With Our World, you can do it!

This preview pack will allow you to experience first-hand how practical, engaging, and easy-to-use Our World really is.

What does this preview pack contain?

Everything you need to teach Chapter 2 is in this preview pack. That’s up to 3 weeks worth of Social Studies lesson time!

1) Student Textbook Sample
2) Teaching Resource Sample
3) Activity Card Sample
4) Program Overview

Grade 3 Program Components

World Communities Student Textbook
(224 pages) 0-17-627928-8
The full-colour Student Textbook engages students in learning through fun activities and full-colour maps, photos, illustrations and graphics.

World Communities Teaching Resource with Audio CD
(466 pages) 0-17-627929-6
The Teaching Resource provides practical support for the Student Textbook, Audio CD, and Activity Cards. Included with the Teaching Resource, the Audio CD contains 31 tracks to stimulate discussion and appreciation of other perspectives.

World Communities Activity Card Pack
(10 cards) 0-17-627930-X
The Activity Card Pack contains one card for each chapter, each clearly referenced with suggested lesson plans in the Teaching Resource.

Our World Web site: www.nelson.com/ourworld
The Our World Web site contains modifiable Assessment Blackline Masters, Web activities, and annotated Web links.
Our World
Grade 3 Program Overview

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Our World Grade 3 French Edition available September 2005

For information please contact:
Duval House Publishing/Les Éditions Duval
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Edmonton, AB
T5S 1S7
1-800-267-6187
www.duvalhouse.com
What makes your community a good place to live? If you ask this question of different people, you may find many answers. These answers can help you understand what quality of life is.

Quality of life can mean different things to people. People might say that they have a good quality of life because they live comfortably with their families. They can speak their first language and celebrate their traditions together. Some might say that their quality of life is good because they are healthy.

Helping others is important to Rosa’s community. Buses are important for Oksana to get to school. Anil likes the people and places in his community. It is important to Tahar to meet different people and learn new things.

Martin

I like living in Calgary because many different people live here. People come from places around the world to live in Calgary. My neighbourhood has a block party every summer. Everyone brings different foods. I like the stories that people tell about where they came from.

Focus on Learning

This chapter explores
• things that are important to people
• how communities can affect the way people live
1. What do communities provide for the people who live there? Describe places you think you would find in a community, using pictures or sentences:
- places to work
- places to buy things
- places to play
- places to meet

2. How do you think each of these features make communities good places to live?
Summary

Unit 1 provides an advance organizer during the first 6 weeks for learning about life in communities around the world. Students are introduced to life in four global communities through the lives of children who are much like them. Building upon what they have learned in previous grades, their concept of community expands to include those based upon place, language, culture, and common activities. Two fundamental concepts are developed in Unit 1 – quality of life and inquiry. By the end of the unit, students will have been introduced to all of the big ideas about how people live in communities around the world that will be developed in more detail throughout the student book.

Chapter 1 – How Do People Live in Communities Around the World?

Suggested timing: 3 weeks from early to late September

In the first chapter, students meet Rosa, Oksana, Tahar, and Anil who live in four diverse communities around the world. They meet the children in Ms. Bernard’s class in Calgary, who represent the perspectives of different ethnic groups and provide models of effective learning in a familiar Alberta context. The inquiry circle is introduced in the chapter and a class plan for an inquiry project is developed.

Chapter 2 – What Affects Quality of Life in Communities?

Suggested timing: 3 weeks from late September to mid-October

The concept of ‘quality of life’ is developed throughout Chapter 2, adding depth to the key inquiry question “How do people live in communities around the world?” Students put the class inquiry plan into action, focusing on finding information about the questions they have about the lives of Rosa, Oksana, Tahar, and Anil.

Key Terms and Concepts

Community – A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space. (Program of Studies, Grade 1)

Quality of life – The sense of safety, comfort, security, health, and happiness that a person has in his or her life. (Program of Studies, Grade 3)

Inquiry – Processes used to investigate questions and take action based upon the results. Inquiry consists of two main processes: research and participation. The steps in the inquiry process are not linear because actions are revisited as new information is found and new questions rise. Therefore, the inquiry process is depicted as a circle.
Inquiry in Unit 1

Inquiry begins informally in Chapter 1. Students ask lots of questions as they begin to gather information about the children and communities in India, Peru, Tunisia, and Ukraine. They are introduced to the steps in an inquiry circle that they will use for the rest of the year. By the end of the chapter, the class has selected a focus question for their first inquiry project and identified several related questions that will guide their investigation.

