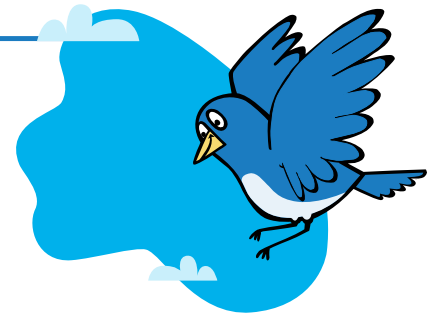


# About These Lesson Plans



Outdoor education, in natural settings where possible, is a vital way for young people to make visceral and lasting connections with all creatures who share the planet with them. These lessons are designed so that educators can facilitate connections between nature and students of all ages. While the attached activities do not require that students be transported to bird habitats, teachers may certainly incorporate such areas into their lessons as long as respect is shown for nature, and care is taken to avoid littering and disturbing of flora and fauna.

## Ontario Curriculum Connections

From the Ontario Ministry of Education Curriculum Document *"The Ontario Curriculum: Grades 1 to 8 – Science and Technology"*

### Life Systems Strand

By the end of Grade 1, students will:

- demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food, air and water);
- investigate the characteristics and needs of animals and plants;
- demonstrate awareness that animals and plants depend on their environment to meet their basic needs, and describe the requirements for good health for humans.

By the end of Grade 2, students will:

- demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions;
- investigate physical and behavioural characteristics and the process of growth of different types of animals;
- identify ways in which humans can affect other animals.

By the end of Grade 4, students will:

- demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals;
- investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat;
- describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats.

By the end of Grade 7, students will:

- demonstrate an understanding of the interactions of plants, animals, fungi and micro-organisms in an ecosystem;
- investigate the interactions in an ecosystem, and identify factors that affect the balance among the components of an ecosystem (e.g., forest fires, parasites);
- demonstrate an understanding of the effects of human activities and technological innovations, as well as the effects of changes that take place naturally, on the sustainability of ecosystems.

### Earth and Space Systems Strand

By the end of Grade 1, students will:

- demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour, and location of living things;
- investigate changes that occur in a daily cycle and in a seasonal cycle;
- describe how living things, including humans, adapt to and prepare for daily and seasonal changes.

By the end of Grade 2, students will:

- demonstrate an awareness of the forms in which water and air are present in the environment, and describe ways in which living things are affected by water and air;
- describe ways in which clean air and water are vital for meeting the needs of humans and other living things.



From the Ontario Ministry of Education Curriculum Document *“The Ontario Curriculum: Grades 1 to 8 – The Arts”*

### **Drama and Dance Strand**

By the end of Grade 1, students will:

- interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement sequences).

By the end of Grade 2, students will:

- interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using several basic drama and dance techniques
- communicate understanding of works in drama and dance through discussion, writing, movement, and visual art work.

By the end of Grade 3, students will:

- interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama and dance techniques (e.g., writing in role);
- solve problems presented in different kinds of dramatic situations through role playing and movement.

By the end of Grade 4, students will:

- interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques
- communicate, orally and in writing, their response to their own and others’ work in drama and dance (e.g., through discussions, interviews, research projects);
- identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups.

By the end of Grade 5, students will:

- interpret and communicate the meaning of stories, films, plays, songs, and other material drawn from different sources and cultures, using a range of drama and dance techniques
- describe, orally and in writing, their response to their own and others’ work in drama and dance, gather others’ responses (e.g., through interviews, research), and compare the responses;
- solve problems presented through drama and dance, working in large and small groups and using various strategies.

By the end of Grade 6, students will:

- demonstrate an understanding of the principles involved in the structuring of works in drama and dance;
- interpret and communicate the meaning of novels, scripts, legends, fables, and other material drawn from a range of sources and cultures, using a variety of drama and dance techniques (e.g. “reader’s theatre”), and evaluate the effectiveness of the techniques; multimedia presentations);
- solve problems presented through drama and dance in different ways, and evaluate the effectiveness of each solution.

By the end of Grade 7, students will:

- interpret and communicate the meaning of novels, scripts, historical fiction, and other material drawn from a wide variety of sources and cultures, using a variety of drama and dance techniques (e.g., drama anthologies).

By the end of Grade 8, students will:

- evaluate the overall effect of various aspects of drama and dance (i.e., elements, principles, techniques, style);
- interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures, selecting and combining complex drama and dance techniques (e.g. “forum theatre”).

### **Visual Arts Strand**

By the end of Grade 3, students will:

- produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
- identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;



- describe how the ideas in a variety of art works relate to their own knowledge and experience and to other works they have studied, and how the artists have used at least one of the elements of design;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

By the end of Grade 4, students will:

- produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;
- identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;
- describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (i.e., on ways in which an artist has used the elements of design for expressive purposes) and on their own knowledge and experience;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

By the end of Grade 5, students will:

- produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;
- define the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;
- describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (especially on ways in which an artist has used the elements of design to clarify meaning) and on their own knowledge and experience;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

By the end of Grade 6, students will:

- produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;
- identify the elements of design (colour, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;
- explain their interpretation of a variety of art works, supporting it with examples of how the elements and some of the principles of design are used in the work;
- use correctly vocabulary and art terminology associated with the specific expectations for this grade.

