with Miskwaadesi and Walking with A`nó:wara

By
Subject/Strand

SACRED SPACES AND SPECIAL PLACES

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Sacred Spaces and Special Places: Mapping Our Communities	Subject: Social Studies Strand: Heritage and Citizenship Specific Expectations: - explain how two or more early civilizations shaped and used the environment to meet their physical needs for food, homes, clothing, and health - outline how social needs were met in two or more early civilizations - identify important values and beliefs in two or more early civilizations and describe how they affected daily life - formulate questions to develop a research focus - use primary and secondary sources to locate information about early civilizations - compare maps of early civilizations with modern maps of the same area - use knowledge of map-making techniques and conventions to map sites of early civilizations	Inquiry-based learning; Community involvement
What Is In My Classroom?	Subject: Social Studies Strand: Canada and World Connections Specific Expectation: - construct and read a variety of maps, graphs, diagrams, and/or models to display and interpret information for specific purposes	Class mapping activity

Mapping My Room	Subject: Social Studies Strand: Canada and World Connections Specific Expectation: - construct and read a variety of maps, graphs, diagrams, and/or models to display and interpret information for specific purposes	Individual map
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Challenge 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: - D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences</p> <p>Subject: Language Strand: Reading Specific Expectation: - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts - Making Inferences/Interpreting Texts 1.5 use stated and implied ideas in texts to make inferences and construct meaning - Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p>	Native language integration; Interpretive reading

Gratitude and Giving Thanks	<p>Subject: Language Strand: Writing Specific Expectation:</p> <ul style="list-style-type: none">- Developing Ideas 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose- 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 several linked paragraphs, using a variety of strategies and organizational patterns <p>Potential Links:</p> <ul style="list-style-type: none">- Form 2.1 write longer and more complex texts using a variety of forms- Voice 2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences- Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to add interest- Sentence Fluency 2.4 vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences- Punctuation 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before <i>and</i> or <i>but</i> in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech- Grammar 3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb <i>have</i>; adverbs modifying verbs; comparative adverbs	Think, Pair, Share; Mind Map; Written response
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Challenge Two- Turtle Teachings

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Creation Stories	<p>Subject: Language Strand: Reading Specific Expectation:</p> <ul style="list-style-type: none"> - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts - Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details - Making Inferences/Interpreting Texts 1.5 use stated and implied ideas in texts to make inferences and construct meaning - Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them <p>Subject: Social Studies Strand: Heritage and Citizenship Specific Expectation:</p> <ul style="list-style-type: none"> - compare and respond to myths and legends from two or more early civilizations; 	Shape Go! Map
A Year of the Turtle- Thirteen Moons	<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 feelings and ideas inspired by their interests and experiences <p>Subject: Language Strand: Reading</p>	Traditional Teachings: Thirteen moons on a turtle's back and the Lunar calendar

	<p>Specific Expectation:</p> <ul style="list-style-type: none"> - Making Inferences/Interpreting Texts 1.5 use stated and implied ideas in texts to make inferences and construct meaning - Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them <p>Subject: Social Studies Strand: Heritage and Citizenship</p> <p>Specific Expectation:</p> <ul style="list-style-type: none"> - identify important values and beliefs in two or more early civilizations and describe how they affected daily life - identify some scientific and technological advances made by two or more early civilizations - use primary and secondary sources to locate information about early civilizations - use graphic organizers and graphs to sort information and make connections - make connections between some elements of modern life and similar elements from early civilizations 	
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Challenge Three- Ontario’s Turtle Families and Species at Risk

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Who Are the Species At Risk?	<p>Subject: Language Strand: Reading</p> <p>Specific Expectation:</p> <ul style="list-style-type: none"> - Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts 	Turtle species at risk; Media literacy; Science vocabulary

