



Ontario Curriculum Connections Grades 1-3

The Royal Agricultural Winter Fair provides opportunities for experiential learning that align with different subjects and strands of the Ontario Curriculum. This document outlines potential learning opportunities supporting the overall expectations in Grades 1-3 and suggests activities and guiding questions to engage students during a visit to The Fair.

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Grade 1: Health and Physical Education

Example Activities and Guiding Questions:

- Visit the education centres to learn more about specific foods and the nutritional content.
- Visit different education centres and list different foods choices for healthy varieties of food
- Review rules of behaviour for outside of school, traveling by bus, safe behaviour around animals and rules at The Fair.
- At The Fair, listen with respect, be helpful, show manners and respect boundaries.
- At The Fair, speak to animal caretakers about their animals hunger and thirst cues. How are they different, or the same, as your own?
- 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.
- Describe smells, touch and sights experienced at The Fair – record how you are using all your senses?

Grade 1 Health and Physical Education				
	Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Grade 1 Health and Physical Education	Healthy Eating	D1.1 Food for healthy bodies and minds - explain why people need food to have healthy bodies and minds	D2.1 Canada's Food Guide - describe how Canada's Food Guide can help them develop healthy eating habits D2.2 Hunger and thirst cues – know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits	
	Personal Safety and Injury Prevention	D1.2 Safe Practices – Personal Safety demonstrate an understanding of practices for ensuring their personal safety	D2.3 Caring behaviours- demonstrate the ability to recognize caring behaviours	D3.1 Potential risk in the community – demonstrate an understanding of how to stay safe
	Human Development	D1.4 Senses and Functions - identify the five senses and describe how each functions		

Grade 2: Health and Physical Education

Example Activities and Guiding Questions:

- Visit different education centres and list different foods choices for healthy food options.
- Show respect of other's people choice in food.
- When at The Fair, you will be in a busy place with lots of people and animals. What can you do to ensure your and the community's safety? At The Fair, practice good safety measures: be cautious when approaching farm animals, ask for permission before touching, and more!

Grade 2 Health and Physical Education				
	Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Grade 2 Health and Physical Education	Healthy Eating		<p>D2.1 Healthy Eating patterns. Use Canada's Food Guide to identify food and beverage choices that contribute to healthy eating patterns</p> <p>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</p>	
	Personal Safety and Injury Prevention	D1.1 Personal Safety - demonstrate an understanding of practices that enhance personal safety outside		D3.1 Relating to others. Describe how to relate positively to family members, caregivers, and others

Grade 3: Health and Physical Education

Example Activities and Guiding Questions:

- Visit the Farm to Table Discovery Zone to understand where food comes from, what is sustainability and importance of buying local foods .
- Visit different education centres to find out nutritional values in different foods and which ones are better for oral health.
- View the Vegetable Competition display to view a variety of different vegetables grown and consumed in Ontario.
- At The Fair, have guidelines for proper use of hand sanitizers and follow rules for behaviour around farm animals.

Grade 3 Health and Physical Education				
	Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Grade 3 Health and Physical Education	Healthy Eating	D1.1 Food Origins, nutritional value, and environmental impact	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	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
	Personal Safety and Injury Prevention		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	

Grade 1: Social Studies

Example Activities and Guiding Questions:

- Where in your community do you get your food? Where does that food come from?
- In what ways are farmers part of your community and your daily life?
- Does food bring people together in your community? (community gardens, farmers markets, etc.)
- At The Fair, investigate some jobs that serve others in the community. Can you name the jobs or describe their roles?

Grade 1 Social Studies		
	Overall Expectation	
Grade 1 Social Studies	B. People and Environments: The Local Community	B1. Application: Interrelationships within the Community describe some aspects of the interrelationship between people and the natural and built features of their community
		B2. Inquiry: Interrelationships and Their Impact use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship
		B3. Understanding Context: The Elements of the Local Community describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance

Grade 3: Social Studies

Example Activities and Guiding Questions:

- Speak to farmers at The Fair. What features of the natural environment make their communities ideal for agriculture?
- What kinds of employment opportunities are available in rural communities and in the agri-food system? What sorts of jobs are connected to agricultural land use? Investigate at The Fair.
- Explore the environmental impact of land use in rural communities. Compare to the impact of land use in a big city.
- At The Fair, gather information on how different stakeholder groups are working to minimize their environmental impact.

Grade 3 Social Studies	
Strand	Overall Expectation
Grade 3 Social Studies B. People and Environments: Living and Working in Ontario	B1. Application: Land Use and the Environment demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions, First Nations communities, and/or Métis regions in Ontario
	B2. Inquiry: The Impact of Land and Resource Use use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more Ontario municipal regions, First Nations communities, and/or Métis regions, as well as some of the measures taken to reduce the negative impact of that use
	B3. Understanding Context: Regions and Land Use in Ontario describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities, including First Nations communities and/or Métis regions, addresses human needs and wants, including the need for jobs

Grades 1-3: Science Areas of Cross-Curricular Learning

- **Skilled Trades.** The Royal highlights how professionals in the skilled trades apply science and technology concepts as they build and maintain essential agricultural infrastructure and keep the agri-food industry moving. The Royal is an opportunity to learn about technology and innovation related to the skilled trades, providing students with hands-on experiences and activities that connect directly to their own lives and communities through the foods they eat. The Royal also provides students with opportunities to connect with role models with diverse lived experiences.
- **Climate Change.** The Royal aims to foster hope and optimism in teaching and learning about climate change through connecting students with sustainability initiatives in the agri-food system. At The Royal, students can develop the skills and knowledge needed to understand potential innovative solutions and mitigation strategies related to climate change and other environmental issues.
- **Food Literacy.** The Royal develops understanding of where food comes from, including the importance of locally sourced food. At The Royal, students learn how food is grown and prepared, and can investigate the importance of biodiversity in agriculture.

