Grade 1 Trial Pack
Everything you need to experience Our World in your classroom!

Unit 4: My Family – Moving Forward with the Past Lessons 16-18
This trial pack will allow you to experience first-hand how practical, engaging, and easy-to-use Our World really is.

What does this trial pack contain?
Everything you need to teach Lessons 16–18 is in this trial pack. That’s up to 5 weeks worth of Social Studies lesson time!

1) My Community Big Book Poster Pages for Lessons 16–18

2) Program Walk-Through
   • Unit Planning (p. 2)
   • Lesson Planning (p. 4)
   • Blackline Masters (p. 8)
   • Assessment Summary and Assessment Blackline Masters (p. 9)
   • Features of the Big Book (p. 10)

3) Teaching Resource pages and Blackline Masters for Lessons 16–18

Grade 1 Program Components

My Community Big Book (64 pages) 0-17-627924-5

My Community Teaching Resource (200 pages) 0-17-627925-3

Our World Web site: www.nelson.com/ourworld
The Our World Web site contains annotated Web links and modifiable Assessment Blackline Masters.
Introduction
Using My Community
   Section 1: A Walk-Through of the Student Resource, Teaching Resource, and Web site
   Section 2: Strategy for Yearly and Monthly Planning
   Section 3: A Brief Overview of the Curriculum
   Section 4: Assessment
   Section 5: Using My Community to Support Early Literacy

Unit 1: Me and My World
Lesson 1: We belong!
Lesson 2: How Belonging Helps Us
Lesson 3: We belong to different groups and communities.
Lesson 4: How do we recognize different groups and communities?
Lesson 5: What are our rights?
Lesson 6: What are our responsibilities?

Unit 2: Contributing to Our Community
Lesson 7: We contribute and help each other!
Lesson 8: Cooperating to Make Stone Soup
Lesson 9: We contribute to our community.
Lesson 10: Taking Care of Our World
Lesson 11: Deciding Together

Unit 3: Geographic Features of Our Community
Lesson 12: What are some familiar places and landmarks in our community?
Lesson 13: How can you use a simple map to find your way?
Lesson 14: Which places and landmarks are special features of your community?
Lesson 15: What are some differences between urban communities and rural communities?

Unit 4: My Family—Moving Forward with the Past
Lesson 16: How have you changed over time?
Lesson 17: How has your family changed over time?
Lesson 18: How can you tell something recent from something long ago?
Lesson 19: Gabrielle’s Family Story

Unit 5: My Community—Moving Forward with the Past
Lesson 20: How can communities change over time?
Lesson 21: Asking Questions About My Community’s Past
Lesson 22: How has Calgary changed over time?
Lesson 23: We celebrate our stories and traditions.

Blackline Masters
Assessment Blackline Masters
Unit 1: Me and My World

Unit Overview
Unit 1 introduces students to the major theme of belonging and helps them explore some of the ways that belonging connects with citizenship, identity, and culture and community. Lessons in the Big Book and the Teaching Resource focus on citizenship, identity, and culture and community. Students learn to appreciate and value what belonging means and how belonging to different groups and communities enriches and benefits their lives. They explore ways that they can recognize and appreciate the different communities to which they belong and the different perspectives and traditions of the members of those communities. Students also inquire into their rights and responsibilities at home, at school, in groups, and in communities.

Social Studies Strands
Identity (I); Culture and Community (CC); Citizenship (C)

Lesson Sequence
Estimated Duration: 7 to 8 weeks from early September to end of October
(Note that the chart highlights the main focus and activities.)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Student Resource Pages</th>
<th>Focus of Lesson</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We belong!</td>
<td>2-3</td>
<td>Begin inquiry into identity and belonging, appreciate the benefits of belonging</td>
<td>• explore belonging through discussions and stories, • draw belonging circles</td>
</tr>
<tr>
<td>2. How belonging helps us</td>
<td>4-5</td>
<td>Continue inquiry into belonging, appreciate the benefits of belonging</td>
<td>• view illustrations, • tell stories, • play “What if?”</td>
</tr>
<tr>
<td>3. We belong to different groups and communities</td>
<td>6-9</td>
<td>Explore different kinds of groups and communities</td>
<td>• use a concept map, • create a bulletin board</td>
</tr>
<tr>
<td>4. How do we recognize different groups and communities?</td>
<td>10-11</td>
<td>Recognize symbols as identifiers of groups and communities</td>
<td>• recognize symbols, • create a bulletin board</td>
</tr>
<tr>
<td>5. What are our rights?</td>
<td>12-13</td>
<td>Recognize and respect individual rights</td>
<td>• discuss rights, • create a rights web, • viewing UNICEF videos, • connect rights to community symbols</td>
</tr>
<tr>
<td>6. What are our responsibilities?</td>
<td>14-15</td>
<td>Recognize respectful behavior, responsible actions</td>
<td>• view illustrations, • listen to an Elder, • create a puppet show, • use inquiry, • make posters</td>
</tr>
</tbody>
</table>

Accommodating Learning
Differences in Unit 1
Every classroom includes students with a range of learning differences. The activities in Unit 1 are varied and include a mix of strategies that appeal to visual, auditory, and kinesthetic learners.

Visual
Belonging to Small and Large Communities, Creating Belong Circles (Lesson 1), Creating a Belonging Concept Web (Lesson 3), Identifying Symbols, Reading Strategies (Lesson 4), Summarizing Stories (Lesson 5), Presenting Visuals, Drawing Conclusions (Lesson 6), Connecting Rights and Responsibilities: Creating a T-Chart (Lesson 6)
Program Walk-Through: Unit Planning

The **Introduce, Develop, Apply (IDA) Chart** summarizes main outcomes for assessment according to whether they are being introduced, developed, or applied.

