



Ontario Curriculum Connections Kindergarten

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Curriculum Connections Overview:

Strand A: Foundations of Language and Mathematics

A1 Oral and Non-Verbal Communication

- Students listen to farmers and presenters, ask questions, respond to instructions, and use new agricultural vocabulary such as barn, harvest, dairy, stable, and tractor.

A2 Foundations for Reading and Writing

- Students identify letters and sounds in animal names, read environmental print on signs and maps, and practise early writing through labeling drawings and creating simple class books about their experience.

A3 Understanding and Responding to Texts

- Students use background knowledge to understand informational signs and displays, make predictions about what they will see, and share personal responses to exhibits.

A4 Expressing Ideas and Creating Texts

- Students create simple texts using pictures and labels to describe animals, food production, or their favourite Fair experience.

A5 Mathematical Processes

- Students problem solve, communicate thinking, and represent ideas while counting, estimating, comparing, and navigating the Fair.

A6 Number Sense and Operations

- Students count animals and objects to 20, compare quantities using more and less, estimate and check by counting, explore addition and subtraction in real contexts, and identify Canadian coins when purchasing items.

A7 Patterns and Relationships

- Students identify and describe repeating patterns in animal coats, quilts, and decorations, and create their own simple repeating patterns.

A8 Data Literacy and Probability

- Students collect data about favourite animals, sort animals by one attribute (e.g., colour), and interpret simple picture graphs created after the visit.

A9 Geometric and Spatial Reasoning

- Students identify two-dimensional shapes in buildings and displays, describe spatial relationships using directional language, and follow simple directions on a Fair map.

A10 Measurement

- Students compare the length, height, mass, and capacity of animals and produce using concrete comparisons.

Strand B: Problem Solving and Innovating

B11 Coding Skills

- Students use positional and directional language to move through the Fair and follow step-by-step instructions during activities.

B12 Scientific Investigation and Engineering Design

- Students ask questions about animals and farming, make predictions, observe living and non-living things, select materials in hands-on activities, and follow safety rules around animals.

B13 Exploring Environments

- Students compare farm and city environments, classify living and non-living things, and describe patterns in natural and built environments.

Strand C: Self-Regulation and Well-Being

C14 Social Skills

- Students practise taking turns, cooperating in group activities, and using respectful language with peers and exhibitors.

C15 Self-Regulation

- Students demonstrate independence, adapt to a new environment, try new foods, and manage behaviour in a busy public setting.

C16 Understanding Health Concepts

- Students learn about nutritious foods, healthy active living, and safe practices in public spaces.

C17 Active Participation

- Students engage in physical movement while walking through exhibits and participating in interactive demonstrations.

C18 Movement Skills and Concepts

- Students demonstrate spatial awareness, balance, coordination, and fine motor control during crafts and hands-on activities.

Strand D: Belonging and Contributing

D19 Identity and Self-Image

- Students express personal interests and preferences related to animals, food, and farming.

D20 Understanding Perspectives and Canadian Identity

- Students learn about Canadian agriculture, recognize the contributions of farmers, and understand how agriculture supports communities.

D22 People and Communities

- Students identify community roles such as farmer, veterinarian, baker, and equestrian, and describe how these roles contribute to society.

D23 Respect and Care for Nature

- Students develop an understanding of caring for animals, respecting the environment, and recognizing the importance of sustainability.

D24 Responding to Art

- Students respond to agricultural displays, performances, and visual art by discussing and sharing their impressions.

D25 Exploring and Creating Art

- Students explore and create farm-inspired art using various materials and techniques.

Sample Lesson Plan: Pre-Fair

Trip Focus: The Royal Agricultural Winter Fair

Time: 60–75 minutes

Learning Goals

Students will:

- Build background knowledge about farms and agriculture
- Generate questions
- Review safety expectations
- Prepare to observe and collect information during the trip

Curriculum Connections

A1 Oral Communication
A3 Understanding and Responding to Texts
A6 Number Sense
B12 Scientific Investigation
B13 Exploring Environments
C15 Self-Regulation
D22 People and Communities
D23 Respect and Care for Nature

Materials

- Chart paper
- Images of farm animals and crops
- Simple Fair map
- Sticky notes
- Clipboards

Learning Activity

Minds On: Activate prior knowledge.

Ask:

- Where does milk come from?
- Where do vegetables grow?
- Who takes care of animals?

Create a KWL chart:

- What We Know
- What We Wonder
- What We Learned (complete after trip)

Introduce vocabulary: farmer, harvest, dairy, stable, veterinarian, livestock, etc.

Action (30 minutes): Animal Inquiry Circles

Show photos of common Fair animals such as cows, goats, sheep, and horses.
Students predict what each animal eats and how it helps people.
Record predictions.

Math Connection

Show pictures of small groups of animals.
Ask students to count to 10 or 20.
Compare which group has more or less.