As students learn about quality of life in Chapter 2, they identify additional questions that are related to the focus question they selected in Chapter 1. They learn more about using the text and visuals in the student book as a source of information and learn about resources in the school library and on the Internet. With the teacher's assistance, students complete a class plan for the project that identifies the questions to be answered, the resources to be used, and the individual and group products to be created.

The focus for students in Unit 1 is on identifying good questions for inquiry and learning how to select appropriate sources of information. Although they will complete an inquiry project by the end of the unit, they will spend only a small amount of time gathering information and creating a research product. These steps in the inquiry circle will be highlighted in future units.

Group Work in Unit 1

Students are introduced to group work in Unit 1 through three cooperative learning strategies.

• Learning Together – Members of the group cooperate to develop a single group product. There is little formal structure to this strategy in comparison to other cooperative learning structures, such as Jigsaw and Think-Pair-Share. Students learn to follow a few simple guidelines for working together effectively.

• Think-Pair-Share – There are three steps to this strategy. A question is posed. (1) Students think about it individually. (2) Students discuss it in pairs. (3) Ideas are shared with a larger group or with the class.

Accommodating Learning Differences in Unit 1

Every classroom includes students with a range of learning differences. During Unit 1, it is assumed that all students will be relatively inexperienced in using a textbook. The teacher is encouraged to read the text as students follow along. This will help students to understand how pages are organized and how text flows

Key Terms and Concepts defines new terminology and relevant terms from previous grades.

Assessment in the Unit describes the assessment strategies that are used in the unit.

Preparation Activities lists things that the teacher can do to prepare for the unit.
The Teaching Resource includes planning advice for each chapter.

Chapter 2: What Affects Quality of Life in Communities?

Suggested Lesson Sequence

**Duration** - three weeks from late September to mid-October

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Focus of Lesson</th>
<th>Student Resource Pages</th>
<th>Related Ancillaries</th>
</tr>
</thead>
</table>
| 2.1 – Quality of Life | Introduces quality of life through familiar communities. Introduces point of view. | pp. 18–19 What Affects Quality of Life in Communities? | • BLM 10: Picture Cards  
• BLM A6: Chapter 2 Checklist |
| 2.2 – Quality of Life—What’s Important? |                                                                                     | pp. 20–21 Quality of Life – What’s Important?  
pp. 22–23 Many Things Affect Our Quality of Life | • BLM 8: Interview  
• BLM 11: Quality of Life Puzzle  
• BLM 12: Think-Pair-Share  
• BLM 13: My Quality of Life  
• BLM A6: Chapter 2 Checklist |
• BLM 1: Master Web Plan  
• BLM A6: Chapter 2 Checklist |
| 2.4 – Exploring Life in Communities |                                                                                     | p. 28 Exploring Life in Communities | • BLM 14a, 14b: Plan an Inquiry Project  
• BLM A6: Chapter 2 Checklist |
| 2.5 – Addressing Community Problems |                                                                                     | pp. 30–31 Research: What challenges do communities have?  
pp. 32 Profile  
pp. 33 Participate | • BLM 15: What Communities Do About Challenges  
• BLM A6: Chapter 2 Checklist |
| 2.6 – What Have We Learned? | Review. Summative assessment. Unit closure.                                           | pp. 34–35 What Have We Learned? | • Activity Card 2: Who Am I?  
• BLM A7: Chapter 2 Assessment of Learning Rubric  
• BLM A8: What have we learned? (Question 1a)  
• BLM A9: What have we learned? (Question 2) |

**Related Ancillaries** lists additional materials required to teach the lesson, such as audio CD tracks, blackline masters, and activity cards.

**Suggested Lesson Sequence** provides you with an at-a-glance view of the focus of each lesson in the chapter, along with all related ancillaries.