**Lesson Sequence** provides you with an at-a-glance view of the focus and key activities in each lesson.

**Estimated Duration** suggests the amount of time that you should spend on each unit.

**Accommodating Learning Differences** helps you to plan for varying learning needs and styles. The list provides examples of activities targeted to the needs of visual, auditory, and kinesthetic learners.

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**Auditory**
- Using Stories to Explore Belonging (Lesson 1)
- Sharing Stories of Belonging (Lesson 1)
- Turning Statements into Questions (Lesson 2)
- Reading a Story about Symbols and Belonging (Lesson 4)
- Using a Story to Explore Responsibility and Belonging (Lesson 6)
- Listening to an Elder (Lesson 6)

**Kinesthetic**
- Creating a Classroom Celebration Bulletin Board (Lesson 3)
- Celebrating Us! (Lesson 3)
- Hunting for Symbols (Lesson 4)
- Connecting to Community Symbols (Lesson 4)
- Making Rights Posters (Lesson 5)
- Connecting Rights and Responsibilities: Creating a Puppet Show (Lesson 6)

**Social Studies Outcomes**

<table>
<thead>
<tr>
<th>I</th>
<th>D</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1.1 appreciate how belonging to groups and communities enriches an individual’s identity</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>1.1.1.2 appreciate multiple points of view, languages, cultures, and experiences within their groups and communities</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>1.1.1.3 demonstrate respect for their individual rights and the rights of others</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>1.1.1.4 recognize and respect how the needs of others may be different from their own</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>1.1.2.2 appreciate how their actions might affect other people and how the actions of others might affect them</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>1.1.3.1 What different types of communities or groups do you belong to?</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>1.1.3.2 What helps us to recognize different groups or communities?</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>1.1.3.3 In what ways do we belong to more than one group or community at the same time?</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>1.1.3.4 In what ways do we benefit from belonging to groups or communities?</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>1.1.3.5 What are our responsibilities and rights at home, at school, in groups, and in communities?</td>
<td>I</td>
<td>D</td>
</tr>
</tbody>
</table>
Lesson plans are divided into five parts:

- Planning Information
- Beginning the Inquiry
- Developing the Concept
- Applying the Concept
- Reflecting

They also include Background Information, Technology Tips, Related Resources Lists, Ongoing Assessment Notes, and more.

Lesson 16: How have you changed over time?
(Big Book, pages 38–39)

Planning Information helps you plan for the lesson. It includes Lesson Overview, Social Studies Strands, Social Studies Outcomes, Special Materials, Background Information, and Assessment Notes.

Lesson Overview
This first lesson in Unit 4 introduces the concept of changes over time by helping students explore how they themselves have changed over time. The activities in the lesson include a guessing game to identify the subject of a baby photograph from the past, the telling and listening to different kinds of personal and published stories, and concrete comparisons.

Social Studies Strands
Culture and Community (CC); Time, Continuity, and Change (TCC); Identity (I)

Social Studies Outcomes
1.2 demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today:
1.2.1 appreciate how stories and events of the past connect their families and communities to the present
1.2.2 analyze how their families and communities in the present are influenced by events or people of the past

Special Materials
- nonfiction: Time and the Seasons by Bobbie Kalman and Susan Hughes (Toronto: Crabtree Publishing Company, 1986)
Program Walk-Through: Lesson Planning

Beginning the Inquiry activities suggest ways that you can begin the inquiry by introducing students to the key concepts and learning goals of the lesson. These activities also focus on connecting the key concept to local and current affairs, or to students’ experiences or prior knowledge.

Technology Tip indicates opportunities to integrate technology, including the Internet.

Related Resources lists books, videos, DVDs, and other media that you could use to enrich and enhance student learning.

- songs: “I Like Me” and “The Hooray March” from Positively Singable Songs by RONNO by Ron Hiller and Judy Miller (Long Branch, NJ: KIMBO, 1994)
- BLM 13: My Changes Over Time
- Assessment BLM 9: Unit 4 Checklist: My Family—Moving Forward with the Past

Assessment
In Lesson 16, students begin their inquiry into the past by completing a scrapbook page to record changes in their life. Anecdotal information can be recorded on Assessment BLM 9: Unit 4 Checklist: My Family—Moving Forward with the Past.

Beginning the Inquiry

Playing Twenty Questions
To introduce the concept of change over time (which can be rather abstract for Grade 1 students), you can bring in a photograph of yourself as a baby and/or as a toddler. Tell students that this is a photo (or photos) of someone who they know very well, but who has changed over time.

Give students the opportunity to ask you questions about the photos. You can use a “Twenty Questions” strategy with students. Tell them that they can use twenty questions to try to find out the identity of the person in the baby picture. Within the rules of this game, they can only ask questions that require a yes or a no response.

Creating a “Change” Word Web
To ensure that students understand the meaning of the word “change,” print the word in the centre of a word web. Ask students to tell you everything they know about change and about things that change over time.

You may want to start by suggesting that the seasons change, and that with the changes of the seasons, an apple tree grows new leaves and blossoms (spring), grows fruit (summer), drops its ripe fruit (fall), and loses its leaves (winter).

Suggest to students that many things and people change over time. They should feel free to make any suggestions that they think of for the word web. As students make their suggestions, add them to your “change” word web.

Reading and Understanding Wayne’s Story
Show students the illustrated scrapbook page in the Big Book for this lesson. Ask them to tell the story of the child in this illustration.
Program Walk-Through: Lesson Planning

Developing the Concept

activities allow students to delve deeper into the inquiry and expand their understanding of the lesson concepts.

Developing the Concept

Discussing the Difference a Year Makes

Ask students how much they have grown over the last year. If you can obtain a photograph of your class group as Kindergarten students during the previous school year, you can have students view that photograph in order to appreciate how they have changed physically.

Once students have a sense of how their physical size has changed over time, ask them the following questions:

• What else has changed about you over the last year?
• What can you do this year that you couldn’t do last year?
• What have you learned that you didn’t know a year ago?

