



Subject - strands	Overall Expectations	IPM sites
	<ul style="list-style-type: none"> <li>• acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits)</li> <li>• follow safety procedures related to physical activity, equipment, and facilities.</li> </ul>	
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Oral Communication</li> <li>• Reading</li> <li>• Writing</li> <li>• Media Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</li> <li>• use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</li> <li>• reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</li> <li>• read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</li> <li>• recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</li> <li>• use knowledge of words and cueing systems to read fluently</li> <li>• reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading</li> <li>• generate, gather, and organize ideas and information to write for an intended purpose and audience</li> <li>• draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</li> <li>• use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</li> <li>• 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.</li> <li>• demonstrate an understanding of a variety of media texts</li> <li>• identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</li> <li>• create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</li> <li>• reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</li> </ul>	<p><b>Complete your 2008 IPM School Passport</b> with information obtained at the Plowing Match to be used later in the classroom.</p> <p><b>Woodlot</b></p> <ul style="list-style-type: none"> <li>• Learn the meaning of these terms - old growth, managed forest, cavity trees, and wildlife diversity.</li> </ul> <p><b>Plowing</b></p> <ul style="list-style-type: none"> <li>• Ride the wagon to the plow fields and experience horse plowing, antique tractor plowing, and competitive plowing</li> <li>• View plowing on the big screen in Tented City.</li> <li>• Signs throughout Tented City will challenge the children to gather, use and report information using their language skills.</li> </ul>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Number Sense and Numeration (Quantity Relationships; Counting; Operational Sense)</li> </ul>	<ul style="list-style-type: none"> <li>• read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts</li> <li>• demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20</li> <li>• solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies.</li> </ul>	<p><b>Woodlot</b></p> <ul style="list-style-type: none"> <li>• Count how many children it takes to hug a tree.</li> </ul> <p><b>Plowing</b></p> <ul style="list-style-type: none"> <li>• Ride the wagon to the plow fields and experience horse plowing, antique tractor</li> </ul>

Subject - strands	Overall Expectations	IPM sites
<ul style="list-style-type: none"> <li>• <b>Measurement</b> (Attributes, Units, and Measurement Sense; Measurement Relationships)</li> <li>• <b>Geometry and Spatial Sense</b> (Geometric Properties; Geometric Relationships; Location and Movement)</li> <li>• <b>Patterning</b> (Patterns and Relationships)</li> <li>• <b>Data Management and Probability</b> (Collection and Organization of Data; Data Relationships; Probability)</li> </ul>	<ul style="list-style-type: none"> <li>• estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size</li> <li>• compare, describe, and order objects, using attributes measured in non-standard units.</li> <li>• identify common two-dimensional shapes and three-dimensional figures and sort and classify them by their attributes</li> <li>• compose and decompose common two-dimensional shapes and three-dimensional figures</li> <li>• describe the relative locations of objects using positional language.</li> <li>• identify, describe, extend, and create repeating patterns</li> <li>• demonstrate an understanding of the concept of equality, using concrete materials and addition and subtraction to 10.</li> <li>• collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis</li> <li>• read and describe primary data presented in concrete graphs and pictographs</li> <li>• describe the likelihood that everyday events will happen.</li> </ul>	<p>plowing, and competitive plowing</p> <ul style="list-style-type: none"> <li>• View plowing on the big screen in Tented City.</li> </ul> <p><b>Little Sprouts Tent</b></p> <ul style="list-style-type: none"> <li>• Activity Centre - sorting, counting, classifying and problem solving</li> </ul>
<p><b>Science &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• <b>Life Systems</b> Characteristics and Needs of Living Things</li> <li>• <b>Matter and Materials</b> Characteristics of Objects and Properties of Materials</li> <li>• <b>Energy and Control</b> Energy in Our Lives</li> <li>• <b>Structures and Mechanisms</b> Everyday Structures</li> <li>• <b>Earth and Space Systems</b> Daily and Seasonal Cycles</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food, air, and water)</li> <li>• investigate the characteristics and needs of animals and plants</li> <li>• demonstrate awareness that animals and plants depend on their environment to meet their basic needs, and describe the requirements for good health for humans.</li> <li>• distinguish between objects and materials (e.g., scissors are objects and they can be made of metal and/or plastic), and identify and describe the properties of some materials (e.g., flexibility of plastic, hardness of wood)</li> <li>• investigate the properties of materials and make appropriate use of materials when designing and making objects</li> <li>• describe the function of specific materials in manufactured objects that they and others use in daily life.</li> <li>• demonstrate an understanding of ways in which energy is used in daily life</li> <li>• investigate some common devices and systems that use energy and ways in which these can be controlled manually</li> <li>• describe different uses of energy at home, at school, and in the community, and suggest ways in which energy can be conserved.</li> <li>• demonstrate awareness that structures have distinctive characteristics</li> <li>• design and make structures that meet a specific need</li> <li>• demonstrate understanding of the characteristics of different structures and of ways in which they are made, and recognize and use some systems in the home or at school.</li> <li>• 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</li> <li>• investigate changes that occur in a daily cycle and in a seasonal cycle</li> <li>• describe how living things, including humans, adapt to and prepare for daily and seasonal changes.</li> </ul>	<p><b>Little Sprouts Tent</b></p> <ul style="list-style-type: none"> <li>• Play Centres related to agriculture and country living.</li> </ul> <p><b>Animal Courtyard</b></p> <ul style="list-style-type: none"> <li>• Beef, Dairy, Goats, Horses, Pigs, Rabbits, Sheep displays and demonstrations</li> <li>• Life cycles of farm animals and the relationship of animals in agriculture to our food supply</li> </ul> <ul style="list-style-type: none"> <li>• Tented City sites marked by “<b>The Schoolhouse</b>” will provide education on solar powered maple syrup production, organic farming systems, and renewable energy sources.</li> <li>• Farm Machinery Row showcasing technology for the future of farming.</li> </ul>

Subject - strands	Overall Expectations	IPM sites
		<p><b>The Natural Connections Tent</b></p> <ul style="list-style-type: none"> <li>• Solar, wind, water power state of the art technology displays</li> <li>• Think “Green” Live “Green” Saving our environment displays</li> </ul> <p><b>Woodlot</b></p> <ul style="list-style-type: none"> <li>• Count how many children it takes to hug a tree.</li> <li>• Look for the stick nests. Listen for the call of the owls and the hard working pileated woodpeckers.</li> <li>• Visit the forest that squirrels built.</li> <li>• Learn the meaning of these terms - old growth, managed forest, cavity trees, and wildlife diversity.</li> </ul>
<p><b>Social Studies (1-6)</b></p> <ul style="list-style-type: none"> <li>• <b>Heritage and Citizenship</b> Relationships, Rules and Responsibilities</li> <li>• <b>Canada and World Connections</b> The Local Community</li> </ul>	<ul style="list-style-type: none"> <li>• identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities</li> <li>• use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community</li> <li>• explain how and why relationships, rules, and responsibilities may change over time, and in different places.</li> <li>• recognize that communities consist of various physical features and community facilities that meet human needs</li> <li>• use a variety of resources and tools to gather, process, and communicate information about the distinguishing physical features and community facilities in their area</li> <li>• describe how people in the community interact with each other and the physical environment to meet human needs.</li> </ul>	<p><b>Antiques &amp; Historical - A Walk Down Memory Lane</b></p> <ul style="list-style-type: none"> <li>• Demonstrations of antique farm machinery.</li> <li>• Displays of antique collections and memorabilia.</li> <li>• Tourism Tent</li> <li>• Bruce County Museum Tent</li> </ul>