**Duration** suggests the amount of time that you should spend on the unit.
Social Studies Outcomes

I = Introduce concept or skills
D = Develop concept or skills
A = Apply, practice, or reinforce concept or skills
— = not applicable

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

<table>
<thead>
<tr>
<th>Lessons</th>
<th>2.1</th>
<th>2.2</th>
<th>2.3</th>
<th>2.4</th>
<th>2.5</th>
<th>2.6</th>
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<tbody>
<tr>
<td>3.1.1 appreciate similarities and differences among people and communities</td>
<td>—</td>
<td>A</td>
<td>A</td>
<td>—</td>
<td>D</td>
<td>—</td>
</tr>
<tr>
<td>3.1.2 What determines quality of life?</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>3.2.2.4 How do international organizations support communities in need throughout the world?</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>I</td>
<td>—</td>
</tr>
<tr>
<td>3.5.1.1 evaluate ideas and information from different points of view</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>3.5.1.4 compare and contrast information from similar types of electronic sources, such as information collected on the Internet</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>I</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>3.5.5.1 demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate</td>
<td>D</td>
<td>A</td>
<td>—</td>
<td>A</td>
<td>A</td>
<td>—</td>
</tr>
<tr>
<td>3.5.7.2 evaluate whether information supports an issue or a research question</td>
<td>—</td>
<td>—</td>
<td>I</td>
<td>—</td>
<td>D</td>
<td>—</td>
</tr>
<tr>
<td>3.5.7.3 develop questions that reflect a personal information need</td>
<td>—</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>3.5.7.4 follow a plan to complete an inquiry</td>
<td>—</td>
<td>—</td>
<td>A</td>
<td>D</td>
<td>—</td>
<td>A</td>
</tr>
<tr>
<td>3.5.7.5 access and retrieve appropriate information from electronic sources for a specific inquiry</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>I</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>3.5.7.6 navigate within a document, compact disc or other software program that contains links</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>I</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>3.5.8.2 listen to others in order to understand their points of view</td>
<td>—</td>
<td>D</td>
<td>—</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>3.5.8.3 interact with others in a socially appropriate manner</td>
<td>—</td>
<td>D</td>
<td>—</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>3.5.8.4 create visual images for particular audiences and purposes</td>
<td>D</td>
<td>A</td>
<td>—</td>
<td>—</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>3.5.9.1 compare information on the same issue or topic from print media, television, photographs and the Internet</td>
<td>D</td>
<td>—</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>—</td>
</tr>
<tr>
<td>3.5.9.2 identify key words from information gathered from a variety of media on a topic or issue</td>
<td>A</td>
<td>—</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>
CHAPTER 2, LESSON 2.1

Quality of Life

Planning Information

Purpose

During Lesson 2.1, students will:

• Understand that the focus question for Chapter 2 is “What affects quality of life in communities” and that it is related to the BIG question, “How do people live in communities around the world?”
• Understand some of the factors that affect quality of life in their own community.
• Understand that people have similar and different points of view about quality of life in their communities.

Background Information

The concept of ‘quality of life’ is introduced in this lesson. It is a complex concept that is introduced for the first time in Grade 3 and one that will have deeper meaning for students in future grades as they grow and mature. The Program of Studies defines quality of life as “the sense of safety, comfort, security, health and happiness that a person has in his or her life.”

Quality of life should be considered in terms of both the individual and the community.

The quality of life experienced by each individual may be defined as subjective well-being: the extent to which a person is happy, healthy, and enjoys the important possibilities of his or her life. It is determined by what the individual considers to be important and what he or she values in life.

The quality of life of individuals is affected by the social, health, economic, and environmental conditions of their communities and countries. Each member of a community has an impact on the quality of life in that community.

Student Resource Pages

• pp. 18–19 What Affects Quality of Life in Communities?

Related Ancillaries

• BLM 10: Picture Cards, one per student
• BLM A6 Chapter 2 Checklist

What Affects Quality of Life in Communities?
Other Suggested Materials

• About 30 brainstorming cards, each about 8.5” by 5.5”.
• Space to post and organize the brainstorming cards so that all students can see them, such as a large empty bulletin board or whiteboard. Use thumbtacks, tape, or sticky putty, as appropriate.
• Chart paper, one sheet. In the centre, draw a bubble to start a web. Connect five bubbles to the centre. Inside the centre bubble, write “Calgary is a good place to live.” Leave the other bubbles blank.
• Chart paper. One sheet for the class definition of quality of life.
• Chart paper. Six sheets, one for each of the ideas in Question 1 of Do*Discuss*Discover on page 19 of the student book. In the centre of each sheet, draw a bubble to start a web. Inside each bubble, write one of the items from the list in Question 1.
• Photographs of the local community (Optional. May have been collected in Lesson 5 optional activity)

Assessment

In this lesson, students create illustrations and write captions to describe places that make communities good places to live. This is one of the beginning activities to help students articulate their understanding of the concept of quality of life. Use Assessment BLM A6: Chapter 2 Checklist to record information on student progress.