Reading a Story about Growing at Different Rates

One of the many possible growing-up stories you can read to students is Leo the Late Bloomer by Robert Kraus. This story has as its moral that not everyone matures and acquires specific skills at the same time.

As the story opens, Leo, a small tiger, can’t read, write, or draw. His father is worried, but his mother tells his father not to worry: “Leo is just a late bloomer.” His father continues to worry and his mother continues to counsel patience. And, sure enough, one day, “in his own good time,” Leo does indeed bloom. He can read, write, draw, and speak.

After listening to this story, ask students the following questions:

• Who is the main character in the story?
• Why is his father worried?
• What does his mother suggest?
• What happens to Leo during the story?
• What message do you think this storyteller wants to tell us?

Reading a Story about Changes Over Time and the Seasons

To help students develop their historical thinking skills, especially in recognizing that some activities occur on a seasonal basis, you can read Solomon’s Tree by Andrea Spalding to them. This book tells the story of a young boy, Solomon, who learns much about the gifts of the seasons from an old maple tree “that shared its secrets” with the boy. Sitting in the tree’s branches, Solomon watches hummingbird eggs in spring, a butterfly chrysalis...
Applying the Concept activities focus on summarizing the lesson, demonstrating an understanding of its key concepts, and completing the lesson.

Take Note! highlights opportunities to deepen students’ thinking about important issues.

Ongoing Assessment Notes outline the outcomes and/or skills that could be assessed during a particular activity.

Other lessons may include additional margin notes:
- Skills Link provides more information on how to help students develop particular skills.
- Literacy Strategy assists you in connecting Social Studies to literacy.
- Vocabulary Tip provides strategies for teaching Social Studies terms.

Applying the Concept

Creating a Scrapbook Page

Reflecting activity concludes each lesson by having students review what they have learned and then looking forward to what they will learn.
Dear Parent or Guardian,

Our class is learning about the concepts of “long ago” and “recent.” We are exploring stories, photographs, and artifacts from the past. We would like to invite you to share an object (for example, photograph, keepsake, letter) that is special to your family. Please assist your child in completing the following information and returning it to me on ____________.

Thank you.

1) Do we have any special objects from long ago? What is it? (Optional: You may sketch the object below or bring the object to school.)

When I was four years old, I ________.

Now I am six years old. I can ________.

My family changed when ________.

My life is different now because ________.
**Program Walk-Through: Assessment**

**Assessment** in Our World incorporates strategies and tools that are based on cutting-edge research, emphasizing:

**Assessment for Learning**
- Ongoing Assessment Notes
- Unit Checklists
- Rating Scales including Student Self-Evaluation

**Assessment Blackline Masters** (Assessment BLMs) provide tools for:
- Ongoing Assessment
- Summative Assessment
- Student Self-Assessment

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<table>
<thead>
<tr>
<th><strong>Unit 4 Checklist: My Family—Moving Forward with the Past</strong></th>
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<tbody>
<tr>
<td>This checklist provides a tool for recording information about student performance relative to the Values and Attitudes, Knowledge and Understanding, and Skills and Processes that are introduced in Unit 4. It identifies areas to target for specific feedback to students (assessment for learning) and provides space to highlight areas requiring further instruction to improve student learning.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Criteria</strong></th>
<th><strong>Yea</strong></th>
<th><strong>Not Yet</strong></th>
<th><strong>Teacher Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 16</strong></td>
<td></td>
<td></td>
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<tr>
<td>examines information from family stories (1.5.1.1)</td>
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<tr>
<td>identifies personal changes over time (1.2.1.1)</td>
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<tr>
<td><strong>Lesson 17</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>identifies family changes over time (1.2.1.1)</td>
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<tr>
<td>identifies the effect of family changes (1.2.2.1)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>examines information from family stories (1.5.1.1)</td>
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<td></td>
</tr>
<tr>
<td>distinguishes between recent and long ago (1.5.2.2)</td>
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<tr>
<td>links artifacts to identify (1.2.1.2)</td>
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<tr>
<td><strong>Lesson 18</strong></td>
<td></td>
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<tr>
<td>identifies symbols of heritage and tradition in his or her family (1.2.1.6)</td>
<td></td>
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<td></td>
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<tr>
<td>identifies lifestyle changes over time (1.2.2.3)</td>
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<tr>
<td>identifies and describes family traditions (1.2.1.6; 1.2.2.7)</td>
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<tr>
<td>demonstrates skills of oral literacy (1.5.8)</td>
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</tbody>
</table>

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This trial pack includes the Assessment BLM for Lessons 16-18.
My Community Big Book Contents

Unit 1 Me and My World (Lessons 1 to 6)
Unit 2 Contributing to Our Community (Lessons 7 to 11)
Unit 3 Geographic Features of Our Community (Lessons 12 to 15)
Unit 4 My Family—Moving Forward with the Past (Lessons 16 to 19)
Unit 5 My Community—Moving Forward with the Past (Lessons 20 to 23)

What I Have Learned

Each lesson begins with a heading to introduce the inquiry. Pages are designed to launch each lesson and fuel the inquiry.

Colourful layout and useful visuals engage students. Big Book format (16” x 20”) allows teacher to work with the whole class. Each lesson ends with questions to initiate further exploration of the concept.

How can you tell something recent from something long ago?

Some things happened only a few days ago or a few weeks ago. They are recent.

Some things happened months ago or years ago. They happened long ago.

<table>
<thead>
<tr>
<th>Recent</th>
<th>Long Ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>• colour photo</td>
<td>• black and white photo</td>
</tr>
<tr>
<td>• clothes look like those we wear today</td>
<td>• clothes look old-fashioned</td>
</tr>
</tbody>
</table>

Which photo shows people from recent times? Which photo shows people from long ago? How can you tell?
This trial pack contains everything you need to bring Our World into your classroom:

- **Big Book** pages in poster format (size-as samples of Big Book pages) for Lessons 16–18 to use with your class in a shared instruction approach.