	<ul style="list-style-type: none"> - 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 use stated and implied ideas in texts to make inferences and construct meaning <p>Strand: Media Literacy Specific Expectation:</p> <ul style="list-style-type: none"> - Producing Media Texts 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques <p>Subject: Science Strand: Conservation of Energy and Resources Specific Expectation:</p> <ul style="list-style-type: none"> - 1.1 analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts 	
<p>Field Trip: Turtles</p>	<p>Subject: Language Strand: Reading Specific Expectation:</p> <ul style="list-style-type: none"> - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts - Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details <p>Strand: Media Literacy Specific Expectation:</p> <ul style="list-style-type: none"> - Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and construct meaning in media texts 	<p>Informative article; Questions</p>
<p>Oh, Turtle Where Are You?</p>	<p>Subject: The Arts Strand: Visual Arts</p>	<p>Artistic Representation, Card</p>

	Specific Expectation: - D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges	Game
Turtle Quiz		Quiz

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Challenge Four- Neighbours and Friends

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Welcome to My Neighbourhood	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 range of situations, including work in groups - Demonstrating Understanding 1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details - Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large group discussions - Clarity and Coherence 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form	Guess Who? Game, Student Interaction
We're All In This Together		Interactive, Experiential Game
Wetland Web of Life	Subject: The Arts Strand: Visual Arts	Dream Catcher

	<p>Specific Expectation:</p> <ul style="list-style-type: none"> - D1.3 use elements of design in art works to communicate ideas, messages, and understandings - D3.2 demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places 	
A Living Diorama	<p>Subject: The Arts Strand: Drama Specific Expectation:</p> <ul style="list-style-type: none"> - B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places - B1.3 plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role <p>Subject: Language Strand: Writing Specific Expectation:</p> <ul style="list-style-type: none"> - Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms - Form 2.1 write longer and more complex texts using a variety of forms 	Drama presentation in groups

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Challenge Five- Healthy Habitats

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Miskwaadesi/ A`nó:wara Finds Habitat (Food, Shelter, Water,		Group discussion; Graphic organizer

and Space Chart)		
Miskwaadesi/ A`nó:wara Finds Habitat (Outdoor Play)	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	Outdoor Experience/game
Habitat For a Turtle		Graphic Organizer

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Challenge Six- Turtle Stories

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
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 ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places 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 range of situations, including work in groups	Storytelling; Art

	<ul style="list-style-type: none"> - Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large group discussions - Clarity and Coherence 2.3 communicate orally 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 variety of sound effects, 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>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</p>	
<p>Turtle and Bear: The Great Chase</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>Outdoor Experience/game</p>

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Challenge Seven- Turtles of the World

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

	<p>Specific Expectation</p> <ul style="list-style-type: none"> - Variety of Texts 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts - 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 	
Netting Headaches	<p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation:</p> <ul style="list-style-type: none"> - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements - collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools - demonstrate an understanding that sets of data can be samples of larger populations 	Hands-on simulation; Tally Chart
Sea Turtle Awareness Poster	<p>Subject: The Arts Strand: Visual Arts Specific Expectation:</p> <ul style="list-style-type: none"> - D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic - D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges <p>Subject: Language Strand: Media Literacy Specific Expectation:</p> <ul style="list-style-type: none"> - Conventions and Techniques 3.3 identify conventions and techniques appropriate to the 	Media literacy

	form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message - Producing Media Texts 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques	
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CHAPTER Eight- Importance of Water

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
The Rise and Fall of the Great Lakes	Subject: Language Strand: Media Literacy Specific Expectation: - Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and construct meaning in media texts Subject: Science Strand: Conservation of Energy and Resources Specific Expectation: - 3.2 identify renewable and non-renewable sources of energy	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, and explain why it is an appropriate choice - Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message - Producing Media Texts 3.4 produce a variety of media texts for specific purposes and	Media literacy

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

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CHAPTER Nine- Water: Our Business

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
My Watermark	<p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation: - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and</p>	Personal survey; Graph

	<p>record observations or measurements</p> <ul style="list-style-type: none"> - collect and organize discrete or continuous primary data and secondary 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 - demonstrate an understanding that sets of data can be samples of larger populations <p>Subject: Science Strand: Conservation of Energy and Resources</p> <ul style="list-style-type: none"> - 1.1 analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these - 1.2 evaluate the effects of various technologies on energy consumption, and propose ways in which individuals can improve energy conservation 	
<p>Turtle Island Watersheds</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 and identify those most appropriate for the purpose - Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways - Form 2.1 write longer and more complex texts using a variety of forms - Voice 2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences - Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to add interest - Sentence Fluency 2.4 vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences - Vocabulary 3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose - Punctuation 3.4 use punctuation appropriately to help communicate their intended 	<p>Mapping use; Writing activity</p>