Pages 18–19

What Affects Quality of Life in Communities?

Cluster Ideas About Our Community

Do this activity before reading pages 18–19.

Pose the following question to the class and write it on the board: What makes a community a good place to live? Discuss.

✦ What would Rosa say about what makes Chincheros a good place to live? What would Anil, Tahar, and Oksana say about their communities?
✦ Let’s think about our community first. Remember that Ms. Bernard’s students taught us that finding out about our own community can help us to understand other communities.
✦ Let’s generate as many ideas as possible.
Do*Discuss* Discover, page 19

Question 1 - Make a Web about Communities

Suggest that it would be best to work together to answer this question. A web is a good way to help organize ideas.

Sketch a web on the whiteboard. The central circle of the web will be “Communities provide…” and each of the items on the list will become one of the ovals connected to the central shape. Tell students that each group will create one of the arms of the web.

Organize students into six groups, one for each of the topic bullets in Question 1. Give each group a sheet of chart paper on which one of the six titles for the arms of the web has been written as the central oval. Challenge the groups to add as many ideas as possible to their web. Remind students about the Learning Together guidelines that they learned about in Chapter 1. (BLM 4)

When all groups have had sufficient time to add several ideas to their web topic, collect the sheets of chart paper and piece them together into a single web. Add the central oval, “Communities provide…”

Question 2 - Make Picture Cards

Discuss Question 2 on page 19, “How do you think each of these features make communities good places to live?” and ask students to identify local features that would be examples of each of these places.

✦ Why is it a good thing if a community has places to work? (People can get jobs to support their families.)

✦ Why is it a good thing if a community has places to buy things? (People can get the things they need in order to live, e.g. food.)

✦ Places to play? (People can be active and healthy. People can have fun together.)

✦ Places to live? (People can be safe and warm. People can be protected from the weather.)

✦ Places to learn? (People can be educated so that they can get good jobs. They can learn to read. They can learn about the world.)

✦ Places to worship? (People can have opportunities to come together to practice their religions.)

Remind students that Ms. Bernard’s class made picture cards to show the things that make Calgary a good place to live. Using BLM 10, have each student create an illustration and caption for one of the features that is listed on the web they created for Question 1. Encourage students to include a foreground and a background.

In Alberta, “places to learn” include Francophone schools. Learning in their first language helps Francophone students to affirm and develop who they are. Background information for teachers about Francophone schools in Alberta is available online. Document: Affirming francophone education – foundations and directions: A framework for French first language education (www.learning.gov.ab.ca)

Assessment for Learning

As students complete their illustrations and captions, observe as they:
• create visuals to communicate information (3.5.8.4)
• identify elements of quality of life (3.1.2.1)

Use Assessment BLM A6: Chapter 2 Checklist to record information on student progress.
Optional Activities describes additional activities that will be of interest to students. Many of the optional activities provide opportunities to integrate Social Studies with other subjects.

**Optional Activities**

**View Photographs of Our Community**

Collect photographs of the local community throughout the year. One way to use them is to store the photo collection in a small box or plastic bag that can be used by individual students or small groups of students.

**Directions:**
- Look at each photograph carefully. Use what you know about the foreground and the background of photographs. Use what you know about the viewpoint of the photographer.
- Write a caption for each photograph that answers the question, “What makes our community a good place to live?”

Add some of the photographs with their captions to the cluster display created at the beginning of this lesson.

**Take Photographs**

Provide opportunities for students to use a digital or instant camera to take photographs from different viewpoints. Individual students or small groups of students can do this optional activity, depending on the number of cameras that are available. Discuss how the viewpoint of the photographer affects the information that is available in the photo.

The difference between webbing and clustering is that webbing generally works from general to specific ideas and clustering works the other way around, from specific to general ideas. A web begins with a topic bubble and specific ideas are attached to it. A cluster begins with a messy list of brainstormed ideas that are organized into groups and labeled.

You can choose and organize activities into a plan that suits your teaching style!
Teaching Resource: Blackline Masters

Blackline Masters are included in the Teaching Resource.

**Picture Cards**

- **Directions:**
  1. Make a picture card showing one feature in your community that makes it a good place to live.
  2. Write about your picture by completing the voice bubble. Tell what the feature is and write a couple of sentences to describe it.

**Think-Pair-Share**

- **Think**
  - Listen carefully to the question.
  - Be quiet so that others can think.
  - Think about ideas to answer the question.