- **Teaching Resource** pages and all related Blackline Masters for Lessons 16–18.

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**Ready, Set, Go!**

Teaching Resource material begins on the following page!

For sales representatives and order information, turn to the inside back cover.
Unit 4: My Family—Moving Forward with the Past

Planning Information

Unit Overview
Unit 4 focuses on General Outcome 1.2 “Moving Forward with the Past: My Family, My History, and My Community.” In this unit, students appreciate how stories and events of the past connect their families to the present; they also analyze how their families in the present are influenced by the events and the people of the past.

The first lesson of the unit introduces the concept of change by having students explore how they, as individuals, have changed over time, and how they are connected to their own past. Then students go on to investigate ways that their own and other families have changed over time, and how time and events have changed ways of life in families. Next, students develop their historical thinking skills and processes as they differentiate events that have happened recently from those that happened long ago. The lessons for this unit conclude with an exploration of Gabrielle’s story, and of how her family has evolved and contributed to its community over time.

Lesson Sequence

Estimated Duration: 7 to 8 weeks from the beginning of March to the end of April
(Note that the chart highlights the main focus and activities.)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Student Resource Pages</th>
<th>Focus of Lesson</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. How have you changed over time?</td>
<td>38–39</td>
<td>• explore personal changes over time</td>
<td>• play twenty questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• appreciate that children grow at different rates</td>
<td>• create a word web</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• read and tell stories</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• create a scrapbook page</td>
</tr>
<tr>
<td>17. How has your family changed over time?</td>
<td>40–43</td>
<td>• explore how one's family changes over time</td>
<td>• tell and read stories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• recognize that changes affect family members</td>
<td>• use mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• create a scrapbook page</td>
</tr>
<tr>
<td>18. How can you tell something recent from some-</td>
<td>44–45</td>
<td>• recognize differences between “recent” and “long ago”</td>
<td>• discuss “recent” and “long ago”</td>
</tr>
<tr>
<td>thing long ago?</td>
<td></td>
<td>• explore objects from long ago</td>
<td>• use a T-chart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use inquiry</td>
<td>• interview families</td>
</tr>
<tr>
<td>19. Gabrielle’s Family Story</td>
<td>46–51</td>
<td>• read a story about a Francophone family</td>
<td>• ask inquiry questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• explore one’s family’s past in the community</td>
<td>• create a word web</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use inquiry</td>
<td>• listen and tell stories</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• celebrate family history—unit-assessment task</td>
</tr>
</tbody>
</table>
Accommodating Learning Differences in Unit 4

Every classroom includes students with a range of learning differences. The activities in Unit 4 are varied and include a mix of strategies that appeal to visual, auditory, and kinesthetic learners. Following are examples of these types of activities found in Unit 4.

**Visual**
Creating a “Change” Word Web (Lesson 16)
Viewing Photos and Telling Stories (Lesson 17)
Using a T-Chart to Compare Photographs (Lesson 18)
Appreciating Items from Long Ago (Lesson 18)
Exploring Traditions, Creating a Word Web (Lesson 19)

**Auditory**
Playing Twenty Questions (Lesson 16)
Reading a Story about Growing at Different Rates (Lesson 16)
Telling Stories about Changes in My Family (Lesson 17)
Asking Inquiry Questions to Explore Gabrielle’s Story (Lesson 19)
Listening to a Story (Lesson 19)

**Kinesthetic**
Creating a Scrapbook Page (Lesson 16)
Telling Stories about Family Changes (Lesson 17)
Interviewing Our Families: Looking for Items from Long Ago (Lesson 18)

**Social Studies Strands**
Time, Continuity, and Change (TCC); Culture and Community (CC); Identity (I)
## Social Studies Outcomes

I = Introduce concepts or skills  
D = Develop concepts or skills  
A = Apply, practise, or reinforce concepts or skills

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Lessons</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1 appreciate how stories and events of the past connect their families and communities to the present</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.1.1 recognize how their families and communities might have been different in the past than they are today (CC, TCC)</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>1.2.1.2 appreciate how the languages, traditions, celebrations, and stories of their families, groups, and communities contribute to their sense of identity and belonging (CC, I, TCC)</td>
<td></td>
<td></td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.1.3 recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I)</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>1.2.1.4 appreciate people who have contributed to their communities over time (CC, I, TCC)</td>
<td></td>
<td></td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.1.6 acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC)</td>
<td></td>
<td></td>
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<td></td>
<td>D</td>
</tr>
<tr>
<td>1.2.2 analyze how their families and communities in the present are influenced by events or people of the past</td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>1.2.2.1 How have changes affected my family over time? (CC, TCC)</td>
<td></td>
<td></td>
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<td>1.2.2.2 What is my family’s past in our community? (CC, I, TCC)</td>
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<td>1.2.2.4 How have changes over time affected their families and communities in the present?</td>
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<tr>
<td>1.2.2.5 In what ways have Aboriginal, Francophone, and diverse community groups contributed to the origin and evolution of their communities over time? (CC, I, TCC)</td>
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<tr>
<td>1.2.2.6 What connections do we have to the Aboriginal, Francophone, and diverse cultures found in our communities? (CC, I, TCC)</td>
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<td>1.5.2.2 differentiate between activities and events that occurred recently and long ago</td>
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</table>
Lesson 16: How have you changed over time?
(Big Book, pages 38–39)

Planning Information

Lesson Overview
This first lesson in Unit 4 introduces the concept of changes over time by helping students explore how they themselves have changed over time. The activities in the lesson include a guessing game to identify the subject of a baby photograph from the past, the telling and listening to different kinds of personal and published stories, and concrete comparisons.

