

			ZOO ACTIVITY								
KEY:		PRE-visit Activities	TR	A	I	n	T	o	u	r	
		Printable DOWNloads	Free BUS Tour								
		ONsite Educational Program	PREsentations								
		OFFsite Educational Program	POST-visit Activities	PRE	DOW	ONS	OFF	TRA	BUS	PRES	POST

Science (2005)

Processes and Skills of Science		share with others information obtained by observing	✓	✓	✓	✓	✓	✓	✓	✓
Processes and Skills of Science		use the five senses to make observations	✓	✓	✓	✓	✓	✓	✓	✓
Life Science	Characteristics of Living Things	compare common animals	✓	✓	✓	✓	✓	✓	✓	✓
Life Science	Characteristics of Living Things	compare local plants			✓		✓	✓		
Life Science	Characteristics of Living Things	describe features of local plants and animals (e.g., colour, shape, size, texture)		✓	✓	✓	✓	✓	✓	✓
Physical Science	Properties of Objects and Materials	describe properties of materials, including colour, shape, texture, size, and weight		✓	✓	✓	✓	✓	✓	✓
Physical Science	Properties of Objects and Materials	describe ways to rethink, refuse, reduce, reuse, and recycle		✓	✓					
Physical Science	Properties of Objects and Materials	identify materials that make up familiar objects			✓		✓	✓		
Earth and Space Science	Surroundings	demonstrate the ability to observe their surroundings	✓	✓	✓		✓	✓	✓	✓
Earth and Space Science	Surroundings	describe features of their immediate environment	✓		✓		✓	✓	✓	✓

Mathematics (2007)

Number		say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1		✓						
Number		recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots		✓						
Number		relate a numeral, 1 to 10, to its respective quantity		✓						
Number		represent and describe numbers 2 to 10, concretely and pictorially								
Number		compare quantities, 1 to 10, using one-to-one correspondence								
Patterns and Relations	Patterns	demonstrate an understanding of repeating patterns (two or three elements) by - identifying - reproducing - extending - creating patterns, using manipulatives, sounds, and actions		✓						
Shape and Space	Measurement	use direct comparison to compare two objects based on a single attribute such as length (height), mass (weight), and volume (capacity)		✓	✓	✓	✓	✓		✓
Shape and Space	3-D Objects and 2-D Shapes	sort 3-D objects using a single attribute								
Shape and Space	3-D Objects and 2-D Shapes	build and describe 3-D objects	✓							

English Language Arts (2006)

Developing Oral Language (Speaking and Listening) Abilities	Oral Language Learning and Extending Thinking	use speaking and listening when engaging in exploratory and imaginative play to - express themselves - ask for assistance - exchange ideas - experiment with new ideas or materials	✓		✓		✓	✓	✓	✓
Developing Oral Language (Speaking and Listening) Abilities	Oral Language Learning and Extending Thinking	engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences	✓		✓	✓	✓	✓	✓	✓