- **Pair**
  - Talk about your ideas with a partner.
  - Listen to your partner's ideas.
  - Take turns talking.

- **Share**
  - Listen to the ideas of your classmates.
  - Tell your classmates about your ideas.

**Plan an Inquiry Project**

- **Sources of information that I plan to use**
  - **Author**
  - **Title**
  - **Date**

- **How I plan to share what I have learned**
  - My group will make a ____________________.
  - I will contribute by ____________________.

---

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Teaching Resource: Assessment

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

**Assessment for Learning**
- Ongoing Assessment Notes in sidebars
- Chapter Checklists
- Rating Scales including Student Self-Evaluation

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

---

**BLM A8**

**What have we learned? (Question 1a)**

1a) Imagine that you are a television reporter. You have just visited the Banerjee family in India. Create a TV spotlight to tell viewers in Canada about quality of life in Dwarka, India. The answers to these W and H questions can help you plan your spotlight.

- Who is the Banerjee family?
- Where does the Banerjee family live?
- What is important to the Banerjee family?
- What challenges does the Banerjee family face?
- How is Shikha Banerjee helping to improve her quality of life?
- How are other people helping the Banerjee family improve their quality of life?
- Why do you think it's important for Canadians to help improve the quality of life of people in other countries?

---

**BLM A9**

**What have we learned? (Question 2)**

2. Think about the challenges that communities face. You might think about a challenge in another country or a challenge in your own community. Use what you have learned about inquiry to continue your research.

- List some questions you have as you think about this challenge.

---

This chart lists some sources where you could go to get more information. Describe what you think you could learn from each type of source.

<table>
<thead>
<tr>
<th>Source</th>
<th>What can we find out from this source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps</td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td></td>
</tr>
<tr>
<td>Newspapers and magazines</td>
<td></td>
</tr>
<tr>
<td>Television or radio programs</td>
<td></td>
</tr>
<tr>
<td>Websites</td>
<td></td>
</tr>
<tr>
<td>Personal letters</td>
<td></td>
</tr>
<tr>
<td>People in my community</td>
<td></td>
</tr>
</tbody>
</table>

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*The Teaching Resource Sample in this preview pack includes all four assessment BLMs for Chapter 2!*

*Modifiable Assessment BLMs are available on the Our World Web site!*
Activity Cards

Activity Cards reinforce concepts in each chapter with hands-on activities.

- One card per chapter
- Designed to be used by individuals, groups or learning centers
- Supported by suggested lesson plans in the Teaching Resource

This preview pack includes the Activity Card for Chapter 2!
The Audio CD contains 31 tracks to stimulate discussion and appreciation of other perspectives.

- Content includes authentic music of four different communities, folktales from different communities read by a professional storyteller, children saying “hello” and “goodbye” in several languages, and more.
- Each track is referenced in the Teaching Resource with suggested lesson plans that encourage listening skills, multiple intelligences, and reinforce development of creative thinking skills.

**Audio CD Contents**

1. Our World  
2. Way to Say Hello  
3. Living in Chincheros, Peru  
4. Living in Kiev, Ukraine  
5. Living in Tunis, Tunisia  
6. Living in New Delhi, India  
7. What Affects Quality of Life in Chincheros?  
8. What Affects Quality of Life in Tunis?  
9. What Affects Quality of Life in New Delhi?  
10. What Affects Quality of Life in Kiev?  
11. Tunisia Sound Effects  
12. Peru Sound Effects  
13. Ukraine Sound Effects  
14. India Sound Effects  
15. Peru Music 1  
16. Peru Music 2  
17. India Music 1  
18. India Music 2  
19. Ukraine Music 1  
20. Ukraine Music 2  
21. Tunisia Music 1  
22. Tunisia Music 2  
23. How the Carpathian Mountains Were Born (Ukraine)  
24. A Drum (India)  
25. The Jewelled Frog (Peru)  
26. Mansoor and the Donkey (Tunisia)  
27. The Loyal Parrot (India)  
28. The Macaw Woman (Peru)  
29. Why the Jackal Won’t Speak to the Hedgehog (Tunisia)  
30. How a Squirrel Helped a Bear (Ukraine)  
31. Ways to Say Goodbye
Components Overview

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

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
**Components**

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<td>Student Textbook</td>
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<td>$44.14</td>
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<td>Teaching Resource with Audio CD</td>
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<td>Activity Card Pack (10)</td>
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