Social Studies Strands
Culture and Community (CC); Time, Continuity, and Change (TCC); Identity (I)

Social Studies Outcomes
1.2 demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today:
1.2.1 appreciate how stories and events of the past connect their families and communities to the present
1.2.2 analyze how their families and communities in the present are influenced by events or people of the past

Special Materials
• nonfiction: Time and the Seasons by Bobbie Kalman and Susan Hughes (Toronto: Crabtree Publishing Company, 1986)
• songs: “I Like Me” and “The Hooray March!” from Positively Singable Songs by RONNO by Ron Hiller and Judy Miller (Long Branch, NJ: KIMBO, 1994)
• BLM 13: My Changes Over Time
• Assessment BLM 9: Unit 4 Checklist: My Family—Moving Forward with the Past

**Assessment**
In Lesson 16, students begin their inquiry into the past by completing a scrapbook page to record changes in their life. Anecdotal information can be recorded on Assessment BLM 9: Unit 4 Checklist: My Family—Moving Forward with the Past.

**Beginning the Inquiry**

**Playing Twenty Questions**
To introduce the concept of change over time (which can be rather abstract for Grade 1 students), you can bring in a photograph of yourself as a baby and/or as a toddler. Tell students that this is a photo (or photos) of someone who they know very well, but who has changed over time.

Give students the opportunity to ask you questions about the photos. You can use a “Twenty Questions” strategy with students. Tell them that they can use twenty questions to try to find out the identity of the person in the baby picture. Within the rules of this game, they can only ask questions that require a yes or a no response.

**Creating a “Change” Word Web**
To ensure that students understand the meaning of the word “change,” print the word in the centre of a word web. Ask students to tell you everything they know about change and about things that change over time.

You may want to start by suggesting that the seasons change, and that with the changes of the seasons, an apple tree grows new leaves and blossoms (spring), grows fruit (summer), drops its ripe fruit (fall), and loses its leaves (winter).

Suggest to students that many things and people change over time. They should feel free to make any suggestions that they think of for the word web. As students make their suggestions, add them to your “change” word web.

**Reading and Understanding Wayne’s Story**
Show students the illustrated scrapbook page in the Big Book for this lesson. Ask them to tell the story of the child in this illustration.
• What can Wayne do as a baby? Who does he spend most of his time with?
• What can he do as a two-year-old?
• What has he learned to do by the time he is four years old?
• What other changes does Wayne go through?
• How is he different at age six from what he was at age four?
• How is he affected today by all of the changes that he went through when he was younger?

Developing the Concept

Discussing the Difference a Year Makes
Ask students how much they have grown over the last year.

If you can obtain a photograph of your class group as Kindergarten students during the previous school year, you can have students view that photograph in order to appreciate how they have changed physically.

If such a photograph is not available, you can ask students to bring to school some article of clothing from the previous year. This should be an article of clothing—such as a shoe—that they have outgrown.

Once students have a sense of how their physical size has changed over time, ask them the following questions:
• What else has changed about you over the last year?
• What can you do this year that you couldn’t do last year?
• What have you learned that you didn’t know a year ago?

Reading a Story about Growing at Different Rates
One of the many possible growing-up stories you can read to students is Leo the Late Bloomer by Robert Kraus. This story has as its moral that not everyone matures and acquires specific skills at the same time.

As the story opens, Leo, a small tiger, can’t read, write, or draw. His father is worried, but his mother tells his father not to worry: “Leo is just a late bloomer.” His father continues to worry and his mother continues to counsel patience. And, sure enough, one day, “in his own good time,” Leo does indeed bloom. He can read, write, draw, and speak.

After listening to this story, ask students the following questions:
• Who is the main character in the story?
• Why is his father worried?
• What does his mother suggest?
• What happens to Leo during the story?
• What message do you think this storyteller wants to tell us?

Reading a Story about Changes Over Time and the Seasons
To help students develop their historical thinking skills, especially in recognizing that some activities occur on a seasonal basis, you can read Solomon’s Tree by Andrea Spalding to them.

This book tells the story of a young boy, Solomon, who learns much about the gifts of the seasons from an old maple tree “that shared its secrets” with the boy. Sitting in the tree’s branches, Solomon watches hummingbird eggs in spring, a butterfly chrysalis

Inquiry Strategy
Students are asked to view photographs of people they know to deepen their understanding about changes over time and about how those changes are influenced by the past and how they connect past and present.

Cross-Curricular Strategy
Mathematics
If you have measured students’ heights at the beginning of the year, as suggested in Lesson 1, Unit 1, page 5, and have been comparing their growth over the course of the last several months, you could do another measurement of their height in this lesson.

Help students to calculate how much they have grown since the beginning of the year. Have them record this information on the wall chart.

Related Resources
• Leo the Late Bloomer by Robert Kraus (New York: Harper Trophy, 1994)
• Another storybook that you may want to share with students about growing at different rates is When Will I Read? by Miriam Cohen (New York: Greenwillow, 1977).
• A poem about personal changes that you might want to read is “When I Was One” by A. A. Milne in The Complete Tales and Poems of Winnie the Pooh (New York: Dutton Children’s Books, 2001).
• Students may also enjoy songs such as “I Like Me” and “The Hooray March!” from Positively Singable Songs by RONNO by Ron Hiller and Judy Miller (Long Branch, NJ: KIMBO, 1994).
Take Note!

Andrea Spalding’s book *Solomon’s Tree* (Victoria, BC: Orca Book Publishers, 2002) will help students appreciate some of the values and traditions of the Tsimpshian people of Canada’s west coast and how those values and traditions contribute to their sense of identity and belonging in their world.

Related Resources

- *The Acorn’s Story* by Valerie Greeley (New York: Macmillan, 1994) is another story about changes over time and the cycle of life.

ONGOING ASSESSMENT NOTES

Assessment for Learning

While students complete the scrapbook pages, observe as they
- examine information from family stories (1.S.1.1)
- identify personal changes over time (1.2.1.1)

Use Assessment BLM 9: Unit 4 Checklist: My Family—Moving Forward with the Past to record information on student progress.