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	PRE-visit Activities		TRAIIn Tour									
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	ONsite Educational Program		PRESentations									
OFFsite Educational Program		POST-visit Activities										
Developing Oral Language (Speaking and Listening) Abilities	Oral Language Learning and Extending Thinking	demonstrate use of social language to interact co-operatively with others and to solve problems	✓		✓	✓	✓	✓	✓		✓	
Developing Oral Language (Speaking and Listening) Abilities	Oral Language Learning and Extending Thinking	demonstrate being a good listener for a sustained period of time			✓	✓	✓	✓	✓	✓	✓	
Developing Oral Language (Speaking and Listening) Abilities	Oral Language Learning and Extending Thinking	demonstrate being a good speaker (including sustaining conversation on a familiar topic)		✓	✓	✓				✓	✓	
Developing Oral Language (Speaking and Listening) Abilities	Oral Language Learning and Extending Thinking	use oral language to explain, inquire, and compare	✓	✓	✓	✓				✓	✓	
Developing Oral Language (Speaking and Listening) Abilities	Oral Language Learning and Extending Thinking	experiment with language and demonstrate enhanced vocabulary usage	✓	✓	✓	✓				✓	✓	
Developing Oral Language (Speaking and Listening) Abilities	Strategies for Oral Language	connect what is already known with new experiences during speaking and listening activities		✓	✓	✓	✓	✓	✓	✓	✓	
Developing Oral Language (Speaking and Listening) Abilities	Strategies for Oral Language	ask questions to construct and clarify meaning			✓	✓	✓	✓	✓	✓	✓	
Developing Oral Language (Speaking and Listening) Abilities	Features of Oral Language	use meaningful syntax when speaking (e.g., include a subject and verb, and simple connecting words when needed)		✓	✓	✓	✓	✓	✓	✓	✓	
Developing Oral Language (Speaking and Listening) Abilities	Features of Oral Language	speak clearly enough to be understood by peers and adults		✓	✓	✓	✓	✓	✓	✓	✓	
Developing Oral Language (Speaking and Listening) Abilities	Features of Oral Language	demonstrate auditory discrimination and orally manipulate sounds in words (i.e., use phonological awareness)		✓	✓		✓	✓			✓	
Developing Reading and Viewing Abilities	Learning Reading (and Viewing) and Extending Thinking	demonstrate awareness of the connection between reading, writing, and oral language		✓	✓			✓	✓		✓	
Developing Reading and Viewing Abilities	Learning Reading (and Viewing) and Extending Thinking	respond to literature through a variety of activities (e.g., role playing, art, music, choral reading, talking)	✓	✓								
Developing Reading and Viewing Abilities	Learning Reading (and Viewing) and Extending Thinking	engage in reading or reading-like behaviour		✓	✓						✓	
Developing Reading and Viewing Abilities	Strategies for Learning to Read and View	in discussions, use strategies before reading and viewing to enhance comprehension, including – accessing prior knowledge – predicting – making connections – asking questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Developing Reading and Viewing Abilities	Strategies for Learning to Read and View	in discussions, use strategies during reading and viewing to monitor comprehension, including – predicting and confirming unknown words and events by using language patterns and pictures – making pictures in their heads (visualizing) – asking questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Developing Reading and Viewing Abilities	Strategies for Learning to Read and View	engage in discussions and create representations after reading and viewing to reflect on the text to confirm meaning	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Developing Reading and Viewing Abilities	Features of Reading and Viewing	demonstrate understanding of concepts about print and concepts about books (e.g., there is a directionality to print; books are for reading)		✓	✓			✓	✓		✓	
Developing Reading and Viewing Abilities	Features of Reading and Viewing	identify most of the letters of the alphabet and their sounds, and a few high-frequency words, including their name and names of significant others		✓							✓	
Developing Writing and Representing Abilities	Learning Writing (and Representing) and Extending Thinking	create simple messages using a combination of pictures, symbols, letters, and words to convey meaning	✓	✓							✓	
Developing Writing and Representing Abilities	Learning Writing (and Representing) and Extending Thinking	recognize that writing can be “talk written down” and that print carries a constant message		✓	✓						✓	

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Developing Writing and Representing Abilities	Learning Writing (and Representing) and Extending Thinking	show an interest in, and a positive attitude toward, writing and representing		✓	✓					✓
Developing Writing and Representing Abilities	Strategies for Learning to Write and Represent	engage in discussions before writing and representing to generate ideas when responding to text and classroom experiences (e.g., observing, listening, using the other senses, drawing, brainstorming, listing, webbing, partner-talk)		✓	✓	✓	✓	✓		✓
Developing Writing and Representing Abilities	Strategies for Learning to Write and Represent	express meaning during writing and representing by using invented spelling and copying existing words/representations			✓		✓	✓		✓
Developing Writing and Representing Abilities	Strategies for Learning to Write and Represent	engage in discussions after writing or representing about the experience of writing or representing and share work with others	✓		✓		✓	✓		✓
Developing Writing and Representing Abilities	Features of Writing and Representing	print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word		✓						
Social Studies (2006)										
Skills and Processes of Social Studies		participate co-operatively in groups	✓		✓	✓	✓	✓	✓	✓
Skills and Processes of Social Studies		gather information from personal experiences, oral sources, and visual representations	✓	✓	✓	✓	✓	✓	✓	✓
Skills and Processes of Social Studies		present information using oral or visual representations	✓	✓	✓	✓	✓	✓	✓	✓
Identity, Society, and Culture		demonstrate an awareness of the concept of change		✓	✓		✓	✓		✓
Identity, Society, and Culture		identify groups and places that are part of their lives		✓	✓	✓	✓	✓	✓	✓
Identity, Society, and Culture		identify similarities and differences among families		✓	✓		✓	✓	✓	
Governance		describe their roles and responsibilities as members of the classroom and school community	✓	✓	✓		✓	✓		
Governance		identify the purpose of classroom and school expectations	✓	✓	✓		✓	✓		
Economy and Technology		identify individual human needs		✓						
Economy and Technology		identify work done in their community	✓		✓	✓	✓	✓	✓	
Economy and Technology		identify examples of technologies used in their lives		✓	✓		✓	✓		
Human and Physical Environment		identify characteristics of different local environments		✓	✓	✓	✓	✓	✓	✓
Human and Physical Environment		demonstrate responsible behaviour in caring for their immediate environment	✓	✓	✓	✓	✓	✓		
Health and Career Education (2006)										
Goals and Decisions		identify opportunities to make choices		✓	✓		✓	✓		
Goals and Decisions		identify sources of support and assistance for children at school								
Career Development		identify their personal skills and interests (e.g., things they are good at, things they like to do)		✓		✓			✓	✓
Career Development		identify a variety of jobs and responsibilities they have at home and at school (e.g., clean up toys, obey playground rules)								
Health	Healthy Living	identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices		✓					✓	
Health	Healthy Relationships	identify thoughtful, caring behaviours in families (e.g., nurture, guidance, love)		✓					✓	