Safety and Self-Regulation Discussion

Model how to walk in crowds.
Discuss staying with the group.
Discuss gentle and respectful behaviour around animals.

Consolidation (15 minutes)

Students draw one animal they hope to see.

Write or dictate one question they want to ask at the Fair.

Collect questions to bring on the trip.

Assessment

- Anecdotal notes on oral participation
- Observation of counting and comparison skills
- Ability to generate questions

At-Fair Student Worksheet

Teacher Support

- Adults scribe answers as needed
- Encourage counting, comparison, and descriptive language

Curriculum Connections

A1 Oral Communication, A6 Number Sense, A9 Geometric and Spatial Reasoning
B12 Inquiry, D22 People and Communities

MY DAY AT *The Royal*[®]

AGRICULTURAL WINTER FAIR

Name: _____

I SAW AN ANIMAL!

This animal is called a: _____

Draw your animal.

My animal has _____ legs.

COUNTING

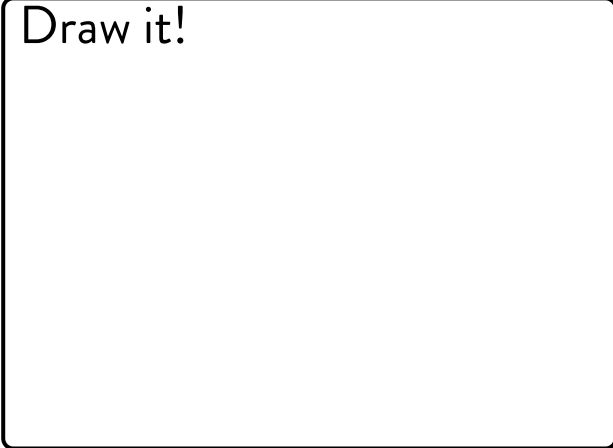
Count 3 animals in one pen.

Draw 3 circles to show how many you counted.

SHAPES

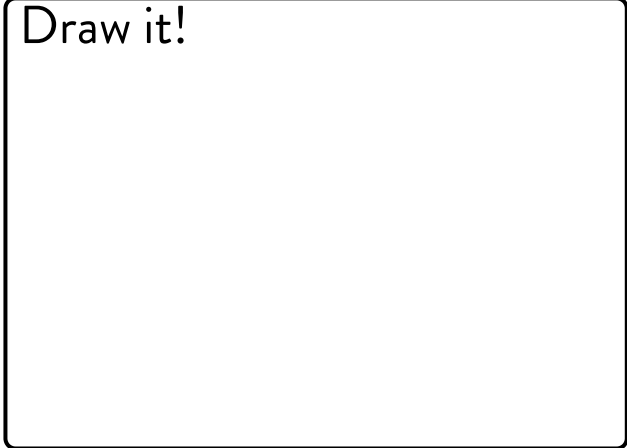
Find something shaped like a
CIRCLE.

Draw it!



Find something shaped like a
RECTANGLE.

Draw it!



MORE OR LESS?

I saw more _____ than _____ .

ASK A QUESTION!

Who did you talk to? _____

MY FAVOURITE PART

Draw your favourite part of the Fair.



Post-Fair Lesson Plan

Time: 60–90 minutes

Learning Goals

Students will:

- Reflect on their experiences
- Organize information
- Create representations
- Communicate learning

Curriculum Connections

A4 Expressing Ideas and Creating Texts

A8 Data Literacy

A6 Number Sense

B12 Scientific Investigation

D19 Identity

D20 Canadian Identity

D24 Responding to Art

D25 Exploring and Creating Art

Materials

- Completed worksheets
- Chart paper
- Graph paper
- Art supplies

Learning Activity

Minds On (20 minutes)

Return to the KWL chart.

Complete the “What We Learned” section.

Review student questions and discuss answers discovered.

Action Part 1: Data and Math (25 minutes)

Favourite Animal Graph

Each student chooses their favourite animal.

Create a class picture graph.

Count totals and discuss:

- Which animal had the most votes?
- Which had the least?
- How many more liked cows than goats?

Action Part 2: Writing (25 minutes)

Shared Writing

Create a class book titled:

Our Trip to The Royal Agricultural Winter Fair

Each page follows the pattern:

I saw a _____.

It was _____.

Students illustrate their own page.

Encourage invented spelling and labeling.

Action Part 3: Science Reflection (15 minutes)

Sort images into Living and Non-Living.

Discuss how farmers care for animals.

Ask what might happen if animals were not cared for properly.

Consolidation

Students share one new fact they learned.

Discuss how farms help our community.

Assessment

- Review worksheets
- Observe ability to count, compare, and interpret the graph
- Assess oral retelling and written representation
- Look for evidence of understanding living vs non-living and community roles

Optional Extension

- Create a dramatic play farm centre
- Build barns using blocks
- Role-play farmer, veterinarian, baker, or rider