Applying the Concept

Creating a Scrapbook Page

Using *BLM 13: My Changes Over Time*, ask students to explore with their family how they have changed over time. What stories does their family tell about a time when they were very young, before they can even remember?

Using either photographs or drawings, or a combination of both, ask each student to use *BLM 13* to create his or her own scrapbook page showing how he or she has changed over time.

Suggest to students that they think especially about what they have learned and gained through the years.

Reflecting

To bring the lesson to a close, ask students to share what they have learned about how they have changed over time. Ask them to share the scrapbook page they made. Then ask students to look beyond themselves to consider any recent changes they have experienced in their families. Explain that the next time, they will look at how families, too, change over time, just like they have.
Lesson 17: How has your family changed over time?
(Big Book, pages 40–43)

Planning Information

Lesson Overview
In this lesson, students explore some of the ways that their own and other families change over time, and how they were different in the past than they are today. Starting with the storytelling format of the Big Book lesson, students tell their own stories about ways that their families have changed through the years. They explore the theme further by telling photo stories, by listening to a story about some of the difficulties that arise when a family changes, and by creating their own visual and written family story.

Social Studies Strands
Culture and Community (CC); Time, Continuity, and Change (TCC); Identity (I)

Social Studies Outcomes
1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:
1.2.2.1 How have changes affected my family over time (e.g. births, deaths, moves)? (CC, TCC)
1.2.2.4 How have changes over time affected their families and communities in the present? (I, TCC)
1.2.1 appreciate how stories and events of the past connect their families and communities to the present:
1.2.1.2 appreciate how the languages, traditions, celebrations, and
stories of their families, groups, and communities contribute to their sense of identity and belonging (CC, I, TCC)
1.2.1.3 recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I)
1.2.1.4 appreciate people who have contributed to their communities over time (CC, I, TCC)

Special Materials
• sheets of five or six different coloured paper
• BLM 14: How My Family Has Changed Over Time
• Assessment BLM: 9: Unit 4 Checklist: My Family—Moving Forward with the Past

Assessment
In Lesson 17, students complete a scrapbook page about their own family and the changes it has gone through. Anecdotal information can be recorded on Assessment BLM 9: Unit 4 Checklist: My Family—Moving Forward with the Past to record information on student progress.

Beginning the Inquiry

**Telling Stories about Changes in My Family**
The stories on these pages are told by a group of children whose families have changed in different ways over time. Read the title of the lesson to students and ask them what they think this lesson will be about.

After completing the previous lesson, students will have some ideas about how they themselves have changed over time. They will probably also have a sense of how their classmates have changed over time.

• But what about the groups and communities to which they belong?
• How do they change over time?
• How does a family change over time?
• What kinds of events cause a change in a family?

Ask for student volunteers to tell about events that have happened that have caused changes in their families.

*Cautionary Note:* With this activity, you may need to be sensitive to any students in your class who have recently suffered a death in the family, those whose families are going through separation or divorce, or other difficult circumstances.

Developing the Concept

**Viewing Photos and Telling Stories**
Read the stories in the Big Book lesson to students. You may want to pause after each story to allow for student comments and questions.
Then ask students to look again closely at the photos. Each of the photographs in this story shows an adult who is important in the children’s lives (for example, Sherry’s photograph shows her father as well as her baby brother; Kanji’s photograph shows his grandfather).

To help children understand that adults’ lives also change over time, ask for volunteers to suggest a story that Sherry’s father, Kanji’s grandfather, Carrie’s father, or Rick’s mother might tell about how the changes that have happened in their families have affected them.

For example:
A student who has recently arrived in Canada might tell a story about how hard it was for Kanji’s grandfather to come to a new country where he didn’t know the language and where everything was very strange to him.

**Using Mathematics to Demonstrate Changes in a Family**
This activity helps students understand the graphical representation of numbers. You will need sheets of coloured paper cut into squares (or rectangles). Each square represents one family member. Provide students with five to six squares and have them represent a family member with each square.

Then make up a scenario about changes in a family.

For example:
Begin the scenario with a father and a mother (have students align two squares to represent each parent). Then expand the family by introducing a baby, a grandparent who moves in, another baby, and so on. Each time there is an addition to the family, students would lay down a square one after another to create a vertical or horizontal line.

By doing this activity, students not only learn that objects/people can be represented graphically, they can also learn that these graphics can represent magnitude (i.e., the larger the number of people, the longer the line).

**Reading a Story about How Changes Affect a Family**
There are many storybooks and short films that you can use to explore how changes have affected the lives of families. Among the storybooks is one written by Ezra Jack Keats. This story addresses some of the unpleasant feelings that can result from changes in a family.

*Peter’s Chair* tells the story of a little boy, Peter, who has a new baby sister. Peter is not pleased with all the attention his sister is getting from his parents. Nor does he appreciate the fact that many of his baby things are being repainted and turned over to her.

He decides to run away and takes with him his old baby chair so that his parents won’t be able to paint it pink. However, when he tries to sit in the chair, he discovers that he has outgrown it. Eventually, with a little coaxing from his parents, Peter returns home and even helps his father paint his old chair for his new little sister.

**Related Resources**
- *Peter’s Chair* by Ezra Jack Keats (New York: Viking, 1998). This story is also available on video from Griffin House, Weston Woods, 1971.
When you have finished reading this story to students, ask them the following questions:

- What do you think Peter feels about his new sister?
- Why does he feel that way?
- Have you ever felt that way when someone needs attention from someone in your family?
- What does Peter do to get rid of his unhappy feelings about his little sister?

### Applying the Concept

#### Telling Stories about Family Changes

Using the format (layout) in the Big Book and BLM 14: How My Family Has Changed Over Time, ask students to create their own page of a classroom book that tells stories about changes in their families over time.

First, ask students to listen once again as you read them Sherry’s, Kanji’s, Carrie’s, and Rick’s stories. Then ask students to use the stories in the Big Book to help draw up a list of possible characters and events for their stories about their own families.