	<p>meaning, with a focus on the use of: a comma before <i>and</i> or <i>but</i> in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech</p> <ul style="list-style-type: none"> - Grammar 3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb <i>have</i>; adverbs modifying verbs; comparative adverbs 	
Water in the World	<p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation:</p> <ul style="list-style-type: none"> - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements - collect and organize discrete or continuous primary data and secondary 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 - demonstrate an understanding that sets of data can be samples of larger populations 	<p>Hands-on simulation; Discussion</p>
Commitment String	<p>Subject: The Arts Strand: Visual Arts Specific Expectation:</p> <ul style="list-style-type: none"> - D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view - D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges - D3.1 describe how forms and styles of visual and media arts represent various messages and contexts in the past and present - D3.2 demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places 	<p>Bead work</p>

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CHAPTER Ten- Frog Friends

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
<p>A Visit to the Pond (Frog Watch)</p>	<p>Subject: Health and Physical Education Strand: Active Living Specific Expectation: - A1.1 actively participate in a wide variety of program activities</p> <p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation: - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements - collect and organize discrete or continuous primary data and secondary 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 - demonstrate an understanding that sets of data can be samples of larger populations</p>	<p>Outdoor experience; Graph</p>
<p>A Visit to the Pond (Wetland Report Card)</p>		<p>Outdoor experience; Hands-on learning; Scientific inquiry</p>

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CHAPTER Eleven- Turtle Tally

Title of Activity	ONTARIO CURRICULUM -BASEDEXPECTATION	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</p> <p>Subject: Mathematics Strand: Data Management and Probability Specific Expectation: - collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements - collect and organize discrete or continuous primary data and secondary 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 - demonstrate an understanding that sets of data can be samples of larger populations</p>	Outdoor experience; Graph

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CHAPTER Twelve- What Else Can We Do?

Title of Activity	ONTARIO CURRICULUM-BASED EXPECTATION	ACTIVITY
Writing for Turtles	<p>Subject: Language Strand: Writing Specific Expectation:</p>	Culminating writing activity

- 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 and identify those most appropriate for the purpose
- Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies and organizational patterns
- Review 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary
- Form 2.1 write longer and more complex texts using a variety of forms
- Voice 2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences
- Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to add interest
- Sentence Fluency 2.4 vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences
- Point of View 2.5 identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence
- 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 a variety 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: a comma before *and* or *but* in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech

	<ul style="list-style-type: none"> - Grammar 3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb <i>have</i>; adverbs modifying verbs; comparative adverbs - Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher - Publishing 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout - Producing Finished Works 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies 	
<p>Write a Report</p>	<p>Subject: Language Strand: Writing Specific Expectation:</p> <ul style="list-style-type: none"> - Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms - Developing Ideas 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose - Organizing Ideas 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies and organizational patterns - Review 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary - Form 2.1 write longer and more complex texts using a variety of forms - Voice 2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences - Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to add interest - Sentence Fluency 2.4 vary sentence types and structures, with a focus on using 	<p>Culminating writing activity</p>

- conjunctions to connect ideas, and pronouns to make links within and between sentences
- Point of View 2.5 identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence
- 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 a variety 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: a comma before *and* or *but* in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech
- Grammar 3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb *have*; adverbs modifying verbs; comparative adverbs
- Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher
- Publishing 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout

Subject: **Language**

Strand: **Media Literacy**

Specific Expectation:

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

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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, and explain why it is an appropriate choice - Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message - Producing Media Texts 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, 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 adapting active listening strategies to suit a range of situations, including work 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 paired sharing, dialogue, and small- and large group discussions	Feast
Saying Miigwetch	Subject: Language Strand: Writing Specific Expectation:	Thank you Cards

- Form 2.1 write longer and more complex texts using a variety of forms
- Voice 2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences
- Publishing 3.7 use a range of 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

**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

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

