



Curriculum Connections Kindergarten

Subject	Specific Expectations	Connection to Markham Fair
Personal and Social Development – Awareness of surroundings	<ul style="list-style-type: none"> • Talk about events or retell stories that reflect their own heritage or cultural background or the heritage or cultural background of others. • Demonstrate a willingness to try a new activity • Adapt to new situations • Identify people who work in the community, and talk about what they do • Recognize special places and buildings within their community, both natural and human made, and talk about their functions • Demonstrate an awareness of different kinds of weather and ways in which people adapt to weather 	<ul style="list-style-type: none"> • Have students share their experiences of going to a fair, farm, zoo or similar event • Have students discuss what they might see at the Fair, so that they become eager and excited to come to the Fair. • Who are the people who work at the Fair? What sort of jobs do they have when the Fair is not running (farming, vet, teacher, business) Ask a volunteer what they do for a living • What are some of the buildings on the fairgrounds, and what are they used for? • How might you have to dress to come out to the fair if it is cold, raining, warm, sunny, or windy?
Language – Oral	<ul style="list-style-type: none"> • Use language in various contexts to connect new experiences with what they already know • Ask questions for a variety of purposes • Describe personal experiences, using vocabulary and details appropriate to the situation • Orally retell simple events and simple familiar stories in proper sequence 	<ul style="list-style-type: none"> • Before coming out to the Fair discuss what students know about farming and agriculture, make a KWL chart. After the fair fill in the L section of the chart while discussing what students have learned about agriculture • Have students think of a few questions they would like to learn, and have them ask a fair volunteer (wearing badges or yellow jackets) for the answer • Have the students share their experience with the class when they come back to school

		from the day at the fair
Language - Media	<ul style="list-style-type: none"> • Communicate their ideas verbally and non-verbally about a variety of media materials (posters) • View and listen to a variety of media materials (photographs, posters, menus, advertisements) 	<ul style="list-style-type: none"> • Visit the General Exhibits building and look at the photography section. What story are some of the photos telling? Look around the buildings are there any posters hung on the walls? What are the posters telling you?
Mathematics - Measurement	<ul style="list-style-type: none"> • Compare and order two or more objects according to an appropriate measure (length, height) 	<ul style="list-style-type: none"> • Which animal is larger? The chick or the calf? Piglet or goat kid? Visit Old MacDonald's Barn to compare baby animal sizes
Mathematics- Geometry	<ul style="list-style-type: none"> • Identify and describe, using common two dimensional shapes and three dimensional figures through investigations with concrete materials 	<ul style="list-style-type: none"> • Look around the fair, what shapes have they used to make their buildings? • What shapes are used most often?
Science – Exploration and Experimentation	<ul style="list-style-type: none"> • Describe some natural occurrences, using your own observations representations • Sort and classify groups of living and non living things in your own way • Describe and/or represent, using your own observations, patterns and cycles in the natural world • Investigate in various ways, how different forces make things move. • Demonstrate an awareness of local natural habitats through exploration and observation. 	<ul style="list-style-type: none"> • Before Trip: As a class, discuss what animals we might see at the fair, what their homes might be like? How would the animals adapt to change in the winter? How do farm animal's homes change in the winter? • At the Fair: Visit Old MacDonald's Barn, find out how the farm animals live, what their homes are, how they change and adapt for the different seasons? • What did you see and learn at the fair? Check out Old MacDonald's Barn, Pet and Poultry, Livestock Arena, General Exhibits Buildings to learn something new (Jersey cows are brown) • What are some similarities/differences between animals (specify). Use various animals, feed, equipment that are found on the fair grounds (Old MacDonald's Barn, Livestock Arena, General Exhibits Building, Special Display Area)

		<ul style="list-style-type: none"> • Watch the Amazing Farm Animals (sheep shearing and cow milking) demonstrations. What is the life cycle of a cow? What happens to the milk? What is sheep's wool used for? • Visit Old MacDonald's Barn and watch baby chicks hatching, a sow and her piglets, a cow and her calf, a mare and her foal, a ewe and her lambs. If you have any questions ask the volunteers who work in the barn. • Visit the Special Display Area outside the Livestock Arena and see how many different ways machines and objects are moving. What is causing them to move? Is it by something natural, or is it human made?
<p>Health and Well Being</p>	<ul style="list-style-type: none"> • Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating • Talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe, including identifying and applying basic safety rules 	<ul style="list-style-type: none"> • Visit the Fair to see where and how different foods from all four food groups are grown • Visit the Fire Safety House to learn about what to do in case of a fire in your home. Take part in a mock fire evacuation and learn the rules.