**For example:**
- Who are the different characters in Sherry’s, Kanji’s, Carrie’s, and Rick’s stories?
- What are the kinds of events that cause the changes in the different families?
- Why might those events have happened?
- Who are the different people in your family?
- What events have caused changes in your family?

For the visual element of their page in the class family change book, students can either use a photograph or a drawing. Once they have the visual complete, help them finish this sentence:

My family changed when __________________________.

My life is different now because __________________________.

### Reflecting

To bring the lesson to a close, ask students to share their stories of how their families have changed. Encourage them to see how their stories are similar to or different from the stories of the other children whom they have come to know through the course of this lesson. The point to get across is that no matter what the causes, families change over time, and the changes affect their members. Ask students to look back at their scrapbook and their stories, and think about how they know that they and their families have changed. Explain that next time, they will look more closely at how to tell something has changed and to differentiate something recent from something long ago.
Lesson 18: How can you tell something recent from something long ago?
(Big Book, pages 44–45)

Planning Information

Lesson Overview
This lesson helps students develop and practise their historical thinking skills and processes with a particular emphasis on differentiating between activities and events that happened recently and those that happened long ago. In the lesson’s activities, students start by reflecting on the meaning of present and past. They go on to explore the difference between recent and long ago by comparing photographs, creating a comparison T-chart, viewing items from long ago, and playing a guessing game based on such items.

Social Studies Strands
Culture and Community (CC); Time, Continuity, and Change (TCC); Identity (I)

Social Studies Outcomes
1.S.2 develop skills of historical thinking:
1.S.2.2 differentiate between activities and events that occurred recently and long ago
1.2.1 appreciate how stories and events of the past connect their families and communities to the present:
1.2.1.1 recognize how their families and communities might have been different in the past than they are today (CC, TCC)
1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:

1.2.2.1 How have changes affected my family over time (e.g. births, deaths, moves)? (CC, TCC)
1.2.2.4 How have changes over time affected their families and communities in the present? (I, TCC)

Special Materials
- storybooks: Changes by Penny Condon (Saskatoon: Gabriel Dumont Institute, 2000); The Little House by Virginia Lee Burton (Boston: Houghton Mifflin Company, 1942); Footprints and Shadows by Anne Wescott Dodd (New York: Simon and Shuster, 1992); The Way It Was: An Ojibwe-Odawa Legend by Mary Lou Fox (Cutler, Ontario: Ojibwe Cultural Foundation, Woodland Studios, Serpent River Indian Reserve, 1979); I Wonder if I’ll See a Whale by Frances Ward Weller (New York: Philomel Books, 1991)
- an historic photo and a recent photo
- an old object from your school or classroom
- BLM 15: Looking for Items from Long Ago
- Assessment BLM 9: Unit 4 Checklist: My Family—Moving Forward with the Past

Assessment
In Lesson 18, students interview a family member to gather information about artifacts from the past. Anecdotal comments can be recorded on Assessment BLM 9: Unit 4 Checklist: My Family—Moving Forward with the Past.

Beginning the Inquiry

Exploring “Present” and “Past”
Before working with the concepts of “recent” and “long ago,” you may want to help students explore some of the differences between the concepts of “present” and “past.”

Write the words “present” and “past” on the chalkboard.
Ask students what they think the two words mean. Students may suggest that the word “present” means a gift, but help them to see that it also means “now.”

To model the difference for students, use the word in sentences.

For example:
- In the present, I am wearing…
- In the present, the weather outside is…

Then ask students to use “present” in similar sentences of their own.

Draw students’ attention to the word “past” on the board and explain that it means “a time that has already gone by.”

For example:
- Yesterday is in the past.
- Last week is in the past.
- The first day of Grade 1 is in the past.
- You were born in the past.

Ask students to share their own sentences about events in the past.

Related Resources
- Changes by Penny Condon (Saskatoon: Gabriel Dumont Institute, 2000)
- The Little House by Virginia Lee Burton (Boston: Houghton Mifflin Company, 1942)
- Footprints and Shadows by Anne Wescott Dodd (New York: Simon and Shuster, 1992)
- The Way It Was: An Ojibwe-Odawa Legend by Mary Lou Fox (Cutler, Ontario: Ojibwe Cultural Foundation, Woodland Studios, Serpent River Indian Reserve, 1979)
- I Wonder if I’ll See a Whale by Frances Ward Weller (New York: Philomel Books, 1991)
Exploring “Recent” and “Long Ago”

Once students have a sense of the distinction between the present and the past, help them develop their understanding of events that happened in the recent past and those that happened long ago. For example, would students say that yesterday was recent or long ago? What about a week ago?

You may want to have students explore the idea that “recent” and “long ago” are relative terms. For example, to students, the first day of school may seem long ago, but to their grandparents, it may seem quite recent. Help students understand that different people might have different opinions about what happened in the recent past and what happened in the long ago past.

Then ask students to look at the two photographs that are being compared in the Big Book. Ask:
• Which of the two photos is from a time long ago? Which is recent? (Note: The historical photo shows a black family in Vulcan, Alberta, 1903.)
• What parts of the photos would tell you whether they were taken recently or long ago?

Differentiated Learning Strategy

You may want to ask students to create a living continuum to demonstrate the degrees of time past. The four examples above could fit into such a continuum.

Start with four students and ask them where they would line up to represent the past. Ask them to imagine that you are the present.
• Who would stand next to you? (the student who represents yesterday)
• Who would stand next to the “yesterday” student? (the student who represents last week)

Once the four students are lined up, you could ask for student volunteers to name other events in the recent and more distant past until everyone in the class is standing along your time continuum.