Grades 1-3: Science Strand A. STEM Skills and Connections

Example Activities and Guiding Questions:

- How is farming a skilled trade?
- What other skilled trades uphold the Agri-Food industry?
- What STEM skills are applied in the world of Food and Farming? What careers are available there?

Curriculum Connections:

- *A2. Coding and Emerging Technologies:* use coding in investigations and to model concepts, and assess the impact of coding and of emerging technologies on everyday life
 - A2.2 identify and describe impacts of coding and of emerging technologies on everyday life
- *A3. Applications, Connections, and Contributions:* demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences
 - A3.1 describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems
 - A3.2 investigate how science and technology can be used with other subject areas to address real-world problems
 - A3.3 analyse contributions to science and technology from various communities

Grade 1: Science

Example Activities and Guiding Questions at The Fair:

- Talk to real life farmers and ask about the needs of their animals or plants.
- Observe all the different animals at The Fair – how do their different bodies help them meet their needs?
- At The Royal, what do you smell? See? Hear? What parts of your body are connected to each sense?
- Investigate how plants grow. Where do they get their energy

Grade 1 Science	
Strand	Overall Expectation
B. Life Systems: Needs and Characteristics of Living Things	B1. Assess the importance of a healthy environment for living and non-living things, and the responsibilities of humans in contributing to a healthy environment

Grade 1 Science		B2. Demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.
	C. Matter and Energy: Energy in Our Lives	C1. Assess uses of energy at home, at school, and in the community, and suggest ways to use energy responsibly
		C2. Demonstrate an understanding of how energy affects their lives, and that the Sun is the principal source of energy for Earth
	E. Earth and Space Systems Daily and Seasonal Changes	E1. Assess the impact of daily and seasonal changes on living things, including humans
E2. Demonstrate an understanding of daily and seasonal changes and of how living things respond to those changes		

Grade 2: Science

Example Activities and Guiding Questions at The Fair:

- Talk to real farmers about the machines they use to help them do their work!
What kinds of simple machines do you see at The Fair?
- Observe all the different animals at The Fair – compare their different stages of life and their different bodies.
- Investigate how all living things depend on water. Where can you observe water at The Fair? Speak to animal caretakers about their animals’ water needs.

Grade 2 Science		
	Strand	Overall Expectation
Grade 2 Science	B. Life Systems: Growth and Changes in Animals	B1. Assess ways in which animals have an impact on society and the environment, and ways in which human activities have an impact on animals and the places where they live
		B2. Demonstrate an understanding that animals grow and change and have distinct characteristics
	D. Structures and Mechanisms: Simple Machines and Movement	D1. Assess the impact of simple machines on society and on the environment
	E. Earth and Space Systems: Air and Water in the Environment	E2. Demonstrate an understanding of the properties of air and water, including water in various states, and of ways in which living things depend on air and water for their survival

Grade 3: Science

Example Activities and Guiding Questions at The Fair:

- Talk to real farmers about the machines they use to help them do their work! What kinds of machines do you see? What forces make them work? How do farmers stay safe?
- Observe all the different plants - compare their different stages of life and their differences.
- Investigate how all things depend on soil.

Grade 3 Science		
	Strand	Overall Expectation
Grade 3 Science	B. Life Systems: Growth and Changes in Plants	B1. assess ways in which plants are beneficial to society and the environment, and ways in which human activity has an impact on plants and plant habitats
		B2. demonstrate an understanding of characteristics and uses of plants and of plants' responses to the natural environment
	E. Earth and Space Systems: Soils in the Environment	E1. assess the importance of soils for society and the environment, and the impact of human activity on soils
		E2. demonstrate an understanding of the composition of soils, of different types of soils, and of processes and practices that can affect the health of soil

Grade 1-3: Language

Example Activities and Guiding Questions at The Fair:

- Get to know an animal at The Royal by speaking to its caretakers. Write a story about that animal's life, and its 'Road to The Royal'. What steps in what order did the animal take to come to The Fair?
- Create an online review of your trip to The Fair.
- Become the "expert" for 1 Education Centre at The Fair by reading their display information. Share your knowledge with another "expert".
- Collect new vocabulary words you learn at The Fair.



AGRICULTURAL WINTER FAIR

Grade 1-3 Language	
Strand	Overall Expectation
Grades 1-3: Language	<p>A. Literacy Connections and Application</p> <p>A1. Transferable Skills demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts</p> <p>A2. Digital Media Literacy demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media</p> <p>A3. Applications, Connections, and Contributions apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations</p>
	<p>B. Foundations of Language</p> <p>B1. Oral and Non-Verbal Communication apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences</p> <p>B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing</p> <p>B3. Language Conventions for Reading and Writing demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts</p>
	<p>C. Comprehension: Understanding and Responding to Texts</p> <p>C1. Knowledge about Texts apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres</p> <p>C2. Comprehension Strategies apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts</p>

		<p>C3. Critical Thinking in Literacy apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts</p>
<p>Grades 1-3: Language</p>	<p>D. Composition: Expressing Ideas and Creating Texts</p>	<p>D1. Developing Ideas and Organizing Content plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics</p> <p>D2. Creating Texts apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts</p> <p>D3. Publishing, Presenting, and Reflecting select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics</p>