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Safety, Fair Play, and Leadership		identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision)			✓			✓	✓	✓	✓
Safety, Fair Play, and Leadership		follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity)			✓				✓	✓	
Safety, Fair Play, and Leadership		work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)		✓	✓				✓	✓	
Daily Physical Activity K to 9 (2008)											
Daily Physical Activity		participate in a range of endurance activities		✓	✓						
Daily Physical Activity		participate in a range of flexibility activities									✓
Daily Physical Activity		participate in a range of strength activities									
Daily Physical Activity		participate in physical activities for a minimum of 30 minutes during each school day ☐			✓						
Fine Arts K-1 (1998)											
Fine Arts - Dance											
Elements of Movement		demonstrate an ability to balance in locomotor and non-locomotor movements									✓
Elements of Movement		move in a variety of levels, pathways, and directions, using a variety of body shapes									✓
Elements of Movement		move in time to a steady beat		✓							
Elements of Movement		move safely in both personal and general space		✓	✓						✓
Creation and Composition		create movements that represent patterns, characters, and other aspects of their world		✓	✓						✓
Creation and Composition		move expressively to a variety of sounds and music		✓							
Presentation and Performance		demonstrate a willingness to perform dance		✓							
Presentation and Performance		demonstrate an awareness of appropriate performance skills and audience etiquette		✓	✓			✓	✓		✓
Presentation and Performance		demonstrate respect for the contributions of others			✓			✓	✓		✓
Dance and Society		demonstrate an awareness of a variety of dances that exist									
Dance and Society		demonstrate an awareness of a variety of reasons why people dance									
Fine Arts - Drama											
Exploration and Imagination		demonstrate a willingness to express their feelings and ideas	✓	✓	✓	✓				✓	✓
Exploration and Imagination		demonstrate a willingness to work co-operatively		✓	✓	✓				✓	✓

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Exploration and Imagination		demonstrate respect for the contributions of others	✓		✓	✓	✓	✓	✓	✓
Exploration and Imagination		describe their response to a dramatic work								
Drama Skills		demonstrate an awareness of a variety of movements used to express an idea, mood, or role	✓		✓				✓	✓
Drama Skills		identify appropriate environments for a dramatic work								
Drama Skills		retell known stories in correct sequence		✓						
Drama Skills		use vocal elements (high-low, loud-soft), when developing roles								
Context		demonstrate a willingness to participate in drama activities that explore the roles of community members								
Context		demonstrate an awareness of drama from a variety of cultures								
Context		demonstrate appropriate audience skills			✓	✓	✓	✓	✓	✓
Fine Arts - Music										
Structure	Elements of Rhythm	demonstrate an awareness of rhythmic phrases in classroom music		✓						
Structure	Elements of Rhythm	identify form in terms of repetition and unity of rhythmic patterns		✓						
Structure	Elements of Rhythm	maintain a repeated rhythmic pattern in a simple texture		✓						
Structure	Elements of Rhythm	perform rhythmic patterns from classroom repertoire		✓						
Structure	Elements of Rhythm	respond to beat in music		✓						
Structure	Elements of Rhythm	use symbols to represent simple rhythmic patterns		✓						
Structure	Elements of Melody	distinguish one melody from another		✓						
Structure	Elements of Melody	identify changes in pitch and melodic direction		✓						
Structure	Elements of Melody	identify melodic phrases in classroom repertoire		✓						
Structure	Elements of Melody	use singing skills to reproduce melodies		✓						
Thoughts, Images, and Feelings		identify elements of expression that evoke thoughts, images, and feelings		✓	✓	✓	✓	✓		✓
Thoughts, Images, and Feelings		represent personal thoughts, images, and feelings experienced in classroom repertoire			✓		✓	✓		✓
Context	Self and Community	demonstrate a willingness to participate in music experiences		✓						
Context	Self and Community	demonstrate respect for the contributions of others			✓	✓	✓	✓	✓	✓
Context	Self and Community	identify appropriate audience and performance skills		✓	✓	✓	✓	✓	✓	✓
Context	Historical and Cultural	demonstrate a willingness to experience music from a variety of historical and cultural contexts								
Context	Historical and Cultural	demonstrate an awareness of a variety of purposes for music								
Context	Historical and Cultural	demonstrate an awareness of historical and cultural contexts of music								
Fine Arts - Visual Arts										
Image-Development and Design Strategies	Perceiving/Responding	demonstrate an awareness that an image can be an original artwork or a reproduction		✓						✓
Image-Development and Design Strategies	Perceiving/Responding	describe the many forms that images take			✓					✓
Image-Development and Design Strategies	Perceiving/Responding	identify a variety of image sources, their own and others		✓	✓				✓	✓

