



The Royal Agricultural Winter Fair provides rich learning experiences to enhance learning opportunities that aligns with different subjects and strands of the Ontario Curriculum.

Ontario Curriculum Connections - Grades 1-3

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HEALTH AND PHYSICAL EDUCATION

GRADE 1 – HEALTHY EATING, PERSONAL SAFETY AND INJURY PREVENTION, HUMAN DEVELOPMENT

Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Grade 1 Healthy Eating	D1.1 Food for healthy bodies- explain why people need food to have healthy bodies and minds. Visit the education centres to learn more about specific foods and the nutritional content. E.g., visit the Dairy education centre and learn how milk is good for your body.	D2.1 Food Groups, Canada’s- describe how Canada’s Food Guide can help them develop healthy eating habits. Visit different education centres and list different foods choices for healthy varieties of food. D2.2 Hunger and thirst cues – Use cues to develop healthy eating habits. Bring a refillable water bottle to the Fair to stay hydrated.	
	D1.2 Safe Practices – Personal Safety demonstrate an understanding of essential knowledge and practices for ensuring their personal safety. Create a safety plan for at the Fair. Explain what to do if a student gets separated from the group. Locate First-Aid and Security locations on the Fair’s map.	D2.3 Caring behaviours- demonstrate the ability to recognize caring behaviours-- At the Fair, listening with respect, being helpful, showing manners and respecting boundaries.	D3.1 Potential risk in the community – demonstrate an understanding of how to stay safe in the community. Review rules of behaviour for outside of school, traveling by bus, safe behaviour around animals and rules at the Fair.
Human Development	D1.4 Senses and Functions– Describe smells, touch and sights experienced at the Fair.		

HEALTH AND PHYSICAL EDUCATION

GRADE 2 – HEALTHY EATING, PERSONAL SAFETY AND INJURY PREVENTION

Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
<p>Grade 2</p> <p>Healthy Eating</p>		<p>D2.1 Healthy Eating patterns. Use Canada’s Food Guide to identify food and beverage choices that contribute to healthy eating patterns Visit different education centres and list different foods choices for healthy food options. D2.2 Food Choices. Demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control Pack a healthy snack from home for the bus ride and Fair.</p>	
<p>Personal Safety and Injury Prevention</p>	<p>D1.1 Personal Safety - demonstrate an understanding of practices that enhance personal safety outside - Being cautious when approaching farm animals, ask for permission before touching.</p>		<p>D3.1 Relating to others. Describe how to relate positively to family members, caregivers, and others. Showing respect of other’s people choice in food.</p>

HEALTH AND PHYSICAL EDUCATION

GRADE 3 – HEALTHY EATING, PERSONAL SAFETY AND INJURY PREVENTION

Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Grade 3	<p>D1.1 Food Origins, nutritional value, and environmental impact. Visit the Farm-to-Table Discovery Zone to understand where food comes from, what is sustainability and importance of buying local foods .</p>	<p>D2.1 Oral health, food choices. Demonstrate an understanding of the importance of good oral health to overall health and assess the effect of different food choices on oral health. Visit different education centres to find out nutritional values in different foods and which ones are better for oral health.</p>	<p>D3.1 Local and cultural foods, eating choices. Explain how local foods and foods from various cultures can be used to expand their range of healthy eating choices. View the Vegetable Competition display to view a variety of different vegetables grown and consumed in Ontario.</p>
		<p>D2.2 Safety guidelines outside of class. apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom. At the Fair, have guidelines for proper use of hand sanitizers and follow rules for behaviour around farm animals.</p>	

SOCIAL SCIENCE

GRADE 1 - PEOPLE AND ENVIRONMENTS

Grade 1	People and Environments	B1. Application: Interrelationships within the Community
		B3. Understanding Context: The Elements of the Local Community

SOCIAL SCIENCE

GRADE 3 - PEOPLE AND ENVIRONMENTS – LIVING AND WORKING IN ONTARIO

Grade 3	People and Environments	B1. Application: Land Use and the Environment
		B2. Inquiry: The Impact of Land and Resource Use
		B3. Understanding Context: Regions and Land Use in Ontario

SCIENCE - OVERALL EXPECTATIONS

GRADE 1

Grade 1	Understanding Life Systems – Needs and Characteristics of Living Things	1. assess the role of humans in maintaining a healthy environment.
		2. investigate needs and characteristics of plants and animals, including humans.
		3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.
	Understanding Earth and Space Systems – Daily and Seasonal Changes	1. assess the impact of daily and seasonal changes on living things, including humans.
		2. investigate daily and seasonal changes
		3. demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things.

SCIENCE - OVERALL EXPECTATIONS

GRADE 2

Grade 2	Understanding Life Systems – Growth and Changes in Animals	1. assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live.
		2. investigate similarities and differences in the characteristics of various animals.
		3. demonstrate an understanding that animals grow and change and have distinct characteristics.
	Understanding Earth and Space Systems – Air and Water in the Environment	3. demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs.

SCIENCE - OVERALL EXPECTATIONS

GRADE 3

Grade 3	Understanding Life Systems – Growth and Changes in Plants	1. assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats.
		2. investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow.
		3. demonstrate an understanding that plants grow and change and have distinct characteristics.
	Understanding Earth and Space Systems – Soils in Environment	1. assess the impact of soils on society and the environment, and of society and the environment on soils;
		2. investigate the composition and characteristics of different soils.
		3. demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.

LANGUAGE ARTS

STRANDS: ORAL COMMUNICATION, READING, WRITING AND MEDIA LITERACY

GRADE 1 -3

Grade 1-3	<p>Oral Communication Overall expectations: students will:</p>	<ol style="list-style-type: none"> 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; 3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations. <p>Watch the Toronto Police Mounted Unit presentation in the President Choice Animal Theatre. Back in school, give a presentation to the class of the services the Unit provides to the community. Take questions after the presentation.</p>
	<p>Reading Overall expectations; students will:</p>	<ol style="list-style-type: none"> 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. use knowledge of words and cueing systems to read fluently; 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. <p>Become the “expert” for 1 Education Centre, read their display information. Share your knowledge with another “expert”.</p>
	<p>Writing Overall expectations; students will:</p>	<ol style="list-style-type: none"> 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

		<p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p>4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</p> <p>Create a poem about your favorite animal at The Royal.</p>
Grade 1-3	<p>Media Literacy Overall expectations; students will:</p>	<p>1. demonstrate an understanding of a variety of media texts;</p> <p>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p> <p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p>4. reflect on and identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</p> <p>Create a facebook fan page for top 3 things to see at The Royal for your school friends.</p>