Developing the Concept

Using a T-Chart to Compare Photographs

For this activity, you could bring in two photographs from your own collection or you could use an historic photograph from a book or downloaded from an online museum such as the Glenbow. Pair the historic photo with a photo from the recent past that the children will be able to recognize as being quite current. For example, you might use a photo of your students in their classroom with a photo of a group of students in a rural one-room schoolhouse from around 1900.

First, ask students to look closely at the two photographs in the Big Book pages for this lesson and to study the T-chart. Discuss with students the information on the T-chart.

Then ask them to look at your two photo examples and to look for the differences between them. Create a simple T-chart on the chalkboard or on chart paper and ask students to help you complete the chart by comparing the photo from the past with the photo from today.

Take Note!

Sometimes terms such as “recent” and “long ago” depend on the perspective of the speaker. For example, for a child who is six years old, three years ago was a long time ago—half a lifetime! But for an older person, say, someone who is sixty years old, three years ago was quite recent. The time frame doesn’t change, but the perspective does.
Appreciating Items from Long Ago

To help students appreciate the concept of “long ago,” show them an old object from your school or classroom. This can be anything from a photograph of students from the past to a piece of technology—such as a rotary phone or a typewriter—that has been around for a long time.

Or you can bring from your home a quilt or other heirloom that has been handed down in your family.

To prompt discussion, ask students questions such as the following:

• Why do we keep things from the past?
• What can they teach us about our past?
• Why are some old things important to us?
• Why do some old things seem to become more important to us as they grow older?

Applying the Concept

Interviewing Our Families: Looking for Items from Long Ago

Provide students with BLM 15: Looking for Items from Long Ago. Explain to them that they will be asking their parents or guardians to tell them a story about a special family object from long ago. They will take the BLM home and complete it with their family. With permission, they can bring from home the object to share with their classmates. Or, they can make a sketch of the object and share their findings about the object with the class.

Cautionary Note: There may be some students who will be unable to obtain this information. For these students, provide objects or photographs that they can use, and give them time to complete the interview form at school. The last question on the BLM will need to be eliminated. Assessment criteria will also need to be modified.

Differentiated Learning Strategy

Sometimes things that have been kept from long ago are not easy for everyone to understand. Instead of just sharing their findings about the items, students may enjoy playing a guessing game. They could bring their items or sketches to the class and have their classmates guess what they are. The guessing game would conclude with students explaining to their classmates what the item from long ago is and why it has been kept by their family.

Reflecting

To bring the lesson to a close, ask students to share what they have learned about how to tell something recent from something long ago. For example, by comparing photographs and objects from the past and from recent times, they found clues that helped to differentiate long ago from recent times. Recall with students their scrapbooks and their stories of the changes that they and their families have experienced. Explain that the next time, they will learn the story of a young woman whose family changed over time.

Technology Tip

Ask students to bring in music from long ago to share with other students in your class. Depending on the facilities in your school, you may even be able to listen to records on a record player, a technology that in itself may be unfamiliar to some students.
My Changes Over Time (page 1 of 2)

When I was a baby, I _____________________________.

When I was two years old, I _____________________________.

Name ____________________________ Date ________________
My Changes Over Time (page 2 of 2)

When I was four years old, I ____________________  

Now I am six years old. I can ____________________ and ____________________.
How My Family Has Changed Over Time

My family changed when ______
__________________________________________________________

My life is different now because
__________________________________________________________
__________________________________________________________

Name ____________________________ Date ____________________
Dear Parent or Guardian,

Our class is learning about the concepts of “long ago” and “recent.” We are exploring stories, photographs, and artifacts from the past. We would like to invite you to share an object (for example, photograph, keepsake, letter) that is special to your family. Please assist your child in completing the following information and returning it to me on ________________.

Thank you.

1) Do we have any special objects from long ago? What is it? (Optional: You may sketch the object below or bring the object to school.)
Unit 4 Checklist:  
My Family—Moving Forward with the Past

This checklist provides a tool for recording information about student performance relative to the Values and Attitudes, Knowledge and Understanding, and Skills and Processes that are introduced in Unit 4. It identifies areas to target for specific feedback to students (assessment for learning) and provides space to highlight areas requiring further instruction to improve student learning.

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<th>Criteria</th>
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<th>Not Yet</th>
<th>Teacher Comments</th>
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<tr>
<td><strong>Lesson 16</strong></td>
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<td>• examines information from family stories (1.1.1)</td>
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<td>• identifies personal changes over time (1.2.1.1)</td>
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<td><strong>Lesson 17</strong></td>
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<td>• identifies the effect of family changes (1.2.2.1)</td>
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<td>• examines information from family stories (1.1.1)</td>
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<td>• distinguishes between recent and long ago (1.2.2.2)</td>
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<td>• links artifacts to identity (1.2.1.2)</td>
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<tr>
<td><strong>Lesson 18</strong></td>
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<td>• identifies symbols of heritage and tradition in his or her family (1.2.1.6)</td>
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<td>• identifies lifestyle changes over time (1.2.3)</td>
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<tr>
<td>• identifies and describes family traditions (1.2.1.6; 1.2.2.7)</td>
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<td>• demonstrates skills of oral literacy (1.2.8)</td>
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Components Chart

Two core components are all you need!

Kindergarten
- Big Book
- Teaching Resource
- Web site: www.nelson.com/ourworld

Grade 1
- Big Book
- Teaching Resource
- Web site: www.nelson.com/ourworld

Grade 2
- Big Book
- Teaching Resource
- Student Book
- Web site: www.nelson.com/ourworld

Grade 3
- Student Textbook
- Teaching Resource with Audio CD
- Activity Card Pack
- Web site: www.nelson.com/ourworld

Grade 3 French edition available September 2005 from Duval House Publishing 1-800-267-6187

Program continuity from grade to grade!

Thomson Nelson and Duval House Publishing are developing resources at each grade level, from K–8 (Grade 6 pending), so you can be confident in program continuity and consistency across grade levels.

K  1  2  3  4  5  6  7  8
## Components

<table>
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